I acknowledge that this course is held on the traditional territory of the Neutral, Anishnawbe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

This syllabus may be updated until the first day of class- see LEARN for most up-to-date version

Instructor: Veronica Kitchen  
Email Address: vKitchen@uwaterloo.ca  
Office Location: Hagey Hall 312  
Office Hours: Tuesday, 9am-11am

Contact Policy: I strive to reply to email within about 48 hours on weekdays. I do not usually reply to email outside the hours of 9am-5pm or on weekends. I use twitter @vmkitchen. The class hashtag is #PSCI482, but will never make course announcements there that I do not also post or announce elsewhere.

Course Description: This course focuses on current trends in the scholarship on critical security. It also serves as an introduction to methods for studying critical security. The course is reading, writing, and discussion intensive. It is appropriate for undergraduates approaching the final year of their program. A background in international relations theory will be an asset.

PSCI 482 is recognized as a PACS content course that fulfills the requirements of the Peace and Conflict Studies plan.

Pre-Requisites: PSCI 281

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

- Distill the main arguments and critiques from a text
- Conduct methodologically sound research designs in critical security studies
- Participate in class discussion at the highest level
- Research and write an original article-length research paper
- Cultivate reflective practices in research and scholarship

**University Regulations:**

**Cross-listed course:**

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.

**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, [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, [Student Petitions](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). In addition, consult [Student Grievances](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, [Student Appeals](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72).
Academic Integrity website (Arts): Academic Integrity
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): Academic Integrity Office
http://uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities:
Note for students with disabilities: The AccessAbility Services (AS) Office, located in Needles Hall, Room 1401, 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 AS Office at the beginning of each academic term.

Texts:
- eBook is significantly cheaper than new paperback
- look for used copies
- available on 3-hour reserve at the Dana Porter Library

- used may be available
- note the free Kindle edition is *not* a complete edition of the text

Texts are available for purchase at the University of Waterloo bookstore.

Course Requirements, Expectations, and Standards:

Assignments:

Class Engagement 35% Ongoing
The class engagement score relies on a number of individual activities which will be evaluated on a pass fail basis; each has equal weight. Your final points value will be translated to a mark / 35:

1) Attendance. No attendance will be taken the first week; thereafter you get one point per class attended, for a possible total of 11 points.

2) Article Summaries. Each student will contribute several one-paragraph article summaries, per the article summary template, to the common Google doc. The final number of summaries per student will be depend on course enrollment and will be
determined before the end of the first week of class (no more than 5, though). Students will sign up at the beginning; you may shift your dates to any unclaimed article until no articles are left; changes may not be made thereafter. All summaries must be written before the class for which the article is assigned. 1 point per summary. Insert LINK

3) Discussion Summaries. On two occasions, students will contribute a summary of what they perceive to have been two important themes or points from the discussion to the common Google doc. Students may shift to any week where there is no more than 1 other student writing a discussion summary; you may not write about a class after the beginning of the next class, and all summaries must be completed within the week after the class they are summarizing (ie before the next class). 1 point per summary. Insert LINK

Scaffolded Research Paper, 50% Due: see below.

The scaffolded research paper has several parts to be completed in sequence.

1) Topic Proposal. The topic proposal is merely a few sentences (no more than 1 page, single spaced) outlining the topic to be studied and some possible questions. Due May 16, in hard copy, in class. No mark awarded but this is a milestone.

2) Research Question. 5% A one-paragraph topic summary ending in a research question. Due Friday, May 19, 2017, 11:59pm to the D2L Dropbox.

3) Literature Review 10%. A literature review and a re-statement of the research question, if necessary, and an abstract of the research paper as a whole. See Appendix for details. Due by June 12, 2017, 11:59pm in the D2L Dropbox.

4) Research Design 10%. A research design, re-statement of the research question if necessary, and an abstract of the research paper as a whole. See Appendix for details. Due by June 26, 2017, 11:59pm to the D2L Dropbox.

5) Full Draft for Peer Review. A substantially complete draft of the final paper, including an abstract and bibliography. No marks, but you will not be able to participate in the peer review (see below) if you have not submitted the draft on time. No extensions will be granted for any reason. Due July 13, 2017, 11:59pm by email to Dr. Kitchen vkitchen@uwaterloo.ca

6) Final Paper 25%. Due July 24, 11:59pm, to the D2L Dropbox.
*Peer Review 5% (pass / fail):*
Each student will read and provide commentary on the paper of one of their colleagues, assuming they have submitted a Full Draft for Peer Review on time. The peer review form is available on the D2L website. **Due: Tuesday, July 18, 2017, before the beginning of class, in the D2L Dropbox.**

*Op-Ed or Policy Memo, 10%*
You will translate your final paper for a wider audience by writing either an op-ed (700-1000 words) or a policy memo (no more than 2 pages). See Appendix for details. We will begin the drafting process in class on July 25. They will be due Sunday, August 30, at 11:59pm.

**Late Policy:**
Late assignments will not be accepted for the following assignments: All Class Engagement Activities; Full Draft for Peer Review.

There is some *limited* flexibility on due dates for the Research Question, Literature Review, and Research Design with an appropriate reason and discussion with me in advance of the due date.

There is much less flexibility on due dates for the Peer Review, Final Paper, and Op-ed or Policy Memo; extensions will only be granted with appropriate documentation (Verification of Illness or Doctor’s Letter; Note from Counsellor; Advice from AA) or in cases of personal emergency. Please discuss with me as soon as you know you will need accommodations.

Late marks are deducted beginning as soon as the assignment is due; there is a one-hour grace period.

Late assignments are penalized at the rate of 1% of the weighted final grade per day, 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.

If an assignment is due in class, it is considered 1 day late if you submit it after class is over.
Schedule:

**Week 1 (May 2): What is critical? What is security?**  
Available online at: [Chapter 1](https://us.sagepub.com/sites/default/files/upm-binararies/72299_Powner_Chapter_1.pdf)  
Mark Salter “Introduction (Research Design)” in Salter & Mutlu (p. 15-24)

**Week 2 (May 9): Securitization & Discourse**  
Can Mutlu and Mark Salter, “Introduction (The Discursive Turn)” in Salter & Mutlu (p. 113-119)  
Textbook chapter on securitization TBA  

**Week 3 (May 16) Habits and Practices (& Research Question Boot Camp)**  
Mark Salter “Introduction (The Practice Turn)” in Salter & Mutlu (p. 85-91)  
Andrew W. Neal, “Legislative Practices” in Salter & Mutlu  
Please also review the readings from Week 1 about what make a good research question.

**Supplementary**  
As always, check the additional chapters & recommended readings lists in the relevant sections of Salter & Mutlu.


*Note:* No class on Tuesday, May 23rd because the University is following a Monday schedule that day.

**Week 4 (May 30): Things**


A chapter from Making Things International (TBD)


**Supplementary**

As always, check the additional chapters & recommended readings lists in the relevant sections of Salter & Mutlu.


Week 5 (June 6): Literature Review Boot Camp

7-10 sources about your chosen topic. Please bring a list of these sources (& if you have them, abstracts; as well as any notes you’ve made as you read). [You don’t have to have read them *this week*, obviously; you just need to have read them by now…]

Note: Please bring your revised research question to class.

Week 6 (June 13): Popular Culture


Supplementary
Check out articles by any of the authors in the e-IR Pop Culture and IR volume.


Week 7 (June 20): Research Design Boot Camp
Any readings will be announced. Consider reading ahead as you have a novel to read in a couple of weeks.

Please bring a copy of your research question and literature review.

Week 8 (June 27) Narratives I: Ethnography and Autoethnography


Heather L. Johnson, “Listening to Migrant Stories” in Salter & Mutlu


**Supplementary**

As always, check the additional chapters & recommended readings lists in the relevant sections of Salter & Mutlu.

The *Journal of Narrative Politics* is a useful source for explicitly autoethnographic reflections.


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**Week 9 (July 4): Narratives 2: Fiction**


Jackson, Confessions of a Terrorist

**Supplementary**


Elizabeth Dauphinee, *The Politics of Exile* [I can't recommend this book highly enough as an example of fictional IR; I would have assigned it but for the fact that it costs a fortune]

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**Week 10 (July 11): Bodies & Emotions**

Can Mutlu, “Introduction (The Corporeal Turn)” in Salter & Mutlu

Philippe Frowd and Christopher C. Leite, “Affect at the Airport” in Salter & Mutlu

Tina Managhan, “Reading the maternal body as political event” in Salter & Mutlu


**Supplementary**
As always, check the additional chapters & recommended readings lists in the relevant sections of Salter & Mutlu.


Sylvester, Christine. War as experience: contributions from international relations and feminist analysis. Routledge, 2013.


**Week 11 (July 18): Indigenous Approaches**

Sarah Marie Wiebe “Affective Terrain: Approaching the field in Aamjiwnaang” in Salter & Mutlu


**Supplementary**

**Week 12 (July 25): Op-ed / Policy Brief Boot Camp**

If you plan to write an op-ed:


If you plan to write a policy brief:

TBA