

GLOBAL SECURITY

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Office hours: Sundays 3.30-4.30pm on Zoom; at other times by appointment.

Global security is one of the main subfields of International Relations. Studying global security will broaden your understanding of the causes and consequences of warfare, conflict and insecurity with reference to the international system, states and individual human beings.

The course first provides you with an overview of different approaches to security studies, and then delves more in detail into several analytical themes and issues that help shed light on contemporary global security – from interstate war to the gendering of global security to securitization and its implications. Particular attention will be given to assess the impact of the ongoing COVID-19 crisis on global security.

LEARNING OUTCOMES

Upon successful completion of the course, you will:

- 1) know the main features of six different “schools” of security studies, and be able to compare and contrast their assumptions and prescriptions;
- 2) know alternative definitions of key concepts in the discipline – such as what is a “failed state” and what do we mean by “human security” or “responsibility to protect”;
- 3) know and be able to approach critically the debates surrounding these concepts, using different theoretical frameworks to highlight their strengths and weaknesses;
- 4) understand the latest developments in the discipline – including the increased relevance of constructivist or “securitization” approaches – in shaping our approach to security, and be able to assess critically their implications;
- 5) be able to apply the thematic approaches presented in the course to assess the impact of the ongoing COVID-19 crisis on global security;
- 6) be able to articulate clearly and rigorously complex arguments on these themes and to apply them to the analysis of case studies.

ONLINE COURSE STRUCTURE

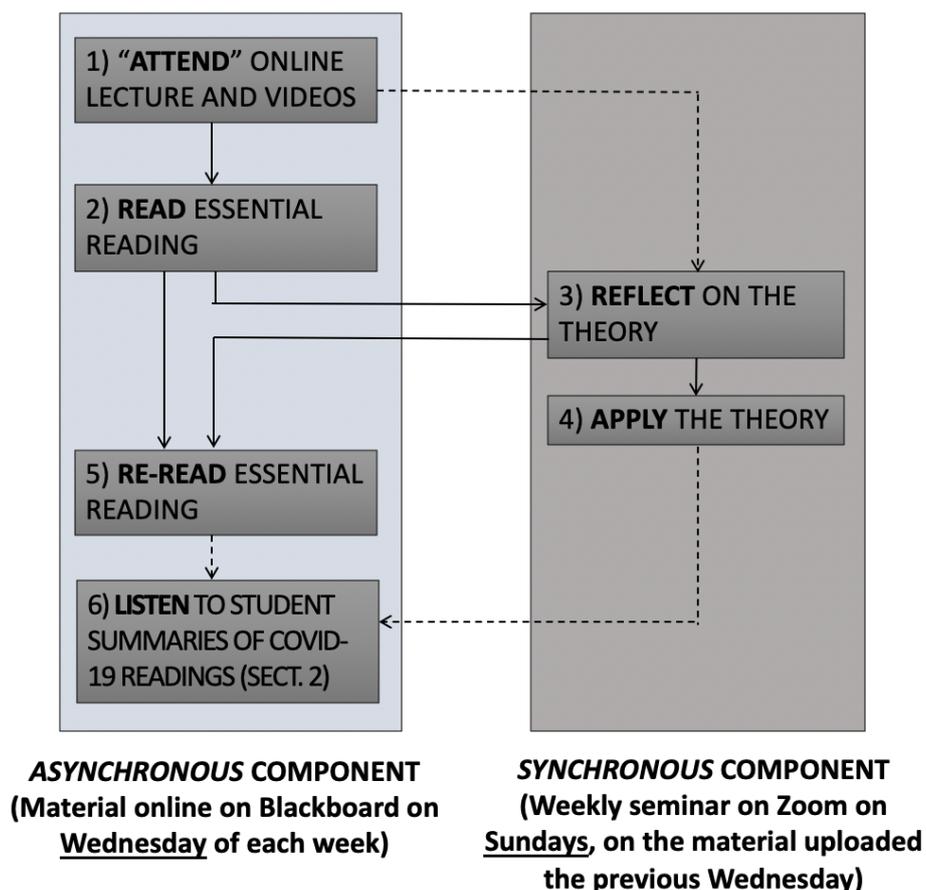
The course, as offered this semester, has been restructured to respond to the double challenge of delivering the course fully online and during a major pandemic. The new structure has the ambition not only to minimize the disruption that the current circumstances can cause to the learning process, but also to turn these challenges into learning opportunities.

The course is structured in 14 weekly modules, whose exact focus and content is detailed in the final section of the syllabus. The standard structure of each module includes the following:

- a) An **asynchronous** component – i.e. material that is made available online on Blackboard, typically on *Wednesdays*, and that can be accessed by the students at any time after posting. This includes:

- a. At least one short weekly lecture by the instructor, consisting of an audio file that presents the topic of the module with specific reference to the essential reading;
 - b. One weekly essential reading, which needs to be read by the time of the synchronous seminar (see below);
 - c. For the first section of the course, several links to short online videos in which major scholars present and discuss their own theories;
 - d. For the second section of the course, links to online articles and material related to the ongoing COVID-19 crisis on which students will produce short summaries / presentations (see “Assessment → Case paper presentation” below).
- b) A **synchronous** component – i.e. learning and assessment opportunities that require the participation of the entire class within a set timeframe. This includes:
- a. A weekly seminar on Zoom that will typically take place on **Sundays** (covering the material that has been uploaded the previous Wednesday), which will focus on:
 - i. Reviewing the theoretical debates related of the themes presented in that module;
 - ii. Discuss the relevance of these debates with reference to specific examples and case studies.
 - b. Timed open-book exams, as discussed in the “Assessment” section below.

The following diagram summarizes the learning process envisaged for each module:



You must register as soon as possible on the **Blackboard portal** of the course, in which you will find:

- A pdf copy of this syllabus
- Access to the weekly online lectures and videos (typically uploaded on Wednesdays for the following Sundays)
- Access to the essential course readings
- Links to the Zoom meetings and other relevant information about accessing the seminars.

Blackboard will also be used to deliver any urgent or non-urgent notice to the class. Even if these notices are normally also forwarded to your email address, it is possible that you do not receive some of these (for instance if they go to your “spam” folder) so **you must check the Blackboard portal at least weekly to keep yourself updated.**

ASSESSMENT

Components:

Mid-term exam	25%
Case paper presentation	20% (2x10%)
Research paper	30%
Final exam	25%

Mid-term exam: an open-book take-home exam will be taken on Wednesday 18 October to test your knowledge of the concepts discussed in the theory section (modules 1 to 5). The exam will be based on the essential readings of these modules. The detailed structure of the exam and its timing will be discussed in class.

Case paper presentations: in the second section of the course (beginning on 25 October), each student will be required to review two papers / newspaper articles / op-eds etc. that discuss the relevance of specific themes in global security for the ongoing COVID-19 crisis. A full list of the articles available for review will be made available in early October, together with an online poll to assign the presentations on a first-come, first-served basis.

The presentations will be due on the day after the relevant Zoom seminar (typically Mondays) and should take the form of an audio or video file to be shared with the class and the instructor. The duration of the presentation should be between 5 and 10 minutes.

More detailed instructions on the expected content of the presentations will be shared in early October.

Final exam: an open-book take-home exam will be taken in the exam week in December to test your knowledge of the concepts discussed in the thematic analysis section (modules 7 to 13). The exam will be based on the essential readings of these modules. The detailed structure of the exam and its timing will be discussed in class.

Research paper: a research paper must be submitted by Saturday 21 November.

The paper must be 2,500 words (plus or minus 10%).

You will be provided a list of questions among which you can choose one question to answer.

These questions will mostly focus on applying the themes and debates discussed in the course to ongoing events in international politics, especially the COVID-19 crisis. You are also allowed to propose your own question, that **MUST** be related to one of the topics discussed in the course; in this case, you also **MUST** obtain the approval of the instructor by Saturday 7 November.

Feel free to consult the instructor if you have any questions, but keep in mind that he will not answer questions on the paper in the last three days before the deadline.

The paper must include at least 4 academic references (journal articles, chapters in edited books, academic books, etc.) and 4 references drawn from major newspapers, think-tanks, etc. that relate to recent or ongoing events. All these sources must be used and referenced at some stage in the essay AND be listed correctly in the bibliography.

The penalty for late assignments is 5 per cent per day, including weekends.

The first page of each paper must include the student's name and ID number, and the essay body must be 12-point font, double-spaced and include page numbers.

Please refer to the following websites for guidance on two of the most used citation styles:

<http://libweb.anglia.ac.uk/referencing/harvard.htm> (Harvard)

<http://www.chicagomanualofstyle.org> (Chicago)

Grade scale:

<i>Letter grade</i>	<i>Percentage</i>	<i>Letter grade</i>	<i>Percentage</i>	<i>Letter grade</i>	<i>Percentage</i>
A	93+	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	Below 60
B	83-86	C-	70-72		

ATTENDANCE POLICY

No attendance mark is assigned in this course, but attendance in the weekly Zoom seminar is required. The following policies will be adhered to:

- Students are expected to attend the weekly Zoom seminars (including, if needed, rescheduled ones taking place in days other than Sundays and Wednesdays) AND show knowledge of – and engagement with – the essential readings, that should be read before the relevant class. Students who attend the seminars but have not done the relevant readings or are busy in other activities (for instance by making repeated use of their mobile devices during the session) may be considered as absent.
- Students unable to attend the seminars for justifiable reasons should contact the instructor before the seminar time. These include:
 - o Serious and documented family or health emergencies
 - o Documented participation in university activities that require your physical presence.
 - o Problems with internet access – to be notified to the instructor within 30' from the beginning of the relevant seminar. The instructor will accept such justifications up to 3 times overall across the course; if you have a recurrent problem with internet access, please discuss it with the instructor and/or contact the relevant IT services at AUC for assistance.
- Students who, without a valid justification, join the seminar more than 10' late or leave more than 10' early or leave the teaching room repeatedly during the session will be considered as absent.
- As the weekly Zoom seminar is the only activity that requires synchronous presence on a regular basis, absence in one of these sessions will be considered as an absence of “one week”-equivalent of classes. Absence in at least **FOUR** Zoom seminars will therefore activate the procedures discussed in the AUC Catalog on attendance, giving the instructor the right to assign an F grade based on (non-)attendance alone. The late-drop policy outlined in the AUC Catalog also applies.

OTHER SPECIAL ARRANGEMENTS RELATED TO ONLINE LEARNING

Zoom sessions / netiquette

- The sessions on Zoom are NOT recorded by the instructor. Students should also refrain from recording the sessions unless explicit assent is given by ALL the attendees.
- It is normally expected that all attendees will participate with their cameras on during the session. Microphones should instead normally be muted unless an attendee is actively participating in an exchange (e.g. asking a question etc.)
- The Zoom chat window should not be used unless strictly necessary (e.g. for sharing a specific resource or link during the seminar).

Student-faculty communication procedures

- Office hours will be conducted via Zoom. In the event that the student has another course scheduled during the scheduled office hours, another meeting time can be requested, but this needs to be set and agreed upon by both parties at least 1-2 working days in advance.
- During the Sunday-Thursday work week, student emails and queries will generally be answered within 24 hours. During weekends students can expect a typical response time of 48 hours. Email correspondence that is professional, considerate and well written will lead to more effective communication and clearer answers. Please take the time to formulate and proofread well thought-out emails. Clearly stated questions will be answered within 1-2 working days. Students should look for answers to their questions in the syllabus and on Blackboard before emailing using their AUC email accounts.

ACADEMIC INTEGRITY

Teaching is based on a relation of mutual trust between the teacher and the students. As a teacher I take my academic responsibilities very seriously and I expect all my students to do the same. I expect all students to be familiar with the AUC code of practice on academic integrity which is available at:

<https://www.aucegypt.edu/academics/academic-integrity>

Please pay particular attention to the regulations on plagiarism, collaborative work and falsification of signatures.

The assignments will be checked through **Turnitin**; course code and password will be made available to attending students in due course. Students will be allowed to self-check for plagiarism early drafts of their work and only the final submission will be checked by the instructor.

All breaches of the code of practice will be acted upon promptly and firmly, resulting at least in zero marks for the relevant piece of assessment and possibly in further action being taken by the instructor. If in doubt as to what constitutes plagiarism, do not hesitate to contact the instructor.

ACADEMIC FREEDOM AND INTELLECTUAL INTERACTION

In this course you will deal with a number of topics that are often controversial. You are free to offer the class any disagreement you may have with the readings or lecture. You will **NOT** be penalised for disagreeing with other students, the readings or the instructor, but your perspective

must be based on documentable evidence from the course or other readings. Freedom of speech and ideas is a basic principle of academic life (and of universal human rights) and every student will have a chance to express her/his opinion as long as it is voiced in a respectful manner. However, varied points of view must be expressed in a manner that is sensitive to differences in abilities, ethnicity, religion, gender and lifestyle, and should not be expressed so as to be perceived as a personal attack. In short, respect for others' differences is one of the most important prerequisites for us working together in this course.

STUDENTS WITH DISABILITIES

If you believe you have a disability that impacts on your study, or have a documented disability that requires modified instructional procedures, please contact the instructor as soon as possible. The instructor is happy to hear from you even if you do not have a formal proof of your disability; however, you may be asked to provide a note from the AUC Disability Services (<https://www.aucegypt.edu/student/well-being/disability-services>) when your condition requires substantial adjustments (e.g. to the structure of the exams etc.).

TEXTBOOKS

There is no single textbook for this course. The essential readings for each module are listed below.

Students who would like to own a good book that covers most of the topics included in this course can purchase the following textbook:

Alan Collins (ed.), *Contemporary Security Studies* (Oxford: OUP, 3rd or 4th edition).

LECTURE SCHEDULE AND ESSENTIAL READINGS

	Planned seminar date (on Zoom)
0) Introduction <i>No online material</i> <i>No readings</i>	<i>SUN 6 SEP</i>
SECTION 1: THEORIES OF SECURITY	
1) Traditional approaches	<i>SUN 13 SEP</i>
<i>Online material:</i> L1a – Realism L1b – Liberalism	
<i>Essential reading:</i> Benjamin Miller (2010), “Contrasting Explanations for Peace: Realism vs. Liberalism in Europe and the Middle East”, <i>Contemporary Security Policy</i> , Vol. 31, No. 1, pp. 134-164.	
2) Are today’s wars “new”?	<i>SUN 20 SEP</i>
<i>Online material:</i> L2 – The “new wars” debates V2 – Expert view: Mary Kaldor	
<i>Essential reading:</i> Patrick A. Mello (2010), “In Search of New Wars: The Debate about a Transformation of War”, <i>European Journal of International Relations</i> , Vol. 16, No. 2, pp. 297-309.	

3) Can wars ever be just? SUN 27 SEP

Online material: L3 – Just war theory
V3a – Expert view (1): Michael Walzer on JWT
V3b – Expert view (2): Michael Walzer on the war on Iraq

Essential reading: James Turner Johnson (2011), *Ethics and the Use of Force: Just War in Historical Perspective* (Abingdon: Routledge), chapter 1 “The Just War Idea in Historical Tradition and Current Debate”, pp. 15-35.

4) What is violence... and what is peace? SUN 4 OCT

Online material: L4 – Peace studies
V4a – Direct, structural and cultural violence
V4b – Expert view: Johan Galtung on positive peace

Essential reading: Peter Lawler (2008), “Peace Studies”, in Paul D. Williams (ed.), *Security Studies: An Introduction* (New York: Routledge), pp. 73-88.

5) Are security threats (always) real? SUN 11 OCT

Online material: L5 – Critical security studies (CSS)
V5 – Expert view: Barry Buzan

Essential reading: Michael C. Williams and Keith Krause (1997), “Preface: Toward Critical Security Studies”, in Michael C. Williams and Keith Krause (eds.), *Critical Security Studies: Concepts and Cases* (Abingdon: Routledge), pp. vii-xxi.

6) Theory recap SUN 18 OCT

No online material
No readings

Mid-term exam WED 18 OCT

SECTION 2: THEMATIC ANALYSIS

7) Hegemony and interstate wars: why and how do states go to war? SUN 25 OCT

Online material: L7: Approaches to interstate warfare
Essential reading: Aaron Friedberg (2005), “The Future of U.S.-China Relations: Is Conflict Inevitable?”, *International Security*, Vol. 30, No. 2, pp. 7-45.

8) Human security: are hunger and disease matters of security? SUN 1 NOV

Online material: L8: The debate on human security
Essential reading: Roland Paris (2001), “Human Security: Paradigm Shift or Hot Air?”, *International Security*, Vol. 26, No. 2, pp. 87-102.

9) Gendering and racializing security: is there a “continuum of violence” beyond open armed conflict? SUN 8 NOV

Online material: L9: Gender and race in global security
Essential reading: Annick T.R. Wibben (2020), “Everyday Security, Feminism, and the Continuum of Violence”, *Journal of Global Security Studies*, Vol. 5, No. 1, pp. 115-121.

10) Civil conflict: why do people take to the streets? SUN 15 NOV

Online material: L10a: Grievances as causes of civil conflict
L10b: Greed / opportunity as a cause of civil conflict
Essential reading: Zeynep Taydas, Jason Enia and Patrick James (2011), “Why do Civil Wars Occur? Another Look at the Theoretical Dichotomy of Opportunity versus Grievance”, *Review of International Studies*, Vol. 37, No. 5, pp. 2627-2650.

11) State fragility and failure: are strong states better than weak states? SUN 22 NOV

Online material: L11 – State failure (and its discontents)
Essential reading: Oliver Nay (2013), “Fragile and Failed States: Critical Perspectives on Conceptual Hybrids”, *International Political Science Review*, Vol. 34, No. 3, pp. 326-341.

12) Do we have a “responsibility to protect” the citizens of other states? SUN 29 NOV

Online material: L12 – RtoP, its definition and its boundaries
Essential reading: Alex J. Bellamy (2010), “The Responsibility to Protect – Five Years On”, *Ethics & International Affairs*, Vol. 24, No. 2, pp. 143-169.

13) Securitization: do security threats offer chances to militarize the social space? SUN 6 DEC

Online material: L13 – The conditions and purposes of securitization
Essential reading: Michael C. Williams (2003), “Words, Images, Enemies: Securitization and International Politics”, *International Studies Quarterly*, Vol. 47, pp. 511-531.

14) Thematic section recap WED 9 DEC

No online material
No readings

OTHER RESOURCES

The main scholarly journals in security studies include *International Security*, *Security Dialogue*, *Strategic Studies*, and the *Journal of Conflict Resolution*. Other journals that publish cutting-edge studies in this and other closely-related fields include the *Journal of Peace Studies*, *Studies in Conflict and Terrorism*, *Terrorism and Political Violence*, *International Studies Quarterly*, *Third World Quarterly*, *Review of International Studies*, *Ethics and International Affairs*, and *Foreign Affairs*.

Students are encouraged to become familiar with these journals especially to understand the characteristics of a “good” academic paper in this discipline, but should by all means extend their bibliographic search to other academic journals listed in the AUC e-journal search engine on the basis of their own personal interests. Feel free to contact the course instructor if you require personalized guidance.

Students are also encouraged to keep up-to-date with the ongoing COVID-19 crisis and its implications for global politics. The following are some of the most useful links:

Johns Hopkins Coronavirus Resource Center: <https://coronavirus.jhu.edu/>
World Health Organization (includes section on COVID-19 research):
<https://www.who.int/health-topics/coronavirus>
The Social Science Research Council – Covid-19 and the Social Sciences:
<https://covid19research.ssrc.org/>
The New York Times: <https://www.nytimes.com/news-event/coronavirus>
The Guardian: <https://www.theguardian.com/world/coronavirus-outbreak>