

PACS 3800-001: Security Studies
Spring, 2019
Tuesday-Thursday, 11:00 AM – 12:15 PM
KTCH 1B60

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COURSE DESCRIPTION AND OVERVIEW

Welcome! This course introduces you to the field of “Security Studies.” In general, security scholars study how groups (particularly nation-states) protect and defend the things they value against various kinds of threats, risks and hazards. Examples here could include a nation-state defending its territory against invasion by another state, its dominant cultural identity against different identities embodied in immigrants, and its natural resources against the effects of climate change. When the members of a group are reasonably certain that the things they value are not endangered, or that their resources are sufficient to manage (if not resolve) emerging threats, they have arguably achieved “security.” Traditionally, Security Studies has focused on the *institutions*, *technologies*, and *policies* through which nation-states have engaged in military conflict (e.g., during the Cold War). More recently, however, that focus has expanded to include the collective pursuit by sub-state and non-state groups of an autonomous, stable, cooperative, and prosperous existence. Inevitably, when groups pursue these activities, they interact with other groups (e.g., allies and adversaries), who are engaged in the same pursuit. As a result, one group’s pursuit of security may make other groups feel less or more “secure.”

This course will examine these concerns through various “lenses” which offer unique perspectives on contemporary security affairs. In the first half of the course, we will review key theoretical traditions in Security Studies, focusing on how they conceptualize and study “security.” The second half of the course is devoted to a more specific consideration of key security concerns in post-9/11 U.S. society (e.g., terrorism, climate change, etc.).

By completing this course, you should develop:

- 1) Greater understanding of and appreciation for the role of security-related phenomena in your personal and professional life;
- 2) Greater understanding of the cultural values and historical institutions contributing to contemporary conditions of “security” in the United States, as well as in other countries;
- 3) Greater understanding of security-related theories and concepts developed in the fields of Security Studies;
- 4) Greater ability to critically evaluate and respond to security-related phenomena that that you encounter;
- 5) Practical information that will help you to consider potential careers in security-related occupations and professions.

REQUIRED TEXTBOOKS

- 1) Williams, P. D., & McDonald, M. (2018). *Security Studies: An Introduction* (third Ed.) New York: Routledge Press. Referred to on the course schedule below as "**SSAI**" followed by assigned sections.
- 2) Allison, G. (2017). *Destined for War: Can America and China Escape Thucydides' Trap?* New York: Houghton-Mifflin Harcourt. Referred to on the course schedule below as "**DFW**" followed by assigned sections.
- 3) El Akkad, O. (2017). *American War*. New York: Vintage Books. Referred to on the course schedule below as "**AW**" followed by assigned sections.

All three textbooks are available for purchase at the CU Bookstore in the UMC.

- 4) Additional readings and paper assignments will be available through our course Canvas website. Referred to on the course schedule below as “Canvas,” followed by author and title of reading.

COURSE POLICIES AND PROCEDURES

The following is a list of policies that will govern this course.

- 1) **Consistent attendance** will help you to succeed. Everyone is granted one (1) free excused absence during the semester. Additional excused absences will be granted only for *documented* cases of the following types: serious illness or injury; a family emergency; or official travel completed as a member of a university-sponsored group. Airline reservations made for personal travel do not constitute an excused absence. You are responsible for providing me with credible and complete documentation within one week following any absence you wish to have excused. Should a personal illness, injury or other situation form a significant barrier to your completing required work in this class, it is your responsibility to consider the options of withdrawing, or requesting a grade of Incomplete, and for consulting with me accordingly, as soon as possible. In general, you should contact me as soon as you know that something will prevent you from attending class.
- 2) **Arriving to class on time** will help you to succeed. Your late arrival will distract and annoy others. Should you come to class late, please take a seat by the door to the classroom. It is rude to walk in front of instructors and students once a class has begun.

- 3) **Reducing distractions** will help you to succeed. Please do not bring your pets to class. Please do not use your personal technology in class unless it is for some course-related purpose (e.g., taking notes; conducting Internet searches, etc.). If you absolutely need to email, post, or text during class, please leave the classroom first to do so.
- 4) **Completing reading and written assignments on time** will help you to succeed. Being prepared for class helps you and others to learn. You should bring a personal copy of any reading assignment (electronic or print) with you to class on the day that it will be discussed. If an illness, injury, or other emergency prevents you from completing a written assignment on time, contact me immediately. It is much easier to negotiate changes in paper deadlines *before* those assignments are due. I am not sympathetic to requests that occur after a due date has passed. There will be no early or makeup assignments exams given in the course.
- 5) **Actively participating in class discussion** will help you to succeed. I welcome your questions and comments about the course material in class. To participate effectively, you will need to complete the reading assignments, and prepare for class discussion by completing the related review questions. I also welcome your Office Hour visits, e-mail messages, and telephone calls. Please note, however, that e-mail and phone calls are good for brief discussions of relatively simple matters. If the issues involved are more complex, however, and require extended discussion, I will suggest that you schedule an office-hour visit.
- 6) **Taking responsibility for your learning** will help you to succeed. I will work consistently to make this course interesting and enjoyable. But ultimately, you will also need to motivate yourself. When you are prepared and engaged with the course material, it can improve the quality of my teaching, and the energy level of the entire class. Ideally, we can all energize each other in a "positive" feedback loop. If you miss a class meeting, you are responsible for acquiring the material from that meeting from another student.
- 7) **If you qualify for accommodations because of a disability**, please submit to me a related letter from Disability Services (DS) no later than **Thursday, January 24th**. I will only consider documentation issued by this CU office. DS determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on [the Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. Accommodations cannot be applied retroactively.
- 8) If you wish to be accommodated for a **temporary medical condition or injury**, consult the guidelines at <http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions>
- 9) I will make reasonable accommodations for **students who have conflicts created by religious observance dates**. Please approach me with these requests during the first two weeks of the course. See the related policy at: <http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>

- 10) We are all responsible for maintaining a **positive, welcoming, and mutually respectful learning environment in this course**. This includes treating each other with courtesy and sensitivity, especially around identity topics of race, ethnicity, nationality, culture, religion, politics, gender, veteran status, and sexual orientation. Anyone who repeatedly disrupts or undermines our group learning may be subject to discipline. Please let me know early in the semester if you wish to be addressed by a name other than the legal name contained on the official course roster. See related policies listed at <http://www.colorado.edu/policies/student-classroom-and-course-related-behavior> and https://www.colorado.edu/sccr/sites/default/files/attached-files/2018-2019_student_code_of_conduct_0.pdf.
- 11) CU Boulder does not tolerate acts of **sexual misconduct** (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), **discrimination, and harassment** by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the [Office of Institutional Equity and Compliance](#) (OIEC) at 303-492-2127 or cureport@colorado.edu. Please know that faculty have a responsibility to inform OIEC when made aware of such incidents, to ensure that individuals impacted receive information about options for reporting and support resources.
- 12) All students enrolled in a CU-Boulder course are responsible for knowing and adhering to the **Honor Code**. Violations of this policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of **academic misconduct** will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students found responsible for violating related policy will be subject to nonacademic sanctions from the Honor Code, as well as academic sanctions from the faculty member. Additional information can be found at the [Honor Code Office website](#).

In this class, "**cheating**" is defined as the unacknowledged or unauthorized use of assistance to complete an in-class assignment (e.g., using notes on an exam). "**Plagiarism**" is defined as using any form of unacknowledged or unauthorized assistance to complete a writing assignment, including failing to appropriately document sources, submitting a paper as your own that was authored (even if partly) by someone else, etc. In written assignments, I expect you to discuss information and ideas largely (but not exclusively) in your own words, after conducting careful analysis, synthesis, and evaluation. Copying and assembling blocks of material from existing sources, even when those sources are cited, does not satisfy this expectation. I will use Canvas' plagiarism detection services to identify and evaluate such cases. Students found either cheating or plagiarizing will automatically receive, at minimum, a failing grade for the assignment in question.

COURSE ASSIGNMENTS AND REQUIREMENTS

Graded assignments in the course include two papers, a midterm exam, several quizzes, a group presentation, and class participation.

- There will be one **short** (8-9 page) and one **long** (15-16 page) **paper**. Both papers will involve applying concepts and theories developed in the course material to contemporary security topics and issues. The first will involve analyzing a problematic U.S. alliance in the post-9/11 era. The second will involve analyzing a particular factor contributing to the potential for armed civil conflict in contemporary U.S. society, and proposing related solutions.
- The **Midterm Exam** will include a mix of both objective questions and short essays. We will hold a review session in class prior to the exam.
- The **Group Presentation** will involve your forming a group of three class members. During the second half of the course, you will meet with your group to design (and then lead) a 30—40 minute presentation and class discussion on a section from the *American War* text. See the schedule below for group presentation opportunities **[GPO #]**.
- The **six quizzes** will be unscheduled, and held in-class during the second half of the semester.
- **Class Participation grade:** Please see course policies #1-6 and #10, above. This grade will reflect both your attendance, and also the quality and quantity of your contributions to our class as a learning community. Some examples of desirable contributions here include: summarizing a claim (or thesis) made by the author(s) of a reading; critically analyzing the evidence they provide to support that claim; offering additional support for an argument; offering an alternative thesis to explain a particular issue; assisting other students in understanding and/or applying concepts; and telling a story about your personal or professional experience that increases our understanding of a concept or issue.

Final Grades will be calculated as follows:

Paper #1:	125 points (12.5%)
Midterm Exam:	200 points (20%)
Paper #2:	200 points (20%)
Group Project:	125 points (12.5%)
Quizzes:	200 points (20%; six at 33.33 points / 3.33% each)
Participation:	150 points (15%)
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Total:	1000 points (100%)

Final Grades will be calculated as a percentage of the total possible points.

COURSE SCHEDULE (Subject to minor change)

Week (M-F Dates)	Tuesday (Topics, Reading Assignments and Activities)	Thursday (Topics, Reading Assignments and Activities)
Jan. 14 th – 18 th	COURSE INTRODUCTION AND OVERVIEW; WHAT IS “SECURITY”?	WHAT IS SECURITY STUDIES? READING ASSIGNMENTS: SSAI: “Introduction” (pp. 1-13) DFW: “Introduction” and Chapter 1
Jan. 21 st – 25 th	THEORETICAL PERSPECTIVES IN SECURITY STUDIES (TPSS) I: REALISM READING ASSIGNMENTS: SSAI: Chap. 1 Stephen M. Walt, “What Sort of World Are We Headed for?” Available at: https://foreignpolicy.com/2018/10/02/what-sort-of-world-are-we-headed-for/	REALISM (cont.) READING ASSIGNMENT: DFW: Chaps. 2 & 3 Release Paper #1 Assignment
Jan. 28 th – Feb. 1 st	TPSS II: LIBERALISM READING ASSIGNMENTS: SSAI: Chap. 2 Canvas: R. Haas, “How a World Order Ends”	LIBERALISM (cont.): READING ASSIGNMENT: DFW: Chaps. 4 & 5
Feb. 4 th – 8 th	TPSS III: CONSTRUCTIVISM READING ASSIGNMENTS: SSAI: Chap. 3 Y. K. Halevi, “The Real Dispute Driving the Israeli-Palestinian Conflict.” Available at: https://www.theatlantic.com/international/archive/2018/05/israel-palestine-embassy-legitimacy/560291/	CONSTRUCTIVISM (cont.) READING ASSIGNMENTS: DFW: Chap. 6 Paper #1 Assignment due Saturday, Feb. 11th at 11:00 PM

Feb. 11 th – 15 th	<p>TPSS IV & V: CRITICAL THEORY AND POST-STRUCTURALISM</p> <p>READING ASSIGNMENTS:</p> <p>SSAI: Chaps. 4 & 6</p>	<p>TPSS VI: SECURITIZATION</p> <p>READING ASSIGNMENTS:</p> <p>SSAI: Chap. 7 S. Cheney & S. Xenakis, “Obesity - An Epidemic that Impacts our National Security.” Available at: https://www.americansecurityproject.org/wp-content/uploads/2018/09/Ref-0212-Obesity-An-Epidemic-that-Impacts-Natsec.pdf</p>
Feb. 18 th – 22 nd	<p>TPSS VII: POSTCOLONIALISM</p> <p>READING ASSIGNMENTS:</p> <p>SSAI: Chap. 8 Canvas: P. Mandaville & S. Hamid, “The Rise of Islamic Soft Power”</p>	<p>POSTCOLONIALISM (cont.)</p> <p>READING ASSIGNMENTS:</p> <p>DFW: Chaps 7 & 8</p>
Feb. 25 th – Mar. 1 st	<p>TPSS VIII: FEMINISM AND GENDER STUDIES</p> <p>READING ASSIGNMENTS:</p> <p>SSAI: Chap. 5 Canvas: Excerpt from: Melanie Richter-Montpetit and Cynthia Weber, “Queer International Relations.”</p>	<p>FEMINISM (cont.)</p> <p>READING ASSIGNMENTS:</p> <p>DFW: Chaps. 9 & 10</p>
Mar. 4 th – 8 th	<p>MIDTERM REVIEW SESSION</p> <p>READING ASSIGNMENTS:</p> <p>DFW: Conclusion</p>	<p>MIDTERM EXAM (IN CLASS)</p>

Mar. 11 th – 15 th	THE SECOND AMERICAN CIVIL WAR PROJECT (SACWP): SESSION I: CIVIL WARS OVERVIEW READING ASSIGNMENTS: CANVAS: S. N. Kalyvas & P. D. Kenny, “Civil Wars” Excerpt from S. Hawkins, et al., “Hidden Tribes” S. Marche, “America’s Next Civil War.” Available at: https://thewalrus.ca/americas-next-civil-war/ Listen to the 5-minute interview with Omar El Akkad available at: https://www.npr.org/2017/04/02/522194002/american-war-explores-the-universality-of-revenge	(SACWP): SESSION II: PEACE AND VIOLENCE READING ASSIGNMENTS: SSAl: Chap. 14 AW: pp. 1-40
Mar. 18 th – 22 nd	SACWP: SESSION III: WAR READING ASSIGNMENTS: SSAl: Chap. 12 AW: pp. 41-80	SACWP: SESSION IV: HEALTH SECURITY READING ASSIGNMENTS: SSAl: Chap. 36 AW: pp. 81-114
Mar. 25 th – 29 th	NO CLASS – HAPPY SPRING BREAK!	NO CLASS – HAPPY SPRING BREAK!
Apr. 1 st – 5 th	SACWP: SESSION V: ENVIRONMENTAL CHANGE READING ASSIGNMENTS: SSAl: Chap. 35 AW: pp. 115-142 [Group Presentation Opportunity – GPO -- #1]	SACWP: SESSION VI: ENERGY SECURITY READING ASSIGNMENTS: SSAl: Chap. 33 AW: pp. 142-177 [GPO #2]
Apr. 8 th – 12 th	SACWP: SESSION VII: MIGRATION AND REFUGEES READING ASSIGNMENTS: SSAl: Chap. 32 AW: pp. 178-209 [GPO #3]	SACWP: SESSION VIII: ETHNIC CONFLICT READING ASSIGNMENTS: SSAl: Chap. 25 AW: pp. 215-238 [GPO #4]

Apr. 15 th – 19 th	<p>SACWP: SESSION IX: GENOCIDE AND CRIMES AGAINST HUMANITY</p> <p>READING ASSIGNMENTS:</p> <p>SSAI: Chap. 24 AW: pp. 239-275 [GPO #5]</p>	<p>SACWP: SESSION X: TRAUMA</p> <p>READING ASSIGNMENTS:</p> <p>Canvas: K. M. Fierke, “Fear and Trauma” AW: pp. 276-309 [GPO #6]</p>
Apr. 22 nd – 26 th	<p>SACWP: SESSION XI: COUNTER-INSURGENCY</p> <p>READING ASSIGNMENTS:</p> <p>SSAI: Chap. 28 AW: pp. 310—335 [GPO #7]</p>	<p>SACWP: SESSION XII: TERRORISM</p> <p>READING ASSIGNMENTS:</p> <p>SSAI: Chap. 26 AW: pp. 335-372 [GPO #8]</p>
Apr. 29 th – May 3 rd	<p>SACWP: SESSION XIII: COUNTER-TERRORISM</p> <p>READING ASSIGNMENTS:</p> <p>SSAI: Chap. 27 AW: pp. 373-413 [GPO #9]</p>	<p>LAST DAY OF CLASS</p> <p>TOPIC: THE FUTURE(S) OF SECURITY STUDIES?</p> <p>Paper #2 Due: Saturday, May 4th at 11:00 PM</p>