Dalhousie University
The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people. The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Department of Political Science

POLI 3565: Contemporary Security Studies
Winter 2023
Tuesdays and Thursdays, 4:05 PM to 5:25 PM ADT via Instructor's Shared Zoom Link (online)

COURSE INFORMATION

Instructor Information
- **Instructor:** Mohammad Ferdosi (PhD), he/him
- **Email:** MFerdosi@Dal.ca

Communication with Instructor
Feel free to call me "Mo". Email me if you have any questions about the course. If your questions cannot be answered via email and you wish to meet via Zoom, that can be arranged as well. Please feel comfortable contacting me as many times as you need to. I will try my best to respond within 24 hours. The University asks that we use our Dalhousie email accounts to communicate with each other.

Course Overview
This course interrogates developments in the theory and practice of contemporary security from a critical perspective. It cannot possibly provide a comprehensive overview of what has become a very diverse and extensive field over the years. Instead, it aims to develop an understanding of what is politically at stake when we think or talk about security issues, including the central concepts, theories, methodologies and objects of study within the larger field. First, the course covers key critical and mainstream approaches to contemporary security issues (e.g., constructivism, feminism, postcolonialism, realism, liberalism, etc.). Lastly, it considers major new themes and issues labeled as security challenges (e.g., climate change, health, terrorism, development, migration, cybersecurity, female prosperity, energy, etc.).

Course Learning Outcomes
Upon completion of this course, students should be able to:
-Understand the historical emergence, transformation and contestation of contemporary security studies.
-Identify and assess major schools of critical thought in the field of security studies.
-Fine-tune skills in reading comprehension, group discussion, presentation, summary and reflective writing.

Description of Course Format and Evaluation
This is an online seminar course with an emphasis on collaborative learning. It has four complementary components: synchronous seminar meetings (20%), a presentation (10%), a critical review essay (30%) and a final paper (40%).

Ongoing seminar meetings (20%): We will meet regularly via Zoom on Tuesdays and Thursdays to summarize and discuss the required readings. I will share a link of my personal meeting room, which we will use throughout the semester. Every week, we will review up to four required readings: one or two required readings every Tuesday and one or two required readings every Thursday. During each seminar, you will collaborate with your classmates via randomly assigned breakout rooms to answer questions related to the required reading(s) assigned for that class period in order to identify and enhance your knowledge on various topics related to the course content. These questions will be provided by the instructor (through uploading a Word document as an attachment in the Zoom chat) at the start of each class period and not before class. All groups will answer the same questions. Your group will not be required to submit its answers to the instructor who will be joining each breakout room to listen in, provide guidance and/or contribute to the group's discussion.

Please note that you will not be evaluated on the quality of answers that you prepare with your group members in the presence of the instructor. Instead, the focus is on the *process* of actively listening, participating and speaking in your breakout group during each seminar. You are expected to also summarize readings in your three other assignments (i.e., presentation, the critical review essay and final paper) so the knowledge/experience that you gain from reading, discussing and summarizing the required readings with your classmates during our seminars will directly aid you in completing your other course papers. You are encouraged to record and store your answers to questions related to the readings in a document so that you can refer to them in your course papers for extra credit. For example, the answers that you prepare during our seminars could provide you with useful (supplementary) content to draw on in your papers as part of your independent analysis where you can (among doing other things) make connections to other readings.

Please note seminars will not be recorded or uploaded online, either by the instructor or students. Your seminar grade will reflect your attendance and participation during our class meetings. If you make an effort to attend class and participate in discussions on a regular basis, you will be rewarded with a high attendance/participation mark to reflect your commitment to the course material.

If you have to miss a class due to an extenuating circumstance, you can make up for your absence by answering the questions related to the reading(s) that was/were reviewed on that particular day. Please notify the instructor of your absence via email ahead of time (if possible) and indicate that you intend to make up for your absence. The instructor will email you the discussion questions for the day that you missed. Your make up assignment should be single-spaced, typed in 12-point font and submitted to the instructor via email as a Microsoft Word document. On the cover sheet (i.e., the first page of your paper), please include the assignment title (e.g., Make up assignment for missed attendance on February 17, 2023), your full name, the course code (e.g., POLI 3565), the instructor's full name and the date of submission. You do not need to include a Works Cited/References list.

Presentation (10%): each student is expected to present a 10-minute summary of <u>one suggested reading</u> of their choice from the course outline by the end of the term. You will need to sign up for a suggested reading during the first two weeks of classes. If you are unable to attend during the first two weeks, you will need to sign up by emailing the instructor. There are suggested readings listed for most weeks. Each week features a different topic/theme so the weekly suggested (and required) readings are all related to a particular topic/theme (e.g., climate change, health, terrorism, development, migration, etc.). You are expected to select one suggested reading from the course outline to present a summary of. A single suggested reading can be selected by more than one student.

Outside of class, you are responsible for recording your presentation as an audio file (no need for video) and uploading it in the appropriate assignment folder on our Brightspace page by Sunday 11:59 PM ADT of the week your suggested reading is listed under. So, for example, if you select a suggested reading from Week 4, then your presentation must be submitted by Sunday February 5 2023 11:59 PM ADT.

In your audio presentation, try to capture the main arguments of your suggested reading. If you like, you can also provide some independent analysis (e.g., assess the strengths and/or weaknesses of the reading's arguments, provide your own opinions/thoughts about the topic in question, refer to other world events or cases to substantiate or refute an argument in your reading, etc.). It is up to you whether you want to only summarize your reading or summarize and reflect upon it. Pay attention to such things as: voice/volume, pace, duration (aim for 10 minutes), introduction, key summary points and conclusion.

Critical review essay (30%): your 2000 word midterm paper will connect and critically assess the <u>suggested readings of a single week,</u> which are related to a particular topic/theme (e.g., climate change, health, terrorism, development, migration, etc.). Each week will have four suggested readings listed (two suggested readings for a Tuesday class and two suggested readings for a Thursday class). Your paper will shed light on the ways in which those four suggested readings help us understand contemporary security issues within the context of a particular week's topic/theme. Your critical review essay should do more than summarize or describe the suggested readings that you have chosen to write about. It should also contain independent analysis. This means your voice/perspective/opinion should be apparent throughout your paper so that you are both summarizing and reflecting upon the readings. Remember that you can draw on your seminar answers (to the required readings) as part of your independent analyses/reflections.

One way to approach this assignment is by first summarizing content from the suggested readings, then provide your own critically-informed thoughts about the reading's arguments and the topic/theme in question. More specifically, at the end of each paragraph where you have summarized one suggested reading, include two or more sentences of independent analysis (e.g., state your opinion concerning the subject matter in question, assess the strengths and/or weaknesses of an argument that you have summarized, discuss a historical or contemporary event/case study that relates to your summary discussion, draw connections to required readings, etc.).

You will submit your critical review essay on Brightspace in the appropriate assignment folder by <u>Sunday February 26 11:59 PM ADT</u>. You will receive feedback and your grade from the instructor within two weeks. Winter break is from February 20th to the 24th so there will be no classes during the week that your critical review essay is due. Your critical review essay should be single-spaced, typed in a 12-point font and submitted as a Microsoft Word document (and not PDF). Remember to insert page numbers in your document. On the cover sheet (i.e., the first page of your paper), include the assignment title (e.g., Critical Review Essay: Week 4), your full name, the course code (i.e., POLI 3565), the instructor's full name (e.g., Mohammad Ferdosi) and the date of submission. You should include a Works Cited/References list at the end of your paper. You can simply copy and paste your references from this course outline into your paper.

Final paper (40%): your 3500 word final paper will summarize and assess appropriate scholarly literature (assigned as required or suggested readings throughout this course and any other readings you wish to source on your own) related to any theme/topic within the field of security studies (e.g., migration, health, cybersecurity, climate change, terrorism, women studies, critical theories, etc.). This assignment has intentionally been designed to provide you with enough flexibility to write about a security topic that interests you. You are welcome to draw on the required and suggested readings from different weeks of this course to discuss any aspect of security you are passionate about so long as it is one coherent and specific topic/theme. For example, you could write about energy security, climate change and environmental migration as all three are related to the general theme/topic of planetary security. You are welcome to obtain literature from outside of this course to complete this assignment. Feel free to contact the instructor for more guidance to help you complete the final paper.

For this assignment, you are not allowed to select the same topic/theme that you wrote about in your critical review essay. There is no minimum number of peer-reviewed sources required to complete this assignment. You could write in depth about a limited number of sources (e.g., five journal articles and book chapters) or use many more sources (e.g., 10 journal articles and book chapters) without engaging with each one at length. In this assignment you will want to do the same thing that you did in your critical review essay – engage with the

literature by summarizing and reflecting.

You will submit this final assignment (and receive feedback and your grade within two weeks) by <u>Sunday April 16 11:59 PM ADT</u> on Brightspace in the appropriate assignment folder. Your final paper should be single-spaced, typed in a 12-point font and submitted as a Microsoft Word document (and not PDF). Remember to insert page numbers in your document. On the cover sheet (i.e., the first page of your paper), include the assignment title and a title of your own choosing to reflect your topic (e.g., Final Paper: The Causes and Effects of Human Insecurity or Final Paper: Assessment of Critical Theories of Contemporary Security), your full name, the course code (i.e., POLI 3565), the instructor's full name (i.e., Mohammad Ferdosi) and the date of submission. You must include a Works Cited/References list at the end of your paper.

For the critical review essay and final paper, use your total word counts wisely by aiming for brevity in all aspects. For example, when referencing scholarly works in your papers, do not 'burn' your precious word count by writing the full or partial titles of journal articles or book chapters. Instead, use the author's/authors' last name(s) and year of publication (e.g., "According to Peoples and Vaughan-Williams (2021) …" or "Burke et al. (2016) argue …") to succinctly refer to your source. Also, you do not need to re-cite the same work repeatedly in the same paragraph or subsequent paragraphs where you are discussing that scholarly work, so long as it is clear you are discussing the same reading. If you wish to provide specific page references to the readings that you are writing about, simply use the page number(s) or page range within parentheses (e.g., "(9)" or "(78-83)"). Use quotes sparingly, if at all. Making such reasonable judgement calls is a critical part of the writing process. The final paper should meet the requirements in length, that is, 3500 words or thereabouts, slightly under or over that requirement is fine but resist the temptation to pad your essay. Likewise, do not adjust the font size, margins, include many quotes, or long quotes, etc. to increase the length of your paper. Please remember to submit your papers on time. Read the section entitled "Late Assignments and Extensions" below for our policy on late submissions.

Required Materials and Texts
Most of your required readings (which you will review in breakout rooms with your classmates during our seminars) will come from two e-books: 1) Columba Peoples and Nick Vaughan-Williams, *Critical Security Studies: An Introduction*, Third Edition, Routledge, 2021 and 2) Allan Collins, *Contemporary Security Studies*, Sixth Edition, Oxford University Press, 2022.

You can buy both books from either https://www.vitalsource.com/en-ca/ or https://www.redshelf.com/ Unfortunately, Dalhousie was unable to order e-copies of these seminal texts for our library. The total cost for renting both books (for 180 days) from vitalsource comes to about $73.00 CAD before taxes. Please note that vitalsource and redshelf each use their own e-reader software programs. Due to copyright concerns and laws, you will have to access the readings through their e-readers. You will not be able to obtain or use PDFs from these services.

A few required readings will be journal articles. Links to access them are provided in this course outline.

Almost all the suggested readings (which you are expected to present on and write about in your course papers) will be journal articles. Links to access them are provided in this course outline.

The required and suggested readings make up all the literature that you need to complete your four course assignments (i.e., weekly seminar participation, presentation, critical review essay and final paper).

Assessment, Grade Scale and Definitions
The instructor will provide you with ample comments and a percentage and letter grade on your presentation, critical review essay and final paper. Letter grades have a grade point assigned that is used to calculate your GPA

(Grade Point Average). <u>Please see this table</u> which explains and defines Dalhousie's grading system and shows the GPA value that corresponds with each letter grade.

Late Assignments and Extensions
Students are expected to complete all assignments by the due dates indicated above in this course outline. There will be a penalty of 3 percent per day (including weekends) for any late presentation, critical review essay or final paper (unless documentation can be provided for an extension). Because final course grades must be submitted to the University by the end of the term, instructors require enough time to evaluate any late assignments. For this reason, final papers (due Sunday April 16 11:59 PM ADT) will not be accepted after Sunday April 23 11:59 PM ADT.

If you become seriously ill or experience an emergency in advance of any assignment, it is important that you take steps to notify the instructor about your situation so that something could be worked out. Moreover, exemption or deferral of an assignment is only permitted for a medical or personal emergency or due to religious observance. Please read the section "Accessibility" for information about special accommodations. Our course should be equally accessible to all students.

Minimal Technical Requirements
The instructor's web camera and microphone will be turned on. Students are welcome to turn their web cameras on or off as they see fit. However, students need to use their microphones to actively participate in class-wide and breakout room discussions. Please ensure to test your sound equipment (e.g., webcam, microphone, speakers, etc.) before our meetings so that your technology, sound quality and volume are working properly.

Course Modification
The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes.

Weekly Course Schedule: Required and Suggested Readings

Week 1

<u>Tuesday January 10: Introduction to course</u>

-No readings assigned in advance of this class
-Review course outline and Q&A
-Sign up for a suggested reading to present on

<u>Thursday January 12: What's critical security studies?</u>
Required readings:
-Collins, *Contemporary Security Studies* (2022), Introduction
-Peoples and Vaughan-Williams, *Critical Security Studies* (2021), Introduction

No suggested readings for this week
Sign up for a suggested reading to present on

Week 2

January 17: Theoretical approaches to security (constructivism and critical theory)

Required readings:
-Peoples and Vaughan-Williams, *Critical Security Studies* (2021), Chapters 1 and 2

Suggested readings:
-Mark B. Salter, ed. 'Horizon Scan: Critical security studies for the next 50 years', *Security Dialogue* 50(4S): 9-37. http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1177/0967010619862912
-Collins, *Contemporary Security Studies* (2022), Chapter 7

Sign up for a suggested reading to present on

January 19: Theoretical approaches to security (feminism and postcolonialism)

Required readings:
-Peoples and Vaughan-Williams, *Critical Security Studies* (2021), Chapters 3 and 5

Suggested readings:
-Collins, *Contemporary Security Studies* (2022), Chapter 11
-Collins, *Contemporary Security Studies* (2022), Chapter 9

Sign up for a suggested reading to present on

Week 3

January 24: Theoretical approaches to security (international political sociology and securitization)

Required readings:
-Peoples and Vaughan-Williams, *Critical Security Studies* (2021), Chapters 6 and 7

Suggested readings:
-Alison Howell and Melanie Richter-Montpetit, 'Is securitization theory racist? Civilizationism, methodological whiteness, and antiblack thought in the Copenhagen School', *Security Dialogue*, 51(1), 2019, 1-20. http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1177/0967010619862921
-Collins, *Contemporary Security Studies* (2022), Chapter 12

January 26: Theoretical approaches to security (realism and liberalism)

Required readings:
-Collins, *Contemporary Security Studies* (2022), Chapters 2 and 3

Suggested readings:
-William C. Wohlforth, 'Realism and security studies' (Chapter 1) in *The Routledge Handbook of Security Studies*, edited by Myriam Dunn Cavelty and Victor Mauer, 2010, pp. 9-20 (New York: Routledge). http://ezproxy.library.dal.ca/login?url=https://ebookcentral.proquest.com/lib/dal/reader.action?docID=472475&ppg=26
-David L. Rousseau and Thomas C Walker, 'Liberalism' (Chapter 2) in *The Routledge Handbook of Security Studies*, edited by Myriam Dunn Cavelty and Victor Mauer, 2010, pp. 21-33 (New York: Routledge). http://ezproxy.library.dal.ca/login?url=https://ebookcentral.proquest.com/lib/dal/reader.action?docID=472475&pp

Week 4

<u>January 31: Environmental and planetary security</u>

Required reading:
-Peoples and Vaughan-Williams, *Critical Security Studies* (2021), Chapter 8

Suggested readings:
-Anthony Burke et al, 'Planet Politics: A Manifesto from the End of IR', *Millennium: Journal of International Studies* (June 2016): 499-523.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1177/0305829816636674
-Stefanie Fishel, Anthony Burke and Daniel Levine, 'Defending Planet Politics', *Millennium: Journal of International Studies,* 46(2), 2017, 1-11.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1177/0305829817742669

<u>February 2: Environmental and planetary security</u>

Required reading:
-Collins, *Contemporary Security Studies* (2022), Chapter 17

Suggested readings:
-Matt McDonalds, 'Climate change and security: towards ecological security?, *International Theory*, 10(2), 2018, 153-180.
https://ezproxy.library.dal.ca/login?url=https://www.proquest.com/scholarly-journals/climate-change-security-towards-ecological/docview/2061996203/se-2?accountid=10406
-David Chandler, 'Securing the Anthropocene? International policy experiments in digital hacktivism: A case study of Jakarta', *Security Dialogue*, 48(2), 2017, 113-130.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1177/0967010616677714

Week 5

<u>February 7: Health security, insecurity and resilience</u>

Required reading:
-Peoples and Vaughan-Williams, *Critical Security Studies* (2021), Chapter 9

Suggested readings:
-Alison Howell, 'The Global Politics of Medicine: Beyond global health, against securitisation theory', *Review of International Studies* 40(5), 2014, 961-987.
https://ezproxy.library.dal.ca/login?url=https://www.proquest.com/scholarly-journals/global-politics-medicine-beyond-health-against/docview/1627771786/se-2?accountid=10406
-Stefan Elbe, 'The pharmaceuticalisation of security: Molecular biomedicine, antiviral stockpiles, and global health security', *Review of International Studies* 40(5), 2014, 919-938.
https://ezproxy.library.dal.ca/login?url=https://www.proquest.com/scholarly-journals/pharmaceuticalisation-security-molecular/docview/1627769765/se-2

February 9: Health security, insecurity and resilience

Required reading:
-Collins, *Contemporary Security Studies* (2022), Chapter 26
Suggested readings:
-Mark Neocleous, 'Resisting Resilience' *Radical Philosophy* 178, 2013, 2-7. Access here:
https://www.radicalphilosophy.com/commentary/resisting-resilience
-Debbie Lisle, 'Off-Duty Resilience: Reorienting Tourism, Leisure, and Recreation in the US Army BOSS Program', *American Quarterly* 68(3), 2016, 747-768.
https://ezproxy.library.dal.ca/login?url=https://www.proquest.com/scholarly-journals/off-duty-resilience-reorienting-tourism-leisure/docview/1829747969/se-2?accountid=10406

Week 6

February 14: Terrorism and exceptionalism

Required reading:
-Peoples and Vaughan-Williams, *Critical Security Studies* (2021), Chapter 14

Suggested readings:
-Richard Jackson, Harmonie Toros, Lee Jarvis and Charlotte Heath-Kelly, 'Introduction: 10 years of *Critical Studies on Terrorism*', *Critical Studies on Terrorism* 10(2), 2017, 197-202.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1080/17539153.2017.1338279
- Karin Fierke, 'Agents of Death: The Structural Logic of Suicide Terrorism and Martyrdom', *International Theory* 1(1), 2009, 155-184.
https://ezproxy.library.dal.ca/login?url=https://www.proquest.com/scholarly-journals/agents-death-structural-logic-suicide-terrorism/docview/217965361/se-2?accountid=10406

February 16: Terrorism and exceptionalism

Required reading:
-Collins, *Contemporary Security Studies* (2022), Chapter 22

Suggested readings:
-Cynthia Weber, '"The terrorist": the out-of-place and on-the-move "perverse homosexual" in international relations', *Critical Studies on Terrorism*,10(2), 2017, 240-252.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1080/17539153.2017.1334315
-Beck, Ulrich, 'The silence of words: On terror and war'. *Security Dialogue*, 34(3), 2003, 255-267.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1177/09670106030343002

Week 7

Winter Break (February 20-24) – No Classes

CRITICAL REVIEW ESSAY DUE BY SUNDAY FEBRUARY 26 11:59 PM ADT ON BRIGHTSPACE

Week 8

February 28: Human security and development

Required reading:

-Peoples and Vaughan-Williams, *Critical Security Studies* (2021), Chapter 10

Suggested readings:
-Kristin Bergtora Sandvik and Kjersti Lohne, 'The Rise of the Humanitarian Drone: Giving Content to an Emerging Concept', *Millennium: Journal of International Studies* 43(1), 2014, 145-164.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1177/0305829814529470
-Cecilia Jacob, 'Practising civilian protection: Human security in Myanmar and Cambodia', *Security Dialogue* 45(4), 2014, 391-408.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1177/0967010614535831

March 2: Human security and development

Required reading:
-Collins, *Contemporary Security Studies* (2022), Chapter 10

Suggested readings:
-Mark Duffield, 'Challenging environments: Danger, resilience and the aid industry', *Security Dialogue,* 43(5), 2012, 475-492.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1177/0967010612457975
-Collins, *Contemporary Security Studies* (2022), Chapter 19

Week 9

March 7: Migration and border security

Required reading:
-Peoples and Vaughan-Williams, *Critical Security Studies* (2021), Chapter 12

Suggested readings:
-Corey Johnson, Reece Jones, Anssi Paasi, Louise Amoore, Alison Mountz, Mark Salter and Chris Rumford, 'Interventions on rethinking "the border" in border studies', *Political Geography*, 30(2), 2011, 61-69.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1016/j.polgeo.2011.01.002
-Heather L. Johnson, 'The Other Side of the Fence: Reconceptualizing the "Camp" and Migration Zones at the Borders of Spain', *International Political Sociology,* 7(1), 2013, 75-91.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1111/ips.12010

March 9: Migration and borders

Required reading:
-Noora Lori and Kaija Schilde, 'A Political Economy of Global Security Approach to Migration and Border Control', *Journal of Global Security Studies*, 6(1), 2021.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1093/jogss/ogaa011

Suggested readings:
-Maurice Stierl, 'A sea of struggle: activist border interventions in the Mediterranean Sea', *Citizenship Studies* 20(5), 2016, 561-578.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1080/13621025.2016.1182683
-Adrian Little and Nick Vaughan-Williams, 'Stopping boats, saving lives, securing subjects: Humanitarian borders in Europe and Australia', *European Journal of International Relations,* 23(3), 2016, 1-24.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1177/1354066116661227

Week 10

March 14: Information, technology and surveillance security

Required reading:
-Peoples and Vaughan-Williams, *Critical Security Studies* (2021), Chapter 11

Suggested readings:
-Ian GR Shaw, 'Robot Wars: US Empire and geopolitics in the robotic age', *Security Dialogue,* 48(5), 2017, 451-470. http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1177/0967010617713157
-Clara Eroukhmanoff, 'A feminist reading of foreign policy under Trump: Mother of All Bombs, wall and "locker room banter"', *Critical Studies on Security*, 5(2), 2017, 1-5.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1080/21624887.2017.1355156

March 16: Technological security and surveillance
Required reading:
-Collins, *Contemporary Security Studies* (2022), Chapter 28

Suggested readings:
-Philippe M. Frowd, 'The Promises and Pitfalls of Biometric Security Practices in Senegal', *International Political Sociology,* 11(4), 2017, 343-359.
https://ezproxy.library.dal.ca/login?url=https://www.proquest.com/scholarly-journals/promises-pitfalls-biometric-security-practices/docview/2366627402/se-2
-Kyle Grayson and Jocelyn Mawdsley, 'Scopic regimes and the visual turn in International Relations: Seeing world politics through the drone', *European Journal of International Relations*, 25(2), 2019, 431-457.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1177/1354066118781955

Week 11

March 21: Economic and everyday security

Required reading:
-Collins, *Contemporary Security Studies* (2022), Chapter 18

Suggested readings:
-Mike Bourne, Heather Johnson and Debbie Lisle, 'Laboratizing the border: The production, translation and anticipation of security technologies'. *Security Dialogue*, 46(4), 2015, 307-325.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1177/0967010615578399
-Deb Cowen, 'A Geography of Logistics: Market Authority and the Security of Supply Chains'. *Annals of the Association of American Geographers.* 100(3), 2010, 600-620.
http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eih&AN=51624063&site=ehost-live

March 23: Economic and everyday security

Required reading:
-Peoples and Vaughan-Williams, *Critical Security Studies* (2021), Chapter 13

Suggested readings:

-Annick T R Wibben, 'Everyday Security, Feminism, and the Continuum of Violence', *Journal of Global Security Studies*, 5(1), 2020, 115–121.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1093/jogss/ogz056
-Lee Jarvis, 'Toward a Vernacular Security Studies: Origins, Interlocutors, Contributions, and Challenges', *International Studies Review*, 21(1), 2019, 107–126.
http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=135032416&site=ehost-live

Week 12

March 28: Women, peace and security

Required viewing (watch entire United Nations documentary before our class):
"Side by Side – Women, Peace and Security"
https://www.youtube.com/watch?v=a2Br8DCRxME

Suggested readings:
-Jennifer Thomson, 'The Women, Peace, and Security Agenda and Feminist Institutionalism: A Research Agenda', *International Studies Review*, 21(4), 2019, 598–613.
http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=140823215&site=ehost-live
-Claire Duncanson, 'Beyond liberal vs liberating: Women's economic empowerment in the United Nations' women, peace and security agenda', *International Feminist Journal of Politics*, 21(1), 2019, 111-130.
http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=134583575&site=ehost-live

March 30: Women and security studies

Required readings:
-Maria Rost Rublee, Emily B Jackson, Eric Parajon, Susan Peterson, Constance Duncombe, 'Do You Feel Welcome? Gendered Experiences in International Security Studies', *Journal of Global Security Studies*, 5(1), 2020, 216–226. http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1093/jogss/ogz053
-Andrea Den Boer and Ingvild Bode, 'Gendering security: Connecting theory and practice', *Global Society*, 32(4), 2018, 365-373. http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1080/13600826.2018.1526780

Suggested readings:
-Christine Sylvester, 'Tensions in Feminist Security Studies', *Security Dialogue*, 41(6), 2010, 607–614.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1177/0967010610388206
-Laura J. Shepherd, 'Gender, Violence and Global Politics: Contemporary Debates in Feminist Security Studies', *Political Studies Review*, 7(2), 2009, 208–219.
http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=37307333&site=ehost-live

Week 13

April 4: Energy security

Required reading:
-Collins, *Contemporary Security Studies* (2022), Chapter 24

Suggested readings:

-Liliana Proskuryakova, 'Updating energy security and environmental policy: Energy security theories revisited', *Journal of Environmental Management*, 223(1), 2018, 203-214.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1016/j.jenvman.2018.06.016
-Emmanuel Hache, 'Do renewable energies improve energy security in the long run?', *International Economics*, 156, December 2018, 127-135.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1016/j.inteco.2018.01.005

April 6: Energy security

Required reading:
-Aleh Cherp and Jessica Jewell, 'The three perspectives on energy security: Intellectual history, disciplinary roots and the potential for integration', *Current Opinion in Environmental Sustainability*, 3(4), 2011, 202-2012.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1016/j.cosust.2011.07.001

Suggested readings:
-Jonna Nyman, 'Rethinking energy, climate and security: a critical analysis of energy security in the US', *Journal of International Relations and Development*, 21, 2018, 118–145.
https://ezproxy.library.dal.ca/login?url=https://www.proquest.com/scholarly-journals/rethinking-energy-climate-security-critical/docview/1992156612/se-2
-Colin Axon and Richard Darton, 'Sustainability and risk – a review of energy security', *Sustainable Production and Consumption*, 27, 2021, 1195-1204.
http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1016/j.spc.2021.01.018

Week 14

FINAL PAPER DUE BY SUNDAY APRIL 16 11:59 PM ADT ON BRIGHTSPACE

UNIVERSITY STATEMENTS

Internationalization

At Dalhousie, "thinking and acting globally" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

Academic Integrity
At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. 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.

Accessibility
If you encounter any content that is not accessible or perceptible for you, please do not hesitate to inform me. Our course should be equally accessible to all students.

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your

inclusion please contact:
- the Student Accessibility Centre (for all courses offered by Dalhousie with the exception of Truro)
- the Student Success Centre in Truro for courses offered by the Faculty of Agriculture

Conduct in the Classroom – Culture of Respect
Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

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).

Code of Student Conduct
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.

Fair Dealing policy
The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

Originality Checking Software
The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work, and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method.

Student Use of Course Materials
These course materials are designed for use as part of the Course Code at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

UNIVERSITY POLICIES, GUIDELINES, AND RESOURCES FOR SUPPORT
Dalhousie courses are governed by the academic rules and regulations set forth in the Academic Calendar and the Senate.

Important student information, services and resources are available as follows:

University Policies and Programs
- [Important Dates in the Academic Year](#) (including add/drop dates)
- [Classroom Recording Protocol](#)
- [Dalhousie Grading Practices Policy](#)
- [Grade Appeal Process](#)
- [Sexualized Violence Policy](#)
- [Scent-Free Program](#)

Learning and Support Resources
- Academic Support - Advising [Halifax](#), [Truro](#)
- [Student Health & Wellness Centre](#)
- [On Track](#) (helps you transition into university, and supports you through your first year at Dalhousie and beyond)
- [Indigenous Student Centre](#). See also: [Indigenous Connection](#).
- Elders-in-Residence: The [Elders in Residence program](#) provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the [Indigenous Student Centre](#) or contact the program at [elders@dal.ca](#) or 902-494-6803.
- [Black Student Advising Centre](#)
- [International Centre](#)
- [South House Sexual and Gender Resource Centre](#)
- [LGBTQ2SIA+ Collaborative](#)
- [Dalhousie Libraries](#)
- [Copyright Office](#)
- [Dalhousie Student Advocacy Service (DSAS)](#)
- [Dalhousie Ombudsperson](#)
- [Human Rights & Equity Services](#)
- [Writing Centre](#)
- [Study Skills/Tutoring](#)

Instructor's Educational Background, Research Profile and Personal Learning Philosophy

In 2022, I received a Doctor of Philosophy in Political Science, Comparative Public Policy from McMaster University, which is the only institution in Canada (and one of very few universities worldwide) to offer such a specialized advanced degree. I also have an academic background in Sociology and Economics, which together with Political Science, formed the foundation of the once existent discipline of Political Economy (among the oldest in the social sciences). In fact, these three arenas of study began as Political Economy (à la William Petty in the 17th century), as the combined study of state (or politics), economy (market) and society. This was before the separation of Political Economy (in the late 19th and early 20th centuries) when Political Science, Economics and Sociology each carved out their own domains and separated into distinct departments in most universities. Although intimately related, these three spheres began to be analyzed and discussed as separate from each other as if they existed in the real world independently. In reality, it is impossible to consider politics without economics and economics without politics and either without society. Hence my background in all three disciplines and my consideration of their combined importance for understanding security issues throughout this course.

As far as my own research interests and contributions are concerned, I primarily write about labour laws, welfare policies and socio-economic outcomes in developed countries from a political economy perspective using both qualitative and quantitative methods. My research topics constitute three different yet complementary indicators of societal well-being and may be seen as three measurements of the istribution of the social product amongst

various social groups and classes in society. I have authored more than 30 research publications and been the co-recipient of nearly 10 research grants for my work. I also serve the Inclusive Policy Lab of the United Nations Educational, Scientific and Cultural Organization (UNESCO) as a specialist on basic income pilots and policy responses in and beyond the COVID crisis. Additionally, I am a co-investigator of McMaster University's COVID Economic and Social Effects Study (CESES), which is a federally funded longitudinal study on the pandemic's impact on Ontario workers, workplaces and social assistance recipients. Finally, I am a member of an international panel of social policy academics and experts for the International Labour Organization.

As you can see, a certain amount of consideration, coherency and topical importance characterizes my educational background and research profile. An undergraduate or postgraduate degree will take up a few years of one's life and so 1) the choice of a degree program, major or research interest will determine the extent to which one learns or advances oneself intellectually; 2) it will affect one's employment possibilities and trajectories; 3) it will mark one's intellectual life for a long time, for some it will for a life-time; and 4) as a human being one can see a certain responsibility to select a program, courses and/or paper topics that serve a grander purpose than merely obtaining a degree or advancing a career.