POL36080: Theories of International Security and Critical Security Studies

Natalia Umansky

2021-2022

Time: Monday 11:00 - 11:50 (1.47-AG)	**Format:** Lecture; seminar (in-class
Wednesday 11:00 - 11:50 (B110-ART)	discussions)
Lecturer: Natalia Umansky	**Credits:** 10.0
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Office hours: available by appointment.	**Office:** Newman Building, F302

Module Description

Recent events such as the #MeToo and #BlackLivesMatter movements, modern terrorism, the migrant 'crisis', climate change, and disinformation represent security issues that cannot be explained by the classical state-centred approaches to international security. This course provides a critical evaluation of the traditional literature and introduces students to the subfield of critical security studies. Traditionally, International Relations and Security Studies have focused on the state as a referent object and relied on realist and (neo)liberal theories, the causes of war, strategy, deterrence, arms control or alliance theory to analyse the security arena. Instead, this course goes beyond the narrow conceptualization of security and examines who or what is being secured and for and by whom. Drawing on the constructivist, feminist, and poststructuralist critiques, this module challenges students to consider security beyond warfare and analyse diverse modern security issues.

While this interactive module has a broad theoretical component, the theory will be supplemented by a close examination of relevant case studies and contemporary security dilemmas. Additionally, students will be encouraged to identify and analyse everyday empirical examples whereby they can apply the theories discussed in class. Overall, students will recognize the various ways in which the 'critical turn' is different from mainstream security studies, outline and criticize critical theories of security, and apply critical theories of international security to political events and practical issues.

Course Programme

Week 19	Introduction and history of Security Studies
Week 20	Realist Theories and the Rise of China
Week 21	Liberalism, Institutions, and the European Union
Week 22	Constructivism and Environmental Security
Week 23	Securitization Theory and the Migrant 'Crisis'
Week 24	Post-Structuralist Approaches and the Muhammad Cartoon Crisis
Week 25	Human Security and COVID-19
Week 26	Reading week
Week 27	Reading week
Week 28	Feminist Security Studies and NiUnaMenos
Week 29	Terrorism and the Women of ISIS (Guest lecture by Julia Cañas)
Week 30	Hashtag Activism and #BlackLivesMatter
Week 31	Disinformation and @realDonaldTrump
Week 32	Revision and exam preparation

Learning Outcomes

Knowledge and Understanding

Following this course students will develop a range of important transferable skills.

Substantive Knowledge

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

- Gain knowledge of the different theoretical approaches in security studies.

- Understand the differences between the critical approach to security and the traditional readings.

- Outline and criticize critical theories of security, identifying distinct assumptions and claims and comparing and contrasting among them.

- Understand various ways of empirically examining critical security questions.

- Apply critical theories of international security to political events and practical dilemmas.

- Identify real-life examples and applications of critical theories of security.

Skills (Intellectual and Transferable)

The lectures will encourage you to:

- Listen carefully and critically to orally-presented argument.

- Ability to understand the scientific literature, and in particular to identify research puzzles and knowledge gaps.

- Make links between material presented at different times, on different issues.

- Construct persuasive written, and oral arguments supported by evidence, orally and in writing, about security issues from a critical perspective.

The weekly seminars (based on practical applications of key readings and case study analyses) should help you to:

- Read critically and with a clearly defined purpose.

- Apply your theoretical knowledge to the real world.

- Prepare, articulate and defend answers to set questions.

- Formulate and ask your own questions about course material.

The written work in the course will require you to:

- Select relevant material from lectures, literature, news sources, and the web.

- Understand, analyse and assess that material.

- Produce a sustained, structured and informed answer.

- Write in a concise and cogent style.

Assessment

Grade Component Breakdown

- Continuous assessment - 50%

  - Weekly encounters - 20%

  - Group seminar presentation - 25%

  - Group seminar discussion - 5%

- Final exam - 50%

  - 2x questions answered @ 25% each

Weekly Encounters Assignment - 20%

Over the course of the term, students will need to individually submit one "weekly encounter". In 500 words, students will need to describe what they have "encountered" – a song, film, tweet, news story, book, etc. – provide a link (if applicable) and connect it to the material discussed in class. Alternatively, students are also allowed to create an *original* meme that creatively describes, criticizes, or analyses the module's material. The meme should be accompanied by a short (150/200 words) description of the meme's relevance and connection to the module. Your answers should demonstrate your ability to:

- Identify important, relevant and recent developments in international security.

- Understand and apply the main theoretical approaches covered in the course to analyse real world issues.

- Clearly describe what was "encountered" – a song, film, tweet, video game, book, conversation with a parent, etc. and **connect** it to the theoretical discussions developed in class (ESSENTIAL TO PASS!).

- Be able to explain in few words the relevance of the "encounter" to the topics being discussed in the course.

Students will be asked at the beginning of the term to sign up to a specific topic they would like to cover in their encounter, and they will have to submit their work on the week that topic is being covered. Encounters should be submitted on Brightspace **BEFORE** the Wednesday seminar. Assignments submitted after Wednesday at 11am will **not** be accepted.

Group Seminar Presentation - 25%

In addition to the readings assigned for the theoretical sessions (taking place on Mondays), there are required readings for the seminar sessions (which will take place on Wednesdays). The seminars will focus on discussing the practical case studies (listed on the syllabus) and linking them to the material covered in the lectures. Students can find related questions on the syllabus to guide them in their analysis of the case studies. Moreover, in the seminars, students will take turns in making group presentations focusing on the specific seminar questions and readings and connecting them to the readings discussed in the lecture. Both the key and further readings should be consulted to prepare the presentations. Group presentations will last 15/20 minutes and will take place at the beginning of each seminar. Before the seminar, each group will be asked to submit their Power Point presentation and a short summary (2 to 3 pages long) of their presentation. Both documents will be shared with the class and published on Brightspace.

Each student will be required to present at least once in the term. Students will be asked to sign up to a weekly presentation at the beginning of the term. Each group can hold a maximum of 6/7 students, and topics will be assigned on a first come first served basis.

Group Seminar Discussion - 5%

Wednesday seminars will focus on in-class discussions. For that purpose, student participation will be graded by asking students to work in groups (maintaining the same groups assigned for the presentation) and propose **two** questions in reaction to their peers' seminar presentation. The questions should demonstrate thorough familiarity with the readings, provide thoughtful comments on the presentation, offer a critical discussion of the material, and aid the class discussion.

Groups will be asked to submit their questions at the end of each seminar. Questions will be graded at the end of the term based on their quality and improvement throughout the term.

End of Term Exam - 50%

There will be an exam at the end of the semester. This examination will constitute 50% of your final mark and will take the form of a take-home exam. Students will be allowed 48 hours after receiving the exam instructions to submit their answers to the exam using Brightspace.

There will be **6 essay questions** on the exam and you have to **answer 2** of them.

Plagiarism

Although this should be obvious, plagiarism – copying someone else's text without acknowledgement or beyond 'fair use' quantities – is not allowed. Plagiarism is an issue we take very serious here in UCD.

Please familiarize yourself with the definition of plagiarism on UCD's website and make sure not to engage in it.

Late Submission Policy

All written work must be submitted on or before the due dates. Students will lose one point of a grade for work up to 5 working days late (B− becomes C+). Students will lose two grade points for work between 5 and 10 working days late (B− becomes C).

When an extension of more than two weeks is necessary, the student will need to apply for extenuating circumstances application via the SPIRe Programme Office.

Exam Grading Rubric

The following guidelines should be adhered to when writing your exam:

- **Statement of Purpose/ Focus and Organisation - 40%**
    - The response is fully sustained and consistently and purposefully focused:
        * Claims are clearly stated, focused, and strongly maintained
        * Claims are introduced and communicated appropriately for the purpose, audience, and task
        * Alternate or opposing claims are clearly addressed
    - The response has a clear and effective organisational structure creating unity and completeness:
        * A variety of transitional strategies is consistently used to effectively clarify the relationships between and among ideas
        * The progression of ideas from beginning to end is logical
        * The introduction and conclusion are effective for audience and purpose
        * Appropriate sentence structure variety produce strong connection between ideas

    Evidence/Elaboration - 40%

    - The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:

* Claims are supported with relevant evidence from credible sources and clear reasoning
     * Use of evidence from sources is smoothly integrated, cited, comprehensive, and concrete
     * A variety of effective argumentative techniques is used
  - The response demonstrates strategic use of language to produce clear communication:
     * Precise language clearly and effectively expresses ideas
     * The use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose

Editing Conventions - 20%

  - The response displays adequate command of all grade level and preceding level conventions of writing:
     * Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed
     * The use of punctuation, capitalisation, and spelling is adequate

Brightspace

Please make sure you have access to the module in Brightspace as soon as possible. It is the student's responsibility to make sure that they are signed up to the module correctly and they know how to submit coursework through the appropriate Brightspace assignment tab. If you have any issues with Brightspace contact the IT Helpdesk to resolve the issue.

Furthermore, module materials such as this syllabus and announcements made outside lectures shall be on Brightspace. As such, Brightspace is an important communication tool for the module.

Additional Covid-19 Guidelines

Covid-19 continues to pose a threat to our well-being and health. We all need to follow UCD's guidelines, which involves wearing masks in the lecture rooms. If you are not feeling well, stay home! I will try to make all relevant materials available to everyone using Brightspace: I will record all lectures, share the slides after each lecture, and upload all seminar materials.

Course Reading

Required Readings:

The following texts shall be used extensively throughout the course, so it is recommended that they are purchased:

- Collins, A. (Ed.). (2016). Contemporary Security Studies. Oxford University Press.

- Cavelty, M. D., & Balzacq, T. (Eds.). (2016). Routledge Handbook of Security Studies. Routledge.

- Peoples, C., & Vaughan-Williams, N. (2020). Critical Security Studies: An Introduction. Routledge.

Recommended Readings

The following books provide a general overview of the topics that will be covered in this module.

- Aradau, C., Huysmans, J., Neal, A., & Voelkner, N. (Eds.). (2014). Critical Security Methods: New Frameworks for Analysis. Routledge.

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

- Stritzel, H. (2014). Security in Translation: Securitization Theory and the Localization of Threat. Springer.

- Buzan, B., Wæver, O., Wæver, O., & De Wilde, J. (1998). Security: A New Framework for Analysis. Lynne Rienner Publishers.

- Huysmans, J. (2006). The Politics of Insecurity: Fear, Migration and Asylum in the EU. Routledge.

- Jackson, S. J., Bailey, M., & Welles, B. F. (2020). # HashtagActivism: Networks of Race and Gender Justice. MIT Press.

- Bennett, W. L., & Livingston, S. (Eds.). (2020). The Disinformation Age: Politics, Technology, and Disruptive Communication in the United States. Cambridge University Press.

In addition to these readings, students should keep up to date on current international security affairs by reading daily newspapers, or one of the many websites and podcasts devoted to international relations. This reading is essential as it will allow you to keep up to date with current affairs and identify potential encounter topics. These websites include the following:

- `http://www.foreignaffairs.com`

- `https://internationalsecurityjournal.com/`

- `https://globalsecurityreview.com/`

- `https://wiisglobal.org/blog/`

- `http://blogs.lse.ac.uk`

- `https://www.chathamhouse.org/publications/the-world-today/2021-12`

- IS: Off the Page podcast - `https://open.spotify.com/show/07jbtc4ZGP1W9MTJ4FKg1k`

- Whiskey & International Relations Theory podcast - `https://open.spotify.com/show/0RQnVzCiLWeZ49GC618N1d`

Detailed Course Programme

Week 19

Introduction and history of Security Studies

Study questions

- What comprehends Security Studies?

- How can we define security?

- How has the Security Studies field developed over time? And how can we distinguish between traditional and non-traditional approaches?

Lectures: Key readings (no seminar this week)

- Collins, A. (Ed.). (2016). Contemporary Security Studies. Oxford University Press. Chapter 1.

- Peoples, C., & Vaughan-Williams, N. (2020). Critical security studies: An introduction. Routledge. Introduction.

- Buzan, B., & Hansen, L. (2009). The Evolution of International Security Studies. Cambridge University Press. Chapter 1.

Further reading

- Krause, K., & Williams, M. C. (1996). Broadening the Agenda of Security Studies: Politics and Methods. Mershon International Studies Review, 40(2), 229-254.

- Aradau, C., Huysmans, J., Neal, A., & Voelkner, N. (Eds.). (2014). Critical Security Methods: New Frameworks for Analysis. Routledge. Chapter 1.

- Cavelty, M. D., & Balzacq, T. (Eds.). (2016). Routledge Handbook of Security Studies. Routledge. Introduction.

- Walt, S. M. (1991). The Renaissance of Security Studies. International Studies Quarterly, 35(2), 211-239.

- Baldwin, D. A. (1997). The Concept of Security. Review of International Studies, 23(1), 5-26.

- Buzan, B., & Hansen, L. (2009). The Evolution of International Security Studies. Cambridge University Press. Chapter 2.

Week 20

Realist Theories and the Rise of China

Study questions

- What are the different types of realist theories?

- What are their shared assumptions?

- How can we distinguish between the different realist approaches?

- How is power defined?

- What constitutes the security dilemma?

- What does the realist view say about China and it's role in the world order?

Lecture: Key readings

- Collins, A. (Ed.). (2016). Contemporary Security Studies. Oxford University Press. Chapter 2.

- Mearsheimer, J. (2014). Anarchy and the Struggle for Power. The Realism Reader, 179.

Seminar: Key readings

- Kirshner, J. (2012). The Tragedy of Offensive Realism: Classical Realism and the Rise of China. European Journal of International Relations, 18(1), 53-75.

- Ikenberry, G. J. (2008). The Rise of China and the Future of the West - Can the Liberal System Survive? Foreign Affairs, 87, 23.

Further reading

- Lind, J. (2018). Life in China's Asia: What regional hegemony would look like. Foreign Affairs, 97, 71.

- Smith, M. J. (1986). Realist Thought from Weber to Kissinger. Baton Rouge, LA: Louisiana State University Press.

- Cavelty, M. D., & Balzacq, T. (Eds.). (2016). Routledge Handbook of Security Studies. Routledge. Chapter 1 & 36.

- Kennan, G. F. (1960). The Sources of Soviet Conduct by "X" (pp. 244-261). Columbia University Press.

- Waltz, K. N. (1979). Anarchic Structures and Balances of Power. 102-128. Addison-Wesley Publishing Company.

- Mearsheimer, J. J. (2005). Better to be Godzilla than Bambi. Foreign Policy, (146), 47-48.

- Buzan, B., & Hansen, L. (2009). The Evolution of International Security Studies. Cambridge University Press. Chapter 4.

- Layne, C. (2002). The "Poster Child for offensive realism": America as a Global Hegemon. Security Studies, 12(2), 120-164.

- Elman, C. (2004). Extending offensive realism: The Louisiana Purchase and America's Rise to Regional Hegemony. American Political Science Review, 98(4), 563-576.

- Guzzini, S. (1992). The Continuing Story of a Death Foretold: Realism in International Relations/International Political Economy.

Week 21

Liberalism, Institutions, and the European Union

Study questions

- What are the main characteristics of the liberalist orientation?

- Why are NGOs important?

- Why is liberalism optimistic about the possibilities for cooperation?

- How does liberalism explain the formation of the European Union?

- How has the liberalist reading developed over time?

Lecture: Key readings

- Cavelty, M. D., & Balzacq, T. (Eds.). (2016). Routledge Handbook of Security Studies. Routledge. Chapter 2.

- Ruggie, J. G. (2002). Constructing the World Polity: Essays on International Institutionalisation. Routledge. Chapter 1.

Seminar: Key readings

- Cavelty, M. D., & Balzacq, T. (Eds.). (2016). Routledge Handbook of Security Studies. Routledge. Chapter 34.

- Jupille, J., & Caporaso, J. A. (1999). Institutionalism and the European Union: Beyond International Relations and Comparative Politics. Annual Review of Political Science, 2(1), 429-444.

Further reading

- Haftendorn, H., Keohane, R., & Wallender, C. (Eds.). (1999). Imperfect Unions: Security Institutions Over Time and Space. 21-47. New York: Oxford University Press.

- Collins, A. (Ed.). (2016). Contemporary Security Studies. Oxford University Press. Chapter 3.

- Russett, B., Oneal, J. R., & Davis, D. R. (1998). The Third Leg of the Kantian Tripod for Peace: International Organizations and Militarized Disputes, 1950–85. International Organization, 52(3), 441-467.

- Stephen, B. (2005). Producing Security: Multinational Corporations, Globalization, and the Changing Calculus of Conflict.

- Jervis, R. (1978). Cooperation Under the Security Dilemma. World Politics, 30(2), 167-214.

- Adler-Nissen, R., & Gad, U. P. (Eds.). (2013). European Integration and Postcolonial Sovereignty Games: The EU Overseas Countries and Territories. Routledge. Chapter 16.

Week 22

Constructivism and Environmental Security

Study questions

- How can we distinguish constructivism from more traditional readings of security?

- What is the difference between conventional and critical constructivism?

- How does constructivism explain environmental security?

- Has the environment always been part of the security agenda? Why?

Lecture: Key readings

- Collins, A. (Ed.). (2016). Contemporary Security Studies. Oxford University Press. Chapter 6.

- Hurd, I. (2009). Constructivism. In The Oxford Handbook of International Relations Oxford University Press.

Seminar: Key readings

- Haque, M. S. (2001). Environmental Security in East Asia: A Critical View. The Journal of Strategic Studies, 24(4), 203-234.

- Haas, P. M. (2002). UN Conferences and Constructivist Governance of the Environment. Global Governance, 8, 73.

Further reading

- Collins, A. (Ed.). (2016). Contemporary Security Studies. Oxford University Press. Chapters 16.

- Peoples, C., & Vaughan-Williams, N. (2020). Critical Security Studies: An Introduction. Routledge. Chapter 1 & 8.

- Cavelty, M. D., & Balzacq, T. (Eds.). (2016). Routledge Handbook of Security Studies. Routledge. Chapter 20.

- Ide, T. (2016). Toward a Constructivist Understanding of Socio-Environmental Conflicts. Civil wars, 18(1), 69-90.

- Mathews, J. T. (1989). Redefining Security. Foreign Affairs, 68(2), 162-177.

- Mathews, J. T. (1990). Environment, Development, and International Security. Bulletin of the American Academy of Arts and Sciences, 10-26.

- Huysmans, J. (2002). Defining Social Constructivism in Security Studies: The Normative Dilemma of Writing Security. Alternatives, 27(1), 41-62.

- Guzzini, S., & Leander, A. (2005). Constructivism and International Relations: Alexander Wendt and his Critics. Routledge. Chapters 1, 2 & 6.

Week 23

Securitization Theory and the Migrant 'Crisis'

Study questions

- How can securitization be defined?

- Is there only one way securitization can be achieved?

- How can we distinguish between different readings of securitization?

- How does securitization explain the "migrant crisis"?

- Is there a "crisis"? Why?

Lecture: Key readings

- McDonald, M. (2008). Securitization and the Construction of Security. European Journal of International Relations, 14(4), 563-587.

- Peoples, C., & Vaughan-Williams, N. (2020). Critical Security Studies: An Introduction. Routledge. Chapter 7.

Seminar: Key readings

- Colombo, M. (2018). The Representation of the "European Refugee Crisis" in Italy: Domopolitics, Securitization, and Humanitarian Communication in Political and Media Discourses. Journal of Immigrant & Refugee Studies, 16(1-2), 161-178.

- De Genova, N. (2018). The "Migrant Crisis" as Racial Crisis: Do Black Lives Matter in Europe?. Ethnic and Racial Studies, 41(10), 1765-1782.

Further reading

- Buzan, B., Wæver, O., & De Wilde, J. (1998). Security Analysis: Conceptual Apparatus. Security: A New Framework for Analysis, 21-50.

- Huysmans, J. (2000). The European Union and the Securitization of Migration. JCMS: Journal of Common Market Studies, 38(5), 751-777.

- Gerard, A., & Pickering, S. (2014). Gender, Securitization and Transit: Refugee Women and the Journey to the EU. Journal of Refugee Studies, 27(3), 338-359.

- Collins, A. (Ed.). (2016). Contemporary Security Studies. Oxford University Press. Chapters 12.

- Cavelty, M. D., & Balzacq, T. (Eds.). (2016). Routledge Handbook of Security Studies. Routledge. Chapter 5.

- Aradau, C., Huysmans, J., Neal, A., & Voelkner, N. (Eds.). (2014). Critical Security Methods: New Frameworks for Analysis. Routledge. Chapter 3.

- Baele, S. J., & Sterck, O. C. (2015). Diagnosing the Securitisation of Immigration at the EU Level: A New Method for Stronger Empirical Claims. Political Studies, 63(5), 1120-1139.

- Balzacq, T. (2008). The Policy Tools of Securitization: Information Exchange, EU Foreign and Interior Policies. JCMS: Journal of Common Market Studies, 46(1), 75-100.

- Balzacq, T. (Ed.). (2010). Securitization Theory: How Security Problems Emerge and Dissolve. Routledge.

- Balzacq, T. (2015). The 'Essence' of Securitization: Theory, Ideal Type, and a Sociological Science of Security. International Relations, 29(1), 103-113.

- **Huysmans, J. (2011). What's in an Act? On Security Speech Acts and Little Security Nothings. Security Dialogue, 42(4-5), 371-383.**

- Huysmans, J., & Buonfino, A. (2008). Politics of Exception and Unease: Immigration, Asylum and Terrorism in Parliamentary Debates in the UK. Political Studies, 56(4), 766-788.

- **Stritzel, H. (2011). Security, the Translation. Security Dialogue, 42(4-5), 343-355.**

- Stritzel, H. (2014). Security in Translation: Securitization Theory and the Localization of Threat. Springer.

- Wæver O., (1995) Securitization and Desecuritization. In: Lipschutz RD (ed.) On Security. New York: Columbia University Press, 46-86.

Week 24

Post-Structuralist Approaches and the Muhammad Cartoon Crisis

Study questions

- In what was are traditional readings of security limited?

- What are the different aspects that post-structuralism brings to the study of security?

- What is the relation between discourse and practice in producing security?

- Can security be produced through non-discursive practices?

- Why is the Muhammad Cartoon crisis a good example of post-structuralism?

- How do Post-Structural approaches explain the Muhammad Cartoon crisis?

Lecture: Key Readings

- Peoples, C., & Vaughan-Williams, N. (2020). Critical security studies: An introduction. Routledge. Chapter 6.

Seminar: Key Readings

- Hansen, L. (2011). The Politics of Securitization and the Muhammad Cartoon Crisis: A Post-Structuralist Perspective. Security Dialogue, 42(4-5), 357-369.

- Hansen, L. (2011). Theorizing the Image for Security Studies: Visual Securitization and the Muhammad Cartoon Crisis. European Journal of International Relations, 17(1), 51-74.

- Agius, C. (2013). Performing Identity: The Danish Cartoon Crisis and Discourses of Identity and Security. Security Dialogue, 44(3), 241-258.

Further reading

- Cavelty, M. D., & Balzacq, T. (Eds.). (2016). Routledge Handbook of Security Studies. Routledge. Chapter 6.

- Wullweber, J. (2013, September). The Molecular Practices of Security: Thinking Security Bottom-Up. In 8th Pan-European Conference on International Relations, Warsaw (pp. 18-21).

- Wilmott, A. C. (2017). The Politics of Photography: Visual Depictions of Syrian Refugees in UK Online Media. Visual Communication Quarterly, 24(2), 67-82.

- Balzacq, T., Léonard, S., & Ruzicka, J. (2016). 'Securitization' Revisited: Theory and Cases. International Relations, 30(4), 494-531.

- Booth, K. (1991). Security and Emancipation. Review of International Studies, 17(4), 313-326.

- Campbell, D. (1992). Introduction: On Dangers and Their Interpretation. Writing Security: United States Foreign Policy and the Politics of Identity, 11-12.

- Mustapha, J. (2013). Ontological Theorizations in Critical Security Studies: Making the Case for a (Modified) Post-Structuralist Approach. Critical Studies on Security, 1(1), 64-82.

- Browning, C. S., & McDonald, M. (2013). The Future of Critical Security Studies: Ethics and the Politics of Security. European Journal of International Relations, 19(2), 235-255.

- Hansen, L. (1997). A Case for Seduction? Evaluating the Poststructuralist Conceptualization of Security. Cooperation and Conflict, 32(4), 369-397.

- Collective, C. A. S. E. (2006). Critical Approaches to Security in Europe: A Networked Manifesto. Security Dialogue, 37(4), 443-487.

- Aradau, C. (2010). Security that Matters: Critical Infrastructure and Objects of Protection. Security Dialogue, 41(5), 491-514.

- Hansen, L. (2000). The Little Mermaid's Silent Security Dilemma and the Absence of Gender in the Copenhagen School. Millennium, 29(2), 285-306.

Week 25

Human Security and COVID-19

Study questions

- How can human security be defined and how is it different from other security issues?

- What is the relationship between health and human security?

- What lessons can be learnt from the securitization of health?

- What are the ethical shortcomings of securitizing health issues?

- What lessons can be learnt from the securitization of HIV/AIDS? Can they be applied to the Covid-19 pandemic?

Lecture: Key readings

- Cavelty, M. D., & Balzacq, T. (Eds.). (2016). Routledge Handbook of Security Studies. Routledge. Chapter 22.

- Elbe, S. (2006). Should HIV/AIDS be Securitized? The Ethical Dilemmas of Linking HIV/AIDS and Security. International Studies Quarterly, 50(1), 119-144.

Seminar: Key readings

- Albert, C., Baez, A., & Rutland, J. (2021). Human Security as Biosecurity: Reconceptualizing National Security Threats in the Time of COVID-19. Politics and the Life Sciences, 40(1), 83-105.

- Naz, F., & Joseph, G. K. Human Security Framework for COVID-19 Management. The COVID-19 Pandemic is a Battle for Science, 107, 37.

Further readings

- Bajpai, K. (2003). The Idea of Human Security. International Studies, 40(3), 195-228.

- Hatcher, W. (2020). A Failure of Political Communication not a Failure of Bureaucracy: The Danger of Presidential Misinformation During the COVID-19 Pandemic. The American Review of Public Administration, 50(6-7), 614-620.

- Newman, E. (2001). Human Security and Constructivism. International Studies Perspectives, 2(3), 239-251.

- Davies, S. E. (2008). Securitizing Infectious Disease. International Affairs, 84(2), 295-313.

- Peoples, C., & Vaughan-Williams, N. (2020). Critical Security Studies: An Introduction. Routledge. Chapters 9 & 10.

- Collins, A. (Ed.). (2016). Contemporary Security Studies. Oxford University Press. Chapters 10, 15 & 25.

- Elbe, S. (2010). Pandemic Security. In The Routledge Handbook of New Security Studies (pp. 175-184). Routledge.

- Elbe, S. (2011). Pandemics on the Radar Screen: Health Security, Infectious Disease and the Medicalisation of Insecurity. Political Studies, 59(4), 848-866.

- Evans, J. (2010). Pandemics and National Security. Global Security Studies, 1(1), 100-9.

- Heisbourg, F. (2020). From Wuhan to the World: How the Pandemic will Reshape Geopolitics. Survival, 62(3), 7-24.

- Johnson, T. (2020). Ordinary Patterns in an Extraordinary Crisis: How International Relations Makes Sense of the COVID-19 Pandemic. International Organization, 74(S1), E148-E168.

- Koblentz, G. D. (2010). Biosecurity Reconsidered: Calibrating Biological Threats and Responses. International Security, 34(4), 96-132.

- Milani, C. R. S. (2020). COVID-19 Between Global Human Security and Ramping Authoritarian Nationalisms. Geopolítica (s), 11, 141–151.

- Peterson, S. (2002). Epidemic Disease and National Security. Security Studies, 12(2), 43–81.

Week 26

Reading week

Week 27

Reading week

Week 28

Feminist Security Studies and NiUnaMenos

Study questions

- What does a gender approach mean for the referent object of security? How is it affected?

- Is there only one feminist approach to security? How do they differ?

- How did the NiUnaMenos movement position women as a novel referent object? Was it successful?

- Which feminist approach better explains the development of the NiUnaMenos movement?

Lecture: Key readings

- Cavelty, M. D., & Balzacq, T. (Eds.). (2016). Routledge Handbook of Security Studies. Routledge. Chapter 7.

- Stern, M. (2006). 'We' the Subject: The Power and Failure of (In)Security. Security Dialogue, 37(2), 187-205.

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Week 29 (Guest lecture by Julia Cañas)

Terrorism and the Women of ISIS

Study questions

- Why are there so many different definitions of terrorism?

- What problems can this cause?

- Who decides what is radical/extreme?

- Do preventative measures work? Do they go too far?

- Why would women join a group that is violent against women?

- How are women in ISIS framed?

- What does this tell us about how women, particularly Muslim women, are viewed?

- Are women as capable of being violent as men?

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Week 30

Hashtag Activism and #BlackLivesMatter

Study questions

- What does hashtag activism entail?

- Within which Security Studies school can we locate hashtag activism?

- How does hashtag activism construct the referent object and audience?

- Who can engage in hashtag activism? Is it restricted only to celebrities?

- How is a narrative constructed? Are there more than one frames at play?

- How was social media employed to include race in the security agenda in the case of #BlackLivesMatter?

- Why do we say that Twitter is a public sphere? Why is this important for Security Studies and discourse formation?

Lecture: Key readings

- Yang, G. (2016). Narrative Agency in Hashtag Activism: The Case of #Black-LivesMatter. Media and Communication, 4(4), 13.

- Carney, N. (2016). All Lives Matter, But So Does Race: Black Lives Matter and the Evolving Role of Social Media. Humanity & Society, 40(2), 180-199.

Seminar: Key readings

- Bonilla, T., & Tillery, A. B. (2020). Which Identity Frames Boost Support for and Mobilization in the #BlackLivesMatter Movement? An Experimental Test. American Political Science Review, 114(4), 947-962.

Further reading

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Week 31

Disinformation and @realDonaldTrump

Study questions

- How is disinformation defined?

- Through which Critical Security Studies schools can we analyse disinformation?

- What is the link between disinformation and international security?

- Is disinformation a novel threat?

- Should Security Studies be further deepened and widened to include disinformation as an object of analysis? Why?

- What role does social media play in the spread of disinformation?

- Many people are worried about "fake news". What do we mean by fake news? What role does "fake news" play?

- Why has Trump been placed at the center of modern disinformation analysis? What is his role in the spread of disinformation?

Lecture: Key readings

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- Crilley, R., & Chatterje-Doody, P. (2019). Security Studies in the Age of 'Post-Truth' Politics: In Defence of Poststructuralism. Critical Studies on Security, 7(2), 166-170.

Seminar: Key readings

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Further readings

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Week 32

Revision and exam preparation