

University of Waterloo
PSCI 482
Critical Security Studies
Fall 2012
9:30-12:20 Thursday, RCH 109

****Syllabus subject to change up to the first day of classes. Most up-to-date copy posted to D2L website****

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Office: HH 312

Office Hours: Monday, 2-3pm; Wednesday, 1-3pm.

Contact Policy: The best way to contact me is by email or to come to office hours.

Pre-Requisites: At least 3B. PSCI 281 strongly recommended.

Course Description: This course is a survey of the sub-field of critical security studies. The central questions of the course are: What is critical? What is security? Traditionally, the field of International Relations concerned itself with state security, and has studied it through realist and occasionally liberal, Marxist, and constructivist lenses. This course goes beyond this mainstream in two ways. First, we question whether the state is the appropriate (or only) referent object for security, and second, we use analytical models from outside the mainstream. We reviews critical approaches to the study of international security, and apply them to a range of issues including environmental security, cyber security, and public health. This is a seminar course designed for final-year undergraduate students. This course is reading-, writing-, and discussion-intensive. Students will benefit from a background in International Relations and excellent critical thinking skills.

This course is recognized as a PACS Content Course that fulfills requirements in the interdisciplinary Peace and Conflict Studies plan. For information about doing a PACS concentration (Major, Minor or Option) visit:

<http://grebel.uwaterloo.ca/academic/undergrad/pacs/plans.shtml>.

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

- Be able to explain and critique, orally and in writing, the major tenets of several critical theories of security
- Be able to compare and contrast critical theories of security with traditional IR theories
- Be able to apply critical theories of international security to various traditional and non-traditional issues, and to be able to articulate the ethical implications of doing so.
- Plan and conduct a research project
- Construct persuasive written and oral arguments supported by evidence

The Fine Print

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.

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://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>.

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://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>.

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://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>.

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academicintegrity/>

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.

Evaluation

*******Please see course website for full details of all class assignments*******

Research & Writing: 40%

The research & writing portion of your final grade has several parts. In order to succeed, I recommend procuring and reading a guide to research and writing in the social sciences. I recommend:

Northey, Tepperman and Albanese. Making Sense: A Student's Guide to Research and Writing (Social Sciences). 5th ed. Oxford, 2012

- a) Research Proposal. **Due Thursday, September 27 in class.** This paper is not marked, but I will not mark your annotated bibliography and revised research proposal until I have received and approved it.
- b) Annotated Bibliography and Revised Research Proposal (10%) **Due Thursday, October 25 in class.**
- c) Draft for peer review (no mark; if you do not hand it in on time, you will not be able to participate in the peer review.) **Due Monday, November 26th by email to Dr. Kitchen. If your product cannot be emailed, you *must* bring it to class Thursday, November 22nd. No late products accepted.**
- d) Peer review of a colleague's paper (not submitted or sub-par = ✓ - and -2% on your final, adequate = ✓ and neutral on your final, superior = ✓ + and +2% on your final) **Due Thursday, November 29nd in class.**
- e) Final Product (30%) **Due Friday, December 7th by email to vkitchen@uwaterloo.ca.**

Please see the course website for details of the assignment.

Class Participation: 25%

Students are expected to participate actively in class discussions. It is not possible to receive a passing grade on this portion of your final mark strictly by attending all classes. Please see the course website for class participation guidelines and a rubric.

Laptops and Class Participation: The success of this seminar course relies on excellent discussions and intensive class participation. In order to facilitate the flow of discussion, I request that students not use their laptops to take notes (or do anything else) in seminar. If you have a valid reason for why you must use your laptop during class, please speak to me.

Concepts Memo and Briefing: 10%

Each student will be responsible for writing a 2-page memo that explains key concepts necessary for understanding the week's readings. The student will then provide a ten-minute briefing at the beginning of class (if two students are assigned to one week, they should brief together, but each will prepare a memo).

Dates to be assigned in the first week of class. No late papers accepted.

Take-Home Exam: 25%

The take-home exam will be distributed in class on Thursday, November 29th and is due by 1pm Friday, November 30th by email to Dr. Kitchen at vkitchen@uwaterloo.ca. Late papers will be penalized at a rate of 1% of the weighted final grade **per hour** (from the time it arrives in Dr. Kitchen's inbox). Extensions and exceptions are only granted in extenuating circumstances (three other take-homes to write, medical excuse, etc) and should be discussed in advance with the instructor where possible.

Late Policy

Extensions are granted at the discretion of the instructor and only with appropriate documentation from the OPD or Counselling Services, or with the Verification of Illness Form.

Where late assignments are accepted, they are penalized at the rate of 1% of the *weighted final grade* per day (per hour for the takehome final), including weekends (astute students will notice that this is equivalent to 1% of your final mark in the course). For example: If a student receives 40/50 on an assignment worth 20%, the weighted final grade is 16/20, and if the student hands in the assignment 1 day late, she would receive a mark of 15/20.

Texts

The required text is:

Columba Peoples and Nick Vaughan-Williams, *Critical Security Studies: An Introduction* (Routledge 2010).

It is available as a paperback and an ebook. Several copies have been ordered for the bookstore. One copy will be on reserve at the Dana Porter Library.

All other readings are available online through Primo. I have deliberately not linked them through course reserves; being able to look up references is an important skill. The exception is:

Nexon & Neumann, *Harry Potter and International Relations*. The library's copy of this book has been placed on 3-hour reserve at the Dana Porter library.

Schedule of Classes

September 13: What is Critical? What is Security?

PVW, Introduction

Arnold Wolfers, 1952. "National Security as an Ambiguous Symbol" *Political Science Quarterly* 23.

If you can read these before the first class, so much the better.

September 20: "Critical Security Studies" & Post-Colonialism

PVW, Chapter 1: Critical Theory and security

Caroline Kennedy-Pipe, 2004. "Whose Security? State-Building and the 'Emancipation' of Women in Central Asia" 18(1), 91-107

PVW, Chapter 3: Post-colonial perspectives

Ikechi, Mgbeoji, 2006. "The Civilised Self and the Barbaric Other: Imperial Delusions of Order and the Challenges of Human Security", *Third World Quarterly* (27) 5, 855–69.

Pop Culture Reference: Barbara Kingsolver, The Poisonwood Bible; Suzanne Collins, The Hunger Games Trilogy (but especially Mockinjay)

September 27: Securitization Theory

PVW, Chapter 5: Securitization Theory

Matt MacDonald, 2008. "Securitization and the Construction of Security" *European Journal of International Relations* (14)4, 563-587.

Lene Hansen, 2000. "The Little Mermaid's Silent Security Dilemma and the Absence of Gender in the Copenhagen School" *Millennium* 29(2), p. 285-306.

Juha A. Vuori, 2010. "A Timely Prophet? The Doomsday Clock as a Visualization of Securitization Moves with a Global Referent Object" *Security Dialogue* 41(3), 255-277.

October 4: International Political Sociology Approaches and Post-Structuralism

PVW, Chapter 4: Post-structuralism and IPS

Mark Salter, 2007. "Governmentalities of an airport: heterotopia and confession", *International Political*

Eyal Weizman, 2006. "Walking Through Walls: Soldiers as Architects in the Israeli-Palestinian Conflict" *Radical Philosophy*, 136. Accessible online here: <http://jft-newspaper.aub.edu.lb/reserve/data/arch331-mf-wk14/Weizman-2006.pdf>

Pop Culture Connection: The Matrix (film, 1999)

October 11: Gender

PVW, Chapter 2: Feminist and Gender Approaches

Carol Cohn (1987), "Sex and Death in the Rational World of Defense Intellectuals" *Signs* 12(4), p. 687-718.

One of:

Veronique Pin-Fat and Maria Stern, "The Scripting of Private Jessica Lynch: Biopolitics, Gender, and the "Feminization" of the U.S. Military" *Alternatives*, 30(1) 25-53.

Åhäll, Linda, 2012. "The Writing of Heroines: Motherhood and Female Agency in Political Violence." *Security Dialogue* 43, no. 4, 287–303.

October 18: Human Security

PVW, Chapter 8: Human security and development

UNDP Human Development Report 1994, Chapter 2 "New Dimensions of Human Security"
Available Online at <http://hdr.undp.org/reports/global/1994/en/>

Roland Paris, 2001. "Human Security: Paradigm Shift or Hot Air?" *International Security* 26(2) Fall 2001 p. 87-102.

Mark Neufeld, 2004. "Pitfalls of Emancipation and Discourses of Security: Reflections on Canada's 'Security with a Human Face'" *International Relations* 18(1), 109-123.

Pop Culture Reference: City of God (film, 2002), Children of Men (film, 2005)

October 25: Popular Culture

Daniel H. Nexon and Iver B. Neumann “Harry Potter and the Study of World Politics” *Harry Potter and International Relations* ed. Daniel Nexon & Iver Neumann, 2006 (skim over the bits that are an introduction to the book, if you like, and focus on their typology of pop culture and IR)

Grayson, Kyle, Matt Davies, and Simon Philpott. “Pop Goes IR? Researching the Popular Culture-World Politics Continuum.” *Politics* 29, no. 3 (2009): 155-163.

Daniel Drezner, “Night of the Living Winks: towards an international relations theory of zombies” *Foreign Policy* July / August 2010.

http://www.foreignpolicy.com/articles/2010/06/21/night_of_the_living_winks

And at least one of the following:

David Long, “Quidditch, Imperialism, and the Sport/War Intertext” *Harry Potter and International Relations* ed. Daniel Nexon & Iver Neumann, 2006. (R)

Jennifer Sterling-Folker and Brian Folker “Conflict and the Nation-State: Magical Mirrors of Muggles and Refracted Images” *Harry Potter and International Relations* ed. Daniel Nexon & Iver Neumann, 2006. (R)

Neumann, Iver B. “‘Grab a Phaser, Ambassador’: Diplomacy in Star Trek.” *Millennium - Journal of International Studies* (December 1, 2001): 603 -624.

Buzan, B. “America in Space: The International Relations of Star Trek and Battlestar Galactica.” *Millennium - Journal of International Studies* (7, 2010).

Stephanie Buus, 2009. “Hell on Earth: Threats, Citizens and the State from Buffy to Beck” *Cooperation and Conflict* vol. 44 no. 4, 400-419.

Or any scholarly article about your favourite pop-culture phenomenon and international security which you have cleared with Dr. Kitchen beforehand.

November 1: Privatization

Dana Priest and William Arkin, “Top Secret America” *The Washington Post*, July 19-24.
<http://projects.washingtonpost.com/top-secret-america/> Please read the feature articles, but you may wish to explore the other parts of the website as well.

Anna Leander. “The Power to Construct International Security: On the Significance of Private Military Companies.” *Millennium - Journal of International Studies* (June 1, 2005): 803 -825.

Rita Abrahamson and Michael C. Williams, "Securing the City: Private Security Companies and Non-State Authority in Global Governance" *International Relations* 21(2) 2007, p. 237-253

Peter W. Singer, "Outsourcing War" *Foreign Affairs* March / April 2005
http://www.brookings.edu/articles/2005/0301usdepartmentofdefense_singer.aspx

Pop Culture Connection: Suzanne Brockmann's "Troubleshooters" series of romances, especially those published after 9/11.

November 8: Ecological Security

PVW, Chapter 6: Environmental Security

Maria Julia Trombetta, 2008. "Environmental security and climate change: analysing the discourse" *Cambridge Review of International Affairs* 21(4), 585-602.

Philippe Le Billon, 2008. "Diamond Wars? Conflict Diamonds and Geographies of Resource Wars" *Annals of the Association of American Geographers* 98(2) 345-372.

Pop Culture Connection: Films: 2012, Blood Diamond, The Hunger Games (which seems to take place after an apocalyptic eco-disaster?)

November 15: Public Health

Stefan Elbe, 2010. "Haggling over viruses: the downside risks of securitizing infectious disease" *Health and Policy Planning*, 25(6), 476-485.

Simon Rushton, "AIDS and international security in the United Nations System" *Health and Policy Planning* 25(6), 495-504.

William Aldis, 2008. "Health security as a public health concept: a critical analysis" *Health and Policy Planning* 23(6), 369-375.

Susan Blumenthal, 2012. "Obesity: America's Next Great Security Threat?" *The Huffington Post*, 8 June. Available online at: http://www.huffingtonpost.com/susan-blumenthal/obesity_b_1580563.html *Ask yourself: prescient or ridiculous?*

November 22: Viruses and Drones: War and Technology

This looks like a lot, but almost everything is short.

PVW, Chapter 10: Technology and warfare in the information age

60 Minutes, 2012. "Stuxnet: Computer worm opens new era of warfare" *CBS*
<http://www.cbsnews.com/video/watch/?id=7400904n> (15 minutes, video)

OR:

The Current, 2012. "From Malware to Warfare: the Stuxnet Virus" *CBC*,
<http://www.cbc.ca/thecurrent/episode/2012/03/12/from-malware-to-warfare-the-stuxnet-virus/>
(25 minutes, audio)

James P. Farwell and Rafal Rohozinski, 2011. "Stuxnet and the future of Cyberwar" *Survival* 53(1),
23-40.

Alexandra Gibb and Cameron Tulk, 2012. "A Drone Field Guide", *OpenCanada*. Canadian
International Council. Available online at: <http://www.opencanada.org/features/the-think-tank/a-drone-field-guide/>.

Joshua Foust and Ashley S. Boyle, 2012. "The Strategic Context of Lethal Drones: a framework for
discussion", *Perspectives: The American Security Project*. Available online at:
<http://americansecurityproject.org/featured-items/2012/the-strategic-context-of-lethal-drones-a-framework-for-discussion/>

Goldsmith, Jack, 2012. "Fire When Ready" *Foreign Policy*. Available online at:
http://www.foreignpolicy.com/articles/2012/03/19/fire_when_ready

Jo Becker and Scott Shane, 2012. "Secret 'Kill List' Proves a Test of Obama's Principles and Will"
The New York Times 29 May. Available online at:
<http://www.nytimes.com/2012/05/29/world/obamas-leadership-in-war-on-al-qaeda.html?pagewanted=all>

Supplementary:

Peter Singer, 2009. "Military Robots and the Future of War" *TED Talk*,
http://www.ted.com/talks/pw_singer_on_robots_of_war.html (If you find TED Talks annoying,
he covers much of the same territory in PW Singer, "Robots at War", *The Wilson Quarterly*, Winter
2009.)

Pop Culture Connection: too many to mention...which are your favourites?

November 29: Conclusion: Where do we go from here?

Johan Eriksson (1999), "Observers or Advocates? On the Political Role of Security Analysts" *Co-
operation and Conflict* 34(3), p. 311-330.

Steve Smith. (2004). "Singing Our World Into Existence: International Relations Theory and
September 11." *International Studies Quarterly* 48(3): 499-515.