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
Dr. Juan Carlos Sainz-Bordo, 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 pervasiveness 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 the state to the individual as the primary unit 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 like 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 obligations 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: globalization, poverty and inequality; international migration and human rights; and terrorism and the war on terrorism. The latter section will also include “the Arab Spring” in the Middle East and North Africa as a response to conditions of human insecurity and international conflict. Students, working in cross-national teams, will choose additional human security issues for research and presentation.

**Course Calendar and Topics**

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


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

**6/5 Human Security: The Evolution of an Idea (Dr. J.W. Sanders)**

Required reading:


Millennium Development Goals (MDGs), Millennium Declaration, United Nations 2000.


Additional reading:


Approaches (Palgrave Macmillan, 2010).


6/6 Peacebuilding: Theory and Practice (Sanders)

Required reading:


6/7 Peacebuilding and Human Security: Linking Means and Ends (Sanders)

Required reading:


Additional reading:


II. Globalization, Poverty, and Inequality

6/8 TBA (Dr. Claudio Ansorena)

6/11 Field Visit: La Carpio

6/12 TBA (Ansorena)

III. International Migration: Patterns and Challenges

6/13 Economic Migrants and International Law (Dr. Juan-Carlos Sainz-Borgo)

Required reading:


6/14 UNHCR & Casa de Derechos guest lecture Migration and Refugees

6/15 Refugees and Asylum Seekers (Sainz-Borgo)

IV. Terrorism, War on Terrorism, and Democracy

6/18 Terrorism in the Muslim Context: Roots and Causes (Dr. Amr Abdalla)

6/19 War on Terror: Contribution to the Arab Revolutions (Abdalla)

6/20 “The Arab Spring”: Prospects and Challenges (Abdalla)

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, Director

“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 field study 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-Thursday with Friday for research and reflection) under the supervision of non-governmental organizations and community-based organizations working in the areas of environment, health, food security, education, development, gender equality, conflict resolution and other human security issues contingent on 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 Peacebuilding Practice: Field Study

6/26 Peacebuilding Practice: (con’t)

6/27 Peacebuilding Practice

6/28 Peacebuilding Practice

6/29 Reflection on Practice and Preparation for Project Presentation (PPP)

7/2 Peacebuilding Practice

7/3 Peacebuilding Practice

7/4 Peacebuilding Practice

7/5 Peacebuilding Practice

7/6 Reflection on Practice and PPP

7/9 Peacebuilding Practice

7/10 Peacebuilding Practice

7/11 Peacebuilding Practice
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; economic, environment, food, and health matters; human rights and community integrity, among other possible 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 interests/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 30-July 1.

Assignment 2: Personal Reflections and Fieldwork Analysis

Due July 14 at 5pm

Personal Reflections (8-10 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 should be approximately one page in length for each day. Your cumulative progress should be compiled into a journal incorporating course readings and lecture material in analysis of your organization’s mission and your work assignment.

Group Field Analysis (8-10 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 is it related to peacebuilding?

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

4) What did you most learn from this experience?