



London South Bank University

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Module Guide

International Security: DSS_5_INS

Level 5

Division of Social Sciences (DSS)

School of Law and Social Sciences (LSS)



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Module Specifications

Module Title:	International Security
Module Level:	5
Module Reference Number:	DSS_5_FPA
Credit Value:	20
Student Study Hours:	200
Contact Hours:	45
Private Study Hours:	155
Pre-requisite Learning (If applicable):	Theories of IR
Course(s):	BA International Relations BA IR with Crim, with Sociology, with Politics
Year and Semester	Level 5, Sem 2
Module Coordinator:	Dr Clara Eroukhmanoff
MC Contact Details (Tel, Email, Room)	Ext. 5746, eroukhmc@lsbu.ac.uk , Room BR-266. Office Hours:
Teaching Team & Contact Details (If applicable):	Dr Clara Eroukhmanoff
Subject Area:	Social Sciences
Summary of Assessment Method:	Conference participation (40%): Friday 3 April (in class) 3,000-word essay (60%): Friday 15 May 2020, 11.55pm

The Library Information Officer for DSS: Rebecca Fong (Fongr@lsbu.ac.uk)

Module description

Issues of security and insecurity are central to International Relations, as the terrorist attacks of '911' and the Iraq War of 2003 underline. This module introduces students to the study of international security at Level 5, covering a wide spectrum of security issues, including the causes and consequences of civil wars for IR, the impact of terrorism and counter-terrorism, and the idea of 'culture wars'. As the world evolves, the nature of security is constantly changing and as the range of threats change too, this requires different theoretical and conceptual lens, for example through the concepts of 'insecurity', 'human security' and 'gender security'. The second part of this module offers a detailed grounding in the theory and practice of international security by exploring conceptual matters in (critical) security studies such as the debate between 'narrowing' or 'widening' the scope of security. One of the central aims of the module is to encourage students to historicise and think critically about

contemporary constructions of 'security', somehow against the narrower field of 'strategic studies', concerned with particular weapons systems and their use in particular wars.

Aims of the module

1. Introduce students to International Security and the field of security studies.
2. Provide a grounding in the key theories and concepts used in security studies.
3. Promote critical engagement with a wide range of scholarly literature in International Security, Critical Security Studies, Strategic Studies and Geopolitics.
4. Support students in making, substantiating and defending complex arguments both orally and in writing.

Learning Outcomes

By the end of this course students should be able to:

1. Understand and critically analyse the field of security since the end of the Cold War and the differences between different kinds of security.
2. Demonstrate an ability to engage in conceptual debate about 'security', i.e. the security of the state, human security, environmental security, gender security.
3. Comparative analyse the security strategies of states.
4. Provide evidence of some specialised knowledge of international security in the world since the end of the Cold War and how the major powers in the international system challenge or reinforce security.

Overview of the programme of lectures

Week 1. Introduction to security (key concepts, assessments, expectations)

Part 1. Contemporary international security issues

Week 2. Civil wars

Week 3. Definitions and 'waves' of terrorism

Week 4. 'Culture wars': counter-insurgency (COIN) and Human Terrain (Iraq and Afghanistan)

Week 5. Private study week (no classes/ work on draft conference papers)

Week 6. Counter-terrorism and counter-radicalisation: torture and detention in the War on Terror

Week 7. Drone warfare

Part 2. Theoretical debates in international security studies: security for whom?

Week 8. From 'Strategic Studies' to the Copenhagen School

Week 9: Human security and humanitarian interventions

Week 10. Conference: from drones to civil wars, the theory and practice of security

Easter holidays Monday 6 April – Friday 24 April (no classes)

Week 11. Gendering and decolonising security

Week 12. WILD CARD: the limits of security / Essay surgery

Assessments

To pass the module a mark of 40% is required.

Formative:

Weekly quizzes

Draft plan of the essay: **Monday 23 March 2020, 11.55pm.**

Summative:

Conference participation (40%): **Friday 3 April (week 10) – In class**

3,000-word essay (60%): **Friday 15 May, 11.55pm**

Formative assessment: draft plan of the essay, Monday 23 March, 11.55pm

You will write a draft plan of your essay, which will be presented in a conference in week 10 during class. You will receive written and oral comments on your essay during the conference from a discussant and from the teacher by writing before the Easter Holidays, which you must use to revise your essay for your final submission on Friday 15 May. Submitting the draft essay and presenting it in the conference offers you a chance to get feedback and revise the assessment accordingly. The goal of the conference is to improve your presentation skills and to participate collectively in discussions about international security and how they have relevance for understanding problems in the world.

Choose one essay question out of the questions in the 'summative assessment' section. The structure should be composed of:

1. Your introduction (*300 words*): a contextualisation of the question (why is this question important?), an argument (this can be the answer to the question), and an outline of the different sections of your essay, clearly signposted.
2. Main body of text (*900 words*): this part should be organised coherently with clearly separated paragraphs. Each section should address the question and should demonstrate the validity of your argument. Your argument is the answer to the essay question.
3. Conclusion (*300 words*): the conclusion should summarise the argument and the different sections of your main body of text. It should also draw on the implications of your argument. In other words, you should ask yourself: 'and so what?', 'what does this argument mean for International Relations'? You should avoid adding new information or a new argument in your conclusion.

Research and referencing: You must reference properly in your draft essay and your summative assessment. Failure to use core and supplementary readings will result in a low grade.

Remember that your draft essay should be comprehensive enough to be presentable at the conference and to receive feedback.

Summative assessments

1. **Participation in the conference (40%), Friday 3 April, in class**

The conference will be organised around 'panels' of a similar theme. Each panel will have 3 presenters and a Discussant. The role of the Discussant will be to offer comments on each essay. Take notes of these comments and reflect on them in your own time before you submit on 15 May 2020.

Assessment criteria:

The goal of the conference is to create a space for Students to express their ideas about a particular topic in International Security. This should be a professional, inclusive, and non-threatening environment.

You are assessed on a number of contributions in the conference, including:

- **Your role as a presenter**, which includes the presentation itself: the strength of your argument, the evidence and analysis you provide, your ability to answer questions from the audience and receive comments from the discussant, and overall presentation skills.
- **Your role as a discussant**: you will review at least one essay from your peer and offer comments to your peer during the panel. Feedback should highlight what the paper did well, what the paper did less well and be constructive, by suggesting ways to improve the paper. **Students will be allowed to decide which comments are allowed during the conference and which type of comments should not be part of the conference. This is to be decided in class a few weeks prior to the conference.**
- **Your role as an audience member**: your ability to ask questions to the presenters. Questions should demonstrate that you have understood the argument of the presenter and the topic of the panel. Questions should create a dialogue and be a vehicle to encourage your peers to think about a particular issue in an interesting/original way. You should be conscious of how much you talk and not monopolise the conversation.
- Your ability to keep to the time given to you by the discussant of the panel.
- Your ability to maintain professionalism.
- Your ability to support your peers when presenting and nurture a friendly and professional environment.

2. 3,000-word essay (60%), Friday 15 May 11.55pm

Select and answer one question (do not change the wording) below.

1. What are the causes of civil wars? Answer by drawing on the greed versus grievance thesis.
2. How new are civil wars? Do you agree with Kaldor that the end of the Cold War triggered a new kind of wars?
3. Based on Alexandria Ocasio-Cortez's plead that White Supremacism is a 'global issue' (<https://www.theguardian.com/us-news/video/2019/jun/06/white-supremacy-global-issue-alexandria-ocasio-cortez-dissects-fbi-terrorism-definition-video>), discuss the problems with the current definition of terrorism and the implications of treating the violence of White Supremacists in the same way as the violence carried out by groups such as ISIS.
4. According to Gunning (2007), many of shortcomings in terrorism research can be traced back to the dominance of what Robert Cox famously called a "problem-solving" approach: one that "takes the world as it finds it, with the prevailing social and power relationships and

the institutions into which they are organised, as the given framework for action”. Do you agree with the premise of ‘critical terrorism studies’?

5. The [United Nations has described targeted killing](#) as the following: “Targeted killing is the intentional, premeditated and deliberate use of lethal force, by States or their agents acting under colour of law, or by an organized armed group in armed conflict, against a specific individual who is not in the physical custody of the perpetrator.” Discuss whether targeted killings with armed drones constitute a legitimate means to counter ‘Al Qaeda and its affiliates’.
6. Were drones ‘Obama’s Guantanamo’?
7. How effective were COIN and the Human Terrain System in Iraq and Afghanistan and what are the ethical dilemmas these programmes faced?
8. Under what circumstances, if any, does the practice of torture represent a legitimate means to counter terrorism?
9. What counterterrorism measures would be most effective in dealing with terrorism? Answer this question by drawing on existing counter-terrorism strategies.
10. In what ways has the Copenhagen School ‘widened’ and ‘deepened’ the meaning of security?
11. The lack of humanitarian action in Syria shows that the concept of ‘human security’ has failed. Do you agree?
12. Evaluate the contributions offered by feminist and/or postcolonial approaches to security.
13. Stephen Walt (1991: 212) wrote that ‘[S]ecurity studies may be defined as *the study of the threat, use and control of military force*’. Do you agree?

Structure of the 3,000 words essay

Introduction (450 words): this should contain three essential elements: 1. contextualisation of the question (why is this question important?), 2. an argument (this can be the answer to the question), and 3. an outline of the different sections of your essay, clearly signposted.

Main body of text (2100 words): this section should be organised coherently with clearly separated paragraphs (paragraphs should not be more than 250 words and only convey one idea). Each section should address the question and should demonstrate the validity of your argument. This is what we call an evidence-based argument. Use this space to convince your reader.

Conclusion (450 words): this should summarise the argument and the different sections of your main body of text. It should also draw on the implications of your argument. In other words, you should ask yourself: ‘what can we learn from this?’ , ‘what does this argument mean for

International Relations'? You should avoid adding new information or a new argument in your conclusion.

Research and referencing: You must reference properly in your draft essay and your summative assessment. A full Harvard (i-text) referencing guideline is available on the Moodle (Assessment folder). Failure to use core and supplementary readings will result in a low grade.

To pass this assessment you must:

- Follow the structure outlined above
- Demonstrate knowledge of international security issues and theoretical debates. To do so, you must draw on concepts and readings discussed in class.
- Attend/Participate in the Student-led conference in Week 10, or email me as soon as possible if you are unable to attend that week.
- Include references to the material you have consulted, and a bibliography.
- Answer the essay question and address the topic with an introduction, main body of text and conclusion.

To do well on this assessment you should:

- When appropriate engage with the theoretical debates we studied in Part 2 of the module
- Use critical analytical skills to evaluate your subject;
- Provide a clear and coherent answer and argument to your essay question (avoid too many descriptions);
- Make good use of the required and additional readings, available on the Reading List Online;
- Do your own additional research on the topic, and look for relevant academic books and articles through the Library catalogues;
- Prepare a formative essay and make good use of the feedback you receive on it during the conference;
- Use a clear structure, as outlined in the guideline and signpost this structure throughout the essay.
- Discuss your ideas for the essay with me at office hours.

Top tips/common mistakes to avoid:

- Follow the guideline! To avoid disappointing results, make sure you are doing exactly what is asked.
- Do not forget to reference and to provide a bibliography, in the correct format, at the end of your work.
- Avoid lengthy quotations or answers that simply link quotations from your sources: put points succinctly in your own words and cite the source of the argument or evidence.
- Ensure your answer provides analysis and not just a descriptive account. Support your analysis with examples and argumentation.
- Give yourself sufficient time to write a first draft, check it thoroughly against the assignment requirements and assessment criteria, and edit it for clarity, consistency and use of English

Wordcount policy

Coursework must be submitted electronically via the module Moodle site and should also be submitted to 'turn-it-in'. Marks will be deducted for late submission.

All coursework must have a word count clearly presented at the end. Penalties for going over the allocated word count are as follows:

- Over 10% over word length - deduct 5 marks.
- Over 20% over word length - deduct 8 marks.
- Over 25% over word length - deduct 10 marks.
- Over 50% over word length - deduct 20 marks.

There is no penalty for being under word-length as the work will generally receive a lower mark based on absent analysis/content/etc.

General assessment criteria

The individual modules vary in assessment requirements but there is a balance of coursework and written examination. Many modules are assessed by two or more elements (e.g. an exam and a coursework essay). Coursework takes various forms including essays, reports, website analysis, data analysis exercises, group and individual presentations, blogging, project proposal and final year project. Examinations normally take the form of a seen or unseen paper and are of either two or three hours' duration. The overall pass mark for each module is 40%, subject to a minimum mark of 30% for each assessed element, for instance an essay and examination.

All coursework essays and examination scripts are assessed in relation to the specific learning outcomes for each module, which can be found in Module Guides. More generally, requirements in relation to the level of conceptual analysis and acquired skills will intensify with your progression through the course.

Level Five

The conceptual analysis and skills developed at level four will be deepened, and students will develop their interactive skills within a learning group. Additionally, students will be expected to demonstrate the ability:

- to distinguish between differing viewpoints
- to identify key elements of a problem and choose the theories/methods for its resolution
- to analyse differing (political, social, etc) systems using comparative methodology
- to research a topic of their choice, and to present this research in oral and written form.

How your work is assessed

Each piece of work on the individual modules will have specific assessment criteria, but at a general level there are five main criteria that we consider in arriving at an accurate assessment of your work:

1. knowledge of the topic – information, data, ideas, concepts and institutions
2. analysis of issues and an awareness of different viewpoints
3. evaluation of competing explanations or theories applied to a problem
4. ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system

5. skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following general marking scheme applies:

Fail	0-30%	Badly misunderstands the question; contains factual errors; none of the basic objectives are achieved
	30-35%	Some knowledge of topic and examples, but objectives 2-5 not met
	35-39%	Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met
Third	40-49%	Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1,2,3,4,; low on objective 5
2:ii	50-59%	Exhibits good knowledge of the topic; can distinguish different approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5
2:i	60-69%	Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3
First	70-79%	Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives are covered
	80% +	Same as the range 70-79% but adds a deeper understanding and evaluation of the issues and can "impose oneself on the subject"

Referencing & Bibliography

All coursework must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the work. Please refer to the Moodle for referencing guidelines. A full referencing guide is available via the library learning site. **Understanding what referencing entails is the responsibility of the student; failure to reference properly will be punished accordingly. The Learning Resource Centre at LSBU offers regular workshops about referencing and plagiarism, please arrange to attend if you are unclear about these essential parts of academic writing.**

Books should be cited in the following manner:

Wood, E. (2003) *Empire of Capital*. London: Verso.

Stevenson, J. and C. Cook (1977) *The Slump: society and politics during the depression*. London: Cape.

Articles in readers (i.e. edited collections) are cited as follows:

Fennell, G. (1990) The Second World War and the Welfare State in Britain: sociological interpretations of historical development, in L. Jamieson & H.Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

Articles in journals should be cited giving volume and issue number as well as date, thus:

Tomlinson, J. (1992) Planning: Debate and Policy in the 1940s, *Twentieth Century British History*, vol. 3, no. 2.

Websites should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from: <http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

Feedback

You can expect to receive feedback from your class teachers in a number of formats. To begin with, you will receive written comments on your written assessment, explaining the grade assigned and indicating ways to improve. Feedback of coursework is provided 15-20 working days after the submission date.

You will also receive written feedback on any classroom presentations you give. If you wish to discuss your progress further, it is your responsibility to book an appointment with your class teacher. Class teachers are always happy to talk about readings, workload management, essay writing, class participation and other aspects of the studying process. They will also offer more immediate forms of feedback by commenting on and responding to the ideas you raise in class.

Reading list

In addition to the topic-specific readings set out below, you may find it useful to have a copy of one or more of the following text books:

For general and introductory text books, see:

Williams, P. D. and Matt McDonald (eds) (2018). *Security Studies: An Introduction*. Third Edition. London: Routledge. ebook through Perry Library.

Collins, A. (2016). *Contemporary security studies*. Oxford: Oxford University Press. Fourth edition. [Available through Trove]. Fifth edition available as an ebook through Perry Library.

Hansen, Lene and Barry Buzan (2009) *The evolution of international security studies* (Cambridge: Cambridge University Press). Copy available in Perry Library.

H. G. Brauch et al. (eds) 2008. *Globalization and Environmental Challenges: Reconceptualising Security in the 21st Century*. Berlin, Heidelberg and New York: Springer. Copy available in Perry Library.

For more advanced level textbooks on various critical approaches to security, see:

Peoples, C. & Vaughan-Williams, N. (2010/2014). *Critical Security Studies: An Introduction*. London: Routledge.

Shepherd, L. J. (ed.) (2013). *Critical approaches to security: an introduction to theories and methods*. London: Routledge.

Nyman, J. and Burke, A. (2016) *Ethical Security Studies: A New Research Agenda*. London: Routledge.

Krause, K. & Williams, M. C. (eds.) (1997): *Critical Security Studies: Concepts and Cases*. Minnesota: University of Minnesota Press.

How to get material:

- **Reading List Online**

On your Moodle page (right hand side), you can find the reading list online, prepared by the library with the list of weekly readings. Click on the link to access digitized chapters and articles.

- **LSBU library**

You should use the university's online learning resources that can be accessed via MyLSBU and the Library. From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.

Please note that if the library does not have the book or article you are looking for, you can ask the library for an 'inter-library loan' and the library can borrow the material from another library.

- **Accessing other libraries (SCONUL access)**

As a student of LSBU, you can ask for a "SCONUL access" to other libraries, should you want to access other university libraries (like Senate House).

- **Moodle digitised readings**

When available, the module coordinator will add the digitized version of your core reading online straight on the Moodle at the end of each Topic.

- **Politics Trove**

You can access Politics Trove, a service provided by Oxford University Press here (also available through the library services). Free e-copies of textbooks and books published by Oxford University Press are available on Trove (it's an excellent resource!):

<http://www.oxfordpoliticstrove.com/search?q=Gender+matters+in+global+politics&searchBtn=Search&isQuickSearch=true>

- **Electronic Journals and Academic Search Tools**

These excellent resources <https://www.jstor.org/> and <https://scholar.google.co.uk/> let you find many academic articles and papers, searchable by author's name and subject. Browsing through journals is a great way of finding unexpected valuable angles on issues.

Among the most relevant journals for this module are Adelphi Papers, Survival, International Security, Asian Security, Security Dialogue, International Political Sociology, Conflict Resolution, Cooperation and Conflict, Journal of Conflict Resolution, Low Intensity Conflict and Law Enforcement, Studies in Conflict and Terrorism, Terrorism and Political Violence, Critical Studies on Security, Critical Studies on

Terrorism, Small Wars Insurgencies, Civil Wars and Insurgencies, Conflict, Security and Development, International Review of the Red Cross, Comparative Strategy, Journal of Military Ethics, Critical Military Studies, Journal of Peace Research, European Security, Contemporary Security Policy, Peace Review.

- **Podcasts**

There are many podcasts on international security which will bring you up-to-date knowledge about international relations and relevant security studies cases, available online or through Podcast app on iTunes. These are excellent sources that can complement your theoretical knowledge of the discipline.

Council on Foreign Relations “the World Next Week”

A podcast about foreign policy and world affairs. Every Monday we feature long form conversations with foreign policy journalists academics, luminaries and thought leaders who discuss the ideas, influences, and events that shaped their worldview from an early age. Every Thursday we post shorter interviews with journalists or think tank types about something topical and in the news.

“Global Dispatches”

A podcast about foreign policy and world affairs. Every Monday we feature long form conversations with foreign policy journalists academics, luminaries and thought leaders who discuss the ideas, influences, and events that shaped their worldview from an early age. Every Thursday we post shorter interviews with journalists or think tank types about something topical and in the news.

“World Affairs”

WorldAffairs is a deep exploration of today's pressing global issues. In the age of the rehearsed soundbite and the talking point, each hour-long episode marries expert analysis with compelling conversation.

“When Diplomacy Fails”

A weekly podcast covering the build up to, breakout of and consequences of various conflicts in history.

Overview of types of classes and preparing for classes

This module will be supported by a Moodle (virtual learning environment) site. While this allows for some flexibility in the teaching and learning pattern, the basic pattern will be a 2-hour lecture and a 1-hour seminar each week.

1. Do the readings. You cannot possibly read everything on the reading list. That is deliberate. You'll learn more (and we'll find what you say and write more interesting) if you haven't all read exactly the same things. At minimum you should each read ALL of the core readings identified for each topic. Ideally you should also aim to read three or four further readings. You must demonstrate you have engaged with the readings in your presentation and foreign policy brief.
2. Prepare properly for classes. There are 12 weekly classes, beginning in Week 1 with an introduction to the module and concluding with a revision session in Week 12 before the

Christmas break. There will be 1.5 hours of lecture and 1.5 hours of seminar per week. Seminars give you the chance to test out your ideas and to ask any questions raised by the lectures and readings. That means you need to do the readings before going to class, and to be ready to ask and answer questions arising from the materials.

Importance of Student Self-Managed Learning Time

The importance of your own commitment to your studies cannot be over-stated. The 155 hours of non-contact time should be spent in reading and note-taking around the weekly topics in preparation for the seminars and coursework, and, more generally, to develop your knowledge and understanding. It is to be expected that questions raised and difficulties encountered here will be brought to seminars for discussion. Occasionally, there will be directed work in preparation for the following week. Examples might include preparing a summary of an article, discussion of issues in groups with a view to presentation of an oral report, and commenting on documentary evidence.

Programme of teaching and learning

Week 1. Introduction: What is security?

Topic description

Overview of the module, assignments and resources. Discussion about international security, the sub-discipline of 'security issues', the meaning of security and key contemporary security issues today.

Seminar questions

- What is security and how has it traditionally been defined?
- What is security? A policy objective? An area of policy? A form of governance? And how do we know what it is (not)?
- What are the most pressing international security issues today?

Core reading

Paul Williams and Matt McDonald (2018), 'Introduction to Security Studies' in P. Williams and M. McDonald (eds) *Security Studies: An Introduction* (London: Routledge), pp. 1-13. Ebook through Perry library.

Further readings

- Ayoob, Mohammed "The Security Problematic of the Third World," *World Politics*, vol. 43, no. 1 (1990): 257-283
- Baldwin, D. A. (1997) 'The concept of security', *Review of International Studies*, 23(1), 5-26.
- Barkawi, T. (2011). From war to security: Security studies, the wider agenda, and the fate of the study of war. *Millennium-Journal of International Studies*, 1-16.
- Bilgic, Ali (2014) "Exploring 'What's Good about Security': Politics of Security during the Dissolution of Yugoslavia", *Journal of Balkan and Near Eastern Studies*, 16:2, 260-278.

- Hansen, Lene and Barry Buzan (2009) *The Evolution of International Security Studies* (Cambridge, UK: Cambridge University Press), Chapter 1 'Defining International Security Studies', pp.8-20
- Baylis, John (2007) 'The concept of security in International Relations' in H. G. Brauch et al. (eds) *Globalization and Environmental Challenges: Reconceptualising Security in the 21st Century*. Berlin, Heidelberg and New York: Springer, pp. 495-502
- Baylis, John (2017) 'International and Global Security' in Baylis, Patricia Owens and Steve Smith (eds) *The globalisation of world politics* (Oxford: Oxford University Press 7th edition), Chapter 15. [Available through Trove](#)
- Buzan, B, (2005) 'The Idea of the State and National Security', in Little, R & Smith, M, eds., *Perspectives on World Politics: A Reader* (London: Routledge, 3rd edition), pp.31-38
- Collins, Alan (2015) 'Introduction: What is Security Studies'? in A. Collins (ed) *Contemporary security studies* (Oxford: Oxford University Press), pp.1-10 [Available through Trove](#).
- Shepherd, L. and Weldes, J. (2007) 'Security: The state (of) being free from danger?' in H. G. Brauch et al. (eds) *Globalization and Environmental Challenges: Reconceptualising Security in the 21st Century*. Berlin, Heidelberg and New York: Springer, pp. 529-36.
- Smith, Graham "Into cerberus' lair: Bringing the idea of security to light", *The British Journal of Politics and International Relations*, Vol. 7, No. 4 (2005), pp. 485-507
- Walt, Stephen. "The Renaissance of Security Studies." *International Studies Quarterly* 35, no. 2 (1991): 211-39.

PART 1. Contemporary international security issues

Week 2. Civil wars and the 'new wars' debate

Topic description

Civil wars are an essential part of the study of international security. Interest about civil wars has also increased since the 'new wars' thesis (Mary Kaldor). We will explain this thesis and explore the causes of civil wars from ethnic-based argument, to the 'greed versus grievance' argument. We will also discuss the use of violence as means to an end, rationale outcome or an end itself.

Seminar Questions

- What starts civil wars?
- Are the causes of civil war, ethnic, religious, economic or political?
- Is violence always necessary in civil wars?
- Is violence an outcome of civil strife, or an end itself?

Core readings:

Malantowicz, Artur. Civil War in Syria and the 'New Wars' Debate. *Amsterdam Law Forum*, [S.l.], v. 5, n. 3, p. 52-60, oct. 2013.

AND:

Stathis N. Kalyvas (2001) "New" and "Old" Civil Wars: A Valid Distinction?" *World Politics*, volume 54, issue 1, pp. 99-118

Further readings

- Blattmann, C. and E Miguel (2010) 'Civil War'. *Journal of Economic Literatures*, 48 (1), 3-57.
- Ted Galen Carpenter; Tangled Web: The Syrian Civil War and Its Implications. *Mediterranean Quarterly* 1 March 2013; 24 (1): 1–11.
- Collier, P. and A Hoeffler (2004) Greed and Grievance in Civil Wars. *Oxford Economic Papers*, 56 (4), 563-595.
- Fearon, James D. and David Laitin (2003) Ethnicity, insurgency, and civil war. *American Political Science Review*, 97 (1), 75-90.
- Fearon, James (2007) 'Iraq's civil war', *Foreign Affairs*, Mar/April 2007 Issue. Available online at: <https://www.foreignaffairs.com/articles/iraq/2007-03-01/iraqs-civil-war>
- Fujii, L.A. (2011) *Killing Neighbors: Webs of Violence in Rwanda*, Ithaca: Cornell University Press, Introduction, Chapter 5, Conclusion.
- Humphreys, M/ & JM Weinstein (2008). Who fights? The Determinants of Participation in Civil war. *American Journal of Political Science*, 52, 436-455.
- Kaldor, Mary (2013) *New and Old Wars: Organised violence in a global era* (Cambridge: Polity press), Chapter 1 (Intro), Chapter 2 (Old Wars), Chapter 4 (The Politics of the New Wars).
- Kalyvas, Stasis N. (2006) *The Logic of Violence in Civil Wars*, Cambridge: Cambridge University Press.
- Malantowicz, A. (2013) Civil War in Syria and the New Wars Debate' *Amsterdam Law Forum* (5 Amsterdam. LF. .52), pp. 52-60, available online: <http://amsterdamlawforum.org/article/view/320/496>
- JM Weinstein (2006) *Inside Rebellion: The Politics of Insurgent Violence*. Cambridge, Cambridge University Press, Introduction.

Relevant podcast:

Syria Series (6 episodes), a collaboration between ChromeRadio and the Institute for the Study of War and Strategy, University of St Andrews. Conversations with Dr Jasmine Gani (Centre for Syrian Studies), Dr Chris Philips (author of *The Battle for Syria*) and Dr Haian Dukhan, and many others: available online at: <https://soundcloud.com/chromeradio/sets/chrome360-syria-march-2018> [accessed 17/01/19]

Week 3. Definitions and waves of terrorism

Topic description

This week we concentrate on terrorism as a method of war and unpack the causes, motivations of terrorism, as well as the different kinds of terrorism and the multiple thesis explaining the 'waves' of terrorism, from the 'new terrorism' thesis to 'religious terrorism' and 'secular terrorism'.

Seminar questions

- Is terrorism the same as political violence?
- Which regions of the world are most vulnerable to terrorism and why?
- What are the main causes of non-state terrorism?

- Is terrorism likely to become more prevalent or less prevalent around the world?
- Are 'terrorists' rational, political, unstable or psychologically abnormal?
- What is the 'new terrorism' thesis? Do you agree with this thesis?
- Should we define terrorism or define terrorists?
- How does 'religious terrorism' differ from 'secular terrorism' and 'modern terrorism'?

Core reading(s)

English, Richard (2009) *Terrorism: how to respond* (Oxford: Oxford University Press), Chapter 1 'What is terrorism?', pp. 1-26

Further readings

- Abrahms, Max (2006) "Why Terrorism Does not Work" *International Security*, 31, no.2 : 42-78
- Crenshaw, Martha (2008) "The Debate over "New" vs. "Old" Terrorism," in Ibrahim A. Karawan, Wayne McCormack and Stephene E. Reynolds (eds) *Values and Violence: Intangible aspects of terrorism* (Springer publishing, Netherlands): 117-136.
- Crenshaw, M. 2011. *Explaining Terrorism: Causes, Processes, and Consequences*. Abingdon: Routledge, chapter 2.
- Duyvesteyn, Isabelle. "How New Is the New Terrorism?". *Conflict & Terrorism* 27, no. 5 (2004): 439-54.
- English, Richard (2016). "The Future Study of Terrorism." *European Journal of International Security* 1, no. 2 : 135-49.
- Gunning, J. 2007. 'A Case for Critical Terrorism Studies?' *Government and Opposition*, 42(3), 363-393
- Gunning, Jeroen, and Richard Jackson. "What's So 'Religious' About 'Religious Terrorism'?". *Critical Studies on Terrorism* 4, no. 3 (2011): 369-88.
- Gupta, Dipak K. (2008) *Understanding Terrorism and Political Violence: The Life Cycle of Birth, Growth, Transformation, and Demise* (Basingtoke: Palgrave Macmillan)
- Kennedy-Pipe Caroline, Clubb G. and Mabon S. (eds) *Terrorism and Political Violence* (Sage: London, 2015), PART 1 and PART 2.
- Laqueur, Walter (2001) *The new terrorism: fanaticism and the arms of mass destruction* (Oxford: Oxford University Press).
- Lutz, Brenda and James Lutz (2015) 'Terrorism' in Alan Collins (ed) *Contemporary security studies* (Oxford: Oxford University Press), [Available through Trove.](#)
- Lutz, James and Lutz, Brenda (2013), *Global Terrorism*, 3rd edn, London: Routledge
- Mueller, John (2005) 'Six Rather Unusual Propositions about Terrorism', *Terrorism and Political Violence*, 17 (4): 487-505.
- Newman, Edward (2006) "Exploring the 'Root Causes' of Terrorism" *Studies in Conflict & Terrorism*, Vol. 29, No,8 pp. 749-752
- Richardson, Louise 2007. *What Terrorists Want*. New York: Random House, Chapter 1.
- Rogers, Paul (2018) 'Global Terrorism' in Michael Cox and Doug Stokes (eds) *US Foreign Policy* (Oxford: Oxford University Press, 3rd Edition). [Available through Trove](#)

Week 4. 'Culture wars': counter-insurgency and 'Human Terrain'

Topic description

This week we explore the idea of 'culture wars': the idea that war is not purely a military enterprise but a cultural and political one. You will gain an understanding of the significance of cultural awareness and the increasing role of NGOs, academics and private security forces in counterinsurgency (COIN) in the context of Iraq and Afghanistan.

Seminar questions

- What are 'COIN' and 'Human Terrain'?
- Are winning wars about winning the 'hearts and minds' of the local population?
- What role should civilian actors play in the development of military doctrine?
- How important is cultural awareness and sensitivity towards local populations in counterinsurgency and peacekeeping?
- Should academics and NGOs assist military forces in counterinsurgency?

Core readings

US Department of Defense (2018) Counterinsurgency Army Field Manual 3-24., available online at: https://www.jcs.mil/Portals/36/Documents/Doctrine/pubs/jp3_24.pdf [Accessed 10/01/19], Chapter 1 'Overview' page 1-10.

Dixon, Paul. "'Hearts and Minds'? British Counter-Insurgency from Malaya to Iraq." *Journal of Strategic Studies* 32, no. 3 (2009): 353-81.

Relevant podcasts:

John Hopkins University Podcast "Britain, Counterinsurgency, and the Challenges of Modern Warfare with David Ucko". Available online: <https://advanced.jhu.edu/blog/podcast-britain-and-the-challenges-of-modern-warfare/>

Serial, Season 2: Podcast on the capture of Pfc. Bowe Bergdahl and US counterinsurgency in Afghanistan and the campaign against the Haqqani network, available here: <https://serialpodcast.org/season-two>

Further readings

- Duffey, Tamara (2000) 'Cultural Issues in Contemporary *Peacekeeping*' *International Peacekeeping*, Vol 7, issue 1, pp. 142-168.
- Eikenberry, K. W. (2013) 'The Limits of Counterinsurgency Doctrine in Afghanistan: the Other Side of the COIN', *Foreign Affairs*, September/October, vol. 92 (5)
- Farrell, T., and S. Gordon. 2009. "COIN Machine: The British Military in Afghanistan." *Orbis* 53 (4): 665– 683.
- Robert Egnell (2010) Winning 'Hearts and Minds'? A Critical Analysis of Counter-Insurgency Operations in Afghanistan, *Civil Wars*, 12:3, 282-303,
- González, Roberto (2009) Anthropologists or "Technicians of Power"? Examining the Human Terrain System. *Practicing Anthropology*: Winter 2009, Vol. 31, No. 1, pp. 34-37
- Gonzales, Roberto J. (2008) "Human Terrain: Past, Present and future applications" *Anthropology Today*, Volume 24, issue, 1, pages 21-26.
- Gventer, Celeste Ward, M.L.R. Smith and David Martin Jones. 2014 (eds) *The New Counter-insurgency Era in Critical Perspective* (New York: Palgrave Macmillan)
- Hakimi, A. A. (2013) "Getting Savages to Fight Barbarians: Counterinsurgency and the Remaking of Afghanistan." *Central Asian Survey* 32 Special Issue: The Afghan conundrum: intervention, statebuilding and resistance, no. 3

- Hazelton, Jacqueline L. (2017) "The "Hearts and Minds" Fallacy: Violence, Coercion, and Success in Counterinsurgency Warfare," *International Security*, vol. 42, no. 1, pp. 80-113
- Khalili, Laleh. 2011. "Gendered Practices of Counterinsurgency", *Review of International Studies* 37(4): 1471-1491.
- Terry, Jillian (2015) 'Ethical Encounters – Care in Counterinsurgency: Feminist Ethics and the Morality of 'Winning Hearts and Minds' in The Disorder of Things, available online at: <https://thedisorderofthings.com/2015/05/01/ethical-encounters-care-in-counterinsurgency-feminist-ethics-and-the-morality-of-winning-hearts-and-minds/> [Accessed 15/01/19]
- Zehfuss, Maja (2012) "Culturally sensitive war? The human terrain system and the seduction of ethics" *Security Dialogue*, Vol. 43, No. 2, pp. 175-190

Relevant podcasts:

John Hopkins University Podcast "Britain, Counterinsurgency, and the Challenges of Modern Warfare with David Ucko". Available online: <https://advanced.jhu.edu/blog/podcast-britain-and-the-challenges-of-modern-warfare/>

Serial, Season 2: Podcast on the capture of Pfc. Bowe Bergdahl Bowe Bergdhal and US counterinsurgency in Afghanistan and the campaign against the Haqqani network, available here: <https://serialpodcast.org/season-two>

Week 5. Self-directed week

This week is dedicated for Students to catch up on readings and start on their assessment. Teachers are available on campus but by appointment. Please email me on Eroukhmc@lsbu.ac.uk if you want to meet .

You have one task for this week: you should research one piece of writing (a blog, a journal article, a news item, a meme, an image, a poster, a magazine article, whatever you like!) that you would like to me read/study for Week 12 on 'the limits of security' as a WILD CARD. You should think of the reasons why this is a good source and why this shows (or not) the 'limits of security'.

When you have found your source, please email it to me. You should return to this source by Week 11 and confirm if you want to keep this source.

For more details about the 'WILD CARD' see Week 12.

Week 6. Counterterrorism, torture, detention and the War on Terror

Topic description

This week we look at the various counterterrorism strategies and discuss how the UK and the US counter radicalisation and "homegrown terrorism". The lecture will assess the effectiveness of these strategies in the context of the War on Terror and discuss more conceptual issues relating to the use of force by the state against non-state actors and transnational networks. We also explore the use of

torture as a tool of counterterrorism and the moral and ethical challenges 'liberal' states face when violating human rights.

Seminar questions

- Should terrorism be viewed as a problem that can be resolved by military means, or as a crime and addressed with 'normal' police techniques, or as a medical problem with underlying causes and symptoms necessitating wider political reforms?
- What are the UK and US approaches to counterterrorism?
- How is torture usually justified, according to Ruth Blakeley? Does she agree with this justification?
- Is torture justifiable in the case of terrorism?

Core readings

Lutz, Brenda and James Lutz (2015) 'Terrorism' in Alan Collins (ed) *Contemporary security studies* (Oxford: Oxford University Press), from 'Security Measures' ONLY. Available through Trove

Blakeley, Ruth (2007) 'Why torture?' *Review of International Studies*, vol. 33, issue 3, pp. 373-394.

Relevant podcasts and audio-visuals:

American Civil Liberties Union (ACLU) (2012) 'The Torture Report' available online at: <https://www.aclu.org/audio-archive/podcast-torture-report> [accessed 18/01/19]

NPR (2008) 'Jame Meyer: The Dangers of Extraordinary Renditions' available online at: <https://www.npr.org/2008/09/18/94754692/jane-mayer-the-dangers-of-extraordinary-rendition?t=1548697638371> [accessed 19/01/19]

Further readings

- Bellamy, Alex (2006) 'No pain, no Gain? Torture and Ethics in the War on Terror' *International Affairs*: 82(1): 121-148.
- Bentley, Michelle (2016) "Ending the Unendable: The Rhetorical Legacy of the War on Terror" in J. Holland and M. Bentley (eds) *The Obama Doctrine: A Legacy of Continuity in US Foreign Policy* (London: Routledge, 2016).
- Butler, Judith (2004) *Precarious Life: The powers of Mourning and Violence* (London: Verso), Chapter 3 'Indefinite Detention', pp. 501-100
- Carey, Henry (2012) 'Above the law: US crimes during the War on Terror' *World policy blog*, available online: <http://www.worldpolicy.org/blog/2012/05/11/above-law-us-crimes-during-war-terror>
- Cronin, Audrey K. "How al-Qaida Ends: The Decline and Demise of Terrorist Groups," *International Security*, vol. 31, no. 1 (2006): 7-9 and 17-32.
- Dershowitz, Alan (2004) 'Tortured Reasoning' in Sanford Levinson (ed) *Torture: A Collection* (Oxford: Oxford University Press), pp. 257-280.
- Dixit, Pryia "The Rhetoric of "Terrorism" and the Evolution of a Counterterrorist State in Nepal," *Global Change, Peace & Security*, 25, 2 (June 2013).
- English, R. 'Terrorist Innovation and International Politics: Lessons from an IRA Case Study?' in *International Politics* (50/4, 2013)
- Eroukhmanoff, Clara. "The Remote Securitisation of Islam in the Us Post-9/11: Euphemisation, Metaphors and the "Logic of Expected Consequences" in Counter-Radicalisation Discourse." *Critical Studies on Terrorism* 8, no. 2 (2015): 246-65.

- Heath-Kelly, Charlotte "Counter-Terrorism and the Counterfactual: Producing the 'Radicalisation' Discourse and the UK Prevent Strategy." *The British Journal of Politics & International Relations* 15, no. 3 (2013): 394-415.
- Holland, Jack. "The Language of Counter-Terrorism." In Richard Jackson (ed) *The Handbook of Critical Terrorism Studies* (Oxon: Routledge, 2016).
- Luban, David "Liberalism, Torture, and the Ticking Bomb," *Virginia Law Review* 91 (2005): 1425-1461
- Neumann, Peter R. "The Trouble with Radicalisation." *International Affairs* 89, no. 4 (2013): 873-93.
- Puar, Jasbir (2004) "Abu Ghraib: Arguing against Exceptionalism" *Feminist Studies*, Vol. 30, No.2 (The prison issue), pp. 522-53
- Young, John W. and John Kent (2016) "The "War on Terror" and the War in Afghanistan" in *International Relations since 1945* (Oxford: Oxford University Press), from part B. "Launching the war on terror" ONLY. Available through Trove.

Week 7. Drone Warfare

Topic description

The Obama administration expanded the use of drones to pursue military objectives in fighting insurgents and terrorist organisations. But is it legal to wage a drone war that contravenes the core principles of the UN Charter by violating the state sovereignty of Pakistan and elsewhere? Is it strategically effective to wage a drone war that generates increasing antipathy towards the United States in the regions concerned? What are the advantages of using drones as compared to other military technologies? Has drone warfare been successful? In this lecture we will explore the political, moral, and ethical issues involved in drone warfare.

Seminar questions:

- What are drones and in what context have they been used?
- Why has the US increasingly relied on the use of armed drones in counterterrorism? Are they effective?
- What are the ethical and moral challenges of drone warfare? Should drones be used if they are effective?
- Do drones signal a shift in military practice and the nature of warfare? If so, is it for the better?

Core reading(s)

Daniel Byman, "Why Drones Work: The Case for Washington's Weapon of Choice," *Foreign Affairs*, vol. 92, no. 4 (2013): 32-43.

And the response:

Cronin, Audrey K. (2013) 'Why Drones Fail' *Foreign Affairs*, vol. 92, no.4, pp. 44-54

Further readings

- Anderson, Kenneth "The Case for Drones," *Commentary* (June 2013): 14-23.
- Boyle, Michael J. "The Costs and Consequences of Drone Warfare," *International Affairs*, vol. 89, no. 1 (2013): 1-29.

- Braun, Megan and Daniel R. Brunstetter, "Rethinking the Criterion for Assessing CIA-targeted Killings: Drones, Proportionality, and Jus Ad Vim," *Journal of Military Ethics* 12.4 (2013): 304-324.
- Cohn, Lindsay P. (2015) 'Drones and Targeted Killing: Costs, Accountability and US Civil-Military Relations', *Orbis*, Volume 59, issue 1, pp. 95-110.
- Franke, Ulrike Esther (2014) "Drones, Drone Strikes, and US-policy. The politics of Unmanned Aerial Vehicles", *US War College Quarterly, Parameters*, 44.1, pp.
- Hall, Abigail R. and Christopher J. Coyne (2014) "The political economy of drones" *Defence and Peace Economics*, vol. 25 issue 5, pp. 445-460
- Hazelton, Jacqueline L. 1 (2017) Drone Strikes and Grand Strategy: Toward a Political Understanding of the Uses of Unmanned Aerial Vehicle Attacks in US Security Policy, *Journal of Strategic Studies*, 40:1-2, 68-91
- Kindervater, Katharine Hall (2016). "The Emergence of Lethal Surveillance: Watching and Killing in the History of Drone Technology." *Security Dialogue* 47, no. 3: 223-38
- Kreps, Sarah E. (2016) *Drones: What Everyone Needs to Know* (Oxford: Oxford University Press)
- McCrisken, Trevor "Obama's Drone War," *Survival* 55.2 (2013): 97-122
- Neocleous, Mark. "Air Power as Police Power." *Environment and Planning D: Society and Space* 31, no. 4 (2013): 578-93.
- Rogers, James (2018) The history of drone warfare, *HistoryToday*, available online at: <https://www.historytoday.com/james-rogers/origins-drone-warfare> (accessed 18/01/19)
- Rogers, James (2018) 'Air power! A history with Dr James' (audio-visual) available online at: https://www.youtube.com/watch?v=9KKJ_fxOwY4 [accessed 18/01/19]
- Rogers, James (2017) 'Drone warfare: The death of precision' *Bulletin of the Atomic Scientists*, available online at: <https://thebulletin.org/2017/05/drone-warfare-the-death-of-precision/> [accessed 20/01/19]
- Sterio, Milena "The United States' Use of Drones in the War on Terror: The (Il)legality of Targeted Killings Under International Law," *Case Western Reserve Journal of International Law* 45 (2012): 197-214
- Schulzke, Marcus (2017) *The morality of drone warfare and the politics of regulation*, Chapter 3, 'the moral landscape of drone warfare', pp. 55-78.

Relevant podcasts:

Dan Snow's History hit (2018) 'The history of drones with James Rogers' available online at: <https://play.acast.com/s/dansnowshistoryhit/thehistoryofdrones-jamesrogers> [accessed 19/01/19]

McFarland (Center for Religion, Ethics and Culture at Holy Cross) 'Panel discussion: US uses of drones: Moral, Legal or Effective?' in the series by the Holy Cross on *Moral Responsibility for the Legacies of War*. Available on iTunes (app): <https://itunes.apple.com/kg/podcast/moral-responsibility-for-the-legacies-of-war/id658869900?mt=2>

Other sources:

The bureau of Investigative Journalism (2018) 'Drone warfare' project, available online at: <https://www.thebureauinvestigates.com/projects/drone-war> [accessed 19/01/19]

PART 2. Theoretical debates in international security studies

Week 8. Broadening and deepening security: from 'strategic studies' to the Copenhagen School

Topic description

According to Matthews (1989, 162), "[th]e 1990s will demand a redefinition of what constitutes national security." Since the end of the Cold War, there has been a desire to broaden and deepen the security agenda away from its neorealist and militarist approach to include other potential threats concerning the individual with the concept of human security, up to global and regional security. This lecture explores this 'new' agenda and more particularly the Copenhagen School's securitisation approach.

Seminar questions

- What does it mean when we say that security has been 'widened' and 'deepened'?
- 'Narrowers' like Stephen Walt argue that 'Security studies may be defined as *the study of the threat, use and control of military force*'. Do you agree?
- What has securitization theory added to security studies?
- Should we securitise 'new' issues? Which ones? What are the implications?

Core reading(s)

Booth, Ken. "Security and Self: Reflections of a Fallen Realist." In Keith Krause and Michael C. Williams (eds) *Critical Security Studies*. Minneapolis MN: University of Minnesota Press, pp. 83-119.

Supplementary readings

- Baldwin, David A. "Power Analysis and World Politics: New Trends Versus Old Tendencies," *World Politics*, vol. 31, no. 2 (1979): 161-194.
- Buzan, B., Wæver, O. and de Wilde, J. (1998) *Security: a new framework for analysis*, Boulder, London, Lynne Rienner Publishers
- Buzan, Barry. "Rethinking Security after the Cold War." *Cooperation and Conflict* 32, no. 1 (1997): 5-28
- Chipman, John (1992) 'The Future of Strategic Studies', *Survival*, 34.1 (1992), pp. 109-31
- Crawford, Neta C. "Once and Future Security Studies." *Security Studies* 1, no. 2 (1991): 283-316.
- Emmers, Ralf (2018) 'Securitization' in Alan Collins (ed) *Contemporary Security Studies* (Oxford: Oxford University Press). [Available through Trove](#).
- Krause, Keith, and Michael C. Williams (1996) "Broadening the Agenda of Security Studies." *Mershon International Studies Review* 40, no. 2: 229-54.
- Krause, Keith and Williams, Michael C. (eds) (1997), *Critical Security Studies: Concepts and Cases*, Minneapolis: University of Minnesota Press
- Matthews, Jessica Tuchman. 1989. "Redefining Security." *Foreign Affairs*, vol. 68 (2):162-177.
- Nyman, Jona (2018) 'Securitization' in Paul Williams and Matt McDonald (eds) *Security Studies: An Introduction* (London and New York: Routledge).
- Schelling, Thomas C. (1960), *The Strategy of Conflict*, Cambridge, MA: Harvard University Press.
- Tickner, Ann J. 2004. "Feminist Responses to International Security Studies." *Peace Review* 16 (1):43-48.

Week 9. Human security and humanitarian interventions

Topic description

Since its first systematic articulation in the United Nations 1994 *Human Development Report* (HDR), the idea of human security has gained considerable ascendancy in academe, among policy makers, INGOs, NGOs, and activists. As is the case with most concepts in international relations, however, human security has become highly contested (Oberleitner 2005). This lecture will explore the concepts of human security and emancipation, as well as the practical implications of human security, i.e. 'humanitarian intervention. We will also examine the critiques of human security.

Seminar questions:

1. What is human security? How is it different from the concept of national security?
2. Is redefining the concept of security to focus on the individual useful for analysis and for policy formulation?
3. Describe the main difference between the two conceptions of human security : 'freedom from fear' and 'freedom from want'. Are the two understandings irreconcilable?
4. How are poverty and conflict interconnected?
5. What are the implications in practice of the concept of human security?
6. What are the critiques of the concept of human security?

Core reading

Persaud, Randolph (2016) Chapter 10 'Human Security' in Alan Colins (ed) *Contemporary Security Studies* (Oxford: Oxford University Press, 5th edition). [Available on Trove.](#)

Further readings

- Acharya, Amitav (2017) 'Human security' chapter in *The Globalisation of World Politics*, [Available through Trove.](#)
- Acharya, A. (2001), 'Human Security: East Versus West', *International Journal*, 56(3): 442–60
- Booth, K. (1991) 'Security and Emancipation', *Review of International Studies*, 17, 313-26.
- Des Gasper, 'Securing humanity: Situating "human security" as concept and discourse', *Journal of Human Development*, 6:2 (2005), p. 239.
- Homolar, Alexandra 'Human security benchmarks: Governing human wellbeing at a distance', *Review of International Studies*, 41:5 (2015).
- Mary, Martin and Owen, Taylor (eds) (2013), *Routledge Handbook of Human Security* (New York: Routledge)
- Newman, Edward, 'Human security and Constructivism', *International Studies Perspectives*, vol.2, no.3, pp. 239-51
- Newman, E. (2010) 'Critical human security studies', *Review of International Studies*, 36(1), 77-95.
- Nunes, J. (2015) Emancipation and the reality of security. in T. Balzacq (ed) *Contesting security: strategies and logics*. Abingdon, New York: Routledge, pp. 141-53.
- Sen, Amartya (2013) 'The birth of a discourse' in Mary, Martin and Owen, Taylor (eds) *Routledge Handbook of Human Security* (New York: Routledge), pp.17-27.
- Tadjbakhsh, Shahrbanou and Chenoy, Anuradha M. (2009), *Human Security: Concepts and Implications*, New York: Routledge
- Thomas, Caroline (2001) 'Global Governance, Development and Human Security: Exploring the Links,' *Third World Quarterly*, vol. 22, no.2, pp. 167-168
- Wibben, Annick T.R. (2016) 'The promise and dangers of human security' in Jonna Nyman and Anthony Burke (eds) *Ethical Security Studies: a new research agenda* (London: Routledge), pp.102-116

Other sources

- <http://www.hsrgroup.org/> This is the site for the Human Security Report Project at Simon Fraser University in Canada. It provides access to several official Human Security Reports which can be downloaded.
- <http://hdr.undp.org/en> UNDP Human Security Development Office Library has different country reports which can be accessed in multiple languages. It is very good for methodological considerations on data collection and analysis.
- <http://www.un.org/humansecurity/> This is the website for the United Nations Trust Fund for Human Security. It has a wealth of up-to-date information including human security events, conferences, as well as an interactive panel for discussions.
- <http://www.hpcresearch.org/research/human-security-network> This website is associated with the Harvard University Humanitarian Initiative. It has a wealth of technical information, as well as a library of journal articles. It is very good for materials on the communication of human security issues.
- <http://www.twn.my/> The Third World Network site has voluminous materials on North–South economic relations, multilateral governance, and significant resources in issues areas such as food, biotechnology, global finance, and gender among others.

Week 10. Conference

Week 10 will be organised in the format of a conference discussing the theory and practice of international security.

The conference is part of your summative assessment (40%). During the conference, you will receive comments on your essay, by other students on the panel and in the audience and by the lecturer. Take notes of these comments and reflect on them in your own time before you submit your final essay on Friday 24 May.

The assessment criteria is in the assessment folder on Moodle and above in the ‘assessment’ section of the syllabus. You should consult this before the class.

A conference programme will be distributed a few days before class. Catering on premises :-)

Core reading:

Tips on presenting at a conference. Available on the Moodle.

Week 11. Gendering and decolonising security

Topic description

This week we unpack two important critiques of the concept of ‘security’: the feminist and postcolonial critique. You studied the two approaches in the module on IR Theories in Year 1 and we come back to them to gain critical insights about international security. We also explore the ‘Women, Peace and Security’ agenda that stemmed from UN Resolution 1325 in 2000, which gained significant traction amongst security practitioners. We then go through the feminist critiques of this agenda and more particularly of ‘gender mainstreaming’ and the ‘postcolonial moment’ of security studies.

Key questions

- In what ways is security gendered?
- What do feminist and gender approaches add to security studies?
- How 'global' is security studies? Is it possible to have a 'global' security studies?
- What does a post, or (de)-colonial perspective contribute?

Core readings

- Shepherd, Laura J.(2006) 'Veiled references: Constructions of gender in the Bush administration discourse on the attacks on Afghanistan post-9/11', *International Feminist Journal of Politics*, 8: 1, 19-41.
- Barkawi, Tarak and Mark Laffey (2006) "The postcolonial moment in security studies", *Review of International Studies*, Volume 32, pp. 329-352.

Further readings

- Bilgin, P. (2010). The 'Western-Centrism' of Security Studies: 'Blind Spot' or Constitutive Practice? *Security Dialogue*, 41(6), 615–622.
- Chacko, P. (2016), 'The Decolonial Option: Toward an Ethic of Self-Securing' in Nyman, J. and A.Burke (eds.), *Ethical Security Studies: A new research agenda*, New York and London: Routledge
- Enloe, Cynthia 1996: "Margins, silences and bottom rungs: how to overcome the underestimation of power in the study of international relations" in (eds.) S. Smith, K. Booth, and M. Zalewski: *International Theory: Positivism and Beyond*, Cambridge: Cambridge University Press, pp. 186-202.
- Hagen, Jamie (2016) 'Queering Women, Peace and Security', *International Affairs*, vol. 92, no.2, pp.313-332
- Partis-Jennings, Hannah (2017) 'The (in)security of gender in Afghanistan's peacebuilding project: hybridity and affect', *International Feminist Journal of Politics*, 19:4, 411-425
- Krishna, Sankaran (2001) "Race, amnesia, and the education of international relations." *Alternatives* (2001): 401-424.
- Peoples, C. & Vaughan, Williams, N. (2014) 'Feminist and gender approaches to security' in *Critical Studies: An Introduction* (London: Routledge, 2nd Edition), pp.33-45, and 'postcolonial approaches', pp.
- Shepherd, Laura J. (2007) 'Victims, Perpetrators and Actors' Revisited: Exploring the Potential for a Feminist Reconceptualisation of (International) Security and (Gender) Violence." *The British Journal of Politics & International Relations* 9.2 (2007): 239-256.
- Stern, M., & Wibben, A. T. (2014). A decade of feminist security studies revisited. *Security Dialogue*, 1-6.
- Tickner, Ann J. 1992. *Gender in International Relations: Feminist Perspectives on Achieving Global Security*. New York: Columbia University Press.

Week 12. The limits of security. WILD CARD

Topic description

After exploring the ways in which ‘security’ has been widened and deepened, this lecture rounds up the discussion by questioning ‘international security’ altogether: is ‘security’ a good thing? A negative thing? Who is security for? Has the security of some been jeopardised in the name of the security of others? Should we abandon security?

Core reading

This week, instead of reading the core reading as usual, it is your task to find one item (a short journal article, a magazine article, a poster, a meme, an object) that you find interesting and that you think encapsulates the topic of today on ‘the limits of security’. You should be able to explain why this item is useful for understanding security, and why you find it relevant for this module more generally. You must send me this at least 5 (working) days in advance of class with a short summary of your argument linking your item and ‘security’. I will not consult your item if you send it after the deadline.

This session will be organised as a research creative workshop, exploring ways in which we could take the meaning of ‘security’ forward, by looking at your items.

Further readings

- Aradau, C. (2004) 'Security and the democratic scene: desecuritization and emancipation', *Journal of International Relations and Development*, 7(4), 388-413.
- BILGIC, A., 2015. 'Real people in real places': conceptualizing power for emancipatory security through Tahrir. *Security Dialogue*, 46 (3), pp. 272 - 290.
- Crawford, Neta C. "Once and Future Security Studies." *Security Studies* 1, no. 2 (1991): 283-316.
- Mitchell, Audrey (2014) 'Only human? A worldly approach to security', *Security Dialogue*, 45(1), 5-21
- Nyman, Jona (2016) 'What is the value of security? Contextualising the negative/positive debate', *Review of International Studies*, 42(5), 821–39.
- Nyman, Jona and Burke, A. (2016) *Ethical Security Studies: A New Research Agenda*, London and New York, Routledge, Introduction.
- Roe, P. (2012) 'Is securitization a negative concept? Revisiting the normative debate over normal versus extraordinary politics', *Security Dialogue*, 43(3), 249-67
- Waever, Ole and Barry Buzan 'After the Return to Theory: The past, present and future of security studies' in Alan Collins (ed) *Contemporary security studies* (Oxford: Oxford University Press, fourth edition). Available through Trove.

CONTACTS SHEET

What do I need to know?	Where should I look for help?
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<p>1. I have a question about a specific module, assessment, lecture or seminar.</p>	<p>The module moodle site and module guides will contain most of this information. If the information is not there email the module leader, their contact details can be found on the module moodle site and in the module guide (available on the module Moodle site). You can also find a list of all contact details in the course guide (available on the DSS Moodle site).</p>
<p>2. I am having difficult with study skills and assessment writing in general.</p>	<p>The Learning Resources centre will be able to help you with this. Please see this link for further details: http://www.lsbu.ac.uk/student-life/student-services/libraries-skills-for-learning</p> <p>If your question is about a specific assessment, please see question 1.</p>
<p>3. I would like to change my degree programme.</p>	<p>You should arrange to speak to your course director: Criminology: Federica Rossi or Rashid Aziz Sociology: Matthew Bond or Julien Morton International Relations: Clara Eroukhmanoff Politics: Lisa Pine History: Charlotte Clements</p>
<p>4. I am having personal issues which are affecting my studies</p>	<p>You should make an appointment to see your personal academic tutor who will be able to advise you. A list of personal tutors will be on the DSS student moodle page.</p> <p>For health and wellbeing services at LSBU, please see this link: http://www.lsbu.ac.uk/student-life/student-services/health-wellbeing</p>
<p>5. I am unable to see my timetable online</p>	<p>Here is a handy guide on how to view your timetable and who to contact in case of issues. http://www.lsbu.ac.uk/_data/assets/pdf_file/0010/117667/timetable-guide.pdf</p> <p>If you are unsure of where you should be for a particular lecture or class, please email the module leader.</p>
<p>6. I need to apply for extenuating circumstances for an assessment.</p>	<p>You will need to complete an extenuating circumstances form. Details and information can be found by logging into MyLSBU > My Course > Exams and Assessments > Extenuating circumstances Direct link: https://my.lsbu.ac.uk/my/portal/My-Course/Exams-Assessments/Extenuating-circumstances</p>
<p>7. I would like to change my optional modules.</p>	<p>You can change your options any time before the deadline to choose your options. After the start of teaching, you can only change your optional module(s) by the end of Week 2. Please contact the course administrator Haydrol Hanson with the name of the module you wish to leave and the one you wish to join: hansonh@lsbu.ac.uk</p>

<p>8. I will miss lectures/classes due to reasons outside of my control.</p>	<p>For details on attendance, please see this link: https://my.lsbu.ac.uk/my/portal/My-Course/Course-Administration/Attendance</p> <p>You should let your module leader and the course administrator know if you are going to be absent.</p>
<p>9. I need to be enrolled on a moodle site.</p>	<p>Please contact the course administrator Haydrol Hanson hansonh@lsbu.ac.uk</p>
<p>10. I need a reference for a potential employer or institution</p>	<p>Please see this link for more information: https://my.lsbu.ac.uk/my/portal/My-Course/Course-Administration/Student-Reference-Requests</p> <p>If you need an academic reference, you should ask your personal tutor (level 4 and 5 students) or Project supervisor (level 6 students).</p>
<p>11. I would like to see my marks</p>	<p>For marks on specific assessments, please go the relevant module Moodle site, assessment section, click on the link where you have submitted your assessment. Please note that marks on Moodle are always provisional as they do not reflect capping and penalties that may occur due to late submission or Academic misconduct. Final results will only be released after the Subject Area Board takes place (please see question 12 for results)</p>
<p>12. I would like to see my results</p>	<p>Final results will only be released after the relevant Board takes place. You will be able to access your final results via MyLSBU > My Course > My results</p>
<p>13. I need an official transcript of my results</p>	<p>Please go to the Student Administration Office in Borough Road, room BR201 or contact the Course Administrator: hansonh@lsbu.ac.uk</p> <p>Please note that lecturers and Course Directors are unable to access and issue transcripts</p>
<p>14. I would like to know when teaching starts and ends</p>	<p>Please log into MyLSBU > My Course> Academic Calendar</p> <p>Direct link: https://my.lsbu.ac.uk/my/portal/My-Course/Academic-Calendar</p>