School
of International Studies - Trento
Sant'Anna School
of Advanced Studies - Pisa

Guide to the Two-Year Master's Degree in
International Security Studies
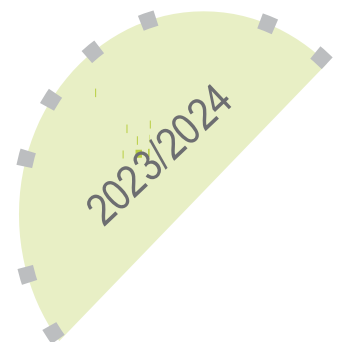
2023/2024

UNIVERSITY OF TRENTO - **School of International Studies**

Sant'Anna School of Advanced Studies

Master's Degree in International Security Studies
Laurea Magistrale in Studi sulla Sicurezza Internazionale
Teaching programme
2023-2024

The Master's Degree in International Security Studies (MISS) is a programme **offered jointly** by the School of International Studies (SIS) of the University of Trento and the Sant'Anna School of Advanced Studies - Pisa. Foundation areas of the MISS include **security, law, politics, history, and economics**. The Master provides its graduates with both the theoretical and practical experience required to understand the dynamics of contemporary security issues and to evaluate responses from national actors and the international community. Thanks to an innovative learning approach that combines class teaching with role-play, simulations, moot courts, and case-study analysis, participants are expected to acquire the theoretical tools and practical skills necessary to understand the various factors and actors having an impact on the global order, with specific reference to security issues.

All courses are taught in English.

Future Prospects: An International Career

The MISS prepares its students for positions within the areas of security, public policy, and international relations. MISS graduates will possess the skills and qualifications necessary to:

Hold positions of responsibility within **European and international institutions and organisations** engaged in security, peacekeeping, and state-building activities;

Work in **private organisations** dealing with risk prevention and risk management;

Work in **national ministries** and enter the **diplomatic service**;

Work for **governmental and non-governmental organisations** engaged in areas such as institution-building, project management, humanitarian assistance, local development and reforms, security risk prevention and management;

For those intending to continue their studies, the programme provides a solid basis for admission to **PhD programmes** in international studies and in disciplines related to international security.

TEACHING PROGRAMME

Students spend the **first year** at the Sant'Anna School of Advanced Studies - Pisa, where teaching is focused on the main issues concerning security, including hard and soft security, technological security, environmental security, and human security. These and other germane topics are dealt with through different disciplinary approaches, including International Relations, International Law, Political Philosophy, Political Economy, Statistics, Criminal, Constitutional, Environmental and Comparative Law.

The **second year** is based at the School of International Studies in Trento, where students have a closer look at the specific security challenges modern societies are faced with, such as migration, energy issues, environmental degradation, financial flows, armed and other violent conflicts. During the second year, students are encouraged to spend a period abroad for research purposes, to prepare their dissertation, or pursue an internship. MISS students can apply for a place on one of the numerous exchange agreements and mobility programmes the School of International Studies and the University of Trento have with prestigious academic institutions all over the world.

Graduates also have a working knowledge of at least one additional foreign language and, in the case of international students, a proven knowledge of Italian.

Intellectual honesty: prohibition of plagiarism

Intellectual honesty is a cornerstone in academia, and MISS students should be aware that plagiarism is strictly prohibited. Plagiarism is defined as "the presentation of another person's thoughts or words or artefacts or software as though they were a student's own" (Honor Code, School of Social Science, 2013).

Beyond copy-pasting, plagiarism also include copying someone else's ideas or words without giving credit to the author, failing to put quotation marks, giving incorrect information about the source of a quotation, changing words but copying the structure of a sentence, copying so many words or ideas from a source that it makes up the majority of the work submitted. In this sense, students are strictly prohibited from copy-pasting someone else's work or ideas and present it as theirs (independently of the nature of this work), but also from employing a ghost-writer, and finally from recycling all or part of previous essays. In order to ensure this, students' essays and theses are checked by a plagiarism detection software.

CONTACTS

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COORDINATORS OF THE MASTER'S DEGREE IN INTERNATIONAL SECURITY STUDIES – LAUREA MAGISTRALE IN STUDI SULLA SICUREZZA INTERNAZIONALE
Prof. Alessandra Russo (School of International Studies)
Prof. Francesca Capone (Sant'Anna School of Advanced Studies)

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Admission Process
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Enrolments, tuition fees, ESSE3 (examinations, study plans, graduation)
STUDENT SUPPORT SERVICES
via Inama, 5 - 38122 Trento (TN) - Italy
email: supportostudentiecogiursi@unitn.it
front desk on the appointment

Erasmus+, Double degree, Traineeship abroad, international mobility programmes
INTERNATIONAL MOBILITY OFFICE – SOCIAL SCIENCES AND HUMANITIES AREA
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email: mobility-ssh@unitn.it

ACADEMIC CALENDAR 2023/24
MASTER'S DEGREE IN
INTERNATIONAL SECURITY STUDIES

FIRST YEAR

Lectures 1st Semester (14 weeks) ***18.09.2023 - 16.12.2023**
(*The courses will start from 25.09.2023, the first week is for preliminary activities)

Holidays:
1 November 2023 - All Saint's Day/Ognissanti
8 December 2023 - Immaculate Conception
22.12.2023 - 07.01.2024 (Christmas Holidays)

Lectures 2nd Semester (14 weeks) **19.02.2024 - 26.05.2024**

Holidays:
29.03.2024 – 02.04.2024 (Easter Holidays)
25 April 2024 - Liberation Day/Festa della Liberazione
01 May 2024 – International Worker's Day
02 June 2024 – Italian Republic Day

Exams

End of term exams 1st semester - 1 session
08.01.2024 - 02.02.2024

End of term exams 2nd semester - 1 session
03.06.2024 – 19.07.2024

Examination re-sits (for all the courses)
02.09.2024 - 13.09.2024

Study plan (first and second year):

15.09.2023 - 15.10.2023
01.11.2023 - 30.11.2023
01.03.2024 - 31.03.2024

MISS PROGRAMME 2023/24 FIRST YEAR
Master's Degree in International Security studies

Compulsory courses	Professor	CFU	SSD	Hours	Semester
The role of international organizations in promoting peace and security	A. de Guttry*	6	IUS/13	36	first
Philosophical perspectives on security	B. Henry*	6	SPS/01	36	second
Terrorism and insurgency in war and peace	F. Capone* (24), A.Amoroso (12)	6	IUS/13	36	second
Introduction to security studies	L. Raineri * (39) / M. Solinas (3)	7	SPS/04	42	first
Risks in economics: individual choices and societal challenges	D. Moschella* (24) // A. Martinelli (16) / A. Cetrulo (8)	8	SECS-P/02 SECS-P/01	48	second
Transnational governance	D. Natali (36)	6	SPS/04	36	second
1 from the following 2 courses	**Professor**	**CFU**	**SSD**	**Hours**	**Semester**
Ethics and security	A. Pirni* (36)	6	M-FIL/03	36	second
European security: politics and policies	E. Bressanelli* (28) / E. de Capitani (8)	6	SPS/04	36	first
Elective courses*	**Professor**	**CFU**	**SSD**	**Hours**	**Semester**
Security and states of emergency: A constitutional law perspective	G. Delledonne*	3	IUS/08	18	first
Global food security	M. Alabrese*	3	IUS/03	18	second
Gender and security	L. Berlingozzi (14) / M.Solinas (4)*	3	SPS/01	18	first
Africa and the Middle East: transformations and challenges	K. Koelher	3	SPS/04	18	second
European security governance between continuity and adaptation	A. Missiroli (8)/ G. Faleg (10)*	3	SPS/04	18	second
Peacebuilding and war crimes	H. Saeed (18)	3		18	second
Internet Governance and cybersecurity	D. Jumpertz, T. Tropina, I. De Feo, R. Filipová Fuchsová,	3	IUS/13	18	first
Security in East Asia	M. Dian (18)	3	SPS/04	18	second
Other compulsory activities	**Professor**	**CFU**	**SSD**	**Hours**	**Semester**
Statistical reasoning	C. Seghieri*	3	/	18	first
English from B2 to B2 plus	CLA	3	/	/	
Other available activities	**Professor**	**CFU**	**SSD**	**Hours**	**Semester**
Introduction to political philosophy	A.Chiessi (6)*	1	/	6	first
Introduction to international relations theory	Laura Berlingozzi (6)*	1	/	6	first
Introduction to statistics	C. Seghieri (6)*	1	/	6	first
Introduction to international law	A.M. Amoroso (4) / M. Stroppa (2)*	1	/	6	first

* Students may choose elective courses for 9 credits in line with their study-programme. Elective courses offered by the Master's Degree in International Security Studies require no approval. Otherwise elective courses have to be approved by the Coordinator.

COURSE PROGRAMMES
Master's Degree in International Security Studies

Crash Course – Introduction to Political Philosophy	credits: 1

Dr. Alessandro Chiessi   **semester I**
e-mail: Alessandro.Chiessi@santannapisa.it
alberto.pirni@santannapisa.it

LEARNING OBJECTIVES AND OUTCOMES

The course analyses the ethical and political thought of Thomas Hobbes and John Locke. Considering both philosopher the keynote thinker of the Early Modern Philosophy, the course aims to provide in theoretical framework, i.e. materialism, their anthropological, ethical and political solutions. Solutions radically different: one the one side Hobbes proposes absolute monarchy, on the other Locke looks to democracy.

The general purpose of the course it to provide attendants with the main skill of the philosophical language; together with this, one related purpose is to enhance the capability to critically understand the different argumentative level and their connections (Metaphysics, Ontology, Anthropology, Ethics and Politics).

The learning outcomes are connected to the purposes of the course and are: to provide the rudiments of the philosophical language; to provide the basic skill for framing arguments (not only in Philosophy, but also in other disciplines). Together with these general outcomes, attendants should be aware of the historical context in which Hobbes' and Locke's writings born, and the connections of their thoughts with the other philosophers of the History.

PREREQUISITES

There are no particular prerequisites for this course.

CONTENTS

Classes are based on readings of text quotations form Leviathan and De Cive of Thomas Hobbes compared to The Second Discourse on Government of John Locke.

In particular, the course shows the different conception about "State of Nature" and, moving from this 'conceptual expedient', characterizes the oppositive political solutions of Hobbes and Locke: absolute monarchy and democracy.

Course structure:
Class 1 (2 hrs): Introduction to the thought of Hobbes and Locke; the "State of Nature".
Class 2 (2 hrs): The "State of Nature" and the materialistic philosophical anthropology: the problem of War.
Class 3 (2 hrs): From the "State of Nature" to "Civil State": the opposite political solutions. Absolutely monarchy and democracy.

TEACHING METHODS

The course is organized around three Classes of two hours.

Class 1 is devoted to the introduction to the philosophical language of Hobbes and Locke. Readings of Leviathan, De Cive and Second Discourse on Government quotations are the starting point for the explanation of the "State of Nature" conception.

Class 2 also moves from readings of Leviathan, De Cive and Second Discourse on Government quotations for discussing the anthropological reconstruction of individuals and the condition of war.

Class 3 shows the opposite results of Hobbes' and Locke's political thoughts and problematize the conception of absolute monarchy and democracy with a collective discussion, moving from the quotations shown in the previous two classes.

ASSESSMENT

Written paper or Slide Presentation is 50% of the final assessment, the other 50% is provided by the oral discussion of the Written paper or Slide Presentation.

BIBLIOGRAPHY

Hobbes T., Leviathan, (every complete edition), 1651 (selected chapters).
Hobbes T., De Cive, (every complete edition), 1651 (selected chapters).
Locke J., The Second Discourse on Government, (every complete edition) 1690 (selected chapters).

Macpherson C.B., The Political Theory of Possessive Individualism, Oxford University Press, 1963 or later (selected chapters).
Passerin d'Entrèves A., Natural Law, Hutchinson University Library, 1951 or later (selected chapters).

CONTACT

alessandro.chiessi@santannapisa.it

Crash Course - Introduction to International Relations theory	credits: 1

Dr. Laura Berlingozzi	semester I

e-mail: **Laura.berlingozzi@santananpisa.it**

LEARNING OBJECTIVES AND OUTCOMES

The course introduces students to the key concepts, theoretical approaches and debates in the study of international relations (IR). In particular, the course will focus on the constitutive debates and controversies that have animated the history of the discipline, leading to the emergence of its most influential schools of thought. A special attention will be dedicated to the schools and approaches that are most relevant to the emergence of security as a field of studies.

By the end of the course students are expected to:
- become relatively familiar with the main concepts and theories in the study of international relations;
- acquire a critical understanding of the different traditions and schools of thought developed in the literature;
- be able to debate about international politics from a theoretical perspective.

PREREQUISITES

There are no specific entrance requirements for the admission to this course. While the course is open to all those interested, it is specifically designed and highly recommended for the students with no or limited background knowledge in the field of international relations. It can also be useful for the students who would like to review the fundamental concepts and approaches of IR and/or be exposed to non-mainstream approaches that can be propaedeutic to the study of international security.

CONTENTS

The course consists of three lectures. Each lecture is dedicated to introducing key concepts and approaches that have animated the constitutive debates of international relations.

- Lecture 1: Introducing IR, Realism and the first and second Great Debates
- Lecture 2: Liberalism and the third Great Debate
- Lecture 3: Constructivism in IR, post-structuralism and the fourth Great Debate

TEACHING METHODS

The course is based mainly on lectures, with ample room dedicated to in-class discussion to stimulate peer learning.

BIBLIOGRAPHY

Teaching is based on the handbook: Robert Jackson and Georg Sørensen, (eds.) 2015. Introduction to International Relations: Theories and Approaches (6th edn). Oxford: Oxford University Press. Specific chapters of the handbook will be assigned in preparation of each session of the course.
In particular:

Lecture 1
- Chapter 2, "IR as an Academic Subject"
- Chapter 3, "Realism"
Additional reading (not compulsory): De Carvalho, Benjamin, Halvard Leira, and John M. Hobson. "The big bangs of IR: The myths that your teachers still tell you about 1648 and 1919." *Millennium* 39.3 (2011): 735-758

Lecture 2
- Chapter 4, "Liberalism
Additional reading (not compulsory): Waltz Kenneth (1979). "Anarchic Orders and Balances of Power". In Waltz K. *Theory of International Politics*, Reading, Addison-Wesley Publishing Company, pp. 102-128.

Lecture 3
- Chapter 8, "Social Constructivism"
- Chapter 9, "Post-positivism in IR"
<u>Additional reading (not compulsory):</u> Wendt, Alexander. "Anarchy is what states make of it: the social construction of power politics." *International organization* 46.2 (1992): 391-425

Crash Course - Introduction to Statistics	credits: 1

Professor Chiara Seghieri e-mail: chiara.seghieri@santannapisa.it	semester I

LEARNING OBJECTIVES AND OUTCOMES

The course intends to provide the class with: - an introduction to the basic concepts, methods and logic of statistical thinking, -an introductory-level practical ability to choose and properly interpret descriptive and inferential methods with examples of real-world applications. This course provides the basic ideas of theoretical statistics with emphasis on the applications of these methods and the interpretation of tables and results. Topics discussed include examples of real-world applications of statistics.

PREREQUISITES

The course assumes basic knowledge of descriptive statistics besides math and algebra.

CONTENTS

The course will be broken down into the following units:

1. Descriptive statistics:
   - summarizing data (frequency distributions, graphs, summary statistics)
   - bivariate analysis

2. Introduction to sampling distributions with emphasis on the Normal distribution

3. Introduction to Inferential statistics:
   - confidence Intervals and Hypothesis testing
   - linear regression

TEACHING METHODS

Concepts will be exposed trough real world examples using STATA software.

BIBLIOGRAPHY

Statistics / David Freedman Robert Pisani (et al.), a copy is available at the Sant'Anna library. Slides and other support materials - including articles and dataset- for this course will be made available

OTHER INFORMATION

Class participation and learning agreement will be presented during the first day of teaching.

Crash Course – Introduction to International Law	credits: 1

Dr. Alessandro Mario Amoroso; Marta Stroppa   semester I
E-mail: alessandromario.amoroso@santannapisa.it
marta.stroppa@santannapisa.it

LEARNING OBJECTIVES AND OUTCOMES

The course aims to acquaint those students who do not have a legal background, and those who wish to refresh their knowledge, with the basic tenets of international law. By the end of the course, participants will master the fundamental notions of international law and will thus be able to successfully attend the advanced courses held by Professors de Guttry and Capone on specific aspects of international law.

PREREQUISITES

No specific prior knowledge of international law is required in order to attend the course, which is intended as an introduction to the subject.

CONTENTS

The course consists of 4 sessions (for a total of 6 hours). Each session will be devoted to a fundamental component of the international law regime, as follows:

Session I: The Sources of International Law (1.5 hours)
We will investigate the sources of international law, i.e. the different mechanisms through which rules of international law are created, and their mutual relations.

Session II: The Actors of International Law (1.5 hours)
We will examine the role that States, international organisations, individuals, and other entities play with respect to international law, and whether each of them can be considered a "subject" of international law.

Session III: The Responsibility of States for Violations of International Law (1 hour)
We will explore the conditions and consequences of States' responsibility when they violate their obligations under international law.

Session IV: International Human Rights Law: UN and Regional Human Rights Mechanisms (2 hours)
After touching upon the nature of human rights, we will examine the sources of human rights law and the mechanisms that exist at the international and regional levels to promote and protect human rights, with a particular focus on those mechanisms that can be accessed by individuals.

TEACHING METHODS

Classes will be taught through a mix of frontal lectures and guided discussion. In delving into the various subjects, reference will be made to concrete examples and current issues.

BIBLIOGRAPHY

Suggested readings:
• (For a general introduction) Lowe, "International Law: A Very Short Introduction", Oxford University Press, 2015.
• (Session I) Greenwood, "Sources of International Law", UN Library, available at:
https://legal.un.org/avl/pdf/ls/greenwood_outline.pdf.
• (Session II) Walter, "Subjects of International Law", Max Planck Encyclopedia of Public International Law (online).
• (Session III) Crawford, "State Responsibility", Max Planck Encyclopedia of Public International Law (online).
• (Session IV) Buergenthal, "Human Rights", Max Planck Encyclopedia of Public International Law (online).

The Role of International Organizations in Promoting Peace and Security	credits: 6

Professor Andrea de Guttry e-mail: andrea.deguttry@santannapisa.it	semester I

LEARNING OBJECTIVES AND OUTCOMES

The course is aimed at familiarizing students with the mechanisms aimed at preventing and regulating conflicts and the role played in this endeavor by relevant International Organizations (both at universal and at regional level). Special attention will be devoted to the current situation in Ukraine and in other parts of the world were there are ongoing conflicts.

At the end of the course the participants will

• Have a clear picture of the role of International Organisations involved in peace promotion and conflict management;

• Understand the main rules regarding the jus ad bellum and the exceptions to the otherwise absolute prohibition to use armed force as well as the rules concerning the peaceful solution of international disputes;

• Understand the interplay between the UN and regional organisations in protecting and promoting international peace and security.

PREREQUISITES

Students should already have a basic understanding of the sources, actors and mechanisms of public international law.

CONTENTS

The course is composed of a total of 8 sessions, some of which will be covered in 2 or more classes. After a few hours devoted to a more general introduction to the international law concerning the jus ad bellum, classes will be devoted to analyzing the specific role and contribution of universal and regional organizations and their interplay. Reference will be made continuously to the current situation in Ukraine and to other ongoing conflicts worldwide.

The sessions making up the course are as follows:
Session I: The regulation of the use of force in IL
Session II: The legal nature of the prohibition of use of force in IL
Session III: The exceptions to the prohibition of the use of force in IL
Session IV: The consequences of the violation of the prohibition of the use of force in international relations
Session V: The obligation to solve disputes through peaceful means
Session VI: The UN collective security mechanism
Session VII: Regional Security Mechanisms: the EU, AU, OSA, OSCE etc
Session VIII: The interplay between the UN and regional mechanism for protecting and promoting international peace and Security

Couse Calendar

September 27 from   09,00 to 12,00
September 29 from   14,00 to 17,00
October 4 from   09,00 to 12,00
October 6 from   09,00 to 12,00
October 10 from   09,00 to 12,00
October 11 from   09,00 to 12,00
October 17 from   09,00 to 12,00
October 18 from   09,00 to 12,00
October 25   from   09,00 to 12,00
October 26 from   09,00 to 12,00

November 07 from 09,00 to 12,00
November 09 from 09,00 to 12,00

BIBLIOGRAPHY

Mandatory readings (the two books indicated below cover all the topics dealt within the sessions):
• Weller, The Oxford Handbook of the Use of Force in International Law, 2015
• Klabbers, An Introduction to International Organizations Law, Cambridge University Press, 2015, in particular Chapters 1-3, Chapter 5, Chapter 7
• Ruys, Corten (eds). The Use of Force in International Law: A Case-Based Approach, Oxford University Press, 2018.

Suggested readings:
• Miranda, Pirozzi, Schäfer, Towards a stronger Africa-EU cooperation on peace and security: the role of African regional organizations and civil society, IAI, 2012, available at: https://www.ciaonet.org/attachments/21750/uploads
• Report "The OSCE and Chapter VIII of the United Nations Charter: Confronting Emerging Security Challenges, In the Euro-Atlantic and Eurasian Space", 2014, available at: http://www.osce.org/secretariat/120607?download=true
• de Guttry, How does the UN Security Council Control States or Organizations Authorized to Use Force? A Quest for Consistency in the Practice of the UN and of its Member States, International Organizations Law Review, 2014, 11, p. 251-293
• de Guttry, Developing Effective Partnerships in Peacekeeping Operations between the UN and Regional Organizations: A recent Report of the UN Secretary General on the Transition in Mali and in the Central African African Republic" in "Paix et Sécurité Internationales, 3, 2015, pp. 13-32
• Riziki Majinge, Regional Arrangements and the Maintenance of International Peace and Security: The Role of the African Union Peace and Security Council, Canadian Yearbook of International Law, 2016, pp. 97-149
• Ruys, Corten (eds). The Use of Force in International Law: A Case-Based Approach, Oxford University Press, 2018
• de Guttry, The Western-led Military Operations in Syria in Response to the Use of Chemical Weapons: A Critical Assessment of the Claim for New Exceptions to the Prohibition on the Use of Force, in Archiv des Voelkerrechts, 2018, 56-IV, p. 472-513
• Wood, Sthoeger (eds.), The UN Security Council and International Law, Cambridge University Press, 2022, in particular Chapter 7, devoted to "The Security Council, International Organizations, and the Use of Force", pp. 136-157.

Material which all the students must have available during all the classes

UN Charter
1969 Vienna Convention on the Law of Treaties
UNGA Resolution on the Definition of Aggression (A/RES/29/3314 of 1974)

TEACHING METHODS

Classes will be taught through a mix of frontal lectures, guided discussion, case study and simulations/role-plays. Students will be required to actively participate in class discussions.
Note that attendance of the course in mandatory. In case of absence, students should, whenever possible, inform the lecturer beforehand via email. Any absence should be duly justified.
In order to obtain the credits, students are expected to follow at least 80% of the classes. The board will be informed in case any student exceeds the 20% threshold of absence and will make the necessary determinations. These may include a forfeiture of the possibility to sit the final exam of the course.

ASSESSMENT

The assessment will be based on two distinct elements. The first (75% of the final mark) is a written exam, composed of a set of multiple-choice questions (with 3 possible answers each, only one of whom is correct) and a few open questions. The second element (25% of the final mark) will be participation in class discussions, assessed on the basis of the level of preparation displayed, the originality of the ideas offered and the persuasiveness of the arguments proposed.

Security and States of Emergency: A Constitutional Law Perspective	credits: 3
Dr. Giacomo Delledonne **e-mail: giacomo.delledonne@santannapisa.it**	**semester I**

LEARNING OBJECTIVES AND OUTCOMES

The aim of this short course (18 hours) is to explore security issues from a constitutional law perspective. To do so, the course will look into selected cases in a comparative manner. Overall, the course will introduce students to some key problems of contemporary constitutional law; to do so, the students will be invited to analyze and discuss the reading materials made available ahead of the classes. The first part of the course will deal with some basic concepts, including constitutions and constitutionalism, and the place of security concerns and states of emergency in constitutional law. The second part of the course will consider how security issues have been dealt with in order to address specific concerns (including war, the pandemic, unconstitutional political parties, and cyberthreats).

This course has the following learning outcomes:

Students should acquire confidence in legal problem-solving skills, including identifying and diagnosing a problem, and finding precedents in the case law of supreme and/or constitutional courts.

Students should develop critical skills and ability to formulate alternative solutions and strategies.

Students should be able to undertake comparative research.

PREREQUISITES

Students should already have a basic understanding of constitutional law.

CONTENTS

The sessions making up the course are as follows:

Session 1: "Constitutionalism and Fundamental Rights" (2 hours)

Session 2: "Security and Constitutions" (2 hours)

Session 3: "Securing Democracy. A Comparative Analysis of Emergency Powers" (2 hours)

Session 4: "Emergency Powers: An Overview of the Recent Trends" (2 hours)

Session 5: "The Constitution of Risk" (2 hours)

Session 6: "Constitutional Dilemmas and Militant Democracy" (2 hours)

Session 7:" The case of Germany's NPD: Militant Democracy 2.0?" (2 hours)

Session 8: "War Powers and Control of the Military: A Constitutional Perspective" (2 hours)

Session 9: "Cybersecurity: A Constitutional Perspective" (2 hours)

BIBLIOGRAPHY

Relevant materials and essays will be made available and circulated before each session. There is no textbook for the exam. Each class has at least one reading and one or more supplementary readings. The former will be required reading for each class. The others are for those interested in looking for further knowledge in the field.

First Session
Reading
N.W. Barber, "Constitutionalism: Negative and Positive", *Dublin University Law Journal*, 2015, 249-264, available at https://heinonline.org.
Supp. Reading
N. Bobbio, "The Age of rights" in N. Bobbio, *The Age of Rights*, Cambridge, Polity Press, 32-46

Second Session
Reading
A. Jakab, "Breaching constitutional law on moral grounds in the fight against terrorism: Implied presuppositions and proposed solutions in the discourse on 'the Rule of Law vs. Terrorism'", *International Journal of Constitutional Law*, 2011, 58–78
Supp. Reading
K. Scheppele, "Law in a Time of Emergency: States of Exception and the Temptations of 9/11", *University of Pennsylvania Journal of Constitutional Law*, 2004, 1001-1083

Third Session

Reading

G. Delledonne, "History and Concepts of Emergency", *Max Planck Encyclopaedia of Comparative Constitutional Law*, 2017, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2986340.

Supp. Readings

C. Guérin-Bargues, "'The French Case or the Hidden Dangers of a Long-Term State of Emergency", in P. Auriel, O. Beaud & C. Wellman (eds.), The Rule of Crisis: Terrorism, Emergency Legislation and the Rule of Law, Springer 2018, 213-228, https://link.springer.com/chapter/10.1007/978-3-319-74473-5_10 (also available at https://hal.parisnanterre.fr/hal-01919684/document).

A Jakab, "German Constitutional Law and Doctrine on State of Emergency – Paradigms and Dilemmas of a Traditional (Continental) Discourse", *German Law Journal*, 2006, 453-477, https://www.cambridge.org/core/journals/german-law-journal/article/german-constitutional-law-and-doctrine-on-state-of-emergency-paradigms-and-dilemmas-of-a-traditional-continental-discourse/97A878A84747924E782929C56893194F.

Fourth Session

Reading

T. Ginsburg & M. Versteeg, "The Bound Executive: Emergency Powers during the Pandemic", *International Journal of Constitutional Law*, 2021, 1498-1535.

Supp. Reading

A. Greene, *Emergency Powers in a Time of Pandemic*, Bristol University Press, 2021, 145-166, https://www.cambridge.org/core/books/emergency-powers-in-a-time-of-pandemic/06B641F6ABDD16BDC1DE5AC23D60C1D0.

Fifth Session

Reading

A. Vermeule, "Precautionary Principles in Constitutional Law", *Journal of Legal Analysis*, 2012, 181-222, https://academic.oup.com/jla/article/4/1/181/837098?login=true.

Supp. Reading

A. Vermeule, *The Constitution of Risk*, Cambridge, CUP, 2013, 52-90.

Sixth Session

Reading

K. Loewenstein, "Militant democracy and fundamental rights I", *American Political Science Review*, 1937, 417–432.

Supp. Readings

L. Zucca, "Conflicts of fundamental rights as constitutional dilemmas", STALS Research Paper no. 16/2008, https://www.stals.santannapisa.it/sites/default/files/stals_Zucca.pdf.

J.W. Müller, "Protecting Popular Self-Government from the People? New Normative Perspectives on Militant Democracy", *Annual Review of Political Science*, 2016, 249-265.

Seventh Session

Reading

G. Molier & B. Rijpkema "Germany's New Militant Democracy Regime: National Democratic Party II and the German Federal Constitutional Court's 'Potentiality' Criterion for Party Bans: Bundesverfassungsgericht, Judgment of 17 January 2017, 2 BvB 1/13, National Democratic Party II", *European Constitutional Law Review*, 2018, 394-409

Supp. Reading

German Constitutional Court, Judgment of the Second Senate of 17 January 2017- 2 BvB 1/13, https://www.bundesverfassungsgericht.de/SharedDocs/Entscheidungen/EN/2017/01/bs20170117_2bvb000113en.html

Eighth Session

Reading

Y. Hasebe, "War Powers", in M. Rosenfeld & A. Sajó, *The Oxford Handbook of Comparative Constitutional Law*, Oxford University Press, 2012, 463-480.

Supp. Reading
É. Zoller, "The War Powers in French Constitutional Law", *Proceedings of the ASIL Annual Meeting*, 1996, 46-51.

Ninth Session
Reading
E.C. Raffiotta, "Cybersecurity Regulation in the European Union and the Issues of Constitutional Law", *Rivista AIC*, no. 4/2022, 1-14.
Supp. Reading
I. Pernice, "Global cybersecurity governance: A constitutionalist analysis*", Global Constitutionalism*, 2018, 112-141.

TEACHING METHODS

Classes will be taught through a mix of frontal lectures, guided discussion and case study solving. Students will be required to go through the readings included in the syllabus before each class, and to actively participate in class discussions.

Attendance is strongly recommended. If a student is unable to attend a specific session, he/she should send an email to giacomo.delledonne@santannapisa.it.

ASSESSMENT

the assessment will be based on two distinct elements.
First, the result of an oral exam will account for 60 percent of the final grade.
The second element, accounting for 40 percent of the final mark, will be participation in class discussions, assessed on the basis of the level of preparation displayed, the degree of engagement in case-study solving, the originality of the ideas offered and the persuasiveness of the arguments proposed.

Introduction to security studies	**credits: 7**

Luca Raineri, Marco Solinas	**semester I**

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marco.solinas@santannapisa.it

LEARNING OBJECTIVES AND OUTCOMES

The course introduces students to the key concepts, methods and issues in the study of international security. By doing so, it engages with scholarly debates and policy-oriented puzzles, building on a wide literature including both classics and more recent, unorthodox developments of the discipline.

The objectives are to develop an understanding of contending approaches to the study of international security, as well as the ability to critically analyse security policies and practices from a conceptual perspective. Such skills will provide a preliminary background to the study of specific security issues, including during the rest of the Master, and are expected to stimulate students to pursue their intellectual and professional interests and develop their own areas of specialization in the field of security.

At the end of the course, students should be able to:
- Critically approach a wide range of international security problems
- Use a variety of analytical tools towards security
- Be conversant with the major policy challenges and theoretical debates regarding security

PREREQUISITES

There are no formal entrance requirements to this course. Nonetheless, throughout the course students will be exposed to fundamental notions of international relations, political theory and contemporary history. Students with limited previous exposure to these subjects are encouraged to attend the introductory course in international relations offered by the Scuola Superiore Sant'Anna before the beginning of the Master. It is also highly recommended that students keep themselves up-to-date with the major security-related events in the media.

CONTENTS

This course is designed as a graduate level introduction to old and new directions in the study of international security. Its aim is to introduce students to main debates by tracing the development of Security Studies – from its Cold War past, through its post-Cold War transformations, to the present challenges – and opening up alternative ways of thinking about the future. The course consists of three parts. The first part is dedicated to the introduction of key theoretical and analytical approaches to Security Studies. The second part consists of seminars in which students will be required to apply the lessons learnt from the first part to real-world security problems. In the third and part of the course, the key concepts addressed in the first part of the programme are used to discuss and problematize specific issue areas and policy domains of high relevance to contemporary international security.

BIBLIOGRAPHY

A specific list of required and recommended readings will be proposed for each class. The textbooks for general reference adopted in the course are:
- Gheciu, A., Wohlforth, W., 2018. The Oxford Handbook of International Security. Oxford: Oxford University Press.
- Dunn Cavelty, M., Balzacq, T., 2017. Routledge Handbook of Security Studies. London: Routledge.
- Buzan, B., Hansen, L., 2007. International Security. London: SAGE.

TEACHING METHODS

The course is based mainly on lectures, with ample room dedicated to in-class discussion to stimulate peer learning. Lectures will be introduced by a presentation of the instructor (including guest speakers – Marco Solinas – to harness specific areas of expertise), and will subsequently unfold through graduate level seminars, so students are expected to read widely around the topics and critically engage in discussions.

Additionally, the course is designed to: familiarize the students with key ideas, authors and texts of Security Studies; strengthen teamwork attitudes by engaging in group works and presentations to the rest of the class; improve the students' ability to conduct literature review, and write a research paper proposal. To this end, additional teaching and learning methods will include: a group work on the reading, presentation and discussion of one of the key approaches to Security

Studies in contemporary politics; and, optional, the individual drafting of a research paper elaborating on one contemporary security issue, which may be published after review in the academic blog www.securitypraxis.eu

ASSESSMENT

The assessment will be based on three distinct elements:

- in-class participation: throughout the entire course, students are expected to read the material assigned for each lecture and be ready to critically discuss it in class;
- mid-term group-work: students will work in group to read and present one key approach to Security Studies in contemporary politics (chosen from a list proposed by the lecturer);
- final exam: at the end of the course, each student will undergo an individual, oral exam aimed to test the appropriation and understanding of the topics addressed during the course.

Note that attendance of the course in mandatory. In case of absence, students should, whenever possible, inform the lecturer beforehand via email. Any absence should be duly justified. In order to obtain the credits, students are expected to follow at least 80% of the classes. The board will be informed in case any student exceeds the 20% threshold of absence and will make the necessary determinations. These may include a forfeiture of the possibility to obtain the credits of the course.

Course structure/Struttura del corso

Part I: theoretical approaches to security

Date	Time	Topic	Lecturer
25/9	15-17	History and field of security studies	Luca Raineri
26/9	17-19	Realist perspective I	Luca Raineri
27/9	14-16	Realist perspective II	Luca Raineri
2/10	15-17	Liberal perspective I	Luca Raineri
3/10	11-13	Liberal perspective II	Luca Raineri
4/10	14-16	Constructivist perspective	Luca Raineri
10/10	15-17	Critical theory perspective	Marco Solinas
12/10	15-17	Copenhagen school perspective	Luca Raineri
13/10	11-13	Post-structuralist perspective	Luca Raineri

Part II: security studies in global politics

Date	Time	Topic	Lecturer
13/11	11-13	Lessons from the Ukraine war (realism)	Seminar
14/11	15-17	Changes in peace operations (liberalism)	Seminar
15/11	11-13	Security/zation strategies (constructivism)	Seminar
16/11	14-16	Post-colonial security (post-structuralism)	Seminar

Part III: emerging security challenges

Date	Time	Topic	Lecturer
20/11	15-17	Terrorism	Luca Raineri
21/11	15-17	Counterterrorism	Luca Raineri
28/11	15-17	Energy security I	Luca Raineri
29/11	15-17	Energy security II	Luca Raineri
4/12	15-17	Environmental and climate security I	Luca Raineri
5/12	14-16	Environmental and climate security II	Luca Raineri
11/12	15-17	Algorithmic and border security I	Luca Raineri
12/12	14-16	Algorithmic and border security II	Luca Raineri

Detailed syllabus

Date	25/9, 15-17
Topic	History and field of security studies
Lecturer	Luca Raineri
Required readings	Krause K., Williams M. (2018), "Security and 'Security Studies': Conceptual Evolution and Historical Transformation", in Gheciu A., Wohlforth W. (eds.), *The Oxford Handbook of International Security*, Oxford: OUP Waever O., Buzan B. (2015), "After the Return to Theory. The Past, Present, and Future of Security Studies", in Collins A. (ed.), *Contemporary Security Studies 4th ed.*, Oxford: OUP.
Complementary readings	Bilgin P., Booth K., Wyn Jones R. (1998), Security Studies: The Next Stage, *Naçao Defesa* 84(2). Buzan B., Hansen L. (2009), *The evolution of international security studies*, Cambridge: Cambridge University Press. Krause K., Williams M. (1997), *Critical Security Studies: Concepts and Cases*, Minneapolis: University of Minnesota Press.

Date	26/9, 17-19
Topic	Realist perspective I
Lecturer	Luca Raineri
Required readings	Wohlforth W. (2017), "Realism and security studies", in Dunn Cavelty M., Balzacq T. (eds.), *Routledge Handbook of Security Studies*, London: Routledge. Walt S. (1991), The Renaissance of Security Studies, *International Studies Quarterly*, 35(2).
Complementary readings	Belloni R., Della Sala V., Viotti P., eds. (2019). *Fear and uncertainty in Europe: the Return to Realism?* [chapts. 1-3]. Dodds K. (2003), "Cold War Geopolitics", Agnew J., Mitchell K., Tuathail G. (eds.), *Companion to Political Geography,* Oxford: Blackwell. Kreps S. E., Fuhrmann M., Horowitz M. C. (2018), "Drone Proliferation in the Twenty-first Century", in Gheciu A., Wohlforth W. (eds.), *The Oxford Handbook of International Security*, Oxford: OUP. Krause K. (2011), Leashing the Dogs of War: Arms Control from Sovereignty to Governmentality, *Contemporary Security Policy* 32(1).

Date	27/9, 14-16
Topic	Realist perspective II
Lecturer	Luca Raineri
Required readings	Deudney D. (2018), "The Great Debate: The Nuclear-Political Question and World Order", in Gheciu A., Wohlforth W. (eds.), *The Oxford Handbook of International Security*, Oxford: OUP. Lebow R. N. (2017), "Deterrence", in Dunn Cavelty M., Balzacq T. (eds.), *Routledge Handbook of Security Studies*, London: Routledge.
Complementary readings	Roth A. (2007), Nuclear Weapons in Neo-Realist Theory, *International Studies Review*, 9(3). Naylor J. (2019), The third nuclear age, *Comparative Strategy* 38(4). Tertrais B. (2021), *Principles of Nuclear Deterrence and Strategy*, Research Paper 19, NATO Defense College. Woolf A. (2023), *The Past and Future of Bilateral Nuclear Arms Control*, Geneva: UNIDIR

Date	2/10, 15-17
Topic	Liberal perspective I

Lecturer	Luca Raineri
Required readings	Owen J. (2018), "Liberal approaches", in Gheciu A., Wohlforth W. (eds.), *The Oxford Handbook of International Security*, Oxford: OUP. Bellamy A. (2010), "Humanitarian Intervention", in Dunn Cavelty M., Mauer V. (eds.), *Routledge Handbook of Security Studies*, London: Routledge.
Complementary readings	Paris R. (2001), Human Security: Paradigm Shift or Hot Air?, *International Security*, 26(2). Bellamy A., Williams P. (2011), The new politics of protection? Côte d'Ivoire, Libya and the responsibility to protect, *International Affairs* 87(4). Breslin S., Christou G. (2015), Has the human security agenda come of age? Definitions, discourses and debates, *Contemporary Politics* 21(1). Hoogensen Gjørv G. (2017), Human Security: Lessons Learned from Afghanistan, in Dunn Cavelty M., Balzacq T. (eds.), *Routledge Handbook of Security Studies*, London: Routledge. Duffield M. (2001), *Global Governance and the New Wars: The Merging of Development and Security*, London: Zed Books. Kaldor M. (2012). *New and old wars: organized violence in a global era* (3rd edition), New York: Wiley.

Date	3/10, 11-13
Topic	Liberal perspective II
Lecturer	Luca Raineri
Required readings	Debiel T., Rinck P. (2017), "Statebuilding", in Dunn-Cavelty M., Balzacq T. (eds.), *Routledge Handbook of Security Studies*, London: Routledge. Clausen M.-L., Albrecht P. (2021), Interventions since the Cold War: from statebuilding to stabilization, *International Affairs* 97(4).
Complementary readings	Karlsrud J. (2019), From Liberal Peacebuilding to Stabilisation and Counterterrorism, *International Peacekeeping* 26(1). Newman E. (2009), Failed States and International Order: Constructing a Post-Westphalian World, *Contemporary Security Policy* 30(3). Verkoren W., Kamphuis B. (2013), State Building in a Rentier State: How Development Policies Fail to Promote Democracy in Afghanistan, *Development and change* 44(3). Belloni R., Costantini I. (2019), From liberal statebuilding to counterinsurgency and stabilization: The international intervention in Iraq, *Ethnopolitics* 18(5). Abrahamsen R. (2016), Exporting decentred security governance: the tensions of security sector reform, *Global Crime*, 17(3-4).

Date	4/10, 14-16
Topic	Constructivist perspective
Lecturer	Luca Raineri
Required readings	Vuori J. (2017), "Constructivism and Securitization Studies", in Dunn Cavelty M., Balzacq T. (eds.), *Routledge Handbook of Security Studies*, London: Routledge. Neumann I. (2010), "National security, culture and identity", in Dunn Cavelty M., Mauer V. (eds.), *Routledge Handbook of Security Studies*, London: Routledge.
Complementary readings	Kuus M. (2010), "Critical Geopolitics", in *Oxford Research Encyclopedia of International Studies* (online). Oren I. (2001) Is Culture Independent of National Security? How America's National Security Concerns Shaped "Political Culture" Research, *European Journal of International Relations* 6(4). Gheciu A. (2019), NATO, liberal internationalism, and the politics of imagining the Western security community, *International Journal* 74(1). Neumann I., Williams M. (2000) From Alliance to Security Community: NATO, Russia, and the Power of Identity, *Millennium: Journal of International Studies* 29(2).

Bevir M., Daddow O., Hall I. (eds.) (2014), *Interpreting global security*, London: Routelegde. [chapt. 1, pp. 1-16: Interpreting Global Security].	

Date	10/10, 15-17
Topic	Critical theory perspective
Lecturer	Marco Solinas
Required readings	Mutimer D. (2017), "Critical Security Studies", in Dunn Cavelty M., Balzacq T. (eds.), *Routledge Handbook of Security Studies*, London: Routledge. Bilgin P. (2018), "Critical Theory", in Williams P., McDonald M. (eds.), *Security Studies. An Introduction*, London: Routledge.
Complementary readings	Booth K. (1991), Security and Emancipation, *Review of International Studies* 17(4). Booth K. (1997), "Security and the Self: Reflections of a Fallen Realist", in Krause K., Williams M. (eds.), *Critical Security Studies: Concepts and Cases*, Minneapolis: University of Minnesota Press. Burgess P. (2019), The insecurity of critique, *Security Dialogue* 50(1). Aradau C., Huysmans J. (2019), Assembling credibility: Knowledge, method and critique in times of 'post-truth', *Security Dialogue* 50(1). Rolf J. R. (2022), The first 100 years: IR, critical security studies and the quest for peace, *International Politics*. Horkheimer M. (2002), "Traditional and Critical Theory", in Id., *Selected Essays*, New York: Continuum. Booth K. (2007), *Theory of World Security*, Cambridge: Cambridge University Press. Wyn Jones R. (1999), *Security, Strategy and Critical Theory*, Boulder: Lynne Rienner.

Date	12/10, 15-17
Topic	Copenhagen school perspective
Lecturer	Luca Raineri
Required readings	Waever O. (1995), "Securitization and desecuritization", in Lipschutz R. (ed.) *On Security*, New York: Columbia University Press. Buzan B., Wæver O., de Wilde J. (1998), *Security: a new framework for analysis*, Boulder: Lynne Rienner [chapt. 2, pp. 21-48: Security Analysis: Conceptual Apparatus].
Complementary readings	Weldes J., Saco D. (1996), Making State Action Possible: The United States and the Discursive Construction of "The Cuban Problem", 1960-1994, *Millennium: Journal of International Studies* 25(2). Neumann I. (2008), "Discourse Analysis", in Klotz A., Prakash D. (eds.), *Qualitative Methods in International Relations: A Pluralist Guide*, New York: Palgrave. Balzacq T. (2010), "Constructivist and securitization studies", in Dunn Cavelty M., Mauer V. (eds.), *Routledge Handbook of Security Studies*, London: Routledge. Campbell D. (1998), *Writing Security: United States Foreign Policy and the Politics of Identity*, Manchester: Manchester University Press.

Date	13/10, 11-13
Topic	Post-structuralist perspective
Lecturer	Luca Raineri
Required readings	Aradau C., Van Munster R. (2017), "Poststructuralist Approaches to Security", in Dunn Cavelty M., Balzacq T. (eds.), *Routledge Handbook of Security Studies*, London: Routledge. Bueger C. (2017), "Security as practice", in Dunn Cavelty M., Balzacq T. (eds.), *Routledge Handbook of Security Studies*, London: Routledge.
Complementary readings	Hansen L. (2000), The Little Mermaid's Silent Security Dilemma and the Absence of Gender in the Copenhagen School, *Millennium: Journal of Internationa Studies* 29(2).

Bigo D., McCluskey E. (2018), "What Is a PARIS Approach to (In)securitization? Political Anthropological Research for International Sociology", in Gheciu A., Wohlforth W. (eds.), *The Oxford Handbook of International Security*, Oxford: OUP.

Sjoberg L. (2018), "Feminist Security and Security Studies", in Gheciu A., Wohlforth W. (eds.), *The Oxford Handbook of International Security*, Oxford: OUP.

Barkawi T., Laffey M. (2006), The postcolonial moment in security studies, *Review of International Studies* 32(2)

Adler E. (2008), The Spread of Security Communities: Communities of Practice, Self-Restraint, and NATO's Post—Cold War Transformation, *European Journal of International Relations* 14(2).

Hansen L. (2018), "Images and International Security", in Gheciu A., Wohlforth W. (eds.), *The Oxford Handbook of International Security*, Oxford: OUP.

Der Derian J. (2009), "The Value of Security: Hobbes, Marx, Nietzsche, and Baudrillard", in *Critical Practices in International Theory*, London: Routledge.

Date	13/11, 11-13
Topic	Lessons from the Ukraine war
Lecturer	seminar
Group readings	A. <u>Future warfare trends</u>: The Economist (2023), Warfare after Ukraine. Battlefield lessons. *The Economist Special Report*, 8/7/2023. B. <u>Mearsheimer's controversial reading</u>: Mearsheimer J. (2014), Why the Ukraine Crisis Is the West's Fault: The Liberal Delusions That Provoked Putin, *Foreign Affairs* 93(5); and McFaul M., Sestanovich S., Mearsheimer J. J. (2014), Faulty Powers: Who Started the Ukraine Crisis?, *Foreign Affairs* 93(6); Mearsheimer J. (2023), The Darkness Ahead: Where The Ukraine War Is Headed (online). C. <u>The risk of nuclear escalation</u>: Dunn L. (2022), *The Disarmament, Arms Control, and Non-Proliferation Implications of the Invasion of Ukraine – and what next for reducing global nuclear dangers*, Geneva: UNIDIR; Bollfrass A., Herzog S. (2022), The War in Ukraine and Global Nuclear Order. *Survival* 64(4); SIPRI (2023), *Yearbook 2023* [chapts 7.1 "US nuclear forces", and 7.2 "Russian nuclear forces"].

Date	14/11, 15-17
Topic	Changes in peace operations
Lecturer	seminar
Group readings	A. <u>Peace operations and global (dis-)order</u>: UN (2023), A New Agenda for Peace, *Our Common Agenda Policy Brief* 9; Karlsrud J. (2023), UN Peacekeeping Operations in a Multipolar Era, *Global Governance* 29; Osland K, Peter M. (2021); UN peace operations in a multipolar order: building peace through the rule of law and bottom-up approaches, *Contemporary Security Policy* 42(2). B. <u>Reconfiguring UN PKO in Africa</u>: Tull D. (2023), UN Peacekeeping in Africa: The End of a Cycle?, *SWP Working Paper* 07; ICG (2023), What Future for UN Peacekeeping in Africa after Mali Shutters Its Mission? (online); Liégeois M., Luntumbue M., Défis et enjeux du plan de retrait de la MONUSCO, Policy Brief, Observatoire Boutros-Ghali du maintien de la paix. C. <u>China's approach to global security</u>: Ministry of Foreign Affairs of PRC (2023), The Global Security Initiative Concept Paper; Ekman A. (2023), China's Global Security Initiative, EUISS Brief 5; Gowan R.

	(2020), China's pragmatic approach to UN peacekeeping, *Brookings Commentary* (online); Zheng C., Hang Y. (2020). China and Russia in R2P debates at the UN Security Council. International Affairs; He Y. (2019), China Rising and Its Changing Policy on UN Peacekeeping, in De Coning C., Peter M. (eds.), *United Nations Peace Operations in a Changing Global Order*, London: Palgrave.

Date	15/11, 11-13
Topic	Security/zation strategies
Lecturer	seminar
Group readings	A. <u>The evolution of US National Security Strategies</u>: US NSS 2002, 2010, and 2017. B. <u>Framing the 2015 EU migration crisis</u>: Commission (2015), Remarks by Commissioner Avramopoulos at the press conference in Valletta: 23 April; Council (2015); Statement of the special meeting on migration, 23 April; Commission (2015), EU Agenda on Migration, 13 May; Council (2015), Valletta Summit Political Declaration, 11-12 November. C. <u>The securitization of climate change at the UN</u>: UNSC (2007), Debate on impact of climate change on peace and security, 17 April; UNSG (2009), Report on climate change and its possible security implications; UNSC (2021), Debate on climate and security, 23 September.

Date	16/11, 14-16
Topic	Post-colonial security
Lecturer	seminar
	A. <u>The Chinese school of IR</u>: Hwang Y. (2021), Reappraising the Chinese School of International Relations: A postcolonial perspective, *Review of International Studies* 47(3); Qin Y., Nordin A. (2019), Relationality and rationality in Confucian and Western traditions of thought, *Cambridge Review of International Affairs* 32(5). B. <u>Is securitization theory race-blind?</u>: Bilgin P. (2010) The "Western-Centrism" of Security Studies: "Blind Spot" or Constitutive Practice, *Security Dialogue* 41(6); Howell A., Richter-Montpetit M. (2020), Is securitization theory racist? Civilizationism, methodological whiteness, and antiblack thought in the Copenhagen School, *Security Dialogue* 51(1); Wæver O., Buzan B. (2020), Racism and responsibility – The critical limits of deepfake methodology in security studies: A reply to Howell and Richter-Montpetit, *Security Dialogue* 51(4). C. <u>Security norms beyond/against the West:</u> Tourinho M. (2021), The Co-Constitution of Order. *International Organizations* 75; Verhoeven H., Murthy C., Soares de Oliveira R. (2014), 'Our identity is our currency': South Africa, the responsibility to protect and the logic of African intervention, *Conflict, Security & Development* 14(4); Ben-Nun G. (2015), The British–Jewish Roots of Non-Refoulement and its True Meaning for the Drafters of the 1951 Refugee Convention, *Journal of Refugee Studies* 28(1).

Date	20/11, 15-17
Topic	Terrorism
Lecturer	Luca Raineri
Required readings	Bures O. (2017), "Terrorism and counterterrorism", in Dunn Cavelty M., Balzacq T. (eds.), *Routledge Handbook of Security Studies*, London: Routledge. Stampnitzky L. (2016), "The emergence of terrorism studies as a field", in Jackson R. (ed.), *Routledge Handbook of Critical Terrorism Studies*, London: Routledge
Complementary readings	Sedgwick M. (2015), Jihadism, narrow and wide: The dangers of loose use of an important term, *Perspectives on Terrorism* 9(2). Basra R., Neumann P. (2016), Criminal Pasts, Terrorist Futures: European Jihadists and the New Crime-Terror Nexus, *Perspectives on Terrorism* 10(6). Tholens S., Maryon R. (2021), European terrorism and organised crime, in Anghel V., Jones E. (eds.), *Developments in European Politics 3*, London: Bloomsbury Academic. English R. (2017), The Future Study of Terrorism. *European Journal of International Security* 1(2). Neumann P., Kleinmann S. (2013), How Rigorous Is Radicalization Research?. *Democracy and Security* 9(4). Kalyvas S. (2018), *Jihadi rebels in civil wars*, Dædalus, the Journal of the American Academy of Arts & Sciences 147(1). Lister C. (2021), Twenty years after 9/11: the fight for supremacy in Northwest Syria and the implications for global jihad, *CTC Sentinel* 14(7). Roy O. (2016), *Le djihad et la mort*. Paris: Seuil.

Date	21/11, 15-17
Topic	Counterterrorism
Lecturer	Luca Raineri
Required readings	Karlsrud J. (2017), Towards UN counter-terrorism operations?, *Third World Quarterly* 38(6). Lindekilde L. (2016), "Radicalization, de-radicalization, counter-radicalization", in Jackson R. (ed.) *Routledge Handbook of Critical Security Studies*, London: Routledge.
Complementary readings	Kundnani A., Hayes B. (2018), *The globalisation of Countering Violent Extremism policies. Undermining human rights, instrumentalising civil society*, Amsterdam: Trans-National Institute report. Durac V. (2017), Counterterrorism and democracy: EU policy in the Middle East and North Africa after the uprisings, *Mediterranean Politics* 23(1). Ashour O. (2011), Post-Jihadism. Libya and the Global Transformations of Armed Islamist Movements, *Terrorism and Political Violence* 23(3). Aradau C., Van Munster R. (2011), *Politics of Catastrophe. Genealogies of the Unknown*, London: Routledge. Baker-Beall C., Heath-Kelly C., Jarvis L. (eds.) (2016), *Counter-Radicalisation. Critical Perspectives*, London: Routledge.

Date	28/11, 15-17
Topic	Energy security I
Lecturer	Luca Raineri
Required readings	Dannreuther R. (2010), "Energy Security", in Burgess P. (ed.), *The Routledge Handbook of New Security Studies*, London: Routledge. Johansson B. (2013), A broadened typology on energy and security, *Energy* 53.
Complementary readings	Peters S., Westphal K. (2013), "Global energy supply: scale, perception and the return to geopolitics", in Dyer H., Trombetta M. J (eds.), *International Handbook of Energy Security*, Cheltenham: Edward Elgar Publishing. Cherp A., Jewell J. (2014), The concept of energy security: Beyond the four As, *Energy Policy* 75.

	Bridge G., LeBillon P. (2017), *Oil* (2nd ed.), Cambridge: Polity Press. Taglialapietra S. (2020), *Global Energy Fundamentals. Economics, Politics, and Technology*, Cambridge: Cambridge University Press.

Date	29/11, 15-17
Topic	Energy security II
Lecturer	Luca Raineri
Required readings	European Commission (2022), REPowerEU: A plan to rapidly reduce dependence on Russian fossil fuel and fast forward the green transition, 18 May.
Complementary readings	Mcwilliams B., Sgaravatti G., Tagliapietra S., Zachmann G. (2023), Can Europe live without Russian natural gas?, *World Economy* 2023/1. Leonard M. et al. (2021), *The Geopolitics of the European Green Deal*, ECFR Policy Brief. Ateyo P. (2022), Fuelling conflict? The impact of the green energy transition on peace and security, *Research Paper*. London: International Alert. Taglialapietra S. (2019), The impact of the global energy transition on MENA oil and gas producers, *Energy Strategy Reviews* 26.

Date	4/12, 15-17
Topic	Environmental and climate security I
Lecturer	Luca Raineri
Required readings	Gleditsch N. P., Theisen O. M. (2017), "Resources, the Environment, and Conflict", in Dunn Cavelty M., Balzacq T. (eds.) *Routledge Handbook of Security Studies*. London: Routledge Cusato E. (2022), Of violence and (in)visibility: the securitisation of climate change in international law, *London Review of International Law* 10(2).
Complementary readings	Brown O., Hammill A., McLeman R. (2007), Climate change as the 'new' security threat: implications for Africa, *International Affairs* 83(6). Daoust G., Selby J. (2023), Understanding the Politics of Climate Security Policy Discourse: The Case of the Lake Chad Basin, *Geopolitics* 28(3). Selby J. (2014), Positivist Climate Conflict Research: A Critique, *Geopolitics* 19(4). Selby J., Hoffmann C. (2014), Beyond scarcity: Rethinking water, climate change and conflict in the Sudans. *Global Environmental Change* 29. Selby J., Dahi O, Froehlich C., Hulme M. (2017), Climate change and the Syrian civil war revisited. *Political Geography* 60. Daoudy M. (2022), Scorched Earth. Climate and Conflict in the Middle East, *Foreign Affairs* 101(2). Mobjörk M., Lövbrand E. (eds.) (2021), *Anthropocene (In)securities. Reflections on Collective Survival 50 Years After the Stockholm Conference*, Oxford: Oxford University Press.

Date	5/12, 14-16
Topic	Environmental and climate security II
Lecturer	Luca Raineri
Required readings	UN (2020) *Climate Security Mechanism. Briefing Note*. New York: UN. Ide T., Bruch C., Carius A., Conca K., Dabelko G. D., Matthew R., Weinthal E. (2021), The past and future of environmental peacebuilding, *International Affairs* 97(1).
Complementary readings	Russo J. (2022), The UN Environmental and Climate Adviser in Somalia, IPI Issue Brief. Benjaminsen T., Svarstad H. (eds.) (2021), *Political Ecology. A critical engagement with global environmental issues*. London: Palgrave. Dalby S. (2017), "Climate Change and Geopolitics", in *The Oxford Research Encyclopedia of Climate Science* (online).

	Werrell C., Femia F. (2019), *The Responsibility to Prepare and Prevent. A Climate Security Governance Framework for the 21st Century*. Washington D.C.: Center for Climate and Security.

Date	11/12, 15-17
Topic	Algorithmic and border security I
Lecturer	Luca Raineri
Required readings	Salter M. (2010), "Surveillance", in Burgess P. (ed.), *The Routledge Handbook of New Security Studies*, London: Routledge. Amoore L. (2006), Biometric borders: Governing mobilities in the war on terror, *Political Geography* 25.
Complementary readings	Aradau C., Blanke T. (2015), The (Big) Data-security assemblage: Knowledge and critique, *Big Data and Society* 1(12). Andreas P. (2003), Redrawing the Line: Borders and Security in the Twenty-First Century, *International Security*, 28(2). Trauttmansdorf P. (2022), Borders, Migration, and Technology in the Age of Security: Intervening with STS, *Tecnoscienza – Italian journal of science and technology studies* 13(2). Guittet E.-P., Jeandesboz J. (2010), "Security Technologies", in Burgess P. (ed.), *The Routledge Handbook of New Security Studies*, London: Routledge.

Date	12/12, 14-16
Topic	Algorithmic and border security
Lecturer	Luca Raineri
Required readings	Huysmans J., Squire V. (2017), "Migration and Security", in Dunn Cavelty M., Balzacq T. (eds.) *Routledge Handbook of Security Studies*. London: Routledge. Dijstelbloem H. (2021). The rise of Europe's border infrastructure, in *Borders as Infrastructure: The Technopolitics of Border Control*. Boston: MIT Press.
Complementary readings	Glouftsios G., Casaglia A. (2022), Epidermal politics: Control, violence and dissent at the biometric border. *Environment and Planning: Politics and Space*. Jeandesboz J. (2017), European Border Policing: EUROSUR, knowledge, calculation, *Global Crime* 18(3). Leese M., Noori S., Scheel S. (2022), Data Matters: The Politics and Practices of Digital Border and Migration Management, *Geopolitics* 27(1). Beduschi A. (2021), International migration management in the age of artificial intelligence, *Migration Studies* 9(3). Bigo D. (2014), The (in)securitization practices of the three universes of EU border control: Military/Navy – border guards/police – database analysts, *Security Dialogue* 45(3).

European Security: Politics & Policies	credits: 6
Professor **Edoardo Bressanelli, Emilio De Capitani**	**semester I**
e-mail: **edoardo.bressanelli@santannapisa.it**	

LEARNING OBJECTIVES AND OUTCOMES

The module aims to assess the multidimensional nature of the concept of security in the European Union. In the last decade, the EU has been dealing with crises of different nature, posing a threat to the security of its citizens. From the economic-financial crisis to the war in Ukraine; from the emergence and consolidation of populist parties to the possibility of 'dis-integration' triggered by Brexit; from the migration and refugee crisis to the success of regimes of illiberal democracy in Central-Eastern Europe, the EU has gone through a decade of 'polycrisis' or 'permacrisis'.

The module seeks to understand the impact of such different crises on the security policies of the EU. What are the most important actors and institutions in the different sub-areas of European Security? How has their role changed in the last ten years? The module will explore in detail several policies where European security is at risk, from climate change to disinformation, from migration to terrorism.

The institutional context, the key actors and the substantive content will be analysed in detail for each policy.

At the end of the module, students will have developed the conceptual baggage and the analytical toolkit to understand and critically assess – both theoretically and in a more applied perspective – the security policies of the European Union and how they have developed over time.

PREREQUISITES

Students should have a basic understanding of the actors, institutions and decision-making processes in the European Union. For good background information on how the European Union works, see M. Cini & N. Perez-Solorzano Borragan (2022), European Union Politics, Oxford: Oxford University Press, 7th ed.

CONTENTS

The course is composed of two different parts.

The first part (Sessions I – IX: 28 hours) is devoted to a general introduction to the concept of security in the EU context and a fine-grained assessment of different security policies.

Instructor: Edoardo Bressanelli, Associate Professor of Political Science, SSSA

Note: each session is three hour-long. An additional hour will be scheduled on ESSAY WRITING.

Session I – Security in the European Union: key concepts and background
Session II – Foreign and defense policy
Session III – Terrorism and counter-terrorism
Session IV – Climate change
Session V – Foreign interferences
Session VI – Case study: protecting the European Parliament elections
Session VII – Migration and refugee policy
Session VIII – Enlargement as security policy
Session IX – The changing approach to security in the European Union

The second part (Sessions X – for a total 8 hours) will be devoted to the creation of an Area of Freedom, Security and Justice (AFSJ), which will be analysed in analysed in-depth from a practitioner's perspective

Instructor: Emilio de Capitani, former Head of the secretariat of the LIBE Committee, European Parliament.

BIBLIOGRAPHY

The textbooks for general reference are:

S. Economides and J. Sperling (eds) (2019). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge.

A. J. K. Sheperd (2022). *The EU Security Continuum.* London: Routledge.

Detailed Reading List
Note: this reading list includes <u>required readings</u>. Additional, <u>optional readings</u> will be uploaded to the shared folder of the module (which will be created in Google Drive).

Session I – *Security in the European Union: key concepts and background*

J. Sperling (2019). The European Union and the grand security strategy for post-Westphalian governance. In S. Economides and J. Sperling (eds) (2019). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge, Chapter 1

A.J.K. Sheperd (2022). Conceptualising EU Security: towards a security continuum, Chapter 1.

Session II – *Foreign and defense policy*

A. Cottey (2019). The EU's common security and defence policy: institutions without strategy. In S. Economides and J. Sperling (eds) (2017). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge, Chapter 7.

T. Tardy (2018) Does European Defence Really Matter? Fortunes and Misfortunes of the Common Security and Defence Policy. *European Security* 27: 2, 119-37

A.J.K. Sheperd (2022). Conflict and crises: external stability for internal security, Chapter 3.

Session III – *Terrorism and counter-terrorism*

R. Bossong and M. Rhinard. Terrorism and transnational crime in Europe: a role for strategy? In S. Economides and J. Sperling (eds) (2019). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge, Chapter 10.

C.Kaunert and S. Léonard (2019). The collective securitisation of terrorism in the European Union. *West European Politics* 42, 261–277.

A.J.K. Sheperd (2022). Terrorism and counter-terrorism, Chapter 4.

Session IV – *Climate change*

O. Lazard and R. Youngs (2021). The EU and Climate Security: Toward Ecological Diplomacy. Carnegie Europe, available at [The EU and Climate Security: Toward Ecological Diplomacy - Carnegie Europe - Carnegie Endowment for International Peace](#)

R. Youngs (2014). Climate Change and EU Security Policy. An Unmet Challenge. Carnegie Europe, available at [climate_change_eu_security.pdf (carnegieendowment.org)](#)

Session V – *Foreign Interferences*

Bressanelli, E., Di Palma, A., Inglese, G., Marini. S. and E. Repetto (2020). *Institutions and Foreign. Interferences*. Brussels: European Parliament. PE 655.290.
https://www.europarl.europa.eu/thinktank/en/document.html?reference=IPOL_STU(2020)655290

Session VI – *Case study: Protecting the EP elections*

For the case study, documents and other material will be shared with students ahead of the class.

Has there been any evidence of foreign interference in the 2019 EP elections?

Have the EU policies and actions been successful to deter foreign interferences?
What lessons can be learnt ahead of the forthcomng 2024 EP elections?

Session VII – *Migration and refugee policy*

M. Ceccorulli and S. Lucarelli (2019). Security borders, saving migrants: the EU's security dilemma in the twenty-first century. In S. Economides and J. Sperling (eds). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge, Chapter 9.

E. Cusumano (2019). Migrant rescue as organized hypocrisy: EU maritime missions offshore Libya between humanitarianism and border control. *Cooperation and Conflict*, *54*(1), 3–24.

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

Session VIII – *Enlargement as security policy*

A.E. Juncos (2019). The European Union and the Western Balkans: enlargement as a security strategy. In S. Economides and J. Sperling (eds) (2019). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge, Chapter 3.

V. Anghel & J. Džankić (2023) Wartime EU: consequences of the Russia – Ukraine war on the enlargement process, *Journal of European Integration*, 45:3, 487-501

Session IX – *The changing approach to security in the European Union*

S. Economides (2019). Conclusion: The EU security strategies: consistency or contradictions? In S. Economides and J. Sperling (eds) (2017). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge, Chapter 12.

A.J.K. Sheperd (2022). The security continuum and the EU as a security actor, Chapter 8.

Session X – *European Security: an insider's view* (**Emilio de Capitani**)

Specific readings will be circulated ahead of the classes

TEACHING METHODS

Classes will be taught through a mix of frontal lectures, guided discussion and case studies. Students will be required to go through the readings included in the syllabus before each class, and to actively participate in class discussions.

Note that attendance of the course is mandatory. In case of absence, students should, whenever possible, inform the lecturer beforehand via email. Any absence should be duly justified.

In order to obtain the credits, students are expected to follow at least 80% of the classes. The programme board will be informed in case any student exceeds the 20% threshold of unjustified absences and will make the necessary determinations.
These may include a forfeiture of the possibility to sit the final exam of the course.

ASSESSMENT

The assessment will be based on two distinct elements.
The first element (15% of the final mark) will be participation in class discussions and engagement with case studies, assessed on the level of preparation, the degree of engagement, the originality of the ideas offered and the persuasiveness of the arguments proposed.
The second element (85% of the final mark) will be based on a final essay (3,000 words maximum) to be chosen from a list provided by the instructor and uploaded in the shared folder. Specific instructions on the writing of the essay will be provided in a dedicated class.

Global Food Security	credits: 3

Professor Mariagrazia Alabrese	semester II
e-mail: **mariagrazoa.alabrese@santannapisa.it**	

LEARNING OBJECTIVES AND OUTCOMES

The course provides guidance on the analysis of the legal dimension of food security from a global perspective. It portrays food security as a complex, global and systemic challenge and focuses on the understanding of the global food governance narrative. It addresses the urgency to achieve sustainable food security in the face of climate challenges and resource scarcity. It stresses the need to embrace a comprehensive and holistic approach that looks at the food system in its entirety.

By the end of this course students will be able to:
- define food security as a broad concept and interpret the most used food security conceptual frameworks;
- understand the complexity of food security;
- appreciate the links between food security and food safety;
- appreciate the content of the human right to food and its relationship with the food security concept;
- be aware of the landscape in which international policies for the food sector operate;
- handle the main legal aspects of the global food system and their impact on food security worldwide;
- identify options for how policies can respond to new challenges that have an impact on food security such as climate change.

PREREQUISITES
The course does require a basic knowledge of fundamental legal concepts.

CONTENTS
The course starts with an introduction on the definition of food security in the international arena, its historical development, its interaction with other related concepts, such as food safety, nutrition security, food sovereignty and food democracy. It also deals with the right to food and its normative content. Furthermore, it addresses the specific topic of food security and climate change.

The specific issues addressed in the course are:

- The legal definition of food at EU and international level
- The concept of food security, its evolution and intersection with food safety issues
- From food security to food sustainability
- The right to food: content analysis
- Food security and climate change: a legal analysis
- Food as a common

BIBLIOGRAPHY

J. A. McMahon & M. N. Cardwell (eds.). 2015. "Research Handbook on EU Agricultural Law", Edward Elgar.
Carlos M. Romeo Casabona, Leire Escajedo San Epifanio and Aitziber Emaldi Cirión (eds). 2010. Global Food Security, Wageningen Academic Publisher.
RAYFUSE R., WEISTFELT N. (a cura di), The Challenge of Food Security. International Policy and Regulatory Frameworks, Edward Elgar Publishing, 2012.
Desta, Melaku Geboye. 2001. Food Security and International Trade law: An appraisal of the World Trade Organization Approach. *Journal of World Trade.* 35(3), 449-468.

TEACHING METHODS
The module is taught by both lectures and seminars. The course usually hosts one or two guest speakers. The active participation of students is required and will be strongly stimulated through questions, documents analysis, case studies and presentations.

ASSESSMENT

The assessment will be based on two distinct elements:

- Class Participation (50%)
Active listening and participation are very important to engaging with the course. Classroom participation will be judged according to activeness in the classroom, quality of classroom participation, and the presentations students are required to give. The presentations will test the student's ability to critical thinking skills, and integration of concepts.

- Final Paper (50%)
Students will be required to submit a short paper (no more than 2000 words).

Ethics of Security	credits: 6

Professor Alberto Pirni	semester II
e-mail: alberto.pirni@santannapisa.it	

LEARNING OBJECTIVES AND OUTCOMES

The course aims at developing a critical understanding of contending ethical approaches about security issues that arise from human conduct and in political and military contexts, at both national and supranational level. In order to achieve this outcome, the course is divided into two parts.

The first part ("**Constructing Ethical Competence**") will be providing the theoretical tools required to establish an overall ethical competence, by referring both to some of the most relevant ethical theories and to the present-day emerging issues and debates on security.

The second part ("**Applying Ethical Competence**") will be then devoted to laboratory activities and interactive sessions, that will be directly developed by the participants and revolved on specific case studies of critical relevance.

PREREQUISITES

There are no specific prerequisites to this course. Nevertheless, fundamental understanding of the history of philosophy, ethical theories and political philosophy will help to quickly familiarize with the contents of the course.

CONTENTS

The course is divided into two parts.

Part I – *Constructing Ethical Competence*

The **first part**'s goal is to consolidate a clear competence on the ethical evaluation of security issues. It is divided into **three modules**.

The first module (**1.1.**) revolves on some of the most relevant issues regarding the present-day state of the art on security, namely, the international debate about ethics and security, with specific reference to the linkage between security and the State.

The second module (**1.2.**) aims at giving a comprehensive framework regarding the most relevant ethical theories that can be used to address security issues (e.g. deontological and consequentialist ethics, virtue ethics), in order to enhance the capability of constructing and evaluating ethical analysis on specific behaviours' patterns put in place by individual and institutional actors in the security sector.

Finally, the third module (**1.3.**) will focus on specific ethical vocabulary of clear relevance for the security domain, such as the concepts of vulnerability, freedom, responsibility, and trust.

Part II – *Applying Ethical Competence*

The **second part** of the course will deal with the possible emergence of moral dilemmas in the application of ethical theories to practical cases.

This part this part contemplates **two** distinct yet strictly intertwined **modules**. Both require an active engagement by the participants.

The first module (**2.1.**) is devoted to an in-depth training on the technique of the "moral dilemma". A specific attention will be dedicated to working group activities and plenary discussions.

The second module (**2.2.**) will be then focalized on distinct analysis of some of the most ground-breaking frontiers of moral dilemmas in terms of security issues:

> **a)** *the robotic warfare*, namely: drones and robotic devices applied in war-contexts.
> **b**) *the nuclear security*: with specific reference to technical, legal and ethical implications and a special focus on the Italian context.
> **c)** *the cyber-security domain*, with specific reference to the critical infrastructures that are devoted to the balancing between individual ethical values and constitutional principles, on the one hand, and the need of ensuring the stability of the state security in all institutional sectors and activities, on the other.

The second module will be realized in cooperation with practitioners and external guests.

BIBLIOGRAPHY

The bibliography listed below constitutes only a preliminary source of orientation. A list of specific readings will be provided at the beginning of each part of the course. Discussions will be based on the required readings.

- S. Blackburn, *Ethics: A Very Short Introduction*, Oxford University Press, Oxford 2003
- W. Kymlicka, *Contemporary Political Philosophy*, Oxford University Press, Oxford 2002[2].
- D. Copp, *The Oxford Handbook of Ethical Theory*, Oxford University Press, Oxford 2006.
- K. Burke, *Beyond Security, Ethics and Violence*, Routledge, London 2007.
- K. Burke, M. Lee-Koo, M. McDonald (eds), *Ethics and Global Security. A Cosmopolitan Approach*, Routledge, London 2014.
- J.P. Burgess (ed.), *The Routledge Handbook of New Security Studies*, Routledge, London 2010.
- P.G. Harris (ed.), *A Research Agenda for Climate Justice*, Northampton, Edward Elgar, 2019
- M. Manjikian, *Cybersecurity Ethics. An introduction*, Routledge, Abingdon and New York 2018.
- J. Nyman, A. Burke (eds), *Ethical Security Studies. A New Research Agenda*, Routledge, London 2015.
- B.J. Steele, *Alternative Accountabilities in Global Politics: The Scars of Violence*, Routledge, Abingdon and New York 2013.

TEACHING METHODS

There will be weekly seminar meetings of 2 hours each. Individual active participation during all phases of the course will be encouraged. Both parts of the course will be addressed providing different forms of co-creation exercises, working-group and interactive activities, depending on the size of the class.

Attendance of the course is mandatory. In case of absence, students should, whenever possible, inform the lecturer beforehand via email. Any absence should be duly justified. In order to obtain the credits, students are expected to follow at least 80% of the classes. The board will be informed in case any student exceeds the 20% threshold of absence and will make the necessary determinations. These may include a forfeiture of the possibility to sit the final exam of the course.

ASSESSMENT

The final grade will be based on the class participation and on the quality of a presentation based on the contents discussed during the courses.

Statistical Reasoning	credits: 3

Professor Chiara Seghieri	semester I
e-mail: chiara.seghieri@santannapisa.tit	

LEARNING OBJECTIVES AND OUTCOMES

The course intends to provide the class with: - an introduction to the basic concepts, methods and logic of statistical thinking, -an introductory-level practical ability to choose and properly interpret descriptive and inferential methods with examples of real-world applications. This course provides the basic ideas of theoretical statistics with emphasis on the applications of these methods and the interpretation of tables and results. Topics discussed include examples of real-world applications of statistics.

PREREQUISITES

The course assumes basic knowledge of descriptive statistics besides math and algebra.

CONTENTS

The course will be broken down into the following units:

1. Descriptive statistics:
   - summarizing data (frequency distributions, graphs, summary statistics)
   - bivariate analysis

2. Introduction to sampling distributions with emphasis on the Normal distribution

3. Introduction to Inferential statistics:
   - confidence Intervals and Hypothesis testing
   - linear regression

BIBLIOGRAPHY

Statistics / David Freedman Robert Pisani (et al.), a copy is available at the Sant'Anna library. Slides and other support materials - including articles and dataset- for this course will be made available

TEACHING METHODS

Concepts will be exposed trough real world examples using STATA software

ASSESSMENT

Group project presentations based on selected topics and research questions

OTHER INFORMATION

Class participation and learning agreement will be presented during the first day of teaching

European Security Governance: Between Continuity and Adaptation	credits: 3
Professor Antonio Missiroli e-mail: antonio.missiroli@gmail.com	semester II

LEARNING OBJECTIVES AND OUTCOMES

The course explores the evolving landscape of security governance in Europe, from the bipolar system of the Cold War to the changing agendas and emerging actors of the post-Cold War period – up to the present and the ongoing conflict in and over Ukraine. Its main objective is to develop an understanding of the building blocks of European security and their evolution over the years, the scope and modus operandi of the main institutions and organizations dealing with it, and the challenges confronting Europe in the 21st century.

The course is also designed to encourage the students to analyze complex issues in context and in perspective, and to present them in a comprehensive way. Finally, students will be required to write a short policy paper based on their oral presentations.

PREREQUISITES

There are no particular prerequisites for this course. However, students are expected to be broadly familiar with current security issues involving Europe, and specifically (but not exclusively) the EU, and to have a basic understanding of international relations at large.

CONTENTS

The instructor will illustrate and analyze the main drivers behind each stage in the evolution of European security and focus on the relevant governance structures developed by NATO, the EU and, in part, the OSCE and the UN. Attention will be paid also to informal groupings and ad hoc coalitions as well as to emerging issues that still lack credible governance or legal frameworks at regional and/or multilateral level.Needless to say, special attention will be devoted to the impact of Russia's invasion of Ukraine – both retrospectively and in perspective.

Course structure:
Class 1: Introduction and overview: the two (main) boxes of European security
Class 2: NATO's triple enlargement after the Cold War/The EU as an emerging actor
Class 3: The EU after Lisbon – NATO after Ukraine and Afghanistan
Class 4: Old challenges and emerging threats: the 'Zeitenwende' of 2022
Classes 5-6: Students' presentations and instructor's feedback

BIBLIOGRAPHY

The nature of the course is such that it will be sufficient for students to consult one textbook covering the whole range of European security governance issues, namely:

S.Biscop, R.G.Whitman (eds.), The Routledge Handbook of European Security, 2014.

This could be usefully complemented with the collective volume - that can be downloaded for free from www.iss.europa.eu

The EU and the World: Players and Policies Post-Lisbon – A Handbook (Paris, 2016)

More specific references may be given during in each class and, in particular, in view of the presentations and papers.

TEACHING METHODS

The course is organized around two main blocks and six three-hour sessions.
The first block (classes 1-4) will be based on the instructor's presentations aimed at introducing the subject matter, first in historical perspective and then with a focus on current issues.
The second block (classes 5-6) will be based on the students' oral presentations (individually or in groups, depending on the size of the class) aimed at addressing more specific aspects of the course (a list of possible subjects will be provided by the instructor and agreed with the students).

Students will then be asked to write a short paper each, broadly based on the theme of their presentations but with a focus on policy, namely what should/could be done by whom (more precise guidelines will be provided during the course).
Insofar as possible, classes (especially 1, 3 and 5) will start with a quick overview of recent events deemed relevant for the course.
This overall structure may be marginally adapted in light of the eventual size of the class.

ASSESSMENT

The oral presentation will account for 50% of the final grade, and the written policy paper for the other 50%. In normal circumstances, also active participation in class would be considered an element contributing the final assessment.

Transnational Governance	credits: 6
Professor David Natali	**semester II**
e-mail: david.natali@santannapisa.it	

LEARNING OBJECTIVES AND OUTCOMES

The course introduces students to key concepts of transnational and global governance and the main dynamics shaping new forms of governance and security in an evolving domestic and international context. The course presents more in-depth context-specific information and knowledge on the actual development of transnational governance in specific policy areas. Some policy fields will be analysed to assess transnational and global governance in action. Students will develop a critical understanding of the complex interaction between different levels of government and the interplay of governmental and non-governmental organisations.

At the end of the course students are expected to:

•   have full knowledge of the main concepts and terms;

•   be familiar with the main drivers and institutional traits of transnational and global governance, and with the relevant theoretical and policy debates;

•   have developed a critical understanding of the different positions in the literature.

PREREQUISITES

There are no specific entrance requirements to this course. Throughout the course, students will be exposed to key concepts anchored in theories of political science, public policy analysis and international relations. Students with no previous exposure to any of these subjects are encouraged to attend the introductory 'crash course in international relations' offered by the Scuola Sant'Anna.

CONTENTS

The course is divided in two parts, that reflect the different topics and perspectives selected by the two instructors, who develop analytical frameworks in parallel, through the use of lenses from comparative/European politics and from IR theory/security studies. The introduction focuses on key concepts and theoretical and analytical lenses related to transnational and global governance. Once this is done, the actual functioning of the instruments, actors and procedures of global and transnational governance is examined through a focus on selected policy sectors, which are adopted as case studies. An effort will be made to stimulate topics that reverberate ongoing policy dilemmas in the different domains that are examined in each class session.

BIBLIOGRAPHY

The textbooks for general reference are

- Levi-Faur, D. (2012), The Oxford Handbook of Governance. Oxford: Oxford University Press.
- Bevir, M. (2011), The Handbook of Governance. London: SAGE.

TEACHING METHODS

The course is based mainly on lectures, with ample room dedicated to in-class discussion to stimulate peer learning. The very last part of the course will be dedicated to the preparation and carrying out of simulations and role-playing aimed at familiarising the students with the theoretical and policy debates, with the participation of practitioners professionally involved in transnational global governance issues. Simulations will focus on the governance of complex global issues in the fields of social security and in the domain of security/conflict studies.

ASSESSMENT

The assessment will be based on three distinct elements:

- in-class participation: students are expected to read the material assigned for each lecture and be ready to critically discuss it in class;
- group-work in the simulation: students will work in group to prepare a position paper and take an active role in the governance framework simulation scheduled at the end of the course;
- final exam: the oral exam will consist of questions on the different parts of the programme.

Note that attendance of the course in mandatory. In case of absence, students should, whenever possible, inform the lecturer beforehand via email. Any absence should be duly justified. In order to obtain the credits, students are expected to follow at least 80% of the classes. The board will be informed in case any student exceeds the 20% threshold of absence and will make the necessary determinations. These may include a forfeiture of the possibility to sit the final exam of the course.

Terrorism and insurgency in war and peace	credits: 6

Professor Francesca Capone e Dott. Alessandro Amoroso e-mail: francesca.capone@santannapisa.it	semester II

LEARNING OBJECTIVES AND OUTCOMES

The aim of the course is to allow students to familiarize with the approach that international law pursues in regulating the conduct of hostilities, and to develop their understanding of how international rules and standards can contribute to fostering security in armed conflict scenarios. As public and media interest in the law of armed conflict has seemed to grow tremendously in the last decade, it is necessary to question if and to what extent the approach to centuries-old law-of-war norms has changed (or should change). After examining foundational doctrines and concepts, the course will explore some of the foremost contemporary challenges to international humanitarian law (IHL), including direct participation of civilians in hostilities, the interplay between international human rights law, international criminal law, and the law of armed conflict. Students will gain insights into the interactions between these branches of international law as well as into practical challenges and controversies with the application of the legal framework in the security context.

At the core of the analysis there is the relationship between the legal framework governing terrorism and international humanitarian law and the considerable amount of political rhetoric regarding the (mis)use of concepts like insurgency, national liberation movements, terrorist groups and freedom fighters.

This course has the following Learning Outcomes:

• Students are expected to become familiar with the relevant lexicon;

• Students are expected to have a firm grasp of the main tenets of the law of armed conflict and know how it interacts with germane areas of international law that are relevant in armed conflict scenarios;

• Students are expected to understand the main challenges that terrorism poses to the international legal framework;

• Students are expected to critically reflect on the measures and strategies adopted at the international level and transposed at the national level to deal with terrorism;

• Students are expected to gain the capacity to conduct an autonomous legal assessment of specific scenarios, learn to discuss the most relevant topics in class and participate in all the activities and the discussions.

PREREQUISITES

Students should already have a basic understanding of international law in order to better grasp the issues that will be dealt with during the course.

CONTENTS

The course is divided into two main parts, the first one devoted to laying down the foundations of IHL and providing the students with an overview of the main principles of the law of armed conflict (Session 1 to 8). The second part will delve into the relationship between IHL and counter-terrorism and reflect on the key issues connected to the challenges that terrorism poses to the international legal framework (Session 9 to 17). The final session (18) will be reserved for wrapping up the course's contents and for a general recapitulation of the topics covered during the course. The course is comprised of 18 sessions (2 hours each), covering the following main topics:

Session 1 – Definition, rationale, and limits of the law of armed conflict (LOAC)
Session 2 – Scope of application of the LOAC
Session 3 – Civilians combatants and the protective regimes of the LOAC
Session 4 – The law of belligerent occupation
Session 5 – Means and methods of warfare
Session 6 – Weapons of mass destruction under international law

Session 7 –The application of IHL to Autonomous Weapon Systems (AWS)
Session 8 – Biometric surveillance and double use technologies: the militarization of law enforcement
Session 9 – The interplay between IHL and counter-terorrism
Session 10 – Definition of terrorism and drafting process of the comprehensive convention against international terrorism
Session 11 – The role of the UN in countering terrorism (UN Security Council Resolutions, the role of the GA, the sanctions regimes, etc…)
Session 12 – The "sectoral" counter-terrorism treaties
Session 13 – The role of other relevant IOs
Session 14 – Terrorism and human rights
Session 15 – Terrorism and jus ad bellum
Session 16 – Terrorism and international criminal law
Session 17 – The phenomenon of Foreign Terrorist Fighters
Session 18 – Wrap up session

BIBLIOGRAPHY

1.Mandatory readings:
- Nils Melzer, International Humanitarian Law - A Comprehensive Introduction, International Committee of the Red Cross, 2016 (available free of charge at https://shop.icrc.org/international-humanitarian-law-a-comprehensive-introduction-2508.html)
- Emily Crawford, "Insurgency" in Max Planck Encyclopedia of Public International Law (2011)
- Christian Walter, "Terrorism", in Max Planck Encyclopedia of Public International Law (2011)
- Ben Saul, "Terrorism and International Humanitarian Law" (2016), available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2778893
- Roberta Arnold, "Terrorism, War Crimes and the International Criminal Court", in Ben Saul (ed.) Research Handbook on International Law and Terrorism (Edward Elgar, 2017), Chapter 17

2. Optional readings:

A selection of optional readings, including news articles and blogposts, will be provided at the of each session.

TEACHING METHODS

The lecturers will adopt a mixed methodology to deliver the course. Notably, frontal lectures will be combined with in class group exercises and discussions. Like in the previous edition of the course, the lecturers will invite Ph.D. students and post-doctoral fellows to deliver presentations on specific topics that are at the core of their own research agenda.
Students are expected to actively participate and engage in all the activities. Note that attendance of the course in mandatory. In case of absence, students should, whenever possible, inform the lecturers beforehand via email. Any absence should be duly justified. If a student is unable to attend a specific session, he/she should duly justify the absence and send an email to: alessandromario.amoroso@santannapisa.it (Sessions 1-8); francesca.capone@santannapisa.it (Sessions 9-18).

In order to obtain the credits, students are expected to follow at least 80% of the classes. The board will be informed in case any student exceeds the 20% threshold of absence and will make the necessary determinations.
These may include a forfeiture of the possibility to sit the final exam of the course.

ASSESSMENT

At the end of the course students will be assessed on the basis of:
In class participation: 40% of the overall assessment, including the group presentations.
Final exam: 60% of the overall assessment (tbd with the class).

BIBLIOGRAPHY

1.   Mandatory readings:
- Nils Melzer, International Humanitarian Law - A Comprehensive Introduction, International Committee of the Red Cross, 2016 (available free of charge at https://shop.icrc.org/international-humanitarian-law-a-comprehensive-introduction-2508.html)
- Emily Crawford, "Insurgency" in Max Planck Encyclopedia of Public International Law (2011)

- Christian Walter, "Terrorism", in Max Planck Encyclopedia of Public International Law (2011)
- Ben Saul, "Terrorism and International Humanitarian Law" (2016), available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2778893
- Roberta Arnold, "Terrorism, War Crimes and the International Criminal Court", in Ben Saul (ed.) Research Handbook on International Law and Terrorism (Edward Elgar, 2017), Chapter 17

2.   Optional readings:

A selection of optional readings, including news articles and blogposts, will be provided at the end of each session.

Gender and Security	credits: 3

Dott.ssa Laura Berlingozzi and Dott. Marco Solinas   semester I
e-mail: marco.solinas@santannapisa.it
laura.berlingozzi@santannapisa.it

LEARNING OBJECTIVES AND OUTCOMES

The course aims at developing a critical understanding and an interdisciplinary overview of topical issues concerning security from a gender-sensitive perspective. While the first part of the course will be devoted to the exploration of the analytic category of gender and of the problem of gender-based discrimination through the relevant philosophical literature, the second part will address gender-related phenomena threatening mainstream as well as innovative understandings of security. Throughout the course, special attention will be devoted to analyzing international documents that contribute to framing contemporary gender-related security challenges and envisaging suitable policies to overcome them.

By the end of the course, the knowledge acquired will allow students to:

- familiarize with concepts and methodological tools to investigate broad social phenomena from a gender-sensitive perspective.
- understand feminist critiques of the gendered exclusions in mainstream IR and world politics.
- critically deconstruct crucial security issues from a gender perspective (e.g. economic violence, war crimes, and gender-based violence in conflict and post-conflict situations).
- detect and highlight the aporias implicit in the mainstream security/securitizing narratives concerning gender.

PREREQUISITES

There are no entrance requirements for students who want to attend the course. Prior knowledge of notions of international relations, political philosophy, political science, and sociology might facilitate students to quickly grasp the contents of the course. The lecturer is always available to suggest introductory readings to any of the topics which will be included in the course.

CONTENTS

The course is organized into nine two-hour sessions:

Seminar 1: Introduction to Gender and Security: concepts and definitions

- Laura J. Shepherd, 'Sex or Gender? Bodies in World Politics and Why Gender Matters' in Laura J. Shepherd, ed., *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. London: Routledge, 2010 (Chapter 1)

- Tickner, J. Ann. "Still Engaging from the Margins?" in Steans, Jill and Daniele Tepe-Belfrage, eds. 2016. *Handbook on Gender in World Politics*. Cheltenham, UK (Chapter 2)

Seminar 2: Feminist IR and post-colonial theories

- Wibben, Annick T. R. "Feminist Methodologies and World Politics in Steans, Jill and Daniele Tepe-Belfrage, eds. 2016. *Handbook on Gender in World Politics*. Cheltenham, UK (Chapter 9).

- Peace A. Medie & Alice J. Kang. 2018. "Power, knowledge and the politics of gender in the Global South." European Journal of Politics and Gender 1(1-2): 37-54.

Additional readings:
Enloe, Cynthia. 2014. Making Feminist Sense of International Politics *Bananas, Beaches and Bases*, 2nd Edition. Berkeley: University of California Press (Chapter 9)

Chowdhry G. and Nair S., Introduction: Power in a postcolonial world: race, gender, and class in international relation in *Power, postcolonialism and International relations. Reading race, gender and class* (chapter 1)

Seminar 3: Security, Emancipation and Critical Theory (Prof. Marco Solinas)

Booth, Ken, "Security and Emancipation", in *Review of International Studies*, Vol. 17, No. 4 (1991), pp. 313-326.

Krause, Keith, "Critical Theory and Security. The Research Programme of 'Critical Security Studies', in *Cooperation and Conflict*, Vol. 33, No. 3 (1998)

Seminar 4: Intersectionality as critical theory (Prof. Marco Solinas)

Collins, Patricia Hill, "Intersectionality as Critical Social Theory", in Peter Kivisto, *The Cambridge Handbook of Social Theory*, vol II, Contemporary Theories and Issues, Cambridge: CUP, 2020, chapter 7, pp. 120-142.

Crenshaw, Kimberlé, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of color", in *Stanford Law Review*, Vol. 43, No. 6 (1991), pp. 1241-1299.

Seminar 5: The UN and feminist institutionalism: analyzing and critiquing the WPS Agenda

- Carol Cohn 2008. "Mainstreaming gender in UN security policy: a path to political transformation?"in Shirin Rai & Georgina Waylen (eds.) Global governance: feminist perspectives. Basingstoke: Palgrave Macmillan, pp. 185-206.

- Nicola Pratt 2013. "Reconceptualizing gender, reinscribing racial-sexual boundaries in international security: the case of UN Security Council Resolution 1325 on Women, Peace and Security."International Studies Quarterly 57(4): 772-783.

Additional readings:
Kirby, Paul and Laura J. Shepherd. 2016. 'The futures past of the Women, Peace and Security agenda'. *International Affairs* 98(1): 373–339.

Seminar 6: Gender-based violence and war crimes: women as victims of conflict

- Kirby, Paul. 2013. 'How is rape a weapon of war? Feminist International Relations, modes of critical explanation and the study of wartime sexual violence'. *European Journal of International Relations* 19(4): 797–821.

- Baaz, Maria Eriksson and Maria Stern. 2009. 'Why do soldiers rape? Masculinity, violence and sexuality in the armed forces in the Congo (DRC)'. *International Studies Quarterly* 53(2): 495–518.

Additional readings:
Hansen, Lene. 2001. 'Gender, nation, rape: Bosnia and the construction of security'. *International Feminist Journal of Politics* 3(1): 55–75.

Cockburn, C. (2001) 'The Gendered Dynamics of Armed Conflict and Political Violence', in C. Moser and F. C. Clark (eds) Victims, Perpetrators Or Actors? Gender, Armed Conflict and Political Violence, London: Zed.

Seminar 7: Gender and terrorism: a matter of agency

- Sjoberg, Laura and Caron E. Gentry. 2008. 'Reduced to bad sex: Narratives of violent women from the Bible to the War on Terror'. *International Relations* 22(1): 5–23.

- Sjoberg, Laura and Caron E. Gentry. 2016. 'It's complicated: Looking closely at women in violent extremism'. *Georgetown Journal of International Affairs* Summer/Fall: 23–30.

Additional readings:

Swati Parashar. 2009. "Feminist international relations and women militants: case studies from Sri Lanka and Kashmir." *Cambridge Review of International Affairs* 22(2): 235-256.

Laleh Khalili. 2011. "Gendered practices of counterinsurgency." *Review of International Studies* 37(4): 1471-1491.

Seminar 8: Peacekeeping, Peacebuilding and Post-conflict Reconstruction

- Handrahan, Lori. 2004. "Conflict, Gender, Ethnicity and Post-Conflict Reconstruction." *Security Dialogue* 35(49. 429–45.

- Helena Carreiras (2010) Gendered Culture in Peacekeeping Operations, *International Peacekeeping*, 17:4, 471-485,

Additional readings:

Megan Mackenzie 2009. "Securitization and desecuritization: female soldiers and the reconstruction of women in post-conflict Sierra Leone." *Security Dialogue* 18(2): 241-261.

Olivera Simić (2010) Does the Presence of Women Really Matter? Towards Combating Male Sexual Violence in Peacekeeping Operations, *International Peacekeeping*, 17:2, 188-199.

Seminar 9: Workshop – class presentations

For any request of clarification or further information, students are encouraged to write to the lecturer: laura.berlingozzi@santannapisa.it

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BIBLIOGRAPHY

A specific list of required (one or two articles per class) and recommended readings is proposed for each class. Class discussions will be based on the required readings. Additional readings are not compulsory but encouraged.
The textbooks for general reference adopted in the course are:
- Gentry, C. E., Shepherd, L. J., & Sjoberg, L. (Eds.). (2018). *The Routledge handbook of gender and security*. London: Routledge.
- Laura J. Shepherd, ed., 2010. *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. London: Routledge.
- Detraz, Nicole (2012) *International Security and Gender* (Cambridge – Malden: Polity Press).

TEACHING METHODS

Classes will mainly be devoted to tackling and revising from the genealogical point of view the categories, practices, and policies connected to gender. The depth and breadth of the course are expected to stimulate students to pursue their own intellectual and professional interests and offer an original point of view to enrich their reflection on their own areas of specialization in the security field.

The course is organized in two parts; the first part will focus on the presentation and discussion of the theoretical perspectives and the main concepts used to analyze the nexus of gender and security in different social contexts. The second part of the course will present a selection of issue areas and case studies.

Classes will be taught through a mix of brainstorming activities, lectures, guided discussion, and group work. Students will be required to go through the readings included in the syllabus before each class and to actively participate in class discussions. Lectures will be introduced by a presentation of the instructor (including guest speaker Prof. Marco Solinas to harness specific areas of expertise), and will subsequently unfold through graduate-level seminars, so students are expected to read widely around the topics and critically engage in discussions.

Note that attendance is mandatory for this course. In case of absence, students should, whenever possible, inform the lecturer beforehand via email. Any absence should be duly justified. In order to obtain the credits, students are expected to follow at least 80% of the classes. The board will be informed in case any student exceeds the 20% threshold of absence and will make the necessary determinations. These may include forfeiture of the possibility to sit the final assessment of the course.

ASSESSMENT

The final mark will be based on class participation (20% of the final mark), a short analytical paper (2000-2500 words) on an issue related to at least one of the topics addressed in class (50%), and on an oral presentation to be delivered in class (30%).

Risk in Economics: individual choices and societal challenges	**credits: 8**
Professor Daniele Moschella, Arianna Martinelli e Armanda Cetrulo **e-mail:** daniele.moschella@santannapisa.it arianna.martinelli@santannapisa.it armanda.cetrulo@santannapisa.it	**semester II**

LEARNING OBJECTIVES AND OUTCOMES

Risk is central in Economic theory. It affects both the way in which rational individuals take decision, interact and strategize, from the micro-behavioural perspective, but also the way in which collectively they are exposed to adverse events, such as unintended effects of innovation and technical change, job security, being exposed to pollution, from the macro-societal perspective. Therefore, risks unfold at the individual and societal levels: risks in making wrong decisions, in choosing wrong strategies, in choosing the wrong technologies, in loosing income and job guarantees.

The course intends to offer an integrated perspective on the notion of Risks in Economics, analysed under a double lens, from individual choices to societal challenges, with the attempt to offer tools, theories and evidence able to frame and understand such a concept.

By the end of the course students should:

- Understand the problem of decision theory under under risk and uncertainty
- Be able to apply the notion of expected payoff and expected utility to practical example
- Understand the problem of decision with strategic interactions
- Understand the functioning of the innovative process and its unintended consequences
- Understand the notion of societal risks in terms of unemployment, economic and social inequality

PREREQUISITES

Basic mathematical skills. A previous basic knowledge of economic notions, in particular micro and macro economics, is helpful.

CONTENTS

The course is composed of three parts. The first part (Sessions I – XII) is devoted to a general introduction to decision theory, focusing in particular on the notion of expected payoff, expected utility theory and strategic decisions. The second part (Sessions XIII – XX) will start introducing the innovative process and its unintended consequences from the economic perspective. The remaining sessions will be devoted to gaining insights into specific issues related to innovation, societal challenges and the global perspective. Finally, part III (Sessions XXI - XXIV) will address the relation between technology, unemployment and inequality.

The sessions making up the course are as follows:

Part I (12 lectures):
- Do we need decision theory? Motivating examples
- Certainty, uncertainty, and risk
- Decision under uncertainty
- Decision under risk
- Paradoxes and behavioral approach
- Game theory: basic concepts and applications

Part II (8 lectures):
- Introduction to global economy and innovation
- The internationalisation of innovation
- The "dark side" of innovation
- Technological standards
- Intellectual property rights: a case for abolition?

Part III (4 lectures):
- Technology and labor
- Labor Market and Inequalities

-        Gender, class, race and stratification of risks

BIBLIOGRAPHY

Part I

Sessions I-XII:
M.D. Resnik, Choices

Part II

Introduction to global economy and innovation
Compulsory readings:
Mankiw, N. G. and Taylor, M. P. and Ashwin, A. (2019), Business Economics, Cengage Learning EMEA (Chapter 22)
Dosi, G. and R. Nelson (2009), Technical Change and Industrial Dynamics as Evolutionary Processes, LEM WP 2009/07. Available at: https://www.lem.sssup.it/WPLem/2009-07.html (Section 1-3)

The internationalisation of innovation
Compulsory readings:
R. Narula and A. Zanfei (2006) "Globalisation of Innovation: The role of Multinational enterprises", ch. 12 in J. Fagerberg, D.C. Mowery, and R. R. Nelson (eds.) The Oxford Handbook of Innovation, Oxford: Oxford University Press
Montobbio F. & V. Sterzi, (2013). The Globalization of Technology in Emerging Markets: A Gravity Model on the Determinants of International Patent Collaborations. World Development, 44, 281-299.

The "dark side" of innovation
Compulsory readings:
G. Biggi and E. Giuliani (2021) The noxious consequences of innovation: what do we know?, Industry and Innovation, 28:1, 19-41, DOI: 10.1080/13662716.2020.1726729
A. Coad, P. Nightingale, J. Stilgoe & A. Vezzani (2021) Editorial: the dark side of innovation, Industry and Innovation, 28:1, 102-112, DOI: 10.1080/13662716.2020.1818555
D. Popp, R. G. Newell & A. B. Jaffe (2010). Energy, the Environment, and Technological Change, ch. 21 in B. H. Hall & N. Rosenberg (eds.) Handbook of the Economics of Innovation, North-Holland, Volume 2, 873-937,

Further readings:
Witt, Ulrich. "Innovations, externalities and the problem of economic progress." Public Choice 89, no. 1-2 (1996): 113-130.

Technological standards
Compulsory readings:
Shapiro, C., (2001). Navigating the Patent Thicket: Cross Licenses, Patent Pools, and Standard Setting https://www.nber.org/chapters/c10778.pdf
Bekkers R., (2017). Where patents and standards come together. In: Hawkins, R., Blind, K., & Page, R. (eds.), Handbook of Innovation and Standards, Edward Elgar Publishing
Mattli, W. (2001). The politics and economics of international institutional standards setting: an introduction. *Journal of European Public Policy,* 3(8), 328-344.
Abbott, K.W., (2001). International 'standards' and international governance. *Journal of European Public Policy,* 3(8), 345-370

Intellectual property rights: a case for abolition?
Compulsory readings:
Bellefamme, P. and M. Peitz (2015), "Industrial Organization: Markets and strategies", Cambridge University Press - Chapter 19 (sections 19.1 and 19.2)
Guellec, D., & Pottelsberghe, B. von. (2007). The Economics of the European Patent System. Oxford University Press (Chapter 3)
Budish, E., Roin, B. N., and H. Williams (2016). "Patents and Research Investments: Assessing the Empirical Evidence", American Economic Review, 106 (5): 183-87;
Bessen, J. (2008). "Patent failure", Princeton University Press, (Chapter 6)
Sampat, B. and K. C. Shadlen (2021). "The COVID-19 Innovation System". Health Affairs, 40(3), 400-40.

Additional readings:
Boldrin, M. and Levine, D. (2007), Against Intellectual Monopoly, Cambridge: Cambridge University Press. Available at http://www.micheleboldrin.com/research/aim/anew.all.pdf (not an academic book but with some interesting case studies)

Hall, B. H. and R. Ziedonis, (2001), "The Patent Paradox Revisited: An Empirical Study of Patenting in the U.S. Semiconductor Industry, 1979-1995", The RAND Journal of Economics, 32(1), 101-128.

Part III

Technology and labor
Compulsory readings:

Autor, D. (2022). The Labor Market Impacts of Technological Change: From Unbridled Enthusiasm to Qualified Optimism to Vast Uncertainty (No. w30074). National Bureau of Economic Research.
Dosi, G., & Virgillito, M. E. (2019). Whither the evolution of the contemporary social fabric? New technologies and old socio-economic trends. International Labour Review, 158(4), 593-625.
Mishel, L., & Bivens, J. (2021). Identifying the policy levers generating wage suppression and wage inequality. Economic Policy Institute.
Cirillo, V., Rinaldini, M., Staccioli, J., & Virgillito, M. E. (2020). Trade unions' responses to Industry 4.0 amid corporatism and resistance (2023). PSQL Review.

Additional readings:

Braverman, H. (1998, Selected chapters). Labor and monopoly capital: The degradation of work in the twentieth century. NyU Press.
Delfanti, A. (2021). The Warehouse: Workers and Robots at Amazon. Pluto Press.
Vivarelli, M. (2022). Innovation and employment: a short update (No. dipe0024). Università Cattolica del Sacro Cuore, Dipartimenti e Istituti di Scienze Economiche (DISCE).
Tubaro, P., Casilli, A. A., & Coville, M. (2020). The trainer, the verifier, the imitator: Three ways in which human platform workers support artificial intelligence. Big Data & Society, 7(1), 2053951720919776

Labor Market and Inequalities
Compulsory readings:

Ehrenberg, R. G., & Smith, R. S. (2012) Modern Labor Economics, Eleventh Edition, Pearson Education.
Grusky. D.B. and J. Hill, Inequality in the 21st Century, 2017 (Selected chapters), Routledge

Gender, class, race and stratification of risks
Compulsory readings:

Bhattacharya, T. (2017, Chapter 1) Social reproduction theory: Remapping class, recentering oppression. Pluto Press.
Duffy, M. (2007). Doing the dirty work: Gender, race, and reproductive labor in historical perspective. Gender & society, 21(3), 313-336.
Humphries, J., and Sarasúa, C. (2021). The feminization of the labor force and five associated myths. The Routledge Handbook of Feminist Economics. Routledge, 169-178.

TEACHING METHODS

Classes will be taught through a mix of frontal lectures, discussions, practical exercises, questionnaires and games.

ASSESSMENT

The assessment will be based on two distinct tests: after Part I, students will take an intermediate test counting 1/2; after Part II and Part III, students will take a written essay counting 1/2. Working groups and in class presentations will serve as a basis for the final essay.

Note that attendance of the course in mandatory. In case of absence, students should, whenever possible, inform the lecturer beforehand via email. Any absence should be duly justified.

In order to obtain the credits, students are expected to follow at least 80% of the classes. The board will be informed in case any student exceeds the 20% threshold of absence and will make the necessary determinations. These may include a forfeiture of the possibility to sit the final exam of the course.

Philosophical perspectives on security	credits: 6
Professor Barbara Henry	semester II
e-mail: barbara.henry@santannapisa.it	

LEARNING OBJECTIVES AND OUTCOMES

The course aims at developing a critical understanding and an interdisciplinary overview of some security issues in the light of the cybernetic and technological vocabulary, with the help of some classics in political philosophy/theory. Special attention will be devoted to the 'preservation/emancipation/enhancement constellation in the light of the posthuman studies. The teaching will provide a nonconformist analysis of some of the most innovative, widespread and operationalized categories according to the academics in Posthuman Political Philosophy, in Posthuman IR and in Posthuman Security Studies, by adopting a critical, multi-facetted and posthuman-centered approach to security: This overview will rely on both genealogical, epistemological and hermeneutical toolkits.

By the end of the course, the knowledge acquired will allow students to:

- Critically deconstruct some crucial security issues such as the tension between a human-centered approach to safety/security/vulnerability/preservation/emancipation/enhancement and a posthuman, non(a)-human centered and complex approach to the five categories;
- Be able to analyse and interpret some robotic and cybernetic securitarian technologies, especially the human enhancement technologies;
- Take into account the *aporias* implicit in the principal and often alternative narratives, the enhancing/securitarian technologies are relying on.

Classes will mainly be devoted to tackle and revise the categories, the practices, the technologies by aiming at operationalizing and embedding the conceptual and symbolical constellation set by the most relevant conceptual taxonomies (see below). The depth and breadth of the course is expected to stimulate students to pursue their own intellectual and professional interests and develop their own areas of specialization in the field of security, mostly in a open confrontation with a posthuman approach.

PREREQUISITES

Fundamental notions of modern and contemporary philosophy, political philosophy, IR, epistemology, philosophy of science are required from the side of the students, to allow them to quickly come closer to the contents of the course

CONTENTS

The course is divided into two parts.

The first part aims at giving: a) a basic knowledge related to some relevant methodological and philosophical-political categories; b) a comprehensive framework about the genealogy and the evolution of the philosophical, technological and political debate (XIX-XX century). The fundamental categories to be highlighted and critically assessed under the lens of complexity studies are: vulnerability, human condition, human centered approach, safety, security, emancipation (I-IV).

The second part of the course will deal critically with the link between the most recent cybernetic, bionic and robotic innovations in term of security, rehabilitation, protection, enhancement. Consequently, the principal theories underpinning the 'Human Enhancement/Posthuman Security' debate and its contemporary *disciplinary reframing* will be examined, compared and critically assessed. The main categories to be highlighted and critically interconnected here are: human preservation/human enhancement, emancipation, posthuman condition, posthuman/transhuman imaginary/narratives, cybertheory, cyberfeminisms, ecological thought/non-human centered approach, posthuman emancipatory project, security issues in Anthropocene (V-IX)

The sessions making up the course are as follows:

Session I – Epistemological stance: Methods, methodologies, key concepts.
Session II – Introduction to selected Western philosophical-political categories: safety/security/vulnerability/human preservation in the light of complexity theories
Session III – Human Condition, Vulnerability, Human protection

Session IV – Some relevant security issues in the light of technological and cybernetic mutations: emancipation/human enhancement/posthuman condition**.**
Session V – Posthuman versus Transhuman. 'What is at stake'. Definitions and challenges (Ilaria Santoemma)
Session VI – Cyberfeminisms and Posthumanities: new challenges for a posthuman security approach? (Ilaria Santoemma)
Session VII – Posthuman security studies paradigma? Anthropocene Security
Session VIII – Robots, AI, enhanced subjects, enhancing technologies, AWs
Session IX - Catch up session and final recapitulation

BIBLIOGRAPHY

A list of required readings, form scientific literature to handbooks, will be provided and negotiated at the beginning of each part of the course. Discussions will be based on the required readings:

Compulsory readings

- Fiorella Battaglia, Antonio Carnevale, A. (Eds, 2014), *Reframing the Debate on Human Enhancement*, Humana.Mente, N. 26, ETS, Pisa, www.humanamente.it (selected chapters).

- Mark Coeckelbergh, *Human Being @Risk. Enhancement, Technology, and the Evaluation of Vulnerability Transformations*, slides authorized by the author

- Erika Cudworth, Stephen Hobden, *Posthuman International Relations*, Zed, London 2011 (selected pages).

- Erika Cudworth, Stephen Hobden , *The Emancipatory Project of Posthumanism*, Routledge, London and New York 2018 (selected pages)

- Erika Cudworth, Stephen Hobden and Emilian Kavalski (eds), *Posthuman Dialogues in International Relations*, Routledge, London and New York 2018 (selected pages)

- Clara Eroukhmanoff and Matt Harker, eds, *Reflections on the the Posthuman. Anthropocene, Security and Ecology*, E-International Relations Publishing, Bristol 2017 (selected pages)

- Donna Haraway, *A Cyborg Manifesto: Science, Technology and Socialist-Feminism in the Late Twentieth Century*, in Haraway, D. (ed.), *Simians, Cyborgs, and the Women: The Reinvention of Nature*. Routledge, New York 1991, 149-181.

- Donna Haraway, *Staying with the trouble. Making Kin in the Chthulucene*, Duke University Press, Durham and London 2016 (selected pages)

- Edgar Morin, *On complexity*, Translated by Robin Postel, Hampton Press, Inc. Cresskill, New Jersey 2008 (selected pages)

Suggested readings

- Bernal, J. D. *The World, the Flesh and the Devil. An Enquiry into the Future of the three Enemies of the Rational Soul*, Jonathan Cape, London 1929.

- Caronia, A., *Il Cyborg. Saggio sull'uomo artificiale*. ShaKe, Milano 2008.

- Coenen, C., Gammel, S., Heil, R., Woyke, A. (eds.), *Die Debatte über „Human Enhancement". Historische, philosophische und ethische Aspekte der technologischen Verbesserung des Menschen*. Transcript Bielefeld 2010

- Haraway, D., *Modest_Witness@Second_Millennium FemaleMan _Meets_OncoMouse,* Routledge, London 1997

- Henry, B., *Human Enhancement and the Post-Human; the Converging and Diverging Pathways of Human, Hybrid and Artificial Anthropoids*, Humana.Mente; N. 26; ETS, Pisa 2014, 59-77.

- Henry, B., *What remains of the Human in the Anthropocene? Living between 'nature' and 'culture' in the posthuman condition*, Itinerari, 2020/ LIX, Issue nr. 1, pp. 157-172

- Sieben, A., Sabisch-Fechtelpeter, K., Straub, J. (eds.), *Menschen machen. Die hellen und die dunklen Seite humanwissenschaftlicher Optimierungsprogramme*, transcript, Bielefeld 2012.

- Woyke, A., Human Enhancement und seine Bewertung. Eine kleine Skizze. In Coenen, C., Gammel, S., Heil, R., Woyke, A. (eds.), *Die Debatte über Human Enhancement*, transcript, Bielefeld 2010, 21-38.

TEACHING METHODS

There will be weekly Sessions of 4 hours, subdivided in two classes of two hours each, for 9 weeks. After a first round of introductory classes on key concepts and methods, and a selection of issue areas in the second part of the programme, the course will be ended with a final essay/presentation presented by each student. Individual active participation during all phases of the course will be encouraged and evaluated. Classes will be taught through a mix of frontal lectures, guided discussion, group work and brainstorming. Students will be required to go through the readings included in the syllabus, with a previous indication of the selected pages, and before each class, and to actively participate in class discussions.

Note that attendance of the course in mandatory. In case of absence, students should, whenever possible, inform the lecturer beforehand via email. Any absence should be duly justified.

In order to obtain the credits, students are expected to follow at least 80% of the classes. The board will be informed in case any student exceeds the 20% threshold of absence and will make the necessary determinations. These may include a forfeiture of the possibility to sit the final exam of the course.

ASSESSMENT

Assessment will be based on the quality of group work/class participation (40%), and a final essay the develops one of the themes addressed in class, to be agreed upon with the instructors (60%)

| **The Middle East and North Africa:** | **credits: 3** |
| **Transformations and Challenges** | |

Professor Kevin Koehler	**semester II**
e-mail: Kevin.Koehler@santannapisa.it	
kevin.koehler@eui.eu	

LEARNING OBJECTIVES AND OUTCOMES

The course focuses on security and conflict dynamics in the Middle East and North Africa (MENA). We start with a look at conceptual issues, discussing post-colonial state and regime building, the development of regional international relations, as well as the dynamics of violent conflict. In the second part of the course, we then zoom in on specific cases and issues, including the conflicts in Syria, Libya, and Yemen, the Palestinian question, and the role of external actors, especially the U.S. and EU. In the last session, we will discuss MENA security issues with experts from the NATO Defense College in Rome.

PREREQUISITES

There are no entrance requirements for students who want to attend the course.

CONTENTS

OVERVIEW OF CLASS MEETINGS
PART I: CONCEPTS
      1. Wednesday, 3 April 2024 Introduction, Post-Colonial State and Regime Building
      2. Wednesday, 10 April 2024 International Relations of the MENA
      3. Wednesday, 17 April 2024 Political Violence and Conflict
PART II: CONFLICTS
      4. Wednesday, 24 April 2024 The Palestinian Question
      5. Monday, 29 April 2024 Syria
      6. Wednesday, 8 May 2024 Yemen
      7. Wednesday, 15 May 2024 Libya
PART III: CONCLUSION
      8. Wednesday, 22 May 2024 International Actors
      9. TBD NATO Defense College

PART I: Concepts

SESSION 1: Post-Colonial State and Regime Building (3 April 2024, 16-18h)
Guiding questions:
      • In what ways did colonialism shape states and regimes in the region?
      • How did colonial influences differ across subregions and cases?
Readings:
      • Ayubi, Nazih. 1995. Over-Stating the Arab State, (London: I.B. Tauris), Chapter 3: "State Formation in the Modern Era: The Colonial/Indigenous Mix."
      •Owen, Roger. 2004. Power and Politics in the Making of the Modern Middle East, (London: Routledge), Chapter 1: "The End of Empires: The Emergence of the Modern Middle Eastern States."

SESSION 2: International Relations of the Middle East (10 April 2024, 16-18h)
Guiding question:
      • Think about periods of regional international relations since the end of World War I
      • What characterizes the regional state system today? Which are the dominant actors? What are the main cleavages?
Readings:
      • Lawson, Fred H. 2016. "International Relations Theory and the Middle East." In: Louise Fawcett (ed.): International Relations of the Middle East, (Oxford: Oxford University Press), 21–38.
      • Calculli, Marina. 2016. "Middle East Security: The Politics of Violence after the 2003 Iraq War." In: Louise Fawcett (ed.): International Relations of the Middle East, (Oxford: Oxford University Press), 218–38.

SESSION 3: Political Violence and Conflict (17 April 2024, 16-18h)

Guiding questions:
- How does civil conflict start?
- What is the role of international (f)actors in domestic conflict?
- Why is there so much political violence in the MENA?

Readings
- Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." American Political Science Review 97 (1): 75–90. https://doi.org/10.1017/S0003055403000534.
4
- Kalyvas, Stathis N. 2019. "The Landscape of Political Violence." In: Erica Chenoweth, Richard English, Andreas Gofas, and Stathis N. Kalyvas (eds.): The Oxford Handbook of Terrorism, (Oxford: Oxford University Press), 11-33. https://doi.org/10.1093/oxfordhb/9780198732914.013.1.

PART II: Conflicts
Part II covers four of the main ongoing conflicts in the MENA along the same set of guiding questions:
- Who are the main (categories of) actors? What are their interests?
- What is the conflict about (e.g., territory, governance, identity, religion, resources, etc.)?
- What are the main phases of the conflict?
- What is the role of international actors?

SESSION 4: The Palestinian Question (24 April 2024, 16-18h)
Readings:
- Sayigh, Yezid. 1997. Armed Struggle and the Search for State: The Palestinian National Movement, 1949 - 1993. Oxford: Oxford University Press, Introduction: "A Historical Framework."
- Shlaim, Avi. 2016. "The Rise and Fall of the Oslo Peace Process." In: Louise Fawcett (ed.). International Relations of the Middle East, (Oxford: Oxford University Press), 285–303.

SESSION 5: Syria (29 April 2024, 16-18h; NOTE: This is a Monday)
Readings
- Phillips, Christopher. 2016. The Battle for Syria: International Rivalry in the New Middle East (New Haven: Yale University Press), Introduction.
- Vignal, Leila. 2021. War-Torn: The Unmaking of Syria, 2011–2021 (London: Hurst & Company), Introduction.

SESSION 6: Yemen (8 May 2024, 16-18h)
Readings:
- Byman, Daniel. 2018. "Yemen's Disastrous War." Survival 60 (5): 141–58. https://doi.org/10.1080/00396338.2018.1518376.
- Lackner, Helen. 2017. Yemen in Crisis: Autocracy, Neo-Liberalism, and the Disintegration of a State, (London: Saqi), Chapter 1: "How the 2011 Uprising and the Transition Led to War."

SESSION 7: Libya (15 May 2024, 16-18h)
Readings:
- Lacher, Wolfram. 2020. Libya's Fragmentation: Structure and Process in Violent Conflict. London: I.B. Tauris, Introduction and Chapter 1: "Libya's Unravelling (2011-2019)."

CONCLUSION

SESSION 8: International Actors (24 May 2024, 16-18h)
Readings:
- Hudson, Michael C. 2019. "The United States in the Middle East." In: Louise Fawcett (ed.). International Relations of the Middle East, (Oxford: Oxford University Press), 356-379.
- Hollis, Rosemary. 2019. "Europe in the Middle East." In: Louise Fawcett (ed.). International Relations of the Middle East, (Oxford: Oxford University Press), 380–395.

SESSION 9: Interaction with the Middle East Faculty at the NATO Defense College
(format and date TBD)

GROUND RULES

ASSESSMENT

Students will be assessed in the following way:
Participation in group discussion, active engagement with the readings (20%)
Group presentation on one of the conflicts (40%)
Book review of max. 1,500 words (40%)

OFFICE HOURS

By appointment via email to kevin.koehler@santannapisa.it

ACADEMIC INTEGRITY

I am allergic to plagiarism and I regularly use plagiarism checkers to assess the originality of your submissions. Make sure you do not inadvertently (or worse, willingly) copy passages from other works without proper referencing. If you are in doubt about how to reference something, ask me. Do not leave referencing "for later" in the writing process–you are only inviting trouble. If you are caught plagiarizing you will fail the assignment in questions and, depending on the gravity of the incident, you might fail the entire course.

Internet Governance and cybersecurity	credits: 3
Professors Dirk Jumpertz, Tatiana Tropina, Regina Filipová Fuchsová,	semester I

LEARNING OBJECTIVES AND OUTCOMES

Cybersecurity and internet governance have been rising up the political agenda and feature heavily in current UN agenda (cybersecurity treaty, Global Digital Compact etc.) and norms for responsible state behaviour, as well as a plethora of EU and national regulations. From tech companies to law enforcement and policy makers, everyone is concerned and looks for solutions to fight the continuous increase in cyber-threats and look for solutions to face current challenges in the multistakeholder approach to the Internet governance. This course provides an interdisciplinary approach, aimed at students of international security studies, international law, business law and international relations. The course provides a basic technical introduction of the key principles and protocols that created the internet, and outlines the paradigms of multistakeholder internet governance, including key institutions and processes, the strategic importance of domain names and IP addresses and technical standards. Sessions will analyse the impact of the ways that the network and its governance have evolved. A session devoted to cybercrime introduces the threat actors and the challenges of coordinating an international response against organised criminal gangs. The course will cover cyberspace regulation and the legal issues surrounding cyber attacks, data protection regulations, how to manage the legal risks in case of cyberattacks and the strategies to mitigate such risks. A session will also provide an high level introduction of AI and the legal issues relating to AI. Each session will include interactive exercises and quick-fire questions for students.

PREREQUISITES

There are no entrance requirements for students who want to attend the course.

CONTENTS

30 November 2023: 10:00-12:00 and 15:00-17:00 – Session 1 (4 hrs)

1 December 2023: 09:00-12:00 – Session 2 (3 hrs)

13 December 2023: 16:00 - 19:00 – Session 3 (3 hrs)

14 December 2023: 09:00-13:00, 15:00 - 17:00 - Session 4 (2 hrs plus 2 hrs plus 2 hrs)

15 December 2023: 09:00-12:00 – Session 5 (2 hrs)

1. Session 1: 4 hours Tatiana Tropina, Regina Filipová Fuchsová

   a. Introduction, course overview and multiple-choice assessment. (Regina Filipová Fuchsová)
   b. Internet governance – an introduction. How do you govern a global network? We will scope the issue of Internet governance and discuss the key concepts, such as multistakeholder and multilateral models of governancel, key actors, institutions, and processes (ICANN, RIRs, IETF and IGF) – (2 hours)
   c. In the second part, we will dive deeper into the challenges of governing a global network. We will look at the evolution of Internet governance and key events in its development, such as the transition of Internet Assigned Numbers Authority stewardship from the US Government to the global multistakeholder community. (2 hours)

2. Session 2: 3 hours (Tatiana Tropina)

   a. In this session, you will learn about current processes related to Internet governance on the international level (the ITU, OEWG, and the Global Digital Compact) and discuss how geopolitics changes the current landscape

and politicises the technical layer of the Internet. We will also examine how cybersecurity and national security concerns challenge the multistakeholder model of Internet governance.

b. We will wrap up the day with a discussion about internet fragmentation. The last part of the session will focus on regional (EU NIS2, DSA, and others) and national regulatory initiatives that can have extraterritorial effects and potentially impact the technical layer of the Internet and its governance.

3. Session 3: 3 hours (Dirk Jumpertz)

a. The main goal of this session is to give a basic understanding of the technical jargon used by internet engineers, cybersecurity specialists and the industry in general. This is a technical primer about the internet, its architecture, key protocols, and principles. You should be able to understand and give answers on the following questions: What is the Internet? What was it designed for? What are key protocols and concepts like packet switching, IP addresses, routing, the domain name system, how the network is technically managed, and what or who are the different players that manage the internet technically and commercially – (1,5 hours)

b. In the second part we go deeper into the jargon used in information security and cybersecurity. We'll explore the threat landscape including the different threat actors and cyberthreats. At the end of the session you ought to understand the terminology that is used in reports on cyber incidents. (1,5 hour)

4. Session 4: 6 hours (Italo de Feo and Dirk Jumpertz)

a.   Regulating cyberspace and the data processed in the cyberspace. This session will review the GDPR, the NIS directives concerning measures for a high common level of security of network and information systems across the EU and the other most important legislation affecting technology and cyber security within and outside the EU. (2 hours)

b. Cybercrime fighting from a legal perspective. This session will include case studies on the practical issues companies face when facing the cyber attacks, reporting obligations towards public authorities and affected persons, legal issues surrounding ransom payments, potential regulatory issues and class actions, agreements relating to cybersecurity services, insurance policies covering cyber risk and other possible measures to mitigate risks from a legal perspective (2 hours)

c. The future is now. Artificial Intelligence, Machine Learning, Deep Learning are omnipresent. What is AI? Will machines be more clever than humans and are we all doomed? During this session, Dirk Jumpertz will give you a high level introduction of what AI is, what it can and cannot do, we'll dabble with ChatGPT and understand its limits. Next, Italo de Feo will dive into the legal issues of artificial intelligenceEU initiatives that have been started to regulate this powerful technology which is more disruptive than dynamite. (2 hours, split. Italo de Feo and Dirk Jumpertz)

5. Session 5: 2 hours (Dirk Jumpertz)

a. In this final session we'll look at what defenses exist against the ever increasing cyber threats. We'll draw parallels with other industries and try to learn from them. We'll discover the four pillars that support an effective and efficient cyber defense strategy and explore how these are implemented. (2 hrs)

TEACHING METHODS

Classes will be taught through a mix of lectures, guided discussion, and case studies. Students will be required to complete the introductory reading in the syllabus before each class, and to actively participate in class discussions.

ASSESSMENT

The assessment will be based on the written, multiple-choice test consisting of 20 questions. Three options will be given for each question, of which only one is correct. The test will be scheduled to take place following completion of the course, to allow revision time for students, in the course of January 2023.

BIBILOGRAPHY

Essential Readings:

·   John Naughton (2016) The evolution of the Internet: from military experiment to General Purpose Technology. Journal of Cyber Policy, Vol. 1, Issue 1 http://www.tandfonline.com/doi/full/10.1080/23738871.2016.1157619

·   Tim Wu, the Master Switch, the rise and fall of information empires, Atlantic Books 2010,

·   Global Commission on Internet Governance (2016) One Internet. Centre for International Governance Innovation (CIGI) and Royal Institute for International Affairs (RIIA). https://www.ourinternet.org/report#chapter--the-essentials

·   Bruce Schneier, Beyond Fear: thinking sensibly about security in an uncertain world, Copernicus 2006 (Second Edition)

·   J. Zittrain, The Future of the Internet and How to Stop It, (Penguin, 2009).

·   K. O'Hara, W. Hall, 'Four Internets: data, geopolitics and the governance of cyberspace, 2021, Oxford University Press.

·   S. Hoffmann, D. Lazanski & E. Taylor, 'Standardising the splinternet: how China's technical standards could fragment the internet', Journal of Cyber Policy, 5:2 (2020), 239-264, DOI: 10.1080/23738871.2020.1805482.

·   Dennis Broeders, Els de Busser, Fabio Cristiano & Tatiana Tropina (2022) Revisiting past cyber operations in light of new cyber norms and interpretations of international law: inching towards lines in the sand?, Journal of Cyber Policy, 7:1, 97-135, DOI: 10.1080/23738871.2022.2041061

·   Woolley, S. and P. Howard, eds., 2019. Computational Propaganda: Political Parties, Politicians, and Political Manipulation on Social Media. New York: Oxford University Press.

Optional Readings:

·   Journal of Cyber Policy, 'Special Issue: Consolidation of the Internet' 5.1 (2020), https://www.tandfonline.com/toc/rcyb20/5/1?nav=tocList

·   Harriet Moynihan (2021) The vital role of international law in the framework for responsible state behaviour in cyberspace, Journal of Cyber Policy, 6:3, 394-410, DOI: 10.1080/23738871.2020.1832550

·   Laura Shin, The cryptopians: idealism, greed, lies and the making of the first big cryptocurrency craze. 2022, Little, Brown

·   Geoff White, The Lazarus Heist, 2022, Penguin.

Peacebuilding and War Crimes	**credits: 3**
Professor Huma Seed huma.saeed@kuleuven.be	**semester II**

LEARNING OBJECTIVES AND OUTCOMES

In contexts of violent and armed conflicts, attempts are made by local, regional and international actors to reach peace. But how to reach peace and keep it in the aftermath of extensive violence where societies and communities are divided, governance structures are destroyed or non-functional, and resentment over past injustices and gross human rights violations prevails? Such issues are so significant that many countries reaching a peace agreement lapse back into violence within five years or less. At the same time, in some contexts efforts towards peacebuilding have resulted in stability and overcoming challenges in the aftermath of protracted civil war or state sponsored violence.

This module aims at introducing students to the basic theoretical tenets and practical implementation, on the one hand, of International crimes, including war crimes, and, on the other, of peacebuilding (PB) and transitional justice (TJ), i.e. the practices developed in order to deal with gross human rights violations, including through judicial and non-judicial mechanisms, and to address socio-political and economic effects of armed conflicts in societies transitioning from conflict to peace. We will also explore different strategies of advocacy campaigns by local and global actors in a variety of conflict/post-conflict contexts in addressing such contested issues.

We will explore these through an interdisciplinary and critical framework by examining thematic issues on women's rights and gender justice, victims' rights, housing, land and property rights, and post-conflict justice mechanisms. These are among some of the most important and contentious issues in peacebuilding and transitional justice processes. We will do so by combining theoretical work, drawing from a variety of disciplines (e.g., political science, development and peace studies, conflict resolution and transitional justice) and case studies.

Students will gain a broad understanding of theoretical debates and practices in the study of peacebuilding, international crimes and advocacy. Students will also acquire a thorough understanding of gender justice, victims' rights, and housing, land and property rights in peace processes. The course will also introduce students to different empirical cases (notably Colombia, Afghanistan and the Balkans) and the significance of local perceptions.

PREREQUISITES

There are no specific prerequisites to this course. However, prior knowledge of violent and armed conflict contexts and peacebuilding discourses will facilitate students' grasp of the contents of the course.

CONTENTS

This course will be covering the following broad topics:

1. Introduction to armed conflict contexts, TJ and peacebuilding
2. The normative paradigm underpinning TJ and peacebuilding discourses and practices
3. Alternative and critical perspectives towards TJ and peacebuilding
4. The role of international criminal courts and tribunals, with particular focus on the ICC and the question of gender persecution
5. TJ and peacebuilding in practice (case studies of Colombia and Afghanistan)
6. Gender justice, victims' rights and housing, land and property rights in times of conflict and post-conflict
7. The role of advocacy by local and global actors in addressing legacies of violent conflicts and achieving justice for war victims

TEACHING METHODS

This module is divided into two main parts. The first part examines discourses, policies and practices about peacebuilding and advocacy in conflict and post-conflict situations. The second part will take a look at thematic issues in specific contexts. Throughout, the course will draw extensively on empirical examples.

The course will combine lectures, discussions and group work. Students are expected to read the required literature before every class and actively participate in class discussions. The course may also incorporate guest speakers, subject to availability, who will share their knowledge and expertise with regards to the main tenants of the course. Attendance of the course is mandatory. In case of absence, students should, whenever possible, inform the lecturer beforehand via email. Any absence should be duly justified. In order to obtain the credits, students are expected to follow at least 80% of the classes. The board will be informed in case any student exceeds the 20% threshold of absence and will make the necessary determinations. These may include a forfeiture of the possibility to sit the final exam of the course.

ASSESSMENT

This course will be assessed on the basis of the following criteria and grades:

Student participation (20%): This will be assessed based on students' active participation in the class as well as the quality of their participation.

Student presentations (40%): Students are expected to make short presentations following group activities as well as a final presentation covering a geographic area in relation to at least one of the topics discussed in the course.

Final short paper (40%): Students will present draft versions of their research papers (no more than 2000 words) on 17 June 2022. Please send a digital copy by e-mail. The research paper should be based on class content and should connect the theories and concepts learned in the class to real issues of interest to students. Further guidance on the paper content and structure will be provided later.

BIBILOGRAPHY

A detailed list of required reading will be provided at least a week before each sub-module. Below are some preliminary suggestions for general orientation.

•   Peace Agreements 1975-2011 - Updating the UCDP Peace Agreement Dataset, STINAHOGBLADH: https://www.pcr.uu.se/digitalAssets/667/c_667482-l_1-k_peace-agreements-1975-2011final.pdf

•   Uppsala Conflict Data Program: https://ucdp.uu.se/#/encyclopedia Institute for Integrated Transitions: https://www.ifit-transitions.org/about/mission

•   The Colombian peace talks: Political lessons for negotiations worldwide: https://www.ifit-transitions.org/files/documents/colombia-peace-talks-final-web.pdf/view

•   Bache, C. (2019). Women's role in peace processes (study requested by the European Union FEMM Committee). https://www.europarl.europa.eu/RegData/etudes/STUD/2019/608869/IPOL_STU(2019)608869_EN.pdf

•   Thania, P. (2009). Civil society and peacebuilding: summary of results of a comparative research project. https://repository.graduateinstitute.ch/record/4060/usage#record-files-collapse-header

•   ICC, Office of the Prosecutor, *Policy paper on gender and sexual based crimes*, June 2014.

Other information/Altre informazioni

For any information or clarification, please contact the lecturer at: huma.saeed@kuleuven.be

Virtual Office hour: by appointment

Peacebuilding and War Crimes	**credits: 3**
Professor Matteo Dian	**semester II**

LEARNING OBJECTIVES AND OUTCOMES

This course explores contemporary security relations in East Asia, with particular reference to the emerging US China security and technological competition, the evolution of US led network of alliances in East Asia, extended deterrence, the North Korean nuclear and ballistic program, the emergence of Japan's active role in East Asia.

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

- Critically assess the nature and the consequences of the rise of China as a military power and its consequences for the region.
- Understand the contemporary role of the US as well as the US led alliances in providing stability and deterrence in the region;
- Identify and analyze the key causes of geopolitical competition as well as the main potential flashpoints for conflict in the region;
- Evaluate the consequences of the North Korea nuclear program;
- Understand the evolving relationship and current tensions between the People's Republic of China and the Republic of China (Taiwan),
- Understand the evolution of the role of Japan, from pacifist country to active security provider in the region and main supporter of the US led regional order.

PREREQUISITES

There are no specific prerequisites to this course.

CONTENTS

This course will be covering the following broad topics:

1. Introduction to armed conflict contexts, TJ and peacebuilding
2. The normative paradigm underpinning TJ and peacebuilding discourses and practices
3. Alternative and critical perspectives towards TJ and peacebuilding
4. The role of international criminal courts and tribunals, with particular focus on the ICC and the question of gender persecution
5. TJ and peacebuilding in practice (case studies of Colombia and Afghanistan)
6. Gender justice, victims' rights and housing, land and property rights in times of conflict and post-conflict
7. The role of advocacy by local and global actors in addressing legacies of violent conflicts and achieving justice for war victims

TEACHING METHODS

This module is divided into two main parts. The first part examines discourses, policies and practices about peacebuilding and advocacy in conflict and post-conflict situations. The second part will take a look at thematic issues in specific contexts. Throughout, the course will draw extensively on empirical examples.

The course will combine lectures, discussions and group work. Students are expected to read the required literature before every class and actively participate in class discussions. The course may also incorporate guest speakers, subject to availability, who will share their knowledge and expertise with regards to the main tenants of the course. Attendance of the course is mandatory. In case of absence, students should, whenever possible, inform the lecturer beforehand via email. Any absence should be duly justified. In order to obtain the credits, students are expected to follow at least 80% of the classes. The board will be informed in case any student exceeds the 20% threshold of absence and will make the necessary determinations. These may include a forfeiture of the possibility to sit the final exam of the course.

ASSESSMENT

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Final short paper (40%): Students will present draft versions of their research papers (no more than 2000 words) on 17 June 2022. Please send a digital copy by e-mail. The research paper should be based on class content and should connect the theories and concepts learned in the class to real issues of interest to students. Further guidance on the paper content and structure will be provided later.

BIBILOGRAPHY

Historical Background

Westad, O.A. (2014). Restless Empire. China and the World since 1750. Basic Books. Ch. 7 8

Hasegawa, T. (2011). Introduction: East Asia The Second Significant Front of the Cold War. In

Hase g awa, T. (ed.) The Cold War in East Asia 1945 1991. Stanford University Press.

1) **China from Mao to Deng**

Westad, O. A. (2012). Restless empire: China and the world since 1750 . Hachette UK. 9-10 (selected parts)

2) **China's military rise , maritime disputes and cross strait relations .**

Dian, M. (2023) China, the United States and military competition. (Unpublished working paper).

Doshi, R. (2021). The long game: China's grand strategy to displace American order. Oxford University Press (ch. 8-9). Council on Foreign Relations (2022) China's maritime disputes.

3) **Japan: foreign and defence policies during the Cold War**

Pyle, K. (2009). Japan rising: The resurgence of Japanese power and purpose. Public Affairs. Ch. 7-8. (selected parts).

4) **Japan: foreign and defence policies in the Post-Cold War Era**

Dian, M., Moro, F.N. Coticchia, F. (2023). Reluctant Remilitarisation. Transforming the Armed Forces in Germany, Italy and Japan After the Cold War. Edinburgh, Edinburgh University Press, 2023, (ch.6) Japanese MOFA (2020). The Indo Pacific Concept. Maizland, L. (2022). The US-Japan Security Alliance. A backgrounder. Council of Foreign Relations.

5) S**outh Korea: domestic polarization and middle power diplomacy.**

Snyder, S.A. (2018). South Korea at the Crossroads Autonomy and Alliance in an Era of Rival Powers. Columbia University Press. 2018 Ch. 1. Milani, M. (2019). Progressive and Conservative Visions of Inter-Korean relations. In Dian, M. Fiori, A. and Milani, M. The Korean Paradox. Domestic Political Divide and Foreign Policy in South Korea. London Routledge. Congressional Research Service (2023). US-Korea Alliance. Report for Congress

6) **North Korea and the nuclear programme**.

Panda, A. (2020) Kim Jong Un and the Bomb: Survival and Deterrence in North Korea. Oxford University Press (ch. 10) . Pacheco Pardo (2022). The US and North Korea: The Nuclear Problem that Refuses to Go Away. In Turner, O., Nymalm, N., & Aslam, W. (Eds.). (2022). The Routledge Handbook of US Foreign Policy in the Indo-Pacific. Taylor & Francis, pp. 215-225. Congressional Research Service (2023). US-North Korea Relations . April 2023.

7) **The US in East Asia: From the end of the Cold War to the Pivot to Asia**

Green, M. J. (2017). By More Than Providence: Grand Strategy and American Power in the Asia Pacific Since 1783. Columbia University Press. Ch 1-8 (selected parts) Schell, O. (2020) The Death of Engagement. The Wire Chin

8) **The US and the Great power competition in East Asia**

Dian, M. (2022). Free And Open Indo-Pacific, Features and Limits of A Model Of Regional Order. Il Politico, 257(2), 43-58. Jackson, V. (2023) The Pacific Power Paradox. American Statecraft and the fate of Asian Peace. New Heaven, Yale University Press. (ch.7) Haenle, P. (2022). From Trump to Biden: Indo-Pacific Strategies Compared. East Asian Institute, National University of Singapore.

USEFUL WEB LINKS

Sant'Anna School of Advanced Studies
https://www.santannapisa.it/en/university/school

DIRPOLIS Institute
https://www.santannapisa.it/en/institute/dirpolis/institute-law-politics-and-development

Library Sant'Anna School of Advanced Studies
https://www.santannapisa.it/en/library

Teaching Activities calendar
https://www.santannapisa.it/it/istituto/dirpolis/teaching-activity

Canteen
http://www.santannapisa.it/it/ateneo/la-mensa

Interdepartmental Linguistic Center of University of Pisa
http://www.cli.unipi.it/

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