

# **IS 223-01: Population and National Security**

**Fall 2010**

**TR 9:30-10:45**

**Buckman 212 – CRN 11127**

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**Office hours:** M/W, 11-12, Tuesdays 10:45-12:00, and by appointment

**Course description:** Though world population did not reach two billion until about 1930, it now stands at nearly seven billion. The world's wealthiest countries have the lowest birth rates and oldest populations on the planet, while the population of the world's least developed states will double by 2050. At the same time, the world is more urbanized than ever before and conflict, climate change, and economic opportunity create a web of push and pull forces that continue to drive international migration.

Some of these demographic issues contribute to interstate war, civil conflict, and poverty. Others increase state power and facilitate development. Population can be a powerful force for both security and insecurity, but the relationship is not predestined. The implications of demographic trends depend on political context and political capacity, especially the institutions, governance, and leadership that attempt to address demographic challenges. To understand the implications of these demographic trends, this course offers a comprehensive vision of national security, one that will encompass a state's ability to survive and thrive by the absence of threat at the system, state, and individual levels of analysis.

## **Course Objectives:**

- (1) Obtain and demonstrate knowledge of population trends, population lexicon, and demographic methodology.
- (2) Reflect on and evaluate the evolution of "security" as a concept within both the discipline and practice of international relations.
- (3) Demonstrate understanding of the ways population issues pose challenges and opportunities for national security.
- (4) Write a publishable book review.

**Readings:** *Readings are listed on the day they are DUE.*

Most of the readings for this course are individual book chapters or articles, posted on Moodle. There is only one required text, which is on order with the bookstore:

Raspail, Jean. 1973. *The Camp of the Saints*. Petoskey, Michigan: The Social Contract Press.

## **Resources:**

- (1) Web resources: I highly recommend the New Security Beat blog (<http://newsecuritybeat.blogspot.com>) for broad coverage of population and environmental security issues. There are many other fine population blogs, websites, and listservs that you should explore, including <http://populationaction.org/blog/>, <http://prbblog.org>, and <http://www.refugeesinternational.org/blog/>. I also post about population issues on my Twitter account, @profsciubba.
- (2) Me: During office hours my door is open. I strongly welcome you to come by and discuss your thoughts or concerns about our course or assignments, your career plans, graduate school opportunities, or current events that have sparked your interest. If my office hours conflict with your class or work schedule, you may make an appointment with me or join me for lunch in the Rat.

## **Class policies:**

This syllabus is subject to change.

### *Papers and other assignments:*

- I strongly encourage you to consult the Writing Center for help with your writing assignments.
- Papers should be double-spaced and include page numbers. Please do not use a separate title page. Ensure that you have at least 1-inch margins and use Times New Roman 12-point font. Please submit all papers electronically via email – NO HARD COPIES.
- We will take the Honor Code very seriously. You can read the policy at [www.rhodes.edu/campuslife/1478.asp](http://www.rhodes.edu/campuslife/1478.asp).

### *Attendance:*

- I expect you to attend class and arrive on time. If you miss more than 3 classes your final grade will drop by 1/3 of a letter grade for each absence thereafter. Any illnesses should be documented by a medical professional. Only if you provide documentation will you be allowed to make up missed work.
- We will all benefit if you are an active and respectful participant in the class, do the readings before class, and keep up with the news daily.

### *Make-up policy:*

- If you miss a deadline for a college-sponsored event you may submit your assignment *before* the scheduled due date.

### *Contact:*

- The best way to get in touch with me is via email. However, so that I may spend time with my family I often do not check or answer email after 5pm each day or on the weekends. If you have an emergency you may call me on my cell phone-----.

**Grade scale:**

93-100	= A	73-76	= C
90-92	= A-	70-72	= C-
87-89	= B+	67-69	= D+
83-86	= B	63-66	= D
80-82	= B-	60-62	= D-
77-79	= C+	59 & below	= F

**Requirements:**

**15%** - Exam 1, **9/28 in class** (Course objectives #1 & 2)

**35%** - Report analyzing a state's population trends and implications. (15-18 pages) (Course objectives #1 & 3)

*Deadlines:*

*Topics due 9/30*

*Description of issues due 10/21*

*Final report due 11/23*

**20%** - 4-page book review (Course objective #4). Students are required to peer review before turning in their final paper to the professor. Each peer should type a paragraph of comments that the author will then attach to his or her final paper.

*Deadlines:*

*First draft due 10/28*

*Peer review due 11/2*

*Revised paper due 11/9*

**10%** - Presentation of final report findings (Course objectives #1 & 3)

**20%** - Final exam, **12/15 at 8:30am** (Course objectives #1, 2, & 3)

**Course Calendar:**

*Readings are listed on the day they are DUE.*

**Thursday, 8/26 – Introduction to course**

Understanding population

McCoy handout

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**What is security?**

**Dates: 8/31, 9/2, 9/7, 9/9**

The concept of national security is complex and contested. Some, particularly realists, resist broadening the definition to consider non-military aspects, but policy makers and others increasingly recognize that the sources of even the most traditional security threats, like external attack, are varied. In this section, we will answer such questions as:

- How has the meaning of security shifted from the Cold War to post-9/11 world?
- Which theoretical perspectives welcome the broadening and widening of security and which resist it?

- (1) Caldwell, Dan and Robert E. Williams, Jr. 2006. "The Meaning of Security Today," in *Seeking Security in an Insecure World*. Lanham: Rowman & Littlefield, pgs. 1-16.
  - (2) Caldwell and Williams, "The State of the State: National Security after 9/11," in *Seeking Security in an Insecure World*, pgs. 117-128.
  - (3) Burgess, J. Peter. "Non-Military Security Challenges," in *Contemporary Security and Strategy*, ed. Craig A. Snyder. Palgrave Macmillan, pgs. 60-78.
  - (4) Kay, Sean. Ch. 8 "Human Security," in *Global Security in the Twenty-first Century*. Lanham: Rowman & Littlefield, pgs. 258-293.
  - (5) Cronin, Thomas E. 2008. "The Write Stuff: Writing as a Performing and Political Art," in *Publishing Political Science*, ed. Stephen Yoder. APSA: Washington, DC, pgs. 56-91.
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### **Population Basics**

In this section of the course we will learn about the drivers of population change: fertility, mortality, and migration. We will also begin to identify the general political implications of demographic change and become comfortable with demographic data.

#### **Tuesday, 9/14 – Fertility and mortality**

- (1) "Population: A Lively Introduction," pages 1-12
- (2) Leahy, Elizabeth, et. al (2007) *The Shape of Things to Come*, pgs. 1-49
- (3) World Population Data Sheet:  
<http://www.prb.org/Publications/Datasheets/2010/2010wpds.aspx>

#### **Thursday, 9/16 – Migration, composition, and distribution**

- (1) "Population: A Lively Introduction," pages 12-29
- (2) *The Shape of Things to Come*, pgs. 50-end

#### **Tuesday, 9/21 – Political demography**

- (1) Weiner, Myron. 1971. "Political Demography: An Inquiry into the Political Consequences of Population Change," In *Rapid Population Growth: Consequences and Policy Implications*, ed. National Academy of Sciences.

#### **Thursday, 9/23 – Exam 1**

*In class*

#### **Tuesday, 9/28 – Population and national security**

- (1) Sciubba, Jennifer. 2010. "A Framework for Demography and National Security," in *The Future Faces of War: Population and National Security*. Praeger Security International.
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### **Youthful populations**

States with an abundance of youth face many problems with civil conflict, rebellion, and crime. They may also face dim prospects for democracy and development. Should we see youth as a burden for society or can they also create more security for the state?

#### **Thursday, 9/30 – COUNTRY CHOICES DUE**

- (1) Sciubba, “Chapter Two: Youth and Youthful Age Structures” *The Future Faces of War*

#### **Tuesday, 10/5**

- (1) Urdal, Henrik. “The Demographics of Political Violence: Youth Bulges, Insecurity, and Conflict.” Pgs. 90-100 TFPF
- (2) Staveteig, Sarah. “The Young and the Restless: Population Age Structure and Civil War”

#### **Thursday, 10/7**

- (1) Cincotta, Richard. 2008. “Half a Chance: Youth Bulges and Transitions to Liberal Democracy.” *Environmental Change and Security Project Report 13*.
- (2) Cincotta, Richard. 2008. “How Democracies Grow Up.” *Foreign Policy* 165, pgs. 80-82.
- (3) Vakil, Sanam. “Iran: The Gridlock Between Demography and Democracy,” *SAIS Review*, Volume 24, Number 2, Summer-Fall 2004, pp. 45-53

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### **Population Aging**

In this section we will discuss writing a population brief and writing a book review. We will also examine the relationship between population aging and national power. Is Europe destined to decline because of aging?

#### **Tuesday, 10/12 – Writing a population brief; writing a book review; population aging**

- (1) Sciubba, “Chapter Three: Population Aging”

#### **Thursday, 10/14**

- (1) Haas, Mark. 2007. “A Geriatric Peace? The Future of U.S. Power in a World of Aging Populations.” *International Security* 1:32.

#### **Tuesday, 10/19 – Fall Break, no classes**

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### **Transition countries**

Youthful age structures and mature ones represent two extremes, but there are numerous states in the middle. These countries are in what demographers refer to as the “window of opportunity” where they have greater proportions of

workers than dependents. How does this age structure contribute to greater national security?

**Thursday, 10/21 – TRANSITION COUNTRIES**

***Demographic analysis due***

- (1) Sciubba, “Ch. 4: Transitional Age Structures”
  - (2) Kapur, Devesh and John McHale. 2003. “Migration’s New Payoff.” *Foreign Policy* (49-57).
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**Migration**

Migration is the third pillar of demographic change (the other two being fertility and mortality). The movement of people creates unique challenges for national security because people bring their religious and political views with them when they move. These can often clash with the religious and political views of their new society. Yet, migration also represents the chance to find economic opportunities or escape political persecution.

**Tuesday, 10/26**

- (1) Sciubba, “Ch. 5: Migration and Internally Displaced Persons”

**Thursday, 10/28 – BOOK REVIEW DUE**

**Camp of the Saints discussion**

See also: Poggioli, Sylvia. 2009. “French Minorities Push for Equality Post-Obama” from NPR.org

(<http://www.npr.org/templates/story/story.php?storyId=99298290>)

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**Urbanization**

Urbanization describes the movement of people from rural to urban areas. In some countries, urban areas provide access to education and health care that are unavailable in rural areas, and thus present opportunities for individual development. In others, growth is outpacing the ability to plan for urban development and slums are riddled with disease. In what ways is urbanization connected to national security, and how will these challenges and opportunities unfold as urbanization increases worldwide?

**Tuesday, 11/2 – COMMENTS ON PEER’S BOOK REVIEW DUE**

- (1) Sciubba, “Ch. 6: Urbanization and Urban Areas”
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## Composition

We have already covered a number of the links between age structure and national security, focusing on the relative composition of youth, working age, and elderly members of society created for the most part by shifts in fertility. This section shifts the lens and looks briefly at four areas: the age structure changes that come from high mortality; sex ratio imbalance; differential growth among ethnic and religious groups; and the connection between population and environmental issues.

### **Thursday, 11/4**

- (1) Sciubba, "Chapter Seven: Other Challenges of Composition"
- (2) de Wall, Alex. 2003. "How will HIV/AIDS transform African Governance?" *African Affairs* 102 (1-23).

### **Tuesday, 11/9**

REVISED BOOK REVIEW DUE TO INSTRUCTOR

- (1) Monica Duffy Toft, "Differential Demographic Growth in Multinational States: Israel's Two-Front War," *Journal of International Affairs* 56, no. 1 (2002).

### **Thursday, 11/11 – Environmental issues**

- (1) Kahl, "Demography, Environment, and Civil Strife," pages 60-72 in *Too Poor for Peace*

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## Going forward

**Sunday, 11/14, 7pm regular classroom - Problems with securitizing population. Guest discussant, Prof. Nicole Detraz, Univ. of Memphis.**

- (1) Detraz, N. (2009). "Environmental Security and Gender: Necessary Shifts in an Evolving Debate." *Security Studies* 18(2): 345-369.
- (2) Sciubba, "Chapter Eight: Challenges and Opportunities for the 21<sup>st</sup> Century," section on problems with securitizing population ONLY

### **Tuesday, 11/16 – The Future.**

- (1) Goldstone, Jack. "The New Population Bomb," *Foreign Affairs* Jan/Feb 2010.
- (2) Sciubba "Chapter Eight", remainder

### **Thursday, 11/18 – No class**

### **Tuesday, 11/23 – FINAL POPULATION BRIEFS DUE**

Open date, topics TBA  
(possible start to presentations)

### **Thursday, 11/25 – Thanksgiving Break, no classes**

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**Presentations**

**Tuesday, 11/30**

**Presentations**

**Thursday, 12/2**

**Presentations**

**Tuesday, 12/7 – Last day of classes**

**Presentations**

**Wednesday, 12/15 – Final Exam, 8:30am**