

# PSCI 482/680: Critical Security Studies

Winter, 2014

RCH 212, Wednesday, 1:30-4:20

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**Instructor:** Veronica Kitchen

**Email Address:** [ykitchen@uwaterloo.ca](mailto:ykitchen@uwaterloo.ca)

**Office Location:** Hagey Hall 312

**Office Hours:** Tuesday, 1-3pm [only until reading week]; Wednesday, 10am-noon.

**Contact Policy or Header Notes:** I usually reply to email within about 48 hours on weekdays. I do not usually reply to email on weekends. I use twitter @vmkitchen. The class hashtag will be #PSCI680. I will never announce important class-related things on twitter that I do not post elsewhere.

**Course Description:** This course focuses on current trends in the scholarship on critical security. The course is reading-, writing-, and discussion-intensive. It is appropriate for final year undergraduates and graduate students. A background in international relations theory will be an asset.

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

**Pre-Requisites:** PSCI 281 or registration in a graduate program at the University of Waterloo or the Balsillie School of International Affairs.

## **Course Objectives:**

By the end of this course, students should:

- Distill the major arguments and critiques from a book or journal article
- Construct methodologically sound research designs in critical security studies
- Lead discussion in seminar
- Write a literature review and research design or a research paper
- Cultivate reflective practices in research and scholarship

## **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://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](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

[Academic Integrity Office \(uWaterloo\): http://uwaterloo.ca/academicintegrity/](http://uwaterloo.ca/academicintegrity/)

**Turnitin.com:** 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. [DELETE IF YOU ARE NOT USING TURNITIN. Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin. See: <http://uwaterloo.ca/academicintegrity/Turnitin/index.html> for more information.]

### **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:

This is a book-based course, and I recommend that you purchase the required texts, as you will need them in class. **You should generally expect to have completed the required reading(s) by the first day they are discussed in class, unless otherwise indicated.**

Mark Salter and Can Mutlu, *Research Methods in Critical Security Studies*, Routledge 2013.

Cynthia Weber, *Imagining America at War*, Routledge, 2006.

Vida Bajc & Willem de Lint, eds. *Security and Everyday Life*, Routledge, 2011.

Elisabeth Dauphinee, *The Politics of Exile*, Routledge 2013.

Christine Sylvester, *War as Experience*, Routledge, 2012.

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

Texts are also on 3-hour reserve at the Dana Porter Library.

## Course Requirements, Expectations, and Standards:

### Assignments:

#### *Methods Reflections 25%:*

Students will write a reflection of approximately no fewer than 500 and no more than 1000 words for **five** of the topics we discuss that answers the following question: *What would my research project look like if I used this method or perspective? What are the implications of using this method or perspective for research question, research design, and evidence?* This exercise is meant to be a reflection, not a research design; neither outside reading nor a formal structure is expected. The reflections are due at midnight on the following dates to the D2L Dropbox:

Popular culture: January 24

The everyday: January 31

The material turn: February 14

The corporeal turn: March 7

Autoethnography & narrative: March 21

Medicalization or aesthetics: March 28

#### *Class Participation 25%:*

Class participation will be evaluated in the following ways:

- **Peer Review 5%.** Each student will read, and provide comments on, the papers of two of their colleagues. The commentary must be submitted to the D2L dropbox by **Friday, April 4. No late peer reviews will be accepted.**
- **Discussion Participation 20%.** See the rubric. The instructor will assign you a base mark, which may go up or down based on the following two adjustment factors:

- **Adjustment 1: Attendance & Discussion Prompts.** Students are required to post at least one discussion question or prompt for each class, on the D2L discussion board. Failure to post a question by **noon** on Wednesdays we have class will result in a 1% deduction from the base class participation mark (equal to 1% of the final grade). So too will failure to attend class, beyond a first “free” absence for which no excuse is required. Any further absences beyond the first one will result in a 1% deduction on the final grade, regardless of the excuse. This is because most of the learning happens in discussion, which cannot be made up. **Note:** You only lose this 1% once; if you’re absent, you lose 1% (but not an additional 1% for not posting a question); if you are present but don’t post a question, you lose 1%.
- **Adjustment 2: Self & Peer Review.** At the midpoint and again at the end of the semester, students will evaluate themselves and their peers on their class participation. This evaluation will be turned into a numerical multiplier which will raise or lower the base mark. The self and peer reviews are due in the D2L dropbox by midnight on **February 28** and **April 4**.

*Research & Writing 50%:*

Students may choose from one of three models of evaluation.

**Model 1: Scaffolded Research Paper [Undergraduates MUST choose this option]**

- *Topic Proposal.* No mark, but no further assignments will be accepted until this is submitted. 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 by midnight **January 15** in the D2L dropbox.
- *Literature Review & Statement of the Research Question 10%.* Due by midnight, **February 21** in the D2L dropbox.
- *Methods Paper 10%.* Due by midnight, **March 14**, in the D2L dropbox.
- *Draft for Peer Review* no mark, but only those authors who submit a paper will be allowed to participate in the peer review. Due by midnight, **March 30**, by email to Dr. Kitchen.
- *Final Paper 30%.* Due by midnight, **April 13**, in the D2L dropbox.

*Further details on the assignments in this model are available on the website.*

**Model 2: Research Paper**

- *Topic Proposal.* No mark, but no further assignments will be accepted until this is submitted. 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 by midnight **January 15** in the D2L dropbox.
- *Draft for Peer Review* no mark, but only those authors who submit a paper will be allowed to participate in the peer review. Due by midnight, **March 30**, by email to Dr. Kitchen.
- *Final Paper 50%.* Due by midnight, **April 13**, in the D2L dropbox.

### **Model 3: Literature Review + Research Design**

- *Topic Proposal*. No mark, but no further assignments will be accepted until this is submitted. 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 by midnight **January 15** in the D2L dropbox.
- *Literature Review 25%*. A literature review of 3000-5000 words including notes and bibliography. The goal of the literature review is to identify major research trends, points of debate or contention, and research gaps with an eye to generating good research questions. A literature review should make an argument, it's just an argument about a body of literature. Good models of scholarly literature reviews can be found in the journals *International Studies Review* and *Perspectives on Politics*. Due by midnight **March 14**, in the D2L dropbox.
- *Research Design 25%*. A research design of 3000-5000 words for a research question generated from same topic area on which they wrote the literature review. The literature review and research design are intended to be parts of a whole; writing a literature review is meant to assist in generating research questions. The goal of the research design is to plan a research project without actually undertaking it. Students should consider how their question will contribute to the literature, how they would research the question (methods), what kinds of evidence would support or undermine their hypothesis, what sort of timeline or budget would be necessary to undertake the research. Due by midnight, **April 13**, in the D2L dropbox.

### **Late Policy:**

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

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.

### **Undergraduates vs. Graduates:**

Undergraduates and Graduates complete the same assignments, but graduate students are held to higher standards.

## **Schedule:**

### **January 8**

Salter & Mutlu, Chapter 1 (Salter, Introduction) and Introduction to Part I (Salter, Introduction) p. 1-24.

**Note:** Please try to do this reading before the first class.

### **January 15 & 22: Popular Culture**

Christine Sylvester, *Imagining America at War*

Kyle Grayson, Matt Davies, and Simon Philpott. (2009). "Pop Goes IR? Researching the Popular Culture-World Politics Continuum." *Politics* 29(3). p 155-163

### **January 29 & February 5: the Everyday**

Bajc & de Lint, *Security and Everyday Life*.

At a minimum, please read Bajc's Introduction, at least one chapter from each of the four parts, and de Lint's conclusion. I recommend reading Salter's chapter "No Joking", as it meshes well with the methodological reading.

Salter & Mutlu, Chapter 17 (Salter).

### **February 12: The Material Turn**

Salter & Mutlu, Introduction to Part VI (Mutlu, the material turn, Introduction).

At least one further chapter from Part VI of Salter & Mutlu

William Connolly (2013) "The 'New Materialism' and the Fragility of Things" *Millennium* 41: 399-412.

Abrahamsen, R. and Williams, M. C. (2009), "Security Beyond the State: Global Security Assemblages in International Politics." *International Political Sociology*, 3: 1-17.

Caroline Holmqvist, (2013). "Undoing War: War Ontologies and the Materiality of Drone Warfare" *Millennium* 41: 535-552

Peter Nyers, "The Politics of Dirt" *Radical Philosophy* 174. Available online at: [Commentary](http://www.radicalphilosophy.com/commentary/moving-borders)  
<http://www.radicalphilosophy.com/commentary/moving-borders>

## **Reading Week February 17-21**

### **February 26**

No class this week. Instead, you are required to attend at least one (and preferably all) sessions of the SOGsNet Conference "Knowing (in)Security" to be held February 27 at the Balsillie School. If it is impossible for you to attend at least one session, please speak to Dr. Kitchen

## **March 5 & 12 The Corporeal Turn**

Christine Sylvester, *War as Experience*

Salter & Mutlu, introduction to part V (Mutlu, the corporeal turn, Introduction).

## **March 19: Autoethnography & Narrative**

Elizabeth Dauphinee, *The Politics of Exile*

Salter & Mutlu, Introduction to Part II (Salter, the ethnographic turn, Introduction)

**Supplementary:** The Narrative and Methodology Forum at the blog *Disorder of Things*, available online: [Narrative and Methodology Forum](http://thedisorderofthings.com/tag/methodology-and-narrative-forum/) <http://thedisorderofthings.com/tag/methodology-and-narrative-forum/>

## **March 26: Medicalization or Aesthetics (to be determined collectively)**

TBD.

## **April 2: Conclusion and Loose Ends**

Papers for peer review.