PSCI 5915G
Special Topics class on North American Politics and Security
Thursdays, 08:35 a.m. – 11:25 a.m.
Please confirm location on Carleton Central

Professor: Alan Stephenson
Office: Loeb B642
Office Hours: Thursdays, 1145 a.m. – 12:45 p.m.
Email: alan.stephenson@carleton.ca
*Email is for admin questions only. For substantive issues please see me during office hours.*
Phone: 613-520-2600 ext. 1422 (no voicemail)

Course scope
This is a seminar class designed to give students an understanding of:

• The boundaries of the field of international and national security studies;

• Common and competing security and defence interests in North American politics; and

• Canadian and American defence and security issues and contemporary debates. Most of the course will focus on this third area.

The nature of the subjects covered and the sources used in the course are such that there is a strong, though not exclusive, emphasis on defence rather than domestic security matters.

Learning outcomes
For students to be able to:

1) Verbally articulate the key arguments made in the readings, as well as one’s own perspective on the arguments made;

2) Present material in a logical manner, comprehensively yet concisely, such that listeners can readily grasp key themes; and

3) Write in a manner that engages the material in a comprehensive, concise and analytical fashion.

Admin points:
Laptops and tablets are not permitted in this class. During class the most important thing is your thoughtful attention to, contribution to, and engagement in the ongoing discussion. It is not necessary to take notes. Students are welcome to use pen and paper to jot down ideas you do not want to forget.

Phones are to be put away during this class. There will be a break midway through class during which students can check messages. For urgent messages, students are welcome to briefly leave the class.
Grading summary

1. Participation 35% (5% for attendance; 30% for contributions)
2. Presentation 15%
3. Two analytical papers 25% each. Due at the beginning of class on the day of the topic.

Grading details

Participation

You are expected to attend class, read the required readings prior to class meetings and actively participate in class discussions. Participation is based on the quality and quantity of contributions, with a greater emphasis on quality. Quality contributions are those that directly reflect on the central ideas found in the readings under discussion that day (i.e. that demonstrate you have read the readings).

All readings are required readings unless otherwise indicated. All readings are on reserve in the main library or available online. (Please note that some readings have a * beside the page numbers. In these cases, the entire article does not have to be read, just the pages indicated.)

Presentation

You are expected to present a short analysis (approximately 15 minutes) of one of the required readings during sessions 5 to 12. You do not have to submit any written material and please do not use power point. Please practice your presentation in advance to ensure you stay within the 15 minute limit.

Choices can be made in class on September 20th. During the analysis you should:

(1) Identify and briefly discuss the article’s key argument(s). Do not list (i.e., ‘the author says this, and then s/he says that…’). *Start with an overall statement of the author’s core argument(s) and then organize your presentation around key themes. The goal is to present the material in such a manner that the listener comes away with a ‘snapshot’ of what the article is all about;
(2) Critically (positively and negatively) assess the validity of the arguments; and
(3) Draw some linkages with other articles on the week’s reading list.

Analytical papers

You are required to write two analytical papers of approx. 10-12 pages. Each paper will cover the entire set of required readings for a specific week. You can choose whichever two weeks you like but the weeks must be different from the week in which you are presenting a reading. The papers are due as hard copies at the beginning of class on the day the readings will be discussed.

Your paper should:

(1) In comprehensive yet concise manner, identify the core arguments contained within each reading. Do not summarize the article (i.e., ‘the author says this, and then s/he says that…’);
(2) Analytically demonstrate points of agreement, disagreement and/or distinction among the articles; and
(3) Give your own perspective and assessment on the readings and on the topic of the week.
(4) Draw some linkages with other articles on the week’s reading list.
All written material is to be submitted in 12-point Times New Roman font, one-inch margins, double-spaced, left justified, using Chicago style footnotes. Papers must have page numbers.

Late policy: Late papers will be subject to a 1/3 grade reduction per day.

Course schedule:

“This course will give students a sound knowledge and understanding of common and competing interests in North American politics in the area of security and defence. Key themes will be the Canadian and United States’ worldviews, driving forces behind the collective security and defence of North America, institutional structures, issues pertaining to sovereignty and interdependence such as the Arctic, and, external and internal threats to North America. Sessions will focus on key factors that inform policy formulation in the security and defence of North America.”

1. Course introduction – Setting the Stage (Sept 6)

Lesson Objective (LO): To analyse the potential costs and benefits of unilateral and bilateral approaches to defence and security (D&S) policy and the debate over Canadian values versus interests.


2. Defining the field of international and national security studies (Sept 13)

LO: To comprehend the array of theoretical approaches to international security studies and the challenge of defining what constitutes National Security.


Recommended

3. North American Interdependence (Sept 20)

LO: To analyse the intermestic reality of the Canada-United States (CANUS) relationship and the challenge this brings to decision-makers responsible for determining D&S policy.


Recommended

4. Institutional Structures and Policies (Sep 27)

LO: To comprehend the principal institutions that form the D&S apparatus in the North America and understand the separation of domestic and international jurisdictions in D&S policy.


5. Canada’s World View (Oct 4)

LO: To understand the D&S policy challenges from the Canadian perspective and the policy options that decision-makers debate.


Rodman, Lindsay. “Strong, Secure, Engaged: Evaluating Canada as a Dependable Ally and Partner for the United States”, Canadian Global Affairs Institute, November, 2017

6. United States’ World View (Oct 11)

LO: To understand the global nature of US D&S policies and determine where / how Canada fits into the Defence of North America from a US perspective.


7. International Threats to North America – Russia, China, Rogue States (Oct 18)

LO: To analyze the scope of change in the threats to national security by international state actors and the challenges this poses to decision-makers.


Moens, Alexander with Cornel Turdeanu, Fear and Dread: Russia’s strategy to dismantle North Atlantic and European security cooperation, Macdonald-Laurier Institute, July 2018.


8. Transnational Threats to North America – Terrorism, Cyber, Criminal (Nov 1)

**LO:** To understand the challenges faced by liberal democracies in dealing with threats that transcend the boundaries of domestic and international institutions’ jurisdictions.


9. NATO (Nov 8)

**LO:** To understand the role the alliance plays in the defence of North America and the importance of the transatlantic partnership to Canada and the United States.


Greco, Sara and von Hlatky, Stéfanie “Soft contributions are hard commitments: NATO and Canada’s global security agenda”, Canadian Foreign Policy Journal, May 2018.


Wallander, Celeste A. “NATO's Enemies within: How Democratic Decline Could Destroy the Alliance”, 97 Foreign Affairs, July/August 2018, pp. 70-81

10. NORAD (Nov 15)

LO: To understand the role to NORAD in the defence of North America ad the debate of greater integration of North American defence for reasons of security.


Regehr, Ernie. “Replacing the North Warning System: Strategic competition or Arctic confidence building?”, The Simons Foundation, March 1, 2018, online at http://www.thesimonsfoundation.ca/highlights/replacing-north-warning-system-strategic-competition-or-arctic-confidence-building

Recommended


11. CANUS Friction Points (Nov 22)

LO: To understand and analyse contemporary friction points in the CANUS relationship that have a direct D&S nexus.


Topical papers to be assigned one week before class.

12. President Trump and the Changing World Order (Nov 29)

**LO:** To analyse the scope and possible repercussions to North American Defence and Security policies from changes that are occurring under the Trump administration in its attempts to reorient the historic role of US leadership in shaping and maintaining the post World War II world order.


Topical papers to be assigned one week before class.

13. **Defence and Security of North America** (Dec 6)

**LO:** *To analyse and design the optimum security and defence arrangements for North America.*

Students will be assigned roles to play in a class debate and tasked to read material associated with the role in which they are to participate as well as relying on material covered in the previous classroom work. The goal is to achieve a deeper understanding of the complex political nature of determining and funding security and defence policy.

**Academic Accommodations**

**Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Pregnancy obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

**Religious obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

**Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca PMC
Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with
that day's date, and then distributed to the instructor. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
<td>6</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>10</td>
<td>60-62</td>
<td>C-</td>
<td>4</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>9</td>
<td>57-59</td>
<td>D+</td>
<td>3</td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
<td>8</td>
<td>53-56</td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td>7</td>
<td>50-52</td>
<td>D-</td>
<td>1</td>
</tr>
</tbody>
</table>

**Approval of final grades**

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton E-mail Accounts**

All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and cuLearn accounts.

**Carleton Political Science Society**

"The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook [https://www.facebook.com/CarletonPoliticalScienceSociety/](https://www.facebook.com/CarletonPoliticalScienceSociety/) and our website [https://carletonpss.com/](https://carletonpss.com/), or stop by our office in Loeb D688!"

**Official Course Outline**

The course outline posted to the Political Science website is the official course outline.