



## Thematic Issues in Global Security

**Time:** Seminar Group 1: Monday 11.00-13.00  
Seminar Group 2: Monday 15.00-17.00

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**Office Hours:** By appointment

### The Course:

This course will offer students the opportunity to study a range of contemporary security matters that operate, and are addressed, at a global level. During this course, students will examine how security threats emerge and how international and national actors are tackling them.

### Course Aims:

This course aims to introduce students to the most pressing contemporary security challenges. Students will rely on various theoretical approaches to explore the development of current security threats. Throughout the semester, we will cover the following thematic issues in global security: terrorism; transnational crime; cyber security; climate change and conflict; energy security; food security; migration; Students will be encouraged to identify the ways in which individual 'thematic issues in global security' impact upon each other and can be seen to be inter-dependent. The course will also allow students to debate how different institutional actors (i.e. NATO, UN, African Union), countries (i.e. USA, Russia, China, India etc.) and regions (i.e. Africa, Europe, South America) around the world address the threats associated with these issues. The course will reflect many of the key issues covered by the UK research councils' joint initiative – *Partnership for Conflict, Crime and Security Research* (formally Global Uncertainties). For more details on this programme, please visit <http://www.paccsresearch.org.uk>.

## **Intended Learning Outcomes (ILOs):**

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

- Recognise a variety of security issues and existential threats evident at a global level
- Demonstrate a thorough knowledge and critical understanding of the recent literature and link that to the development of contemporary security concerns and threats
- Critically review key security documentation and policy focusing on specific and varied global security concerns
- Demonstrate skills in group work and problem solving
- Present clear, analytical and robust analyses and arguments in both written and oral form
- Explain the changing nature of international security by reference to classical and contemporary approaches

## **Teaching:**

The teaching for this course will consist of weekly 2-hour seminars which will include a variety of teaching and learning methods and formats including discussions of prior reading, group work, problem-solving workshops, and case study exercises. In the more detailed week-by-week description of the programme below you will find details of required reading and/or other tasks which you are asked to carry out prior to each session. Additional weekly tasks will be communicated via email. It is important that you check ahead each week and ensure that you have done the necessary preparatory work. This will enable you to participate fully and get the most out of each seminar.

## **Feedback and Individual Consultations:**

Students will receive verbal and written feedback from the tutors on their contributions and participation during seminars as part of the general seminar process. Where appropriate, peer-feedback will also be encouraged. Written feedback will be provided for all written assignments. Students should feel free to contact the course instructors to discuss any issues or questions they have concerning the course

## **Readings:**

There is no required textbook for the course; however, we highly recommend that students consult at least one of the following textbooks:

Alan Collins (ed) (2016) [Contemporary Security Studies \(4<sup>th</sup> Edition\)](#). Oxford University Press.

Peter Hough [\(2018\) Understanding Global Security \(4th edition\)](#). London: Routledge.

- [2008 e-copy is also available](#)

Peoples, C. and Vaughan-Williams, N. (2015) [Critical Security Studies: An Introduction \(2<sup>nd</sup> Edition\)](#). London: Routledge

- [2010 e-book is also available](#)

Williams, Paul D., and Matt McDonald (2018) (eds). Security Studies: An Introduction. 3<sup>rd</sup> edition. London: Routledge.

- [2008 edition is also available](#)

You are encouraged to undertake your own review of the literature building up your own reading lists of books, journal articles and other publications. A list of particularly relevant general texts/books is provided below and 3-4 key articles or book chapters are recommended for each seminar. You should use the resources listed in this course guide as a place to begin your wider reading on the various security topic that will be covered.

The required readings are available as e-books or e-articles via Glasgow University Library (GUL). You are encouraged to search the library catalogue widely for other relevant texts.

## General Texts

**Texts marked with \*\* are recommended and available as ebooks from the University Library**

- Brauch, H.G. (2009) *Facing Global Environmental Change: Environmental, human, energy, food, health and water security concepts*. Berlin: Springer.
- \*\*Hough, P. (2013) *Understanding Global Security* (3rd Edition). London: Routledge. [2008 edition available as e-book via GUL]
- \*\*Kay, S. (2015) *Global Security In the Twenty-First Century: The Quest for Power and the Search for Peace*. (3<sup>rd</sup> Edition). Oxford: Rowman and Littlefield. [2012 2<sup>nd</sup> e-book via GUL]
- \*\*Krause, K. and Williams, M (eds.) (1997). *Critical Security Studies: Concepts and Cases*. Minneapolis: University of Minnesota Press.
- Smith, M.E. (2010) *International Security: Politics, Policy, Prospects*. Basingstoke: Palgrave MacMillian
- Collins, A. (2013) *Contemporary Security Studies* (3rd Edition). Oxford: Oxford University Press
- \*\*Peoples, C. and Vaughan-Williams, N. (2010) *Critical Security Studies: An Introduction*. London: Routledge [e-book via GUL]
- Swain, A. (2013) *Understanding emerging security challenges: threats and opportunities*. New York: Routledge. Chapter 1
- \*\*Williams, P.D. (2013) *Security Studies: An Introduction*. London: Routledge [E-book via GUL]

## National and International Security Policy Making

- \*\*Giegerich, B. (2010) *Europe and Global Security*. London: Routledge. [e-book via GUL]
- Howorth, J. (2007) *Security and Defence Policy in the European Union*. Basingstoke: Palgrave MacMillian
- \*\*De Haas, M. (2010) *Russia's Foreign Security Policy in the 21<sup>st</sup> Century: Putin, Medvedev and beyond*. London: Routledge (e-book via GLA)
- Ong, R. (2007) *China's security interests in the twenty-first century*. London: Routledge, Abingdon.
- Sarkesian, S.C., Williams, J.A., and Cimbala, S.J. (2008) *US National Security: Policymakers, Processes and Politics* (4<sup>th</sup> Edition) Boulder: Lynne Rienner

## National Security Strategies

Links to national security strategies are provided on the course Moodle site.

## Relevant Journals which you should consult

Please note that this is only an indicative list of available journals. Please consult the library for a full list of available titles:

*International Security*

*European Journal of International Relations*

[Central European Journal of International and Security Studies](#)

[Studies](#)

[Critical Studies on Terrorism](#)

[Europe-Asia Studies](#)

[European Security](#)

[NATO Review](#)

<http://www.nato.int/docu/review/2008/ABOUT/EN/index.htm> [Review of International Studies](#)

[Security Journal](#)

[Security Studies](#)

[Global Change, Peace and Security](#)

[Geopolitics](#)

[Conflict, Security and Development](#)

[Contemporary Security Policy](#)

[Security Dialogue](#)

[Journal of National Security Law and Policy](#)

[Security and Human Rights](#)

[Journal of Conflict and Security](#)

[Law](#)

[Journal of Global Security Studies](#)

## **Assessment**

Assessment for this course will comprise of two strands, summative (assessed) and formative (non-assessed). All summative assessment must be submitted online. This course will use electronic submission and marking. Please check Moodle for the most up-to-date details on submission processes.

### Summative Assessment:

#### **Portfolio Project:**

Students will have to develop a portfolio focusing on a single specific thematic global security issue. The work involved in this project will include a review of how that issue has been approached in the literature, how it relates to wider security concerns, and what kind of approaches to resolving or combating the issue have been undertaken. Specific focus on key policy developments at local, regional, and international levels will be central to this assessment. The portfolio aspect of this assessment will allow students to develop an in-depth understanding of a key security issue which can take place on different levels (global, regional, national, or local) including how it relates to other issues and how policy has been developed to deal with that threat.

The **portfolio** will include the following components:

- I. A 1000-word academic **literature review** (20% of the final grade) based on published material linked to your chosen portfolio theme/issue (due on **February 20** by 4 pm)
- II. A 1500-word **critical policy analysis** (30% of the final grade) of one government strategy document linked to your chosen portfolio theme/issue (due on **March 26** by 4 pm)
- III. A 2000-word **policy brief** (50% of the final grade) on your chosen global security theme. The policy brief will outline the context of the problem, will assess/critique current policy, and will provide policy recommendations (due on **April 20** by 4pm)

## I. Literature Review (1,000 words)

Students will write an academic literature review (1,000 words) focused on their selected security theme. Students are encouraged to be mindful of following questions when writing the review:

**Original thought:** Does the student develop an original line of argument in their discussion of the articles under review?

**Contextual knowledge:** Does the student place the articles in an appropriate wider context, drawing on relevant related reading as necessary?

**Understanding of theme:** Does the student adequately summarise the key points and central arguments of the articles under review?

**Critical analysis:** Does the student offer a critical assessment of the arguments presented identifying similarities, differences, strengths, weaknesses and omissions within and between articles?

**Structure and coherence:** Does the student present a well-structured argument which progresses in a coherent manner, building up an argument towards a convincing set of conclusions

**Academic Style:** Does the student write in appropriate formal and clear style, with accurate spelling, grammar and punctuation?

**Referencing and bibliography:** are references complete and accurate, presented in a consistent style and with a full bibliography? Please note that the bibliography does not count towards the word limit.

**Plagiarism:** free from elements of plagiarism

While there is no set number of texts to be reviewed, students should endeavour to reflect the main authors and publications.

For advice on how to write a good literature review please see the following information by Dena Taylor and Margaret Procter published by the University of Toronto.

### *What is a review of the literature?*

A literature review is an account of what has been published on a topic by accredited scholars and researchers. Occasionally you will be asked to write one as a separate assignment (sometimes in the form of an **annotated bibliography**—see the bottom of the next page), but more often it is part of the introduction to an essay, research report, or thesis. In writing the literature review, your purpose is to convey to your reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. As a piece of writing, the literature review must be defined by a guiding concept (e.g., your research objective, the problem or issue you are discussing, or your argumentative thesis). It is not just a descriptive list of the material available, or a set of summaries

Besides enlarging your knowledge about the topic, writing a literature review lets you gain and demonstrate skills in two areas

1. **information seeking:** the ability to scan the literature efficiently, using manual or computerized methods, to identify a set of useful articles and books
2. **critical appraisal:** the ability to apply principles of analysis to identify unbiased and valid studies.

A literature review must do these things

1. be organized around and related directly to the thesis or research question you are developing
2. synthesize results into a summary of what is and is not known
3. identify areas of controversy in the literature
4. formulate questions that need further research

*Ask yourself questions like these:*

1. What is the **specific thesis, problem, or research question** that my literature review helps to define?
2. What **type** of literature review am I conducting? Am I looking at issues of theory? methodology? policy? quantitative research (e.g. on the effectiveness of a new procedure)? qualitative research (e.g., studies )?
3. What is the **scope** of my literature review? What types of publications am I using (e.g., journals, books, government documents, popular media)? What discipline am I working in (e.g., nursing psychology, sociology, medicine)?
4. How good was my **information seeking**? Has my search been wide enough to ensure I've found all the relevant material? Has it been narrow enough to exclude irrelevant material? Is the number of sources I've used appropriate for the length of my paper?
5. Have I **critically analysed** the literature I use? Do I follow through a set of concepts and questions, comparing items to each other in the ways they deal with them? Instead of just listing and summarizing items, do I assess them, discussing strengths and weaknesses?
6. Have I cited and discussed studies **contrary** to my perspective?
7. Will the reader find my literature review **relevant, appropriate, and useful**?

*Note:*

A literature review is a piece of **discursive prose**, not a list describing or summarizing one piece of literature after another. It's usually a bad sign to see every paragraph beginning with the name of a researcher. Instead, organize the literature review into sections that present themes or identify trends, including relevant theory. You are not trying to list all the material published, but to synthesize and evaluate it according to the guiding concept of your thesis or research question

*Ask yourself questions like these about each book or article you include:*

1. Has the author formulated a problem/issue?
2. Is it clearly defined? Is its significance (scope, severity, relevance) clearly established?
3. Could the problem have been approached more effectively from another perspective?
4. What is the author's research orientation (e.g., interpretive, critical science, combination)?
5. What is the author's theoretical framework (e.g., psychological, developmental, feminist)?
6. What is the relationship between the theoretical and research perspectives?
7. Has the author evaluated the literature relevant to the problem/issue? Does the author include literature taking positions she or he does not agree with?
8. In a research study, how good are the basic components of the study design (e.g., population, intervention, outcome)? How accurate and valid are the measurements? Is the analysis of the data accurate and relevant to the research question? Are the conclusions validly based upon the data and analysis?

9. In material written for a popular readership, does the author use appeals to emotion, one-sided examples, or rhetorically-charged language and tone? Is there an objective basis to the reasoning, or is the author merely "proving" what he or she already believes?
10. How does the author structure the argument? Can you "deconstruct" the flow of the argument to see whether or where it breaks down logically (e.g., in establishing cause-effect relationships)?
11. In what ways does this book or article contribute to our understanding of the problem under study, and in what ways is it useful for practice? What are the strengths and limitations?
12. How does this book or article relate to the specific thesis or question I am developing?

## II. Critical Policy Analysis (1,500 words)

A Critical Policy Analysis will see students identify one significant policy or strategic document (produced by a government or non-governmental organisation) and provide a critical discussion of it (or a section of it). Students should talk about what the government/organisation has attempted to do with the policy and whether you think it is a relevant approach to have taken. This is an academic review of the policy or strategy.

## III. Policy Brief (2,000 words)

A policy brief is a succinct report detailing a range of policy options for a particular audience (politicians, civil servants, NGO officials, etc.) in a decision-making role. There are two types of policy briefs. The first is an advocacy brief which argues in favour of one particular type of policy action. The second is an objective brief which presents a range of options and provides balanced information for the policymaker to make up his or her mind. It has been suggested (Kellee Tsai) "that a policy brief is more professional because it is geared towards readers who have a limited amount of time to make a practical decision, while a research paper is more academic because it pays more attention to the scholarly roots of a particular argument/s and judges their merit on intellectual and logical criteria".

The policy brief should be formatted in a professional style. Some examples are available on Moodle. A good overview can also be found at: <http://www.fao.org/3/a-i5594e.pdf>

The following description of a policy brief has been developed by Eoin Young and Lisa Quinn. It should give you direction and guidance to write your brief.

### *What is a policy brief?*

A policy brief is a document which **outlines the rationale for choosing a particular policy alternative or course of action in a current policy debate**. It is commonly produced in response to a request directly from a decision-maker or within an organisation that intends to advocate for the position detailed in the brief. Depending on the role of the writer or organisation producing the document, the brief may only provide a targeted discussion of the current alternatives without arguing for a particular one (i.e. those who adopt the role of 'objective' researcher). On the other end of the scale, i.e. advocates, the brief may focus directly on providing an argument for the adoption of a particular alternative. Nevertheless for any case, as any policy debate is a market-place of competing ideas, **the purpose of the policy brief is to convince the target audience of the urgency of the current problem and the need to adopt the preferred alternative or course of action outlined and therefore, serve as an impetus for action.**

*A policy brief should be:*

**Focused:** all aspects of the policy brief (from the message to the layout) need to strategically focused on achieving the intended goal of convincing the target audience. For example, the argument provided must build on what they do know about the problem, provide insight about what they don't know about the problem and be presented in language that reflects their values, i.e. using ideas, evidence and language that will convince them.

**Professional, not academic** –The common audience for a policy brief is not interested in the research/analysis procedures conducted to produce the evidence, but are very interested to know the writer's perspective on the problem and potential solutions based on the new evidence.

**Evidence-based** – The policy brief is a communication tool produced by policy analysts and therefore all potential audiences not only expect a rational argument but will only be convinced by argumentation supported by evidence that the problem exists and the consequences of adopting particular alternatives.

**Limited** – to provide a adequately comprehensive but targeted argument within a limited space, the focus of the brief needs to be limited to a particular problem or area of a problem.

**Succinct** – The type of audiences targeted commonly do not have the time or inclination to read an in-depth 20 page argument on a policy problem. Therefore, it is common that policy briefs do not exceed 6 – 8 pages in length (i.e. usually not longer than 3,000 words).

**Understandable** – This not only refers to using clear and simple language (i.e. not the jargon and concepts of an academic discipline) but also to providing a well explained and easy to follow argument targeting a wide but knowledgeable audience.

**Accessible** – the writer of the policy brief should facilitate the ease of use of the document by the target audience and therefore, should subdivide the text using clear descriptive titles to guide the reader.

**Promotional** – the policy brief should catch the eye of the potential audience in order to create a favourable impression (e.g. professional, innovative etc) In this way many brief writers many of the features of the promotional leaflet (use of colour, use of logos, photographs, slogans, illustrative quotes etc).

**Practical and feasible** – the policy brief is an action-oriented tool targeting policy practitioners. As such the brief must provide arguments based on what is actually happening in practice with a particular policy and propose recommendations which seem realistic to the target audience

As discussed above, policy briefs directly reflect the different roles that the policy analyst commonly plays, i.e. from researcher to advocate. The type of brief that we are focusing on is one from the more action-oriented, advocacy end of the continuum. Although there is much variation even at this end of the scale, the most common elements of the policy brief are as follows:

**\*Title of the paper**

The title aims to catch the attention of the reader and compel him/her to read on and so needs to be *descriptive, punchy and relevant*.

### **\*Executive summary**

The executive summary aims to convince the reader further that the brief is worth in-depth investigation. It is especially important for an audience that is short of time to clearly see the relevance and importance of the brief in reading the summary. As such, a 1 to 2 paragraph executive summary commonly includes:

- A *description of the problem* addressed;
- A statement on *why the current approach/policy option needs to be changed*;
- Your *recommendations for action*.

### **\*Context and importance of the problem**

The purpose of this element of the brief is to convince the target audience that a current and urgent problem exists which requires them to take action. The context and importance of the problem is both the introductory and first building block of the brief. As such, it usually includes the following:

- A clear *statement of the problem or issue* in focus.
- A short *overview of the root causes of the problem*
- A clear statement of the *policy implications of the problem* which clearly establishes the current importance and policy relevance of the issue.

It is worth noting that the length of the problem description may vary considerably from brief to brief depending on the stage on the policy process in focus, e.g. there may be a need to have a much more extensive problem description for policy at the evaluation stage than for one at the option choosing stage.

### **\*Critique of policy option(s)**

The aim of this element is to detail shortcomings of the current approach or options being implemented and therefore, illustrate both the need for change and focus of where change needs to occur. In doing so, the critique of policy options usually includes the following:

- A short *overview of the policy option(s)* in focus
- An argument illustrating *why and how the current or proposed approach is failing*.

It is important for the sake of credibility to recognise all opinions in the debate of the issue.

### **\*Policy recommendations**

The aim of the policy recommendations element is to provide a detailed and convincing proposal of how the failings of the current policy approach need to be changed. As such this is achieved by including;

- A breakdown of the *specific practical steps or measures* that need to be implemented
- Sometimes also includes a *closing paragraph* re-emphasising the importance of action.

### **\*Appendices**

Although the brief is a short and targeted document, authors sometimes decide that their argument needs further support and so include an appendix. *Appendices should be included only when absolutely necessary*.

### **\*Sources consulted or recommended**

Many writers of the policy brief decide not to include any sourcing of their evidence as their focus is not on an academic audience. However, if you decide to include a short bibliography then place it at the end. Many writers prefer to lead their readers to further reading and so, include a recommended readings section. Not surprisingly, many of the recommended readings are other related policy documents produced by their organisations.

### **Please note:**

Word limits for the summative assessments are strictly enforced; penalties apply if you go more/less than **10%** over the word count. For the purposes of grading and demonstrating your research to the markers we do require a full bibliography of consulted texts and sources. Please include this on a separate sheet at the end of the document and mark it as ‘Bibliography.’ The bibliography, tables, and figures are excluded from the word count.

Staff will endeavour to return marked course work and feedback to students within **3 working weeks** after the submission dates. Please note that your marks are subject to change following consultation with the second marker and with the external examiner. The first rounds of feedback will be based only on the initial grading by the primary marker because the second marker will not see the portfolio until it has been completed in full.

### **Plagiarism**

Plagiarism will not be tolerated and will be reported to the Senate for further action. Plagiarism *is presenting someone else’s ideas (including lectures) or written work (including Internet material, books, articles, theses, dissertations, and essays) as if one’s own, without proper acknowledgement.* Remember that even paraphrasing someone else’s ideas means that you must give proper credit to your source to avoid plagiarism. The University Calendar says that it is “considered as an act of academic fraudulence and is an offence against University discipline.” The University Calendar sets out the procedure that a Head of Subject must follow if plagiarism of assessed work is suspected. The presentation of someone else’s essay is obviously fraudulent, but the dividing line between your own work and that of your sources is less clear. The solution is always to acknowledge your sources and to use quotations when repeating exactly what someone else has said. Generally you should avoid excessive paraphrasing of others’ writings, even with acknowledgement; it does not demonstrate that you have understood the material you are reproducing. If in doubt seek guidance from your teachers. For more information about plagiarism please visit: <http://www.gla.ac.uk/myglasgow/leads/students/plagiarism/>

### **Penalties**

Standard Penalties will be applied to all coursework that is submitted late without ‘good cause’ or approved extension

### **Formative Assessment**

The formative assessment for this class will include a series of weekly tasks provided several days in advance. Students will also be required to provide short group presentations during the course. Group presentations will be based on pre-assigned peer-groups which will be allocated at the start of the course.

## Course Overview

Date	Topic
January 13	Introduction to the Course; Approaches to Global Security; Brief History of Terrorism
January 20	Terrorism
January 27	Transnational crime
February 3	Cyber Security
February 10	Climate Change and Conflict
February 17	<i>No class (Reading week)</i>
February 20	<i>Literature Review due by 4pm</i>
February 24	Migration and Identity Security
March 2	Food Security
March 9	Public Health and Security
March 16	Energy Security
March 23	Policy Brief Workshop
March 26	<i>Critical Policy Analysis due by 4pm</i>
April 20	<i>Policy Report due by 4pm</i>

### Lecture and seminars:

All students enrolled in the course are expected to attend and actively participate in both the lecture and the seminar. Students strongly encouraged to go beyond the required and suggested readings below in order to acquire a solid foundation on global security challenges.

## **Seminar 1: Introduction to the Course; Approaches to Global Security; Brief History of Terrorism**

This seminar provides an introduction to the course and offers an overview of key theoretical approaches to studying global security. The class will also look briefly at the history of terrorism.

### **Pre-class tasks:**

\*Consider the following questions:

1. What are the most pressing security threats in the contemporary international system (and why)?
2. How do you define the concept of emerging security challenges?
3. What are the main advantages and limitations of dominant theoretical frameworks for understanding the current security threats?
4. How is a process of securitization completed?
5. How can an issue be de-securitized?
6. What are the main obstacles towards the resolution of key security challenges in the contemporary environment?

\*\*Select a region/country of interest and identify the most pressing challenges in that region/country: <http://www.global-security-issues.eu/app/security/>

### **Required readings:**

- Wæver, O. (1995) ‘Securitization and Desecuritization’, in Ronnie D. Lipschutz, ed., *On Security*. New York: Columbia University Press, pp.46-86.
- Balzacq, T. (2011) ‘A theory of securitization: origins, core assumptions and variants’, in T. Balzacq (ed.), *Securitization Theory: How Security problems Emerge and Dissolve*.
- Balzacq, T. et al. (2016) ‘Securitization’ Revisited: Theory and Cases. *International Relations* 52(1): 105-109.
- Shughart, William F. (2006) An Analytical History of Terrorism, 1945-2000. *Public Choice* 128: 7-39.

### **Recommended readings:**

- Balzacq, T. (2005) ‘The Three Faces of Securitization: Political Agency, Audience and Context’, *European Journal of International Relations* 11(2): pp. 171–201.
- Balzacq, T. (2011) ‘A theory of securitization: origins, core assumptions and variants’, in T. Balzacq (ed.), *Securitization Theory: How Security problems Emerge and Dissolve*. London: Routledge. Pp. 1-30.
- Hough, P. (2013) ‘The securitization of Issues, in P. Hough, *Understanding Global Security*. London: Routledge. Chapter 1.3
- Kay, S. (2015) ‘The Dynamics of Global Security’, in S. Kay, *Global Security in the Twenty-first Century*. Rowman and Littlefield. Pp.1-22. Or see chapter 1 of the 2012 edition pp.1-18.
- Leonard, S. and Kaunert, C. (2011) ‘Reconceptualising the audience in Securitization Theory’, in T. Balzacq (ed.), *Securitization Theory: How Security problems Emerge and Dissolve*. London: Routledge. Pp. 57-76
- Swain, A. (2012) *Understanding emerging security challenges: threats and opportunities*. New York: Routledge. Chapter 1
- Strzelz, H. (2007) ‘Towards A Theory of Securitization: Copenhagen and Beyond’, *European Journal of International Relations*, 13, pp.357-383.
- Buzan, B. et al. (1998) ‘Security Analysis: Conceptual Apparatus’, in B. Buzan, O. Wæver and J. deWilde, *Security: A New Framework for Analysis*. Boulder: Lynne

- Riener. [Moodle]
- Emmers, R. (2010) ‘Securitization’, in A. Collins, *Contemporary Security Studies*. Oxford: OUP. Pp. 136-151 [Moodle]
- Zyga, Ioanna-Nikoletta (2012) “[Emerging Security Challenges: A Glue for NATO and Partners?](#)”, NATO Defence College, Rome, Research Paper 85. [Moodle]
- Peoples, C. and Vaughan-Williams, N. (2010) ‘Securitization Theory’, in C. Peoples and N. Vaughan-Williams, *Critical Security Studies*, London: Routledge [e-book via GUL]
- Strizel, H. (2014) *Security in translation: securitization theory and the localisation of threat*. Basingstoke: Macmillan. Chapter 1 and 2.

## Seminar 2: Terrorism

This seminar discusses competing approaches to the scientific study of contemporary terrorism.

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### Required readings:

- Pape, Robert A. (2003) The Strategic Logic of Suicide Terrorism. *American Political Science Review* 97(3): 343-361.
- Victoroff, Jeff. (2005) The Mind of the Terrorist. *Journal of Conflict Resolution* 49(1): 3-42.
- McCauley, Clark, and Sophia Moskalenko. 2008. Mechanisms of Political Radicalization: *Terrorism and Political Violence* 20(3): 415-433.
- Abrahms, M. (2006) Why Terrorism Does Not Work. *International Security* 31(2): 42-78.

### Pre-class tasks:

\*Look over the NATO micro-website on ‘[New Terrorism’ in the Western World](#) <http://www.nato.int/docu/review/2012/Threats-Within/New-Terrorism-Western-World/EN/index.htm> and NATO’s Terrorism micro-site: <http://www.nato.int/cps/en/natolive/76706.htm>

\*\*Pick one terrorist group designated as such by either the UK (<https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2>) or the US government (<https://www.dni.gov/nctc/groups.html>), and do some basic research on that respective group regarding its main objectives. Then check the group’s record on terrorist incidents over time (<https://www.start.umd.edu/gtd/search/BrowseBy.aspx?category=perpetrator>). Finally, try to understand what might drive the variation in that group’s terrorist incident pattern.

Multiple resources on terrorism are listed at the Oxford bibliographies website: <http://www.oxfordbibliographies.com.ezproxy.lib.gla.ac.uk/view/document/obo-9780199791279/obo-9780199791279-0062.xml;jsessionid=E6D57BE53229248D4B5332382702CCC4>

### Recommended readings:

- Lafree, G., and L. Dugan. (2007) Introducing the Global Terrorism Database. *Terrorism and Political Violence* 19: 181-204.
- Chenoweth, E. (2010) Democratic Competition and Terrorist Activity. *Journal of Politics* 72(1): 16-30.
- Aksoy, D. et al. (2012) Terrorism in Dictatorships. *Journal of Politics* 74(3): 810-826

- Phillips, B. (2019) Do 90 Percent of Terrorist Groups Last Less Than a Year? Updating the Conventional Wisdom. *Terrorism and Political Violence* 31(6): 1255-1265.
- Richards, A. (2015) *Conceptualizing Terrorism*. Oxford: OUP. The whole book is of interest, but please concentrate on chapters 1 & 2.
- Lutz, B. And Lutz, J. (2013) 'Terrorism', in A. Collins, *Contemporary Security Studies*, Oxford: OUP. Pp.273-288
- Lutz, B. And Lutz, J. (2016) 'Terrorism', in A. Collins, *Contemporary Security Studies*, Oxford: OUP. Pp.311-326
- Smith, M.E. (2010) 'International Terrorism', in M.E. Smith, *International Security, Politics, Policy and Prospects*. Basingstoke: Palgrave MacMillian, pp.151-178.
- Dannreuther, R. (2007) 'International Terrorism and the Impact of 9/11', in R. Dannreuther, *International Security: the Contemporary Agenda*. London: Polity Press
- Stampnitzky, L. (2011) 'Disciplining an Unruly Field: Terrorism Experts and Theories of Scientific/Intellectual Production', *Qualitative Sociology*, 34:1, pp. 1-19
- Kay, S. (2011) 'Terrorism and Insurgency', in S. Kay, *Global Security in the Twenty-first Century*, Oxford: Rowman and Littlefield, pp.227-246
- Norris, P., Kern, M. and Just, M. (2013) *Framing Terrorism: The News Media, the Government and the Public*, Taylor and Francis. Chapter 1. [GUL e-book]
- Wellman, C. (2013) *Terrorism and Counterterrorism: A Moral Assessment*, Springer. Chapters 1-3, pp.1-52 [GUL ebook]
- Beckett, Ian F. W. (2005) 'The Future of Insurgency.' *Small Wars & Insurgencies* 16:1 pp.22-36
- Bobbit, P. (2008) *Terrorism and Consent: The Wars for the Twenty-First Century* London: Allen Lane
- Castro, D. (ed.) (1999) *Revolution and revolutionaries: guerrilla movements in Latin America*. Wilmington: Scholarly Resources.
- Duffield, M. (2001) *Global Governance and the new wars: the merging of development and security*. London: Zed Books
- Gentile, G. (2009) 'A Strategy of Tactics: Population-centric COIN and the Army.' *Parameters* Autumn pp.5-17
- Kilcullen D. (2008) 'Countering global insurgency.' In: *Strategic Studies. A Reader*. London: Routledge
- Mack, A. (2008) 'Why big nations lose small wars: the politics of asymmetric conflict.' In: *Strategic Studies. A Reader*. London: Routledge.
- Mackinlay, J. (2002) *Globalisation and Insurgency* Oxford:OUP.
- Mackinlay, J. (2009) *The Insurgent Archipelago* London: Hurst and Company.
- Buzan, B. And Hasen, L. (2009) 'Responding to 9/11: a return to national security', in B. Buzan and l. Hasen, *The Evolution of International Security Studies*, Cambridge: Cambridge University Press, pp.226-255
- Rogers, P. (2007) *Global Security and the War on Terror: Elite Power and the Illusion of Control*. London: Routledge.
- English, R. (2009) *Terrorism: How to Respond*. Oxford OUP.
- Cameron, R. (2013) *Subjects of Security: Domestic effects of foreign policy in the war on terror*. Basingstoke: Palgrave

### Example Policy Briefs:

- (2007) *Pakistan – Conflicted Ally in the War on Terror*. Carnegie Endowment for International Peace.
- (2008) *Combatting International Terrorism: A Managing Global Insecurity Brief*. The Brookings Institution – New York University – Stanford University
- (2015) *Terrorism – A Brief Explanation*. Center for International & Security Studies at Maryland. CISSM Policy Brief

(2016) Europe's New Counter-Terror Wars. European Council on Foreign Relations:  
Policy Brief

### **Seminar 3: Transnational Crime**

Transnational crime has become increasingly a matter of international security concern in the years after the end of the Cold War and even more so in a post-9/11 context where the relationship between crime and terrorism has been accentuated by government policy and approaches to the latter issue. However, many criminal matters operate independently of terrorism and reflect the intertwining of crime in a broader range of security concerns ranging from economic security to human security. Examples of transnational crime to be examined in this class include drugs smuggling and production, human trafficking and maritime piracy.

#### **Pre-class tasks:**

\*Prepare answers to the following questions:

1. What factors enabled the expansion of transnational crime during the 1990s?
2. How does transnational crime impact the state?
3. Why do governments resort to the use of conventional military solutions to fighting crime and are they effective?

\*\*Case study 1: Look over the NATO micro-website on counter-piracy operations: [http://www.nato.int/cps/en/SID-A6312E47-FA1913AB/natolive/topics\\_48815.htm](http://www.nato.int/cps/en/SID-A6312E47-FA1913AB/natolive/topics_48815.htm) and watch some of the short videos about piracy on NATOChannel.tv

Case study 2: Look over the various UNODC transnational organised crime threat assessments for 2013 which are available at: <http://www.unodc.org/unodc/data-and-analysis/TOC-threat-assessments.html>. Identify how drugs related crime impacts security in different parts of the world.

\*\*\* Listen to the following podcast: <https://www.cfr.org/podcasts/failed-states-rebel-diplomats-and-pirates-conversation-bridget-coggins>

#### **Required readings:**

- Galeotti, M. (2004) 'Introduction: Global Crime Today', *Global Crime* 6:1, pp. 1-7.
- Galeotti, M. (2011) 'Global Crime: Political Challenges and Responses', *Perspectives on Politics*, 9(3): 597-601.
- Coggins, B. (2016) Failing and the Seven Seas? Somali Piracy in Global Perspective. *Journal of Global Security Studies* 1(4): 251-269.
- Hegre, H. et al. (2017) Financing Rebellion: Using Piracy to Explain and Predict Conflict Intensity in Africa and Southeast Asia. *Journal of Peace Research* 54(2): 215-230.

#### **Recommended readings:**

- Geiss, R. and Petrig, A. (2011) *Piracy and armed robbery at sea: the legal framework for counter-piracy operations in Somalia and the Gulf of Aden*. Oxford: Oxford University Press [GUL E-book] see Introduction and Chapter 1

- Giraldo, J. and Trinkunas, H. (2010) 'Transnational Crime', in A. Collins, *Contemporary Security Studies*, Oxford: OUP.
- Hough, P. (2008 or 2013 editions) 'Criminal Threats to Security', in P. Hough, *Understanding Global Security*. London: Routledge.
- Inkster, N. and Comolli, V. (2012) *Drugs, Insecurity and Failed States: The problems of prohibition*. Washington: IISS.
- Murphy, M.N. (2007) *Contemporary piracy and maritime terrorism: the threat to international security*. London : Routledge. Introduction and Chapter 1 and 2 [GUL ebook]
- Okubo, S and Shelley, L. (2011). *Human security, transnational crime and human trafficking: Asian and Western perspectives*. Milton Park, Abingdon, Oxon New York : Routledge. [GUL ebook] in particular consider reading parts 2 and 3
- Rizer, A. and Glaser, S.R. (2011) 'Breach: The National Security Implications of Human Trafficking' in *Widener Law Review*, Vol 17:1. Pp69-94.
- Shanty, F. (2011) *The nexus: international terrorism and drug trafficking from Afghanistan*. Santa Barbara, Calif. : Praeger Security International
- Smith, M.E. (2010) 'International Crime, in M.E. Smith, *International Security, Politics, Policy and Prospects*. Basingstoke: Palgrave MacMillian, pp.179-205.
- Terrif, T. Et al. (1999) 'Non-Traditional Security Threats: Economics, Crime and Migration', in T. Terrif et.al. *Security Studies Today*. Cambridge: Polity Press. pp.135-168.
- van Ginkel, B. and van der Putte, F.P. (2010) 'Introduction: The International Response to Somali Piracy', in van Ginkel, B. and van der Putte, F.P. (eds) *International Response to Somali Piracy, The: Challenges and Opportunities*. Leiden: BRILL

### **Example Policy Briefs:**

- (2012) [Approaching and Counteracting Contemporary Organised Crime](#). Institute for Security and Development Studies.
- (2013) [Transnational Organised Crime: the Stepchild of Crime-Combating priorities](#).  
Institute for Security Studies.
- (2013) [Ending Corruption Demands Decisive Action](#). The Global Economic Governance Programme.
- (2014) [Organised Environmental Crime](#). European Union Action to fight environmental crime. Policy Brief 2.
- (2017) [Strengthening the UN-System response to organised crime and illicit trafficking](#).  
The Global initiative Against Transnational Organized Crime Policy Note

### **Seminar 4: Cyber Security**

Cyber security has become one of the defining security concerns of the early 21<sup>st</sup> century, yet it is also one that suffers from a lack of understanding and singular definition and includes cybercrime, cyber-war and cyber-security. States, corporate companies and international organisations are all involved in combating threats to Informational Communication Technologies (ICT) infrastructure and emanating from within an ICT cyber sphere.

### **Pre-class tasks:**

\*See handout on Moodle and complete the short task based on your reading of EU's cyber security strategy. Also look over some of the NATO strategies to defend against cyber attack: <http://www.nato.int/cps/en/natolive/75747.htm>

\*\*Listen to a talk by Major General Koen Gijsbers (General Manager of the NCI Agency since 2012) on *NATO's Growing Cyber Capabilities* - 60 minutes:  
<http://www.youtube.com/watch?v=o5hrPU3qkT4>

\*\*\*Watch the *Estonian President Speaking on Cybersecurity* at George Washington University. <http://homelandsecurity.gwu.edu/>

### Required readings:

- Kello, L. (2013) The Meaning of the Cyber Revolution. *International Security* 38(2): 7-40.
- Gartzke, E. (2013) The Myth of Cyberwar: Bringing War in Cyberspace Down to Earth. *International Security* 38(2): 41-73.
- Valeriano, B., and R.C. Maness. (2014) The Dynamics of Cyber Conflict between Rival Anagonists, 2001-11. *Journal of Peace Research* 51(3): 347-360.
- Maness, R.C., and B. Valeriano. (2016) The Impact of Cyber Conflict on International Interactions. *Armed Forces and Society* 42(2): 301-323.

### Recommended Readings:

- Cavelti, M.D. (2013) 'Cyber-security', in A. Collins, *Contemporary Security Studies*. (Oxford: OUP), pp/362-378.
- Dewar, R. (2014) "[The Triptych of Cyber Security: A Classification of Active Cyber Defence](#)". 6<sup>th</sup> International Conference on Cyber Conflict.
- Valeriano, B. et al. (2018), *Cyber strategy: the evolving character of power and coercion*, Oxford: OUP, chapters 1 and 2 [GUL e-book]
- Hansen, L. And Nissenbaum, H. (2009) 'Digital Disaster, Cyber Security, and the Copenhagen School', *International Studies Quarterly* Vol.53:4, pp.1155–1175
- Cornell, S. and Jonsson M. (2014), *Conflict, Crime, and the State in Postcommunist Eurasia*, chapter 1: The Nexus of Crime and Conflict [GUL e-book]
- Kremer, J.F. and Miller, B. (eds) (2014) *Cyberspace and international relations: theory, prospects and challenges*. Berlin: Springer. Chapter 1 and 2.
- Amoroso, E. (2011) 'Introduction', in Amoroso, E. *Cyber attacks: protecting national infrastructure*. Burlington, MA : Butterworth-Heinemann. pp.1-29 [GUL ebook]
- Andress, J.; Winterfeld, S. And Rogers, R. (2014) *Cyber warfare: techniques, tactics and tools for security practitioners*. Amsterdam ; Boston : Elsevier/Syngress. Chapter 1 [GUL ebook]
- Cavelti, M.D. (2008) 'The Information Age and Cyber Threats: Shifting Meanings and Interpretations', in *Cyber Security and Threat Politics*. London: Routledge. Pp.12-23.
- Christou, G. (2016) *Cyber security in the European Union: resilience and adaptability in governance policy*. Palgrave Macmillan: Basingstoke. Chapter 1
- Clemente, D. (2013) *Cyber Security and Global Interdependence*: What is Critical? (London: Chatham House).
- Johnson, C. (2014) *Anti-Social Networking: Crowdsourcing and the Cyber Defence of National Critical Infrastructures*. *Ergonomics*, 57(3) pp.419-433.
- Johnson, M., (2013) *Cyber Crime, Security and Digital Intelligence*. Farnham: Gower. Chapters 1 and 2. Pp.7-26.
- Kramer, F.D., Starr, S.H. and Wentz, LK. (2009) *Cyberpower and National Security* (Dulles, VA: Potomac Books).
- Lee, N (2013) *Counterterrorism and Cybersecurity: Total Information Awareness*. Springer [GUL ebook]

- Michael, A. (2011) *Cyber Probing: The Politicisation of Virtual Attack*. Defence Academy of the UK
- Radu , R.G. (2012) 'The Monopoly of Violence in the Cyber Space: Challenges of Cyber Security' in E. Fels et al. (eds.), *Power in the 21st Century, International Security and International Political Economy in a Changing World, London*: Springer. pp.137-150.
- Shakarian, P., Shakarian, J. and Ruef, A. (2013) *Introduction to Cyber-Warfare: A Multidisciplinary Approach*. (Waltham: Syngress). Chapter 1 and Chapter 12
- UK Government (2011) *The UK Cyber Security Strategy Protecting and promoting the UK in a digital world*.

### **Example Policy Briefs:**

- (2012) *Cyberwar as an Issue of International law*. PRIO Policy Briefs
- (2013) *Dealing with Cybersecurity Threats Posed by Globalized Information technology Suppliers*. Peterson Institute for International Economics.
- (2013) *Cybersecurity in Russian-U.S. Relations*. Center for International and Security Studies at Maryland.

### **Seminar 5: Climate Change and Conflict**

This seminar discusses the link between climate change and conflict.

#### **Pre-class tasks:**

\*Consider the following questions:

1. How might climate change affect interstate conflict?
2. How might climate change affect intrastate conflict?
3. What are the processes through which localized climate-related unrest can escalate to conflict?
4. How is climate change affecting existing security challenges?
5. What new security challenges does climate change produce and how can they be addressed?

\*\*Read through the IPCC special report on climate change: <https://www.ipcc.ch/sr15/>

\*\*\*Read through the 2019 UN Emissions Gap report:  
<https://www.unenvironment.org/resources/emissions-gap-report-2019>

#### **Required readings:**

- Koubi, V. (2019) Climate Change and Conflict. *Annual Review of Political Science* 22: 343-360.
- SIDA. (2017) The Relationship between Climate Change and Violent Conflict.
- Salehyan, I. (2014) Climate Change and Conflict: Making Sense of Disparate Findings. *Political Geography* 43: 1-5.
- Wood, R., and T.M. Wright (2016) Responding to Catastrophe: Repression Dynamics Following Rapid-onset Natural Disasters. *Journal of Peace Research* 60(8): 1446-1472.

#### **Recommended readings:**

- Salehyan, I., and C.S. Hendrix. (2016) Climate Shocks and Political Violence. *Global Environmental Change* 28: 239-250.

- Jones, B.T. et al. (2017) Food Scarcity and State Vulnerability: Unpacking the Link between Climate Vulnerability and Violent Unrest. *Journal of Peace Research* 54(3): 335-350.
- Hough, P. (2008) 'Environmental Threats to Security', in P. Hough, *Understanding Global Security*. London: Routledge. Pp.143-164
- Smith, M.E. (2010) 'International Environment and Resource Security', in M.E. Smith, *International Security, Politics, Policy and Prospects*. Basingstoke: Palgrave MacMillian, pp.230-255.
- Buhaug, H. (2015) 'Climate–conflict research: some reflections on the way forward', *WIREs Climate Change* 6, pp.269–275
- Kay, S. (2011) 'What is Environmental Security', in S. Kay, *Global Security in the Twenty-first Century*, Oxford: Rowman and Littlefield, pp.300-309
- Kay, S. (2011) 'Environmental Dangers', in S. Kay, *Global Security in the Twenty-first Century*, Oxford: Rowman and Littlefield, pp.316-332.
- Trombetta, M.J. (2011) 'Rethinking the Securitization of the Environment: Old beliefs, New Insights', in T. Balzacq (ed.), *Securitization Theory: How Security Problems Emerge and Dissolve*. London: Routledge. Pp. 135-149 [Moodle]
- Mazo, J. (2010) 'Climate Change and Extreme Environmental Events', in G. Giegerich, *Europe and Global Security*. London: Routledge, pp. 123-148.
- Barnett, J. (2013) 'Environmental Security', in A. Collins, *Contemporary Security Studies*, Oxford: OUP. Pp. 190-207.
- Chalecki, E.L. (2012) *Environmental Security: A Guide to the Issues*. Praeger. Chapter 1 and Chapter 4.
- Dalby, S. (2013) *Security and Environmental Change*. (Cambridge: Polity Press) Chapter 2.
- Buzan, B. et al. (1998) 'The Environmental Sector', in B. Buzan, O. Wæver and J. deWilde, *Security: A New Framework for Analysis*. Boulder: Lynne Rienner. [Moodle]. Pp.-7193
- Terriff, T. et al. (1999) 'the Environment as a Security Issue', in T. Terriff et al. *Security Studies Today*, London: Polity press, pp.115-134
- Tertrais Bruno (2011) 'The Climate Wars Myth', in *Washington Quarterly*, Vol 34:3, pp.17-29
- Starr, J.R. (1991) 'Water Wars', in *Foreign Policy*, no.82. pp17-36 [moodle]
- Mitchell, C., Watson, J. and Whiting, J. (2013) *New challenges in energy security: The UK in a multipolar world*. Basingstoke: Palgrave. Chapter 3
- Paskal, C. (2009) *U.K national security and environmental change: a policy brief for the IPPR Commission on National Security for the 21<sup>ST</sup> Century*. IPPR
- Bigas, H. 2013) *Water Security & the Global Water Agenda*. United Nations University

### Example Policy Briefs:

- (2019) [Climate Change, Conflict, and Peacebuilding in Solomon Islands](#). Conciliation Resources.
- (2019) [Climate Change, Peacebuilding, and Sustaining Peace](#). SIPRI.
- (2018) [Linking Climate Change Adaptation, Peacebuilding, and Conflict Prevention](#). Planetary Security Initiative.
- (2016) [Climate Change and Violent Conflict in East Africa](#). SIPRI.
- (2014) [Climate Change and Conflict in the Sahel](#). (USAID)
- (2012) [Climate Change and Security: Adapting the Discussion to the Evidence](#). Global Governance Institute.
- (2011) [Policy Making in the face of climate change, water conflicts and human security](#). CLICO Policy Briefs.
- (2010) [Climate Change and Conflict: Moving Beyond the Impasse](#). IDS.
- (2004) [Water, Conflict and Cooperation. The United Nations and Environmental Security](#). The Wilson Center.

**February 17:      Reading week (no class)**

**Seminar 6:      Migration and Identity Security**

This seminar opens the discussion on the reasons and the processes through which migration has come to be considered a security issue. The overall discussion will provide you with the opportunity to think of security in terms of identity. We will also turn our attention to different strategies of ‘desecuritisation’.

**Pre-class tasks:**

Prepare answers to the following questions and consult at least one of the example policy briefs:

1. How is migration securitised?
2. How did migration become securitised/how is migration securitised in the European Union?
3. What are the challenges of desecuritising migration?

**Required Readings:**

- Ceyhan, Ayse and Anastasia Tsoukala (2002) ‘The Securitization of Migration in Western Societies: Ambivalent Discourses and Policies’, *Alternatives: Global, Local, Political*, no. 27 (suppl.), pp. 21-39 – also available on Moodle
- Huysmans, Jef (2000) ‘The European Union and the Securitization of Migration’, *Journal of Common Market Studies*, vol. 38 no.5, pp. 751-77
- Roe, Paul (2004) ‘Securitization and Minority Rights: Conditions of Desecuritization’, *Security Dialogue*, vol. 35, no. 3, pp. 279-294.
- Weiner, Myron (1992) ‘Security, Stability and International Migration’, *International Security*, vol. 17, no. 3, pp. 91-126. Also as excerpt in Lynn-Jones and Miller (eds) (1995) *Global Dangers: Changing Dimensions of International Security* (Cambridge, Mass: MIT Press).

**Recommended Readings:**

- Baldaccini, Anneliese, Elspeth Guild and Helen Toner (eds) (2007) *Whose freedom, security and justice?: EU immigration and asylum law and policy* (Oxford: Hart). **Ebook**
- Bali, S (2018) ‘Migration and Refugees’ in Williams & McDonald, *Security Studies: An Introduction*, 3<sup>rd</sup> ed. (Oxon: Routledge).
- Betts, Alexander and Gil Loescher (eds) (2011) *Refugees in International Relations* (Oxford: Oxford University Press) [ebook].
- Bigo, Didier (2000) ‘Internal and External Securitizations in Europe’ in M. Kelstrup and M. C. Williams (eds) *International Relations Theory and the Politics of European Integration* (London: Routledge), pp. 142–168.
- Bigo D (2002) Security and immigration: Toward a critique of the governmentality of unease. *Alternatives*. 27(1): 63-92.
- Boswell, Christina (2007) ‘Migration Control after 9/11: Explaining the Absence of Securitization’, *Journal of Common Market Studies* 45(3): 589-610

- Buonfino, Alessandra (2004) ‘Between Unity and Plurality: the Politicization and Securitization of the Discourse of Immigration in Europe’, *New Political Science*, vol. 26, no. 1, pp. 23-49
- Buzan B, Wæver O and de Wilde J (1998) *Security: A New Framework for Analysis*. Colorado: Lynne Rienner Publishing Inc., [especially Chapter 6]
- Ceyhan A and Tsoukala A (2002) The securitization of migration in western societies: Ambivalent discourse and policies. *Alternatives* 27(3): 91-126.
- Doty RL (2007) States of exception on the Mexico-US border: Security, ‘decisions,’ and civilian border controls. *International Political Sociology* 1(1): 113-137.
- Huysmans J (1995) Migrants as a security problem: dangers of ‘securitizing’ societal issues. In: Miles R and Thranhardt D (eds.) *Migration and European Integration: The Dynamics of Inclusion and Exclusion*. London: Pinter Publishers Ltd., 53-72.
- Huysmans J (2002) *Defining social constructivism in Security Studies: The normative dilemma of writing security*. *Alternatives(Special Issue)*: 41-62.
- Huysmans J (2006) *The Politics of Insecurity: Fear, Migration and Asylum in the EU*. London: Routledge.
- Karyotis G (2007) European migration policy in the aftermath of September 11: The security-migration nexus. *Innovation: The European Journal of Social Sciences* 20(1): 1-17.
- Karyotis G and Patrikios S (2010) Religion, securitization and anti-immigration attitudes: The case of Greece. *Journal of Peace Research* 47(1): 43-57.
- Karyotis, Georgios (2012) ‘Securitization of Migration in Greece: Process, Motives and Implications, *International Political Sociology*, vol. 6, no. 4, pp. 390-408.
- McSweeney B (1996) Review: Identity and security: Buzan and the Copenhagen School. *Review of International Studies* 22(1): 81-93.
- McSweeney B (1999) Security, Identity and Interests. Cambridge: Cambridge University Press.
- Paterson I (2018) Any room at the inn? The impact of religious elite discourse on immigration attitudes in the United Kingdom. *The British Journal of Politics and International Relations* 20(3): 594-612.
- Roe, P. (2019) ‘Societal Security’ in Allan Collins, *Contemporary Security Studies*, 5<sup>th</sup> ed. (Oxford: OUP).
- Skleparis, D. (2016) ‘(In)securitization and illiberal practices on the fringe of the EU’, *European Security* 25(1): 92-111.
- Wæver O (1993) Societal security: the concept. In: Wæver O, Buzan B and Kelstrup M (eds.) *Identity, Migration and the New Security Agenda in Europe*. New York: St. Martin’s Press Inc., 17-40.

### **Examples of Policy Briefs:**

EMN policy brief on migrants’ movements through the Mediterranean (2017)  
[https://ec.europa.eu/homeaffairs/sites/homeaffairs/files/emn\\_policy\\_brief\\_on\\_migrants\\_movements\\_through\\_the\\_mediterranean\\_1.pdf](https://ec.europa.eu/homeaffairs/sites/homeaffairs/files/emn_policy_brief_on_migrants_movements_through_the_mediterranean_1.pdf)

OECD (2019) ‘Migration data brief’  
<https://www.oecd.org/migration/mig/Migration-data-brief-4-EN.pdf>

### **Seminar 7: Food Security: A Perfect Storm**

Over 900 million people experience the hardship that hunger imposes, a figure which continues to rise even amidst the riches of the 21st century. Issues of food security are not only restricted to the developing world. As world food prices scale new peaks,

food insecurity and famine once again dominate humanitarian headlines. Engulfed within a vortex of population growth, economic instability and climate change, food security presents a formidable challenge for national and global governance. This seminar will examine the concept of the perfect storm, as outlined by the UK Chief Scientific Advisor, Sir John Beddington who has argued that issues around population growth, climate change, and economic challenges will create massive problems for sustainable food supplies for the world by 2030. It will also look at some of the UK policy initiatives designed to support and improve food security as well as examine the relationship between food shortages, conflict and wider security matters.

### **Pre-class tasks:**

Prepare answers to the following questions and consult at least one of the example policy briefs:

1. Critically assess the relationship between population growth and food supply.
2. Critically assess the relationship of violent conflict and food insecurity.
3. Should lack of access to food be ‘securitised’?

Have a quick look at the following Index: [Global Food Security Index](#)

### **Required Readings:**

- O'Connor, D., Boyle, P., Ilcan, S., & Oliver, M. (2017). Living with insecurity: Food security, resilience, and the World Food Programme (WFP). *Global Social Policy*, 17(1), 3–20.
- Beddington J. (2009) [\*Food, Energy, Water and the climate: A Perfect Storm of Global Events?\*](#)
- Martindale, W. (2014) [\*Global food security and supply\*](#). Chichester: John Wiley & Sons. Chapters 1 and 2
- H. Charles J. Godfray, et al. (2010) Food Security: The Challenge of Feeding 9 Billion People (2010) *Science*, 327, 812-818

### **Recommended Readings:**

Beddington J. (2009) [\*Food, Energy, Water and the climate: A Perfect Storm of Global Events?\*](#) [Moodle]

Martindale, W. (2014) [\*Global food security and supply\*](#). Chichester: John Wiley & Sons. Chapters 1 and 2

Naylor, R.L. (2014) [\*The Evolving Sphere of Food Security\*](#). New York: OUP.  
Specifically chapter 1 but any of the book chapters will be helpful

Barling, D. Lang, T and Sharpe, R. (2013) “The Re-emergence of national food security on the United Kingdom’s Strategic Policy Agenda: Sustainability Challenges and the Politics of Food Supply”, in Lawrence, G., Lyons, K. and Wallington, T. (eds.) 2013) [\*Food Security, Nutrition and Sustainability\*](#) (London: Earthscan), Chapter 4.

Barrett, C.B. (2013) [\*Food Security and Sociopolitical Stability\*](#). Oxford: OUP. Chapter 1. Pp.1-34.

Bush, R. (2010). ‘Food Riots: Poverty, Power and Protest’, in [\*Journal of Agrarian Change\*](#), Vol.10:1, pp119-129.

Chalecki, E.L. (2012) “Food Security” in E.L. Chalecki, [\*Environmental Security: A Guide to the Issues\*](#). Praeger. Pp.66-104

Gardener, B. (2013) [\*Global Food Futures: Feeding the World in 2050\*](#). (London:

- Bloomsbury), Chapter 1, pp.1-19.
- Gros, A. et al. (2012) *Conflict in Yemen: From Ethnic Fighting to Food Riots*. Cambridge, MA: New England Complex Systems Institute. [moodle]
- Kay, S. (2011) 'Food and Health', in S. Kay, *Global Security in the Twenty-first Century*, Oxford: Rowman and Littlefield, pp.278-283
- Lawrence, G., Lyons, K. and Wallington, T. (eds.) 2013) *Food Security, Nutrition and Sustainability* (London: Earthscan) Chapter 1, and 3
- McDonald, B.L. (2010) *Food Security: Dimensions of Security*. (Malden: Polity Press) Chapters 1 and introduction.
- Ringler . C. et.al. (2010) 'Water and Food Security Under Global Change', in *Global Change: Impacts on Water and Food Security*, Berlin ; Heidelberg : Springer-Verlag, chapter 1. [GUL e-book]
- Schanbacher, W.D. (2010) *The Politics of Food: The Global Conflict Between Food Security and Food Sovereignty*. Praeger. Chapter 1. Pp.1-24.
- UK Government (2011) *Global Food Security: Strategy Plan 2011-2016*.
- [Moodle] UN (2014) *The State of Food Insecurity in the World*. [moodle]
- European Commission (2009) *Food Security: Understanding and meeting the challenge of poverty*. Luxembourg: POEU

### **Example Policy Briefs:**

- (2006) *Food Security*. FAO Agriculture and Development Economics Division.
- (2009) *Climate Change and Food Security in the Pacific*. FO/SPREP/SPC/USP Policy Brief
- (2010) *Global Environmental Change and Food Security*. UNESCA – SCOPE - UNEP

### **Seminar 8: Public Health and Security**

*“...the health of all peoples is fundamental to the attainment of peace and security”*  
 (WHO Constitution preamble)

In recent years scholars have been increasingly drawing and developing links between health and security. Disease and other challenges to public health are increasingly being tackled at a global level with direct correlations between global health and security driving policy making. Global institutions such as the World Health Organisation (WHO) have been central to defining and driving forward these connections and raising the importance of public security from a national to global level. Public health security is defined as the activities required, both proactive and reactive, to minimize vulnerability to acute public health events that endanger the collective health of national populations. Global public health security widens this definition to include acute public health events that endanger the collective health of populations living across geographical regions and international boundaries. This seminar will examine the development of global public health security and introduce some case studies (HIV/AIDS, SARS, avian/swine flu) where international coordination to tackle the spread of disease and illness has been deemed necessary. It will also examine the securitization of health as a fundamental component of the expansion of security studies.

### **Pre-class tasks:**

Prepare answers to the following questions and consult at least one of the example policy briefs:

1. Do you consider health security to be a human or a state security matter?
2. To what extent are infectious diseases a threat to national security?
3. How did health become securitised?
4. What lessons can be learned from the securitisation of health for securitisation theory?
5. What if anything can be gained by referring to diseases as security issues, rather than as a health or medical issue?
6. Are non-infectious diseases just as great a threat to national security/human security as infectious diseases?

### **Required Readings:**

- Elbe, Stefan. "Should HIV/AIDS Be Securitized? The Ethical Dilemmas of Linking HIV/AIDS and Security." *International Studies Quarterly* 50, no. 1 (2006): 119-44.
- Rushton, S. (2011). Global Health Security: Security for whom? Security from what? *Political Studies*, 59(4), 779–796.
- Hanrieder, T., & Kreuder-Sonnen, C. (2014). WHO decides on the exception? Securitization and emergency governance in global health. *Security Dialogue*, 45(4), 331–348.
- Roberts, S. L., & Elbe, S. (2017). Catching the flu: Syndromic surveillance, algorithmic governmentality and global health security. *Security Dialogue*, 48(1), 46–62.

### **Recommended Readings:**

- Altman, D. (2003) 'HIV/AIDS as a Global Security Issue', in K. Lee, *Health Impacts of Globalisation: Towards Global Governance*, pp.33-43. Elbe, S. (2010) 'Health and Security', in A. Collins, *Contemporary Security Studies*, Oxford: OUP. Pp.413-427 [moodle]
- Brown, T. (2011) 'Vulnerability is Universal: Considering the place of security and vulnerability within contemporary public health discourse', *Social Science and medicine*, 72 (3), pp.319-326.
- Elbe, S. (2010) *Security and Global Health*. (Cambridge: Polity Press), pp. 1-29.
- Enemark, C. (2009). 'is pandemic Flu a Security threat?', in *Survival: Global Politics and Strategy*. Vol 51:1. Pp.191-214.
- Hough, P. (2008) 'Health Threats to Security', in P. Hough, *Understanding Global Security, London*: Routledge. Pp.165-190 [e-book via GUL]
- Ingram, A. (2005) 'The New geopolitics of Disease: Between Global Health and Global Security', *Geopolitics*, 10(3), pp.522-545.
- McInnes, C. and Lee, K. (2006) 'Health, Security and Foreign Policy', *Review of International Studies*. 32 (1), pp.5-23
- McInnes, C. (2008) 'Health', in P.D. Williams, *Security Studies: An Introduction*. London: Routledge. Pp.274-288
- McInnes, C. (2014) 'The Many Meanings of Health Security' in *Routledge Handbook of Global Health Security*, ed. by Simon Rushton and Jeremy Youde, Routledge [GUL e-book]
- Osterholm, M. (2017) '[Global Health Security – An Unfinished Journey](#)', *Emerging Infectious Diseases*, 23(1) pp.225-227.
- Pinkerton, K.E. and RomW.N. (2014) *Global Climate Change and Public Health*. New York: Humana Press. Introduction
- Sjostedt R. (2011) 'Health Issues and Securitization: the construction of HIV/AIDS as a US national security threat', in T. Balzacq (ed.), *Securitization Theory: How Security problems Emerge and Dissolve*. London: Routledge. Pp. 150-169

- Smith, M.E. (2010) 'International Public Health', in M.E. Smith, *International Security, Politics, Policy and Prospects*. Basingstoke: Palgrave MacMillian, pp.256-279.
- WHO (2007) *The World Health Report 2007 - A Safer Future: Global Public Health Security in the 21<sup>st</sup> Century*. Geneva: WHO [Moodle]

### **Example Policy Briefs:**

- (2009) [The H1N1 Influenza A Virus: The Test Case for a Global Response](#). George Washington University School of Public Health and Health Services.
- (2012) [Public Health and Emergency Management: Challenges and Opportunities](#). Homeland Security Policy Institute.
- (2014) [Ebola: Impact and Lessons for West Africa](#). Kofi Annan International Peackeeping Training Centre.

### **Seminar 9: Energy Security**

The seminar will examine the issue of 'energy security'. The seminar will consider how energy has become securitised, and in particular considers how the Copenhagen School approach to securitisation may be applied to energy. Second, the seminar will explore energy security policy, with a particular focus on the EU (and Russia).

#### **Pre-class tasks:**

Prepare answers to the following questions and consult at least one of the example policy briefs:

1. How is energy securitised? (should energy be securitised?)
2. What challenges does the EU face regarding energy security?
3. Is global energy security attainable?

#### **Required Readings:**

- Judge, A. and Maltby, T. (2017). '[European Energy Union? Caught between securitisation and 'riskification'](#)', *European Journal of International Security*, 2(2), pp. 179-202.
- Philipp M. Richter, Franziska Holz, (2015) All quiet on the eastern front? Disruption scenarios of Russian natural gas supply to Europe, *Energy Policy*, 80, pp. 177-189
- Klare, M.T (2018) 'Energy Security', in Williams and McDonald, *Security Studies: An Introduction 3<sup>rd</sup> ed.* [2008 version also available]
- Lind J. and D. Press (2018) 'Markets or Mercantilism? How China Secures Its Energy Supplies' *International Security*, 42:4, pp. 170-204

#### **Recommended Readings:**

- Comolli, V. (2010) 'Energy Security', in G. Giegerich, *Europe and Global Security*. London: Routledge, pp. 177-196.
- Raphael, S. And Stokes, D. (2013) 'Energy Security', in A. Collins, *Contemporary Security Studies*, Oxford: OUP, pp.306-319  
 \*\*See also 2016 edition, pp.343-355.
- Filho, W.L. and Voudouris, V. (2013) *Global Energy policy and security*. London: Springer. Chapters 2 and 3
- Aalto, P. (2008) *The EU-Russian Energy Dialogue: Europe's Future Energy Security*. London: Routledge. Chapter 1. Pg. 1-22.
- Balmaceda. M (2008), *Energy Dependency, Politics and Corruption in the Former Soviet*

- Union, (London: Routledge), pg. 16-17
- Bosworth, E. and Gheorghe, A. (2011) “Energy Security: A Problem of Complex Systems and Complex Situations”, in A. Gheorghe and L. Muresan (eds.), Energy Security: International and Local Issues, Theoretical Perspectives, and Critical Energy Infrastructures, (Dordrecht: Springer) [GUL ebook]
- Butler, E. (2016 & 2017) ‘Pipeline politics and energy (in)security in Central and South-Eastern Europe’. In: *Central and South-Eastern Europe (2016 & 2017 editions)*. Series: The Europa regional surveys of the world. Routledge: London.
- Butler, E. and Ostrowski, W. (2018) ‘Rethinking Energy Policy in Central and Eastern Europe’, *EUCERS Reflections*, volume 4, Spring 2018. [see moodle]
- Dannreuther, R. (2007) ‘The Struggle for Resources: Oil and Water’, in R. Dannreuther, International Security: the Contemporary Agenda. London: Polity. Pp. 79-99
- Dannreuther, R. (2015). ‘Energy security and shifting modes of governance’, *International Politics*, 52(4), pp.466-483.
- Dannreuther, R. (2017) Energy Security. London: Polity Press. Chapter 1-4 most useful.
- Jaffe, A. and Soligio R. (2009) ‘Energy Security: the Russian Connection’, in D. Moran and J.A. Russel, Energy Security and Global Politics, London:Routledge. Pp.112-154
- Janelunas, T. and Tumkevic, A. (2013). Securitization of the energy sectors in Estonia, Lithuania, Poland and Ukraine: Motives and extraordinary measures, *Lithuanian Foreign Policy Review*, December 2013, pp. 65-90.
- Kay, S. (2011) ‘Conceptualising Energy Security’, in S. Kay, Global Security in the Twenty-first Century, Oxford: Rowman and Littlefield, pp.310-315.
- Comolli, V. (2010) ‘Energy Security’, in B. Giegerich Europe and Global Security. London: Routledge, pp.177-196
- Pascual, C. and Elkind, J. (2009) Energy Security: Economics, Politics, Strategies and Implications. Washington: Brookings.
- Luft, G. and Korin, A. (2009) “Energy Security: In the Eyes of the Beholder”, in G. Luft et al., *Energy Security Challenges for the 21<sup>st</sup> Century*. Praeger Publishing.
- Yergin, D. (2012) The Quest: Energy, Security and the Remaking of the Modern World. (London: Penguin) Part 2.
- Sovacool, B.K. (2013) Energy and Ethics: Justice and the global energy challenge. Basingstoke: Palgrave.
- Stegen, K.S. (2011). ‘Deconstructing the “energy weapon”: Russia's threat to Europe as case study’. *Energy Policy*, 39(10), pp.6505-6513
- Mitchell, C., Watson, J. and Whiting, J. (2013) New challenges in energy security: The UK in a multipolar world. Basingstoke: Palgrave

### Example Policy Briefs:

- (2006) Security Implications of Russian Energy Policies. Centre for European Policy Studies.
- (2013) Thinking Outside the Box: Energy Security in Europe and Beyond. The German Marhsall Fund of the United States.
- (2014) How does the search for energy security affect EU policies in other issue-areas? GR:EEN European Policy Briefs.
- (2015) Transparent Governance for Greater Energy Security in CEE. Southeast European Leadership for Development and Integrity. Policy brief.
- (2016) Exploring the meaning of ‘energy security’ in the United Kingdom. Policy Brief @ University of Sussex

### ***Seminar 10: Policy Brief Workshop***

Students are encouraged to bring with them draft overviews of their policy briefs. The class will take the format of a peer supported workshop where students will share their work and get feedback from peers and the course co-ordinator.

Students should also critically evaluate the example policy briefs available on Moodle and be prepared to discuss them.