GGOV630/PACS634/PSCI678
SECURITY ONTOLOGY
Fall 2016 (1169)
BSIA 131, Tuesdays 12:30-14:20

Instructor: David A. Welch
Email Address: david@davidwelch.ca
Office Location: BSIA 301
Office Hours: Tuesdays 3-5 or by appointment

Course Description: This is a seminar in the ontology of security. Security is a contested concept, and in this course we ask what it is and how best to pursue it. What do we mean by security? What are we trying to protect? From what? Why? How do we do it? We begin by considering the concept of security in the abstract, and we then proceed to explore various specific conceptions. Along the way we encounter both traditional and non-traditional approaches to security. This course is recommended for doctoral students in the Global Governance Ph.D. Conflict and Security stream whose theory background is limited. It is recommended for Master’s students with interests in security theory.

Prerequisites: None.

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

- Understand the implicit or explicit philosophical underpinnings of specific understandings of security
- Understand the relationship between security and “securitization”
- Understand the difference, if any, between objective and subjective security threats
- Understand the arguments for and against privileging various contending security “referents”
- Understand in detail the concepts of ecospheric security, state security, cultural security, and human security
- Understand how to analyze trade-offs and/or synergies between competing conceptions of security
- Become expert in one particular conception of security
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. For details on the definition and requirements of academic integrity, please visit [Academic Integrity](http://uwaterloo.ca/academic-integrity). Please also visit [Academic Integrity](http://subjectguides.uwaterloo.ca/content.php?p=490675).

*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 [Student Grievances](https://uwaterloo.ca/arts/undergraduate/student-support/academic-standing/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. 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 not otherwise 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 https://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitinr-waterloo.

Accommodation for Students with Disabilities:

Note for students with disabilities: The Office for Persons with Disabilities (OPD), 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 the OPD at the beginning of each academic term.

Texts:

Most of the readings can be obtained electronically through the University of Waterloo Library's Course Reserves system Course Reserves https://www.reserves.uwaterloo.ca/ares/ares.dll. They are listed under course number GGOV630. Readings that cannot be obtained electronically are available on short-term loan (3 hours) at Porter Library. Some of the readings are available on the Internet; I have included URLs below.

Course Requirements, Expectations, and Standards:

Assignments:

Discussion kickoffs:
Worth 20 percent of your final grade, the discussion kickoffs will take place throughout 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 20 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.

Short paper:
Two pages maximum, double spaced; worth 20 percent of your final grade; due at 23h59 EDT on Friday, October 7. The title of your paper will be either “Why I am anthropocentric,” or “Why I am not anthropocentric.” This is not a research paper; footnotes are neither required nor welcome. It is an opportunity for you to explore and explain whether you think we should understand “security” in a way that privileges human beings above all else. I will provide more detailed guidance at least a week prior to the due date.

Research Paper:
No length limit; worth 40 percent of your final grade; due at 23h59 EST on Friday, December 9. The lateness penalty is 2 percent per day, weekends and holidays included. Your paper will systematically explore the philosophical basis of a particular conception of security (i.e., a conception of security for a particular referent); analyze and assess the principal threats to the referent; and ascertain how, if at all, the referent can be “secured.” Research papers should be of publishable quality.

Late Policy:
Please see the individual assignments above.

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

**Week 1 (September 13): Course introduction**

General orientation to the course. No assigned readings.

**Week 2 (September 20): Security and securitization**


**Week 3 (September 27): What is worth securing, and why?**


**Week 4 (October 4): Ecospheric security I: Referents and values**


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Note: Short papers will be due at the end of this week.

Week 5 (October 13—N.B., this is a THURSDAY makeup day for the Monday/Tuesday study break): Ecospheric security II: Threats


Week 6 (October 18): State security I: Referents and values


**Week 7 (October 25): State security II: Threats**


**Week 8 (November 1): Cultural security I: Referents and values**


**Week 9 (November 8): Cultural security II: Threats**


**Week 10 (November 15): Human security I: Referents and values**


**Week 11 (November 22): Human security II: Threats**


**Week 12 (November 29): Conclusion: Security interactions**


“Social Cohesion and Demographic Challenges,” “Europe is Running Low on Children,” and “Turning the Age Pyramid on its Head,” *RTD Info*, No. 49 (May 2006), pp. 4-7, 11-13.