

Researching and Teaching Security in the Cyber Age

AALAC Workshop

Amherst College

Content of the Workshop

The past decade revolutionized how security scholars research and teach about conflict. In response to new technology, conflicts are increasingly fought in non-traditional environments (such as cyber), while actors engaging in violence and war have gained unprecedentedly rapid and direct access to big audiences via social media. At the same time, both conflict actors and scholars are increasingly exchanging their views online, so that the pace and the reach of discussions and exchanges on conflict have increased to an unprecedented degree. How to make sense of this changing landscape and teach about it, both inside and outside the classroom? To address this question, we propose a two-day workshop gathering together security scholars from the AALAC institutions.

Rationale

Security scholars at AALAC institutions face similar challenges and opportunities for research and teaching, making communication between them very productive. Yet, they rarely get to meet at events such as national conferences, either because these conferences are too big or because they reproduce disciplinary and methodological divides. Thus, collaborations in teaching and research are not as recurrent and productive as they could be. Moreover, the most recent AALAC security studies workshop was offered in 2009. In the intervening years the composition of faculty at AALAC institutions has changed dramatically.

Goals and Intended Impact

This workshop will aim at building a durable network of junior and senior scholars who research and teach security. We anticipate that most of these scholars, while familiar with each other's work, will meet for the first time at the workshop. We will design the workshop to seed future collaborations, including, but not restricted to, the following:

- creating a website for the exchange of teaching materials;
- co-authoring articles on pedagogical approaches in security studies;
- exchanging invitations to give talks;
- designing joint panels for professional conferences;
- co-authoring inter-disciplinary op-eds for outlets such as the *Chronicle of Higher Education*.

Intended Audience

We will send an open invitation to all AALAC institutions and we expect many individuals across different departments to be interested in attending (see a list of potential attendees below). This is the case because security scholars display a diverse set of interests, including wars, revolutions, protests, riots, terrorism, military interventions, guerilla operations, cyber conflict, peacekeeping missions, weaponry development, and so on. These interests span different geographical areas and time periods.

Proposed Schedule and Format

Scholars will have opportunities to discuss both research and pedagogy in a variety of formats. During presentations, participants will describe and discuss individual contributions on research or teaching. In working groups, participants will be divided in smaller groups to explore designated pedagogical themes (syllabus design, curriculum design, inviting experts, and thesis advising). During two roundtables, the whole group will discuss innovative teaching techniques and faculty mentoring.

Follow-Up Activities

We will establish an email listserv for workshop attendees, so they can continue to share information regarding teaching and research opportunities. We will also use this workshop as a template to encourage departments across the AALAC institutions to sponsor and host similar workshops bi-annually to encourage extended collaborations.

Assessment

We will survey participants on whether the workshop successfully achieved its objectives both immediately after the workshop and in a follow-up email several months after the workshop has concluded.

Organizers

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Ioana Emy Matesan (Wesleyan University)
Eleonora Mattiacci (Amherst College) ** *Workshop Liaison*
Bryan Nakayama (Mount Holyoke College)
Swapna Pathak (Oberlin College)
Greg White (Smith College)

Detailed Schedule

Day I

1:00-2:00pm.	Welcome Lunch and Introductions.
2:00-3:30	Individual Presentations, I
3:30-4:00	Individual Presentations, II
4:00-5:30	Working Groups (syllabus and curriculum design, experts in the classroom, thesis advising)
5:30-6:30	Down time and informal interactions
6:30-8:00	Dinner and Roundtable: Dos and Don'ts for junior faculty at LACs

Day II

8:00-9:00	Breakfast
9:00-10:30	Individual Presentations, III
10:30-11:00	Coffee Break
11:00-12:30	Roundtable: innovative pedagogy in the classroom
12:30-2:00	Lunch and Closing Remarks

Note: Three papers on teaching or research will be presented during each of the Individual Presentation sessions. The 10-minute presentations will be followed by a discussant's comments (5 minutes) and Q&A (5 minutes).