

Department of Political Science, Dalhousie University
CONTEMPORARY SECURITY STUDIES
POLI 3565
Fall 2021

Instructor: Dr. Wesley Petite

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Office Hours: Room 352, Henry Hicks, Tuesday and Thursday, 3:00-4:00pm, or by appointment.

Class Location and Time: Room 234, Life Sciences Centre (LSC), Tuesdays and Thursdays, 1:05-2:25pm.

*The Political Science **General Office** on the third floor of the Henry Hicks Building will be open from 9:00am-3:30pm, Monday to Friday, for the month of September.*

COVID-19 Preparedness: In the scenario that the Dalhousie administration requires classes to be taught remotely due to the spread of COVID-19, lectures and other course-related meetings will be held online. In this scenario, synchronous and asynchronous online meetings will be held and recorded on the Brightspace page for this course.

Course Description: This course examines developments in the theory and practice of international and domestic security since the end of the Cold War. Some of the key questions explored are the following: How is security defined? What does it mean to be secure? How are threats to security recognized? Which perspectives and interests shape dominant ideas of security and which remain left out? What current threats call for reformulations of security?

This course is designed to deepen understandings of security. Beyond solely studying the security of the nation state, this course will explore (in the words of the Canadian Charter of Rights and Freedoms) the “security of the person”. In contrast to the traditional emphasis on armed conflict and military strategy that characterizes much of the discipline of International Relations (IR), this course investigates security as a concept with powerful implications for life, liberty, and democracy. Particular emphasis is put on the alternative theoretical approaches in Security Studies that have developed since the 1990s, and how their insights can make sense of the most pressing and complex challenges of the contemporary era of security. These theoretical approaches include realism, liberalism, constructivism, critical security studies, poststructuralism, postcolonialism, and human security. These theories will be applied to subjects including critical infrastructure, Indigenous relations, climate change, pandemics and health security, cyber security, terrorism, migration, and nuclear weapons.

This course makes use of the full range of the online resources and media available to expose students to numerous forms of news coverage and expression. While the benefits of modern technology provide for a stimulating educational experience of unprecedented proportions, the success of this course nevertheless relies on the fundamentals of informative texts, curious minds, and deliberation.

Course Goals

By the end of the course, students should be able to: a) recognize the ways in which security is a “contested concept”; b) discuss the different actors involved in cases of contestation and their respective means to evoking authority; c) demonstrate familiarity with the main issues and debates in the contemporary literature on Security Studies; d) understand the normative implications of adopting differing theoretical perspectives on issues of security. Students should develop a more holistic understanding of security in order to identify how certain conceptions of security support and enable practices that indeed destabilize security more broadly. Ideally, students will emerge from this course with an invigorated perspective on pressing concerns and with an analytical arsenal offered by the field of security studies.

Course Format

As stated above, this course is designed to deepen understandings of security. Ground is initially broken by developing an understanding of leading theoretical approaches that inform contemporary debates in security studies. The second phase of the course will activate these theoretical approaches by exploring complexities found in the contemporary world. Ranging from existential and self-imposed threats, to insidious disputes that underlie everyday life, lectures in this course will ultimately focus on the key question of *security for whom and from whose perspective?*

The first class, or session, of each week will provide a space for the initial lecture and some general discussion on the assigned and suggested readings. The second session of each week will provide space for additional explanation and reflection on how the questions emerging from the assigned readings apply to the world of practice. Occasionally, additional readings will be assigned for the second session in order to demonstrate or inform this application.

Students are expected to embark on their own intellectual pursuit by completing assigned readings, participating in class discussion (both online and in person), preparing for assignments, and by conducting, analyzing, and presenting research. In the final weeks of the course, students will make their own contribution to the lecture with short presentations on their final research papers. Since the course does not feature tutorials, class meetings are conducted in a manner that presupposes familiarity with the readings. It is *essential* for students to complete the reading assignments before the lecture, in order to fully benefit from class discussions.

Assignments and Evaluation Profile

1. Quizzes: 20% each

Students will complete two in-class quizzes to demonstrate their engagement with and grasp of the course materials on the following dates:

September 28 – Week 4
November 4 – Week 9

2. Research Proposal: 15%

Students will complete a research proposal outlining their research question, preliminary thesis, and research strategy. This will allow for early feedback on what will become a student's final research paper. This feedback is meant to enable students to improve and strengthen their approach to research and writing. This proposal will be 1,000 words (4 pages double-spaced) at most, excluding bibliography or works cited.

Due: October 21 – Week 7
Submitted on Brightspace.

3. Preliminary Research Presentation: 10%

Students will make a brief presentation in the second session in the final weeks of the semester. The presentation schedule will be determined in October. These short presentations should be around 5 minutes long and should include details such as the following:

- The main subject of interest
- Their research question
- What theoretical approaches from the course they believe are best able to explore this subject
- What they expected to find/argue
- How they investigated this question
- What they found and why it interests them

4. Research Paper: 25%

Students will complete a final research paper that draws on both course readings and additional research, to further explore an argument, issue, debate of their choosing. This essay will be 2500 words (10 double-spaced pages) at most, excluding bibliography or works cited. These scholarly essays need to abide by a formal citations style (MLA, APA, APSA, Harvard, or Chicago Style). Students should select a citation style, consult a reference guide, and use this style consistently.

Regarding content: This essay should demonstrate students' familiarity and comprehension of the materials that are provided for this course, and their ability to clearly and accurately represent them.

Regarding form: This essay should demonstrate students' ability to effectively introduce a focus/topic; support and illustrate claims with research findings; effectively transition between points or topics; properly cite the ideas or statements drawn from other authors, and; present a convincing answer on an interesting question.

Due: December 9 – Week 13
Submitted on Brightspace.

Late Submission Policy

Late research proposals and final research papers will be penalized 2 per cent per weekday (excluding religious holidays). Extensions will be granted on a case by case basis. In case of illness, students must ask the physician to indicate *explicitly* the length of time during which they were unable to attend to their coursework obligations.

5. Online Participation: 10%

Participation is essential to achieving optimal learning outcomes. By participating, students learn through engagement and take part in a collaborative learning process with their peers. Given the importance of participation, students are encouraged to:

- Voice their thoughts on questions posed to the class
- Listen to and consider the contributions of their classmates
- Post their views on the weekly readings
- Respond frankly, and respectfully, to the contributions of their classmates both in class and online
- Act on the fact that they are contributors to the learning process taking place

Students are asked to come prepared for these seminars, and to have completed the readings for that week. **Students are encouraged to stay home at the earliest signs of sickness.** Missed classes can be compensated for by attending office hours, doing a close reading the text and your notes, and participating in online discussion.

Online discussion forums will be created on Brightspace. **Students are asked to post a minimum of 10 substantive remarks and/or responses to a discussion thread before Thursday each week.** You are welcome to post remarks on any aspect of the readings for that week.

High quantities (e.g.: frequency, length, wordiness) of participation is appreciated and welcomed but for the purposes of evaluation, the quality (e.g.: thoughtfulness, drawing from assigned materials, and creativity) of students' contributions will be the main focus.

Grading Profile

90-100 = A+ 77-79.9 = B+ 65-69.9 = C+ 50-55.9 = D
85-89.9 = A 73-76.9 = B 59-64.9 = C 50 > F
80-84.9 = A- 70-72.9 = B- 56-58.9 = C-

Weekly Topics, Readings, and Resources

The textbook for this course is Alan Collins' (2019) *Contemporary Security Studies*, published by Oxford University Press. The textbook is available at the University Bookstore, Dalhousie Library (on reserve), and at [RedShelf.com](https://www.redshelf.com).

In addition to the course textbook, the weekly readings include a number of journal articles and other media. These readings will be available within Dalhousie Library resources, the course Brightspace platform, *or* the link provided on the syllabus.

As set out on this syllabus, a selection of required readings is assigned for each week. The focus of class meetings will typically be clarifying and interrogating the assigned readings, reflecting on how they relate to other materials covered in the course, and what implications they have for understandings of security.

In addition to the required readings, you will often see 'suggested' readings for course sessions. These suggestions, which are listed in order of significance, are made available not only to provide further considerations about the ideas covered in the required readings, but also as a valuable resource for your research essay or short assignments. Although they are not 'required' reading/viewing, they will be invaluable for clarifying and strengthening students' understanding of those that are required.

Schedule of Weekly Topics and Readings

Please begin by reading the **syllabus**. This document includes all the information and resources that is necessary to succeed in this course. Students are advised to read through the syllabus to get a sense of the trajectory of the course, its topics and themes, and expectations and assignments.

Week 1 - Session 1 - September 7, 2021

Introduction and Overview of Course Topics and Themes

What is “Contemporary Security Studies” and what does it do?

Required Reading:

POLI 3565: Contemporary Security Studies syllabus (2021). Department of Political Science, Dalhousie University.

Suggested Reading:

Collins, Alan. 2019. “Introductions: What is Security Studies?”. Chapter 1 in *Contemporary Security Studies*, ed. Alan Collins. New York: Oxford University Press. 1-10

Week 1 - Session 2 - September 9, 2021

In Pursuit of World Peace and Security for All

How should security be pursued and established?

Required Reading:

Woodrow Wilson’s message to a special session to the United States Congress, April 2, 1917 “We Must Accept War”. Chapter IV in *Why We Are at War; Messages to the Congress, January to April 1917, by Woodrow Wilson [...]* New York (State): Harper. pp. 39-60

On Brightspace

Excerpt: <https://www.laphamsquarterly.org/states-war/world-made-safe>

Suggested Reading:

Porter, B. 2002. “Lord Davies, EH Carr and the spirit ironic: A comedy of errors”. *International Relations*, 16(1), 77-96.

Week 2 - Session 1 – September 14, 2021

Mainstream Lenses of Security

What truths do these established schools of thought reveal?

Required Reading:

Glaser, Charles. 2019. “Realism”. Chapter 2 in *Contemporary Security Studies*, ed. Alan Collins. New York: Oxford University Press. 13-29

Morgan, Patrick. 2019. “Liberalism and Liberal Internationalism”. Chapter 3 in *Contemporary Security Studies*, ed. Alan Collins. New York: Oxford University Press. 30-46

Week 2 - Session 2 - September 16, 2021

What motivations compel pursuits of security?

Required Reading:

Holland, Tom. 2008 "The Persian Way of War". *Lapham's Quarterly*. Vol. 1 No. 1. <<https://www.laphamsquarterly.org/states-war/persian-way-war>>

Week 3 - Session 1 - September 21, 2021

Social Constructivism and Critical Security Studies

How does the way we approach security issues determine what we find?

Required Reading:

Agius, Christine. 2019 "Social Constructivism". Chapter 6 in *Contemporary Security Studies*, ed. Alan Collins. New York: Oxford University Press. 74-90

Mutimer, David. 2019. "Critical Security Studies: A Schismatic History". Chapter 7 in *Contemporary Security Studies*, ed. Alan Collins. New York: Oxford University Press. 91-110

Suggested Reading:

Beier, J. Marshall. 2019. "Poststructuralism Insights: Making Subjects and Objects of Security". Chapter 8 in *Contemporary Security Studies*, ed. Alan Collins. New York: Oxford University Press. 111-125

Booth, Ken. 2007. "The Writing on the Wall". *International Relations* 21, no. 3: 360-366.

Adler, Emanuel and Ernst Haas. 1992. "Conclusion: epistemic communities, world order, and the creation of a reflective research program". *International organization*, 46(1), 367-390.

Week 3 - Session 2 - September 23, 2021

Postcolonialism

How can Indigenous perspectives increase our comprehension of security?

Required Reading:

Laffey, Mark and Sutaharan Nadarajah. 2019. "Postcolonialism" Chapter 9 in *Contemporary Security Studies*, ed. Alan Collins. New York: Oxford University Press. 126-143

Suggested Reading:

Barkawi, Tarak., and Mark Laffey. 2006. "The postcolonial moment in security studies". *Review of International Studies*, 32(2), 329-352.

Woods, Alan. 2016 "28 states of emergency are in effect in these Ontario communities" *The Hamilton Spectator*. April 25.
<<https://www.thespec.com/news/ontario/2016/04/25/28-states-of-emergency-are-in-effect-in-these-ontario-communities.html>>

Moscoe, Patrick. 2018. "Here's Why land acknowledgements are both meaningless and patronizing". *Ottawa Citizen*. October 27.
< https://ottawacitizen.com/opinion/columnists/moscoe-heres-why-land-acknowledgements-are-both-meaningless-and-patronizing?fbclid=IwAR3yvD7mhyFTxpHLjNtnb-00_30j7j4rMaeooviqiMGUWjeYN6E9x_awF0g>

Week 4 - Session 1 - September 28, 2021

Security "on the ground level"

How well do established notions of security succeed in protecting those most in need?

Quiz #1

Required Reading:

Persuad, Randolph B. 2019. "Human Security". Chapter 10 in *Contemporary Security Studies*, ed. Alan Collins. New York: Oxford University Press. 144-158

Mahmoud, Youssef. Chapter 8: Fostering People-Centered peace and Security in the Atlantic Space. In Hajouji, Nassim, and Skah, Maha (Eds.), *Atlantic Currents, An Annual Report on Wider Atlantic Perspectives and Patterns, Overcoming the Choke Points (5th Edition)* (pp. 85-98). Rabat, Morocco: The OCP Policy Center, December 2018.

Suggested Reading:

Shepherd, Benjamin. 2012. "Thinking critically about food security". *Security Dialogue* 43, no. 3: 195-212.

Planning for Food Security: A Toolkit for the COVID-19 Pandemic. *First Nations Health Authority*.
<<https://www.fnha.ca/WellnessSite/WellnessDocuments/FNHA-Planning-for-Food-Security-A-Toolkit-for-the-COVID-19-Pandemic.pdf>>

Week 4 - Session 2 - September 30, 2021

No Class - National Day for Truth and Reconciliation

Week 5 - Session 1 – October 5, 2021

Critical Infrastructure

What is critical infrastructure and how it is managed under the auspices of security?

Required Reading:

Giacomello, Giampiero. 2021. "A perfect storm: privatization, public-private partnership and the security of critical infrastructure". Chapter 9 in *Technology and International Relations*. Edward Elgar Publishing. 1-23

Wiater, Patricia. (2015). On the notion of "partnership" in critical infrastructure protection. *European Journal of Risk Regulation*, 6(2), 255-262.

Suggested Reading:

Whiteside, H. (2013). Stabilizing privatization: Crisis, enabling fields, and public-private partnerships in Canada. *Alternate Routes: A journal of critical social research*, 24.

Dunn-Cavelty, Myriam., & Suter, Manuel. (2009). Public-Private Partnerships are no silver bullet: An expanded governance model for Critical Infrastructure Protection. *International Journal of Critical Infrastructure Protection*, 2(4), 179-187.

Coward, Martin. "Network-centric violence, critical infrastructure and the urbanization of security." *Security dialogue* 40, no. 4-5 (2009): 399-418.

Week 5 - Session 2 – October 7, 2021

Critical Infrastructure (Continued)

Suggested Reading:

Boyle, Philip J and Speed, Shannon (2018) "From protection to coordinated preparedness: A genealogy of critical infrastructure in Canada" *Security Dialogue*, 49(3), 217-231.

National Electric Grid Security and Resilience Action Plan. December 2016. *Executive Office of the President of the United States*.
<https://www.hsdn.org/?abstract&did=797486>

Folkers, Andreas. "Existential provisions: The technopolitics of public infrastructure." *Environment and Planning D: Society and Space* 35, no. 5 (2017): 855-874.

Moteff, John. 2012. "Critical Infrastructure Resilience: The Evolution of Policy and Programs and Issues for Congress". *Congressional Research Service Report for U.S. Congress*. <<https://cyberwar.nl/d/R42683.pdf>>

Week 6 - Session 1 – October 12, 2021

Postcolonialism and Pipeline Politics

When contesting ideas of security collide, what happens?

Required Reading:

Crosby, Andrew. "The racialized logics of settler colonial policing: Indigenous 'communities of concern' and critical infrastructure in Canada." *Settler Colonial Studies* (2021): 1-20.

Raphael, Sam and Stokes, Doug. Energy Security. Chapter 23 in *Contemporary Security Studies*, ed. Alan Collins. New York: Oxford University Press. 350-363.

McIntosh, Emma. 2020. "RCMP breach final Wet'suwet'en camp in the path of Coastal GasLink pipeline". *National Observer*. February 10.
<<https://www.nationalobserver.com/2020/02/10/news/rcmp-breach-final-wetsuweten-camp-path-coastal-gaslink-pipeline>>

Suggested Reading:

Plotnikoff, Elena. 2020. "Activists or active threats?: how the state securitization of critical infrastructure impacts environmental and Indigenous activists in Canada and the United States." PhD Dissertation. University of British Columbia.

Baker, Rafferty. 2020. "A who's who of the Wet'suwet'en pipeline conflict Social Sharing". *CBC*. Feb 26. <<https://www.cbc.ca/news/canada/british-columbia/wetsuweten-whos-who-guide-1.5471898>>

Kestler-D'Amours. 2020. "Understanding the Wet'suwet'en struggle in Canada". *Al-Jazeera*. March 1.
<<https://www.aljazeera.com/news/2020/3/1/understanding-the-wetsuweten-struggle-in-canada>>

Alam, Hina. 2021. "Wet'suwet'en pipeline supporters say their message is not being heard". *Global News*. March 1.
<<https://globalnews.ca/news/6615567/wetsuweten-pipeline-supporters/>>

Week 6 - Session 2 - October 14, 2021

Required Reading:

“The Fight to Stop Oil Pipelines: For Water. For Treaties. For Climate”. *How to Save a Planet*. April 12. **A podcast.**

<<https://gimletmedia.com/shows/howtosaveaplanet/76h4r25/the-fight-to-stop-oil-pipelines-for>>

Owen, Brenna. 2021. “Wet'suwet'en bid to scrap LNG pipeline certificate rejected”. *National Observer*. April 28.

<<https://www.nationalobserver.com/2021/04/28/news/wetsuweten-bid-scrap-lng-pipeline-certificate-rejected>>

Cecco, Leyland. 2020. “Canada: Wet'suwet'en sign historic deal to negotiate land rights”. *The Guardian*. May 15.

<<https://www.theguardian.com/world/2020/may/15/canada-wetsuweten-historic-deal-land-rights-pipeline>>

Suggested Reading:

Garibaldi, Ann, and Justin Straker. 2009. “Cultural keystone species in oil sands mine reclamation, Fort McKay, Alberta, Canada.” In *Proceedings of the British Columbia Mine Reclamation Symposium*. University of British Columbia Library, Cranbrook, BC, Canada.
Available on Brightspace

Dafnos, Tia. (2020) “Energy futures and present threats: critical infrastructure resilience, accumulation, and dispossession.” *Studies in Political Economy* 101, no. 2: 114-134.

Trumpener, Betsy. 2021. “A year after Wet'suwet'en blockades, Coastal GasLink pipeline pushes on through pandemic”. *CBC*. February 5.

<<https://www.cbc.ca/news/canada/british-columbia/coastal-gaslink-pipeline-bc-wet-suwet-en-pandemic-1.5898219>>

Week 7 – Session 1 - October 19, 2021

Climate Crisis

How can ideas of security challenge unsustainable bad habits?

Required Reading:

Barnett, Jon and Geoff Dabelko. 2019. Environmental Security. Chapter 16 in *Contemporary Security Studies*, ed. Alan Collins. New York: Oxford University Press. 235-252

Deudney, Daniel. 2018. "The case against linking environmental degradation and national security." In *National and International Security*. Routledge. 355-370.

Suggested Reading:

Cudworth, Erika, and Stephen Hobden. 2017. "Post-human security." In *Global Insecurity*, pp. 65-81. Palgrave Macmillan, London.

Hudson, Heidi. 2018. "Larger than life? Decolonising human security studies through feminist Posthumanism." *The Strategic Review for Southern Africa* 40, no. 1.

Week 7 - Session 2 - October 21, 2021

Climate Crisis (Continued)

Suggested Reading:

Intergovernmental Science-Policy, Platform on Biodiversity and Ecosystems Services (IPBES). 2019. "Summary for policymakers of the global assessment report on biodiversity and ecosystem services of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services". S. Díaz, J. Settele, E. S. Brondízio E.S., H. T. Ngo, M. Guèze, J. Agard, A. Arneth, P. Balvanera, K. A. Brauman, S. H. M. Butchart, K. M. A. Chan, L. A. Garibaldi, K. Ichii, J. Liu, S. M. Subramanian, G. F. Midgley, P. Miloslavich, Z. Molnár, D. Obura, A. Pfaff, S. Polasky, A. Purvis, J. Razzaque, B. Reyers, R. Roy Chowdhury, Y. J. Shin, I. J. Visseren-Hamakers, K. J. Willis, and C. N. Zayas (eds.). *IPBES secretariat*, Bonn, Germany. 56 pages.
<https://ipbes.net/sites/default/files/inline/files/ipbes_global_assessment_report_summary_for_policymakers.pdf>

Week 8 - Session 1 - October 26, 2021

Infectious Disease

How do pandemics and the spread of infectious diseases shape ideas of security internationally, and domestically?

Required Reading

Elbe, Stefan. Health and Security. Chapter 25 in *Contemporary Security Studies*, ed. Alan Collins. New York: Oxford University Press. 379-392.

Christakis, Nicholas. (2020). "Us versus Them". Chapter 5 in *Apollo's Arrow: The Profound and Enduring Impact of the Coronavirus on the Way We live*. New York: Little Brown Spark. pp. 171 – 205.

Suggested Reading:

Goldenberg, Maya. (2021) “Introduction: Vaccine Hesitancy in the Industrialized North” in *Vaccine Hesitancy: Public Trust, Expertise, and the War on Science*. University of Pittsburgh Press.

Christakis, Nicholas. (2020) An Infinitesimal Thing. Chapter 1 in *Apollo’s Arrow: The Profound and Enduring Impact of the Coronavirus on the Way We live*. New York: Little Brown Spark. pp. 3 – 33.

Week 8 - Session 2 - October 28, 2021

Infectious Disease (Continued)

Required Reading:

“Back to Normality?”. *The Economist*. Vol. 438 Issue. 9236. March 13, 2021. Available on Dalhousie Library website.

Dunham, Jackie. 2020. “COVID-19 could infect 30 to 70 per cent of Canadians: health minister”. *CTV News*. March 12.
<<https://www.ctvnews.ca/health/coronavirus/covid-19-could-infect-30-to-70-per-cent-of-canadians-health-minister-1.4850181>>

Suggested Reading:

Aiello, Rachel. 2020. “Documents reveal glimpse into Canada's early COVID-19 plans”. *CTV News*. April 7.
<<https://www.ctvnews.ca/health/coronavirus/documents-reveal-glimpse-into-canada-s-early-covid-19-plans-1.4886560>>

Pember, Mary Annette. 2020. “Dr. Anthony Fauci praises Navajo Nation, talks vaccine trial”. *Indian Country Today*. September 21.
<<https://indiancountrytoday.com/news/dr-anthony-fauci-praised-navajo-nation-talked-vaccine-trial>>

Week 9 - Session 1 – November 2, 2021

Cyber Security

Does the state of cyber security make a case for realism?

Required Reading:

Cavelty, Myriam Dunn. 2019. Cyber-Security. Chapter 27 in *Contemporary Security Studies*, ed. Alan Collins. New York: Oxford University Press. 410-426

Cavelty, Myriam Dunn, and Reimer A. Van Der Vlugt. 2015. “A tale of two

cities: Or how the wrong metaphors lead to less security.” Australian Journal of International Affairs. Vol. 16. No. 21. 21-29

Suggested Reading:

Van Eeten, Michel. 2017 “Patching security governance: an empirical view of emergent governance mechanisms for cybersecurity.” in *Digital Policy, Regulation and Governance*. Vol. 19, Iss. 6: 429-448.

Week 9 - Session 2 - November 4, 2021

Quiz #2

Fall *Study* Break - November 8 – 12, 2021

Week 10 - Session 1 - November 16, 2021

The Bomb

When do means to defence become the means to our own destruction?

Required Reading:

Scarry, Elaine, Eric Schlosser, Lydia Millet, Mohammed Hanif, Rachel Bronson, Theodore Postol. 2017. “Destroyer of Worlds”. *Harper’s Magazine*. December.
<<https://harpers.org/archive/2017/12/destroyer-of-worlds/>>

Russell, Bertrand. The Atom Bomb. Chapter 2 in *Has Man a Future?* Penguin. pp. 15 – 26

Russell, Bertrand. A Stable World. Chapter 11 in *Has Man a Future?* Penguin. pp. 120 – 126

Suggested Reading:

Wirtz, James J. Weapons of Mass Destruction. Chapter 20 in *Contemporary Security Studies*, ed. Alan Collins. New York: Oxford University Press. 300-317

Duck And Cover, Bert The Turtle. (1951)
<https://www.youtube.com/watch?v=IKqXu-5jw60&ab_channel=NuclearVault>

Russell, Bertrand. 1951. “The Future of Man”. *The Atlantic*. March.
<<https://www.theatlantic.com/magazine/archive/1951/03/the-future-of-man/305193/>>

Russell, Bertrand. The Hydrogen Bomb. Chapter 3 in *Has Man a Future?*. Penguin pp. 27 – 37

“Bertrand Russell” *Stanford Encyclopedia of Philosophy*.

Pruitt, Sarah. 2019. How ‘Duck-and-Cover’ Drills Channeled America’s Cold War Anxiety. *History*. Web
<<https://www.history.com/news/duck-cover-drills-cold-war-arms-race>>

Week 10 - Session 2 - November 18, 2021

Student Conference Part 1

Week 11 - Session 1 - November 23, 2021

Changing Face of Terror

From where is the terrorist threat thought to derive?

Required Reading:

Bintarsari, Nuriyeni Kartika, and Arif Darmawan. 2020. “The Changing Landscape of Terrorism in The United States After 9/11: The Transnational Network of White Supremacist Extremist Movement.” In *The First International Conference on Political, Social and Humanities Sciences*. 268-273

Swan, Betsy Woodruff. 2020. “DHS draft document: White supremacists are greatest terror threat”. *Politico*. September 4.
<<https://www.politico.com/news/2020/09/04/white-supremacists-terror-threat-dhs-409236>>

Downs, Kenya. 2016. FBI warned of white supremacists in law enforcement 10 years ago. Has anything changed? PBS News Hour. Oct 21.
<<https://www.pbs.org/newshour/nation/fbi-white-supremacists-in-law-enforcement>>

Suggested Reading:

Lutz, Brenda, James Lutz. 2019. Terrorism. Chapter 21 in *Contemporary Security Studies*, ed. Alan Collins. New York: Oxford University Press. 318-333.

Beck, Ulrich. 2003. The silence of words: On terror and war. *Security Dialogue*, 34(3). 255-267.

Sands, Christopher. 2008. An Independent Security Policy for Canada in the Age of Sacred Terror? Part 3: Chapter 5 in *An Independent Foreign Policy for Canada?* Eds. Brian Bow and Patrick Lennox. Toronto: University of Toronto Press. 103-117

Baudrillard, Jean. *The spirit of terrorism and other essays*. Verso Trade, 2013.

Week 11 - Session 2 - November 25, 2021

Student Conference Part 2

Week 12 - Session 1 - November 30, 2021

Migration

To who is security owed and who is responsible for providing it?

Required Readings:

Grant, Will. 2021. "Kamala Harris tells Guatemala migrants: 'Do not come to US'". *BBC News*. June 8.

<<https://www.bbc.com/news/world-us-canada-57387350>>

Gkolfinopoulos, Giannis. "'Illegals' in the Law School of Athens: public presence, discourse, and migrants as threat." In *Security/Mobility*. Manchester University Press, 2017. 93-113

Available at:

<<https://www.manchesteropenhive.com/view/9781526108364/9781526108364.00014.xml>>

Bourbeau, Philippe. "Migration, exceptionalist security discourses, and practices." In *Handbook on migration and security*. Edward Elgar Publishing, 2017. 1-17.

Available on Brightspace

Suggested Readings:

Gray, Harriet, and Anja K. Franck. 2019. "Refugees as/at risk: The gendered and racialized underpinnings of securitization in British media narratives." *Security Dialogue* 50, no. 3: 275-291.

Faraday, Fay. 2020. "COVID-19's impact on migrant workers adds urgency to calls for permanent status." *The Conversation*. February 24.

<<https://theconversation.com/covid-19s-impact-on-migrant-workers-adds-urgency-to-calls-for-permanent-status-148237>>

Qadim, Nora El. 2014. "Postcolonial challenges to migration control: French–Moroccan cooperation practices on forced returns." *Security Dialogue* 45, no. 3: 242-261.

McNevin, Anne. 2014. "Beyond territoriality: Rethinking human mobility, border security and geopolitical space from the Indonesian island of Bintan." *Security dialogue* 45, no. 3 (2014): 295-310.

Woodrow Wilson's 1913 speech on Mexican Affairs to the United States

Congress. *Speeches of Woodrow Wilson: with notable addresses by the President on great public occasions* [...] 1915. 11-12

Week 12 - Session 2 – December 2, 2021

Student Conference Part 3

Week 13 - Session 2 – December 7, 2021

Wrap-up and Reflection

Will dominant understandings of security ever really change?

Required Reading:

Wæver, Ole and Buzan, Barry. 2019. "After the Return to Theory: The Past, Present, and Future of Security Studies. Chapter 28 in *Contemporary Security Studies*, ed. Alan Collins. New York: Oxford University Press. 427-446

Peoples, Columba. "The growing 'securitization' of outer space." *Space Policy* 26, no. 4 (2010): 205-208.

Suggested Reading:

Giddens (2002). *Runaway World: How Globalization Is Reshaping Our Lives* (2nd ed.). London: Profile Books

Final Assignment is due December 9.

Accommodations and Academic Support:

To learn more about accommodations and academic support visit:

https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-.html

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate, as outlined below: University Statements Academic Integrity

http://www.dal.ca/dept/university_secretariat/academic-integrity.html

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

To learn about the accessibility Dal accessibility policy visit:

https://www.dal.ca/campus_life/academic-support/accessibility.html

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

Student Code of Conduct https://www.dal.ca/campus_life/safety-respect/student-rights-andresponsibilities/student-life-policies/code-of-student-conduct.html

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. Diversity and Inclusion – Culture of Respect Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity.

We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). (read more:

<http://www.dal.ca/cultureofrespect.html>)

Recognition of Mi'kmaq Territory Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Contact the program at elders@dal.ca. University Policies and Programs Important

Dates in the Academic Year (including add/drop dates)

http://www.dal.ca/academics/important_dates.html

University Grading Practices: Statement of Principles and Procedures

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practicespolicy.html

Scent-Free Program <http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources General Academic Support – Advising

https://www.dal.ca/campus_life/academic-support/advising.html

Fair Dealing Guidelines <https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>

Dalhousie University Library

<http://libraries.dal.ca>

Indigenous Students

https://www.dal.ca/campus_life/communities/indigenous.html

Black Students

https://www.dal.ca/campus_life/communities/black-student-advising.html

International Students

https://www.dal.ca/campus_life/international-centre.html

Student Health Services https://www.dal.ca/campus_life/health-and-wellness.html

Counselling https://www.dal.ca/campus_life/health-and-wellness/frequently-asked-questions-august2017.html

Copyright Office <https://libraries.dal.ca/services/copyright-office.html>

E-Learning website <http://www.dal.ca/dept/elearning.html>

Dalhousie Student Advocacy Services <http://dsu.ca/dsas>

Dalhousie Ombudsperson https://www.dal.ca/campus_life/safety-respect/student-rightsand-responsibilities/where-to-get-help/ombudsperson.html

Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-studyskills.html

Faculty or Departmental Advising Support: Studying for Success Program:
http://www.dal.ca/campus_life/academic-support/study-skills-andtutoring.html