



American University

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Transnational Security Challenges: Spring 2012

SIS 419-038

SIS 653-003

Room SIS 102: Class hours 5:30- 8:00

Transnational Security was once primarily focused on international crime and terrorism. The responsibility for nearly all security matters resided in the hands of the nation states and it became their responsibility (often not mutually agreed) to control the growing number of crimes that crossed national boundaries. Globalism is rapidly changing the nature of transnational security from international crime and terrorism to a wide host of activities that threaten the well being of people across national boundaries and often across continents. Economic, environmental, medical, humanitarian issues frequently do not respect national boundaries but they affect the lives of millions of individuals. The rise of non-state actors in the international environment is both a part of the threat and the means to control the threats. No longer is it just a matter for nation states to figure out how to deal with transnational security although they are still likely to be major players.

This course will look at transnational security in a globalized world. It will examine both the actions and levers of the growing number of non-state actors as well as the traditional nation states.

There is a great deal of reading for the course. It will start with a particularly heavy reading load in which we go over the foundations for the material to come in the rest of the course. By the end of the third week, we will have completed the two foundational books for the course. After that, the reading load will drop a bit and address specific issues dealing with transnational security issues. After the first three weeks, there will be multiple shorter readings for each class.

Learning Objectives:

- 1) Understanding of transnational security issues, the interaction between domestic trends

- and international challenges, as well as scholarly and policy debates about them.
- 2) Knowledge of key actors, institutions, and processes involved in transnational security challenges and the formulation of countermeasures.
 - 3) Analysis of transnational security issues using knowledge of history, practical challenges, political institutions and cultures.

Learning Outcomes:

Students will be able to:

- ✓ Describe, analyze and evaluate evolving transnational security challenges and countermeasures.
- ✓ Conduct research on and critically examine contemporary security issues applying knowledge of history, institutions, political processes and practical constraints; synthesize relevant literature; present the varying perspectives and issue policy recommendations.
- ✓ Identify, define, and explain prominent concepts, themes, institutions, theories, and issues.

Books, available at the Campus Bookstore:

Maryann Cusimano Love, *Beyond Sovereignty*, 4th edition (Wadsworth, 2010).

Norrin Ripsman and T.V. Paul, *Globalization and the National Security State* (Oxford University Press, 2010).

Ian Bremmer, *The J-Curve* (Simon/Schuster, 2007).

Case Studies: Cases are available via the John F. Kennedy School of Government case program website at <http://www.ksgcase.harvard.edu/> and the Georgetown University Institute of the Study of Diplomacy website at <http://www.guisd.org/>

Note: All other readings listed on the syllabus will be available through two sources. Most are available from the journals section of the library. Others will be made available on Blackboard or emailed by the professor.

Grading Policy and Standards:

You are all adults and can make your decisions about whether you wish to attend class. However, you will receive a grade for class participation for each class session. You will receive a zero for a class if you are not present. If you miss class, you can provide a one page paper describing the implications of the readings for the class. If you provide the one page paper, your participation grade will be the average of those classes for which you were present.

Student assignments (aside from readings)

2 Case Study/Policy Analysis Assignments

1 "Taking Sides" Papers and briefings

Briefings (for graduate students only)

Participation in class exercise on transnational security

Policy preparation final project

ALL PAPER MUST BE IN MSWORD FORMAT

UNDERGRADUATES

Case Study Assignments	25%
Taking sides paper and briefing	15%
Class Exercise	10%
Class participation	20%
Policy Preparation Project	30%

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GRADUATE STUDENTS

Case Study Assignments	20%
Taking sides paper and briefing	10%
Class Exercise	10%
Class Participation	20%
Graduate Student Briefings	10%
Policy Preparation Project	30%

GRADE STRUCTURE

I will use the following standard for grading:

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0 -59

Case Study/Policy Analysis Assignments: All students will submit two Case Study/Policy Analysis assignments during the course of the semester. These will serve as a basis for our in-class discussions and are due at the beginning of class. Students are expected to actively

participate in class debates. Assignments will be emailed by the professor the week before they are due.

Taking Sides Assignments: All students will submit a Taking Sides assignment during the course of the semester. These papers will also be critical for our in-class discussions and are due at the beginning of class. Your papers should identify the central arguments/theses/any supporting evidence the authors present, discuss the strengths and weaknesses in their arguments, and state which author makes the better case and why. Assignments will be emailed by the professor the week before they are due.

Instructions for the Policy Preparation Project: As the equivalent of a term paper, you will be required to prepare a collection of papers and briefings needed to try to resolve a specified transnational security problem. The effort will be about equivalent to writing a 20 page research paper but, instead of a paper, you will be required to prepare policy statements, analyses of the security challenge and briefings to whichever world or national leaders need to cooperate in the solution. The effort will actually be a package of papers and power point briefings.

Instructions for Graduate Briefings: Each graduate student will brief the class on a transnational security challenge and responses to it. Oral presentations are supposed to last 15-20 minutes. Further details are posted on Blackboard. Topics will be chosen in the second week of class.

Classroom exercise on trans national security: On week 13 there will be a classroom exercise on transnational security. You will be graded for your participation in the exercise. If you are not in attendance, you will receive a zero for the exercise. If you are unable to attend, I will insist on documentation confirming the reason you missed the class. If it was truly unavoidable, you can gather notes from a classmate and prepare a five page paper describing the major lessons learned from the exercise.

WEEK 1: Introduction and Overview

Wednesday, January 18

WEEK 2: Globalization, State Sovereignty & TSC

Wednesday, January 25

- Maryann Cusimano Love, entire book

WEEK 3: Globalization and the National Security State

Wednesday, February 1

- Ripsman and Paul entire book

WEEK 4: State Capacity and Democratization

Wednesday, February 8.

- Barak Obama, *National Security Strategy of the United States of America*, 2010.
- Bremmer, pp. 3-26;125-147; 237-263.
- Week 2 Richard Ullman, "Redefining Security," *International Security* (summer 1983).
- Naim, Moises, *Illicit: How Smugglers, Traffickers, and Copycats are Hijacking the Global Economy* (New York: Doubleday, 2005), TBA.
- Robert Keohane and Joseph Nye, "Power and Interdependence in the Information Age," *Foreign Affairs* (September/October 1998).

WEEK 5: Ungoverned Spaces & Failed States

Wednesday, February 15

- Paul Collier, *The Bottom Billion* (New York: Oxford University Press, 2007), Parts 1,3&5 (e-reserves)
- Patrick, Stewart, "Weak States and Global Threats: Assessing Evidence of Spillovers," Center for Global Development Working Paper no. 73 (January 2006).
- Peter Lehr, "Maritime Piracy as a U.S. Foreign Policy Problem: The Case of the Maersk Alabama," in Ralph Carter, ed., *Contemporary Cases in U.S. Foreign Policy* (Washington, DC: CQ, 2011).
- Jason McLure, "The Troubled Horn of Africa," in *Issues for Debate in American Foreign Policy* (Washington, DC: CQ Researcher, 2010).

WEEK 6: Terrorism & Insurgencies

Wednesday, February 22

- Louise Richardson, *What Terrorists Want* (New York, Random House, 2007), Introduction and chapters 1 – 3.
- Marc Sageman, "The Normality of Global Jihadi Terrorism," *The Journal of International Security Affairs* (Spring 2008).
- David Kilcullen, *Counterinsurgency* (New York: Oxford University Press, 2010), chapter 6.

WEEK 7: Terrorism & Border Security

Wednesday, February 29

- Rick Nelson and Ben Bodurian "Global Migration, Border Security and Information Sharing," *CSIS Commentary* (December 2009).
- Jonathan Laurence, "The US-EU Counter-Terrorism Conversation: Acknowledging a Two Way Threat," *Brookings US-Europe Analysis Series* (February 24, 2010).
- Alexander Ritzmann, "The Fairytale of the Poor and Angry Terrorists," *AICGS Advisor*, May 25, 2007.

- Peter Bergen, “Safe at Home,” *New York Times*, December 13, 2008.
- Peter Bergen and Stanley Hoffman, *Assessing the Terrorist Threat*, Bipartisan Policy Center Report (September 2010).

WEEK 8: Organized Crime, Drugs, and Trafficking

Wednesday, March 7

- Moises Naim, “Illicit Networks Operate at the Frontiers of Globalization,” *Brown Journal of World Affairs* (fall/winter 2009)
- Frank Madsen, *Transnational Organized Crime* (London: Routledge, 2009), TBA.
- Vanda Felbab-Brown, “Peacekeepers among Poppies: Afghanistan, Illicit Economies and Intervention,” *International Peacekeeping* (February 2009).
- Peter Katel, “Mexico’s Drug War,” in *Issues for Debate in American Foreign Policy* (Washington, DC: CQ Researcher, 2010).
- Misha Glenny, *McMafia: A Journey Through the Global Criminal Underworld* (New York: Vintage, 2009), TBA.

WEEK 9: HAPPY SPRING BREAK!!! – NO CLASS

WEEK 10: Nuclear Nonproliferation

Wednesday, March 21

- Bremmer, pp. 31-46; 86-103.
- Gregory Schulte, “Stopping Proliferation Before It Starts” *Foreign Affairs* (July/August 2010).
- Graham Allison, “Nuclear Disorder,” *Foreign Affairs* (January/February 2010).
- William Langewiesche, “The Wrath of Khan,” *The Atlantic* (November 2005).
- Arimtau Etzioni, “Tomorrow’s Institution Today,” *Foreign Affairs* (May/June 2009).

WEEK 11: Environmental Threats & Resource Wars

Wednesday, March 28

- Thomas Homer-Dixon, “On the Threshold: Environmental Changes as Causes of Acute Conflict,” *International Security* (fall 1991).
- Peter Gleick, “Water and Conflict: Fresh Water Resources,” *International Security* (summer 1993).
- Thomas Homer Dixon, “Environmental Scarcities and Violent Conflict: Evidence from Cases,” *International Security* (summer 1994).
- Friedman, Thomas, “The First Law of Petropolitics,” *Foreign Policy* (May/June 2006).

WEEK 12: Nationalism, Ethnic Conflicts and Civil Wars

Wednesday, April 4

- Bremmer, pp. 147-149; 166-189
- Peter Andreas, "Symbiosis Between Peace Operations and Illicit Business in Bosnia," *International Peacekeeping* (February 2009).
- William Hagen, "The Balkans' Lethal Nationalisms," *Foreign Affairs* (July/August 1999).
- Alex Palmer, "Evil by Another Name: Humanitarian Intervention for the 21st Century," *Harvard International Review* (Fall 2010).
- Mary Martin and Owen Taylor, "Second Generation of Human Security: Lessons from the UN and EU experience," *International Affairs* (January 2010).

POLICY PREPARATION PROJECTS DUE AT MIDNIGHT ON APRIL 4

WEEK 13: In class exercise on global pandemic

Wednesday, April 11

- Michael Osterholm, "Unprepared for a Pandemic," *Foreign Affairs* (March/April 2007).
- Daniel Hamilton and Bradley Smith, "The Challenge of Bio-Terrorism," in Anja Dalgaard-Nielsen and Daniel Hamilton, ed., *Transatlantic Homeland Security?* (New York: Routledge, 2006).
- Bruce Jones, "Bio-Security, Nonstate Actors, and the Need for Global Cooperation," *Ethnic & International Affairs* (June 2006).

WEEK 14: International Perspectives on Climate Change

Wednesday, April 18

- Campbell, Kurt, et al. *The Age of Consequences: The Foreign Policy and National Security Implications of Global Climate Change* (Washington, DC: CSIS/Center for a New American Security, November 2007).
- Sarah Ladislav, "Cancun Climate Negotiation," *CSIS Critical Questions* (December 2010)
- Rodger Payne and Sean Payne, "The Politics of Climate Change: A Consensus for Copenhagen?" in Ralph Carter, ed., *Contemporary Cases in U.S. Foreign Policy* (Washington, DC: CQ, 2011).
- Joshua Busby, "Under What Conditions Could Climate Change Pose a Threat to U.S. National Security?" in Carolyn Pumphrey, *Global Climate Change: National Security Implications* (Carlisle, PA: SSI 2008).

WEEK 15: Conclusion

Wednesday, April 25

- Philip Zelikow, “The Transformation of National Security,” *The National Interest* (spring 2003).
- Stephen Brooks and William Wohlforth, “Reshaping the New World Order,” *Foreign Affairs* (March/April 2009).
- Bremmer, conclusion.

*******ALL PAPERS MUST BE IN MS WORD FORMAT*******

ACADEMIC INTEGRITY CODE:

All students must adhere to the Academic Integrity Code (<http://www.american.edu/provost/registrar/regulations/reg80.cfm>). As the code states, “By enrolling at American University and then each semester when registering for classes, students acknowledge their commitment to the Code. As members of the academic community, students must become familiar with their rights and their responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources. American University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.”

DISABILITIES:

If you experience difficulty in this course for any reason, please don’t hesitate to consult with me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements. If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can address your needs.

Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle 228.

Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Disability Support Services (x3315, MGC 206) offers technical and practical assistance with accommodations for students with physical, medical, or psychological disabilities.

EMERGENCY PREPAREDNESS

In the event of a declared pandemic (influenza or other communicable disease), AU will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail

and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site ([www. prepared. american.edu](http://www.prepared.american.edu)) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

Week 2

- “Active Engagement, Modern Defence,” Strategic Concept for the Defence and Security of the Members of the North Atlantic Treaty Organisation, November 19, 2010.
- Jennifer Elsea, “Private Security Contractors in Iraq and Afghanistan: Legal Issues,” *CRS Report* (January 7, 2010).