INTL 4295: War and Human Security

Spring 2026

Instructor: Dr. Naomi Egel (negel@uga.edu)
Course Date/Time: Tuesdays and Thursdays 1:15-2:35pm
Course Location: Sanford Hall Room 313
Office Hours Date/Time: Thursdays, 10:00am-12:00pm
Office Hours Location: 202 Herty Drive (International Affairs Building) Room 327

Overview

War and security are key concerns in the study of international affairs. Yet preventing war remains elusive, and conflict---both internal and international---poses a persistent threat to humankind. Wars take many different forms, and these forms have changed over time as well. Understandings of security, too, have evolved. Shifting the focus from countries to individuals, human security has emerged in the post-Cold War period as a powerful way of conceptualizing what it means to be secure. This course focuses on understanding the drivers and outcomes of key phenomena associated with war and human security. It is a course in international affairs: it is not a history course nor a current events course. War and Human Security will cover topics such as what wars are (and are not), what human security is, different explanations for why wars start and how they end, laws of war, the effectiveness of peacekeeping and peacebuilding operations, and the implications of emerging technologies for war and human security.

By the end of this course students will be able to:

- *Understand* the concepts of war and human security, including the differences between inter- and intra-state wars.
- *Evaluate* why wars start and how wars end.
- *Assess* the effectiveness of peacekeeping and peacebuilding operations.
- *Analyze* the implications of new technologies for war and human security.

Course Requirements

Your grade will be based on five components. All page lengths refer to 12-point font, double spaced pages. All assignments should be submitted via eLC unless otherwise noted.

1. Midterm (25% of grade): The midterm will take place on Tuesday, March 3. It will consist of short responses and an essay and may cover all content before that date. You will need to purchase a bluebook or greenbook from the student store for the midterm.

2. Final paper (25% of grade): The final paper will be a research paper applying the concepts from this class to a specific war. What theory or theories of war best explain the onset, duration, and outcome of this war, and what do they predict will happen in the future? In other words, the paper should address 1) why this war started (and why it started in the particular way that it started), 2) why it unfolded in the way that it did, 3) why it ended (and why it ended in the

particular way that it ended), and 4) how likely is it that war will reoccur between these actors, and why.

The paper should be 3,000-3,500 words (approximately 12-15 pages). You are expected to draw on readings and concepts from this course but also to use sources outside of this course. You may use any citation format you prefer (Chicago, APA, MLA) but you must cite your sources consistently, with either footnotes or in-text citations. The final paper is due Monday, April 27 at 11:59pm. I encourage all students to consult with UGA's Willis Center for Writing as they work on their final paper for this course (https://instruction.uga.edu/writeuga/support/willis-center-for-writing/).

3. Reading responses (15% of grade): Three times during the semester, you will write a response of 3 pages to a reading on the syllabus. Each reading response should start with a brief summary of the question the author is asking and the reading's core argument. The summary should be 1 page or less, and most of the response should be a) your analysis of the reading's strengths and weakness, b) additional implications and/or connections to other concepts and readings, and c) 1-2 questions the reading raised for you. Reading responses are due on eLC by 7pm the day before class. Each reading response must be done for a different class day, even if there are multiple readings for a given day. You do not need to include citations in the reading responses. Each reading response = 5% of final grade.

4. Simulation (15% of grade): On April 2 and 7, we will conduct an in-class simulation of a peace negotiation. Students will submit a pre-negotiation preparation document and a post-negotiation reflection document (each document will be 2-3 pages). More details will be announced in advance of the simulation. (5% preparation, 5% reflection, 5% participation)

5. Active and thoughtful class participation (20% of grade): You are expected to come to class having read the session's assigned readings, and ready to discuss. I expect all students to contribute to the discussion of every class. To ensure a constructive and respectful learning environment for everyone, all discussion should be relevant to the subject matter, respectful towards all section participants, and inclusive. Students should avoid *ad hominem* criticism (aimed at the speaker rather than the ideas/arguments presented), disrespectful language, interrupting other speakers, off-topic conversations, and monopolizing speaking time.

Attendance is a prerequisite for participation in this course, and unexcused absences will negatively affect your participation grade. You are also expected to be on time for class— lateness is disruptive and missing part of class impedes your ability to participate.

You are encouraged to ask questions during class. If you do not understand something, please ask questions (others in the class likely will also appreciate you doing do).

Course Materials

All readings for this course are open access or are available online through the UGA Library (tip: when searching the UGA Library website for a book, the ebook version is often the second result). Students are not required to purchase any materials for this course. Reading must be

completed before each class. If you encounter difficulties accessing any of the readings, please contact me. Students are responsible for all assigned readings, even if the material is not explicitly discussed in class.

Office Hours

I will hold regular office hours on Thursdays from 10:00-12:00. Please come to discuss class material, questions about assignments, or other topics related to this class. If my regular office hours do not work with your schedule, you can email me to set up a different time to meet.

Classroom Policies

These policies are borrowed and adapted from the Center for Teaching and Learning

Academic Integrity and Honesty

The UGA Student Honor Code states: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policies and procedures for handling cases of suspected dishonesty, can be found at https://honesty.uga.edu/Academic-Honesty-Policy/.

Plagiarism refers to the use of others' ideas and/or material without citing the source of the ideas and/or material, whether intentional or unintentional. *If you use someone else's words or ideas, whether you quote them directly or paraphrase, you must cite them*. Citation guides are readily available online. If you have any questions about sources and citation, please ask me in advance.

The use of Chat GPT or other generative AI tools in your written assignments is considered plagiarism. Any student who is cheating or plagiarizing will be referred to Judicial Affairs.

Electronics Policy

Laptops are permitted in class for notetaking purposes only. Students may not audio or video record class sessions unless they have received written authorization from the UGA Disability Resource Center. If students have such an authorization, they:

- Understand that they may use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures, and they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.

- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Accommodations

Students with disabilities that require accommodation should register with UGA's Disability Resource Center at drc.uga.edu, as well as notify me about those accommodations in the beginning of the semester. Students who need accommodation for religious or cultural reasons should notify me as soon as possible.

Inclusion

This class strives to promote a sense of community and a welcoming space for different ideas, perspectives, and experiences. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. Class rosters are provided to instructors with students' legal name. I would like to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Absences

While in-person student participation is expected for the course, it is possible that illnesses may affect your attendance. **Do not come to class if you are feeling sick.** Excused student absence from in-person participation include illness or a health emergency, death of a family member, and documented disabilities. If you are requesting one of these exceptions, students must notify the me outlining the reason for the absence, and with accompanying documentation where relevant. When possible, students should notify the instructor in advance of class.

Appeals

If you strongly feel that your grade on an assignment does not reflect the quality of your work, you may appeal by writing a 1-2 page memo that explains, in as much detail as possible, why you think you should have received a different grade. In such a case, you should send me an email requesting a re-grade and attach the memo along with your graded assignment. I will re-evaluate your work and assign a grade, which may be higher, lower, or the same as the original grade.

Mental Health and Wellness Resources

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit https://sco.uga.edu/. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources for a student seeking mental health services (https://well-being.uga.edu/communityresources/) or crisis support (https://healthcenter.uga.edu/emergencies/). If you need help managing stress anxiety,

relationships, etc., please visit BeWellUGA (https://caps.uga.edu/well-being-prevention-programs-mental-health/) for a list of free workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.

Detailed Schedule

Session 1 (1/13) Key concepts: inter- and intra-state war
1. Davies, Shawn, Therése Pettersson, and Magnus Öberg. 2023. "Organized violence 1989–2022, and the return of conflict between states." *Journal of Peace Research* 60(4): 691-708. https://doi.org/10.1177/00223433231185169

Session 2 (1/15) Measuring war
1. Sambanis, Nicholas. 2004. "What is a Civil War? Conceptual and Empirical Complexities of an Operational Definition." *Journal of Conflict Resolution* 48(6): 814-858. https://www.jstor.org/stable/4149797
2. Galtung, Johan. 1969. "Violence, Peace, and Peace Research." *Journal of Peace Research* 6(3): 167-191. https://www.jstor.org/stable/422690

Session 3 (1/20) Key concept: human security
1. Bajpai, Kanti. 2003. "The Idea of Human Security. "*International Studies* 40(3): 195-228. https://doi.org/10.1177/002088170304000301
2. Paris, Roland. 2001. "Human Security: Paradigm Shift or Hot Air?" I*nternational Security* 26(2): 87–102. https://doi.org/10.1162/016228801753191141

Session 4 (1/22) Measuring human security
1. King, Gary, and Christopher Murray. 2001. "Rethinking Human Security." *Political Science Quarterly* 116(4): 585–610. https://doi.org/10.2307/798222.

Session 5 (1/27) Why do wars start?
1. Fearon, James. 1995. "Rationalist Explanations for War." *International Organization* 49(3): 379-414. https://www.jstor.org/stable/2706903

Session 6 (1/29): Why do wars start? part 2
1. Collier, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." *The Oxford Economic Papers* 56: 563 – 595. https://www.jstor.org/stable/3488799
2. Caprioli, Mary. 2005. "Primed for Violence: The Role of Gender Inequality in Predicting Internal Conflict." *International Studies Quarterly*, *49*(2): 161 – 178. https://www.jstor.org/stable/pdf/3693510.pdf

Session 7 (2/3): Violence and victimization in war
1. Kalyvas, Stathis N. 2006. "A Logic of Indiscriminate Violence." *The Logic of Violence in Civil War* (Cambridge University Press), 146–72.

Session 8 (2/5): Ethnic violence in war
1. Fearon, James and David Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *The American Political Science Review*, *97*(1): 75 – 90. https://doi.org/10.1017/S0003055403000534.

Session 9 (2/10): Gender-based violence in war
1. Cohen, Dara Kay. 2013. "Female Combatants and the Perpetration of Violence: Wartime Rape in the Sierra Leone Civil War." *World Politics*. 65(3): 383-415. https://www.jstor.org/stable/pdf/42002215.pdf
2. Carpenter, R. Charli. 2003. "'Women and Children First': Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-95." *International Organization* 57(4): 661-694. https://www.jstor.org/stable/pdf/3594843.pdf

Session 10 (2/12): Laws of war
1. International Committee of the Red Cross. 2021. "Rules of war: Why they matter." **Watch all 4 videos**. https://www.icrc.org/en/document/rules-war-why-they-matter
2. Mantilla, Giovanni. 2018. "Forum Isolation: Social Opprobrium and the Origins of the International Law of Internal Conflict." *International Organization* 72(2): 317–349. https://doi.org/10.1017/S0020818318000097.

Session 11 (2/17): Laws of war, part 2
1. Bower, Adam. 2015. "Norms Without the Great Powers: International Law, Nested Social Structures and the Ban on Antipersonnel Mines." *International Studies Review* 17(3): 347-373. https://www.jstor.org/stable/24758619

Session 12 (2/19): International intervention
1. Cunningham, David. 2010. "Blocking Resolution: How External States can Prolong Civil Wars." *Journal of Peace Research* 47(2): 115-127. https://www.jstor.org/stable/25654549
2. Bajoria, Jayshree, and Robert McMahon. 2013. "The Dilemma of Humanitarian Intervention." Council on Foreign Relations. https://www.cfr.org/backgrounder/dilemma-humanitarian-intervention

Session 13 (2/24): Environmental resources and conflict
1. Buhaug, Halvard and Nina von Uexkull. 2021. "Vicious Circles: Violence, Vulnerability, and Climate Change." *Annual Review of Environment and Resources*. 46: 545–568. https://www.annualreviews.org/docserver/fulltext/energy/46/1/annurev-environ-012220-014708.pdf?expires=1765838895&id=id&accname=guest&checksum=302054E27514A8F8A43A2DC4806A69A3
2. Schmidt, Cody, Bomi Lee, and Sara Mitchell. 2021. "Climate bones of contention: How climate variability influences territorial, maritime, and river interstate conflicts." *Journal of Peace Research* 58(1): 132-150. https://doi.org/10.1177/0022343320973738

Session 14 (2/26): Disease and war
Guest lecture: Dr. Bree Bang-Jensen

Session 15 (3/3): Midterm

Session 16 (3/5): Private military companies in conflict
1. Avant, Deborah. 2004. "The Privatization of Security and Change in the Control of Force." *International Studies Perspectives* 5(2): 153–157. https://doi.org/10.1111/j.1528-3577.2004.00165.x

March 10 and 12: Spring Break (no class)

Session 17 (3/17): How do wars end?
1. Weisiger, Alex. 2016. "Learning from the Battlefield: Information, Domestic Politics, and Interstate War Duration," *International Organization* 70(2): 347-375 https://www.jstor.org/stable/24758328

Session 18 (3/19): How do wars end? part 2
1. Walter, Barbara. 1997. "The Critical Barrier to Civil War Settlement," *International Organization* 52(3): 335-364. https://www.jstor.org/stable/2703607
2. Howard, Lise Morjé and Alexandra Stark. 2018. "How Civil Wars End: The International System, Norms, and the Role of External Actors." *International Security*, *42*(3): 127 – 171. https://direct.mit.edu/isec/article-abstract/42/3/127/12187/How-Civil-Wars-End-The-International-System-Norms?redirectedFrom=fulltext

Session 19 (3/24): Peacekeeping
Peacebuilding simulation preparation due
1. Walter, Barbara, Lise Morje Howard, and V. Page Fortna. 2021. "The Extraordinary Relationship between Peacekeeping and Peace." *British Journal of Political Science* 51(4): 1705–22. https://doi.org/10.1017/S000712342000023X.

Session 20 (3/26): Peacebuilding
1. Autesserre, Séverine. 2017. "International Peacebuilding and Local Success: Assumptions and Effectiveness." *International Studies Review*, 19(1): 114 – 132. https://doi.org/10.1093/isr/viw054

Sessions 21 and 22 (3/31; 4/2): Peacebuilding simulation

Session 23 (4/7): Transitional justice
1. Zvobgo, Kelebogile. 2020. "Demanding Truth: The Global Transitional Justice Network and the Creation of Truth Commissions." International Studies Quarterly 64(3): 609-625. https://doi.org/10.1093/isq/sqaa044

Session 24 (4/9): Security communities
Peacebuilding simulation reflection due
1. Schenoni, Luis, Gary Goertz, Andrew Owsiak, and Paul Diehl. 2024. "The Saavedra Lamas Peace: How a Norm Complex Evolved and Crystallized to Eliminate War in the Americas." *International Studies Quarterly* 68(2): 1-17 https://doi.org/10.1093/isq/sqae047

Session 25 (4/14): Regional security organizations
1. Acharya, Amitav. 2014. "Constructing security communities" in *Constructing a Security Community in Southeast Asia: ASEAN and the problem of regional order*. Routledge. 11-46.
2. Glas, Aarie. 2018. "African Union security culture in practice: African problems and African solutions." *International Affairs* 94(5): 1121–1138. https://academic.oup.com/ia/article/94/5/1121/5092112

Session 26 (4/16): New technologies and war
1. Kalyvas, Stathis and Laia Balcells. 2010. "International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict," American Political Science Review 104(3): 415-429. https://www.jstor.org/stable/40863761
2. Horowitz, Michael. 2020. "Do Emerging Technologies Matter for International Politics?" *Annual Review of Political Science* 23: 385-400. https://www.annualreviews.org/content/journals/10.1146/annurev-polisci-050718-032725

Session 27 (4/21): New technologies and human security
1. Renic, Neil, and Elke Schwarz. 2023. "Crimes of Dispassion: Autonomous Weapons and the Moral Challenge of Systematic Killing." *Ethics & International Affairs* 37(3): 321–43. https://doi.org/10.1017/S0892679423000291
2. Global Centre for the Responsibility to Protect. 2024. "The Relationship between Digital Technologies and Atrocity Prevention." https://www.globalr2p.org/wp-content/uploads/2024/03/2024-March-Digital-Technologies-Policy-Brief.pdf

Session 28 (4/23): The future of war and human security
No readings assigned