

International Security 355G
Political Science, University of Western Ontario

Course Outline & Reading List

Course Director: Professor Erika Simpson

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Class Times: Fridays, 10:30-12:30 a.m., SSC 4112, Jan-April 2006

Office hours: Mondays 1-1:30 p.m., Wednesdays 3:30-4 p.m., Fridays 12:30-1 p.m.; additional office hours will be posted on my office door. You can also reach me by email: simpson@uwo.ca or leave a detailed message on my voicemail: 661-2111, extension 85156.

Course website: <http://instruct.uwo.ca/politics/355G>

Course description :

This course focuses upon current issues affecting international security. Key concepts important to exploring security problems will be introduced. Special emphasis will be placed upon discussing successful (and unsuccessful) approaches to enhancing international and national security.

Other objectives of the course are to stimulate your interest in reading journals and newspapers about international politics, to teach you to explore the Internet, and to assist you to speak-up confidently and knowledgeably about current international security problems.

Required 'Texts':

- There is one required textbook: Douglas Roche *The Human Right to Peace* which is available at D.B. Weldon or the University Bookstore in paperback. You should consult recent journals available at D.B. Weldon library and use the Internet to learn about current international security issues. You will receive instruction on how to easily access URLs like, "Intelligence and Espionage", "Nuclear Proliferation" and "My Virtual Newspaper". During class you will be expected to comment upon information you have garnered from the internet, journals, and newspapers.
- As the Internet is the world's biggest database, history's largest conference centre, software library, and most amazing shopping mall and entertainment complex rolled into one, there will be no final exam purporting to test your knowledge of the 'text'.

Course Evaluation:

Literature Review = 30%

Due: February 10 Format: 'Literature Review' Length: Max. 1500 words

Essay = 50%

Due: one week before or after your seminar presentation

Format: Essay Length: Max. 3500 words

Participation = 20%

Seminar discussion and exercises (10%) and seminar presentation (10%)

Required Readings:

You must read a few internet sources on the day's topics before each class. You may choose the readings from the Internet and/or recent journals & books. These readings should enhance your understanding of the topic and contribute to the quality of your class participation. If you do not comment in class on the readings you looked at in preparation for the day's seminar, I will have to assume you were not able to do any preparation for that day's class. Over the term, a consistent failure to comment on your reading will greatly affect your participation mark. It is also important to mention in class the source of your information. Some students print up the readings but it is not necessary to do so.

Participation:

Regular attendance at all seminars is required. The University maintains a strict policy on attendance:

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean, the student will be debarred from taking the regular examination in the course. (Western Calendar, 2005, p. 25)

You will be strongly encouraged to participate in class discussion, ask and answer questions, as well as engage in debate. During the first few weeks of class, make sure to introduce yourself by your first name before your remarks. Please be considerate of others by ensuring everyone shares equal time. Remember that learning to express yourself articulately and clearly in front of 20 peers can be one of the most important skills learned at university.

Participation Marks (20%):

Your Participation Mark will be based upon the quality of your participation in **Class Discussions** and exercises (10%) and your **Seminar Presentation** (10%). If you ask questions based upon your readings or comment knowledgeably during class, you will receive a 'high' participation mark. Shyer students will be encouraged to speak-up and there will be plenty of opportunity during classtime to express your point of view. If you would like 'feed-back' about your ongoing participation, please see me during office hours. Your class participation and panel presentation marks will be returned April 14.

Seminar Presentations:

On January 13 or 20, you may choose a Seminar Topic. You will prepare one presentation of no more than 30 minutes for the rest of the class. Your comments should take up about 15-20 minutes of classtime. Then you should be prepared to field questions and stimulate class discussion through a 'class exercise' for an additional 10-15 minutes. In other words, about 30 minutes of classtime will be devoted to your topic and you will be responsible for 'chairing' the entire discussion. There will be two seminar presentations followed by a 5-10 minute coffee break and then there will be one more seminar presentation (3 per class). You will receive a written assessment of your seminar presentation two weeks later at the beginning of class.

You are welcome to meet with me during office hours to discuss your presentation. You are expected to somehow involve the other students in your presentation. For instance, part of your seminar presentation may take the form of a pro/con debate; a role-playing discussion; or a simulation of a televised panel discussion. The only 'rule' is that you are not permitted to read your commentary. You may consult your written notes or overheads during the presentation. But those who read *verbatim* to the class will be warned once and then assigned a low seminar presentation mark. Don't worry! We will discuss in class various techniques to help you 'think-on-your-feet' and make the seminar experience more pleasant. It also helps to practice your commentary beforehand in a classroom or in front of a mirror.

Alternative Assignment (Special Circumstances):

You must inform me of an illness or other debilitating condition prior to the due date of the written assignments or immediately in the case of a seminar presentation. If you miss your seminar presentation, you will probably *not* be allowed to make a presentation later due to time restrictions. Instead you may be required to write a long analysis (25 pp.) on another topic. It is imperative that you phone me or see me during office hours for additional information. The deadline for this analysis is April 7. After that date, late penalties will apply (-20% every day) unless you have a medical excuse documentation form covering the relevant time-period.

Guest Speakers:

During the year, specialists may address the class or comment upon your panel presentation. In order to accommodate their schedules, some panels and/or lectures may be held on a different date than the date stipulated in this course outline but you will be notified of any forthcoming changes. I will be responsible for arranging, introducing, and thanking these guests. Your suggestions as to guest speakers or guest panelists are welcome!

Regulations concerning Medical Excuse Slips, Plagiarism, Failure to Complete Termwork by the Assigned Deadline, Failure to Write a Scheduled Final Examination, Special Examinations, Aegrotat Standing, Oral Examinations, and Duplicate Assignments:

Please examine the relevant sections in the HANDBOOK OF ACADEMIC RULES AND PROCEDURES published by the Department of Political Science, University of Western Ontario. See also the 'Statement on Plagiarism' attached to this course outline.

Stress!

The life of a student can be very stressful. If things are looking scary and you are feeling overwhelmed, please don't hesitate to consult with friends, family members and the staff at this university. UWO has excellent counselling facilities. And if you need someone to talk to, I am usually in my office. Information on combatting stress, finding a career, or working overseas is also available from my office.

I have also written some handouts that students find useful [on website]:

Erika Simpson, "Thinking about Your Thesis?" *University Affairs*, January 2001, pp. 24-27.

Erika Simpson, "What Can I Do With My BA in Political Science?"

Literature Review (30%) due on Friday, February 10, 2006:

For this assignment, you should write a **book review** of *The Human Right to Peace* (Novalis: 2003) by Douglas Roche. Your book review must also focus a few sections (about 2 pp.) on **one current international security issue of concern to you** that is explained in the book. For instance, you may be most interested in chapter 3 “The Massive Lie of Nuclear Weapons” and choose to focus some sections of your book review on the section entitled, The US and the Future of Nuclear Weapons or the section on A Terrorist Catastrophe. Alternatively, you may be most interested in chapter 6, “The United Nations: Making Haste Slowly” and focus a few sections of your book review on The Role of the UN in Warfare. To improve your book review, you should consult some recent literature, written after 1998, concerning the issues covered in the book itself and your own chosen issue. What do other authors argue with respect to these particular issues? You should briefly mention 3-5 journal articles, Internet papers, or book chapters. You may include articles posted on the Internet after 1998 that have been written by legitimate authors or representatives of research organizations.

Presentation: A maximum of 1500 words including the notes/footnotes but not including the bibliography. Additional analysis will be neither read nor marked. Please ensure that you identify all quotations, references, and other people's ideas in the notes/footnotes and that you attach a comprehensive bibliography. If there are more than 10 spelling errors or typos in the assignment, a penalty of (-)10% will be applied. There is no rewrite option.

Due Date: The assignment is due during class on **Friday, February 10**. It must be handed to me under my office door (see more notes on Friday, Feb 10 below).

Deterring Plagiarism: You must hand in your book review to **Turnitin.com**

Instructions on submitting papers to Turnitin.com are available at <http://turnitin.uwo.ca>.

Class ID: 1232407 **Enrollment password:** IR355Gx (case sensitive)

You are also responsible for retaining a photocopy or back-up copy of your assignment.

Late penalty: The late penalty is (-)2% a day, including weekends, unless you have a medical documentation form fully completed by a health care provider. A photocopy of this form must be attached to your late assignment.

Return of Assignment: Essays submitted on the due date will be returned during class on February 24. Late essays will be returned sometime in March after Reading Week.

Journals Relevant to Essays and Seminar Presentation

All these journals are currently available at D.B. Weldon Library. Journals that are particularly relevant to studying International Security issues are marked with an asterisk.* You can also access thousands of journals through the internet. How do I know if the journal I want is online? See the detailed instructions provided by Western's Library Resources, available at <http://www.lib.uwo.ca/help/index.php?id=51#5>

Africa

Africa Today

African Affairs

African Studies Review

American Journal of Political Science

American Political Science Review

Amnesty International Report

Asian Survey

**Atlantic Monthly*

**Aurora Papers*

Aussenpolitik

Australian Journal of International Affairs

Behind the Headlines

**Bulletin of the Atomic Scientists*

**Canadian Foreign Policy*

**Communique/Canadian Centre for Global Security*

Communist and Post-Communist Studies

Comparative Politics

Conflict Bulletin

**Conflict Management and Peace Science*

**Conflict Studies*

Congressional Digest

**Cooperation and Conflict*

**Current History*

**The Economist*

European Journal of Political Research

**Foreign Affairs*

**Foreign Policy*

Global Governance

Government and Opposition: an International Journal of Comparative Politics

Hemisphere: a Magazine of the Americas

India Quarterly

**International Affairs: Royal Institute of International Affairs*

International Affairs: A Russian Journal of World Politics

International Interactions

**International Journal*

**International Organization*

International Organization and Integration

International Political Science Review
International Politics
**International Security*
International Studies
International Studies Quarterly: A publication of the International Studies Association
The Iranian Journal of International Affairs
Issues & Studies: A Journal of Chinese Studies and International Affairs
**Journal of Conflict Resolution*
**Journal of Conflict Studies*
Journal of International Affairs: School of International and Public Affairs, Columbia University
Journal of Modern African Studies
Journal of Palestine Studies
**Journal of Peace Research*
Journal of Strategic Studies
Middle East Policy
Modern Asian Studies
**New Internationalist*
Ost Europa
**Orbis*
Pacific Affairs
**Peace Magazine*
**Peace Research*
**Peace Research Reviews*
**Peace Review*
**Peacekeeping and International Relations (Pearson Peacekeeping Training Centre)*
**Ploughshares Monitor*
Review of International Studies
**Security Dialogue*
Studies in Conflict and Terrorism
**Survival*
**World Politics*
**The World Today*

Essay (50%) due one week before or after your Seminar Presentation

As one of the seminar presenters on _____ (e.g. Africa on Mar 6)
you are especially interested in the problem of _____

(e.g. preventing genocide in Rwanda, Zaire, Burundi, and Sudan).

As part of your preparation for your Seminar Presentation, you have collected a variety of articles, documents, maps, bibliographies, quotations, cartoons, photos, and graphics on _____

(e.g. What are the potential advantages and disadvantages of deploying a UN-sponsored peacekeeping operation in Darfur?) Newspaper articles, headlines, photographs, and graphs reproduced on overheads, distributed in class as a handout, or presented as a powerpoint presentation should be used to help explain your seminar topic.

Your essay will also pertain to this aspect of international security. In your essay, you must answer each of the following questions **in the same order they are presented below** and **using the same sub-headings and numbers as below**. Rather than write a typical essay, you need to answer each question below. However, how much space (e.g. how many words) you accord to each section is up to you. Moreover, the organization of your Seminar Presentation does not need to reflect the structure of your essay since you will not have time to cover most of the material you write about in your essay. But in the past, students have found that the structure outlined below is very useful for organizing their seminar comments—it is up to you how you choose to organize your 30 minutes.

I. PROBLEM DEFINITION In your assessment, what is the problem pertaining to this aspect of international security? What is the nature of the problem?

What are other experts and analysts saying pertaining to this issue?

II. PROBABLE CAUSES What are the roots of this problem? What short- and long-term factors caused this situation? According to the recent literature, what international, domestic and individual-level factors may have brought about this problem?

III. POSSIBLE CONSEQUENCES What might happen if little or nothing is done to alleviate the present situation? In your opinion and the opinion of other international experts, what might be the consequences for the world (and possibly Canada) if this problem is not solved or it is ameliorated? In your opinion and the opinion of other international experts, what might be the consequences for the world if this problem is or is not solved?

IV. POLICY OPTIONS & RECOMMENDATIONS In your estimate, what options and alternatives do we have? What might be the costs, benefits, and potential implications associated with making the policy changes you recommend?

Due Date: Assignment #2 is due **one week before or after your seminar**. It must be handed to me during class time, during office hours or left under my office door. If you leave it under my door, please email me to confirm that you did so. Do not leave it in my mailbox or in the Departmental mailbox as additional late marks will be calculated.

Length: A **maximum** of 3500 words including the footnotes/notes but not the bibliography. Additional pages of analysis will be neither read nor marked. Please ensure that you identify all quotations, news articles, internet articles, and other people's ideas in the notes/footnotes. If there are more than 10 spelling errors or typos in your written analysis, a penalty of (-)10% will be applied. There is no rewrite option.

Deterring Plagiarism and Preventing Worry: You must organize your essay into the sections outlined. You must hand in your essay to **Turnitin.com**. And you are responsible for retaining some kind of photocopy or back-up copy.

Late penalty: The late penalty is (-)2% a day, including weekends, unless you have a medical documentation form fully completed by a health care provider. A photocopy of this form must also be attached to your late assignment.

Return of Assignment: Essays submitted on time will be returned to you approximately two weeks later.

"International Security 355G"

Outline & Reading List

Introductory Session on International Security

Friday, December 9

a) Course Overview

b) First Chance at Division into Seminar Presentations

c) *Class Handout: 'Fact Sheet'*

Please hand-in your 'Fact Sheet' today.

d) Newspaper Walls:

1. What are the main threats to international security?
2. Which 'hot spots' should international decision-makers deal with?
3. President Bush's View of 'Threats' to World Security
4. Prime Minister Martin's View of Threats to World Security
5. Canadian Leaders' View of Threats to World Security (e.g. Day, Duceppe)

My Virtual Newspaper at <http://www.refdesk.com/paper.html> has links to all the world's newspapers, international news sites, online newspapers, encyclopedias, *etc.*

Spotlight on Military News and International Affairs, Department of National Defence (DND), Ottawa at <http://bbs.cfc.dnd.ca/spotlight.en.html> presents a daily collection of the top security-related editorials and opinion pieces world-wide. It also provides commentary and analysis by editorialists on Canadian news.

War, Peace and Security Guide, Information Resource Centre, Canadian Forces College at <http://www.cfcsc.dnd.ca/links/index.html> has more than 8700 links to sites on war, peace, conflict, disarmament, *etc.*

Department of Foreign Affairs and International Trade at <http://www.dfait-maeci.gc.ca/menu-e.asp> has links to sites around the world, press releases, updates on news, *etc.*

D-Net, Department of National Defence (DND), Ottawa at <http://www.dnd.ca/eng/index.html> has links to the News Room, Current Operations, Image Gallery, *etc.*

The United States, Nuclear Weapons, and NATO: Current Controversies, Past Debates and Current Issues

Friday, September 20

- a) Current Controversies: the U.S. Ballistic Missile Defence (BMD) Project and the United States' new pre-emptive strategy, 1999-2005

What are, arguably, some of the benefits of participating in the US BMD project? What might be some of the costs? What are some deeper related issues surrounding the new U.S. doctrine of pre-emptive warfare?

- b) Past Debates: Canadian-American Defence Relations during the Cold War, 1949-1999

What lessons can be learned from Canada's record of contrasting commitment to the United States? What underlying beliefs and assumptions have Canadian leaders shared about US strategy, NATO and the nuclear bomb? Why did 'Defenders' and 'Critics' battle each other during Cabinet meetings and high-level discussions?

- c) Future Issues: The Future Implications of BMD, Pre-emptive Warfare and the War on Terrorism, 2005-?

What might be some of Canada's options or alternatives? Should Canada continue to commit to American defence, NATO, and how? What about issue linkage? Will Canada be expected to help the US in other ways?

- d) Roleplay: You will be given a role to play after the coffee break. You will not have time to read all the information you are given but you need to try to act your role (more instructions in class) during the class.

Required Readings:

Butler, General George Lee, "Statement by General George Lee Butler," *Disarmament Diplomacy*, Issue No. 32, November 1998, available at <http://www.acronym.org.uk/dd/dd32/32lee.htm>

G. John Ikenberry, "America's Imperial Ambition," *Foreign Affairs*, Vol. 81, No. 5, September/October 2002, pp. 44-60, to order a clean copy for \$5.95, go to <http://www.foreignaffairs.org/20020901faessay9732/g-john-ikenberry/america-s-imperial-ambition.html>

Erika Simpson, "NPT Conference Collapses in Acrimony", *Embassy Canada's Foreign Policy Newswatch*, June 1, 2005, 5 pp., available on my website: <http://publish.uwo.ca/~simpson/publications.htm>
(reprinted in *London Free Press*, June 3, 2005, p. A11)

Erika Simpson, "New Threats to the Alliance's Security and Strategies to Reform NATO," *The Transatlantic Quarterly*, Winter 2004, pp. 47-51,
<http://publish.uwo.ca/~simpson/publications.htm>

Supplementary Readings:

United States. President. "The National Security Strategy of the United States of America", Washington, D.C.: The White House, September 2002, pp. 1-12 (excerpt)

Nuclear Proliferation in the Twenty-first Century

Friday, January 27

a) Problem: Nuclear Proliferation

Is nuclear proliferation a mounting problem? Does nuclear deterrence work? What are the implications of nuclear proliferation in the Middle East, Kashmir and North Korea? Which countries have nuclear weapons? Is nuclear terrorism a threat?

b) Approach: The Non-Proliferation Regime

What is the Nuclear Non-Proliferation Regime? What is Article VI of the NPT? Will the Comprehensive Test Ban Treaty be honoured? Can the IAEA control the spread of nuclear terrorism? How can countries like North Korea and Iraq be prevented from acquiring nuclear weapons? Will the NPT regime collapse soon?

Required Readings:

Nuclear Weapons at <http://www.cfcsc.dnd.ca/links/peace/nuc.html> is an extensive up-to-date site with many links to information on nuclear weapons, nuclear and anti-nuclear organizations, military history, nuclear testing, and nuclear disarmament.

The Bulletin of Atomic Scientists at <http://www.bullatomsci.org/> is an invaluable monthly magazine devoted to scholarly articles about nuclear proliferation, nuclear weapons, and the arms race.

Canadian Pugwash Group at <http://www.pugwashgroup.ca/> is a website managed by Erika Simpson in conjunction with her work on the Board of Pugwash Canada. It has many articles on the NPT written by Douglas Roche, Erika Simpson, and Bill Robinson.

Project Ploughshares Monitor at <http://www.ploughshares.ca/> is a Canadian newsletter and website which focuses upon the international nuclear and conventional arms trade, nuclear proliferation, land mines, and development.

Peace Magazine at <http://www.peacemagazine.org/> is a Canadian monthly magazine which explains nuclear and conventional arms issues, peace action, and peace movement activities.

The War on Terrorism

Friday, February 3

a) Problem: Terrorism

Why should we be concerned about terrorist threats? What do we know about the bombing at the Olympics? Who were McVeigh and Nichols? Who was the Unabomber? Should the Unabomber's Manifesto have been published? Where is Osama Bin Laden and does it matter? To what extent is terrorism a potential security problem?

b) Approach: Increased Security Measures

What is the 'global war on terrorism'? Is it possible to prevent terrorism by enhancing security measures? What are some common (and uncommon) counter-intelligence measures? Should media coverage of terrorism be censored? Should the Internet be censored? What is Canada's CSIS and CSE? What about cyberwar?

Required Readings:

Intelligence and Espionage at <http://www.cfcsc.dnd.ca/links/milsci/intel.html> has indexes, information, archives, and links to most espionage and intelligence organizations.

Extremism/Terrorism at <http://www.isn.ethz.ch/linkslib/> has links to information on political fanaticism, left-wing extremism, third world resistance movements, fascism/nazism, *etc.*

The Granite Island Group at <http://www.tscm.com/> is a world-recognized leader in the field of technical surveillance measures.

The Source at <http://www.onr.com/user/kjohnson/sources.html> has links to many American intelligence and research organizations.

Beyond Hiroshima: Guest Lecture by Senator Douglas Roche

Monday, February 13, guest lecture by Senator Douglas Roche, 11:30-1:30, location TBA or Room 2028, SSC, 2:30-4:30 (with International Relations 231E). PLEASE NOTE that the class on Friday February 10 is cancelled as Senator Roche will be speaking on MONDAY. (Also, Prof Simpson must attend a departmental retreat on Friday morning). Essays can be submitted under her office door today.

Author, parliamentarian and diplomat, Douglas Roche was appointed to the Senate of Canada September 17, 1998. Senator Roche was Canada's Ambassador for Disarmament from 1984 to 1989. He was elected Chairman of the United Nations Disarmament Committee, the main U.N. body dealing with political and security issues, at the 43rd General Assembly in 1988. Senator Roche was elected to the Canadian Parliament four times, serving from 1972 to 1984 and specializing in the subjects of development and disarmament. Senator Roche is an Officer of the Order of Canada, former Chairman of Canadian Pugwash and currently the Chairman, Middle Powers Initiative, a network of nine international non-governmental organizations specializing in nuclear disarmament. He is the author of seventeen books, and has contributed chapters to nine more. His latest is *Beyond Hiroshima* and he will be signing copies of his new book at the bookstore (time to be announced). Senator Roche has served as President of the United Nations Association in Canada and was elected in 1985 as Honorary President of the World Federation of United Nations Associations, the first Canadian to receive this honour. He was named Chairman of the Canadian Committee for the Fiftieth Anniversary of the United Nations in 1995. He was the founding President of Parliamentarians for Global Action, an international network of 1,200 parliamentarians in 82 countries; founding editor of the *Western Catholic Reporter* (1965-72); and International Chairman (1990-96) of Global Education Associates, New York. He has six honorary doctorates. In 1992, he was given the Thakore Foundation Award "in recognition of his prolonged and distinguished work towards disarmament, global peace and peace education." He received in 1993 and again in 1997 the Mahatma Gandhi Foundation for World Peace Award. In 1995, he received the United Nations Association's Medal of Honour, and in 2000 the Pomerance Award for work at the United Nations on nuclear disarmament. In 1995, Pope John Paul II presented him with the Papal Medal for his service as Special Adviser on disarmament and security matters. In 1998, the Holy See named him a Knight Commander of the Order of St. Gregory the Great.

Required Readings:

Douglas Roche, *The Human Right to Peace*

Douglas Roche's website is very helpful for understanding his proposals and ideas. See <http://www.douglasroche.ca>

The Global Security Institute, see in particular the program on the Middle Powers Initiative, <http://www.gsinitiative.org/index.html>

Seminar Presentations

Europe: Security Problems and Approaches

Friday, February 17

a) Seminar Presentations (30 mins. each)

1. _____ (e.g. was the war in Kosovo justifiable under international law?)
2. _____ (e.g. what separatist movements in Europe continue to be a possible threat to European security?)
3. _____ (e.g. what has the war crimes tribunal in Yugoslavia accomplished?)

Required Readings:

Only 3 relevant URL sites will be emailed to all the class members by the chair of each seminar topic **at least one week prior to the seminar**. If you like, you may create a website and send the website URL address to the class.

Africa and South America: Security Problems and Approaches

Friday, February 24

a) Seminar Presentations (45-50 mins. each)

1. _____ (e.g. Is the AIDS epidemic in Africa an international security threat?)
2. _____ (e.g. What caused ethnic genocide in Rwanda?)
3. _____ (e.g. preventing Columbia's drug trade?)

Required Readings:

Only 3 relevant URL sites will be emailed to all the class members by the chair of each seminar topic **at least one week prior to the seminar**. If you like, you may create a website and send the website URL address to the class.

Reading Week: No class

Friday, March 3

The Middle East: Security Problems and Approaches

Friday, March 10

a) Seminar Presentations:

1. _____ (e.g. Is Islam a political, civilizational or demographic threat?)
2. _____ (e.g. Should Israel declare its nuclear weapon arsenal?)
3. _____ (e.g. What are the advantages and disadvantages of Israel withdrawing from Gaza?)

Required Readings:

At least 3 relevant URL sites must be emailed by the seminar leader of each seminar topic to all the students at least one week prior to the seminar. If you like, you may also distribute a photocopy of your literature review.

Pacific Basin Security: Problems and Approaches

Friday, March 17

a) Seminar Presentations:

1. _____ (e.g. Can North Korea be lured toward non-nuclear status?)
2. _____ (e.g. Is strife in Taiwan likely or inevitable?)
3. _____ (e.g. Is a nuclear exchange between India and Pakistan probable?)

Required Readings:

At least 3 relevant URL sites must be emailed by the seminar leader of each seminar topic to all the students and the professor at least one week prior to the seminar. If you like, you may also distribute your own website.

The Former Soviet Union: Problems and Approaches

Friday, March 24

a) Seminar Presentations:

1. _____ (e.g. Is organized crime in the former Soviet Union spreading?)
2. _____ (e.g. are future conflicts in the new Central Asian states likely?)
3. _____ (e.g. what led to the war in Chechnya?)

Required Readings:

At least 3 relevant URL sites must be emailed by the seminar leader of each seminar topic to all the students at least one week prior to the seminar. If you like, you may also distribute your own website URL.

North American and Latin American Security: Problems and Approaches

Friday, March 31

a) Seminar Presentations:

1. _____
(e.g. Is 'cyberwar in cyberspace' a growing threat to multinational corporations?)
2. _____
(e.g. Are population movements and refugee flows a security threat to North America?)
3. _____

Required Readings:

At least 3 relevant URL sites must be emailed by the seminar leader of each seminar topic at least one week prior to the seminar. If you like, you may also distribute a photocopy of your literature review.

Miscellaneous Topics:

Friday, April 7

a) Seminar Presentations:

1. _____
(e.g. Is 'cyberwar in cyberspace' a growing threat to multinational corporations?)
2. _____
(e.g. Are population movements and refugee flows a security threat for North America?)
3. _____
(e.g. Is the Avian Flu a credible threat to North American security?)

Erika Simpson will do the last seminar if there are fewer than 20 students in the class as of this date on "Are highly-contagious diseases a threat to global security?"

Essay due and return of class participation and seminar participation marks

Classes end on Tuesday April 11 so this is an 'extra' class. Please meet in the classroom at 10:30 a.m. to receive your participation marks and your final mark. After 11 a.m., please drop by my office in Room 4157 to pick up the final essay/mark.

Here are some sample comments from previous years on seminar and class participation:

SEMINAR PRESENTATION: 9.5

Your presentation on the Columbian drug trade was very original and creative. It was a good idea to show two very short excerpts from the films. The excerpt from the movie, *Clear and Present Danger*, was well-chosen and helped to illustrate strong American views. The Witness program provided a good juxtaposition. You spoke very clearly and knowledgeably and it was evident that you were very familiar with the issue. I thought that a few overheads (based on the essay structure and themes) would have helped to emphasize some of your main points and structure your talk for those who could not follow the issues (because they didn't do any readings beforehand). You were able to provide us with an apt and fascinating class exercise. You provided the role players with good points and I think the 'high point' of the class year was experienced when you suddenly threw off the Larry King suspenders to give us your own expert opinion. Thank you for making such a strong effort!

SEMINAR PRESENTATION: 9

Although you were ill and feverish during the presentation, you provided us with an excellent seminar that excelled in all respects. It was a good idea to provide maps and colour overheads. You spoke enthusiastically and smoothly without notes and everyone was impressed by the number of statistics you knew by heart. You are able to explain complicated statistics in an understandable fashion and your analysis was based on an excellent appreciation and knowledge of the issue. It was a good idea to structure the seminar to reflect your essay and the overheads were sufficiently explanatory and interesting. I thought it was a stimulating idea to pass the picture around and it was refreshing to hear you speak of "we" in terms of the earth's peoples. You were careful to present both sides of various issues. In terms of improvement, I have only one suggestion. You may not realize that you say 'um' a lot—ask someone to draw your attention to this while you are talking.

SEMINAR PRESENTATION: 8.25

This was a well-prepared and ambitious seminar presentation that excelled due in part to your use of many maps, a video, and overheads. It was a good idea to explain your objectives and purpose beforehand. The emails with various instructions also helped to prepare the class members for the exercise. You spoke well from detailed overheads and most of your points were clear and understandable. Unfortunately, every overhead had many typographical errors, spelling mistakes, and some sentences were difficult to understand. The overheads helped to clarify your analysis but each overhead needed to be carefully proofread beforehand. Check the quotes are cited properly and try not to read verbatim from the overheads. While you made a strong argument in favour of US intervention and the future bombing of Iraq, it would have been a good idea to try to appear more objective and to present some counter-arguments based on the literature. As the class discussion and exercise illustrated, taking a strong stand in favour of bombing Iraq meant that you could expect opposing arguments. You were not well-prepared for those types of arguments (e.g. what has changed since the Gulf War?). As well, attributing information put forward by the Heritage Foundation to the US government was problematic. On the other hand, your preparation for the class simulation was impressive and the various articles from CNN sources were appropriate.

CLASS PARTICIPATION: 9

You received one of the top marks in class participation this year because you made an excellent effort throughout the term to contribute in a solid and knowledgeable fashion to various class discussions. It was evident that you had done a lot of relevant reading before most of the classes and you often had profound and thoughtful comments to make. In particular, you were well able to provide original and innovative commentary and, despite losing your voice toward the end of March, you contributed a great deal to every class. Thank you!

CLASS PARTICIPATION: 9.2

You made an excellent effort during the entire term to comment knowledgeably and forthrightly on that day's topic. It was clear that you had done some, if not a great deal of reading, before each class. Your comments were consistently well-informed, reasonable, and knowledgeable. On quite a few occasions, you

demonstrated that you had a more in-depth understanding of aspects of the topic than most well-informed graduate students. You could also be counted upon to enter every discussion and to contribute thoughtful, astute comments. In short, your class participation was excellent.

CLASS PARTICIPATION: 9

You made a strong effort throughout the term to speak up frequently during class. It was gratifying to see that you were interested and enthusiastic about the various seminar topics—although it was not evident that you had done a great deal of reading before many of the classes. In terms of improvement, we spoke about some techniques that might be useful to help further improve your comments when speaking in front of the class (e.g. referring to the literature, citing specific authors). I was also pleased to see that you are an avid roleplayer who is well able to grasp complicated issues. Thank you for making a strong effort to incite class discussion.

CLASS PARTICIPATION: 8.1

You frequently posed thoughtful questions and made a strong attempt to stimulate class discussion and contribute to role plays and class exercises. While it was not evident that you did a lot of background reading, you have an excellent ability to ‘think on your feet’ and pose good questions. Your enthusiasm about the various topics was also evident.

CLASS PARTICIPATION: 7.5

You made a good effort throughout the term to contribute in a thoughtful and informed fashion to class discussions and exercises. Although I had the impression that you did not do very much reading and preparation for each class, you were able to rely a great deal on your own background knowledge to generate good questions and inciteful comments.

CLASS PARTICIPATION: 7.5

You were a very infrequent contributor to class discussions, tending instead to listen and to very occasionally speak up. On the few occasions that you did speak up, you had some good comments to make based upon the readings you had done. In terms of improvement, we spoke about some techniques that might be useful to help clarify your comments when speaking in front of the class (e.g. speaking more slowly). As I mentioned, I would have liked to hear much more from you throughout the term.

CLASS PARTICIPATION: 7

You were a very infrequent contributor to class discussions, tending instead to listen and to very occasionally speak up. On the few occasions that you did speak up, you had some good comments to make based upon the readings you had done. I would have liked to hear much more from you throughout the term.