

UNIVERSITY OF WATERLOO
GGOV630 / PACS634 / PSCI678
SECURITY ONTOLOGY
(GGOV CONFLICT AND SECURITY CORE COURSE I—THEORY)

Fall 2012
Tuesdays 12:30–14:20, BSIA 131

Course Instructor: David A. Welch
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Office Hours: BSIA 220, Tuesdays 3:00-5:00, or by appointment

Course Description and Objective: 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.

Requirements: A member of the seminar will be responsible for kicking off discussion of an item on the reading list every week. There are two written assignments. The first will be a short paper (a maximum of two double-spaced pages) due at the end of the fourth week of class, the title of which will be “Why I am or am not anthropocentric.” This paper is a statement and explanation of how you conceive of the value of human life vis-à-vis other things that might be of value. The second will be a paper of whatever length you feel appropriate on one of the security referents we consider during the course. I will provide more detailed guidance on the paper assignments closer to their due dates.

	Value	Due	Lateness penalty
Short paper, 2 pages maximum (double-spaced)	20%	Friday, Oct. 12, 2012 (11:59 pm)	2 percent per day, weekends and holidays included.
Final paper (no length limit)	40%	Friday, Dec. 7, 2012 (11:59 pm)	2 percent per day, weekends and holidays included.
Discussion kick-offs	20%	Various	Not applicable.
Participation	20%	Throughout	Not applicable.

Both paper assignments will be submitted via the Turnitin.com dropbox, accessible through the course LEARN site. As a condition of use, the University requires that I put the following statement on the course syllabus:

Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. In

the first week of the term, details will be provided about arrangements for the use of Turnitin in this course.

With that throat-clearing out of the way, let me tell you why I like to use Turnitin.com:

1. It saves paper.
2. 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.com 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.com, that I would otherwise probably not be able to offer.

While Turnitin.com 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.com does not indicate that I suspect your honesty. I use it for convenience and its pedagogical value.

Your use of Turnitin.com 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.com 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.com, however. For students who wish to opt out, I will administer an oral examination of up to 30 minutes on the assignment. If you wish to exercise this option for either of the written assignments, you must inform me in writing (via email) by the beginning of class on September 18.

In case you are unsure what plagiarism is, visit:

<http://www.lib.uwaterloo.ca/ait/purchase.html> (officially)

and

<http://www.youtube.com/watch?v=Mwbw9KF-ACY> (unofficially).

Academic Integrity: Herewith some more boilerplate.

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 (UW): <http://uwaterloo.ca/academicintegrity/>

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.

COURSE SCHEDULE AND REQUIRED READINGS

Most of the readings can be obtained electronically through the University of Waterloo’s “eReserves” system: <http://www.ereserves.uwaterloo.ca/ereservesSearch.cfm>. They are listed under course number GGOV630/PSCI678. Readings that cannot be obtained electronically are available on short-term loan (3 hours) at Porter Library. You should also be able to access the course material through the UW Library Course Reserves link on the GGOV630/PSCI678 UW-ACE Resources page. Some of the readings are available on the Internet; I have included URLs below.

Week 1, September 11. Course introduction

General orientation to the course. No assigned readings.

Week 2, September 18. Security and securitization

1. Jessica T. Mathews, “Redefining Security,” *Foreign Affairs* 68, No. 2 (1989), pp. 162-77.
2. Barry Smith “John Searle: From Speech Acts to Social Reality,” in Barry Smith, ed., *John Searle* (Cambridge: Cambridge University Press, 2003), pp. 1-33, <http://ontology.buffalo.edu/smith/articles/SearleIntro.pdf>

3. Ken Booth, "Security and Emancipation," *Review of International Studies*, Vol. 17, No. 4 (Oct. 1991), pp. 313-326.
4. Barry Buzan, Ole Wæver, and Jaap de Wilde, *Security: A New Framework for Analysis* (Boulder, CO: Lynne Rienner, 1998), pp. 21-47.
5. Daniel Deudney, "The Case against Linking Environmental Degradation and National Security," *Millennium*, Vol. 19, No. 3 (1990), pp. 461-476.

Week 3, September 25. What is worth securing, and why?

1. M. Bernstein, "Intrinsic Value," *Philosophical Studies: An International Journal for Philosophy in the Analytic Tradition*, Vol. 102, No. 3 (2001), pp. 329-343.
2. Ruth Cigman, "Death, Misfortune, and Species Inequality," *Philosophy & Public Affairs*, Vol. 10, No. 1 (1981), pp. 47-64.
3. Steven F. Sapontzis, "What's More Important?" *Essays in Philosophy*, Vol. 5, No. 2 (2004), <http://commons.pacificu.edu/eip/vol5/iss2/29/>.
4. 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 2. Ecospheric security I: Referents and values

1. James E. Lovelock, "Hands Up for the Gaia Hypothesis," *Nature* 344, March 8, 1990, pp. 100-102.
2. Thomas J. Donahue, "Anthropocentrism and the Argument from Gaia Theory," *Ethics & the Environment*, Vol. 15, No. 2 (Fall 2010), pp. 51-77.
3. 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).
4. 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.

Week 5, October 9. Ecospheric security II: Threats

1. 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, <http://www.commondreams.org/views06/0702-26.htm>.
2. M. Latif, "Uncertainty in Climate Change Projections," *Journal of Geochemical Exploration*, Vol. 110, No. 1 (July 2011), pp. 1-7.

3. 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.
4. Peter W. Huber, *Hard Green: Saving the Environment from the Environmentalists: A Conservative Manifesto* (New York: Basic Books, 1999), pp. xi-xxi, 101-117.
5. Peter Jacques, "The Rearguard of Modernity: Environmental Skepticism as a Struggle of Citizenship," *Global Environmental Issues*, Vol. 6, No. 1 (2006), pp. 76-101.
6. 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 16. State security I: Referents and values

1. Michael Walzer, "The Moral Standing of States: A Response to Four Critics," *Philosophy & Public Affairs*, Vol. 9, No. 2 (1980), pp. 209-229.
2. 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).
3. 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.
4. David Rodin, *War and Self-Defense* (Oxford: Clarendon Press, 2002), pp. 141-162.
5. 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 23. State security II: Threats

1. 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.
2. "Is Major War Obsolete? An Exchange," *Survival*, Vol. 41, No. 2 (Summer 1999), pp. 139-52.
3. 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.
4. U.S. Department of Defense, *Nuclear Posture Review Report*, April 2010, <http://www.defense.gov/npr/docs/2010%20nuclear%20posture%20review%20report.pdf>.

Week 8, October 30. Cultural security I: Referents and values

1. 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.
2. Will Kymlicka, "Culturally Responsive Policies," Background Paper for HDR2004 (Human Development Report Office, 2004/05),
http://hdr.undp.org/en/reports/global/hdr2004/papers/HDR2004_Will_Kymlicka.pdf.
3. 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.
4. 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 6. Cultural security II: Threats

1. Robert van Krieken, "Rethinking Cultural Genocide: Aboriginal Child Removal and Settler-Colonial State Formation," *Oceania*, Vol. 75, No. 2 (2004), pp. 125-151.
2. Barry Sautman, "Tibet: Myths and Realities," *Current History*, Vol. 100, No. 647 (2001), pp. 278-283.
3. 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.
4. 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.
5. 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 13. Human security I: Referents and values

1. "New Dimensions of Human Security," in United Nations Development Program, Human Development Report 1994, http://hdr.undp.org/en/media/hdr_1994_en_chap2.pdf.
2. Jean-Philippe Thérien, "Human Security: The Making of a UN Ideology," *Global Society*, Vol. 26, No. 2 (April 2012), pp. 191-213.
3. 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.
4. Rhoda E. Howard-Hassmann, "Human Security: Undermining Human Rights?," *Human Rights Quarterly*, Vol. 34, No. 1 (February 2012), pp. 88-112.

Week 11, November 20. Human security II: Threats

1. Andrew Price-Smith and the John Daly, "Downward Spiral: HIV/AIDS, State Capacity, and Political Conflict in Zimbabwe," *Peaceworks* No. 53 (Washington, D.C.: United States Institute of Peace, 2004).
2. Patrick Moore, "Murder and Hypocrisy," *Advocate*, 31 January 2006, pp. 36-37.
3. J. Ann Tickner, "Feminist Perspectives on 9/11," *International Studies Perspectives*, Vol. 3, No. 4 (2002), pp. 333-350.
4. Mary Lynne Gasaway Hill, "Re-Shaping Our Words, Re-Shaping Our World: Crimes against Humanity and Other Signs of the Times," *The Social Science Journal*, Vol. 39, No. 4 (2002), pp. 539-557.
5. 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 27. Conclusion: Security interactions

1. C. S. Holling, "Understanding the Complexity of Economic, Ecological, and Social Systems," *Ecosystems*, Vol. 4, No. 5 (2001), pp. 390-405.
2. "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.
3. David L. Goodstein, "Chapter 1: The Future," and "Chapter 2: Energy Myths and a Brief History of Energy," *Out of Gas: The End of the Age of Oil* (New York: Norton, 2004), pp. 21-56.
4. "ITER takes its first steps," *RTD Info*, No. 49 (May 2006), pp. 18-21.