Course Description: North American security and defense policies, like other aspects of global politics, have undergone significant change over the last several decades. New political and economic realities, the emergence of new actors and threats, and changes in both Canadian and U.S. domestic politics have led to new directions in thinking and practice in the realm of foreign, security, and defense policy. These changes provide us with an opportunity to reflect on the history of and direction of necessitate new and diverse approaches to the understanding of Canada’s relationship with the world, both within and beyond its national borders.

This course aims to introduce students to a range of historical and contemporary issues in North American security, foreign, and defense policy, to provide a set of conceptual tools to critically assess these issues, and an opportunity to discuss and evaluate. The course is organized around two themes: the development of international security policy in Canada and the United States; and, an analysis of contemporary issues/threats to North American security. These two themes are inter-woven throughout the course.

The instructor will present the course content primarily through lectures. These lectures will cover the assigned readings. There will also be substantial opportunity throughout each lecture for class discussion. The instructor will lecture for the first 90 minutes of the class; the second part of the class will proceed in one of three ways: first, the class may be organized into smaller self-moderated seminar groups, in which the students will have an opportunity to discuss the topics in presented in the lecture amongst themselves; second, the class may watch a video; and finally, there may be a guest speaker.

Readings: There is no required textbook. The class readings will be made available on reserve, on WEBCT, or through the library’s electronic journal system. Students must complete all of the required readings before coming to class. The assignments draw only upon the required readings. The recommended readings are optional. As such, they are not necessary for the completion of class assignments or exams.

Journals: The following is a list of scholarly journals in the field of security studies and strategic studies. 

***Important Submission note: Students must submit term work either in-class or during office hours. The Political Science drop box is intended to collect late assignments only or if a student has extenuating circumstances and is unable to submit the paper directly to you in class or during your office hours. Therefore, in accordance with departmental recommendations and in an effort to prevent high volumes of submissions via the drop box on a due date there is a mandatory late penalty for any papers / assignments
collected from the drop box – even if it is handed in by 4 p.m. on the due date. The drop box is emptied every weekday at 4 p.m. and all items collected at that time are date-stamped with that day’s date.

Late Policy: Late papers lose one letter grade category per day. (For example, a B+ paper that is handed in one day late will be reduced to a B).

Evaluation

- Participation: 15
- Take home exam: 40
- Critical Review Essays (x3): 45

Assignments

- **Participation in Class:** Grades are based on attendance and participation. In order to succeed in this aspect of evaluation, students must attend class and participate in class discussions and debates. The instructor will take attendance at the beginning of each class, and this will constitute a portion of the overall participation grade. Participation marks are calculated based on (a) attendance; and (b) participation. In other words, simply showing up to every class is insufficient to attain full participation marks. The student must also actively and meaningfully participate in class discussion on a regular basis.

- **Critical Reviews:** Students must submit three critical review essays. These papers will evaluate and advance an argument about one of the readings for each of the relevant lecture topics. While the reviews will generally focus on one article, the essays should make an effort to incorporate insights and material from all of the required readings for the lecture. The papers should not exceed 4 pages in length. It is very important that the essays make an argument, and not simply summarize the required readings. There are a variety of ways to write a review. Your critical review can dispute an argument(s) advanced in the reading, assess or concur with arguments advanced in the reading, explain and evaluate policies or historical events described in the reading; relate a case or a current event to arguments or ideas from the readings in a critical manner. See the how to write a critical review guide on the course website for more specific instructions, guidelines, and tips. The reviews will be evaluated in terms of quality of argument, use and understanding of course materials, style/writing, and format. See the document entitled marking guidelines for critical reviews on the course website for a more detailed breakdown.

- **Due dates and Topics for Critical Review Essays:** The due dates and corresponding required topics are as follows.
  - 1st review, due week 5 (topics: lectures 2-5; in other words, the first review may be written on the lecture material from lecture 2, 3, 4, or 5);
  - 2nd review, due week 8 (topics: lectures 6-8); and,
  - 3rd review, due week 12 (topics: lecture 9-12).

- **Final Take Home Exam:** On the last day of class, the instructor will distribute a final, take home exam. The exam will consist of long form essay questions. Students must answer the questions in a regular essay format, complete with citations. Students will have the option of choosing two questions out of a possible four. The exams will require students to draw on all of the required reading material and the lecture material. Therefore, students should do the readings every week, and take careful notes during class. Although not required, students may draw upon material from outside the course if they so choose, providing that they include full citations and a bibliography.

**Due Date:** April 27, 2012.
**Part 1: Introduction, Theories, Concepts**

**Jan 09/13 - Week 1: Introduction to Course and an introduction to the concept of security.** This lecture will cover the syllabus, the assignments, and introduce the concept of security.

- No required readings

**Jan 16/13 - Week 2: Theories of Security and Foreign Policy:** What factors shape the national security and foreign policies of governments? This lecture explores the role of (a) national interest; (b) domestic politics and lobby groups; (c) political culture; (d) organizational politics and bureaucratic politics.

- J. Tallaferro et al., “Introduction: Neo-classical Realism, the State, and Foreign Policy” in *Neo-Classical Realism, the State, and Foreign Policy*.

**Recommended Reading:**


**Jan 23/13 - Week 3: The U.S. Domestic Context.** The readings for this week describe and analyze contemporary developments in U.S. national security and foreign policy.


**Recommended Reading:**


**Guest Speaker: Sarah MacKenzie Burns**

**Jan 30/13 – Nuclear Proliferation, Deterrence, and Security**

- F. Gavin “Same as it ever was; nuclear alarmism, proliferation, and the Cold War” in *International Security* 34(3), 2010.
- M. Kroenig, “The case for regime change in Iran” in *Foreign Affairs* (Jan 2012).
Recommended Reading

- S. Heckler, “Lessons Learned from the North Korean Nuclear Crisis” in Daedalus, 2010

Feb 06/13 - Week 5 - Stated-based threats I: Rogue States and North American Security Policy. Canada’s international security strategy identifies “rogue states” as a threat to North American security. This lecture examines the nature of the threat and evaluates the politics behind the formulation of U.S. policy towards rogue states.

- Stephen Walt and John Measheimer. 2006. *The Israel Lobby and U.S. Foreign Policy*. “Chapters: 2, 5,6,10”.

NOTE: Critical Review #1 due, in class.

Feb 13/13 - Week 6 – Stated-based threats II: Failed States and the case of Afghanistan. The U.S. national security strategy of 2002 famously noted that in the post-9/11 era, America the threat to U.S. national security comes from failed states, not strong states. This week discusses failed states as North American security issue.


Guest Speaker: Jordan Miller

Feb 20/13: Winter Break – University Closed


Recommended Reading

March 6/13 - Week 8 - Non-state Threats I: International Drug Trafficking; and Hemispheric Threats to North American Security. Both Canada and the U.S. consider international drug trafficking to be a major threat to North American security. This lecture will evaluate the nature of the issue, the policy responses, and U.S. policy towards the Americas.


Recommended Reading


NOTE: Critical Review #2 due, in class.


Cyber terrorism is an important, but little understood threat to North American security. What is the scope of the threat? What are the implications of cyber terrorism for Canadian and American security issues? What types of policies have these governments formulated in response?


Guest Speaker: Joe Cummins


- Jeane J. Kirkpatrick, “Dictatorships and Double Standards,” in Commentary Magazine (November, 1979), pp: 1-9. W Are some dictatorships more of a security threat than others? Can western democracies support dictatorships in some instances as a necessary bulwark against more radical styles of governance? While written as a critique of Jimmy Carter's foreign policies, some would argue that the issues raised by this essay remain of equal importance.

**Recommended Reading**
- Samuel Huntington, “Political Order and Political Decay”

**March 27/13 - Week 11 - New Directions: Energy, Climate Change, and North American Security.**
The final lecture of the class explores the related issues of energy security and climate change. Many analysts believe that climate change has implications for a variety of security issues; at the same time, many U.S. politicians believe that ‘energy independence’ is key to the preservation of national security.

- Walt and Mearsheimer: The Israel Lobby, Chapter 9.

**Recommended Reading**

**April 3/13 - Week 12 – The Future of National Security; (North) American decline?**

- Foreign Policy, "Think Again: The Decline of American Power"

**NOTE:** Critical Review #3 due, in class.
Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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 include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Oral Examination:** At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work:** Papers must be handed directly to the instructor 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. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

<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>

**Grades:** Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available ONLY if the student is in good standing in the course.
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.

Connect Email Accounts: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

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. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.