Instructor: David A. Welch
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Office Hours: Tuesdays 12:00-14:00 or by appointment

Course Description: We begin the course by exploring the concept of “security governance” and the relevant configurations of actors and institutions that attempt to deal with “security” issues on the global agenda. We then move to explore various specific issues—both traditional and non-traditional—and examine recent and possible future institutional and policy responses. Part I of the course (actors and institutions) will be run as a traditional seminar. Students will be responsible for kicking off discussion of the assigned readings. In Part II, students will run the course themselves, taking turns presenting their research on the specific issues that they are exploring in their research papers. The set of issues that will be covered will depend upon the specific interests of the students, but may include (for example) nuclear proliferation, terrorism, intrastate conflict, resource and territorial disputes, climate change, drugs, disease, small arms, migration, human trafficking, the weaponization of space, etc. This course is recommended for doctoral students in the Global Governance Ph.D. Conflict and Security stream whose background in specific security governance issues is limited; it is recommended for Master’s students with practical interests in security governance.

Prerequisites: None.

Course Objectives:
By the end of this course, students should:

- Understand the primary actors and institutions currently involved in security governance
- Be familiar with various possible criteria, styles, and techniques for the analysis of security governance
- Have a detailed understanding of the governance of one significant security issue
- Have enhanced presentation and pedagogical skills
- (Optionally, but ideally) have an enhanced ability to work in groups.
University Regulations:

Cross-listed courses:
Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity:

*Academic Integrity*: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. Please visit [Academic Integrity](http://uwaterloo.ca/academic-integrity).

*Discipline*: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71).

*Grievance*: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, Section 4](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). In addition, consult [http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes](http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes) for the Faculty of Arts’ grievance processes.

*Appeals*: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72).

*Turnitin.com*: [The following boilerplate is required by University Regulations:] Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course. [What follows here are the actual details and my rationale for using Turnitin:] Both paper assignments for this course will be submitted via a dropbox on the course LEARN site. I like to use Turnitin because (a) it saves paper; (b) It means I can access your assignments anytime, from anywhere—there is no chance of a paper going missing, or my having to ask you to get me another copy; (3) Turnitin compares your paper to a massive database of other papers and various online sources, flagging overlaps, generating an “originality report” specific to your paper. I have found that the single most useful aspect of this is that it shows me who is and who is not citing sources properly. In the vast majority of cases, these are not instances of plagiarism, and there is clearly no attempt on the part of students to deceive; but when I view the originality reports, I can see who is inadvertently leaving out quotation marks or putting them in the wrong place; who is being imprecise in quoting; who is mistakenly citing source X when the real source is Y; and so on. If I come across a paper with a lot of
citation goofs, I will give you a short tutorial on citation hygiene. This is not a penalty; it is a service I can offer you, thanks to Turnitin, that I would otherwise probably not be able to offer. While Turnitin is very good at catching plagiarism, this is its least useful feature, from my perspective—especially in an advanced course such as this where the students generally don’t plagiarize. In other words, my use of Turnitin does not indicate that I suspect your honesty. I use it for convenience and its pedagogical value.

Your use of Turnitin does not mean that you are relinquishing copyright on your work. You retain the copyright. The fact that your papers are added to the Turnitin database helps protect your intellectual property by making it easier to discover misuses of your work. The university does require that instructors provide an opt-out option for students who do not wish to use Turnitin, however. For students who wish to opt out, I will administer a 30-minute oral examination on the assignment in question.

For more information on Turnitin, see Turnitin https://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitin-waterloo.

**Accommodation for Students with Disabilities:**

**Note for students with disabilities:** AccessAbility Services, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

**Texts:**
Readings for Part I can be obtained electronically through the course LEARN site.

**Course Requirements, Expectations, and Standards:**

**Assignments:**

*Discussion kickoffs:*
Worth 10 percent of your final grade, the discussion kickoffs will take place during Part 1 of the course on a schedule to be determined one week in advance. The purpose of a kickoff is to generate a lively and productive discussion of a particular reading. Normally not more than two minutes each, a kickoff should flag at least one particularly interesting, insightful, controversial, dubious, or outrageous feature of a reading. *Since the entire class will have done all the readings in advance, I will heavily penalize summaries.* Kickoffs are not written assignments, and students should not read from a prepared text; an effective kickoff has an appropriate air of spontaneity.

*Class participation:*
Worth 25 percent of your final grade. Every week I will score each student’s contribution to the discussion, and I will provide an interim assessment halfway through the course. Students should ensure that they get in on the conversation every week while at the same time allowing others equal
opportunity to participate. I will reward students whose contributions move the discussion in fruitful directions, and penalize those whose contributions suck the oxygen out of the room.

*Research paper proposal:*
Six pages maximum, double spaced; worth 15 percent of your final grade; due at 23h59 EST on Friday, January 27. The lateness penalty is 2 percent per day, weekends and holidays included. The purpose of this assignment is to ensure that you have started on your major research project, and to give me an opportunity to provide you with early feedback. It is not expected at this point that your research will be very far advanced, let alone complete, but the proposal should be clearly organized, easy to understand, and free of writing mistakes.

*In-class presentation:*
Worth 20 percent of your final grade. We will finalize a presentation schedule before the end of Part 1 of the course. Typically each student will have 40-60 minutes (depending upon enrolment), divided approximately equally between presentation and Q&A. Students presenting in groups will have appropriately longer. It is expected that each presentation will include a PowerPoint or Prezi show. I will also provide tips and tricks for effective presentations in class a week or two before the presentations begin. I will provide written feedback on both substance and style, with an overall grade, immediately after each presentation.

*Research Paper:*
No length limit; worth 30 percent of your final grade; due at 23h59 EST on Friday, April 7. The lateness penalty is 2 percent per day, weekends and holidays included. Most students will work in groups, and the length of the research paper will be roughly proportional to the size of the group. All students who work in a group will receive the same grade for the research paper, so it will be incumbent upon the groups themselves to ensure a fair division of labour. The research papers should be of publishable quality.

*Late Policy:*
Please see the individual assignments above.

*Policy about Collaborative Work:*
I strongly encourage collaboration on the presentations and research papers. Each student will submit an individual research paper proposal, however, whether or not s/he is collaborating with others. In this case the proposal will clarify the division of labour within the group as a whole.

*Other Course Policies:*
Students will in all cases comport themselves with dignity, mutual respect, and—wherever possible—good humour.
Schedule:

**Week 1 (Jan. 3): Course introduction**

General orientation to the course; no assigned readings.

**PART 1: ACTORS AND INSTITUTIONS**

**Week 2 (Jan. 10): Thinking about security governance**


**Week 3 (Jan. 17): States and IOs as security actors**


**Week 4 (Jan. 24): Supranational, nonstate, and intrastate security actors**


**Note:** Research paper proposals will be due at the end of this week.

**Week 5 (Jan. 31): Global and extra-regional security governance**


**Note:** This week we will finalize the presentation schedule for Part 2 of the course.

**Week 6 (Feb. 7): Regional security governance**


**Note:** This week I will provide information and guidance on how to make an effective presentation.

**PART 2: ISSUES**

**Weeks 7-11**

In-class presentations, on a schedule to be determined by Week 5. There are no assigned readings for these weeks, on the expectation that the time you would ordinarily devote to class preparation you will devote instead to your presentations and research papers.

**Week 12 (Supposed to be Apr. 4, but we will have to find a mutually-convenient alternative, as I must be in Frankfurt for a Board meeting that day): Wrap-up**

This week we will have a general discussion of the course themes in the light of both the material in Part 1 and the in-class presentations. No assigned readings.