

Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online [Student Handbook](#).
- You have read, understood, and will comply with computer and software requirements as specified with [Browser Test](#).
- You have familiarized yourself with how to access course content in Blackboard using the [Student Quick Reference Guide](#).

SEC 6322 Transnational Issues and National Security

Course Description/Overview

The Transnational Issues and National Security course examines the growing number of emerging subnational and transnational security challenges. Many of these security issues have not been traditionally a focus of state-centric security analysts or state-centric conceptions of national security. In particular, this course investigates a broader concept of national security, namely human security. Various facets of human security will be analyzed to include civic, economic, environmental, maritime, health, and cyber security. Additionally, three core international relations paradigms will be used to evaluate these transnational issues: realism, liberalism, and constructivism. The objective of the course is a deeper understanding of the transnational threats to national and human security emerging from a rapidly evolving and globalizing international environment.

Course Objectives/Learning Outcomes

Objectives:

As a result of completing this course, the student will be able to:

- Analyze current transnational threats to national and human security.
- Apply three core international relations theories to select transnational threats to national and human security.
- Evaluate methods to defend and bolster national and human security against transnational threats.

COURSE REQUIREMENTS:

Course text:

Reveron, Derek S. and Kathleen Mahoney-Norris. [Human Security in a Borderless World](#). Boulder, CO: Westview Press, 2011.

- 272 pages
- Westview Press
- ISBN-10: 9780813344850
- ISBN-13: 978-0813344850

*Note: This text is available on the Kindle

Grading Policies

Assignment	Percent of Grade	Due
Participation in the Discussion Board	20%	Weekly. There are no discussions for the weeks with the first essay exam, PowerPoint presentation, and the final essay exam.
First Essay Exam	20%	<p>The first essay exam is approximately 6-8 pages in length.</p> <p>It is due by 9:00 P.M. Central Standard Time the Sunday ending Week 3.</p> <p><i>Any late assignments will be penalized five points per day late.</i></p>
Individual powerpoint presentations	20%	<p>The PowerPoint presentation is approximately 10-15 slide in length.</p> <p>It is due by 9:00 P.M. Central Standard Time the Sunday ending Week 5.</p> <p><i>Any late assignments will be penalized five points per day late.</i></p>
Final Essay Exam	40%	<p>The final essay exam is approximately 12-15 pages in length.</p> <p>It is due by 9:00 P.M. Central Standard Time the</p>

Wednesday of Week 8.

Any late assignments will be penalized five points per day late.

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A = 90 – 100 %
- B = 80 – 89 %
- C = 70 – 79 %
- D = 60 – 69 %
- F = 59 % and below.

Course Organization:

Lesson 1: Introduction to Human and Civic Security

Human security is an emerging international relations concept that focuses more on the needs and rights of individual human beings instead of on the interests of states. The essential human security premise is that national security cannot be attained until human security is assured. As a sub-component of human security, civic security concentrates on "the type of threats to individuals that may be caused by repressive and authoritarian governments, or conversely, by ineffective and failing governments" (Reveron and Mahoney-Norris 2011, 23).

Lesson 2: Economic Security

The next sub-component of human security that has many transnational aspects is economic security which, at the most base level, is the ability of people to acquire food, housing, and work for themselves and/or their families. The core challenges to economic security are the current and future implications of a global economic system that creates vast inequitable development which also contribute to massive poverty. These inequities are considered by many scholars as a major factor that fuels insecurity and conflict between and among groups of people.

Lesson 3: Environmental Security

This lesson examines the changes to the international environment driven by human activities. One core transformation, climate change, is predicted to have enormous and complex effects on global society and international security. Some of the postulated ramifications from climate change include increased sea levels, fresh water scarcity, desertification, and a cumulative effect of many of these changes—ecomigration. The net effect could be weaker states and amplified regional and international conflict.

Lesson 4: Maritime Security

A core environmental domain where much of the regional and international conflict could manifest within are the maritime zones. One ecological aspect of maritime security already under tremendous pressure are global fisheries from illegal and unsustainable activities. Additionally, piracy has reemerged in the 21st century as a critical threat to global shipping that is both expensive to counter and to mitigate. Another facet of the maritime security sphere is the increasing use of trade routes to transport illegal drugs and weapons and to traffic human beings. As the largest security domain on the planet,

the ability to create more maritime security is certainly a massive transnational challenge in need of more study and action.

Lesson 5: Health Security

Pandemics have come and gone throughout human history with serious and widespread consequences. Today, the security issues surrounding disease outbreaks linked to human travel, migration, and globalization are complex and difficult to prepare for and react to. In addition, the domestic difficulties for many developing states in reducing the ongoing destabilizing effects of HIV/AIDS, malaria, or other fast-spreading diseases further complicate the effort to increase domestic health security. Security professionals are clearly aware of the possibility of another pandemic and are equally aware that they may not know where, when, or how it begins until massive societal and security disruptions have emerged.

Lesson 6: Cyber Security

Dependency can be a security asset or a vulnerable security center of gravity susceptible to attack. The increasing dependency on cyber capabilities by all features of contemporary society, to include all modern militaries, are a major concern of global decision makers. The threats to cyber security come from individual hackers, criminal gangs utilizing the internet for illicit purposes, and even from state government agencies tasked to defend and/or attack potential cyber targets. Cyber security is essential for a growing and robust global economy and every state is wedded to a international communications and financial management system completely dependent on cyber enabled transnational interoperability.

Lesson 7: Human Security

The current conceptions of national security based on state-centric models of interaction are no longer practical in a globalized world of mass connectivity and rapid social, political, technological, and environmental change. The state and international society are now threatened by a host of new challenges that do not respect state borders or governments. The end result should be a new focus on the individual as the reverent object of security in need of protection from emerging threats like pandemic disease, climate change, cyber attacks, or breakdowns in global food production systems. Human security in a rapidly amorphous, borderless world has become the greatest transnational security need of the 21st century.

Lesson 8: Assessment

The last week of the course is reserved for students to complete the final assessment. The final assessment requires student to develop a 12-15 page response to a comprehensive essay question. The final essay question is designed to evaluate student mastery of the course objectives.

Course Bibliography and Required Readings:

Lesson 1 Bibliography

Brands, Hal. "[Third-Generation Gangs and Criminal Insurgency in Latin America](#)." Small Wars Journal, July 4, 2009.

Reveron, Derek S. and Kathleen Mahoney-Norris. [Human Security in a Borderless World](#). Boulder, CO: Westview Press, 2011.

Transparency International (TI). [Strategy 2015](#).

Lesson 2 Bibliography

Asher, David L., Victor D. Comras, and Patrick M. Cronin. [Pressure: Coercive Economic Statecraft and U.S. National Security](#). Washington, DC: Center for a New American Strategy (January 2011).

Obama, Barack H. [The National Security Strategy \(NSS\) of the United States of America, 2010](#). Washington, DC: Government Printing Office, 2010.

Reveron, Derek S. and Kathleen Mahoney-Norris. [Human Security in a Borderless World](#). Boulder, CO: Westview Press, 2011.

Transparency International (TI). [Strategy 2015](#).

Lesson 3 Bibliography

Brauch, Hans Günter. [Threats, Challenges, Vulnerabilities and Risks in Environment and Human Security](#). Source Publication No. 1, Studies of the University: Research, Counsel, Education. UN University Institute for Environment and Human Security (UNU-EHS), 2005.

Millennium Ecosystem Assessment (MEA). [Eco-Systems and Human Well-Being: Synthesis](#). Washington, DC: Island Press, 2005.

Obama, Barack H. [The National Security Strategy \(NSS\) of the United States of America, 2010](#). Washington, DC: Government Printing Office, 2010.

National Academy of Sciences (NAS). [America's Climate Choices](#). Washington, DC: The National Academies Press, 2011.

Reveron, Derek S. and Kathleen Mahoney-Norris. [Human Security in a Borderless World](#). Boulder, CO: Westview Press, 2011.

Lesson 4 Bibliography

Hallwood, Paul and Thomas J. Miceli. "[The Law and Economics of International Cooperation Against Maritime Piracy](#)." Department of Economics Working Paper Series. University of Connecticut, June 2011.

Obama, Barack H. [The National Security Strategy \(NSS\) of the United States of America, 2010](#). Washington, DC: Government Printing Office, 2010.

Parfomak, Paul W. and John Fritelli. [Maritime Security: Potential Terrorists Attacks and Protection Priorities](#). CRS Report for Congress. Washington, DC: Congressional Research Service (CRS) (May 14, 2007).

Reveron, Derek S. and Kathleen Mahoney-Norris. [Human Security in a Borderless World](#). Boulder, CO: Westview Press, 2011.

Lesson 5 Bibliography

Feldbaum, Harley. [U.S. Global Health and National Security Policy](#). Washington, DC: Center for Strategic and International Studies (April 2009).

Obama, Barack H. [The National Security Strategy \(NSS\) of the United States of America, 2010](#). Washington, DC: Government Printing Office, 2010.

Reveron, Derek S. and Kathleen Mahoney-Norris. [Human Security in a Borderless World](#).

Boulder, CO: Westview Press, 2011.

Lesson 6 Bibliography

Lord, Kristin and Travis Sharp (eds). [America's Cyber Future: Security and Prosperity in the Information Age](#), Volume I. Washington, DC: Center for a New American Strategy (June 2011).

Mahnken, Thomas G. "[Cyberwar and Cyber Warfare.](#)" In [America's Cyber Future: Security and Prosperity in the Information Age](#), Volume II. Edited by Kristin Lord and Travis Sharp. Washington, DC: Center for a New American Strategy (June 2011).

Reveron, Derek S. and Kathleen Mahoney-Norris. [Human Security in a Borderless World](#). Boulder, CO: Westview Press, 2011.

US Department of Defense. [Department of Defense Strategy for Operating Cyberspace](#). Washington, DC: US Department of Defense (July, 2011).

Lesson 7 Bibliography

Evans, Gareth. "[The Responsibility to Protect: Consolidating the Norm.](#)" International Coalition for The Responsibility to Protect, 16 March, 2011.

Obama, Barack H. [The National Security Strategy \(NSS\) of the United States of America, 2010](#). Washington, DC: Government Printing Office, 2010.

Reveron, Derek S. and Kathleen Mahoney-Norris. [Human Security in a Borderless World](#). Boulder, CO: Westview Press, 2011.

Sewall, Sarah, Dwight Raymond, and Sally Chin. [MARO-- Mass Atrocity Response Operations: A Military Planning Handbook](#). Harvard, MA: Harvard Kennedy School, Carr Center for Human Rights Policy, 2010.

Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

University Policies

Academic Integrity

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

Accommodations for Disability

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's

responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.