

## **INTERNATIONAL SECURITY**

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International security is one of the main subfields of International Relations. Studying international 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 looks into the four main driving forces behind international security (or the lack thereof) – power, rights, money and the human mind. In so doing, it will give you the knowledge and skills needed for approaching crucial debates in contemporary politics such as those on nuclear proliferation, state failure, terrorism, human security and “securitization”.

### **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) understand the two main methodological frameworks used to structure this course – the difference between different “levels of analysis” and between different “driving forces” of international security – and be able to use these to compare and contrast analytical perspectives on individual topics;
- 3) 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”;
- 4) know and be able to approach critically the debates surrounding these concepts, using different “schools” to highlight their strengths and weaknesses;
- 5) 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.
- 6) be able to articulate clearly and rigorously complex arguments on these themes and to apply them to the analysis of case studies.

### **ASSESSMENT**

#### **Components:**

Theory exam	25%
Three case-study exercises	20% (10% each)
Research paper	30%
Final exam	25%

**Theory exam:** an exam will be taken in class in module 9 to test your knowledge of the concepts discussed in the theory section (modules 3 to 8). This exam will include some multiple-choice questions and some short open questions. The exam will be based on the essential readings of these modules.

**Three case-study exercises:** three short tests will be taken in class in modules 14, 19 and 23. You will be expected to come to class having studied the readings and lectures on the respective sections (“power”, “rights” and “money”) and you will be asked questions on these concepts and themes but inspired by a specific case-study. The detailed structure of these tests will be discussed in class.

Each test is worth 10% of the final mark. If you take all three tests, your worst grade will be discarded.

**Final exam:** a take-home exam will be taken in the final exam week and will cover sections 2, 3, 4 and 5. This exam will be based on open questions.

**Research paper:** a research paper must be submitted by Wednesday 8 May.

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.

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 Thursday 18 April.

Feel free to consult the instructor and the TA if you have questions, but keep in mind that they will **NOT** answer questions on the paper in the last three days before the deadline.

The paper must include at least 7 academic references (journal articles, chapters in edited books, academic books, etc.) on the top of any essential course reading (any reading listed below).

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.

The essay must also include a bibliography and acknowledge sources appropriately. 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 AND BEHAVIOR IN CLASS**

No attendance mark is assigned in this course. However, the following policies will be **STRICTLY** adhered to:

- Students are expected to attend the classes (including, if needed, rescheduled ones taking place in days other than Mondays and Thursdays) **AND** show knowledge of – and engagement with – the essential readings, that should be read before the relevant class.

Students who are physically present in class 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) will be considered as absent.

- Students unable to attend class for justifiable reasons should contact the instructor ideally before class or at the latest by 7pm of the same day; normally only serious and documented family or health emergencies will be accepted as valid justifications, and the decision of the instructor is final.
- Students who, without a valid justification, arrive to class more than 10' late, leave more than 10' early or leave the teaching room repeatedly during the session will be considered as absent.
- Absence in at least SEVEN sessions will result in an automatic "F" grade. The late drop policy outlined in the AUC Catalog applies.
- If an attendance sheet is circulated in class, each student is expected to sign only for him/herself. Falsifying signatures is considered by AUC as a breach of academic integrity and the student(s) involved in this practice will be immediately referred to the AUC Academic Integrity Committee.

## **BLENDED LEARNING**

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 essential course readings
- Printouts of lecture slides

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.**

## **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 or the TA.

## **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, 3<sup>rd</sup> or 4<sup>th</sup> edition).

### **LECTURE SCHEDULE AND ESSENTIAL READINGS**

*Note: there will be no class on Thursday 28 February because of a research trip of the instructor.*

	<b>Planned date</b>
<b>1) Introduction</b> No readings	<i>THU 31 JAN</i>
<b>SECTION 1: SCHOOLS OF SECURITY STUDIES</b>	
<b>2) Broad trends and concepts in security studies</b> No readings	<i>MON 4 FEB</i>
<b>3) Realism</b> Colin Elman, "Realism", in Paul D. Williams (ed.), <i>Security Studies: An Introduction</i> (New York: Routledge, 2008), pp. 15-28.	<i>THU 7 FEB</i>
<b>4) Liberalism</b> Patrick Morgan, "Liberalism", in Alan Collins (ed.), <i>Contemporary Security Studies</i> (Oxford: OUP, 2013 – 3 <sup>rd</sup> edition), pp. 28-41.	<i>MON 11 FEB</i>

**5) Just war theory**

THU 14 FEB

Jean Bethke Elshtain, "Epilogue: Continuing Implications of the Just War Tradition", in Jean Bethke Elshtain (ed.), *Just War Theory* (New York, NYU Press, 1992), pp. 323-333.

**6) Peace studies**

MON 18 FEB

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

**7) The "new wars" debate**

THU 21 FEB

Patrick A. Mello, "In Search of New Wars: The Debate about a Transformation of War", *European Journal of International Relations*, Vol. 16, No. 2 (2010), pp. 297-309.

**8) "Critical security studies"**

MON 25 FEB

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

**9) Theory exam (covering modules 3 to 8)**

MON 4 MAR

No extra reading

**SECTION 2: POWER**

**10) Nuclear proliferation**

THU 7 MAR

Matthew Kroenig, "Beyond Optimism and Pessimism: The Differential Effects of Nuclear Proliferation", *Managing the Atom Working Paper Series*, No. 2009-14, John. F. Kennedy School of Government, Harvard University.

**11) State failure** MON 11 MAR Jonathan Di John, "Conceptualising the Causes and Consequences of Failed States: A Critical

Review of the Literature", *Crisis States Research Centre*, Working Paper No. 25, London School of Economics and Political Science – pp. 1-30 (pp. 31-42 **NOT** required)

**12) Civil wars**

THU 14 MAR

Chaim Kaufmann, "Possible and Impossible Solutions to Ethnic Civil Wars", *International Security*, Vol. 20, No. 4, pp. 136-175.

**13) Terrorism**

MON 18 MAR

Bruce Hoffman, *Inside Terrorism* (New York: Columbia University Press, 2006), chapter one "Defining Terrorism", pp. 1-41.

**14) Case study no. 1: Libya**

THU 21 MAR

No extra reading

**SECTION 3: RIGHTS**

**15) Collective security and peacekeeping**

MON 25 MAR

Lynn H. Miller, "The Idea and the Reality of Collective Security", *Global Governance*, Vol. 5 (1999), pp. 303-332.

**16) “Responsibility to protect”**

THU 28 MAR

Alex J. Bellamy, “The Responsibility to Protect – Five Years On”, *Ethics & International Affairs*, Vol. 24, No. 2 (2010), pp. 143-169.

**17) Human security (I): broad themes**

MON 1 APR

Roland Paris, “Human Security: Paradigm Shift or Hot Air?”, *International Security*, Vol. 26, No. 2 (2001), pp. 87-102.

**18) Human security (II): environment and health**

THU 4 APR

Jon Barnett and W. Neil Adger, “Climate Change, Human Security and Violent Conflict”, *Political Geography*, Vol. 26 (2007), pp. 639-655.

**19) Case study no. 2: Syria**

MON 8 APR

No extra reading

**SECTION 4: MONEY**

**20) Inequalities and grievances**

THU 11 APR

Susan E. Rice, Corinne Graff and Janet Lewis, “Poverty and Civil War: What Policymakers Need to Know”, *Global Economy and Development Working Papers*, No. 02 (2006), The Brookings Institution, Washington D.C.

**21) Defense and private military companies**

MON 15 APR

Peter W. Singer, “Outsourcing War”, *Foreign Affairs*, Vol. 84, No. 2 (2005), pp. 119-132.

**22) Greed**

THU 18 APR

David Keen, “Incentives and Disincentives for Violence”, in Mats Berdal and David M. Malone (eds.), *Greed and Grievance: Economic Agendas in Civil Wars* (Boulder: Lynne Rienner, 2000), pp. 19-41.

**23) Case study no. 3: Afghanistan**

THU 2 MAY

No extra reading

**SECTION 5: THE HUMAN MIND**

**24) Gender and patriarchy**

MON 6 MAY

Carol Cohn, Women and Wars: Toward a Conceptual Framework, in Carol Cohn (ed.) *Women and Wars: Contested Histories, Uncertain Futures* (Hoboken: Wiley, 2012), pp. 32-67 (pp. 67-93 **NOT** required)

**25) Securitization**

THU 9 MAY

Michael C. Williams, “Words, Images, Enemies: Securitization and International Politics”, *International Studies Quarterly*, Vol. 47 (2003), pp. 511-531.

**26) Perceptions and crisis management**

MON 13 MAY

Robert Jervis, “War and Misperception”, *Journal of Interdisciplinary History*, Vol. 18, No. 4 (1988), pp. 675-700.

## 27) Conclusion and recap

THU 16 MAY

No reading

### 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.