

UNIVERSITY of ALBERTA

POL S 460 Sem B1 - GLOBAL SECURITY

Summer 2013

Tuesday & Thursdays 12:00-3:10 pm

Tory B-109

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COURSE DESCRIPTION:

This course will examine the topic of global security from a number of theoretical perspectives, including realism/neo-realism, liberal interdependence, English School, Copenhagen School/constructivism, critical security studies, post-structuralism, feminism, complexity, etc. Since the end of the Cold War there has been an exponential increase in scholarship about *global security*, as established concepts and approaches built around national security and strategic studies did not seem to address adequately a myriad of emerging transnational security challenges from climate change and terrorism to pandemics. While some of the scholarly writings discuss ‘global security’ and ‘international security’ interchangeably, one can make a distinction between the two. In this class, students will be exposed to the innumerable ways in which global security issues are constructed, discussed, and debated, examining basic theoretical assumptions and their implications. Students will also gain knowledge about the tensions that exist between pessimistic and optimistic views around how security can be attained at the global level, and about different methodologies available to investigate and analyze global security challenges.

COURSE PREREQUISITES: POL S 260

Students without the course prerequisite should speak with the instructor before registering. At the request of an instructor, the Department may cancel your registration if you do not have the required course prerequisites. *Policy about course outlines, grading and related matters can be found in Section 23.4(2) of the University Calendar.*

COURSE GOALS:

After completing this course, students will have developed...

- A clear understanding of the contested concept(s) of security
- A facility for distinguishing between the different levels of analysis of security
- An acquaintance with notable historical and contemporary thinkers and scholars on security
- A sense of the distinction between ‘international’ and ‘global security’
- A good knowledge of the multidimensional nature of global security
- A clear view of contemporary global security themes and challenges
- An understanding of the global institutions that address the multiple threats to global security

- A sense of the methodological approaches used in the study of global security
- And, in-depth knowledge about one specific global security challenge as selected by the student.

CLASS FORMAT:

This advanced undergraduate class will be conducted as a seminar. This means that all students will be expected to read the assigned materials in advance and come prepared to discuss topics in a round table format. Individuals will be asked to each lead off one thematic topic and one specific security focus challenge, but everyone is expected to participate in every class.

OFFICE HOURS: Tuesday: 11:00am-Noon (not available after class on Tuesdays)
Thursday: 11:00am-Noon and 3:10pm-4:00pm

COURSE TEXTS:

The following text can be purchased from the University Bookstore:

- Myriam Dunn Cavelty & Victor Mauer (eds.), *The Routledge Handbook of Security Studies* (London: Routledge, 2010). Softcover or hardcover edition is fine.

Recommended for those requiring a refresher on international relations theory and perspectives:

- W. Andy Knight & Tom Keating, *Global Politics* (Toronto: Oxford University Press, 2010).

Mandatory, supplemental reading materials (as per the reading list below) will, in most cases, be available online or on Reserve at the Rutherford Library.

REQUIREMENTS AND EVALUATION:

The course requirements are outlined below. Students should note that in all but exceptional situations, all components of the course must be completed to receive a passing grade. Policy regarding missed term work is outlined in Section 23.4(3) of the University Calendar. Tests and assignments will be assigned a letter grade. The instructor will not 'curve' or adjust final grades according to any preset formula. Evaluation of the following course requirements will determine students' grades:

- ***Historical Antecedents: 10%*** of course grade.
For class number three (Tuesday, July 16th) students will be required to prepare a one page synopsis on an assigned important historical figure that has influenced thinking about security and strategy, ranging from ancient writers to Cold War contributors. They will present their key findings in a five minute presentation in class. A template, selections, and instructions will be provided in the first class.
- ***Critical Reflection Paper: 10%*** of course grade
As part of class participation, students will be expected not only to make contributions in class but also to engage the theoretical literature and apply it to thematic topics. To this end, students are required to write one brief critical reflection paper (**no more than 3 pages**, double-spaced, properly referenced) on a seminar Topic of the student's choice (not on Security Focus sessions).

The paper will be due at the beginning of the first class after that topic was discussed (e.g., topic A was discussed on Tuesday, so the short paper is due at the start of class on Thursday). Your objectives in this short piece are to (1) Summarize and illustrate your understanding of the key claims, arguments, and perspectives in the literature discussed for that topic, highlighting substantive differences among writers, and (2) Discuss some of the implications and challenges of these different theoretical frameworks or approaches and, if possible, provide an argument in support of, or in challenge to, the work you found most engaging or frustrating. You may not do your critical reflection paper on the same or similar topic to your major essay, but you may do it on the Topic discussion that you led in class.

- ***Recent Global Security Article Critical Review: 10%*** of course grade
Select a relevant, recently published article in a security related, peer-reviewed journal (published since January 2011, with prior approval from the instructor), and write a **three page** (double-spaced, properly referenced) critical review that captures its argument, identifies theoretical influences and assumptions, evaluates its methodology, and engages the conclusions and implications. Address general questions such as, “Does this article advance my understanding of global security?”, “What new contributions does it make?”, “Which assumptions and claims do I accept or reject and why?”, “Even if I don’t agree with all of the underlying assumptions, perspectives, and claims, does the methodology and use of information and evidence logically support the key arguments the author is trying to make?”, and, “Where does the work ‘fit’ in terms of theoretical and methodological approaches?”. It would be useful for this article to be part of our research for your major paper, but not mandatory. Due: You should get this done early during the initial research for your major paper, but the last day to submit is Thursday, August 8th.
- ***Memorandum to the Minister or UN Ambassador: 10%*** of course grade
Each student will be asked to prepare a policy brief of **no more than 500 words** (single spaced; a template and detailed instructions will be provided) that simplifies and assesses a contemporary global security issue and presents policy recommendations or positions for consideration by a senior policy-maker. Due: Beginning of class, Thursday, August 1st. Students will receive the assignment on Tuesday, July 23rd.
- ***Major Essay: 30%*** of course grade.
Select a global security issue that intrigues, worries, or challenges you (with early approval of the instructor). Describe the issue and place it in historical context. Articulate and defend a theoretical perspective that can be used to explore the threat(s) posed by this issue to the global community (a great paper will demonstrate why some perspectives work better than others given your research question). Analyze carefully and critically why this is, or should be understood as, a contemporary global security issue beyond a national or personal security issue. Illustrate your exposure to relevant literature and research. Explain and assess how the global community is addressing the issue (including at what level(s)) and identify constraints (e.g., practical, theoretical, institutional, etc.) to its amelioration.

Papers are due to the instructor by 4:00pm on Monday, August 12th. Aim for 10-12 pages (double-spaced) plus references.

- ***Security Focus – Discussion Lead: 10%*** of course grade
The purpose of this short in-class presentation is to give students a chance to introduce a specific contemporary security challenge that poses a threat to the global community and to lead a rapid discussion and dissection of the problem. Possible topics can include lingering regional conflicts (e.g., the strait between mainland China and Taiwan or territorial disputes in

the South China Sea; the Korean Peninsula; the Sahel; the Niger Delta; the Strait of Hormuz; Syria; the Gaza strip and West Bank; Afghanistan; the Western Balkans; etc.) or specific examples of non-traditional, transnational security challenges ripped from the headlines (e.g., terrorism, cyber-threats, WMDs/proliferation, pandemics, organized crime, state failure, climate change, resource scarcity, human trafficking, E.L.E., etc.). Your “Security Focus” presentation can be related to your major research paper (in fact, that approach is recommended) and employment of multi-media technology is encouraged.

- **Topic – Discussion Lead: 10%** of course grade
You will also be asked to kick-start discussions and generate questions related to the literature around one topic during the course. (Note: You can write your Reflection Paper on this topic.)
- **Attendance and Participation: 10%** of course grade
Attendance sheets will be passed around at each class. Make sure you sign your name on those sheets. This will be a small class and participation in class discussions is expected.

There is no final exam for this course. Your mark is thus based on 70% written assignments and 30% class participation and presentations.

GRADING SCHEME:

<i>Descriptor</i>	<i>Letter Grade</i>	<i>Grade Point</i>
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor	D+	1.3
Minimal Pass	D	1.0
Failure	F	0

LATE PENALTIES, PLAGIARISM & ACADEMIC HONESTY:

Late assignments: It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late (in person, by email and, in an emergency, by cell phone). If you do not communicate in advance, and your reason for being late does not explain this lack of communication, then you should be prepared to be penalized 5% per day. If you have not received a response from the instructor within 12 hours of your email, text, or voicemail, assume the message has not been received and resend.

Plagiarism & Academic Dishonesty: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at http://www.uofaweb.ualberta.ca/gfcpolicymanual/content.cfm?ID_page=37633) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. **Academic dishonesty is a serious offence and can result in**

suspension or expulsion from the University. An important excerpt from the Code of Student Behaviour is appended at the end of this syllabus. Additional information and resources are available through the UofA's Truth in Education project: <http://www.uofaweb.ualberta.ca/TIE/> .

You can also refer to the "Don't Cheatsheet" which is available on the University Governance website at: <http://www.governance.ualberta.ca/> From the drop down menu click on "Student Appeals" and navigate to the "Don't Cheatsheet."

SPECIALIZED SUPPORT & DISABILITY SERVICES:

Students with disabilities or special needs that might interfere with their performance should contact the instructor at the beginning of the course with the appropriate documentation. Every effort will be made to accommodate such students, but in all cases prior arrangements must be made to ensure that any special needs can be met in a timely fashion and in such a way that the rest of the class is not put at an unfair disadvantage. Students requiring special support or services should be registered with the office of Specialized Support & Disability Services (SSDS): <http://www.uofaweb.ualberta.ca/SSDS/>. This is particularly important for students requiring special exam arrangements. Once you have registered with SSDS, it is your responsibility to provide the instructor with a "Letter of Introduction" and, if necessary, an "Exam Instruction & Authorization" form.

FEELING OVERWHELMED? (*In need of student, social, financial, or security services?*)

The Student Distress Centre is there to listen, offer support, supply information and provide services:

- Call: 492-HELP (492-4357)
- Drop in: 030-N in the S.U.B.
- Visit: www.su.ualberta.ca/sdc
- Chat: <http://www.campuscrisischat.com/>

COURSE SCHEDULE:

Note: We have exactly eleven classes during the summer term. This is an intensive reading, research, and writing seminar so good organizational planning and time management will be critical to your success. The first class on Tuesday, July 9th will be a full class, and in addition to going over course requirements and expectations there will be significant reading required. It is expected that you will come to every class prepared.

Class format (guide): 12:00-12:20 – Attendance and Security Focus I
12:20-13:30 – Topic I Discussion
13:30-13:45 – Break
13:45-14:00 – Security Focus II
14:00-15:10 – Topic II Discussion

Notes on Readings:

- **Cavelty & Mauer** refers to our textbook (pages and chapters always identified)
- Journal or online articles available at UAlberta Library ejournals or otherwise online
- **Denotes that PDF will be posted on eClass
- **On Reserve:** Book in reserve room at Rutherford Library (2-hour sign-out)
- **Skim:** Take a quick look at this report, website, or article as example of contemporary practical or scholarly research on the topic.
- **Recommended:** If you are leading the week's discussion, need a refresher, or this is directly related to your major research paper & related assignments, take a look.

Class 1 (Tuesday, July 9th)

Security Focus I: Falklands/Malvinas 1982-2013 (only one for this class due to course introduction including review of course outline, assignments, and expectations)

Topic 1: Introductions & review course outline, expectations, assignments, deadlines

Topic 2: Thinking Security Thoroughly

- Myriam Dunn Cavelty & Victor Mauer (hereafter, Cavelty & Mauer), "Introduction," in Cavelty & Mauer (eds.), 1-6.
- Gwyn Prins, "Notes Toward the Definition of Global Security," *American Behavioral Scientist*, Vol.38, No.6 (May 1995), 817-829.
- Baylis, "International and Global Security in the Post-Cold War Era," Patricia Owens, John Baylis, Steve Smith (eds.), *The Globalization of World Politics: An Introduction to International Relations*, 3rd edition (Oxford: Oxford University Press, 2006), 254-275.
- **Recommended:** Arnold Wolfers, "'National Security' as an Ambiguous Symbol," *Political Science Quarterly*, Vol. 67, No. 4. (Dec. 1952), 481-502.

Class 2 (Thursday, July 11th)

Security Focus I: Mali 2011-2013: Rebellion, Coup, Intervention, and Rehabilitation?
Security Focus II: Piracy from the Gulf of Guinea to the Gulf of Aden

Topic 1: Thinking Security Traditionally

- Cavelty & Mauer, 9-44 (Chapters 1-3): Wohlforth on "Realism and security studies", Rousseau and Walker on "Liberalism", and Buzan on "The English School and international security"
- Stephen M. Walt, "The (In)Security Paradox," *Foreign Policy* (blog, 11 February 2013): http://walt.foreignpolicy.com/posts/2013/02/11/the_insecurity_paradox_0.

Topic 2: Thinking Security Methodologically

- Keith Krause & Michael Williams, "Broadening the Agenda of Security Studies: Politics and Methods," *Mershon International Studies Review*, Vol. 40, No.2 (October 1996): 229-254. <http://www.artsrn.ualberta.ca/courses/PoliticalScience/661B1/documents/KrauseWilliamsBroadeningSecurityStudies.pdf>.
- **Mark B. Salter, "Part I: Research Design: Introduction," in Salter and Mutlu, eds., *Research Methods in Critical Security Studies: An Introduction*. London: Routledge, 2013: 15-23.
- **Skim:** How do you measure peace? Take a look at the 2013 *Global Peace Index Report*: <http://www.visionofhumanity.org/#/page/news/613> (scroll down to click on the full PDF version of the report)
- **Recommended:** You can also read the helpful introduction to the entire edited Salter and Mutlu collection above (pp. 1-14) here: <http://www.routledge.com/books/details/9780415535403/>, click on "View inside the book."
- **Recommended:** Edward Ingram, "The Wonderland of the Political Scientist," *International Security*, Vol. 22, No.1 (Summer 1997): 53-63.

Class 3 (Tuesday, July 16th)

**There will no be Security Focus discussions this class. Instead, each student will prepare and present a one page synopsis on a historical figure that has influenced thinking around security issues prior to 1990. A template, selections, and instructions will be discussed in the first class.*

Topic: Thinking Security Historically

Part 1: Students will present their brief synopsis of key historical influences on security and strategy (5 mins/each).

Part 2 Readings:

- Cavelti & Mauer, 95-104 (Chapter 8): Neumann on “National security, culture and identity”
- **Williamson Murray & Mark Grimsley, “Introduction: On strategy,” from *The Making of Modern Strategy: Rulers, States, and War* (1994): 1-23.
- **ONE OF:**
- Antoine Bousquet, “Chaoplex Warfare or the Future of Military Organization,” *International Affairs*, Vol.84, No.5 (2008): 915-929.
- **OR:**
- David Ekbladh, “Present at the Creation: Edward Mead Earle and the Depression-Era Origins of Security Studies,” *International Security*, Vol. 36, No. 3 (Winter 2011/12): 107-141. [Note: this is a long article so focus on the core ideas and historical claims.]

Class 4 (Thursday, July 18th)

Security Focus I:

Security Focus II:

Topic 1: Thinking Securitization Constructively

- Cavelti & Mauer, 56-72; 105-114 (Chapters 5 & 9): Balzacq on “Constructivism and Securitization Studies” and Theiler on “Societal security”
- Janani Krishnaswamy, “How Does Terrorism Lend Itself to Constructivist Understanding?” e-International Relations website (18 September 2012): <http://www.e-ir.info/2012/09/18/how-does-terrorism-lend-itself-to-constructivist-understanding/>
- **Recommended:** Alexander Wendt, “Constructing International Politics,” *International Security*, Vol. 20, No. 1 (Summer 1995): 71-81.
<http://faculty.maxwell.syr.edu/hpschmitz/PSC124/PSC124Readings/WendtConstructivism.pdf>

Topic 2: Thinking Security Critically

- Cavelti & Mauer, 45-55; 73-83 (Chapters 4 & 6): Mutimer on “Critical security studies” and Ardaub & van Munster on “Post-structuralism, continental philosophy and the remaking of security studies”
- **ONE OF:**
- David Campbell, “The Biopolitics of Security: Oil, Empire, and the Sports Utility Vehicle,” *American Quarterly* (2005): 943-972: http://www.david-campbell.org/wp-content/documents/Biopolitics_of_Security.pdf
- **OR**
- Bialasiewicz, Campbell et al, “Performing security: The imaginative geographies of current US strategy,” *Political Geography* 26 (2007): 405-422: http://www.david-campbell.org/wp-content/documents/Performing_Security.pdf

Class 5 (Tuesday, July 23rd)

Security Focus I:

Security Focus II:

Topic 1: Thinking Human Security

- Cavelti & Mauer, 115-126 (Chapter 10): Kerr on “Human security and diplomacy”
- Roland Paris, “Human Security: Paradigm Shift or Hot Air?”, *International Security*, Vol. 26, No. 2 (Fall 2001): 87-102: <http://aix1.uottawa.ca/~rparis/Paris.2001.IS.Human%20Security.pdf>
- **Skim:** Mary Kaldor, “Human Security in practice,” *OpenDemocracy* online (17 January 2011): <http://www.opendemocracy.net/human-security-in-practice> (click on some of the region-specific articles)

Topic 2: Thinking Feminist Security Studies

- Cavelti & Mauer, 84-94 (Chapter 7): Wibben on “Feminist security studies”
- Sandra Whitworth, “Militarized Masculinities and the Politics of Peacekeeping: The Canadian Case,” in Ken Booth, ed., *Critical Security Studies in World Politics*. Boulder, CO: Lynne Rienner Publishers, 2005: <http://www.yorku.ca/sandraw/Whitworth%20in%20Booth%202005.pdf>
- **Skim:** Pierotta, Rachael S., “Increasing Rejection of Intimate Partner Violence: Evidence of Global Cultural Diffusion,” *American Sociological Review*, Vol. 78, No. 2 (April 2013): 240-265.

Class 6 (Thursday, July 25th)

Security Focus I:

Security Focus II:

Topic 1: Thinking Peace Operations

- Cavelti & Mauer, 190-199; 415-427 (Chapters 17 & 38): Munkler on “Old and new wars” & Ramsbotham & Woodhouse on “Peace operations”
- UN Security Council Resolution 2098 (28 March 2013): <http://www.un.org/News/Press/docs/2013/sc10964.doc.htm>
- “NGOs concerned about new DRC Intervention Brigade” (IRIN: 31 May 2013): <http://www.irinnews.org/report/98140/ngos-concerned-about-new-drc-intervention-brigade>

Topic 2: Thinking Humanitarian Intervention and R2P

- Cavelti & Mauer, 428-438 (Chapter 39): Bellamy on “Humanitarian intervention”
- Gareth Evans, “From humanitarian intervention to the Responsibility to protect”, speech (2006) at https://www.fh-muenster.de/humanitaere-hilfe/downloads/Evans_-_Responsibility_To_Protect.pdf
- Gareth Evans, Ramesh Thakur, and Robert A. Pape, “Correspondence: Humanitarian Intervention and the Responsibility to Protect,” *International Security*, Vol. 37, No. 4 (Spring 2013): 199-214.
- **Recommended:** W. Andy Knight, “The Development of the responsibility to protect: from evolving norm to practice,” *Global Responsibility to Protect*, Vol.3, No.1 (February 2011): 3-36.
- **Recommended (on reserve):** Anyone working on related essay topics: W. Andy Knight and Frazer Egerton, eds., *The Routledge handbook of the Responsibility to Protect* (2012).

Class 7 (Tuesday, July 30th)

Security Focus I:

Security Focus II:

Topic 1: Thinking Failed States and Regional Insecurity

- Cavelti & Mauer, 159-168 (Chapter 14): Lambach & Debiel on “State failure and state building” (**Recommended:** Saikal (Chapter 27) on “Afghanistan: a state in crisis”)
- Robert Rotberg, “Failed States in a World of Terror,” *Foreign Affairs* online (July/August 2002): <http://www.cfr.org/africa/failed-states-world-terror/p4733>
- Edward Newman, “Failed States and International Order: Constructing a Post-Westphalian World,” *Contemporary Security Policy*, Vol. 30, No. 3 (December 2009): 421-443: <http://www.contemporarysecuritypolicy.org/assets/CSP-30-3-Newman.pdf>.
- **Skim:** “Failed States Index 2013” (*Foreign Policy* online): <http://www.foreignpolicy.com/failedstates2013> including:
 - David Rothkopf, “Leaning Away,” *Foreign Policy* (July/August 2013): http://www.foreignpolicy.com/articles/2013/06/24/leaning_away

Topic 2: Thinking Development-Democracy-Security Nexus (Statebuilding 3.0?)

- Cavelti & Mauer, 329-338 (Chapter 30): Stansfield on “Intervention in Iraq: regime change and the dialectics of state-building”
- David Lake, “The Practice and Theory of US Statebuilding,” *Journal of Intervention and Statebuilding*, Vol. 4, No. 3 (September 2010): <http://dss.ucsd.edu/~dlake/documents/LakeJISP.pdf>
- Ellen Lust et al, “After the Arab Spring: Islamism, Secularism, and Democracy,” *Current History* (December 2012): 362-364.
- Richard Thomas, “Africa: The False God of 0.7 – Understanding the Aid Business,” *African Arguments* online (24 June 2013): <http://allafrica.com/stories/201306242453.html>
- **Skim:** J. Allouche and J. Lind, *A New Deal? Development and Security in a Changing World*, Institute of Development Studies Report (2013): <http://www.ids.ac.uk/files/dmfile/ConflictReportFinal.pdf>

Class 8 (Thursday, Aug 1st) – Note: Memo to the Minister assignment due

Security Focus I:

Security Focus II:

Topic 1: Thinking Terrorism

- Cavelti & Mauer, 129-138 (Chapter 11): Wilkinson on “Terrorism”
- **ONE OF**
- Max Abrahms, “Why Terrorism does not work,” *International Security*, Vol.31, No.2 (Fall 2006): http://belfercenter.ksg.harvard.edu/files/is3102_pp042-078_abrahms.pdf
- **OR**
- Ekaterina Stepanova, *Terrorism in Assymetrical Conflict: Ideological and Structural Aspects* (SIPRI Research Report No. 23: Oxford University Press, 2008): Chapter 1 (pp. 1-27): <http://books.sipri.org/files/RR/SIPRIIR23.pdf>

Topic 2: Thinking Transnational Organized Crime

- Cavelti & Mauer, 149-158 (Chapter 13): Williams on “Organized crime, drug trafficking and trafficking in women”

- Christian Bueger and Mohanvir Saran, “Finding a Regional Solution to Piracy: Is the Djibouti Process the Answer?” *Piracy Studies* online (18 August 2012): <http://piracy-studies.org/2012/finding-a-regional-solution-to-piracy-is-the-djibouti-process-the-answer/>
- Davin O’Regan, “Narco-States: Africa’s Next Menace,” *The New York Times* (12 March 2012): http://www.nytimes.com/2012/03/13/opinion/narco-states-africas-next-menace.html?_r=0

Class 9 (Tuesday, Aug 6th)

Security Focus I:

Security Focus II:

Topic 1: Thinking Nuclear Weapons, other WMDs, and Proliferation

- Cavelti & Mauer, 139-148; 232-242; 393-403 (Chapters 12, 21, 36): Wirtz on “Weapons of mass destruction and the proliferation challenges,” Kellman on “Emerging dangers of biological weapons”, and Lebow on “Deterrence” (**Recommended:** Fitzpatrick (Chapter 29) on “Iran’s nuclear challenge”)
- **Skim:** Kurt Guthe, “Nuclear Weapons Acquisition and Deterrence,” *Comparative Strategy*, Vol. 30, No. 5 (2011): 481-507.

Topic 2: Thinking Digital: Cyber, Surveillance, & Autonomous Warfare

- Cavelti & Mauer, 180-189 (Chapter 16): Cavelti on “Cyber-threats”
- Tom Engelhardt, “[The Making of a Global Security State](#),” *The Nation* online (17 June 2013)
- **Skim:** UNGA Human Rights Council, Annual Report of the Special Rapporteur on extrajudicial, summary and arbitrary executions 2013 focuses on “lethal autonomous robotics and protection of life,” (A/HRC/23/47, 9 April 2013): http://www.ohchr.org/Documents/HRBodies/HRCouncil/RegularSession/Session23/A-HRC-23-47_en.pdf
- Human Rights Watch, “Arms: New Campaign to Stop Killer Robots,” (21 April 2013): <http://www.hrw.org/news/2013/04/23/arms-new-campaign-stop-killer-robots>

Class 10 (Thursday, Aug 8th) – Note: Final day to submit Critical Article Review

Security Focus I:

Security Focus II:

Topic 1: Thinking Environmental Security

- Cavelti & Mauer, 221-231 (Chapters 20): Gleditsch & Theisen on “Resources, the environment and conflict”
- Diane Toomey, “Global Scarcity: Scramble for Dwindling Natural Resources (interview with Michael Klare)”, *Yale Environment 360* online (23 May 2012): http://e360.yale.edu/feature/global_scarcity_scramble_for_dwindling_natural_resources/2531/
- **ONE OF:**
- Thomas Homer-Dixon, “On the threshold: environmental changes as causes of acute conflict,” *International Security*, Vol. 16, No.2 (Fall 1991): <http://www.homerdixon.com/projects/thresh/thresh1.htm>
- **OR**
- Simon Dalby, “Environmental Security: Ecology or International Relations?”, ISA Paper (2002): <http://www3.carleton.ca/cove/papers/Security.rtf>

- **Recommended:** Maria Julia Trombetta, “Environmental security and climate change: analyzing the discourse,” *Cambridge Review of International Affairs*, Vol. 21, No. 4 (2008): 585-602.

Topic 2: Thinking Climate Change and Energy/Health/Food Security

- Cavelti & Mauer, 211-220; 243-254 (Chapters 19 & 22): Orttung & Perovic on “Energy Security” and Manique & Fourie, “Security and health in the twenty-first century”
- McCarl et al, “Climate Change and Food Security,” *Current History* (January 2013): 33-37.
- Richard Black, “Climate change ‘great threat’ to security and health,” *BBC News* (17 October 2011): <http://www.bbc.co.uk/news/science-environment-15342682>
- Ivan Semeniuk, “Satellite data hinted at Alberta floods weeks ago,” *The Globe and Mail* (25 June 2013): <http://www.theglobeandmail.com/news/national/satellite-data-hinted-at-alberta-floods-weeks-ago/article12792249/#dashboard/follows/>
- CBC News, “Calgary floods spotlight cities’ costly failure to plan for climate change,” *CBCNews.ca* (28 June 2013): <http://ca.news.yahoo.com/calgary-floods-spotlight-cities-costly-failure-plan-climate-092411161.html>
- **Skim:** Cullen Hendrix and Henk-Jan Brinkman, “Food Insecurity and Conflict Dynamics: Causal Linkages and Complex Feedbacks,” *International Journal of Stability of Security & Development*, Vol. 2, No. 2 (17 June 2013): <http://www.stabilityjournal.org/article/view/sta.bm/82>
- **Recommended:** *Food Insecurity* online: <http://pulitzercenter.org/food-insecurity>

Reminder: Major papers due by 4:00pm Monday, August 12th (5% penalty per every 24 hours late)

Class 11 (Tuesday, Aug 13th)

Topic 1: Thinking Complex Global Governance, Global Security, and Subsidiarity

- Cavelti & Mauer, 439-451 (Chapter 40): Thomas J. Biersteker, “Global Governance”
- **ONE OF:**
- W. Andy Knight, “Towards a subsidiarity model for peacemaking and preventive diplomacy: making chapter VIII of the UN Charter operational,” *Third World Quarterly*, vol.17, no.1 (1996), 31-52.
- **OR**
- Emilian Kavalski, “The Complexity of Global Security Governance: An Analytical Overview,” *Global Society*, Vol. 22, No. 4 (2008): 423-43.

Topic 2: Thinking E.L.E. Security Governance (aka “This is the End”)

- Cavelti & Mauer, 452-462 (Chapter 41): Boin et al on “The study of crisis management”
- Geoffrey Parker, “The Inevitable Climate Catastrophe,” *The Chronicle of Higher Education* online (28 May 2013): <http://chronicle.com/article/The-Inevitable-Climate/139423>
- Fareed Zakaria interview with Neil deGrasse Tyson, “How we could stop a meteor hitting Earth,” *CNN World/GPS* online (1 March 2013): <http://globalpublicsquare.blogs.cnn.com/2013/03/01/how-we-could-stop-a-meteor-hitting-earth/>
- Ezra Klein, “Zombies of ‘World War Z’ Are Realer Than They Look,” *Bloomberg.com* (26 June 2013): <http://www.bloomberg.com/news/2013-06-26/zombies-of-world-war-z-are-realer-than-they-look.html>

- We'll also watch a video segment from Dan Drezner on "Zombies, G20 and International Relations" (2011): <http://www.cigionline.org/videos/dan-drezner-zombies-g20-and-international-relations>

EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR

(UPDATED EFFECTIVE APRIL, 2008)

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2) a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2) b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6 (4).

30.3.2(2) c No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

30.3.2(2) d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2) e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. See also 30.3.2(2) b, c, d and e.

30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

The Truth In Education (T*I*E) project is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behavior. There are helpful tips for Instructors and Students.

Please take the time to visit the website at: <http://www.ualberta.ca/tie>

The "Don't Cheatsheet" is available on the University Governance website at: <http://www.governance.ualberta.ca/>
From the drop down menu click on Student Appeals and navigate to the Don't Cheatsheet.

Term: Summer Term 2013 (1440)

Course Name: GLOBAL SECURITY

Course Number: POL S 460 B1 (21825)

Instructor: Roberts,Chris Wagar John;

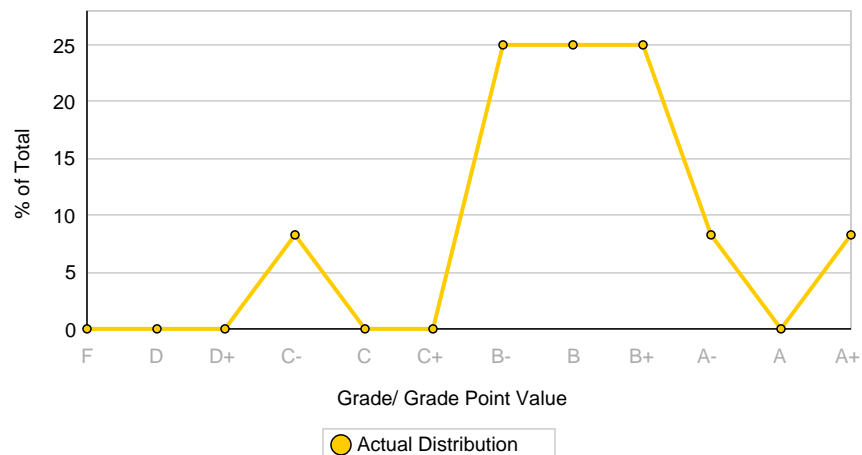
No. of Students: 13

Grade Point Value	Grade	No. of Students	Actual %
4.0	A+	1	8.3
4.0	A	0	0.0
3.7	A-	1	8.3
3.3	B+	3	25.0
3.0	B	3	25.0
2.7	B-	3	25.0
2.3	C+	0	0.0
2.0	C	0	0.0
1.7	C-	1	8.3
1.3	D+	0	0.0
1.0	D	0	0.0
0.0	F	0	0.0
Totals		12	100.0

Other Grades in Roster	
CR (Completed Requirements)	0
NC (Failure)	0
AU, AW, W, WP (Auditor; Withdrawal)	0, 0, 1, 0
IN (Incomplete)	0
Enrolled students not Graded	0

Class GPA	Class Median Grade
3.03	B

Grade Distribution



ITEM	RESPONSES FROM YOUR STUDENTS										RANKS OF MEDIAN FROM OTHER CLASSES					Total Classes
	YOUR STUDENTS										YOUR MEDIAN					
	1	2	3	4	5	Tuky	25th %ile	50th %ile	75th %ile							
	SD	D	N	A	SA	Fenc	%ile	%ile	%ile							
(Administrative Text for USRI Inserted Here)																
21	0	0	0	6	3	4.3	3.6	4.3	4.5	4.7	60					
22	0	0	2	4	3	4.1	3.2	4.1	4.4	4.7	60					
23	0	1	0	2	6	4.8	3.8	4.4	4.7	4.8	60					
24	0	0	0	1	8	4.9	4.0	4.6	4.8	4.9	60					
25	0	0	0	3	6	4.8	3.4	4.3	4.6	4.8	60					
674	0	0	0	1	8	4.9	4.2	4.6	4.8	4.9	60					
51	0	0	0	2	7	4.9	4.1	4.6	4.8	4.9	60					
9	0	0	1	1	7	4.9	4.4	4.8	4.9	4.9	60					
26	0	0	0	2	7	4.9	2.8	4.0	4.4	4.7	81					
221	0	0	0	1	8	4.9	2.7	4.0	4.6	4.9	82					
5	0	0	0	5	4	4.4	3.2	4.1	4.3	4.6	149					
126	0	0	0	1	8	4.9	3.4	4.3	4.6	4.8	148					
12	1	1	3	1	3	3.3	3.2	4.0	4.2	4.5	149					
13	0	1	1	2	5	4.6	3.3	4.2	4.4	4.7	149					
6	0	0	1	3	5	4.6	3.2	4.1	4.3	4.6	149					
137	0	0	1	1	7	4.9	3.1	4.1	4.5	4.8	148					
205	0	0	0	2	7	4.9	4.4	4.8	4.9	5.0	148					
686	0	0	0	2	7	4.9	3.5	4.3	4.6	4.8	148					
14	0	1	1	3	4	4.3	3.0	4.0	4.3	4.6	149					
5688	0	0	0	3	6	4.8	3.5	4.3	4.6	4.8	148					
PLEASE ANSWER THE FOLLOWING AS APPLICABLE.																
447	0	0	2	0	1	3.3	1.1	3.0	4.0	4.3	22					
448	0	0	2	0	3	4.7	3.4	4.3	4.8	4.9	24					
449	0	0	1	1	3	4.7	3.3	4.2	4.6	4.8	24					
3026	0	0	1	0	1	4.0	2.8	4.0	4.4	4.7	81					
3221	0	0	1	0	1	4.0	2.7	4.0	4.6	4.9	82					

Number of students responding to questionnaire: 9

Reference Group consists of DEPARTMENT OF Political Science 400-Level Classes with Size=16-35 Students

The reference data for the Universal Items is based on results beginning with Academic Year 2005/06 while other items use all data available. Information about the contents of this report may be found on the Web at: <https://www.aict.ualberta.ca/at/tsqs/idq/idq-reports>

(Administrative Text for USRI Inserted Here)

POL 460
Summer 2013

ITEM	RESPONSES FROM YOUR STUDENTS					RANKS OF MEDIAN FROM OTHER CLASSES					Total Classes
	YOUR STUDENTS					YOUR MEDIAN					
	SD	D	N	A	SA	Tuky Fenc	25th %ile	50th %ile	75th %ile		
(Administrative Text for USRI Inserted Here)											
21 The goals and objectives of the course were clear.	0	0	0	6	3	4.3	3.3	4.1	4.4	4.6	886
22 In-class time was used effectively.	0	0	2	4	3	4.1	3.1	4.1	4.3	4.7	894
23 I am motivated to learn more about these subject areas.	0	1	0	2	6	4.8	3.2	4.1	4.4	4.7	877
24 I increased my knowledge of the subject areas in this course.	0	0	0	1	8	4.9	3.6	4.4	4.7	4.8	886
25 Overall, the quality of the course content was excellent.	0	0	0	3	6	4.8	3.1	4.1	4.4	4.7	886
674 The instructor spoke clearly.	0	0	0	1	8	4.9	3.8	4.5	4.8	4.9	858
51 The instructor was well prepared.	0	0	0	2	7	4.9	3.6	4.4	4.7	4.9	892
9 The instructor treated the students with respect.	0	0	1	1	7	4.9	4.1	4.6	4.8	4.9	892
26 The instructor provided constructive feedback throughout this course.	0	0	0	2	7	4.9	3.1	4.1	4.4	4.7	905
221 Overall, this instructor was excellent.	0	0	0	1	8	4.9	3.4	4.3	4.7	4.9	914
5 The course was well organized.	0	0	0	5	4	4.4	3.1	4.0	4.3	4.6	672
126 The course challenged me intellectually.	0	0	0	1	8	4.9	3.4	4.3	4.5	4.8	163
12 The workload for this course was appropriate.	1	1	3	1	3	3.3	3.3	4.0	4.2	4.4	396
13 The type of assigned work was appropriate to the goals of the course.	0	1	1	2	5	4.6	3.3	4.2	4.5	4.7	449
6 The objectives of the course were achieved.	0	0	1	3	5	4.6	3.2	4.0	4.3	4.5	224
137 I would recommend this course to other students.	0	0	1	1	7	4.9	2.7	3.9	4.3	4.7	751
205 The instructor appeared to have a thorough knowledge of the subject.	0	0	0	2	7	4.9	4.4	4.7	4.9	5.0	388
686 The instructor acquainted students with viewpoints other than his/her own.	0	0	0	2	7	4.9	3.5	4.3	4.6	4.8	180
14 The instructor assessed my work fairly.	0	1	1	3	4	4.3	3.0	4.0	4.3	4.6	635
5688 The instructor stimulated critical thought.	0	0	0	3	6	4.8	3.5	4.3	4.6	4.8	148
PLEASE ANSWER THE FOLLOWING AS APPLICABLE.											
447 The teaching assistant was an effective discussion leader.	0	0	2	0	1	3.3	1.1	3.0	4.0	4.3	22
448 Discussion sections contributed to my understanding of course material.	0	0	2	0	3	4.7	3.4	4.3	4.8	4.9	24
449 In discussion sections, I learned through dialogue with other students.	0	0	1	1	3	4.7	3.3	4.2	4.6	4.8	24
3026 The teaching assistant provided constructive feedback throughout this course.	0	0	1	0	1	4.0	3.1	4.1	4.4	4.7	905
3221 Overall, the teaching assistant was excellent.	0	0	1	0	1	4.0	3.4	4.3	4.7	4.9	914

Number of students responding to questionnaire: 9

Reference Group consists of FACULTY OF Arts 400-Level Classes with Size=16-35 Students

The reference data for the Universal Items is based on results beginning with Academic Year 2005/06 while other items use all data available. Information about the contents of this report may be found on the Web at: <https://www.aict.ualberta.ca/at/tsqs/idq/idq-reports>