

GGOV630/PACS634/PSCI678

SECURITY ONTOLOGY

Fall 2016 (1169)

BSIA 131, Tuesdays 12:30-14:20

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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) <http://uwaterloo.ca/academic-integrity>. Please also visit [Academic Integrity](http://subjectguides.uwaterloo.ca/content.php?pid=490675) <http://subjectguides.uwaterloo.ca/content.php?pid=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), <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), <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) <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), <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) <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) <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

Jessica T. Mathews, "Redefining Security," *Foreign Affairs* 68, No. 2 (1989), pp. 162-77.

Barry Smith "John Searle: From Speech Acts to Social Reality," in Barry Smith, ed., *John Searle* (Cambridge: Cambridge University Press, 2003), pp. 1-33, [Articles](http://ontology.buffalo.edu/smith/articles/SearleIntro.pdf)
<http://ontology.buffalo.edu/smith/articles/SearleIntro.pdf>

Ken Booth, "Security and Emancipation," *Review of International Studies*, Vol. 17, No. 4 (Oct. 1991), pp. 313-326.

Barry Buzan, Ole Wæver, and Jaap de Wilde, *Security: A New Framework for Analysis* (Boulder, CO: Lynne Rienner, 1998), pp. 21-47.

Daniel Deudney, "The Case against Linking Environmental Degradation and National Security," *Millennium*, Vol. 19, No. 3 (1990), pp. 461-476.

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

M. Bernstein, "Intrinsic Value," *Philosophical Studies: An International Journal for Philosophy in the Analytic Tradition*, Vol. 102, No. 3 (2001), pp. 329-343.

Ruth Cigman, "Death, Misfortune, and Species Inequality," *Philosophy & Public Affairs*, Vol. 10, No. 1 (1981), pp. 47-64.

Steven F. Sapontzis, "What's More Important?" *Essays in Philosophy*, Vol. 5, No. 2 (2004), [Article http://commons.pacificu.edu/eip/vol5/iss2/29/](http://commons.pacificu.edu/eip/vol5/iss2/29/).

Wendy Lynne Lee, "The Aesthetic Appreciation of Nature, Scientific Objectivity, and the Standpoint of the Subjugated: Anthropocentrism Reimagined," *Ethics Place and Environment*, Vol. 8, No. 2 (2005), pp. 235-250.

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

James E. Lovelock, "Hands Up for the Gaia Hypothesis," *Nature* 344, March 8, 1990, pp. 100-102.

Thomas J. Donahue, "Anthropocentrism and the Argument from Gaia Theory," *Ethics & the Environment*, Vol. 15, No. 2 (Fall 2010), pp. 51-77.

Massimo Pigliucci, "The So-Called Gaia Hypothesis," *Skeptical Inquirer*, Vol. 29, No. 3 (2005), p. 21.

Jim Gillon, "Feedback on Gaia," *Nature*, Vol. 406, No. 6797 (2000), pp. 685-686.

Arne Naess, "The Deep Ecological Movement: Some Philosophical Aspects," pp. 64-84, in George Sessions, ed., *Deep Ecology for the 21st Century* (Boston: Shambhala, 1995).

Jerry A. Stark, "Postmodern Environmentalism: A Critique of Deep Ecology," in Bron Raymond Taylor, ed., *Ecological Resistance Movements: The Global Emergence of Radical and Popular Environmentalism* (Albany: SUNY Press, 1997), pp. 259-81.

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

Daniel Gilbert, "If only gay sex caused global warming: Why we're more scared of gay marriage and terrorism than a much deadlier threat," *Los Angeles Times*, July 2, 2006, [Articles http://articles.latimes.com/2006/jul/02/opinion/op-gilbert2](http://articles.latimes.com/2006/jul/02/opinion/op-gilbert2).

M. Latif, "Uncertainty in Climate Change Projections," *Journal of Geochemical Exploration*, Vol. 110, No. 1 (July 2011), pp. 1-7.

James Hansen, Makiko Sato, Gary Russell, and Pushker Kharecha, "Climate Sensitivity, Sea Level, and Atmospheric CO₂," *Philosophical Transactions of the Royal Society A*, Vol. 371 (August 2013), pp. 1-31.

L. Hunter Lovins and Amory B. Lovins, "Pathway to Sustainability: Natural Capitalism Offers Our Best Hope for Achieving a Sustainable Future," *Forum for Applied Research and Public Policy*, Vol. 15, No. 4 (Winter 2000), pp. 13-22.

Rusi Jaspal, Brigitte Nerlich, and Nelya Koteyko, "Contesting Science by Appealing to Its Norms: Readers Discuss Climate Science in the *Daily Mail*," *Science Communication*, Vol. 35, No. 3 (June 2013), pp. 383-410.

Stephen Dovers and John W. Handmer, "Ignorance, the Precautionary Principle, and Sustainability," *Ambio*, Vol. 24, No. 2 (March 1995), pp. 92-97.

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

Michael Walzer, "The Moral Standing of States: A Response to Four Critics," *Philosophy & Public Affairs*, Vol. 9, No. 2 (1980), pp. 209-229.

Martha C. Nussbaum, ed., *For the Love of Country?* (Boston: Beacon Press, 2002), pp. ix-29, 72-77, 85-90 (essays by Nussbaum, Appiah, Himmelfarb, Pinsky).

Daniel B. Klein, "The People's Romance: Why People Love the Government (as Much as They Do)," *The Independent Review*, Vol. 10, No. 1 (2005), pp. 5-37.

David Rodin, *War and Self-Defense* (Oxford: Clarendon Press, 2002), pp. 141-162.

Charles Tilly, "War Making and State Making as Organized Crime," in Peter B. Evans, Dietrich Rueschemeyer and Theda Skocpol, eds., *Bringing the State Back In* (Cambridge: Cambridge University Press, 1985) pp. 169-191.

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

John Mueller and Mark G. Stewart, "The Terrorism Delusion: America's Overwrought Response to September 11," *International Security*, Vol. 37, No. 1 (Summer 2012), pp. 81-110.

"Is Major War Obsolete? An Exchange," *Survival*, Vol. 41, No. 2 (Summer 1999), pp. 139-52.

James G. Blight and David A. Welch, "Risking 'the Destruction of Nations': Lessons of the Cuban Missile Crisis for New and Aspiring Nuclear States," *Security Studies*, vol. 4, no. 4 (Summer 1995), pp. 811-850.

U.S. Department of Defense, *Nuclear Posture Review Report*, April 2010, [Review Report http://www.defense.gov/Portals/1/features/defenseReviews/NPR/2010 Nuclear Posture Review Report.pdf](http://www.defense.gov/Portals/1/features/defenseReviews/NPR/2010%20Nuclear%20Posture%20Review%20Report.pdf).

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

Johan Galtung, "On the Social Costs of Modernization: Social Disintegration, Atomie/Anomie and Social Development," *Development and Change*, Vol. 27, No. 2 (April 1996), pp. 379-413.

Will Kymlicka, "Culturally Responsive Policies," Background Paper for HDR2004 (Human Development Report Office, 2004/05), [Policy http://hdr.undp.org/en/content/culturally-responsive-policies](http://hdr.undp.org/en/content/culturally-responsive-policies).

Motshedisi B. Sabone, "The Promotion of Mental Health through Cultural Values, Institutions, and Practices: A Reflection on Some Aspects of Botswana Culture," *Issues in Mental Health Nursing*, Vol. 30, No. 12 (November 2009), pp. 777-787.

Jose A. Del Pilar and Jocelynda O. Udasco, "Deculturation: Its Lack of Validity," *Cultural Diversity and Ethnic Minority Psychology*, Vol. 10, No. 2 (2004), pp. 169-176.

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

Robert van Krieken, "Rethinking Cultural Genocide: Aboriginal Child Removal and Settler-Colonial State Formation," *Oceania*, Vol. 75, No. 2 (2004), pp. 125-151.

Barry Sautman, "Tibet: Myths and Realities," *Current History*, Vol. 100, No. 647 (2001), pp. 278-283.

C. J. W.-L. Wee, "Capitalism and Ethnicity: Creating 'Local' Culture in Singapore," *Inter-Asia Cultural Studies*, Vol. 1, No. 1 (2000), pp. 129-143.

Steven Leonard Jacobs, "Language Death and Revival after Cultural Destruction: Reflections on a Little Discussed Aspect of Genocide," *Journal of Genocide Research*, Vol. 7, No. 3 (2005), pp. 423-430.

Bron Taylor, "Earthen Spirituality or Cultural Genocide? Radical Environmentalism's Appropriation of Native American Spirituality," *Religion*, Vol. 27, No. 2 (1997), pp. 183-216.

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

"New Dimensions of Human Security," in United Nations Development Program, Human Development Report 1994, [Reports](http://hdr.undp.org/sites/default/files/reports/255/hdr_1994_en_complete_nostats.pdf)
http://hdr.undp.org/sites/default/files/reports/255/hdr_1994_en_complete_nostats.pdf
(pp. 22-40 only).

Jean-Philippe Thérien, "Human Security: The Making of a UN Ideology," *Global Society*, Vol. 26, No. 2 (April 2012), pp. 191-213.

Roland Paris, "Human Security: Paradigm Shift or Hot Air?" in Michael Brown et al. eds., *New Global Dangers: Changing Dimensions of International Security* (Cambridge, Massachusetts: MIT Press, 2004), pp. 249-64.

Rhoda E. Howard-Hassmann, "Human Security: Undermining Human Rights?," *Human Rights Quarterly*, Vol. 34, No. 1 (February 2012), pp. 88-112.

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

Simon Rushton, "Global Health Security: Security for Whom? Security from What?," *Political Studies*, Vol. 59, No. 4 (December 2011), pp. 779-796.

Stephen J. Scanlan, "Gender, Development, and HIV/AIDs: Implications for Child Mortality in Less Industrialized Countries," *International Journal of Comparative Sociology*, Vol. 51, No. 3 (June 2010), pp. 211-232.

Natasha Marhia, "Some Humans Are More Human Than Others: Troubling the 'Human' in Human Security from a Critical Feminist Perspective," *Security Dialogue*, Vol. 44, No. 1 (February 2013), pp. 19-35.

Keletso Makofane, Jack Beck, Micah Lubensky, and George Ayala, "Homophobic Legislation and Its Impact on Human Security," *African Security Review*, Vol. 23, No. 2 (April 2014), pp. 186-195.

Richard Maclure and Myriam Denov, "I Didn't Want to Die So I Joined Them': Structuration and the Process of Becoming Boy Soldiers in Sierra Leone," *Terrorism and Political Violence*, Vol. 18, No. 1 (2006), pp. 119-135.

Week 12 (November 29): Conclusion: Security interactions

Dirk Helbing, "Globally Networked Risks and How to Respond," *Nature*, 2 May 2013, pp. 51-59.

C. S. Holling, "Understanding the Complexity of Economic, Ecological, and Social Systems," *Ecosystems*, Vol. 4, No. 5 (2001), pp. 390-405.

Matt McDonald, "Climate Security and Economic Security: The Limits to Climate Change Action in Australia?," *International Politics*, Vol. 52, No. 4 (2015), pp. 484-501.

"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.