

The University of Western Ontario
Department of Political Science
Fall 2013
Political Science 3203F – Critical Approaches to Global Security¹

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Anti-requisites: POLS 2257

Course Description

This course has three main objectives. First, this course is designed to outline and allow you to assess the perspectives and issues that shape the context of contemporary international security issues. This will provide a foundation for any future interests in International Relations and establish a foundation for future research in areas and topics that are of interest to you. Second, the assignments in this course are designed to help you develop your critical thinking in ways that relate to specific issues and events in international security. While we will cover a range of debates and issues, you need to decide which you find most interesting and which you will focus on in your work. Third, by the conclusion of this course you should be able to provide a critical and original argument about international security. Your ability to accomplish these objectives will be assessed using the assignments and work outlined below.

Antirequisites: the former Political Science 3355F/G
Prerequisites: Political Science 2231E or International Relations 2210E.

Course Texts (Do not purchase until after the first class)

Alan Collins, *Contemporary Security Studies*, 3rd Edition, 2013, Oxford University Press, London: UK. Suggested: Marysia Zalewski, *Feminist International Relations: Exquisite Corpse*, Routledge, London 2013.

Course Requirements

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| Seminar Attendance and Participation | 20% |
| Seminar Presentation | 15% |
| Seminar Essay | 40% |
| Seminar Final Exam | 25% |

¹ Portions of this course outline have drawn on the course outlines of Marshall Beier, Burgess-Whiting, H. Jean-Michel Montsion, McKeen-Edwards, Srdjan Vucetic and John Kirton. All courtesy and thanks is given to these authors.

Crowd-sourced essay resources:

Given that you should focus on a specific area of International Security throughout the course, it makes sense to develop your knowledge alongside those who have come before you. Consequently, I encourage students to add and remove useful essay sources from a master list provided on OWL. These are some starting points for your research, but not exhaustive or necessarily relevant to your approach, so remain critical about their use.

Weekly Participation and Attendance

The success of the class depends on the willingness of students to keep up with the readings on a weekly basis and to take part fully and fruitfully in discussion and class exercises. Participation marks are composed of both attendance and participation grades. You cannot receive full marks in either category if you are missing one or the other. Your participation will be assessed on an ongoing basis throughout the semester, and progress can be obtained at any time from the instructor upon request. Proposals for make-up work to offset absences may be considered.

Presentation

Students will choose a vignette from the Zalewski text and sign up on the presentation wiki in OWL. Students are responsible for maintaining, adding, removing and updating their presentation dates prior to the beginning of each class. The presentation should convey the questions, issues or arguments presented in the vignettes. *IT SHOULD NOT SIMPLY SUMMARIZE OR REPEAT THE CONTENT OF THE VIGNETTE.* It need not be a standard presentation, it need only reflect on the themes and questions raised by the vignette. Presentations may be done individually, in pairs or in a maximum group of three. If presenting in a group, each member must provide a written summary and reflection on their participation in the group, in the presentation to the class and reflection on what could have been improved, changed, or omitted. This should be handed in at the end of the presentation. All presentations will be marked individually. The presentation should be a maximum of 10-15 minutes including discussion and can take any form (exercise, pre-taped video, or proposed alternative). Any video shown in class must be preapproved by the instructor or will not be allowed to be shown.

Essay

Students will write a major research paper (based primarily on academic sources) on a topic of their choice, to be arrived at in consultation with the instructor. Essay topics should be chosen by week 8. In selecting an essay topic, you should be as imaginative and innovative as possible while bearing in mind the availability of relevant primary sources and the soundness of the topic in a theoretical sense. The topic selection requires an Informal discussion with instructor to determine the essay topic. Not discussing the essay topic prior to choosing one may result in papers with limited relevance to international security, and will be unable to achieve full marks. The final draft of the paper should be 12 pages (3000 words) in length (excluding the bibliography) and must be presented in proper scholarly format. The paper is due November 18 at midnight via e-mail at dboufie@uwo.ca. A penalty of five (5) percent per day (excluding weekends) to a maximum of 5 days will be assessed for essays submitted after the due date. In the interest of fairness to all students, there will be no exceptions to this unless

you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. Papers submitted after deadlines (including excused late papers) will be marked, but comments may not be provided.

Final Exam (During Exam Period)

The final exam will focus on issues and concepts from the entire course, and the exam will likely include an essay and short term format. A final study guide will be provided by December 2 and will apply to all exams. If offered, the take home exam will be available to write on Monday, Wednesday and Friday throughout the exam period. Students will sign up for the specific date and time on which they would like the exam emailed to them. The take home exam will be written in proper essay format with academic sources, to be returned within 24 hours of receipt and a maximum of 8 pages in length. Students may be given the opportunity to participate in the creation of exam questions, as well as voting on format and terms included on the exam.

Guidelines for Success in Class

Since there seldom are definitive answers to the questions we will be asking about international security, and much of what you will learn in this course will be enhanced by the ideas and perspectives of your colleagues. But for this to work, everyone must participate fully and constructively. Be mindful of the following points, and you will be successful:

1. Come to all classes having read the assigned readings for that week and prepared to participate in discussion. It is useful to remember that some week's readings may be more relevant to your research interests than others, and focusing on readings that are most salient to your interests will ensure maximum usefulness in the course.
2. Participate in discussions, but do not over-participate. Everyone must be given an opportunity to take part in discussions. Constructive participation involves the raising of relevant points and ideas. Online participation will be considered as well in participation marks.
3. Demonstrate respect for the ideas presented by others at all times. This is essential to open discussion and the free exchange of ideas. This does not mean that you must agree with others. Informal debate will teach you even more about your own position while simultaneously exposing you to different viewpoints. Make use of such opportunities, but no disrespectful behavior will be tolerated.
4. Raise questions when you have them as raising useful questions counts towards your participation marks. You can use minute papers, online forums, e-mail, twitter, facebook or in class lecture to raise questions you encounter throughout the course. Uncertainties are usually shared by others – when you raise your questions in class everyone learns while you build your own participation grade.

Criteria for Evaluation of Written Assignments

These criteria will be used in evaluation of written work and in combination with the checklist available in OWL. Please be sure to read them carefully:

Analytical Content: Higher grades will be given to work that demonstrates the ability to interpret, critically assess and develop insights of the material. To determine whether or not

your argument is analytical, ask yourself "Am I demonstrating to the reader my insights in an academic way?" If you are simply summarizing or describing in detail phenomena, your work is unlikely to have high analytical content.

Helpful signs you are not developing analytical content: Excessive quotes; beginning or ending a paragraph with a quote; short (fewer than 4 sentences) paragraphs; no sources in a long paragraph; lack of similar argument in introduction and conclusion.

Development of an Argument: Higher grades will be given to work that has a clearly stated argument and a set of logically developed and reasonably comprehensive points in support of that argument. Academic arguments need not be personal (though in certain instances they can be – check with the instructor), rather they demonstrate the logical progression of the position you are developing. The key here is to attempt to convince your reader of the soundness or feasibility of your argument. Nuanced arguments recognize obvious criticisms and seek to address them logically. Consistency of an argument throughout a paper is important.

Helpful signs your argument may be in trouble: Using the same author or quote more than a few times in successive paragraphs; your introduction and conclusion are not similar; you introduce material in the introduction and the conclusion that cannot be found elsewhere; you have quotes in your conclusion; your attempt to address obvious criticisms contradicts your thesis, you adopt multiple theoretical frameworks; you cannot find any sources that agree with your central claims.

Grammar, Spelling, and Style: Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors. While different approaches work for different people, it is recommended that you try the following every time you have a written assignment: after completing your assignment, put it away for a while (ideally, for a few days); when you pick it up again, read it carefully, slowly, and aloud (when we are familiar with a paper we tend to skim it during proof-reading, thereby missing errors – so make sure you are reading it word for word). Mistakes in grammar may not always look wrong, but they usually sound wrong. If you need some help with writing style or grammar, there are many resources available on campus.

Meeting the Requirements of the Assignment: All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment.

Important Notices

General All students must complete all course requirements. Failure to do so (e.g., by not handing-in an assignment or by missing an examination without due cause) will subject the student to the appropriate University regulations. Students must also keep a duplicate copy of their assignments, the use of a cloud-based backup is encouraged.

Course Schedule

September 9 - Introduction - No Assigned readings

September 16 - What is security studies?

Collins Chapters 1 'Introduction: what is security studies?', 27 'After the return to theory: the past, present, and future of security studies'

September 23 - How can realism help us think about terrorism?

Collins Chapters 2 'Realism', 19 'Terrorism'

September 30 - How does perception impact security?

Collins Chapters 9 'Gender and security', 10 'Securitization'

October 7 - What is the relationship between cooperation and conflict?

Collins Chapters 3 'Liberalism', 22 'The defence trade'

October 14 – Thanksgiving - No Class

October 21 - What is the role of capitalism in security?

Collins Chapters 4 'Historical Materialism', 21 'Energy Security'

October 28 - What is the relationship between peace and security?

Collins Chapters 5 'Peace Studies', 8 'Human Security', 23 'Health and Security'

November 4 - What is the role of technology in security?

Collins Chapters 6 'Critical Security Studies: A Schismatic History', 25 'Cyber-security'

November 11 - How do we understand the difference between crime and security?

Collins Chapters 7 'Social Constructivism', 24 'Transnational Crime', 26 'Child Soldiers'

November 18 - What defines the contemporary regime of security?

Collins Chapters 12 'Regime Security', 14 'Globalization, Development, and Security'

November 25 – What is the role of Canada in security?

Collins Chapter 20 'Humanitarian Intervention'

Barry, Donald, and Duane Bratt. "Defense Against Help: Explaining Canada-US Security Relations." *American Review of Canadian Studies* 38.1 (2008): 63-89.

December 2 – Final Presentations

No Assigned readings