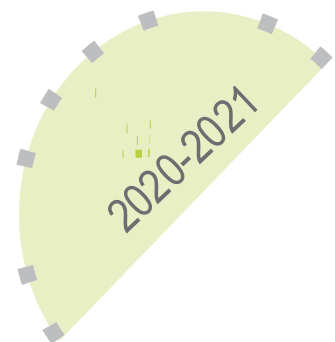




School
of International Studies - Trento
Sant'Anna School
of Advanced Studies - Pisa

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



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
2020-2021

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

SCHOOL OF INTERNATIONAL STUDIES

University of Trento
Via Tommaso Gar, 14 38122 Trento
Fax +39 0461 283152

Sant'Anna School of Advanced Studies

P.zza Martiri della Libertà 33, 56127 Pisa
Tel. +39 050 883111
PEC: protocollo@sssupsup.legalmailpa.it

PROGRAM OFFICE

Silvia Tomaselli
e-mail: sis@sis.unitn.it
Tel. +39 0461 283125

COORDINATORS OF THE MASTER'S DEGREE IN INTERNATIONAL SECURITY STUDIES – LAUREA MAGISTRALE IN STUDI SULLA SICUREZZA INTERNAZIONALE

Prof. Sara Lorenzini (School of International Studies)
Prof. Francesco Strazzari (Sant'Anna School of Advanced Studies)

RESPONSIBLE FOR TUTORING

Dr. Clara Della Valle (SSSA PISA - I year)

SECRETARY'S OFFICE FOR THE MASTER'S DEGREE IN INTERNATIONAL SECURITY STUDIES – SSI TRENTO

Rosalia Amico
e-mail: miss.sis@unitn.it
Tel +39 0461 283121

SECRETARY'S OFFICE FOR THE MASTER'S DEGREE IN INTERNATIONAL SECURITY STUDIES – SSSA PISA

Valentina Mistretta
e-mail: miss@santannapisa.it
Tel. +39 050 88 2681

ACADEMIC CALENDAR 2020/21

First YEAR

**MASTER'S DEGREE IN
INTERNATIONAL SECURITY STUDIES**

Lectures 1st Semester (14 weeks): 28.09.2020 - 15.01.2021

Holidays: 8 December 2020

Christmas Holidays 21.12.2020 - 06.01.2021

Lectures 2nd Semester (14 weeks): 15.02.2021 - 28.05.2021

Holidays: 02.04.2021- 06.04.2021 (Easter Holidays)

Exams

End of term exams 1st semester - 1 session 18.01.2021 – 05.02.2021

End of term exams 2nd semester - 1 session 07.06.2021 – 09.07.2021

Examination re-sits (for all the courses) 01.09.2021 - 17.09.2021

Study plan:

10.09.2020 - 10.10.2020

01.11.2020 - 30.11.2020

01.03.2021 - 31.03.2021

MISS PROGRAMME 2020/21
Master's Degree in International Security studies
FIRST YEAR

Compulsory courses	Professor	CFU	SSD	Hours	Semester
The Role of Universal and Regional Organizations in Promoting Peace and Security	A. de Guttry	6	IUS/13	36	first
Genealogies and Aporias of Security	B. Henry	6	SPS/01	36	first
Armed Conflicts and International Law	E. Sommario	6	IUS/13	36	Second
Security Studies: Concepts, Methods, and Issue Areas	F. Strazzari (42) /	7	SPS/04	42	first
Probability, Certainty and Security in Economics: Concepts and Methods	S. Collignon (24) / D. Moschella (24)	8	SECS-P/02	48	Second
Transnational Global Governance	D. Natali (18) / L. Raineri (18)	6	SPS/04	36	Second
1 from the following 2 courses	Professor	CFU	SSD	Hours	Semester
Ethics of Security	A. Pirmi	6	M-FIL/03	36	Second
European Security: Politics and Policies	E. Bressanelli	6	SPS/04	36	Second
Elective courses*	Professor	CFU	SSD	Hours	Semester
Security and Constitutions. Addressing Security from a Constitutional Law Perspective	G. Martinico	3	IUS/08	18	Second
Global Food Security	M. Alabrese	3	IUS/03	18	first
International Criminal Law	A. di Martino	3	IUS/17	18	Second
Gender and Security	E. Piras	3	SPS/01	18	first
Middle East and North Africa: transformations and challenges	L. Narbone	3	SPS/04	18	Second
Terrorism and International Law	F. Capone	3	IUS/13	18	Second
European security governance between continuity and adaptation	External lecturer	3	SPS/04	18	first
Other compulsory activities	Professor	CFU	SSD	Hours	Semester
Statistical reasoning	C. Seghieri (9)	3	/	18	first
English from B2 to B2 plus	CLA	3	/	/	
Other available activities	Professor	CFU	SSD	Hours	Semester
Introduction to Political Philosophy	B. Henry	1	/	9	first
Introduction to International Relations	L. Raineri	1	/	9	first
Introduction to Statistic	C. Seghieri	1	/	9	first
Introduction to International Law	F. Capone	1	/	9	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 Statistics	credits: 1
Professor Chiara Seghieri e-mail: chiara.seghieri@santannapisa.it	semester I

Course objectives and learning outcomes

The course aims to enable students with no background in statistics to acquire skills in understanding statistical terminology and interpreting data.

At the end of the course participants will master the essential main ideas and terminologies of Statistics and will thus be able to successfully attend the more advanced courses of Statistical Reasoning.

Entrance requirements/

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

Contents/

The course consists of 3 sessions of 3 hours each. After a general introduction on the significance of Statistics in today's world, each session will be devoted to the fundamental components of applied Statistics, as follows:

Session I: Know the "Big Picture of Statistics". (3 hours)

We will reflect on the importance of statistical literacy in today's data world.

Session II: The fundamental ideas of statistics (3 hours)

We will examine fundamental terms such as population and sample, sampling variability.

Session III: Exploratory Data Analysis (3 hours)

We will examine how to construct and interpret graphical and numerical summaries of data.

Teaching and learning methods and activities/Metodi didattici

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 through the use of STATA software.

Bibliography /study materials/Testi di riferimento

Recommended References books:

Freedman, David, Robert Pisani, & Roger Pervis (2007). Statistics. New York: W. W. Norton.

Crash Course – Introduction to International Law	credits: 1
Professor Francesca Capone e-mail: francesca.capone@santannapisa.it	semester I

Course objectives and learning outcomes

The course aims to acquaint those students who do not have a legal background and reacquaint those who do with the basic tenets of international law. At 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, Sommarino and Capone on specific aspects of international law.

Entrance requirements

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 3 sessions of 3 hours each. After a general introduction on the significance of international law in today's world, each session will be devoted to a fundamental component of the international law regime, as follows:

Session I: The Sources and Actors of International Law (3 hours)

We will reflect on the role that international law plays in international relations and in our everyday lives; we will investigate the sources of international law and their mutual relationships; and 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 II: The Responsibility of States for Violations of International Law (3 hours)

We will identify the content of States' responsibility when they violate their obligations under international law, and what consequences are attached to such violations.

Session III: International Human Rights Law (3 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, regional and national levels to promote and protect human rights.

Teaching and learning methods and activities

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 /study materials/

- Mandatory readings (intended to stimulate the debate during the first session):
- American Society of International Law, *International Law: 100 Ways It Shapes Our Lives*. 2018 Edition, 2018, available at: <https://www.asil.org/sites/default/files/100Ways/100Ways.pdf>
- Alvarez and Lachman, *International Law: 50 Ways It Harms Our Lives*, 2017, available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2991336

Suggested readings (intended as reference points for students who wish to deepen their knowledge of the subjects dealt with in class):

- (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 I) Walter, "Subjects of International Law", Max Planck Encyclopedia of Public International Law.
- (Session II) Crawford, "State Responsibility", Max Planck Encyclopedia of Public International Law.
- (Session III) Buergethal, "Human Rights", Max Planck Encyclopedia of Public International Law.

Crash Course - Introduction to Political Philosophy in a Transnational/Global perspective	credits: 1
Professor Barbara Henry e-mail: barbara.henry@santannapisa.it	semester I

Course objectives and learning outcomes

The course will offer some hints to frame contents and methods useful to analyse the still effective contemporary globalization process in its political, cultural-symbolical aspects. It will focus on the link between the notion of identity, in its different meanings, and politics and culture (s) in transnational/supranational/global contexts. It will therefore deal with some new forms of agencies and identity, which characterise the contemporary transnational/global context, which is approached according to a multidimensional point of view. Some references will be made to the new scenarios opened by some technological innovations, which modify the statute of identity of biological organisms, and human, gendered, beings in particular.

Students will acquire an overview of the contemporary political philosophy debate, with special reference to a critical definition of the category of globalization and to the nexus between identity and recognition. These will provide the starting points for a new reading of the political philosophy vocabulary of the modern age and for a re-definition of some main categories of political philosophy.

Students will acquire the skills to identify, analyse and critically evaluate the social and political processes related to globalization and the theories about globalization, multiculturalism and identities, also with special reference to the “challenge of co-existing together” among the various forms - ethnic, gender, cultural, symbolical, political (even posthuman) - of identity-difference which are often considered in terms of hostility among different groups.

Entrance requirements

Students must have a basic knowledge not only of the history of modern and contemporary political philosophy, with special reference to the globalization process in its economic, political, cultural-symbolical aspects.

Contents

The course will be devoted to the following issues:

1. Re-drafting contemporary Political categories

Some key – (basic) categories of our current political discourse will be analysed, reconstruct and reset in new constellations of cross-references in a multi-dimensional approach: identity, otherness-diversity, recognition, public sphere, scales of political responsiveness, community-society, individual rights/collective rights, culture (s). They must be critically taken on account as they still are milestones for the modern political discourse or the so called political vocabulary of the West; in so far they are inexhaustible sources of debate and struggle in and for the public opinions in the globalized -intercultural societies of our times. The course will consider different definitions of identity, culture, and globalization within the social sciences, as well as the link and the gap between spatial, symbolical and institutional dimensions (local/global, particular/universal, borders/territory) and the multidimensionality of the political space. *The whole course will investigate the genesis and development of the contemporary debate about globalization within the social sciences under the lens of gender mainstreaming and gender sensitivity.*

The first part of the course will clarify the category of “political and cultural identity”, which will be located within the globalization processes.

The second part will analyse some of the several forms of difference regarding intercultural processes, from the perspective of the consequences of the cultural, ethnic and political crisis and conflicts on the imaginary and material dimensions of the concept of “border”. The questioning about the existence and legitimacy of an exclusive link between specific territories, political membership, individual and collective rights and agencies, will be the *leitmotiv* of the course. The issues will be considered within this wider and multi-level context. Some specific concepts (*Glocal* and *Global Culture*) will be used to challenge the binary and exclusive logic of homogeneity/heterogeneity integration/disintegration, order/conflict.

Key-words: Clarification of Concepts; Identities; Political Imaginary; Territories and Scales of Politics, Globalization; Global Culture; Glocalization.

Teaching and learning methods and activities

The course will be mainly based on interactive lectures and on 'group works'. Students are expected to read the assigned materials time to time and before class, so as to be able to understand and discuss them critically.

Teaching will employ slides, finding, analysis and discussion of significant documents and researches with regards to the contemporary debate about identity(ies), recognition, scales of Politics in a globalized world, political imaginary.

Bibliography /study materials

- A. Appadurai (1998), *Modernity at Large. Cultural Dimensions of Globalization*, University of Minnesota Press.
- P. Berger, S. Huntington (2002), *Many Globalizations: Cultural Diversity in the Contemporary World*, Oxford Un. Press.
- P. Berger, T. Luckmann (1996), *The Social Construction of Reality*, Doubleday, Garden City (NY).
- U. Beck (1998), *Was ist Globalisierung?*, Suhrkamp, Frankfurt a. Main.
- F. Cerutti, *Identità e politica*, Laterza, 1996
- S. Elden (2005), Missing the Point. Globalisation, Deterritorialisation and the Space of the World, *Transactions of the Institute of British Geographers*, 30, 8-19.
- Id. (2009), *Terror and Territory. The Spatial Extent of Sovereignty*, Minneapolis, University of Minnesota Press.
- M. Featherstone (1990), *Introduction in Global Culture: Nationalism, Globalization and Modernity*, Sage, London-Newbury Park-New Delhi.
- N. Fraser (2008), *Scales of Justice. Reimagining Political Space in a Globalising World*, Polity press (Selected Chapters)
- H. Friese (2002, Ed.), *Identities*, Bergahn Books, New York/Oxford.
- C. Geertz (1973), *The Interpretation of Cultures*, Basic Books, New York
- Id. (1983), *Local Knowledge: Further Essays in Interpretive Anthropology*, Basic Books, New York

Compulsory Readings

- N. Fraser (2008), *Scales of Justice. Reimagining Political Space in a Globalising World*, Polity press (Selected Chapters)
- H. Friese (2002, Ed.), *Identities*, Bergahn Books, New York/Oxford (Introduction and Third Chapter)
- B. Henry., *The Role of Symbols for European Political Identity. Political Identity as Myth?* in F. Cerutti, E. Rudolph (2001, Eds), *A Soul for Europe, Vol. 2, On the Cultural and Political Identity of the Europeans. An Essay Collection*, Louvain, Peeters, pp. 49-70.

Crash Course - Introduction to International Relations	credits: 1
Professor Luca Raineri e-mail: luca.raineri@santannapisa.it	semester I

Course objectives and learning 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:

- acquire confidence in debating about international politics from a theoretical and policy perspective;
- become familiar with the main concepts and theories in the study of international relations;
- demonstrate a critical understanding of the different traditions and schools of thought developed in the literature.

Entrance requirements

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: Realism in IR and the “first Great Debate”;
- Lecture 2: Liberalism in IR, and “third (inter-paradigm) Great Debate”
- Lecture 3: Post-structuralism in IR and the “fourth Great Debate”.

Teaching and learning methods and activities

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

Bibliography /study materials

Teaching is based on the handbook: Dunne, T., Kurki, M., Smith, S., (eds.) 2013. *International Relations Theories. Discipline and Diversity* (3rd Edition). Oxford: Oxford University Press. Specific chapters of the handbook will be assigned in preparation of each session of the course. In particular:

Lecture 1

- Richard Ned Lebow, “Classical Realism”;
- John J. Mearsheimer, “Structural Realism”.

Lecture 2

- Bruce Russett, “Liberalism”;
- Jennifer Sterling-Folker, “Neoliberalism”.

Lecture 3

- Karin Fierke, “Constructivism”;
- David Campbell, “Poststructuralism”.

Global Food Security	credits: 3
Professor Mariagrazia Alabrese e-mail: m.alabrese@santannapisa.it	semester I

LEARNING OBJECTIVES AND OUTCOMES

The course provides guidance on the analysis of the legal dimension of food security from a global perspective. It describes food security as a complex, global and systemic challenge and addresses the current food security policies at the international level. Moreover, it focuses on the understanding of the evolution of the current food policy towards the need to fully consider the various aspects of global food chains (production, consumption, and distribution of food throughout complex systems) giving special attention to agriculture and food trade as an important game-changer.

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 and institutions.

CONTENTS

The course starts with an introduction on agricultural law and its relevance for food security studies. It will then address the definition of food security in the international arena, its historical development, its interaction with other related concepts, such as food safety and nutrition security. 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 lectures will also explore the main rules governing the world trade system of the agri-food products which affect food security and the right to food.

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
- The right to food: content analysis
- Food security and climate change: a legal analysis
- International trade, food and agriculture

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 Ciri6n (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).

European Security: Politics and Policies	credits: 6
Professor Edoardo Bressanelli e-mail: edoardo.bressanelli@santannapisa.it	semester II

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 conflicts in Ukraine and Syria; from the emergence and consolidation of populist parties to the possibility of 'dis-integration' prompted first by Brexit and then by the covid-19 epidemic; 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 poly-crises.

The module seeks to understand the impact of such different crises – socio-economic, political, military and cultural – 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 cyber-security, from energy policy 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.

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 (2019), *European Union Politics*, Oxford: Oxford University Press.

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 multidimensional concept of security and a fine-grained assessment of different policies for security in the European Union.

The second part (Sessions X – XIII: 8 hours) will be devoted to specific themes which, analysed also from a practitioner's perspective, will allow students to understand what roles the Member States and the EU institutions play in the making of European security policies, focusing on both the internal and external dimension.

Detailed structure:

Instructor: Edoardo Bressanelli

Note: each session is three hour-long

- Session I – Security in the European Union: a conceptual and historical introduction
- Session II – Foreign and defense policies
- Session III – Terrorism and counter-terrorism
- Session IV – Climate change and the environment
- Session V – Cyber-security, data protection and disinformation
- Session VI – Energy policy
- Session VII – Migration and refugee policy
- Session VIII – Enlargement as security policy
- Session IX – The changing approach to security in the European Union

Instructor: Emilio de Capitani

Note: each session is two hour-long

Session X – Protection of personal data (the PNR ‘saga’)

Session XI – The integrated system of border control and the European Border and Coast Guard

Session XII – European classified information

Session XIII – Perspectives on European Security in the new European Parliament (2019 -2024)

BIBLIOGRAPHY

The textbook for general reference is S. Economides and J. Sperling (eds) (2017). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge.

Detailed Reading List

Note: this reading list includes the required readings. Additional, optional readings will be uploaded to the shared folder of the module.

Note2: Emilio De Capitani will provide separate information on his section of the module

Session I – Security in the European Union: a conceptual and historical introduction

J. Sperling (2017). The European Union and the grand security strategy for post-Westphalian governance. In S. Economides and J. Sperling (eds) (2017). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge, Chapter 1

A. Cottey, (2013). Security in the 21st Century Europe. In A. Cottey, *Security in the 21st Century Europe*, Palgrave Macmillan.

E. Lazarou (2018), *Peace and Security in 2019. Overview of EU action and outlook for the future*, European Parliament, Chapter 1, pp. 8-21 [available at:
[https://www.europarl.europa.eu/RegData/etudes/STUD/2019/637894/EPRS_STU\(2019\)637894_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2019/637894/EPRS_STU(2019)637894_EN.pdf)

Session II – Foreign and defense policies

A. Cottey (2017). 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.

S. Lehne (2017). Is there hope for EU foreign policy? Carnegie Europe [available at:
<https://carnegieeurope.eu/2017/12/05/is-there-hope-for-eu-foreign-policy-pub-74909>]

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

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) (2017). *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.

Session IV – Climate change and the environment

N. P. Gleditsch and O. P. Theisen (2016). Resources, the environment and conflict. In M. Dunn Cavelty and T. Balzacq. *Routledge Handbook of Security Studies*. Chapter 19.

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

Session V – Cyber-security and data protection

A. Barrinha and H. Carrapiço (2016) *The EU's security actorness in cyber space: quo vadis?* In L. Chappell, J. Mawdsley and P. Petrov (eds) *The EU, Strategy and Security Policy*. Routledge, Chapter 7

G. Christou (2019). The collective securitisation of cyberspace in the European Union. *West European Politics* 42:2, pages 278-301

Session VI – Energy policy

A. Herranz-Surrallés (2017). The European Union energy security strategy: testing the limits of solidarity. In S. Economides and J. Sperling (eds) (2017). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge, Chapter 11.

S. C. Hofmann and U. Staeger, (2019). Frame contestation and collective securitisation: the case of EU energy policy. *West European Politics* 42, 323–345

R. W. Orttung (2016). Energy Security. In M. Dunn Cavelty and T. Balzacq. *Routledge Handbook of Security Studies*. Chapter 19.

Session VII – Migration and refugee policy

M. Ceccorulli and S. Lucarelli (2017). Security borders, saving migrants: the EU's security dilemma in the twenty-first century. In S. Economides and J. Sperling (eds) (2017). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge, Chapter 9.

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

M. Riddervold, (2018). A humanitarian mission in line with human rights? Assessing Sophia, the EU's naval response to the migration crisis. *European Security* 27, 158–174.

Session VIII – Enlargement as security policy

A.E. Juncos (2017). The European Union and the Western Balkans: enlargement as a security strategy. In S. Economides and J. Sperling (eds) (2017). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge, Chapter 3.

Christou, G., 2010. European Union security logics to the east: the European Neighbourhood Policy and the Eastern Partnership. *European Security* 19, 413–430.

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

S. Economides (2017). 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.

L. Chappell, J. Mawdsley, P. Petrov (2016). Uncovering EU strategy in its security policy. An (in)coherent actor? In *The EU, Strategy and Security Policy: Regional and Strategic Challenges*. Routledge, pp. 202–216.

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 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 element (25% 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 (75% of the final mark) will be based on a final essay (3,000 words maximum) to be chosen from a list provided by the instructors. Specific instructions on the writing of the essay will be provided in class.

LEARNING OBJECTIVES AND OUTCOMES

The aim of this short course (18 hours) is to reflect on how terrorism has been challenging international law ever since this phenomenon has been recognized as a threat to international peace and security. In order to combat terrorism, States and international organizations (UN, EU, NATO, AU, OAS, OSCE etc...) have adopted numerous policies and initiatives, especially since the 9/11 terrorist attacks. Said counter-terrorism measures, and their implementation at the domestic level, triggers a number of important issues and raise several questions. The course will set the scene by providing a thorough analysis of the history of terrorism and the lack of a universally agreed definition of this phenomenon, it will address the challenges to the international legal system that counter-terrorism measures entail, and it will reflect on the most recent phenomena, from the emergence of new terrorist groups to the phenomenon of Foreign Terrorist Fighters (FTFs). The course will provide an introduction to relevant topics of international law, and it will focus, inter alia, on: the accommodation of and limitations to counter-terrorism measures that international human rights, including universal and regional systems and international humanitarian law place on States; the interplay between IHL and counter-terrorism law; the role of international criminal law.

This course has the following Learning Outcomes:

- Students are expected to become familiar with the relevant lexicon;
- 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 familiarize with the limits and shortcomings of these measures, in particular with regard to their interplay with human rights law;
- Students are expected to learn to discuss the most relevant topics in class and participate actively in all the activities and the discussions.

PREREQUISITES

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

CONTENTS

The course is comprised of 6 sessions (3 hours each), covering the following main topics:

- Definition of terrorism and drafting process of the comprehensive convention against international terrorism (3 hours);
- The role of the UN in countering terrorism (UN Security Council Resolutions, the role of the GA, the sanctions regimes, etc...) (2 hours);
- The role of other relevant IOs (2 hours);
- The "sectoral" counter-terrorism treaties (2 hours);
- Terrorism and human rights (2,5 hours);
- Terrorism and jus ad bellum and jus in bello (2 hours);
- Terrorism and international criminal law (2 hours);
- The phenomenon of Foreign Terrorist Fighters (2,5 hours).

BIBLIOGRAPHY

1. Mandatory readings:

- Christian Walter, "Terrorism", in Max Planck Encyclopedia of Public International Law (2011);
- Sofia Galani, "Terrorist Hostage-taking and Human Rights: Protecting Victims of Terrorism under the European Convention on Human Rights", *Human Rights Law Review* (2019): 149–171;
- 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:

- Alan Greene, "Defining Terrorism: One Size Fits All?", *ICLQ*(2017): 411-440;
- CTED Trend Report, "The Challenge of Returning and Relocating Foreign Terrorist Fighters: Research Perspectives", (2018), available at: <https://www.un.org/sc/ctc/wp-content/uploads/2018/04/CTED-Trends-Report-March-2018.pdf>;
- Andrea de Guttry, Francesca Capone and Christophe Paulussen (eds.), *Foreign Fighters under International Law and Beyond*, (Asser Press/Springer, 2016);
- Marina Aksenova, "Conceptualizing Terrorism: International Offence or Domestic Governance Tool?", *Journal of Conflict and Security Law* (2015): 277–299.

TEACHING METHODS

The lecturer will adopt a mixed methodology to deliver the course. Notably, frontal lectures will be combined with in class group exercises and discussions. Students are expected to actively participate and engage in all the activities.

Attendance is mandatory. If a student is unable to attend a specific session, he/she should duly justify the absence and send an email to: f.capone@santannapisa.it

ASSESSMENT

At the end of the course students will be assessed on the basis of:

- A short essay that needs to be submitted by the deadline that will be agreed on with the lecturer during the first session (60% of the overall assessment). Instructions concerning the short essay (max 4.000 words) will be shared with the class in due time;
- In class participation (40% of the overall assessment).

Probability, Certainty and Security in Economics

credits: 8

Professor Stefan Collignon and Daniele Moschella

semester II

e-mail: s.collignon@lse.ac.uk

daniele.moschella@santannapisa.it

LEARNING OBJECTIVES AND OUTCOMES

The course is aimed at familiarizing students with the concepts of risk, uncertainty and security in micro and macro economics and their present and historical role in economic reasoning. The course covers the basics of decision making under risk and uncertainty, its normative and positive aspects and its role in modern economic institutions. Through discussion of notable examples the students will see the application of these concepts to practical issues

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 how uncertainty is a fundamental variable in economics and politics
- How institutions seek to reduce uncertainty
- The role of uncertainty in financial crises

PREREQUISITES

Basic mathematical skills. A previous basic knowledge of economic notions is helpful.

CONTENTS

The course is composed of two 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 – XIV) will be devoted to the role in macroeconomics and institution building, including money and financial crises.

The sessions making up the course are as follows:

Part I

Session I – Do we need decision theory? Motivating examples

Session II – Certainty, uncertainty, and risk

Session III – Decision under uncertainty

Session IV – Decision under risk: probability

Session V – Decision under risk: expected value

Session VI – Decision under risk: utility and risk aversion

Session VII – Decision under risk: applications

Session VIII – Paradoxes and behavioral approach (1)

Session IX – Paradoxes and behavioral approach (2)

Session X – Game theory: basic concepts

Session XI – Game theory: zero-sum games

Session XII – Game theory: the prisoner's dilemma

Part II

Session XIII – Knowledge and uncertainty

Session XIV – Four anti-sceptical strategies

Session XV – Keynes' theory of probability and the Rational Expectations Hypothesis

Session XVI – Money, uncertainty and liquidity

- Session XVII – Efficient markets and uncertainty
- Session XVIII – The institutional foundations of a monetary economy
- Session XIX – Global and regional financial crises (USA, Latin America, Asia)
- Session XX – The Bretton Woods system
- Session XXI – The European exchange rate instability before the Euro
- Session XXII – Explaining the Euro crisis: overview
- Session XXIII – Fiscal policy uncertainties
- Session XXIV – Political uncertainty and the Euro crisis

BIBLIOGRAPHY

- M.D. Resnik, Choices
- Frank H. Knight: Risk, Uncertainty and Profit
- Robert Skidelsky 1992. John Maynard Keynes. The Economist as Saviour 1920-1937; Macmillan, London
- Stefan Collignon 1996: Monetary Stability in Europe, Routledge, London
- S. Collignon, P. Esposito, H. Lierse, 2012: European sovereign bailouts, political risk and the economic consequences of Mrs. Merkel

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 1/3; after Part II, students will present a final essay of 7 pages counting 2/3.

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 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.

The Role of Universal and Regional 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 way in which international law regulates the possibility to resort to armed force in international relations (the s.c. jus ad bellum) We will explore the mechanisms aimed at preventing and regulating conflicts and the role played in this endeavour by relevant International Organizations (both at universal and at regional level).

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;
- 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 7 sessions, some of which will be covered in 2 or more classes. After a set of classes 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.

The sessions making up the course are as follows:

Session I: The regulation of the use of force in IL (6 hours)

Session II: The legal nature of the prohibition of use of force in IL (3 hours)

Session III: The exceptions to the prohibition of the use of force in IL (6 hours)

Session IV: The consequences of the violation of the prohibition of the use of force in international relations(3 hours)

Session V: The UN collective security mechanism (6 hours)

Session VI: Regional Security Mechanisms: the EU, AU, OSA, OSCE etc. (6 hours)

Session VII: The interplay between the UN and regional mechanism for protecting and promoting international peace and Security (6 hours)

October 20,10,30-12,30: Intervention of Ambassador Azzoni (Italian Ambassador at the OSCE)

BIBLIOGRAPHY

Mandatory readings (the two books indicated below cover all the topics dealt with in the seven sessions):

- Marc Weller, *The Oxford Handbook of the Use of Force in International Law*, 2015
- Jan Klabbers, *An Introduction to International Organizations Law*, Cambridge University Press, 2015, in particular Chapters 1-3, Chapter 5, Chapter 7

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
- de Guttry, The Western-led Military Operations in Syria in Response to the Use of Chemical Weapons: A Critical Assesment of the Claim for New Exceptions to the Prohibition on the Use of Force, in *Archiv des Voelkerrechts*, 2018, 56-IV: p. 472-513

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.

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 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 12 multiple-choice questions (with 3 possible answers each, only one of whom is correct) and 3 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.

International Criminal Law	credits: 3
Professor Alberto di Martino e-mail: a.dimartino@santannapisa.it	semester II

LEARNING OBJECTIVES AND OUTCOMES

This module aims at introducing students to general aims and justifications of international criminal justice and to basic concepts of international criminal law (ICL). ICL is a body of law which encompasses the law concerning the most serious crimes of international concern (genocide, crimes against humanity, war crimes, aggression); at the same time, it is deemed to be an important policy tool for contributing to peace and security of the international community as a whole. Special focus will be devoted to the concept of individual criminal responsibility for such crimes – as contrasted with the State or any other collective responsibility –, to its basic theoretical and legal tenets.

Having completed this module, students are expected to be able to demonstrate knowledge and understanding of

1. the international criminal justice system in the broader framework of international relations
2. its goals, justifications, limits
3. general principles of international criminal liability

Students will also be able to have

1. improved their ability to evaluate key concepts and arguments of ICL, and the specificity of legal reasoning upon international crimes (esp. case-law)
2. deepened their understanding of international criminal justice as intertwined with politics and ethics of the international community

PREREQUISITES

There are no specific prerequisites for this model. However, basic knowledge of International law and/or Human Rights Law is desirable.

CONTENTS

1. Concepts of ICL. 'Crimes under international law', 'international crimes'.
2. Values and philosophies that inform international criminal justice. Critiques.
3. International prosecution of the most serious crimes of international concern (from Nuremberg to the International Criminal Court, and beyond): overview of history and institutions.
4. Exploring the features of core crimes. In particular, the "chapeau element", its legal and political meaning
5. Core crimes as they are enshrined in the Statute of the ICC
6. Relationship between international and national prosecutions: cooperation regimes; in particular, the complementarity principle
7. Basic principles of international criminal liability: nullum crimen, nulla poena sine lege, complicity and 'modes of liability', grounds for excluding criminal responsibility, immunity.

BIBLIOGRAPHY

(recommended)

C. Stahn, A critical Introduction to International Criminal Law, CUP, 2019

TEACHING METHODS

A hybrid style will be used. A more traditional lecture style (through power point presentation) will be used for outlining the foundations of international criminal law concepts. That style will be combined with debate on specific thematic issues, especially as case-law is concerned. To this end, each unit will be based on reading assignments. In particular, extracts from judgments and other relevant documents will be read and discussed in the classroom. To fruitfully participate in and contribute to the discussion, students are expected to have completed the readings ahead of time.

ASSESSMENT

Students who attend the course will be evaluated through a coursework (3000 word essay, or presentations followed by discussion) (65% of the final grade), and active participation in the discussions (35%). The final coursework will be graded on the basis of organization, clarity of content, clarity of argument presented, good command of technical lexis, and creativity.

OTHER INFORMATION

Knowledge of the German language is welcomed.

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. Special attention will be devoted to the 'human enhancement/human preservation' constellation. The teaching will provide a nonconformist analysis of one of the most innovative, widespread and operationalized categories according to the UN representatives and to the academics adopting a critical, multi-faceted and people-centered approach to security: the 'human' security concept. 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 'freedom from fear' (the core of the Human Security concept);
- Be able to analyse and interpret some robotic securitarian technologies;
- Take into account the *aporias* implicit in the principal narratives, the enhancing and securitarian technologies are relying on.

Classes will mainly be devoted to tackle and revise from the genealogical point of view the categories, the practices, the technologies which operationalize and embed the conceptual and symbolical constellation set by the taxonomy 'human enhancement/human preservation'. 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.

PREREQUISITES

Fundamental notions of modern and contemporary philosophy, political philosophy, 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 of the most relevant philosophical-political categories (A. Pirri); b) a comprehensive framework about the genealogy and the evolution of the philosophical, technological and political debate (XIX-XX century) on the following categories: freedom from fear, vulnerability, human condition, security/human security, human protection/human enhancement.

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 and the two symmetrical categories of human security and human vulnerability. Consequently, the principal narratives/theories underpinning the 'Human Enhancement' debate and its contemporary reframing will be examined, compared and critically assessed. A cursory attention will be devoted to the phenomenon of the 'war machines' (drones, robotic warriors).

The sessions making up the course are as follows:

Session I – Epistemological stance: Methods, methodologies, key concepts. An Excursus

Session II – Introduction to the Western philosophical-political categories

Session III – Historical-genealogical development of the security issues vocabulary

Session IV – Some security issues in the light of technological and cybernetic vocabulary: 'Freedom from fear' in a genealogical and critical perspective

Session V – The Human Security as operationalized concept/pattern of action: a) Security/human security

Session VI – b) Human Condition, Vulnerability: human protection/human enhancement
Session VII – Trans-human versus Post-human. 'What is at stake'. Definitions and challenges
Session VIII – Robots, cyborgs, enhanced subjects, enhancing technologies. Vulnerability as chance and aporia
Session IX - Catch up session and final recapitulation

BIBLIOGRAPHY

A list of required readings, from scientific literature and handbooks or reports as well, will be provided at the beginning of each part of the course. Discussions will be based on the required readings:

Compulsory readings

- Human Security Unit, UN, *Human Security in Theory and Practice*, www.un.org/humansecurity/sites
- *Definitions of Human Security*, www.gdrc.org/sustdev/husec/Definitions
- Battaglia, F., Carnevale, A. (Eds, 2014), *Reframing the Debate on Human Enhancement*, Humana.Mente, N. 26, ETS, Pisa, www.humanamente.it (selection).
- Koops, B.-J. (2013). Concerning 'Humans' and 'Human'Rights. Human Enhancement from the Perspective of Fundamental Rights, in Koops, B.-J., Lüthy, C. H., Nelis, A., Sieburgh, C., Jansen, J.P.M., Schmid, M. S. (eds.), *Engineering the Human. Human Enhancement Between Fiction and Fascination*. Berlin-Heidelberg: Springer, 165-182.
- Mark Coeckelbergh, *Human Being @Risk. Enhancement, Technology, and the Evaluation of Vulnerability Transformations*, slides authorized by the author

Suggested readings

- Will Kymlicka, *Contemporary Political Philosophy*, Oxford: Oxford University Press, second edition – 2002.
- Bernal, J. D. (1929), *The World, the Flesh and the Devil. An Enquiry into the Future of the three Enemies of the Rational Soul*. London: Jonathan Cape.
- Haraway, D. (1991). 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, 149-181.
- Haraway, D. (1997). *Modest_Witness@Second_Millennium_FemaleMan _Meets_OncoMouse*, Routledge, London.
- Henry, B. (2014), *Human Enhancement and the Post-Human; the Converging and Diverging Pathways of Human, Hybrid and Artificial Anthropoids*, Humana.Mente; N. 26; ETS, Pisa, 59-77.
- Sieben, A., Sabisch-Fechtelpeter, K., Straub, J. (2012) (eds.). *Menschen machen. Die hellen und die dunklen Seite humanwissenschaftlicher Optimierungsprogramme*. Bielefeld, transcript
- Caronia, A. (2008). *Il Cyborg. Saggio sull'uomo artificiale*. ShaKe, Milano.
- Coenen, C., Gammel, S., Heil, R., Woyke, A. (2010) (eds.), *Die Debatte über „Human Enhancement“*. Historische, philosophische und ethische Aspekte der technologischen Verbesserung des Menschen. Transcript Bielefeld.
- Woyke, A. (2010). *Human Enhancement und seine Bewertung. Eine kleine Skizze*. In Coenen, C., Gammel, S., Heil, R., Woyke, A. (eds.), *Die Debatte über Human Enhancement*, Bielefeld: transcript, 21-38.

TEACHING METHODS

There will be weekly classes of about 4 hours 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 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 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 class participation (30%), class presentation (20%) and a final essay the develops one of the themes addressed in class, to be agreed upon with the instructors (50%)

LEARNING OBJECTIVES AND OUTCOMES

The aim of this short course (18 hours) is to explore security issues from a constitutional law perspective, looking- in a comparative manner- at some relevant national and supranational cases. In this sense, this course is not intended to offer a general introduction to comparative constitutional law. Rather, it will involve students in the analysis of materials and topics at the cutting edge of contemporary scholarship. In the first part of the course, by adopting a broad concept of “security” we shall see how constitutions normally deal with security issues. In the second part we shall look at the techniques employed by judges to deal with hard cases involving the need to strike the balance between security and other competing interests.

This course has the following Learning Outcomes:

Students should acquire confidence in legal problem-solving skills, including identifying and diagnosing a problem, finding precedents in the case law of Supreme 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 the sources, actors and mechanisms of constitutional law.

CONTENTS

The sessions making up the course are as follows:

Session 1: “Constitutionalism and Rights” (2 hours)

Session 2: “Security and Constitutions” (2 hours)

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

Session 4: “The Constitution of Risk” (2 hours)

Session 5: “Constitutional Dilemmas and Militant Democracy” (2 hours)

Session 6: “The case of the NPD: How to Transform a Constitutional Dilemmas into a Proportionality Test” (2 hours)

Session 7: “The Role of Judges. An Introduction” (2 hours)

Session 8: “The EU Level: The Kadi saga” (2 hours)

Session 9: “The EU and ECHR Levels: Schrems and Big Brother Watch and Others” (2 hours)

BIBLIOGRAPHY

Relevant materials and essays will be scanned 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

W. Waluchow, “Constitutionalism”, 2012, <http://plato.stanford.edu/entries/constitutionalism/>

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. Scheppelle, "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. Reading

A. Khakee, "Securing Democracy? A Comparative Analysis of Emergency Powers in Europe", 2009, https://www.files.ethz.ch/isn/99550/PP30_Anna_Khakee_Emergency_Powers.pdf

Fourth Session

Reading

A. Vermeule, *The Constitution of Risk*, Cambridge, CUP, 2013, 1-51

Supp. Reading

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

Fifth Session

Reading

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

Supp. Reading

L. Zucca, "Conflicts of fundamental rights as constitutional dilemmas", 2008, http://www.stals.sssup.it/site/files/stals_Zucca.pdf

K. Loewenstein, "Militant democracy and fundamental rights II", *American Political Science Review*, 1937, 638-658

Sixth Session

Reading

G. Moller - 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

Seventh Session

Reading

M. Cohen-Eliya- I. Porat "Proportionality and the Culture of Justification", *The American Journal of Comparative Law*, 2011, 463-490

Supp. Reading

M Cohen-Eliya - I Porat, "American balancing and German proportionality: The historical origins", *International Journal of Constitutional Law*, 2010, 263

Eight Session

Reading

Court of Justice of the European Union, Joined Cases C-402/05 P and C-415/05 P, Kadi and Al Barakat, ECR 2008 I-06351, <http://curia.europa.eu/>

Supp. Reading

M. Simoncini, "Risk Regulation Approach to EU Policy Against Terrorism in the Light of the ECJ/CFI Jurisprudence", *German Law Journal*, 2009, 1526-1549

G. Martinico- A. M. Russo, "Is the European Union a Militant Democracy? The perspective of the Court of Justice in Zambrano and Kadi", *European Public Law*, 2015, 659-678

Ninth Session

Reading

C-362/14, Maximilian Schrems v Data Protection Commissioner, <http://curia.europa.eu/>

ECtHR, Human Rights Watch and Others vs. UK, Applications nos. 58170/13, 62322/14 and 24960/15, <https://hudoc.echr.coe.int/eng#%7B%22itemid%22:%5B%22001-186048%22%5D%7D>

Supp. Reading

D. Cole- F. Fabbrini, "Bridging the Transatlantic Divide? The European Union, the United States and the Protection of Privacy Across Borders", *International Journal of Constitutional Law*, 2016, 220-237

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 martinico@sss.up.it.

ASSESSMENT

The assessment will be based on two distinct elements.

The first (60% of the final mark) will be based on the result of an oral exam.

The second element (40% of the final mark) will be participation in class discussions, assessed on the basis of the level of preparation displayed, the degree of engagement

Transnational Global Governance	credits: 6
Professor David Natali and Luca Raineri e-mail: david.natali@santannapisa.it luca.raineri@santannapisa.it	semester II

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 the 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 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 course in international relations offered by the Scuola Sant'Anna before the beginning of the Master.

CONTENTS

The first part of the course is dedicated to the introduction of key concepts and theoretical and analytical lenses related to transnational and global governance. In the second part of the course, the key concepts addressed in the first part of the programme are used to understand the actual functioning of the instruments, actors and procedures of global and transnational governance by focusing on specific case studies and policy domains. Throughout the entire course, two parallel modules will introduce the students to different disciplinary approaches to the study of transnational and global governance, including from the perspective of comparative politics and international relations.

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.

A detailed list of readings for each session will be provided at the beginning of the course.

TEACHING METHODS

The course is based mainly on lectures, with ample room dedicated to in-class discussion to stimulate peer learning. The last part of the course will be dedicated to the preparation and carrying out of simulations and role plays 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 the nexus between international development and security.

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 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.

Ethics of Security	credits: 6
Professor Alberto Pirni e-mail: alberto.pirni@santannapisa.it	semester II

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 from political and military contexts, at both national and supranational level. A specific focus will be devoted to a critical analysis of the conceptual vocabulary used in the most relevant official documents related to specific security issues, also by promoting an interdisciplinary approach to the topics, expounded through the lens of public ethics, political philosophy and European studies.

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.

In turn, the **first part is divided into three modules**: the first one (1.1.) outlines the contribution given by Immanuel Kant to any theory of security as well as the *link between security and the State*. The second module (1.2.) aims at giving a comprehensive framework regarding *the most relevant ethical theories* (e.g. deontological and consequentialist ethics), with specific reference to moral dilemmas. Finally, the third module (1.3.) will focus on *specific conceptual vocabulary*, with reference to the concepts of *vulnerability, freedom, responsibility, and trust*.

The **second part** of the course will deal with the possible links between moral evaluation and moral dilemmas in practice. This part foresees **two compact seminars**, related to ground-breaking frontiers of moral dilemmas in terms of security issues: 2.1.) *the robotic warfare*, namely: drones and robotic devices applied in war-contexts; 2.3.) *the nuclear security*: with specific reference to technical, legal and ethical implications and a special focus on the Italian context. This part will be realized in cooperation with external guests.

BIBLIOGRAPHY

The bibliography listed below is by no means exhaustive. 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 2002².
- D. Copp, *The Oxford Handbook of Ethical Theory* Oxford University Press, Oxford 2006.
- A. Burke, *Beyond Security, Ethics and Violence*, Routledge, London 2007.
- A. Burke, K. 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.
- R. Geuss, *Outside Ethics*, Princeton, Princeton University Press 2005.
- 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.
- M. Manjikian, *Cybersecurity Ethics. An introduction*, Routledge, Abingdon and New York 2018.

TEACHING METHODS

There will be weekly seminar meetings of 2 hours each. Individual active participation during all phases of the course will be encouraged.

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 grades 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 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 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. Emphasis is given to statistical literacy, stressing conceptual understanding, rather than mere procedural knowledge. Topics discussed include examples of real-world applications of statistics.

At the end of the course students will be familiar with understanding and interpreting the application of the basic statistical methods (e.g. summary statistics, confidence intervals and hypothesis testing) to contemporary social science data.

PREREQUISITES

The course does not assume any prior knowledge in statistics. However, basic knowledge of math and algebra is appreciated.

CONTENTS

The course will be broken down into the following units:

1. Data Collection and Studies:
 - different type of data sources
 - observational and experimental studies
 - principal sampling methods
2. Descriptive statistics:
 - summarizing data (frequency distributions, graphs, summary statistics)
 - bivariate analysis
3. Basic probability:
 - basic probability principles,
 - random variables and distributions
4. Introduction to Inferential statistics:
 - confidence Intervals and Hypothesis testing
 - linear regression

BIBLIOGRAPHY

Example of reference book is: Sirkin RM, Statistics for the social sciences, Sage, 3rd edition.

Course materials will be provided to the class.

TEACHING METHODS

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

ASSESSMENT

Written examination in which students are requested to comment results from selected statistical analysis.

Armed Conflicts and International Law	credits: 6
Professor Emanuele Sommario e-mail: e.sommario@santannapisa.it	semester II

LEARNING OBJECTIVES AND OUTCOMES

The course is aimed at familiarizing students with the way in which international law regulates the conduct of hostilities, and at developing their understanding of how international rules and standards can contribute to fostering security in armed conflict scenarios. The relevant legal framework will be explored to provide an insight in the behavior of States, non-State actors and individuals involved in armed struggle, and engage students in a debate on the appropriateness of existing standards developed to mitigate the use of violence and uphold fundamental rights in situations of armed confrontation.

By the end of the course students should:

- 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;
- Be able to analyse, understand, and explain the main legal issues pertaining to the conduct of hostilities and the protection of individuals involved therein;
- Have the capacity to conduct an autonomous legal assessment of specific scenarios, and to suggest solutions to legal problems.

Classes will mainly be devoted the rules and principles of International Humanitarian Law (IHL), but specific reference will be made to the modalities according to which Human Rights Law (HRL) influences and shapes the conduct of States, non-State actors and individuals involved in armed conflicts. Students will be taught how to apply the relevant legal principles to concrete cases, also on the basis of a perusal of national and international case law.

PREREQUISITES

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

CONTENTS

1. Introductory remarks

Violent conflicts between and within States are a complex phenomenon, which International Law has attempted to regulate since the mid-eighteenth century. Endeavours to elaborate a comprehensive legal framework have focused on two aspects: the prohibition of resorting to armed force (*ius ad bellum*) and the regulation of conflicts once they have erupted (*ius in bello*). The course will focus predominantly (although not exclusively) on the latter set of rules. These are also known as International Humanitarian Law (or “Law of Armed Conflict”), and cover some widely known subjects such as the protection of individuals and objects affected by the conflict, the conduct of hostilities, the law of belligerent occupation, etc. Other topics are currently hotly debated in international fora and within the academic community, such as the legality of targeted killings, the use of drones to carry out military strikes, the conduct of hostilities in urban centres, etc. The course will combine these two sets of topics, to provide students with a comprehensive knowledge of the nuts and bolts of the law, as well as with an insight on its latest developments.

Those wishing to deepen further their knowledge of this subject can do so by consulting the reference sources mentioned below and/or write to me asking for further references.

2. Sessions making up the course

Session I – Definition and rationale of International Humanitarian Law (IHL)

In this initial session, we will try to come up with a tentative definition of IHL and to explore the rationale that underpins the establishment of this body of law. We will then briefly look at its historical development and place it in the context of other branches of international law dealing with the protection of human rights.

Suggested readings:

- GREENWOOD, C., *The Law of War (International Humanitarian Law)*, in EVANS, M.D. *International Law* (2nd Edition), Oxford University Press, 2006, pp. 783-815
- REYDAMS, L., *A la guerre comme à la guerre: patterns of armed conflict, humanitarian law responses and new challenges*, ICRC Review, N. 864, 2006, pp. 729-756

Session II – Historical development of IHL and distinction between *jus in bello* and *jus ad bellum*

During this session, we will look at the drivers that prompted the development of IHL and place it in the context of other branches of international law dealing with the protection of human rights. We will then consider how the rules concerning to the conduct of hostilities (*jus in bello*) are related to those that attempt to prevent their eruption (*jus ad bellum*).

Suggested readings:

- LEVIE H.S., HISTORY OF THE LAW OF WAR ON LAND, ICRC REVIEW, NO. 838, 2000, PP. 339-350.
- BUIGNON F., JUST WARS, WARS OF AGGRESSION AND INTERNATIONAL HUMANITARIAN LAW, ICRC REVIEW, N. 847, 2002, PP. 523-546.

Sessions III & IV – Applicability of IHL

The two sessions will focus on the questions of when, where and to whom the rules making up IHL are meant to apply. In particular, we will try to understand if and how far it regulates the s.c. “War on Terror” and how these findings could influence the duties and responsibilities of States and non-State actors under International Law.

Suggested readings:

- CARSWELL, A., *Classifying the conflict: a soldier's dilemma*, ICRC Review, N. 873, 2009, pp. 143-161.
- Report of the Independent International Fact-Finding Mission on the Conflict in Georgia, September 2009, Vol. II, pp. 297-312

Available at <http://www.refworld.org/cgi-bin/telex/vtx/rwmain/opensslpdf.pdf?reldoc=y&docid=4ac465202>

- Report of the International Commission of Inquiry on Darfur to the United Nations Secretary-General, 25 January 2005, paras. 73-76

Available at http://www.un.org/News/dh/sudan/com_inq_darfur.pdf

Session V – The interplay between IHL and Human Rights Law

What are the linkages between these two branches of International Law and how do they interact to afford better protection to individuals caught up in a conflict situation? Are there any gaps in the law that need to be bridged?

Suggested readings:

- LUBELL, N., *Challenges in applying human rights law to armed conflict*, ICRC Review, N. 860, 2005, pp. 737-754
- DOSWALD-BECK L. and VITÉ S., *International Humanitarian Law and Human Rights Law*, ICRC Review, N. 293, 1993, pp. 94-119

Sessions VI & VII – Civilian, Combatant and POW Status

This session will focus on the criteria IHL sets to differentiate between “combatants” and “civilians” and on the legal consequences that this difference in status entails. We will discuss key notions such as “direct participation in hostilities”

and also evaluate if the conditions of detention at Guantanamo Bay are in compliance with the captor State's legal obligations under International Law.

Suggested readings:

- WATKIN K.W., *Combatants, Unprivileged Belligerents and Conflicts in the 21st Century*, IHL Research Initiative, Background Paper; 2003

Available at <http://www.hpcrresearch.org/sites/default/files/publications/Session2.pdf>

- Report of the Special Rapporteur on the promotion and protection of human rights and fundamental freedoms while countering terrorism – Mission to the United States of America, October 2007

Available at <http://www2.ohchr.org/english/issues/terrorism/docs/A.HRC.6.17.Add.3.pdf>

Sessions VIII & IX - Means and methods of combat. The principle of distinction and the selection of military targets

What kind of objects can be attacked according to the LOAC and under what circumstances? What are the rights and obligations of those conducting the attack and of those who suffer it? Under what conditions are “collateral damages” acceptable? What kind of weapons and tactics can legitimately be employed in combat? We will address these and other questions and test their application through case studies.

Suggested readings:

- SASSÒLI M., *Legitimate Targets of Attacks under International Humanitarian Law*, IHL Research Initiative, Background Paper, 2003

Available at <http://www.hpcrresearch.org/sites/default/files/publications/Session1.pdf>

- KATHLEEN L., *Reviewing the legality of new weapons, means and methods of warfare*, ICRC Review, N. 864, 2006, pp. 925-930

Session X – Implementation of IHL

The session will focus on the sort of measures States need to adopt in order to give full application to their IHL obligations. The issues addressed will include preventive measures (including those which need to be applied in peacetime), monitoring schemes as well as procedures aimed at punishing and redressing violations of IHL.

Suggested readings:

- SASSOLI M., *The Implementation of International Humanitarian Law: Current and Inherent Challenges*, in Yearbook of International Humanitarian Law. 2007, Vol. 10, p. 45-73

Available at

<https://www.dropbox.com/s/qj3e1qbr71jsss/Sassoli%20Implementation%20of%20IHL.pdf?dl=0>

This session will conclude the general part of the course. The remaining ones will tackle specific topical issues that are at the centre of contemporary academic debate.

Session XI – The law of belligerent occupation

The session will revolve around the competing interests and rights of the various stakeholders involved in situations of occupation. The relevant primary rules (starting from Articles 42 and 43 of the 1907 Hague Regulations, and including the IV Geneva Convention) will be examined, with a view to understand when the law applies and how it endeavours to balance the concerns of the occupied state, of the occupying power and of the population living in occupied territory.

Suggested readings:

- FERRARO T., *Determining the beginning and end of an occupation under international humanitarian law*, in ICRC Review, N. 885, 2012, pp. 133 - 163

Session XII – Drones and targeted killings: their legality under international law

Following the attacks on September 11, 2001, the USA started a campaign of “targeted killings” against suspected members of terrorist networks, but also employed this strategy in armed conflict scenarios. There are a number of legal and policy issues related to targeted killings (primarily attacks using unmanned aerial vehicles, known as drones) conducted by Western armed forces and security agencies. This session will inquire if (and under what circumstances) the use of such a tactic is lawful in times of armed conflict, and whether the employment of drones changes anything in this assessment.

Suggested readings:

- BLUM G., AND HEYMANN P., *Law and Policy of Targeted Killing*, in Harvard National Security Journal, Vol. 1, 2010, pp. 145 – 170.

Available at http://harvardnsj.org/wp-content/uploads/2015/01/Vol-1_Blum-Heymann_Final.pdf

- PEJIC E., *Extraterritorial targeting by means of armed drones: Some legal implications*, in ICRC Review, N. 893, 2014, pp. 67 - 106

Sessions XIII & XIV – Provision of humanitarian assistance in IACs and NIACs

IHL contains clear rules that belligerent parties (and even States which are not involved in the conflict) must comply with in order to facilitate the provision of humanitarian assistance to individuals affected by an armed conflict. The sessions will illustrate what obligations must be respected to achieve this aim, and what role States and independent organizations have in ensuring minimum subsistence rights to civilians. Session XIV will be devoted to the handling of a case study during which participants will be asked to solve cases requiring the application of the relevant rules.

Suggested readings:

- SCHWENDIMANN F., *The legal framework of humanitarian access in armed conflict*, in International Review of the Red Cross, N. 884, 2011, pp. 993 - 1008

Session XV – IHL and Urban Warfare

The term “urban warfare” refers to combat operations conducted in densely populated areas. Urban combat is very different from combat in the open spaces, both from an operational as well as a tactical point of view. Factors making urban warfare more complex include the presence of civilians and the difficulties of fighting in the urban terrain. These elements also present important legal challenges (compliance with the principle of distinction, presence of voluntary or involuntary human shields, compliance with the principle of proportionality, etc.) which will be accounted for in this session.

Suggested readings:

- JOHN-HOPKINS M., *Regulating the conduct of urban warfare: lessons from contemporary asymmetric armed conflicts*, in International Review of the Red Cross, N. 878, 2010, pp. 469 - 493

Session XVI – IHL as applied to multinational forces

The ever-complex nature of international peace operations and the increasingly violent settings in which they are deployed increase the likelihood of their involvement in armed conflicts. It thus becomes all the more important to understand when and how IHL applies to their action. This session will attempt to clarify the conditions for IHL applicability to multinational forces, the extent to which this body of law applies to peace operations, and the issue of international responsibility for violations of IHL (or other rules of international law) committed by these military contingents.

Suggested readings:

- FERRARO T., *The applicability and application of international humanitarian law to multinational forces*, in ICRC Review, N. 891/892, 2013, pp. 561–612.

Session XVII – Nuclear weapons under international (humanitarian) law

International courts and treaty monitoring bodies have expressed contrasting views on whether the employment of nuclear warheads in armed conflict would be in compliance with various rules of international law, first and foremost the ones governing belligerent activities. This session will provide an account of these competing positions, trying to highlight the differences between the law how it currently is and proposals to further develop it in order to achieve a nuclear-free globe.

Suggested readings:

- MARESCA L. and MITCHELL E., *The human costs and legal consequences of nuclear weapons under international humanitarian law*, in *International Review of the Red Cross*, N. 899, 2015, pp. 621–645
- International Law and Policy Institute, *Nuclear Weapons Under International Law: An Overview*, 2014

Available at <https://www.geneva-academy.ch/our-projects/our-projects/weapons-law/detail/21-nuclear-weapons-under-international-law>

Session XVIII – Catch up session and final recapitulation

This last session will be reserved for catching up with the course's contents (if needed) and for a general recapitulation of the topics addressed during the course.

BIBLIOGRAPHY

N.B. All articles on the ICRC Review can be consulted on the ICRC's website:<http://www.icrc.org/eng/resources/international-review/index.jsp>

- MELZER, N., *International Humanitarian Law: A Comprehensive Introduction*, ICRC, 2016.
<https://www.icrc.org/en/publication/4231-international-humanitarian-law-comprehensive-introduction>
- OBERLEITNER G., *Human rights in armed conflict: law, practice, policy*, Cambridge University Press, 2015
- CLAPHAM, A., GAETA, P., HAECK, T., PRIDDY, A., *The Oxford handbook of international law in armed conflict*, Oxford University Press, 2014
- SASSÒLI, M., BOUVIER, A., and QUINTIN, A., *How Does Law Protect in War - Cases, Documents and Teaching Materials on Contemporary Practice in International Humanitarian Law*, Geneva, ICRC, 3rd Edition, 2011
<http://www.icrc.org/eng/resources/documents/publication/p0739.htm>
- Dinstein, Y., *The conduct of hostilities under the international law of armed conflict*, Cambridge University Press, 2nd Edition, 2010
- KOLB, R. and HYDE, R., *An Introduction to the International Law of Armed Conflicts*, Hart Publishing, 2008
- FLECK, D. (ed.), *The Handbook of Humanitarian Law in Armed Conflict*, 2nd Edition, Oxford University Press, 2008
- HENCKAERTS, J-M. and DOSWALD-BECK, M.; *Customary International Humanitarian Law*, ICRC, Cambridge University Press, 2005
- KALSHOVEN, F. and ZEGVELD L., *Constraints on the waging of war*, 4th Edition, Cambridge University Press - International Committee of the Red Cross, 2011
http://www.loc.gov/rr/frd/Military_Law/pdf/Constraints-waging-war.pdf

4. Commentaries

The commentaries are available on line on the ICRC website. Note that the ICRC has recently released a new commentary to the 1st Geneva Convention (<https://ihl-databases.icrc.org/ihl/full/GCi-commentary>)

- SANDOZ Y., SWINARSKI C., ZIMMERMANN B. (eds), *Commentary on the Additional Protocols of 8 June 1977 to the Geneva Conventions of 12 August 1949*, Geneva, ICRC and Martinus Nijhoff, 1986;
- BOTHE, M., PARTSCH, K. J., SOLF, W., *New Rules for Victims of Armed Conflicts: Commentary on the Two 1977 Protocols Additional to the Geneva Conventions of 1949*, Martinus Nijhoff, 1982.

These volumes can be found either at the Scuola's library or at the library of the Department of International Law of the University of Pisa (Via Alessandro Volta, 4 - <https://goo.gl/maps/6y6Dt>).

5. Links to on-line resources on the LOAC

International Review of the Red Cross
www.icrc.org/eng/review

ASIL electronic resources for International law
<http://www.asil.org/erg/>

Avalon Project: the laws of war
avalon.law.yale.edu/subject_menus/lawwar.asp

University of Minnesota Human Rights on line library
www1.umn.edu/humanrts/instree/ainstls1.htm

Bochum University - Institute for International Law of Peace and Armed Conflict
<http://www.ifhv.de/>

Rule of Law in ArmedConflict Project
<http://www.rulac.org/>

Humanity in War
A blog on the laws of armed conflict and international humanitarian law
<http://www.humanityinwarblog.online/>

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.

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 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 (80% of the final mark) will be based on the result of a written exam, composed of 20 multiple-choice questions (with 3 possible answers each, only one of which is correct) and 3 open questions. The open questions may include one or more brief case studies to which students will be asked to provide solutions grounded on the contents of the course.

The second element (20% 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.

Security Studies: Concepts, Methods and Issue Areas	credits: 7
Professor Francesco Strazzari, e-mail: f.strazzari@santannapisa.it	semester I

LEARNING OBJECTIVES AND OUTCOMES

This course explores the concept of security in International Relations, delving into ongoing and emerging ontological, epistemological and methodological debates, and by engaging with a wide literature including recent critical security studies transcending the traditional state-centric approach.

The objectives are to develop an understanding of contending approaches to the study of security, as well as the ability to analyse contemporary security policies and practices from a conceptual perspective. Additionally, the course is designed to improve the ability to write a research paper proposal, conduct literature review, write a research paper, present the results, and discuss findings with peers in a workshop environment. The depth and breadth of the course is 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:

- a) Critically approach a wide range of international and national security problems
- b) Use a variety of analytical tools towards security
- c) Be familiar with the major security challenges
- d) Follow the current debate on security matters

PREREQUISITES

There are no formal prerequisites to this course. Nevertheless, fundamental notions of International Relations theory will help to quickly familiarize with the various security approaches. It is also highly recommended that students keep themselves up-to-date with the major security-related events in the media, as each teaching session will be introduced by an analytical round-up of news.

CONTENTS

A sub-field of International Relations Theory, the field of Security Studies is the subject of intense academic, intellectual and political debate. Since the late 1980s, there has been a remarkable change in the way security is conceived, studied and practiced. This course is designed as a graduate level introduction to old and new directions in the study of security. Its aim is to introduce students to main debates by tracing the development of Security Studies from its Cold War past to its post-Cold War present and opening up alternative ways of thinking about the future. After having discussed the main theoretical perspectives on security, the course will explore some specific areas examining current national or international security cases.

Course structure:

- 29.09.20 - Class 1 (3h): Introduction. What is security? Evolution of a field
- 06.10.20 - Class 2 (3h): Security and geopolitics
- 13.10.20 - Class 3 (3 h): Contemporary armed conflicts
- 20.10.20 - Class 4 (3h): From securitization to critical security studies
- 27.10.20 - Class 5 (3h): The security market: terrorism, crime and algorithmic security
- 03.11.20 - Class 6 (3h): Environmental security: resource scarcity, conflict and cooperation

Focus Module 1 – Arms dynamics (6 hours, dr. Moncef Kartas)

- TBA Class 7 (3h)
- TBA Class 8 (3h)

Focus Module 2 – Post-conflict challenges (6 hours, dr. Huma Saeed)

- TBA Class 9 (3h)
- TBA Class 10 (3h)

- 10.11.20 - Class 11 (3h): Regional crisis scenarios
- 17.11.20 - Class 12 (3h): student presentations and debate
- 24.11.20 - Class 13 (3 hours): student presentations and debate
- 1.12.20 - Class 14 (3 hours): student presentations and debate

BIBLIOGRAPHY

The general bibliography is by no means exhaustive. A list of required and recommended readings for each week is listed below class by class. Discussions will be based on the required readings. The lists of recommended texts are there to provide a broader context as well as more detail, which may be useful as a starting point and reference for written assignments or future studies.

To enrich class discussion a selection of films and documentaries will be recommended to the students.

General bibliography – recommended readings

- Claudia Aradau, Jef Huysmans, Andrew Neal, Nadine Voelkner, *Critical Security Methods: New Frameworks for Analysis*, Routledge, 2014.
- Trine Villumsen Berling, *The International Political Sociology of Security. Rethinking theory and practice*, Routledge, 2015.
- Thierry Balzacq, Myriam Dunn Cavelty, *Handbook of Security Studies*, Routledge, 2016.
- Peter Burgess (ed). *Handbook of critical security studies*, Routledge.
- Barry Buzan B., Lene Hansen, *The evolution of international security studies*, Cambridge UP, Cambridge 2009.
- Barry Buzan and Ole Wæver, *Regions and powers, the structure of international security*, Cambridge, Cambridge University press, 2003.
- Efraim, Inbar (ed), *The Arab Spring, Democracy and Security: Domestic and International Ramifications*. London: Routledge, 2013.
- Bjørn Møller, *European Security: The Roles of Regional Organisations*, Routledge, 2016.
- Mark B. Salter, Can E. Mutlu, *Research Methods in Critical Security Studies: An Introduction*, Routledge, 2013.
- Laura J. Shepherd, *Critical Approaches to Security: An Introduction to Theories and Methods*, Routledge, 2013.

CLASS 1

- Barry Buzan B., Lene Hansen, *The evolution of international security studies*, Cambridge UP, Cambridge 2009, pp. 1-100 (first four chapters).
- Dunn Cavelty, M., and Mauer, V. (2010). Introduction. In Dunn Cavelty, M., & Mauer, V. (Eds.). *The Routledge Handbook of Security Studies*. New York: Routledge

Recommended:

- Wohlforth, W.C. (2010). Realism and security studies. In Dunn Cavelty, M., & Mauer, V. (Eds.). *The Routledge Handbook of Security Studies*. New York: Routledge
- Krause, K. (2009). Beyond Definition: Violence in a Global Perspective. *Global Crime* 10(4).
- Der Derian, J. (2009). The Value of Security: Hobbes, Marx, Nietzsche, and Baudrillard. In *Critical Practices in International Theory* (pp. 161-178). Routledge

CLASS 2

- Barry Buzan B., Lene Hansen, *The evolution of international security studies*, Cambridge UP, Cambridge 2009, pp. 100-155 (chapter 5)
- Venier, P. (2011). Main theoretical currents in geopolitical thought in the twentieth Century. *L'Espace Politique. Revue en ligne de géographie politique et de géopolitique*, (12). <https://journals.openedition.org/espacepolitique/1714>
- Dalby, S. (2010). Critical Geopolitics. In Burgess, P. (ed.), *The Routledge Handbook of New Security Studies*. New York: Routledge.

Recommended

- Rousseau, D.L., & Walker, T.C. (2010). Liberalism. In Dunn Cavelty, M., & Mauer, V. (Eds.). *The Routledge Handbook of Security Studies*. New York: Routledge
- Kerr, P. (2010). Human security and diplomacy. In Dunn Cavelty, M., & Mauer, V. (Eds.). *The Routledge Handbook of Security Studies*. New York: Routledge.

CLASS 3

- Gleditsch, KR and Clauset (2018), A. 'Trends in Conflict: What do we know and what can we know?', in: *Oxford Handbook of International Security*.
- An overview essay from IISS to be announced
- Woodward S. (2005), "The Inequality of Violence: On the Discovery of Civil War as a Threat to 'the North' in the 1990s and the Debate over Causes and Solutions", unpublished paper, American Political Science Association

Recommended

- Newman, E. (2004). The 'new wars' debate: A historical perspective is needed. *Security dialogue*, 35(2), 173-189
- Stern, M., Ojendal, J. (2010). Mapping the Security–Development Nexus: Conflict, Complexity, Cacophony, Convergence?. *Security Dialogue* 41(1).

CLASS 4

- Barry Buzan B., Lene Hansen, *The evolution of international security studies*, Cambridge UP, Cambridge 2009, 156-224 (chapters 6 and 7)
- Mutimer, D. (2010). Critical security studies. In Dunn Cavelty, M., & Mauer, V. (Eds.). *The Routledge Handbook of Security Studies*. New York: Routledge

Recommended

- Balzacq, T. (2010). Constructivism and securitization studies. In Dunn Cavelty, M., & Mauer, V. (Eds.). *The Routledge Handbook of Security Studies*. New York: Routledge
- Aradau, C., & van Munster, R. (2010). Post-structuralism, continental philosophy and the remaking of security studies. In Dunn Cavelty, M., & Mauer, V. (Eds.). *The Routledge Handbook of Security Studies*. New York: Routledge

CLASS 5

- Barry Buzan B., Lene Hansen, *The evolution of international security studies*, Cambridge UP, Cambridge 2009, pp. 225-273 (chapters 8 and 9)
- Amoores, L., & Raley, R. (2017). Securing with algorithms: Knowledge, decision, sovereignty. *Security Dialogue*, 48(1).

Recommended

- Leander, A. (2010). The privatization of international security. In Dunn Cavelty, M., & Mauer, V. (Eds.). *The Routledge Handbook of Security Studies*. New York: Routledge.
- Dunn Cavelty, M. (2010). Cyber-threats. In Dunn Cavelty, M., & Mauer, V. (Eds.). *The Routledge Handbook of Security Studies*. New York: Routledge.
- Huysmans, J., Squire, V. (2010). Migration and Security. In Dunn Cavelty, M., & Mauer, V. (Eds.). *The Routledge Handbook of Security Studies*. New York: Routledge

CLASS 6

- O'Neill, K. (2017). Introduction. In *The environment and international relations*. Cambridge University Press.
- Gleditsch, N. P., & Theisen, O. M. (2010). Resources, the environment, and conflict (pp. 221-232). In Dunn Caveltly, M., & Mauer, V. (Eds.). *The Routledge Handbook of Security Studies*. New York: Routledge
- Snow, D. M. (2018). Resource Scarcity: Securing Access to Water and Energy. In *Cases in international relations: principles and applications*. Lanham: Rowman & Littlefield

CLASS 11

- Kelly, R. E. (2007). Security Theory in the "New Regionalism". *International Studies Review*, 9(2), 197-229.
- Bures O. (2017) "Terrorism and counterterrorism", in Dunn Caveltly M., Balzacq, T. (eds.) *Routledge Handbook of Security Studies*. London: Routledge
- Chafer, T., Cumming, G. D., & van der Velde, R. (2020). France's interventions in Mali and the Sahel: A historical institutionalist perspective. *Journal of Strategic Studies*, 1-26

Recommended

- Boas, M. and Strazzari, F. (2020) Hybrid Political Order in the Making: Governance and Insurgency in the Sahel, *International Spectator*, forthcoming

FOCUS 1 and 2 (guest lectures, classes 7,8, 9 and 10) To Be Announced

CLASS 12, 13, 14 – YOUR OWN SUGGESTIONS

TEACHING METHODS

There will be weekly seminar meetings of 3 hours each. This is a graduate level seminar, so students are expected to read widely around the topics. The seminars include introductory mini lectures designed to contextualise, but students will be doing part of the work in class. Each class will be opened with a quick round-up of the most relevant news of the week. The instructor's role is to provide a basic overview of each week's topic, offer contending perspectives, and seek to generate a discussion structured around a set of questions. We will introduce the two specific modules taught by Moncef Kartas and Huma Saed, while students will both present and discuss group work in class (one group presents, one groups critically engages contents by giving feedback – modalities will be clarified in class).

ASSESSMENT

The course uses an inductive approach that stimulates active participation. The classroom discussions of the suggested readings will be a fundamental part of the teaching method. Students are therefore expected to participate actively in all discussions and to complete readings and assignments prior to each class. Grades will be based on the quality of class participation (25%), class presentation/debate (25%) based on team work (3 students each group on a topic chosen in agreement with the instructor) and a final essay that develops one of the themes addressed in class, to be agreed upon with the instructor as well (50%). If available, the topic of the paper can be discussed with the external lecturers. Class presentations or papers may be published after review in the academic blog www.securitypraxis.eu

Note that attendance of the course is mandatory – under conditions allowed by Covid19 evolving restrictions. 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.

Gender and Security	credits: 3
Professor Elisa Piras e-mail: elisa.piras@santannapisa.it	semester I

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, during 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 the analysis of the main international documents which contribute to frame contemporary gender-related security challenges and to envisage suitable policies to overcome them.

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

- familiarise with concepts and methodological tools to investigate broad social phenomena from a gender-sensitive perspective;
- 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);
- analyse the intersection between gender and human rights approaches to security;
- 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 modern and contemporary philosophy, political philosophy, epistemology, political science, 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 in nine two-hour sessions:

- 1) Identity politics, gender studies and security studies: a theoretical overview
- 2) Theoretical tools for gender-mainstreaming: critique, deconstruction, marginal perspective
- 3) Intersectionality: concepts, interpretations, critiques
- 4) Questioning human rights from a gender/intersectional perspective
- 5) The debate on rape and pornography as instruments of male domination
- 6) The UN and feminist institutionalism: analysing the WPS Agenda
- 7) Gender-based violence in contemporary societies: stigmatization and victim-blaming practices
- 8) Gender-based violence and war crimes: women as victims of conflict
- 9) Students' presentations and general discussion

BIBLIOGRAPHY

Suggested readings and fundamental documents provide a background knowledge to the main topics which will be covered during the course. A list of required readings (scientific articles, book chapters, reports) for all the sessions will be provided at the beginning of the course. Materials' length for each session will not exceed 30-40 pages. Discussions will be based on the required readings.

Suggested readings:

- Detraz, Nicole (2012) 'Gender in Security Debates', in *International Security and Gender* (Cambridge – Malden: Polity Press), Chapter 1.

- Ferguson, Kathy E. (2017), 'Feminist Theory Today', *Annual Review of Political Science* 20: 269–86.
- Hoogensen, Gunhild and Svein Vigeland Rottem (2004), 'Gender identity and the subject of security', *Security Dialogue* 35(2): 155–71.
- Kennedy, Caroline and Sophia Dingli (2016) 'Gender and Security', in *Contemporary Security Studies*, edited by Alan Collins (Oxford: OUP), Chapter 11.
- MacKinnon, Catharine A. (1993), 'Crimes of War, Crimes of Peace', in *Are Women Human? And Other International Dialogues* (Harvard: Harvard University Press, 2006), 141–59.

Fundamental Documents (with links):

- Council of Europe, [Convention on Preventing and Combating Violence Against Women and Domestic Violence \(Istanbul Convention\)](#) 2011.
- EU, [EU Charter of Fundamental Rights](#), 2000.
- UN, [Security Council Resolution 1325 on Women, Peace and Security \(WPS\)](#), 2000
- UN, [Beijing Declaration and Platform for Action](#), 1995
- UN, [Convention on the Elimination of All Forms of Discrimination Against Women \(CEDAW\)](#), 1979

Other information / Altre informazioni

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

TEACHING METHODS

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

The course is organized in two parts; a first part will focus on the presentation and discussion of the theoretical perspectives as well as of the main concepts which have been used to analyse the nexus gender-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. Individual active participation during all phases of the course will be encouraged and evaluated.

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 a forfeiture of the possibility to sit the final assessment of the course.

ASSESSMENT

The final assessment will be based on the quality of class participation (30%) as well as on the submission, presentation and discussion of a brief position paper (1,500-2,000 words) on a problem/issue related to at least one of the topics addressed in class, to be agreed upon with the lecturer (70%).

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/>

Info about COVID-19

mail: infosalute@santannapisa.it

<https://www.santannapisa.it/it/informazioni-general-0>

<https://www.santannapisa.it/it/iniziative-tutela-della-comunita-universitaria-0>

School of International Studies of Trento

Opera Universitaria

Via della Malpensada, 140 /A – 38123 Trento

Tel: 0461. 217455

info@operauni.tn.it

www.operauni.tn.it