

INTRODUCTION TO GLOBAL SECURITY STUDY SYLLABUS GSS 2010 (Fall II Session) Online Web Course, Oct. 20, 2021 – Dec 10, 2021

Course Overview

GSS 2010 Intro to Global Security Study (3 semester hours)

Instructor: Dr. Thomas O'Connor, Associate Professor

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Course Details

[As described in the catalog, GSS is:] moving security studies away from a purely state-centric focus anchored in the military instrument to one considering transnational issues with global implications, implying collaborative effort to address these issues. Topics include conventional and critical security, gender and age, environmental security, international law, migration, intra-state conflict, terror, and American global power. (No prerequisites)

Course Objectives

1. To understand how security threats are conceived and defined; i.e., securitization, or the process by which something becomes a "security" problem with global implications
2. To understand the dynamics by which both state and non-state actors as well as acts of nature present global security issues and problems with little likelihood of resolution unless credible action is taken toward preparation
3. To examine the historical and evolving contributions of globalization to security issues, and the future trends and prospects of globalization in both utopian and dystopian directions
4. To appreciate the ethical, political, and social dilemmas of state-centric governance, particularly in relation to economics, populations, matters of gender/race, and social justice
5. To articulate informed opinion about facts, figures, and other metrics of importance with various recurring issues in global security and their interconnectedness
6. To enhance student awareness of multi-cultural diversity through study of how social problems and social movements affect and are related to minority groups
7. To enhance critical and theoretical thinking about developing aspects of global security and be prepared for more advanced study in it and related fields

In addition, the course supports many general education goals from the liberal arts perspective, but currently has no SLO components for the CRJ degree program that are used for evaluation purposes. It should be a 3 hour equivalent of many lower-level introductory courses in other disciplines like international affairs, national security, and security studies-related fields.

Attendance Policy

Online course interaction (instructor-to-student, student-to-student) is delivered 100% online via a learning management system called DesireToLearn (D2L), and student attendance is defined as active participation in the course shell of that system. Monitoring of attendance is

done via a statistics tracker which records logins and time spent visiting various areas. At least three logins per week are expected and the time spent in various areas should be appropriate for learning purposes and the timely submission of assignments. Failure to comply with these attendance guidelines, unless a personal excuse is accepted by the instructor, will result in a one letter drop of the final grade.

Book Requirements

The required textbook is O'Connor (1st edition, 2019) *Global Security*. San Diego: Cognella Academic Publishing. It has an ISBN the bookstore sells as 9781516515646 which I believe is a loose-leaf bound edition with the paperback ending in 39 instead of 46. It is not available as an eBook and may be cheaper elsewhere or from the publisher. It will be accompanied by instructor-provided PowerPoints along with a few other instructor-provided readings. All royalties from O'Connor's books go to a University Advancement fund to benefit the CRJ department. There are no secondary or supplemental textbooks.

Basic requirements for succeeding in this web course include having a computer, Microsoft Word or word processor, an Adobe Acrobat reader, an Internet Browser, a good Internet connection, and mastery of the APSU OneStop and D2L platforms. This course has no Bandwidth-intensive features like videos, chats, or Zoom meetings. Exams are unproctored because questions are based on connections between ideas in the readings rather than page-by-page factoids.

Semester Schedule

Note that there is no Thanksgiving break in a Fall II web course, and that the final, eighth week is only two days long, ending on Dec 10 which is the same day as graduation.

Week 1 – Oct 20 – 26

Week 2 – Oct 27 – Nov 2

Week 3 – Nov 3 – Nov 9

Week 4 – Nov 10 – Nov 16 (last day to drop)

Week 5 – Nov 17 – Nov 23

Week 6 – Nov 24 – Nov 30 (Thanksgiving, no break)

Week 7 – Dec 1 – Dec 7

Week 8 – Dec 8 – Dec 10 (graduating seniors turn work in early)

Content Outline and Reading Schedule

Week 1 – *Securitization, Military state-centric threats, Non-state actors, War and future conflicts* (chapters 1 & 5, PowerPoints, and any other readings provided by the instructor which may include such things as Wikipedia's International Security & Human Security)

Week 2 – *Economics, Populations, Public Health* (chapters 2 & 3, PowerPoints, etc.)

Week 3 – *Eco-security, Space security, Planetary defense* (chapter 4, PP, etc.)

Week 4 – *Crime, Humanity, Terrorism* (chapters 6 & 7, PP, etc. & MIDTERM due)

Week 5 – *Cyber-security, Infrastructure, Infowar* (ch 8, PP, etc.)

Week 6 – *Natural Disasters, Catastrophes* (first part of ch. 9, PP, etc.)

Week 7 – *Man-made Disasters, Technological Accidents* (second pt. ch 9, PP, etc.)

Week 8 – *Hybridity, Cosmopolitanism, Triadic Modeling* (ch 10, PP, etc.)

FINAL due by end of term, along with any make-up work owed

Basis and Methods for Grading

The overall grade scale used in this course is a 10-point scale, although the instructor reserves the right to raise or lower the scale as circumstances demand. Borderline cases are rounded up, and I sometimes give a "bump" in scores on various assignments based on rare, exemplary, or impressive performance as well as early submission. Please don't turn things in too early just to get them over with. I also sometimes retroactively bump up an earlier grade based on improved performance on later assignments. Your first posted grade will most likely be for a discussion participation rate where the scores accumulate and are not final until it is maxed out or the end of term is reached. I keep the gradebook updated regularly and post grades two or three times a week. Here is a weighted percentage listing of the assignments.

- 25% (pts) – Multiple Choice exam – a long one you turn in before the end of Week 4
- 15% (pts) – Three Short Essays – three of them are due before the end of Week 4
- 25% (pts) – Final Multiple Choice exam – FE and MT spill over; due before end of term
- 15% (pts) – Three More Short Essays – three of them before the end of term
- 20% (pts) – Discussion – a rating of your ongoing discussions and online participation

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59/below

A midterm grade shall be awarded for all students in this course. The grade awarded may not necessarily be based on 50% of the course requirements and may or may not differ from the final grade. Your midterm grade will be posted on AP Self Service.

Assignment Details

The **multiple choice exams** have known difficulty and discrimination indexes, and most items will assess overall comprehension of the book. For instance, I am fond of "analogy" questions like something X is to Y as large/small, round/square, etc., and my best advice here is not to over-think yourself. The numbered MC items are presented in rough chronological order with the reading schedule, but do not always coincide with information from any exact page number. The Midterm goes up to about chapter 6 or 7, and the Final picks up the remaining chapters but also goes back and contains some items from earlier chapters. Here is an example with the answer shown:

#16. Which environmental problem is most often defined or discussed as a threat in terms of persistence or having persistent qualities?

- A. global warming
- B. pollution*
- C. invasive species
- D. deforestation

and you would not know that unless you achieved an in-depth understanding from the readings about how adjectives like persistent are used to describe the most harmful chemical types of fluorocarbons and other pollutants, and figured out that there's no exact page number to reference as a word-for-word source, and you'll have to base your best guess on your overall understanding. Some students report doing better by keeping a printout of the exams handy while doing the readings while others prefer doing the readings first. Find a method that works for you, but in all cases you only get to choose one and only one answer and can NOT provide any commentary. Arrange your MC answers on a self-made printable piece of paper, carefully listing them as 1-A, 2-c, etc., for ease of scoring.

The *essays* are short, 200-word responses which are to be completely your own words unless you have pinpointed a crucial statement or idea from a well-recognized scholar in which case you will probably be writing a lit review, but no citations are expected from these essays. The desired length is only a guide, and choose from the instructor-provided list, any of the Study Questions at the end of the chapters, or make one up on your own. Be thoughtful, experimental, creative, and original. You are to do five (6) of them, and remember you can always substitute any ONE exam question expanded upon for one of the five essays. Three are due before the midterm and the rest by the end of the term. No metrics exist for evaluating your writing.

The *discussions* consist of instructor-led topics that can be steered in any direction by being student-led. They are the place for expressing opinions, random thoughts, and anything else you feel needs to be shared. Please do not try to overwhelm the discussion boards too early in order to finish the assignment early. Sometimes that happens and a student maxes this category out when really significant contributions are made, but a slow but steady normal pace will assure you reach a perfect score by the end of the term, so enjoy and have fun with them.

Course Rules

I always give you the benefit of the doubt by small rounding and bump-ups. Both individualized and group feedback is also given on early assignments, when applicable, so you can improve on later ones. I do not give extra credit work; I do not give makeups, and neither do I allow do-overs. Be sure all your assignments are in by the due times posted. Your work should reflect planning and editing on your part. There are fractional bonus points for turning in something early, and penalty points for turning in something late. A list (e.g., 1-A, 2-B, 3-B) of multiple choice answers is to be turned in on a one-page answer sheet of your own making (for ease of printing purposes). The essays should be well-processed sentences and paragraphs and strive toward succinctness and insightfulness. Feel free to expand on anything in any way which best expresses a demonstration of mastery over what is being taught. I encourage you to advance your learning by utilizing our school's library. You must have completed at least the midterm before requesting an incomplete or withdrawal. You will be monitored about the time you spent accessing the course, the readings, the discussions, and other content areas by the D2L statistics counter. Participation matters. Keep abreast of any instructor announcements, and observe etiquette when in discussion with others.

Disability Policy

Austin Peay State University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments.

If you have a documented disability that may have some impact on your work in this class and for which you may require reasonable accommodations, communicate with me before the first exam and contact Disabilities Services in Morgan University Center 114 on the Clarksville Campus, 931-221-6230, disabilityservices@apsu.edu, so that reasonable accommodations may be arranged such as taking the exams via the Center.

Policy on Minors

Minors accompanying staff, faculty, students, or visitors on campus are not permitted in classrooms. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant. Service animals are by permit only.

Policy on Academic Integrity and Misconduct

Academic misconduct consists of plagiarism, cheating, fabrication, or collusion, according to APSU Policy 3:005, which allows instructors to lower a grade to any extent as a sanction and mandates reporting of any suspected cases of misconduct. The due process rights of students are outlined in the Student Code of Conduct handbook, and generally, classroom misconduct consists of anything that obstructs or disrupts the learning environment such as repeated outbursts, failure to maintain decorum, or the continued use of any disturbing device such as a cell phone or laptop which affects the concentration of others. The instructor can order the temporary removal or exclusion of any student engaged in disruptive conduct. Permanent exclusion procedures are outlined in the Student Code of Conduct.

Caveat Regarding Syllabus Changes

The syllabus is not a contract and circumstances may require change. The instructor reserves the right to make changes to this syllabus as well as revise any of the above schedules, scales, and procedures in the event of extenuating circumstances. In the event such changes are made, the instructor will immediately notify students of such changes both by individual email communication and announcing the nature of such changes in the D2L shell for the course.

Technical Support

APSU Help Desk: For email/OneStop issues, call 931-221-4357 or helpdesk@apsu.edu
Distance Education: For technical issues within the course itself, call 931-221-6625 or d2lhelp@apsu.edu