

**GEORGETOWN UNIVERSITY
GRADUATE LIBERAL STUDIES DEGREE PROGRAM SYLLABUS**

Security and Development:

The Nettlesome Nexus (LSHV-368-01)

Fall 2019: Wed., 8/28 & 11 Mondays, 9/9-12/9,
6:30-9:40pm (No class 9/2, 10/7, 10/14, 11/11)

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General Learning Goals and Outcomes: The Graduate Liberal Studies Degree Program offers a course of study that 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.

This semester we will focus intensely on so-called fragile states – the sources of their fragility; the consequences and implications of this predicament for them, their neighbors, and the larger world; and both local and international responses to their complex security-development challenges, including both successes and failures.

Specific objectives for this course include acquisition and demonstration of graduate-level knowledge and understanding, and ability to discuss and explain, the following:

- evolving concepts of security and development, and their interconnections;
- the origins, characteristics, and vulnerabilities of contemporary statehood;
- state capacities & resiliency vs. state fragility and failure;
- the interrelationships among war, peace, security and development in developing countries/new states, especially sub-Saharan Africa;
- characteristics of fragile states and fragile societies, and why they are conflict-prone;
- 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;
- key issues in international interventions and post-conflict reconstruction efforts, e.g., R2P, security sector reform, local community engagement, good governance, etc.;
- strategies and policies that have succeeded in overcoming extreme poverty, establishing democracy, and achieving peace;
- the role of theoretical, 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:

1. Ayoob, Mohammed. *The Third World Security Predicament*. Rienner, 1995.
2. Jackson, Paul & Beswick, D. *Conflict, Security and Development*, 3rd ed. Routledge, 2018.
3. Hintjens, H. & Zarkov, D., eds. *Conflict, Peace, Security and Development*. Routledge, 2014.
4. Jackson, Paul, ed. *Handbook of International Security & Development*. Elgar, 2016.
5. Michailof, Serge. *Africanistan: Development or Jihad*. Oxford Univ. Press, 2018.
6. World Bank. *Conflict, Security and Development* (World Development Report 2011; **online, free at:**
<http://web.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/0,,contentMDK:23252415~pagePK:478093~piPK:477627~theSitePK:477624,00.htm>
[1](#)
7. Commission on Global Security, Justice & Governance report, 2015; **online, free at:**
<https://www.stimson.org/content/report-commission-global-security-justice-governance>

Note: additional, shorter, online readings and other assignments can be expected from time to time.

Grades: There will be no exams. 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 (CP) worth 1/3. Papers may be book review essays, research or analytical/reflective papers. Papers will be evaluated on their intrinsic merits as well as the relative quality of the papers produced by other class members. There will be opportunities to improve your CP grade by doing voluntary extra-credit assignments. See details about class participation, writing assignments, and grading policies below; additional guidelines and information about papers and grading factors will be provided in class.

Format: This is a “readings course” with seminar-style focused discussion of issues, not lectures. A series of discussion questions and/or mini-assignments keyed to the readings will be emailed to you each week to facilitate preparation for class discussions. Read assignments beforehand, be fully prepared for all meetings, and contribute actively to our discussions by framing issues, posing and responding to questions, and highlighting ethical concerns, etc. Everyone’s views are equally valued. You will also have an opportunity to present your ideas, assessments, and paper(s) to the class (*paper presentations last two classes*). Guest speakers will also be invited occasionally.

Course Outline & Reading Assignments (12 class meetings):

1. 8/28 Course introduction and administration;
Third World security predicament: read Ayoob, entire book
2. 9/9 Conflict, security & development I: read Jackson & Beswick, chaps. 1-6
3. 9/16 Conflict, security & development II: read Jackson & Beswick, chaps. 7-12
4. 9/23 S&D issues: theories, methodologies, & cases: read Hintjens & Zarkov, chaps. 1-7
5. 9/30 S&D issues: theories, methodologies, & cases: read Hintjens & Zarkov, chaps. 8-15
6. 10/21 S&D Handbook I: read Jackson, *Handbook*, chaps. 1-9
7. 10/28 S&D Handbook II: read Jackson, *Handbook*, chaps. 10-19
8. 11/4 S&D Handbook III: read Jackson, *Handbook*, chaps. 20-27
9. 11/18 Africa: development or jihad?: read Michailof, entire book
10. 11/25 Global responses I: read World Bank *WDR 2011*, chaps. 1-4
11. 12/2 Global responses II: World Bank, *WDR 2011*, chaps. 5-9;
presentation of papers.
12. 12/9 Global responses III: Commission on Global Security ..., entire report;
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; extra-credit work will not count as such compensatory papers. A one-grade penalty will be assessed for each *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 “mutual understanding/expectation” about it. 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 12/9 to warrant consideration of an “Incomplete.”

7. *Due dates & late penalties*. **If possible, please submit your papers and other written assignments in hard copy at the last class meeting on 12/9. Officially, they are due by 7:00p.m., 12/12. Papers submitted after 12/12 should be emailed and mailed; the email date will be considered the submission date. After 12/12 late penalties will be assessed for lapsed time periods (i.e., 12/13-19 will be reduced to A-; 12/20-26 to B+; 12/27-1/2/20 to B; 1/3-1/9 to B-). Incompletes convert later to F! Unless requested specifically, don't send papers by fax or any certified/registered/signature confirmation delivery means. Keep a copy of papers sent by mail.**

8. Comments on papers and 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, you should contact the Academic Resource Center (arc@georgetown.edu) for further information. The Center is in the Leavey Center, Suite 335. The Academic Resource Center is the 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.

12. *Continuity of instruction.* In the event that our class cannot meet at its normally scheduled time, continuity of instruction will be maintained via class blog, Blackboard, Zoom, a rescheduled class meeting, or other means announced.

Title IX at Georgetown

<https://titleix.georgetown.edu/>

Sexual Misconduct

Title IX of the Education Amendments of 1972 (“Title IX”) prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University’s response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC

Associate Director of Health Education Services for Sexual Assault Response and Prevention

(202) 687-0323

jls242@georgetown.edu

Erica Shirley

Trauma Specialist

Counseling and Psychiatric Services (CAPS)

(202) 687-6985

els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at:

<https://sexualassault.georgetown.edu/get-help>.

Pregnancy Adjustments and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.