Security and Development: Dr. Joseph P. Smaldone
The Nettlesome Nexus (LSHV-368-01) 405 Golf Course Ct.
Spring 2015: 12 class meetings – 1 Wed., 1/7; Arnold, MD 21012; (410) 757-4771
11 Mondays, 1/12-4/27, 6:30-9:40pm email: joesmaldone@comcast.net

General Learning Goals and Outcomes: The Graduate Liberal Studies Degree Program offers a course of study which engages students in reading, research, reflection, discussion, and writing. In the pursuit of the degree, students are to discern and wrestle with the content generally associated with the “liberal” arts in the root meaning of that term, namely, what it means for human beings to be endowed with freedom and what ennobles and enhances human freedom. The two general goals of the program, therefore, are to analyze and assess human values (who are we and what ought we to do?) and to undertake such study in an interdisciplinary fashion. The program thus draws from the social sciences as well as from those fields generally defined as the humanities (e.g., history, theology, philosophy, literature, and art), recognizing that the moral dimension of human life embraces social, political, and economic relationships as well as personal choices. The program culminates in an interdisciplinary thesis that successfully analyzes a question of value related to a student’s chosen curricular field of study.

More explicitly, the program aims to engage the student in examining one or more of the following topics or similar topics as they are treated in various disciplines:

- What it means to be human
- What gives ultimate meaning to human life
- What contributes to human flourishing
- Where human life is heading
- What constitutes the social dimension of humanity
- What enables genuine community
- How are human beings related to nature and creation as a whole
- Elements of personal ethics
- Principles of social justice and social ethics

Scope, Learning Goals and Outcomes of this Course: This course will examine a selected set of critical interrelated subjects and current issues that lie at the security-development nexus, from historical-empirical, analytical, policy, and moral perspectives. Consistent with the foregoing LSP goals, the required reading assignments, class discussions, and major research paper(s) seek to foster analytical thinking, comparative study, interdisciplinarity, and humanistic values-based assessments of the nettlesome security-development nexus in global perspective, particularly in developing countries and the related policies pursued by their governments and external actors.

The seven chosen texts embrace a range of historical and contemporary issues, cases, and methodological approaches that promote the attainment of these programmatic and course goals. Collectively, our texts provide comprehensive coverage of four major contemporary themes:

- the origins, nature, and consequences of the prevailing Third World security predicament;
- how conflict, security, and development challenges intersect and interact in contested issues such as climate change, global poverty, refugees, agriculture, forestry, water, public health, and peacekeeping, and ways to break their noxious nexuses;
- the role of women in conflict, peace, and development; and
- emerging but contested concepts and practices in global governance.
Specific objectives for this course include acquisition and demonstration of graduate-level knowledge and understanding, and ability to discuss and explain, the following:

- the interrelationships among war, peace, security and development in developing countries/new states;
- the impact of globalization on development and human security conditions;
- the interrelated security-development-governance “traps” into which the world’s “bottom billion” have fallen and become stuck, and how they might escape;
- the multiple and complex ways in which security-development problems and potential solutions emerge in various contexts that are at once local and global;
- the varied roles of women in conflict and as peace activists;
- contested concepts of global governance and their implications;
- the role of analytical and ideological paradigms in both academic and policy discourse about war and peace, security and development;
- the role of values and ethics in making decisions to engage in development assistance, humanitarian interventions, and post-conflict peacebuilding efforts;
- the ability to draw upon and apply the theories, principles, methods, and findings of two or more academic/professional disciplines to the analysis of specific security-development issues/crises and their resolution;
- the ability to research and write an article-length (20+ pp.) paper that approaches or attains publishable quality, on a course-related topic of special interest to you.

**Required Texts/Reading Assignments:**


**Note:** additional, shorter, online readings may be assigned from time to time.

**Grades:** Grades will be based on one or two written papers totaling 20-25 pp. double-spaced//10-13 pp. single-spaced text (excluding notes, biblio. etc.) worth 2/3, and class participation worth 1/3. Papers will be evaluated on the basis of their intrinsic merits as well as the relative quality of the papers produced by other class members. There may be opportunities to improve your grade by doing voluntary extra-credit assignments. Papers may be book review essays, research or analytical/reflective papers. There will be no exams. See details about class participation, writing assignments, and grading policies below; additional guidelines and information about factors relevant to grading papers will be provided in class.

**Format:** This is a “readings course” with seminar-style focused discussion of issues, not lectures. Read assignments beforehand, be fully prepared for all meetings, and contribute actively to our discussions – everyone’s views are equally valued. A series of discussion questions and/or mini-assignments will be provided by email each week to accompany and guide your weekly reading assignments, and prepare you to participate in class discussions. You will also have an opportunity to present your ideas, assessments, and paper(s) to the class (paper presentations last two classes). Guest speakers may also be invited.
Course Outline & Reading Assignments (12 class meetings):

1. 1/7 Course introduction and administration;
    Third World security predicament: read Ayoob, entire book.

2. 1/12 Conflict, security & development, part I: read Beswick & Jackson, 1st half.
    [1/19 No class – MLK, Jr. Holiday]

3. 1/26 Conflict, security & development, part II: finish Beswick & Jackson.

4. 2/2 Conflict, security & development, part III: read World Bank, 1st half.

5. 2/9 Conflict, security & development, part IV: finish World Bank.
    [2/16 No class – Presidents’ Day Holiday]
    [2/23 No class – our holiday!]

6. 3/2 The security-development nexus: read Amer et al., entire book.
    [3/9 No class – Spring Break]

7. 3/16 Women in war & peace, part I: read Kaufman & Williams, entire book.

8. 3/23 Climate change & poverty, part I: read Brainard et al., 1st half.

9. 3/30 Climate change & poverty, part II: finish Brainard.
    [4/6 No class – Monday after Easter]

10. 4/13 Global governance, part I: read Sinclair, 1st half.

11. 4/20 Global governance, part II: finish Sinclair.
    presentation of papers.

12. 4/27 presentation of papers.

Course Policies/Written Assignments:

1. Class attendance is expected/required. Attendance at the first class meeting is mandatory. Notify the instructor in advance of any anticipated absence from a subsequent class (and the reason), or ASAP if prior notice is impossible. If excused, you must make up the absence by writing a compensatory 2-3 pp. paper, or adding 2-3 pp. to your major paper. A one-grade penalty will be assessed for the 1st unexcused absence (i.e., A to A-). Two absences will be reported to the Dean and may result in withdrawal, regardless of reasons!

2. Class participation (CP). Everyone is encouraged/expected to participate in class discussions, which are essential elements of graduate-level education. CP will be one-third of your grade. Your contributions to class discussions will weigh heavily in the evaluation of CP. Informed, thoughtful, and constructive questions, responses, presentations, and comments, based at least in
part on reading assignments, are essential. **Frequent commentary is welcome, as long as it “adds value” and does not “dominate.” So speak up a few times at each class!**

3. **Writing assignments.** Written and verbal guidance will be provided in class. All class members have the same writing assignments. Papers are expected to meet high standards of originality, scholarship, and excellence, to demonstrate appropriate composition skills, and to use a wide range of relevant sources. DLS candidates are expected to meet professional standards.

4. **Paper topics.** Since each writing assignment and your approach to it are unique, we should have a “common understanding” and “mutual expectations” about them. To this end, topics must be selected or changed with the consent of the instructor; outlines, bibliographies, and progress reports may be required. **Individual consultations are a must!**

5. **General research rule.** For a single 20+ page paper, **use/cite at least 20 specialized relevant books/journal articles and/or comparable Internet sources on the specific subject of the paper.**

6. If you choose to write two papers, **at least one must be submitted by 4/27 to warrant consideration of an “Incomplete.”**

7. **Due dates & late penalties. All written assignments are due by 4/27. There is a grace period until 5/4, after which late penalties will be assessed** for lapsed time periods (i.e., 5/5-11 will be reduced to A-; 5/12-18 to B+; 5/19-25 to B; 5/26-6/1 to B-). Incompletes later convert to F! Papers submitted after 4/27 should be mailed, and the postmark will be considered the submission date. Unless otherwise requested, **don’t send by fax, email, FEDEX, or certified/registered/signature confirmation mail. Keep a copy of papers sent by mail.**

8. Comments on papers and course grades will be emailed to you. Papers are not usually returned.

9. **Beware plagiarism!** Plagiarism is the presentation of another person’s ideas, words, or other products as your own, including failure to acknowledge and cite sources. Ideas and information borrowed from others must be acknowledged in written assignments. Acknowledgments can be made either by using quotation marks with a citation, or paraphrasing in your own words with a citation. Plagiarism will result in an F for the course and be will reported to the Dean.

10. **Honor system.** MALS and DLS students are responsible for upholding the Georgetown University Honor System and adhering to the academic standards included in the Honor Code Pledge stated below:

    **In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.**

11. **Disabilities statement:** If you believe you have a disability, then you should contact the Academic Resource Center (arc@georgetown.edu) for further information. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.