WILFRID LAURIER UNIVERSITY, DEPARTMENT OF POLITICAL SCIENCE
691L: HUMAN SECURITY
WINTER TERM 2007
COURSE OUTLINE

Instructor: Brent E. Sasley         Class location: N1059 (Science Building)
Office: 195 Regina, Room 21      Class time: Fridays, 9:30am-12:20pm
Phone: 519-884-0710, ext.3091
E-mail: bsasley@wlu.ca
Office hours: Tuesday, 1:00-2:30; or by appointment
Please note: Although the office phone has voicemail, the best and fastest way to reach me is by email.

Wilfrid Laurier University uses software that can check for plagiarism. Students may be required to submit their written work in electronic form and have it checked for plagiarism.

Students with disabilities or special needs are advised to contact Laurier's Accessible Learning Office for information regarding its services and resources. Students are encouraged to review the Calendar for information regarding all services available on campus.

The Political Science Department’s policy on deferred midterm and final examinations can be found at http://www.wlu.ca/arts/politicalscience.

COURSE CONTENT AND DESCRIPTION:

The theory and practice of human security is one of the most significant and recent developments in contemporary world politics. Calling into question previous notions of national and international security, human security focuses on both the individual and on people in general as the referent “object” of security. It focuses on contemporary challenges to basic human needs and desires, challenges that undermine our capacity as humans to be safe, free, and secure. It also focuses on how international actors have responded to such challenges.

This course aims to provide students with the theoretical and conceptual tools necessary for a comprehensive understanding of human security in national and international interactions. The overall themes of the course and the specific issue-areas discussed as empirical examples and topics require that students be familiar with current events. To this end students should follow contemporary international daily political, security, economic, social, and cultural developments through various media outlets. A secondary, though no less important, objective is to train students to conduct scholarly and analytical research and writing, and to think critically about issues and concepts discussed throughout the course.
FORMAT:

The course is a seminar, and as such students are expected to (a) attend each seminar, (b) keep up with all of the readings, and (c) participate through active and thoughtful discussion, dialogue, and debate. Students can also use the discussion option on WebCT to post comments or questions about the material or related world developments. (This will be considered a form of participation, but will not serve as an alternative to active verbal participation during the seminars.)

Both the professor and the students have obligations and responsibilities in this course.

My responsibilities include making clear the objectives and material of the course, training students to think critically, returning assignments within a reasonable period of time with adequate comments and suggestions for improvement, treating students with respect and a willingness to hear their opinions and ideas, and keeping my own personal politics out of the classroom.

Students' responsibilities include taking seriously the purposes and assignments of the course, preparing themselves adequately for the weekly seminars, handing their assignments in on time, treating each other and the professor with respect and a willingness to hear other opinions and ideas, and a readiness to think about the material with an open mind and keeping their own personal politics out of the classroom.

REQUIRED TEXTS:

There is one required book for this course, and one optional book; both are available for purchase at the bookstore. The optional book is also on reserve at the library.


As well, there is a coursepack of readings available for purchase at Kinko’s. These readings are as mandatory as the textbook. WebCT has links to the websites.

Some readings have been assigned for the first class. Obviously, you are not expected to have read them by that time. However, you are expected to read these pages at some point in the first few weeks of class.

ASSIGNMENTS AND GRADE DISTRIBUTION:

**Participation.** Because this course is a seminar, students are expected to actively participate in class discussion and debates; ideally the professor should have very little to say, apart from directing the discussion and interjecting with relevant arguments.
Without students’ vigorous participation, the course will simply not work and everyone’s time will be wasted. Participation is worth 30% of the final grade.

**Presentation.** Each student will be responsible for one oral presentation, about 10-15 minutes long (to be decided on in the first class). The presentation will be based only on the readings for that class/topic, and is worth 10% of the final grade. Do not just repeat what the readings are about; everyone else will have read the material. Rather, provide a very brief summary but focus on drawing out general themes and common (or disparate) threads, taking a position on a major point raised in the readings (and be prepared to defend that position), highlighting strengths or weaknesses of the readings, and so on. In short, the presentation is meant to be a critical-analytical evaluation of the material. As well, students who present on a particular day are expected to play a leading role in that day’s discussions.

There is no deferral or make-up presentation; students who do not present on their scheduled day will receive a zero on this assignment.

**Critical review essay.** This essay is similar to the presentation, in that it should discuss the readings for a particular day. Students will write two critical review essays. Each should be 3-6 pages in length; going under or over this range will result in a penalty, as the purpose is to learn how to make an argument in a limited amount of space. Each review essay is worth 10% of the final grade. Students should focus only on the readings; outside research should not be conducted. Do not repeat or summarize the readings. Students may select a specific issue, point, or argument from the readings and assess/evaluate it; focus on a particular theme or common thread; and so on.

A review essay may be on the same topic/readings the student has made a presentation on, but the focus of the essay cannot be the same focus as the presentation. Note that if an essay is written on failed states, it must be on a different focus from the panel report. The first essay must be written on a topic by (and including) February 16, and the second essay written on one of the topics covered after that date.

Essays must be typed or word-processed, with normal font, spacing, and margins. Papers must have the standard format required of a university paper, including title page, proper and consistent citation style, and bibliography.

Essays must be handed in at the beginning of class; essays will not be accepted after that. There will be no extensions on this assignment. Students should also be sure to keep a copy of their assignments for themselves.

**Report on panel.** Students will write a report on failed states that combines two elements: First, the readings assigned for the class on failed states for January 26; second, the panel discussion on Afghanistan and Iraq scheduled for January 26. (Attendance at the program is mandatory, and considered to be part of the course requirements.) The report should be 5-10 pages in length, and is worth 10% of the final grade. The report is due in class on Friday, February 9. The purpose of the report is to analyze the concept and conditions of failed states, and incorporate the
panel discussions on these two particular examples of failed/failing states. No outside research should be conducted.

Reports must be typed or word-processed, with normal font, spacing, and margins. Reports must have the standard format required of a university paper, including title page, proper and consistent citation style, and bibliography. Reports cannot be emailed in—a hard copy must be provided. Students should also be sure to keep a copy of their assignments for themselves.

Late reports will not be accepted without penalty, unless there is a valid medical excuse and doctor’s note or evidence of another serious and unavoidable reason. Common but invalid excuses include (but are not limited to): computer, printer, and car troubles; being sick the day the assignment is due; visiting friends or relatives; having other work. Papers handed in late will be penalized one percentage point per day off the mark received out of the total worth of the assignment (e.g., 1% per day off whatever grade is given out of 15%). Any requests for an extension must be made before the due date of the assignment. Reports will not be accepted after February 16; students will then receive a zero on the assignment.

**Research paper.** Students will write one research paper worth 30% of the final grade. The paper is to be 25-30 pages in length, excluding title page and bibliography. It is due on Friday, March 30. Students may choose any topic of interest, provided it deals with issues related to human security. This may mean focusing on domestic affairs within a country, but there should be at least some loose connection to international relations. The papers must be analytical, not descriptive. There should also be an empirical component. Papers must be devoid of any polemics or ideological or political agendas. The assignment is a university research paper, not a forum to air one’s grievances or personal opinions. Students who fail to heed these prohibitions will not do well in the assignment. It is not mandatory to discuss in advance with the professor the specific topic of choice, but students are strongly encouraged to do so.

This is a research assignment. As such, students must base their research around scholarly sources, which means journal articles, books, and academic reports from well-known research institutes. Course readings may be used as sources, but it is expected that the bulk of students’ research will be done independently. Dictionaries, encyclopedias, and many websites are not acceptable; students are advised to consult with the professor first to find out if a source is suitable or not. Sources containing basic background information (e.g., the CIA World Factbook) and media reports are not scholarly sources; but they can be used to provide empirical evidence for an argument.

Papers must be typed or word-processed, with normal font, spacing, and margins. Papers must have the standard format required of a university paper, including title page, proper and consistent citation style, and bibliography. Regardless of the style used, page numbers must be included in the citations. Papers cannot be emailed in—a hard copy must be provided. Students should also be sure to keep a copy of their assignments for themselves.
Late papers will not be accepted without penalty, unless there is a valid medical excuse and doctor’s note or evidence of another serious and unavoidable reason. Common but invalid excuses include (but are not limited to): computer, printer, and car troubles; being sick the day the assignment is due; visiting friends or relatives; having other work. Papers handed in late will be penalized one percentage point per day off the mark received out of the total worth of the assignment (e.g., 1% per day off whatever grade is given out of 30%). Any requests for an extension must be made before the due date of the assignment. Papers will not be accepted after April 6; students will then receive a zero on the assignment.

Students are expected to use proper format, structure, grammar, and citations in all of their assignments; how students make their arguments is as important as what they argue. The professor and the university also take plagiarism very seriously. If a student hands in an assignment that does not meet these standard university requirements, he/she may be asked to re-submit the assignment with the requisite changes.

Participation: 30% (Throughout the course)
Presentation: 10% (Due the day of that topic)
Critical review essay (2): 10% each (Due the day of that topic)
Report on panel: 10% (Due Friday, February 9)
Research paper: 30% (Due Friday, March 30)

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
</tr>
<tr>
<td>A</td>
<td>85-89%</td>
</tr>
<tr>
<td>A-</td>
<td>80-84%</td>
</tr>
<tr>
<td>B+</td>
<td>77-79%</td>
</tr>
<tr>
<td>B</td>
<td>73-76%</td>
</tr>
<tr>
<td>B-</td>
<td>70-72%</td>
</tr>
<tr>
<td>C+</td>
<td>67-69%</td>
</tr>
<tr>
<td>C</td>
<td>63-66%</td>
</tr>
<tr>
<td>C-</td>
<td>60-62%</td>
</tr>
<tr>
<td>D+</td>
<td>57-59%</td>
</tr>
<tr>
<td>D</td>
<td>53-56%</td>
</tr>
<tr>
<td>D-</td>
<td>50-52%</td>
</tr>
<tr>
<td>F</td>
<td>0-49%</td>
</tr>
</tbody>
</table>
COURSE SCHEDULE:

January 5: Introduction to course, administrative details

Hampson, et al., Chapter 1 (1-13).


January 12: The transition from traditional understandings of security to human security


Hampson, et al., Chapter 2 (14-37); Chapter 3 (38-61).

January 19: Human rights


Hampson, et al., Chapter 4 (62-79).


**January 26:** Failed states


Attendance at the Afghanistan/Iraq panel program.

**February 2:**  

*Need to reschedule class*  

Violence and war


**February 9:**  

*Report on panel due*  

Responding to violence and war


Hampson, et al., Chapter 5 (80-97); Chapter 6 (98-124).


**February 16:** The interaction between people and the environment


**February 23:** *Reading Week—No class*

**March 2:** Health issues


**March 9:** Movement of peoples, slavery


**March 16:** Women and children’s issues


**March 23:** The economics of human (in)security


Hampson, et al., Chapter 8 (150-169).


March 30:  
**Research paper due**

Peace-building


Hampson, et al., Chapter 7 (125-149).
