GGOV 631/PACS 635/PSCI 679: SECURITY GOVERNANCE

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Office Hours: Tuesdays 3-5 or by appointment

Course Description: We begin the course by exploring 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. Each student will be responsible for kicking off the discussion of at least one 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 policy background is limited; it is recommended for Master's students with interests in security policy.

Prerequisites: GGOV630/PACS634/PSCI678 Security Ontology is recommended preparation, but it is not required.

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.

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 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.

Academic Integrity website (Arts):
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html.

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

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 http://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitin-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:

Readings for Part I of the course can be obtained electronically through the University of Waterloo's "eReserves" system (http://www.reserves.uwaterloo.ca/ares/), a link to which may be found on 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 the Friday of the fourth week of class. 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. An effective presentation will inform, hold everyone's interest, and provoke a good-quality discussion. 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 the Friday of the week that FOLLOWS the last class (not the week of the last class). 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: Course introduction

General orientation to the course; no assigned readings.

PART 1: ACTORS AND INSTITUTIONS

Week 2: Thinking about security governance

Emilian Kavalski, "The Complexity of Global Security Governance: An Analytical Overview," *Global Society*, Vol. 22, No. 4 (October 2008), pp. 423-443.

Elke Krahmann, "Security Governance and Networks: New Theoretical Perspectives in Transatlantic Security," *Cambridge Review of International Affairs*, Vol. 18, No. 1 (Apr 2005), pp. 15-30.

Marc Saxer, "Security Governance in a Post-Sovereign World," *Internationale Politik und Gesellschaft*, No. 3 (2008), pp. 28-42.

Nils Bubandt, "Vernacular Security: The Politics of Feeling Safe in Global, National and Local Worlds," *Security Dialogue*, Vol. 36, No. 3 (September 2005), pp. 275-296

M. Webber, S. Croft, and J. Howorth, "The Governance of European Security," *Review of International Studies*, Vol. 30, No. 1 (2004), pp. 3-26.

Week 3: States and IOs as security actors

Emanuel Adler, and Patricia Greve, "When Security Community Meets Balance of Power: Overlapping Regional Mechanisms of Security Governance," *Review of International Studies*, Vol. 35, No. SI (February 2009), pp. 59-84.

Veronica M. Kitchen, "Argument and Identity Change in the Atlantic Security Community," *Security Dialogue*, Vol. 40, No. 1 (February 2009), pp. 95-114.

Brett Ashley Leeds, and Sezi Anac, "Alliance Institutionalization and Alliance Performance," *International Interactions*, Vol. 31, No. 3 (July-September 2005), pp. 183-202.

T. L. Chapman, "Audience Beliefs and International Organization Legitimacy," *International Organization*, Vol. 63, No. 4 (October 2009), pp. 733-764.

Week 4: Supranational and nonstate security actors

Mette Sangiovanni, "Transnational Networks and New Security Threats," *Cambridge Review of International Affairs*, Vol. 18, No. 1 (Apr 2005), pp. 7-13.

Emil J. Kirchner, "The Challenge of European Union Security Governance," *Journal of Common Market Studies*, Vol. 44, No. 5 (December 2006), pp. 947-968.

Anna Leander, and Rens van Munster, "Private Security Contractors in the Debate about Darfur: Reflecting and Reinforcing Neo-Liberal Governmentality," *International Relations*, Vol. 21, No. 2 (June 2007), pp. 201-216.

Christopher Spearin, "Private, Armed and Humanitarian? States, NGOs, International Private Security Companies and Shifting Humanitarianism," *Security Dialogue*, Vol. 39, No. 4 (August 2008), pp. 363-382.

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

Week 5: Global and extra-regional security governance

Jack Donnelly, "Sovereign Inequalities and Hierarchy in Anarchy: American Power and International Society," *European Journal of International Relations*, Vol. 12, No. 2 (June 2006), pp. 139-170.

Elke Krahmann, "American Hegemony or Global Governance? Competing Visions of International Security," *International Studies Review*, Vol. 7, No. 4 (December 2005), pp. 531-545.

Esther Barbé, "Multilateralism Matters More than Ever," *Global Society*, Vol. 23, No. 2 (April 2009), pp. 191-203.

Pascal Vennesson, Fabian Breuer, Chiara De Franco, and Ursula C. Schroeder, "Is There a European Way of War? Role Conceptions, Organizational Frames, and the Utility of Force," *Armed Forces & Society*, Vol. 35, No. 4 (July 2009), pp. 628-645.

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

Week 6: Regional security governance

Andrea Oelsner, "Consensus and Governance in Mercosur: The Evolution of the South American Security Agenda," *Security Dialogue*, Vol. 40, No. 2 (Apr 2009), pp. 191-212.

Tanya Ogilvie-White, "Non-proliferation and Counter-terrorism Cooperation in Southeast Asia: Meeting Global Obligations through Regional Security Architectures?," *Contemporary Southeast Asia*, Vol. 28, No. 1 (20060401 2006), pp. 1-26.

David Capie, "Localization as Resistance: The Contested Diffusion of Small Arms Norms in Southeast Asia," *Security Dialogue*, Vol. 39, No. 6 (December 2008), pp. 637-658.

Rita Abrahamsen, and Michael C. Williams, "Public/Private, Global/Local: The Changing Contours of Africa's Security Governance," *Review of African Political Economy*, Vol. 35, No. 118 (December 2008), pp. 539-553.

Niagale Bagoyoko, and Marie V. Gibert, "The Linkage between Security, Governance and Development: the European Union in Africa," *The Journal of Development Studies*, Vol. 45, No. 5 (May 2009), pp. 789-823.

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 this week, 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: 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.