



## General Elective

Fall 2016

Section(s): 01

AHSS 1020

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<b>Academic Advisor:</b>	General Elective Course. Please contact appropriate Academic Advisor within your program area.
<b>Guelph Humber Website:</b>	<a href="http://www.guelphhumber.ca">www.guelphhumber.ca</a>

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<b>Course Title:</b>	Human Security and World Disorder
<b>Pre-requisites:</b>	None
<b>Co-requisites:</b>	None
<b>Restrictions:</b>	None
<b>Credits:</b>	0.50
<b>Course Website (If applicable):</b>	<a href="http://www.onlineguelphhumber.ca/">http://www.onlineguelphhumber.ca/</a>
<b>Method of Delivery:</b>	3-0 (Lecture)

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### *Calendar Description:*

This course examines an interdisciplinary approach to the study of human security. Drawing on resources from psychology, philosophy, history and political science, students examine the policies and procedures used to address security issues in the 20th century and evaluate their applicability in facing future challenges. In this process, students study key concepts in the works of such thinkers as Freud, Nietzsche, Hobbes, Marx, Arendt, Rawls and Bourdieu.

## Course Description:

A survey of 20<sup>th</sup>-century history reveals two disparate trends in world politics. States and individuals increasingly seem willing to abandon public goods in order to ensure a sense of security. Yet, even as such fundamental values as equality, liberty, and justice are bargained away in the name of peace and stability, the world seems to slip further into a state of disorder—a state in which the conditions for the possibility of security are undermined. How can security be achieved? What are citizens willing to surrender in order to meet this objective? And what cost are they willing to incur in order to feel secure?

## Course Learning Outcomes:

On completion of this course the student will be able to:

1. The relationship between the terms *human / humanity* and *security / insecurity*.
2. The ideas of *civilization*, *dissent*, and *suffering*. (Freud)
3. The concept of '*the social contract*'. (Hobbes)
4. Traditional and contemporary theories of *sovereignty* and their relative merits in light of humanitarian intervention.
5. The way in which political ideologies, including liberalism, communism, and fascism relate to human security.
6. Philosophical commentaries on *master and slave mentalities*. (Nietzsche)
7. The historical development of war crimes, including inherent issues of *autonomy*, *obedience*, and *authority*.
8. The principles of 'just war theory' (including the concepts of *jus ad bello* and *jus in bellum*) and its applicability in assessing contemporary warfare.
9. Historical acts of terrorism in the 20<sup>th</sup> Century and the notion of *political violence*.
10. The morality and efficacy of international institutions such as the United Nations and the International Criminal Court.
11. Philosophical accounts of the best relation between domestic and international orders (Kant).
12. The 'US vs. THEM dynamic,' along with the concepts of *alterity*, *exclusion* and *otherness*.

## Learning Resources

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### Required Textbook(s):

**Title:** Humanity: A Moral History of the 20th Century  
**Author:** Jonathan Glover  
**Edition:** 2nd  
**ISBN:** 9780300186406  
**Publisher:** Yale University Press

### Supplementary Text/Other:

Additional readings related to the course paper will be posted on the course website and/or placed on reserve at the library.

## Course Schedule

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Lesson/ Week	Topic	Readings/Activities
Week 1 Sept. 9	Introduction  We begin by defining several key concepts: humanity, human security and moral resources. Are we living in a more peaceful or more violent world in the 21st century?	Jonathan Glover: Ch# 1  • 1994 UN Human Development, chapter 2 • Fen Hampson: Intro & Ch#1 from _Human Security & World Disorder_
Week 2 Sept. 16	We're self-interested?!  Are those who commit atrocities monsters and mad? Or are they merely following their self-interest? Perhaps they're just responding to society. We examine what is society through the social contract and the state of nature.	Jonathan Glover: Ch# 7  • Plato, The Ring of Gyges • Hobbes, Thomas. Leviathan. Chapters 13-14
Week 3 Sept. 23	Our horrible humanity  Is there any place for ethics in our world? Can we judge what is good, and what is evil? Can we judge who is good and evil? We'll look at the ideas of civilization, dissent, and suffering as articulated by Sigmund Freud. We'll also tackle the idea of Nietzsche master-slave morality to understand the idea of a moral lens.	Jonathan Glover: Ch# 2-6  • Freud: chapters 3, 4, 7 from Civilization and its Discontents • Nietzsche, First Essay, from Genealogy of Morals
Week 4 Sept. 30	The Moral Resources & Psychology of Waging War  Killing from up close and from a distance: How easy is it to kill from up close? How easy is it to kill from a distance? Where are the moral resources?	Jonathan Glover: Ch# 8-13
Week 5 Oct. 7	The Moral Resources & Psychology of Waging War Killing from up close and from a distance	See Previous Week

Lesson/ Week	Topic	Readings/Activities
	*****Assignment #1 (15%) Due! *****	
Week 6 Oct 14	*** Mid-Term Exam (25%) -- In Class!!!	
Week 7 Oct. 21	Can War be justified?	
Week 8 Oct. 28	The Fog of War, War as a Trap and Just War  Can reason prevent war? Not quite. We study its limitations through the lens of history and the fog of war. Case studies include WW1, the Cuban Missile Crisis and Vietnam	Jonathan Glover: Ch# 19-23
Week 9 Nov. 4	Tribalism:“Us” vs. “Them”  Intrastate, or civil, wars are a dominant feature of the late 20th and early 21st century. We’ll examine how and why they erupted in Rwanda and the Balkans. Concepts include alterity, and exclusion.	Jonathan Glover: Ch# 19-23
Week 10 Nov. 11	Terror, Belief, Ideology  Exploring the rise of Stalinism, Maoism, and Nazism, we consider the power of “belief” and its potential to inspire war, genocide, and terrorism. Too often we have been forced to bear witness to the thoughtlessness of others.  ***** Assignment #2 (30%) due *****	Jonathan Glover: Ch# 24-29
Week 11 Nov. 18	Terror, Belief, Ideology (continued)  Terrorism today	Jonathan Glover: Ch# 33-41
Week 12 Sept. 9	Global Security & World Peace  With the problems identified, we now examine the political “solutions” that can potentially alleviate the	Jonathan Glover: Ch# 42-43  • Kant, Immanuel. Perpetual Peace, Section II and First Supplement

Lesson/ Week	Topic	Readings/Activities
	<p>inhumanity we have witnessed over the past century. Should we institute an international police force to stop aggressive nations or potential genocides? What role, if any, can the United Nations play in helping to create global security? Should global security be the responsibility of the United States and NATO allies? Have we witnessed the end of the nation-state in favour of globalization? Is “world peace” possible or a utopian dream that cannot be realized?</p> <p>Can we be ethical? Can we be peaceful?</p> <p>The likelihood is that “political solutions” will not work unless they are accompanied by a change in consciousness that encourages a greater sense of humanity.</p>	<ul style="list-style-type: none"> <li>• Briefing, Global Centre for R2P</li> </ul>
<p><b>Final Exam – (to be scheduled within final exam period)</b>  <b>Please check <a href="http://www.guelphhumber.ca">www.guelphhumber.ca</a> for exam schedules</b></p>		

### **Evaluation and Due Dates**

Students will be evaluated in this course through:

Writing Assignments	45%
#1 Due Oct. 7 (worth 15%)	
#2 Due Nov. 11 (worth 30%)	
Mid-Term Exam	25%
(To be held in class on Oct. 14)	
Final Exam (scheduled within final exam period)	30%
<b>TOTAL</b>	<b>100%</b>

**NOTE:** All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at <http://guelphhumber.ca/registrar/schedules>

### **Policy for Late Work**

Late assignments will be penalized at a rate of 5% per day and will not be accepted after one

week past the deadline.

- An assignment due date can only be extended and a missed mid-term can only be made-up at the discretion of the instructor and after submission of compelling and documented evidence of a family, medical, or analogous emergency or crisis.
- The University of Guelph-Humber Academic Regulations shall apply to a missed final exam

### **Assignment Details**

N/A

### **Drop Box Policy**

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

**NOTE: The University of Guelph-Humber Undergraduate Calendar states:**

*“Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.”*

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms to the university’s Academic Misconduct policy. The instructor will notify students of such a requirement in advance. More information on Academic Misconduct is included below in this outline.

# Academic Policies

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## **Important University of Guelph-Humber Academic Regulations**

### ***Academic Integrity / Academic Honesty***

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Academic Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy:

<http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

### ***Grading Procedures***

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the

University of Guelph is committed to providing students with appropriate and timely feedback on their work. ***Instructors must provide meaningful and constructive feedback prior to the 40th class day.*** This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

### ***Missed Final Exams / Deferred Privileges***

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical, psychological or compassionate** consideration. Please see your Admission and Program advisor for details.