

GENERAL INFORMATION

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Module Credit	15 Credits
Semester	Sem 2



This module shall prepare you to make your own assessment of this and other security issues.

Information that can be found in this module handbook are:

- Aims of the module
- Learning outcomes
- Employability Skills

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- Teaching methods
- Assessment and key link to student handbook
- General reading
- Teaching schedule
- Class details and reading

AIMS

This is a one-term module for first-year undergraduates on both War Studies and International Relations programmes, building upon the knowledge and skills introduced in the core modules, 'Art of War Studies' (4SSW2019) and 'Conflict and Diplomacy' (4SSW1008), respectively. The module introduces students to core subject knowledge of a range of contemporary security issues, from nuclear proliferation to migration, and is focussed on the development of personal transferable skills in research, presentation and group work.

The module asks three questions of each of the security issues studied: 1) How does a specific issue constitute a security threat? 2) What is the background, narrative, and origin of this issue, and what is the role of this past in the present? 3) What is the best conceptual framework to address this issue and why?

The logic of this course is to help students reach proficiency in three basic sets of skills and knowledge. First, critical reading of press reporting on current and recent affairs. Second, historical research to contextualise and understand the background, discourses, issues, and narratives of contemporary security issues. Third, to investigate these issues through practical analytical application of theoretical concepts and research methods.

The aims of the module are:

- to help students reach proficiency in core skills and knowledge of contemporary security issues;
- to demonstrate how issues come to constitute security threats;
- to examine the background, narrative, and origin of these issues, and to assess the consequences of adopting different conceptual frameworks to address them;
- to enable students to independently research security issues through open source media, academic resources and appropriate analytical frameworks;
- to enable students to develop personal transferable skills in research, presentation and group work.

LEARNING OUTCOMES

On completion of the module students will:

- understand the different uses and interpretations of the concept of 'security';
- have knowledge of the main empirical issues of contemporary international security;

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- understand the normative implications of the conceptual debates and empirical issues of contemporary security;
- have had the opportunity to develop independent open-source and academic research, presentation and group work skills

EMPLOYABILITY SKILLS

The skills acquired over the course of this module will prove valuable in a range of different workplace positions. The introduction to a broad range of contemporary security challenges will provide students with an overview of the literature, expertise and approaches to security concerns essential to a range of careers in policymaking, security, advisory and the law. The policy briefing assessment, involving researching, producing and presenting a short Policy Brief, will acquaint students with the challenges of briefing policymakers and other decisionmakers using expert analysis, knowledge and research in a limited, short and informative format.

TEACHING METHODS

This is a half-credit module taught weekly (except reading week) in the Spring term 2019-20. Each week there will be a 90-minute lecture, which will include opportunities for interactive Q&A and student-led discussions.

Attendance at lectures and seminars is mandatory. If you have a reasonable excuse for absence, please inform your seminar tutor in advance. Please note that evidence of absence may be required. If you simply do not turn up, you will be marked as absent.

Seminars will be held each week. You will be informed in advance to which seminar group you have been assigned. If you have a timetable clash, you must inform Dr de Orellana before term begins, and you will be reassigned. This means you need to consult your personal timetables as early as possible. You will not be reassigned on the basis of non-curricular arrangements, e.g. travel arrangements, so please do not ask unless you have childcare or medical issues to consider. Reading week is not a holiday and you are expected to remain in residence. Being a student is a full-time commitment and you should expect to be taught at any time during the college week.

PLEASE NOTE: Lectures are on Fridays 3-5pm. **The first lecture is on Tuesday 15th January.** Seminars for each week begin the following week. That is, **you will begin seminars the week commencing on Monday 21st of January.**

All lectures and seminars begin promptly at five minutes past the hour. This is to give you time to travel between teaching rooms, not to get stuck in the queue for coffee. As a courtesy to your tutors and your peers, please ensure you arrive at your classes on time. Seminars end five minutes before the hour. You are expected to read all key readings every week and to draw on these for your class interventions, comments and questions. Likewise, you are expected to intervene at the very least once each seminar; learning is a social process and you will benefit more by engaging with your tutors and peers than by withdrawing from discussion.

It is your responsibility to check KEATS for course materials and other information. Please also ensure that you check your KCL email account regularly for course announcements.

ASSESSMENT & KEY LINK TO STUDENT HANDBOOK

Type of work	Word limit	Deadline	% of Final Mark
Group Policy Briefing	n/a (1 page)	See Below	20%
Written Examination	n/a	See Below	80%

Key information such as listed below can be found under the student handbook link

- Assessments deadlines and penalties
- Extension requests (Mitigating Circumstances)
- Exams timetable
- Plagiarism and Turn-it-in
- Marking Criteria and Procedures

<https://internal.kcl.ac.uk/sspp/stu/ws/handbooks/index.aspx>

The module will be assessed in two mandatory components:

- group policy briefings (20% of final grade)
- written examination (80% of final grade)

Group Policy Brief (20%)

Groups of 2-3 students will be arranged at Week 1 seminars and instructions provided for Weeks 2-9. Each week, one group will produce a 1-page Policy Briefing based on their research and reading. The Briefing will be uploaded to KEATS, where it can be marked and feedback provided. The Briefing will be presented to the seminar, which will then form the basis for discussion and debate with the rest of the class. Further guidance on the research and drafting of the Brief will be provided at the Policy Briefing Workshop on 22nd January 2019. Please note that while presentation in class is compulsory, marks for this assessment will be based on the 1-page Policy Briefing uploaded to KEATS.

Presentations will be assessed for quality of research, relevance, argument, and analysis of relevant sources. The mark will be assigned to the group as a whole so as to encourage inclusivity and collaborative skills.

Written examination (80%)

The written examination will be a two-hour unseen examination in May 2018, in which you will be asked to answer two questions on the themes of the module. The exact time and place will be announced by KCL in mid-March 2017 and added to your personal exam timetable in Student Records.

Exam timetables and specialised examination provisions will be available from the examinations and awards link:

<http://www.kcl.ac.uk/campuslife/services/examinations/exams/timetable.aspx>

Past exam papers are available on the department website:

<https://internal.kcl.ac.uk/sspp/stu/ws/handbooks/ug/pastexams.aspx> [login required]

GENERAL READING

References to key texts are provided for each week's topic. It is essential that you read these texts ahead of classes, as they will provide you with the background necessary to engage properly with lectures and seminars. In addition to these, each topic is accompanied by a short list of further reading, which you are strongly recommended to explore. This is true for all students, but particularly for those giving presentations.

Please note that the available literature on all topics is substantial. The lists of suggested readings only provide points of entry into a much wider literature. Students are encouraged to search for relevant sources further afield. Just because texts appear on the reading list does not mean they are the only, or indeed the best, material available on a given topic. Credit will always be given to students who locate and engage critically with source material beyond the reading lists in their class work, presentations and exams.

Please note that KCL Library Services do not necessarily hold all relevant texts and students may find it occasionally necessary to use other libraries, such as Senate House and the British Library of Political and Economic Science (BLPES, widely referred to as the LSE library). However, all key readings are readily available to students via the Library and the dedicated MyReadingLists (link on the right of the CSI KEATS page). Please note three sessions have been moved since the MyReadingList was last updated, so please match readings with the correct week. For week 7, as this session was updated after updates to MyReadingList were available, please click on the readings on this outline to follow to their web publication links.

<http://libguides.kcl.ac.uk/myreadinglists>

Textbooks

There is only one textbook for this module:

- Collins, A., ed. (2016), *Contemporary Security Studies*, 4th. edn. Oxford: Oxford University Press.

You can either purchase this yourself, or access it online via the KCL library catalogue. Most of the themes and issues in this module are closely linked with chapters in this textbook. However, recourse to the textbook alone is insufficient to pass this module. Nor will it enable you to contribute fully to group work, or to learn effectively. You must read more widely than this, every week.

There are other textbooks on international security studies you may find useful:

- Dannreuther, R. (2013), *International Security: The Contemporary Agenda*, 2nd. edn. Cambridge and Malden, MA: Polity Press.
- Hough, P., S. Malik, A. Moran and B. Pilbeam, eds. (2015), *International Security Studies: Theory and Practice*. Abingdon and New York: Routledge.

- Peoples, C. and N. Vaughan-Williams (2015), *Critical Security Studies: An Introduction*, 2nd. edn. Abingdon and New York: Routledge.
- Williams, P.D. (2013), *Security Studies: An Introduction*, 2nd. edn. Abingdon and New York: Routledge.

Students interested in the intellectual history of security studies should consult:

- Buzan, B. and L. Hansen (2009), *The Evolution of International Security Studies*. Cambridge: Cambridge University Press.

Academic journals and periodicals

You should get into the habit of scanning new and back issues of relevant academic journals and periodicals, many of which are available via ISS e-journals. This will help raise your awareness of current scholarly work dealing with empirical issues and conceptual topics, and generally help you keep up with intellectual developments across a range of topics.

There are too many journals dedicated to aspects of this module to list in their entirety. However, the following are useful places to start your reading and research:

American Political Science Review
Armed Forces & Society
Bulletin of the Atomic Scientists
Civil Wars
Contemporary Security Policy
European Journal of Int'l Security
Foreign Affair
Foreign Policy
International Affairs
International Organization
International Peacekeeping
International Security
Int'l Studies Perspectives
International Studies Quarterly
International Studies Review
Journal of Cold War History
Journal of Intervention & Statebuilding
Journal of Peace Studies
Journal of Politics
Journal of Strategic Studies
Millennium
Non-Proliferation Review
Orbis
Parameters
Political Science Quarterly
Review of International Studies
Security Dialogue
Security Studies
Small Wars & Insurgencies
Strategic Studies Quarterly

Studies in Conflict & Terrorism
Survival
Terrorism & Political Violence
The Nonproliferation Review
Washington Quarterly
World Politics

Other resources

Non-academic sources

Books and journals are only places to start your research, not finish it. All modules require students to consult newspapers and broadcast media, think-tanks, government and policy papers, etc. There are thousands of online sources that can help you in your studies, although they vary widely in quality and accuracy. You might want to start with *BBC News*, *The Guardian*, *The Times*, *The New York Times* and foreignpolicy.com for the Western take on current security affairs, but you are strongly encouraged to explore non-western sources, including those published in high-censorship regimes such as Morocco's MAP, China's CCTV and People's Daily, the Moscow Times and RT, as well as others depending on the security topic being covered. You should aim to exercise critical judgement on what constitutes a reliable source – sources that corroborate your worldview are not necessarily always the most accurate, for instance. Your seminar tutors will be able to help you in identifying sources and establishing their credibility.

Further reading on academic writing and other skills

- Becker, H.S. (2007), *Writing for Social Scientists*, 2nd. edn. Chicago: University of Chicago Press.
- Cottrell, S. (2013), *The Study Skills Handbook*, 4th. edn. Basingstoke: Palgrave Macmillan.
- Cottrell, S. and N. Morris (2012), *Study Skills Connected: Using Technology to Support Your Studies*. Basingstoke: Palgrave Macmillan.
- Neville, C. (2009), *How to Improve Your Assignment Results*. Maidenhead: McGraw-Hill/Open University Press.
- Shields, M. (2010), *Essay Writing: A Student's Guide*. London: Sage.

Further reading on research methods and methodologies

- Aradau, C., J. Huysmans, A. Neal and N. Voelkner, eds. (2015), *Critical Security Methods: New Frameworks for Analysis*. London and New York: Routledge.
- Bryman, A. (2008), *Social Research Methods*, 3rd. edn. Oxford: Oxford University Press.
- Fierke, K.M. (2007), *Critical Approaches to International Security*. Cambridge: Polity.
- Grix, J. (2004), *The Foundations of Research*. New York: Palgrave Macmillan.

TEACHING SCHEDULE

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Week 1. Introduction: Security after the Cold War (15th January) Dr de Orellana [NO SEMINARS THIS WEEK]	8
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CLASS DETAILS AND READING

WEEK BY WEEK OUTLINE

Week 1. Introduction: Security after the Cold War (15th January) Dr de Orellana [NO SEMINARS THIS WEEK]

This class will introduce students to the module, highlighting key themes and explaining the assessment process. Expectations regarding student participation and class preparation will be made clear. The lecture will alert students to the changing concerns and meanings of security after the end of the Cold War, and the academic role of security studies. The seminars will be used for mutual introductions and allotting presentation slots, as well as any questions students may have for their tutors.

Key questions will include:

- why did policy-makers declare that the Cold War period would be less stable?
- should security start with states or people?
- why does it matter what is the referent object of security?
- is security an ‘essentially contested’ concept?

Key reading

- Collins, A. (2016), ‘Introduction: What is security studies?’, in A. Collins, ed., *Contemporary Security Studies*, 4th. edn. Oxford: Oxford University Press, pp. 1-10.

- Baldwin, D.A. (1995), 'Security studies and the end of the Cold War', *World Politics* 48(1): 117-141.

Further reading

- Baldwin, D.A. (1997), 'The concept of security', *Review of International Studies* 23(1): 5-26.
- Buzan, B. (1991), *People, States and Fear: An Agenda for International Security Studies in the Post-Cold War Era*, 2nd. edn. London: Harvester Wheatsheaf.
- Cerny, Philip G. "The New Security Dilemma: Divisibility, Defection and Disorder in the Global Era." *Review of International Studies* 26, no. 4 (October 2000): 623–646.
- Cerny, Philip G, and Alex Prichard. "The New Anarchy: Globalisation and Fragmentation in World Politics." *Journal of International Political Theory* 13, no. 3 (October 1, 2017): 378–394. doi:10.1177/1755088217713765.
- Buzan, B. and L. Hansen (2009), *The Evolution of International Security Studies*. Cambridge: Cambridge University Press, ch. 1, 'Defining international security studies'.
- Miller, B. (2001), 'The concept of security: Should it be redefined?', *Journal of Strategic Studies* 24(2): 13-42.
- Mueller, J. (1995), *Quiet Cataclysm: Reflections on the Recent Transformation of World Politics*. New York: HarperCollins.
- Wolfers, A. (1952), "'National security" as an ambiguous symbol', *Political Science Quarterly* 67(4): 481-502.

Week 2. Policy Briefing Workshop (22nd January) Ms Emily Taylor (HMT)

In this session, a representative from HM Treasury will be teaching you about a policy briefing: the documents prepared to inform policymakers about specific issues. This session is vital, for in seminars your presentations will take the form of policy briefings.

This one-hour workshop, delivered by a British Government policy professional, will give you the practical skills you need to plan, write and effectively communicate an impactful policy briefing. We will explore what a briefing is and how they are used by policy influencers and policy makers. We look at how to format a written policy brief, and how to use language and style to maximise impact. We will also address how your policy ideas can be communicated verbally in a coherent, concise and convincing fashion. By the end of this workshop you should feel confidently equipped to deliver a group policy briefing as part of your seminar series. This skills set is directly relevant to policy and communication roles across the security and international relations field.

Seminars begin in the days following this lecture. In this first seminar you will discuss takeaways from the introductory lectures and organise allocation of policy briefing hand in and class presentations for the following seminars.

Week 3. Nuclear Proliferation (29th January) Dr Hassan Elbahtimy

The Cold War fears of superpower nuclear war may have diminished but concerns over the proliferation of nuclear weapons have increased. This class looks at the reality and prospects of proliferation of nuclear weapons technology to state and non-state actors in the 21st century.

Key questions will include:

- what lessons can be learnt from the Cold War about contemporary nuclear proliferation?
- should the world worry if 'rogue states' or terrorists develop or acquire nuclear weapons?
- how likely is nuclear conflict in south Asia?

Key reading

- Wirtz, J.J. (2016), 'Weapons of mass destruction', in A. Collins, ed., *Contemporary Security Studies*, 4th. edn. Oxford: Oxford University Press, pp. 294-310.
- Miller, S.E. and S.D. Sagan (2009), 'Nuclear power without nuclear proliferation?', *Daedalus* 138(4): 7-18.
- Sagan, S.D. (1996/97), 'Why do states build nuclear weapons? Three models in search of a bomb', *International Security* 21(3): 54-86.

Further reading

- Bowen, Wyn Q., Hassan Elbahtimy, and Christopher Hobbs. *Trust in Nuclear Disarmament Verification*. 1st ed. 2018 edition. New York, NY: Palgrave Macmillan, 2018.
- Bourne, M. (2016), 'Invention and uninvention in nuclear weapons politics', *Critical Studies on Security* 4(1): 6-23.
- Feaver, P.D. (1995), 'Optimists, pessimists, and theories of nuclear proliferation management', *Security Studies* 4(4): 754-772.
- Paul Kapur, S. (2005), 'India and Pakistan's unstable peace: Why nuclear South Asia is not like Cold War Europe', *International Security* 30(2): 127-152.
- Pluta, A.M. and P.D. Zimmerman (2006), 'Nuclear terrorism: a disheartening dissent', *Survival* 48(2): 55-69.
- Ruzicka, J. and N.J. Wheeler (2010), 'The puzzle of trusting relationships in the Nuclear Non-Proliferation Treaty', *International Affairs* 86(1): 69-85.
- Sagan, S. and K. Waltz (2013), *The Spread of Nuclear Weapons: A Debate Renewed*, 3rd. edn. New York: W.W. Norton.

Week 4. Global insurgency (5th February) Prof. David Betz

The end of the Cold War was an inflection point in international security, but so too were the terrorist attacks of September 11th, 2001. This class will look at the evolution of insurgency since the late 20th century and the contemporary insurgent threat.

Key questions will include:

- Has there been an evolution of insurgency?
- What factors are driving changes in insurgent technique?
- How have states responded to global insurgency?

Key reading

- Lutz, B. and J. Lutz (2016), 'Terrorism', in A. Collins, ed., *Contemporary Security Studies*, 4th. edn. Oxford: Oxford University Press, pp. 311-326.
- Hoffman, B. (2006), *Inside Terrorism*, rev. and expanded edn. New York: Columbia University Press, chs. 1-3.

Further reading

- Cronin, A.K. (2015), 'ISIS is not a terrorist group: Why counterterrorism won't stop the latest jihadist threat', *Foreign Affairs* 94(2): 87-98.
- Duyvesteyn, I. (2004), 'How new is the new terrorism?', *Studies in Conflict & Terrorism* 27(5): 439-454.
- Kundnani, A. (2012), 'Radicalisation: the journey of a concept', *Race & Class* 54(2): 3-25.
- Neumann, P.R. (2009), *Old and New Terrorism*. Cambridge and Malden, MA: Polity Press.
- Pape, R. (2003), 'The strategic logic of suicide terrorism', *American Political Science Review* 97(3): 343-361.
- Rees, W. and R.J. Aldrich (2005), 'Contending cultures of counterterrorism: Transatlantic divergence or convergence?', *International Affairs* 81(5): 905-923.
- Romaniuk, Scott, Francis Grice, and Stewart Webb, eds. *The Palgrave Handbook of Global Counterterrorism Policy*. London: Palgrave Macmillan, 2016.

Week 5. Human Security (12th February) Dr de Orellana

As understandings of security diversified at the end of the Cold War, human security emerged as a new way of thinking about the relationship between people and deprivation. This class examines a concept that has been highly influential in security studies and in global policy.

Key questions will include:

- why is human security such an important conceptual development?
- is there more to human security than just a long list of things that can go wrong in everyday life?
- how should we explain the emergence of human security as a policy concept in the 1990s?
- is human security a feasible global policy objective?

Key reading

- Booth, K. (1991), 'Security and emancipation', *Review of International Studies* 17(4): 313-326.
- Persaud, R.B. (2016), 'Human security', in A. Collins, ed., *Contemporary Security Studies*, 4th. edn. Oxford: Oxford University Press, pp. 139-153.
- Paris, R. (2001), 'Human security: Paradigm shift or hot air?', *International Security* 26(2): 87-102.

Further reading

- Axworthy, L. (2001), 'Human security and global governance: Putting people first?', *Global Governance* 7(1): 19-23.
- Collier, P. (2008), *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. New York: Oxford University Press.
- Dillon, M. and L. Lobo-Guerrero (2008), 'The biopolitics of security in the 21st century', *Review of International Studies* 32(2): 265-292.
- John Mackinlay, *The Insurgent Archipelago* (London: Hurst, 2009)
- David Betz, *Carnage and Connectivity* (London: Hurst, 2015)
- David Kilcullen, 'Countering Global Insurgency', *Journal of Strategic Studies*, Vol. 28, No. 4 (August 2005)
- Neville Bolt, 'Unsettling Networks', *RUSI Journal*, Vol. 154, No. 5 (October 2009)

Week 6. Humanitarian Intervention (19th February) Dr de Orellana

Human security has deeply influenced how and why states intervene in foreign conflicts on humanitarian grounds. This class will examine the cases for and against humanitarian intervention, and the implications of the emergence of the Responsibility to Protect (R2P) in the 2000s and asks to what extent it has really changed intervention behaviours.

Key questions will include:

- How do military and humanitarian interventions differ?
- How did R2P emerge? To what extent has it achieved its aim of breaking with traditional humanitarian intervention?
- Why is R2P so controversial?

Key reading

- Bellamy, A. (2015), 'The Responsibility to Protect turns ten', *Ethics & International Affairs* 29(2): 161-185.
- Bellamy, A. (2016), 'Humanitarian intervention', in A. Collins, ed., *Contemporary Security Studies*, 4th. edn. Oxford: Oxford University Press, pp. 327-342.
- Smith, M.J. (1998), 'Humanitarian intervention: an overview of the ethical issues', *Ethics & International Affairs* 12: 63-79.
- Hehir, Aidan. 'Humanitarian Intervention: Past, Present and Future', *Political Studies Review*, 6:3 (2008) 327-340

Further reading

- Morris, Justin, 'Libya and Syria: R2P and the spectre of the swinging pendulum', *International Affairs*, 89:5 (2013) 1265-1283
- Kate Seaman, 'The Regionalization of the Responsibility to Protect', in Daniel Fiott and Joachim Koops eds., *The Responsibility to Protect and the Third Pillar: Legitimacy and Operationalisation* (Chapter 4), (Palgrave Macmillan, 2015), pp.58-77.
- Kuhrt, Natasha, 'Russia, the Responsibility to Protect and Intervention' in Daniel Fiott and Joachim Koops eds., *The Responsibility to Protect and the Third Pillar: Legitimacy and Operationalisation* (Chapter 6), (Palgrave Macmillan, 2015), pp.97-114
- Peiran Wang, 'China and the Third Pillar', in Fiott and Koops eds., Chapter 5, pp.78-96.
- Thakur, Ramesh 'R2P after Libya and Syria: Engaging Emerging Powers', *The Washington Quarterly*, 36:2 (2013) 61-76.
- Chandler, D. (2004), 'The responsibility to protect? Imposing the "Liberal Peace"', *International Peacekeeping* 11(1): 59-81.
- Evans, G. (2009), 'The Responsibility to Protect: From an idea to an international norm', in R.H. Cooper and J.V. Kohler, eds., *Responsibility to Protect: The Global Moral Compact for the 21st Century*. New York: Palgrave Macmillan, pp.15-29.
- Stedman, S.J. (1992/93), 'The new interventionists', *Foreign Affairs* 72(1): 1-16.
- Stedman, S.J. (1997), 'Spoiler problems in peace processes', *International Security* 22(2): 5-53. –not sure this is relevant here
- Welsh, J.M., ed. (2004), *Humanitarian Intervention and International Relations*. Oxford: Oxford University Press.

- Wheeler, N.J. (2000), *Saving Strangers: Humanitarian Intervention in International Society*. Oxford: Oxford University Press.

Week 7. The Body at War: Gender, Violence and Conflict (26th February) Lecturer TBD

This class will explore the multiple meanings of gender and security within the broad context of violence and conflict. It will look at the roles of women in war and as targets of violence, particularly rape and sexual violence. Students will be asked to think about why and how gender is constructed and manifest through discourses and practices of political violence.

This section has been changed after MyReadingList was updated, so please click on the key readings for web links to the readings.

Key questions will include:

- How is war gendered?
- How should we think about causality when thinking about gender and conflict?
- What aspects best explain the prevalence of gender-based sexual violence in conflict?

Key reading

- Cockburn, Cynthia, 'Gender Relations as Causal in Militarism and War', *International Feminist Journal of Politics*, 12:2 2010, 139 – 157
- Connell R.W. and Messerschmidt J. (2005) 'Hegemonic Masculinity: Rethinking the Concept'. *Gender and Society* 19: 829-859.
- Wood, E. J. "Armed Groups and Sexual Violence: When Is Wartime Rape Rare?," *Politics & Society*, Dept of War Studies 37, no. 1 (2009): 131–62.

Further reading

- Lauren B. Wilcox, *Bodies of violence*, (Oxford University Press, 2015) Chapters introduction, 1, 2, 4, and 6
- Chapter 9: Allan Collins (ed.), *Contemporary Security Studies*, Oxford University Press, 2013
- Boesten, J, *Sexual Violence in War and Peace. Gender, Power and Post Conflict Justice*, NY & London, Palgrave, 2014. Or:
- Boesten, J 2009. Analyzing Rape Regimes at the Interface of War and Peace in Peru. *International Journal of Transitional Justice*, 4 (1) pp 110-129.
- Lene Hansen, 'Gender, Nation, Rape: Bosnia and the Construction of Security', *International Feminist Journal of Politics*, 3, 1, 2000
- Enloe, C. H. (1990). *Bananas, Beaches and Bases. Making Feminist Sense of International Politics*. Berkeley, University of California Press.
- Alexandra Stiglmayer, *Mass Rape: The War Against Women in Bosnia-Herzegovina*, (U of Nebraska Press, 1994)
- Sarah C. Miller, 'Moral Injury and Relational Harm: Analyzing Rape in Darfur', *Journal of Social Philosophy* 40, 4, (2009): 504–523
- Goldstein, J. S. *War and Gender. How Gender Shapes War and Vice Versa*. Cambridge, Cambridge University Press, 2001.
- Cockburn, C. & Zarkov, D. (eds) (2002). *The Postwar Moment: Militaries, Masculinities and International Peacekeeping*. Lawrence And Wishart Ltd.

- Giles, W. M. and Jennifer Hyndman (2004). *Sites of Violence: Gender and Conflict Zones*. Berkeley, University of California Press, esp pp23-44.
- Jacobs, S. M., Jacobson, Ruth, and Marchbank, Jen, (2000). *States of Conflict: Gender, Violence and Resistance*. London; New York, Zed Books, particularly chapter by El-Bushra, Transforming Conflict: Some Thoughts on a Gendered Understanding of Conflict Processes.

Week 8. Migration, Multiculturalism, and Identity Politics (5th March) Dr de Orellana

The international movement of people is frequently linked to increased insecurity. At the same time, migration often results from people's desire to improve their individual and collective security. Others are forced to flee from conflict and deprivation. This class will look at the complex and controversial issue of international migration, the issues of identity that underpin much of it, and its relationship with the concept and practices of security. The second half of this session will be dedicated to basic academic skills you will need throughout your course to successfully engage with academic practices and skills that are transferrable beyond the Ivory Tower –see below for details.

Key questions will include:

- what is migration, in all its forms?
- how is migration constructed as a security threat?
- how should we understand state and societal responses to migration?

Key reading

- Adamson, F. (2006), 'Crossing borders: International migration and national security', *International Security* 31(1): 165-199.
- Bigo, D. (2011), 'Reflections on immigration controls and free movement in Europe', in E. Guild and S. Mantu, eds., *Constructing and Imagining Labour Migration: Perspectives of Control from Five Continents*. Farnham: Ashgate, pp. 293-305.
- Roe, P. (2016), 'Societal security', in A. Collins, ed., *Contemporary Security Studies*, 4th. edn. Oxford: Oxford University Press, pp. 215-228.

Further reading

- Aradau, C. (2004), 'The perverse politics of four-letter words: Risk and pity in the securitisation of human trafficking', *Millennium* 33(2): 251-277.
- Cohen, R. (1996), 'Diasporas and the nation-state: From victims and challengers', *International Affairs* 72(3): 507-520.
- D'Appollonia, A.C. (2012), *Frontiers of Fear: Immigration and Insecurity in the United States and Europe*. Ithaca, NY: Cornell University Press.
- Gibney, M.J. (2015), 'Refugees and justice between states', *European Journal of Political Theory* 14(4): 448-463.
- Hollifield, J.F. and T.K. Wong (2015), 'The politics of international migration: How can we "bring the state back in"?', in C.B. Brettell and J. F. Hollifield, eds., *Migration Theory: Talking Across Disciplines*, 3rd. edn. New York and Abingdon: Routledge, pp. 227-288.
- Jones, R. (2012), *Border Walls: Security and the War on Terror in the United States, India, and Israel*. London and New York: Zed Books, esp. chs. 2 and 6 on the US/Mexico border.

Skills session

- Reading, Speed-reading, note-taking
- Essay planning, writing
- Presentation skills
- Debating

Week 9. Cybersecurity (12th March) Dr Tim Stevens

Cybersecurity has emerged as a broad field of security politics and practice, concerned with the security of information environments like the internet. It is, however, a more complex proposition than immediately meets the eye. This class will explore the intersections of cybersecurity with war, terrorism, crime and societal security, and unpack the multiple meanings and practices of this new form of security.

Key questions will include:

- what does cybersecurity seek to secure?
- There have always been infrastructures; why is their security deemed so important now?
- Who or what 'does' cybersecurity?

Key reading

- Deibert, R.J. and R. Rohozinski (2010), 'Risking security: Policies and paradoxes of cyberspace security', *International Political Sociology* 4(1): 15-32.
- Dunn Cavelty, M. (2016), 'Cyber-security', in A. Collins, ed., *Contemporary Security Studies*, 4th. edn. Oxford: Oxford University Press, pp. 401-416.
- Hansen, L. and H. Nissenbaum (2009), 'Digital disaster, cyber security, and the Copenhagen School', *International Studies Quarterly* 53(4): 1155-1175.

Further reading

- Barnard-Wills, D. and D. Ashenden (2012), 'Securing virtual space: cyber war, cyber terror, and risk', *Space & Culture* 15(2): 110-123.
- Burgess, J.P. (2007), 'Social values and material threat: The European Programme for Critical Infrastructure Protection', *International Journal of Critical Infrastructures* 3(3-4): 471-487.
- Dunn Cavelty, M. (2008), *Cyber-Security and Threat Politics: US Efforts to Secure the Information Age*. Abingdon and New York: Routledge, esp. introduction and ch. 1.
- Kaiser, R. (2015) 'The birth of cyberwar', *Political Geography* 46: 11-20.
- Langø, H-I. (2016), 'Competing academic approaches to cyber security', in K. Friis and J. Ringsmose, eds., *Conflict in Cyber Space: Theoretical, Strategic and Legal Perspectives*. London: Routledge, pp. 7-26.

Week 10. Environmental Security (19th March) Harris Kuemmerle

Many security issues lay claim to be existential but the field of environmental security can plausibly be construed as an issue of planetary survival. This class will look at the links between the environment, security and conflict, and ask about the prospects for international cooperation and coordination on environmental security issues,

Key questions will include:

- how is the environment a security issue?
- what is the relationship between the environment and conflict?
- can the environment be governed on a global scale?

Key reading

- Barnett, J. (2016), 'Environmental security', in A. Collins, ed., *Contemporary Security Studies*, 4th. edn. Oxford: Oxford University Press, pp. 229-246.
- Brown, O., A. Hammill and R. McLeman (2007), 'Climate change as the "new" security threat: Implications for Africa', *International Affairs* 83(6): 1141-1154.
- Death, C. (2013), 'Governing climate change and the planetary environment', in S. Harman and D. Williams, eds., *Governing the World? Cases in Global Governance*. Abingdon and New York: Routledge, pp. 142-159.

Further reading

- Barnett, J. (2001), *The Meaning of Environmental Security: Ecological Politics and Policy in the New Security Era*. London: Zed Books.
- Falkner, R., H. Stephan and J. Vogler (2010), 'International climate policy after Copenhagen: Towards a 'building blocks' approach', *Global Policy* 1(3): 252-262.
- Harrington, C. (2016), 'The ends of the world: International Relations and the Anthropocene', *Millennium: Journal of International Studies* 44(3): 478-498.
- Hurrell, A. (1994), 'A crisis of ecological viability? Global environmental change and the nation state', *Political Studies* 42(s1): 146-165.
- Homer-Dixon, T.F. (1999), *Environment, Scarcity, and Violence*. Princeton, NJ: Princeton University Press.
- Trombetta, M.J. (2008), 'Environmental security and climate change: Analysing the discourse', *Cambridge Review of International Affairs* 21(4): 585-602.

Week 11. Conclusion: Thinking Security (26th March) Dr de Orellana

This class will bring together the themes of the course and ask about the future of security and how to think about it. In particular, it will discuss the continued centrality of security to the study of war, politics and International Relations.

Key questions will include:

- what are the social, political and economic roles of security in the late modern polity?
- what is 'the future' in security, and what is the future of security?
- how should the study of security proceed?

Key reading

- Browning, C.S. and M. McDonald (2013), 'The future of critical security studies: Ethics and the politics of security', *European Journal of International Relations* 19(2): 235-255.
- Carpenter, C. (2016), 'The future of global security studies', *Journal of Global Security Studies* 1(1): 92-94.
- Jervis, R. (1991/92), 'The future of world politics: Will it resemble the past?', *International Security* 16(3): 39-73.

- Wæver, O. and B. Buzan (2016), 'After the return to theory: the past, present, and the future of security studies', in A. Collins, ed., *Contemporary Security Studies*, 4th. edn. Oxford: Oxford University Press, pp. 417-435.

Revision session (DATE TBD) Dr de Orellana