THE SUMMER PEACE INSTITUTE  2012  
UPEACE/UC-BERKELEY  

Problems Without Passports: Human Security Issues For the 21st Century  
PACS 119  (4 units)  

Program Director and Instructor: Dr. Jerry W. Sanders, Chair, Peace and Conflict Studies, Univ of California, Berkeley  

Collaborating Instructors:  
Dr. Amr Abdalla, Professor and Vice Rector, UPEACE  
Dr. Claudio Ansorena, Professor, UPEACE  
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Dr. Victoria Fontan, Professor, UPEACE  

Mon-Friday 10-12 Lecture; 1:30-3:30 Discussion  

Faced with the potential good of globalization as well as its risks, faced with the persistence of deadly conflicts in which civilians are primary targets, and faced with the pervasive nature of poverty and injustice, we must identify areas where collective action is needed—and then take that action to safeguard the common global interest.----

UN Secretary-General Kofi Annan, “Problems Without Passports,”  
September, 16, 2002  

We stress the right of people to live in freedom and dignity, free from poverty and despair. We recognize that all individuals, in particular vulnerable people, are entitled to freedom from fear and freedom from want, with an equal opportunity to enjoy all their rights and fully develop their human potential. To this end, we commit ourselves to discussing and defining the notion of human security in the General Assembly.----

2005 World Summit Outcome, UN General Assembly, 2005  

During his tenure as United Nations Secretary-General, Kofi Annan coined the term “problems without passports” to capture the increasingly global reach of modern-day problems. These new transnational realities challenge traditional understandings of the world, not least as regards conventional views of security. Defined in the past almost exclusively in state-centric terms and as defense of territory and national interests, security has been recast to include all humanity--hence human security.  

This shift in scope and perspective is reflected in the UN General Assembly’s articulation and embrace of human security in 2005. The passage above also underscores the shift in focus from states to individuals and communities as the primary units of concern, and having once made this distinction, how the idea of security is expanded from preoccupation with external aggression, to include threats and risks to everyday life such as poverty, environmental degradation, health, and human rights.
While human security has made significant inroads into academic and policy circles, the concept is not without controversy. The translation of human security from aspirational norm into effective practice has also proven difficult and is a highly contested subject. The reasons why are themselves a matter of spirited debate, one which reveals the wide variety of interpretations and understandings invoked by the concept of human security in the minds of different international and local actors. Given then its pivotal but not unproblematic status, human security is a topic ripe for attention and study in preparation for careers in public service and the responsibilities of citizenship.

Classes will be conducted with a morning lecture/afternoon discussion format. After an initial introduction of human security and peacebuilding, three specific security issues will be given special attention in the form of case study modules: global poverty and inequality; international migration and human rights; and terrorism to social revolution. The latter section will address “the Arab Spring” in the Middle East and North Africa as a response to conditions of human insecurity. Students, working in cross-national teams, will choose additional human security issues for research and presentation.

All required readings are in The Summer Peace Institute reader. Additional readings available on-line or in the library.

**Course Calendar and Topics**

**6/4 Orientation to UPEACE and to the Summer Peace Institute**

**Required reading:**


**PART I: Human Security and Peacebuilding: Introduction and Overview**

**6/5 Human Security: A New Paradigm? (Dr. J.W. Sanders)**

**Required reading:**


**Additional recommended:**


**6/6 Human Security and Peacebuilding: A Linked Relationship (Sanders)**

**Required reading:**


**Additional Recommended:**


**6/7 Challenging A Liberal Approach to Peacebuilding: Introducing Decolonized Peace (Dr. Victoria Fontan)**

**Required reading:**

William Easterly, “Planners Versus Searchers,” in Easterly, *The White Man’s Burden: Why the West’s Efforts to Aid the Rest Have Done So Much Ill and So Little Good* (London: Penguin)

**Additional recommended:**


**6/8 Human Security Research: Introduction to Group Project and Guidelines (Sanders)**

**PART II. International Migration: Patterns and Challenges**

**6/11 Economic Migrants and International Law (Dr. Juan Carlos Sainz-Borgo)**

**Required reading:**


**6/12 Refugees and Asylum Seekers (Sainz-Borgo)**

**Required reading:**

(all selections from the *Max Planck Encyclopedia of Public International Law*, Heidelberg and Oxford University Press, [www.mpepil.com](http://www.mpepil.com))

Shah Prakash, “Diplomatic Asylum”

Kay Heilbronner and Jana Gogolin, “Territorial Asylum”

Dieter Kugelmann, “Refugees”

Refugees, United Nations High Commissioner (UNHCR)
PART III. Globalization, Poverty, and Inequality

6/13 UN Millennium Development Goals and Theoretical Underpinnings (Dr. Claudio Ansorena)

Required reading:

“Combatting Poverty and Inequality,” UNRISD (2010)

6/14 Globalization, Poverty and Inequality (Ansorena)

Required reading:

Abhijit Vinayak Banerjee, “Globalization and All That,” Understanding Poverty, eds. Banerjee, Roland Benabou and Dilip Mookherjee

Pranab Barhan, “The Global Economy and the Poor,” Understanding Poverty


6/15 Policy and Political Issues (Ansorena)

Required reading:


PART IV: From Terrorism to the Arab Spring

6/18 Historical, Cultural and Religious Roots of the Arab Spring in Egypt (Dr. Amr Abdalla)

Required reading:


Class Handouts
6/19  Shifting Sand: Transformations within Terrorist Movements (Abdalla)

Required reading:

6/20  The 2011 Revolution and the Victory of Islamic Political Parties: Is it Really a Surprise? (Abdalla)

Required reading:

Class Handouts

6/21  Roundtable: Group Presentations of Research

6/22  Roundtable: Group Presentations of Research
PACS 135  Peacebuilding Practice: Field Study in Costa Rica (3 units)

Instructor: Dr. Jerry W. Sanders, Chair, Peace and Conflict Studies, UCB  
Dr. Victoria Fontan, Professor, UPEACE

“Peacebuilding is a sustainable process of preventing internal threats to human security from causing protracted, violent conflict.” --- John Cockrell, “Conceptualizing Peacebuilding: Human Security and Sustainable Peace”, Michael Pugh, ed. *Regeneration of War-Torn Societies*

“The term sustainable peace refers to...the absence of physical violence, the elimination of unacceptable political, economic, and cultural forms of discrimination, a high level of internal and external legitimacy...and a propensity to enhance the constructive transformation of conflicts...The term peacebuilding refers to all the efforts required on the way to the creation of a sustainable peace zone...” — Luc Reychler, *Peacebuilding: A Field Guide*

Peacebuilding is an increasingly popular concept used to describe a wide variety of activities and approaches related to the realization of security—whether traditional or human in definition and scope—and before or after episodes of violent conflict. As a follow-on to “Problems Without Passports,” this course will explore the genre of peacebuilding practices that specifically address human security concerns, and consider how these activities contribute to a sustainable peace and serve to prevent conflict and violence.

Costa Rica offers an ideal setting for the study of sustainable peace and peacebuilding practice. The nation is a leader in progress toward the human security/basic needs standards encompassed in the UN Millennium Development Goals, as well as in democratic governance as demonstrated by the engagement of state institutions and civil society in community-based approaches to peacebuilding.

After initial orientation to the theory and practice of peacebuilding, students organized into teams of 4-5 members, will participate during an intensive three-week period in field study assignments (4 hours daily Monday through Friday) under the supervision of community and non-governmental organizations working in the areas of environment, health, food security, education, development, gender equality, conflict resolution and other human security issues contingent upon site availability and interest. Field assignments will be followed by group reports and individual reflection upon completion of the participant-observation phase of the course.

**Course Calendar**

**6/25**  Fieldwork and Peacebuilding Practice: Orientation from a Decolonized Perspective (Dr. Victoria Fontan)
Required reading:

John Paul Lederach, “The Elicitive Model; ‘So To Whom Do You Turn’; Facing Multicultural Settings,” in Lederach, Preparing for Peace: Conflict Transformation Across Cultures (Syracuse University Press), 1995.


6/26 Peacebuilding Practice: Field Assignment

6/27 Peacebuilding Practice

6/28 Peacebuilding Practice

6/29 Peacebuilding Practice

7/2 Peacebuilding Practice

7/3 Peacebuilding Practice

7/4 Peacebuilding Practice

7/5 Peacebuilding Practice

7/6 Peacebuilding Practice

7/9 Peacebuilding Practice

7/10 Peacebuilding Practice

7/11 Reflection on Practice and Preparation for Presentations

7/12 Field Assignment Group Reports

7/13 Field Assignment Group Reports
Assignment 1  Group Research Project: Problem Analysis and Plan of Action

Due June 24  5pm

1) Problem: Choose a specific problem of human security from the three “vital core” areas of physical safety, livelihood, and dignity. Issue areas within and across these categories may include various forms of violence; wars and weapons proliferation, human and drug trafficking, economic, environment, food, and health matters; abuses of human rights and community integrity, among other threats and dangers to human well-being.

2) Root Causes and Efforts at Intervention: Trace the major contributing factors and causal actors (environmental, economic, political, cultural) that are responsible for the your chosen problem. What interventions have been undertaken to ameliorate or resolve this issue? Be sure to account for factors/actors at the local, national, and international levels on both the problem/solution sides of the equation, and explain their interaction.

3) Plan of Action: As actors in the international system devise a plan of action to mitigate the impact, or to contribute toward the resolution, of the problem you have chosen. Each individual in the group will represent one actor (for example, United Nations agencies and other inter-governmental organizations [IGOs], regional organizations, governments, non-governmental organizations [NGOs], and other civil society actors and movements).

Explain what your goals are in addressing this problem, and what coordinated strategies you will undertake in carrying out your plan of action. In what ways will this further or improve upon prior and current interventions? OR, where others have
failed, why do you expect this approach to succeed? Be sure to address how the behavior of actors and the impact of factors (under #2 above) will be contained or transformed in your plan.

The paper should be approximately 15-20 pages in length (double-space, 12-pt. font with normal margins). The project will be presented in class on June 21-22.

Assignment 2: Personal Reflections and Fieldwork Analysis

Due July 14 at 5pm

Personal Reflections (10-12 pages)

Once you begin your field assignment you will be required to maintain a daily log of personal reflections about your experience. These observations/ musings, addressing key challenges and lessons learned, should be approximately one page in length for each day. Your cumulative progress should be compiled into a journal incorporating ideas from course readings and lecture material where appropriate. These reflections will also serve as field notes for completion of the group analysis and presentation below.

Group Field Analysis and Presentation (10-12 pages)

The goal of this assignment is to analyze the problem-solution framework that forms the basis for your organization’s work/mission and your participation/contribution.

1) How does the organization frame the problem/issue and identify/define its root causes? How is this related to human security?

2) What is the organization’s plan of action? How does it contribute to peacebuilding?

3) How effective is this approach and how might it be improved?

This project will be presented in class July 12-13. Personal Reflections and Group Field Analysis are due July 14 at 5 pm.