

4392-001: VIOLENCE, SCARCITY, AND NORMS IN GLOBAL POLITICS

**UNIVERSITY OF TEXAS AT ARLINGTON, DEPARTMENT OF POLITICAL SCIENCE
FALL SEMESTER 2012
COURSE OUTLINE**

Instructor: Brent E. Sasley
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Class location: 139 Business Building (COBA)
Class time: Mon/Wed/Fri, 10:00-10:50am

Office hours: Wednesdays, 11:00am-12:00pm, or by appointment
Please note: The best and fastest way to reach me is by email.

COURSE CONTENT AND DESCRIPTION:

The theory and practice of human security is one of the most significant and recent developments in contemporary world politics. Calling into question previous notions of national and international security, human security focuses on both the individual and on people in general as the referent “object” of security. It focuses on contemporary challenges to basic human needs and desires, challenges that undermine our capacity as humans to be safe, free, and secure. It also focuses on how international actors have responded to such challenges.

Albert Einstein argued that the purpose of a university education is not to teach students just facts, but to teach them to think. To this end, this course will introduce students to the ideas, theories, and practices of human security in the contemporary world order. It is divided into five sections: Section A lays out the theoretical and conceptual frameworks for understanding changes in our understanding of security in global politics, while the next three sections examine three conceptualizations of human security: Section B focuses on human rights and legal structures; Section C explores issues of violence and war; and Section D looks at other forms of deprivation.

It is advisable that students keep up with contemporary international political, security, economic, social, and cultural developments. Students can follow developments on-line through all major media outlets —such as CNN, *The New York Times*, *The Washington Post*, BBC, and so on. (See the library course guide for links to these and other outlets.)

This course counts for the ESS (Environmental and Sustainability Studies) Minor.

COURSE OBJECTIVES:

By the end of the course students will be familiar with the various issues, processes, and norms that structure the study and practice of human security. To meet these goals the course has the following objectives:

☞ *Identify* key concepts and theoretical frameworks used for investigating contemporary understandings of security in International Relations. This provides us with the appropriate tools for our exploration of the issues at hand.

🗎 *Understand* the contemporary human security problématique. Building on the previous objective, this takes us into a deeper, more detailed examination of the formation of these facts.

⚡ *Think critically* about international and human security. It is easy to take a stance on a given issue, but more difficult to defend that stance in a logical manner that rests on a judicious, nuanced, and open-minded foundation of understanding. Learning to think critically allows us to do so.

🦋 *Connect* this knowledge to a better understanding of politics in general, in any region of the world. By sharpening our critical thinking and analytical skills, we can more effectively take on the problems faced by societies everywhere.

FORMAT:

The course is conducted within a lecture framework. But class time will be used for general discussions and group work, in order to give students more time to discuss their own ideas and to understand the material through dialogue. Because this is a university course, students are expected to actively participate in class discussions, and are encouraged to question and debate with the professor and each other on the various issues. This must be done in a productive and civil manner. Personal attacks and polemics will not be tolerated. The purpose of a freer flow of dialogue is to better understand and absorb the materials covered in class, and offensive actions and ideological or political agendas impede this process. Students who engage in such activities will have to leave the class.

PowerPoint will be used, but only to provide a skeletal outline of the lectures; students must pay attention to and take notes on what is said in class. Otherwise, they will not learn what is necessary for the course and the assignments.

The lectures are based in part on the readings, but will not necessarily directly discuss them; it will be assumed that students have done the readings.

OBLIGATIONS AND RESPONSIBILITIES:

Both the professor and the students have obligations and responsibilities in this course.

My responsibilities include making clear the objectives and material of the course; training students to think critically; returning assignments within a reasonable period of time with adequate comments and suggestions for improvement; treating students with respect and a willingness to hear their opinions and ideas; and keeping my own personal politics out of the classroom.

Students' responsibilities include taking seriously the purposes and assignments of the course; preparing themselves adequately for the lectures; handing their assignments in on time; treating each other and the professor with respect and a willingness to hear other opinions and ideas; and a readiness to think about the material with an open mind while keeping their own personal politics out of the classroom.

Students are also responsible for their own attendance and participation in class. Students who do miss class are responsible for obtaining the material discussed in class from their colleagues. I will not provide notes from lectures or discussions, but I am happy to discuss the material with a student who has already obtained the information. Poor attendance and poor participation will reflect on your final grade.

All cell phones, gadgets for listening to music, playing games, or contacting other people, and all similar devices must be turned off prior to the beginning of class. Students who engage in such activities will have to leave the class. Laptops and other electronic devices are acceptable for taking notes, but I reserve the right to prohibit their use if I determine they are being used for other activities.

Please note that the syllabus and course content may change, depending on unforeseen circumstances. Any such changes are at the instructor's discretion. If there are any changes, they will be announced in class; students then are responsible for knowing whether and when any changes have been made.

Official E-mail Policy:

Outside of class, email is the best way to reach me. Note that students must use their UTA MavMail account when communicating by email with me. I will **not** respond to any correspondence sent by a non-UTA email account. Students are responsible for regularly checking their UTA accounts, for information and correspondence both from the university and from me regarding course matters.

Please use standard polite greetings and address me not as a close friend but as your professor. Please note that one-line comments or questions are not enough for me to know what you are trying to say: be sure your email provides enough detail and explains the context of your comment or question, including which course you are emailing about.

Twitter and Blog Policy:

The rapid expansion of social media—including its use by instructors in the classroom—has blurred the lines between public and private lives of professors. Although I firmly believe in a strict separation between my personal preferences and what I teach in the classroom, I am active on Twitter and in blogging, two of the most prominent forms of social media. I consider it necessary, then, to set out a coherent guideline for these media.

I use both primarily for analytical commentary, and students who are interested in more discussion and debate on issues related to international relations and Middle East politics are welcome, if they wish, to subscribe to my Twitter feed and blogs.

Students are also welcome to respond to any tweets or blog posts. I expect respectful, reasoned responses or posts, without profanity; any violation of these guidelines will result in the student being blocked in the relevant method.

I must emphasize that this is not mandatory—it is not even “optional” in the context of the course. I mention this as a general comment only, in the context of a public domain that now encompasses the university and the classroom. Students’ grades are not in any way connected to this.

REQUIRED READINGS:

There are three sources of mandatory readings for this course:

 Journal articles (in PDF form) available through the library catalogue. To access these, log in with your UTA NetID and password to the library’s website. You will have to search for the articles, either through the journal or directly by article title. Library catalogue readings will be referred to as (Library).

 Journal articles and book chapters available on e-reserve at the library. To access these, log in with your UTA NetID and password to the library’s website (“Catalog,” then “Course Reserves”). Library reserve readings will be referred to as (e-reserve).

 Specific URLs available on the course Blackboard. To access these, log in with your UTA NetID and password at <<https://elearn.uta.edu/webapps/login/>>. Blackboard readings will be referred to as (Blackboard).

ASSIGNMENTS AND GRADE DISTRIBUTION:

Test. There will be one in-class test, **worth 20% of the final grade**, written on **Friday, September 14**. It will cover everything studied from the beginning of the course up to and including on September 12 (all lectures, class discussions, readings, and any other materials included in the course). The format of the test is a single essay section. Students are allowed to use **four** 3x5 note cards during the test, but no other devices, notes, books, or anything else. Students who are late to the test will **not** be given extra time to finish.

There will be **no** make-up tests, barring a very serious development or illness. Common but invalid excuses include (but are not limited to): car troubles; visiting friends or relatives; having other work. If there is an illness, students will have to provide a medical note—not one in which a doctor writes that the student confirms he/she was sick, but a detailed note explaining that the doctor knows for a fact that the student was sick on the day of the test and could not be expected to write. Documentation must be provided for any missed test within three school days after the missed test, regardless of the reason,

and is subject to verification. Any requests for a deferral must be made *before* the date of the test for a make-up to be considered, and are at the professor's discretion. A missed test must be made up **within three school days** after the date of the original scheduled test. No make-up will be allowed after that, and a grade of zero will be assigned for that test.

Policy memos. Students will write **three** policy memos, **each worth 20% of the final grade**. Papers are due on **Wednesday, October 3**, on **Monday, November 5**, and on **Wednesday, December 5**. Each memo is to be **5-8 pages** in length, excluding title page and bibliography; going under or over this range will result in a penalty, as part of the purpose is to learn how to make an argument in a specified amount of space.

Students in the ESS Minor must write their papers from an ESS perspective. Please consult with the professor for more information.

One memo is based on each of the last three sections of the course (Sections B, C, and D). Each memo must be tied to a subject covered in the relevant course section (e.g., the state and human rights, genocide, disease, and so on) but students may pick whatever specific issue they wish to investigate. For example, if writing on gender(ed) security, students can explore issues of honor killings, or violence in war, or women and work, and so on. Although it is not mandatory, students are strongly encouraged to confer with the professor about their papers on a regular basis, including regarding the specific topic, the paper's content, style/structure, bibliography, and so on. I am also happy to read over a draft or several drafts (however long or short) of the paper and provide comments, so long as the paper is given to me with enough time to go through it before the due date.

Each policy memo **must answer 3 specific questions**: (1) What policies have been tried regarding the particular issue you are focusing on? (2) In your view, why aren't those particular policies working or fixing the problem? (3) What do you suggest be done about it? What ideas do you propose to address the particular issue?

Papers **must be typed or word-processed**, with Times New Roman and 12-point font; double-spaced; and margins of 1 inch all around or 1 inch on top and bottom and 1.5 inches on left and right. Papers must have the standard format required of a university paper, including title page, proper and consistent citation style, bibliography, and page numbers. **The only citation/bibliography style that will be accepted is MLA format.** Citations and bibliography **must include page numbers**. Students should also be sure to keep a copy of their assignments for themselves.

Papers **must be emailed in**—hard copies will not be accepted. Papers will be returned to students' UTA accounts by email, with comments in the text through the Track Changes feature in Word as well as an attached page of remarks. Note that all papers will be reviewed by a plagiarism-detection program: this is not due to a presumption of guilt but rather is used as a teaching tool.

All papers are due at the beginning of class; a paper that is emailed in after class begins will be considered late. Late papers will not be accepted without penalty, unless there is

a valid medical excuse and doctor's note or evidence of another serious and unavoidable reason. Common but invalid excuses include (but are not limited to): computer, printer, or car troubles; being sick the day the assignment is due; visiting friends or relatives; having other work. Documentation is always required and is subject to verification. Papers emailed in after class begins, but on the same day the assignment is due, will be **penalized one percentage point per day off the mark received out of the total worth of the assignment, with an additional percentage point taken off for each additional day the report is late** (i.e., 1% per day off whatever grade is given out of 20%). Any requests for an extension must be made *before* the due date of the assignment. **Papers will not be accepted after 3 calendar days after the due date**; students will then receive a zero on the assignment.

These are research papers, and so research must be based on scholarly sources, which means journal articles, books, and academic reports from well-known research institutes (some of the latter are listed on the library guide for the course). **Students must use at least two books and two journal articles in their research for each paper** (none of which can be on the course reading list). Dictionaries, lecture notes, encyclopedias (including Wikipedia), and many websites are **not acceptable**; students are **strongly** advised to consult with the professor first to find out if a source is suitable or not. Sources containing basic background information (e.g., the CIA World Factbook) and media reports are not scholarly sources; but they are useful for providing empirical evidence for an argument.

Students are expected to use proper format, structure, grammar, and citations in all of their assignments; *how* students make their arguments is as important as *what* they argue. If a student hands in an assignment that does not meet these standard university requirements, she will be asked to re-submit the assignment with the requisite changes and a penalty. For technical material, see Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertation* (Chicago: University of Chicago Press), sixth edition or later; the course Blackboard and the library course guide also have links on citations and bibliographies. Students may also consult the professor for further help.

Final exam. A final **take-home exam, worth 20% of the final grade**, will be written at the end of the course. Students will have **one week** to write the exam: It will be posted on the course Blackboard and accessible at the end of the final class on December 5, and due by **Wednesday, December 12, 12:00pm**. The exam will be **cumulative**, taking into account everything studied from the beginning of the course (class discussions, readings, and any other materials covered in the course). The format of the final exam is two essay questions. Students should not conduct any outside research; their focus should be on the course materials.

There will be **no** make-up exam, barring a very serious development or illness. Common but invalid excuses include (but are not limited to): computer, printer, or car troubles; visiting friends or relatives; having other work. If there is an illness, students will have to provide a medical note—not one in which a doctor writes that the student confirms he/she was sick, but a detailed note explaining that the doctor knows for a fact that the student was sick and could not be expected to write the exam. Documentation

must be provided for a missed exam within three days after the missed exam, regardless of the reason, and is subject to verification. Any requests for a deferral must be made *before* the date of the exam in order to be considered, and are at the professor's discretion. A missed exam must be made up **within three school days** after the date of the original scheduled exam. No make-up will be allowed after three school days, and a zero will be assigned for that grade.

Please note that **no** extra credit work is provided or allowed, regardless of circumstances. Please also note that not completing an assignment and instead re-weighting the worth of other course assignments is not an option.

ACADEMIC DISHONESTY:

Neither the professor nor the university has any tolerance for any form of academic dishonesty. Students who engage in such activities will face serious penalties, ranging from (among others) failure of the assignment, failure of the course, suspension, or expulsion from the university. According to the Regents' Rules and Regulations, academic (scholastic) dishonesty "includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

STUDENTS WITH DISABILITIES:

The University of Texas at Arlington is committed to both the spirit and letter of federal equal opportunity legislation. As the professor I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. It is the students' responsibility to inform me of their need for accommodation and in providing authorized documentation through designated administrative channels. You may contact the Office for Students with Disabilities for more information: (817) 272-3364, or www.uta.edu/disability.

DROPPING THE COURSE:

Students are responsible for deciding whether or not they should drop the course, and for being aware of the consequences of doing so. The last day to drop classes is **October 31, 2012**. Students should see their respective departmental advisors for more information.

STUDENT SUCCESS PROGRAMS:

The University of Texas at Arlington supports a variety of programs to help students connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at (817) 272-6107, or <http://www.uta.edu/uac/studentsuccess-home/>.

Test:	20% (Friday, September 14, in class)
Policy memos (3):	20% each (Due October 3; November 5; December 5)
Final exam:	20% (Due by Wednesday, December 12, 12:00pm)

GRADING SCALE:

A	80-100%
B	70-79%
C	60-69%
D	50-59%
F	0-49%

COURSE SCHEDULE

Friday, August 24: ***No class – Watch introduction lecture on video on Blackboard***

Roland Bleiker and Amy Kay, “Representing HIV/AIDS in Africa: Pluralist Photography and Local Empowerment,” *International Studies Quarterly* 51, no.1 (March): 139-163. (Library)

Monday, August 27: ***No class***

Section A: Theoretical Changes

Wednesday, August 29: Why do we talk about human security?

Lloyd Axworthy, “Human Security and Global Governance: Putting People First,” *Global Governance* 7, no.1 (January-March 2001): 19-23. (Library)

Rob McRae, “Human Security in a Globalized World.” In *Human Security and the New Diplomacy: Protecting People, Promoting Peace*, eds. Rob McRae and Don Hubert, 14-27. Montreal: McGill-Queen’s University Press, 2001. (e-reserve)

Friday, August 31: Traditional conceptualizations of security

Michael Mastanduno, “A Realist View: Three Images of the Coming International Order.” In *International Order and the Future of World Politics*, eds. T.V. Paul and John A. Hall, 19-40. Cambridge: Cambridge University Press, 1999. (e-reserve)

Monday, September 3: ***Labor Day—No class***

Wednesday, September 5: *How to write a paper for this class*

Purdue Online Writing Lab, "Avoiding Plagiarism." (Read sections: Overview; Is it Plagiarism?; Safe Practices; Plagiarism Exercise; all linked on the left side of the page.) (Blackboard)

Friday, September 7: Redefining security

Richard Ullman, "Redefining Security." *International Security* 8, no.1 (Summer 1983): 129-153. (Library)

Simon Dalby, "Contesting an Essential Concept: Reading the Dilemmas in Contemporary Security Discourse." In *Critical Security Studies*, eds. Keith Krause and Michael C. Williams, 3-31. Minneapolis: University of Minnesota Press, 1997. (e-reserve)

Monday, September 10: Defining human security

United Nations Development Programme, *Human Development Report 1994: New Dimensions of Human Security* (1994): Chapter 2 (22-46). (Blackboard)

United Nations Millennium Project, "Millennium Development Goals" (2000). (Blackboard)

Wednesday, September 12: Critiquing human security

Yuen Foong Khong, "Human Security: A Shotgun Approach to Alleviating Human Misery?" *Global Governance* 7, no.3 (July-September 2001): 231-236. (Library)

Roland Paris, "Human Security: Paradigm Shift or Hot Air?" *International Security* 26, no.2 (Fall 2001): 87-102. (Library)

Friday, September 14: **Test (in class)****Monday, September 17:** **Rosh Hashanah—No class**

Section B: Laws and Rights

Wednesday, September 19: Legal foundations: human rights

Marie-Bénédicte Dembour, "What are Human Rights? Four Schools of Thought," *Human Rights Quarterly* 32, no.1 (February 2010): 1-20. (Library)

Friday, September 21: The state and human rights

United Nations Development Programme, Regional Bureau for Arab States, *Arab Human Development Report 2009: Challenges to Human Security in the Arab Countries* (2009): Chapter 3 (53-78). (Blackboard)

Monday, September 24: The state and human rights, cont.

Chantal Mouffe, "Which World Order: Cosmopolitan or Multipolar?" *Ethical Perspectives* 15, no.4 (December 2008): 453-467. (e-reserves)

Wednesday, September 26: ***Yom Kippur—No class***

Friday, September 30: Promoting human rights: The United Nations

United Nations General Assembly, *Universal Declaration of Human Rights* (December 10, 1948). (Blackboard)

Eric Neumayer, "Do International Human Rights Treaties Improve Respect for Human Rights?" *Journal of Conflict Resolution* 49, no.6 (December 2005): 925-953. (Library)

Monday, October 1: International organizations and the democracy deficit

Andrew Moravcsik, "Is There a 'Democratic Deficit' in World Politics? A Framework for Analysis," *Government and Opposition* 39, no.2 (Spring 2004): 336-363. (Library)

Section C: Freedom from Fear

Wednesday, October 3: ***Policy memo #1 due***
Failed and fragile states

Project Ploughshares, *Armed Conflicts Report 2012*. (Blackboard)

The Fund for Peace, "Failed States Index 2012." (Blackboard)

Kalevi J. Holsti, *The State, War, and the State of War*. Cambridge: Cambridge University Press, 1996: Chapter 6 (99-122). (e-reserve)

Friday, October 5: Failed and fragile states, cont.

Robert H. Dorff, "Failed States After 9/11: What Did We Know and What Have We Learned?" *International Studies Perspectives* 6, no.1 (February 2005): 20-43. (Library)

Monday, October 8: Resources and conflict

Päivi Lujala, "Deadly Combat over Natural Resources: Gems, Petroleum, Drugs, and the Severity of Armed Civil Conflict," *Journal of Conflict Resolution* 53, no.1. (February 2009): 50-71. (Library)

Wednesday, October 10: Resources and conflict, cont.

Kyle Beardsley and Brian McQuinn, "Rebel Groups as Predatory Organizations." *Journal of Conflict Resolution* 53, no.4 (August 2009): 624-645. (Library)

James Bevan, "The Myth of Madness: Cold Rationality and 'Resource' Plunder by the Lord's Resistance Army." *Civil Wars* 9, no.4 (December 2007): 343-358. (Library)

Friday, October 12: Genocide, mass murder, and eliminationism

Rome Statute of the International Criminal Court, July 17, 1998, Part 2, Articles 5-8 (inclusive); Articles 12-15 (inclusive). (Blackboard)

Monday, October 15: Genocide, mass murder, and eliminationism, cont.

Jennifer Jackson Preece, "Ethnic Cleansing as an Instrument of Nation-State Creation: Changing State Practices and Evolving Legal Norms." *Human Rights Quarterly* 20, no.4 (November 1998): 817-842. (Library)

Wednesday, October 17: **Guest speaker: TBA**

Roméo Dallaire, *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. Toronto: Random House Canada, 2003: Conclusion (510-522). (e-reserve)

Friday, October 19: Genocide, mass murder, and eliminationism, cont.

Bruce Cronin, "International Legal Consensus and the Control of Excess State Violence." *Global Governance* 11, no.3 (July-September 2005): 311-330. (Library)

Monday, October 22: Sexual violence and rape as weapon

Anna Maedl, "Rape as Weapon of War in the Eastern DRC? The Victims' Perspective," *Human Rights Quarterly* 33, no.1 (February 2011): 128-147. (Library)

Wednesday, October 24: Sexual violence and rape as weapon, cont.

United Nations Security Council Resolution 1820 (2008), June 19, 2008. (Blackboard)

K.R. Carter, "Should International Relations Consider Rape a Weapon of War?" *Politics and Gender* 6, no.3 (September 2010): 343-371. (Library)

Friday, October 26: Child soldiers

Coalition to Stop the Use of Child Soldiers, *Child Soldiers Global Report 2008* (2008): pp. 2-3 (map), Introduction (12-39). (Blackboard)

Monday, October 29: Child soldiers, cont.

Coalition to Stop the Use of Child Soldiers, *Child Soldiers Global Report 2008* (2008): Summary of Selected International Treaties (375-377). (Blackboard)

United Nations General Assembly, *Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict* (February 12, 2002). (Blackboard)

Jay Williams, "The International Campaign to Prohibit Child Soldiers: A Critical Evaluation," *International Journal of Human Rights* 15, no.7 (2011): 1072-1090. (e-reserve)

Wednesday, October 31: Refugees and migration

United Nations High Commissioner For Refugees, *Global Trends 2011*. (Blackboard)

Friday, November 2: Refugees and migration, cont.

Sarah Kenyon Lischer, "Civil War, Genocide and Political Order in Rwanda: Security Implications of Refugee Return," *Conflict, Security and Development* 11, no.3 (July 2011): 261-284. (e-reserve)

Section D: Freedom from Want

Monday, November 5: ***Policy memo #2 due***
Economic insecurity

Caroline Thomas, "Global Governance, Development and Human Security: Exploring the Links," *Third World Quarterly* 22, no.2 (April 2001): 159-175. (Library)

Wednesday, November 7: Economic insecurity, cont.

Martha A. Starr, "Growth and Conflict in the Developing World: Neo-liberal Narratives and Social-Economy Alternatives," *Review of Social Economy* 64, no.2 (June 2006): 205-224. (Library)

Muhammad Yunus, "Economic Security for a World in Crisis." *World Policy Journal* 26, no.2 (Summer 2009): 5-12. (Library)

Friday, November 9: The new slavery

Kevin Bales, *Disposable People: New Slavery in the Global Economy*, revised ed. Berkeley: University of California Press, 2004: Chapter 4 (121-148). (e-reserve)

Monday, November 12: The new slavery, cont.

United Nations General Assembly, *Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention against Transnational Organized Crime* (December 25, 2003). (Blackboard)

Wednesday, November 14: Gender(ed) security

Mary Caprioli, "Democracy and Human Rights versus Women's Security: A Contradiction?" *Security Dialogue* 35, no.4 (December 2004): 411-428. (e-reserve)

Bronwyn Winter, "Religion, Culture and Women's Human Rights: Some General Political and Theoretical Conclusions," *Women's Studies International Forum* 29, no.4 (July-August 2006): 381-393. (e-reserve)

Friday, November 16: Gender(ed) security, cont.

Brandon Hamber, Paddy Hillyard, Amy Maquire, Monica McWilliams, Gillian Robinson, David Russell, and Margaret Ward, "Discourses in Transition: Re-Imagining *Women's Security*." *International Relations* 20, no.4 (December 2006): 487-502. (e-reserve)

United Nations, Department of Economic and Social Affairs, Division for the Advancement of Women, *Convention on the Elimination of All Forms of Discrimination against Women* (September 3, 1981): Overview, and read the "History" and "State Parties" (links at the top left of the page; click on the states to see their reservations). (Blackboard)

Monday, November 19: Demography and the environment

Anthony J. Cassils, "Overpopulation, Sustainable Development, and Security: Developing an Integrated Strategy," *Population and Environment* 25, no.3 (January 2004): 171-194. (Library)

Wednesday, November 21: Demography and the environment, cont.

Michael Renner, "Environmental Security: The Policy Agenda," *Conflict, Security and Development* 4, no.3 (December 2004): 313-334. (e-reserves)

United Nations Development Programme, *Human Development Report 2011: Sustainability and Equity*. Overview (1-20). (Blackboard)

Friday, November 23: ***Thanksgiving—No class***

Monday, November 26: Food security

United Nations World Food Programme, *2011 Hunger Map, Hunger Stats*, and *Hunger FAQs*. (Blackboard)

Wednesday, November 28: Food security, cont.

Gregory Conko and Henry I. Miller, "The Rush to Condemn Genetically Modified Crops," *Policy Review* 165 (February/March 2011): 69082. (Library)

Stuart A. Newman, "Genetically Modified Foods and the Attack on Nature," *Capitalism, Nature, Socialism* 20, no.2 (June 2009): 22-31. (e-reserve)

Friday, November 30: Public health and disease

Colin McInnes and Kelley Lee, "Health, Security and Foreign Policy," *Review of International Studies* 32, no.1 (January 2006): 5-23. (Library)

Monday, December 3: Public health and disease, cont.

UNAIDS, Joint United Nations Programme on HIV/AIDS, *AIDSinfo*: Explore the interactive map. (Blackboard)

Stefan Elbe, "Should HIV/AIDS Be Securitized? The Ethical Dilemmas of Linking HIV/AIDS and Security," *International Studies Quarterly* 50, no.1 (March 2006): 119-144. (Library)

Wednesday, December 5: ***Policy memo #3 due***
Review for final exam

No readings.

Wednesday, December 12: ***Final exam due by 12:00pm***