



THE UNIVERSITY of EDINBURGH
School of Social
& Political Science

**Politics & International Relations
2018-2019**

Global Security

**PLIT10094
Semester 2, Year 3**

Key Information

Course Convenor

Dr Andrew Hom, Andrew.Hom@ed.ac.uk

Guidance and feedback hours:

4.20 CMB, Wednesdays 9:30-11:15

Lecture

Tuesdays 13:10-15:00

Lecture Room

Weeks 1-10: Appleton Tower LT3

Course Tutors

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Guidance and feedback hours: each by arrangement

Course Secretary

Ethan Alexander, ethan.alexander@ed.ac.uk

Undergraduate Teaching Office, CMB

Assessment Deadlines

- Policy Brief: due 28 February 2019 by 12 noon
 - Essay: due 02 May 2019 by 12 noon

Aims and Objectives

This course aims to discuss a range of approaches to global security, providing a set of key concepts and resources that help you develop an in-depth understanding of the modern security environment. In doing so, it will explore both the orthodox approach to international security as well as the recent turn towards a broader security agenda (heralded in academic Security Studies by the emergence of 'critical security studies'). In particular, it will explore the ideas associated with Strategic Studies, realism and liberalism broadly conceived, feminism, and works associated with the Copenhagen, Welsh, and Paris Schools of security research. Students will thus be presented with an opportunity to investigate and question what security might mean in the context of contemporary international politics – in particular, we will return to three animating questions: security *for whom*, security *of what*, and security *from which* 'threat'?

The course also takes an expansive view of practical security issues. While inter-state dynamics and the role of power politics are prominent in, for example, the thermonuclear dilemma, we will also cover issues that transcend the traditional IR focus on state-based actors alone, e.g. irregular warfare, terrorism, risk, gender, health, and climate change. Through a policy brief and an analytical essay, students will also learn to synthesize and master both theoretical and practical forms of knowledge and to develop the analytical tools for unpacking and assessing political responses to security challenges.

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Learning Outcomes

At the end of the course, students will have:

- An understanding of how International Relations theory applies to global security;
- The ability to understand key aspects of global security;
- The ability to search relevant literature and sources;
- Presentation and discussion skills, nurtured in the tutorials;
- Factual knowledge about the security politics of the contemporary international system.

Teaching Methods

This course consists of one 50-minute lecture plus one tutorial per week. Attendance of lectures *and* tutorials is compulsory and both are subject of participation assessment.

Lectures & practicals

There are 2-hours slots scheduled for each lecture (Tuesdays 14.10-16.00) but the main session will always be held in the first part (14.10-15.00). The additional hour is used for *practicals*, which consist of various activities, films, discussions, briefing sessions, and alternative learning formats (please see 'Lecture Summary', p. 12). Practical hours are entirely voluntary and non-assessed, and there is no expectation of preparation beyond that required for lecture. They are also, more often than not, fun ways to engage security issues outside of traditional reading, writing, and lecturing formats.

The first lecture will be held on **TUESDAY 15 JANUARY 2019, 13:10-14:00, in** Appleton Tower Lecture Theatre 3.

Tutorials

The tutorials are designed to give you an opportunity to engage more deeply with the topics raised in the lecture, to discuss and share your ideas with other students and to develop your communication skills. The success of each session depends on your readiness to invest time in getting prepared and to engage in informed and critical discussions with other students. You will be given specific tutorial readings each week to guide your learning.

How to sign up

You will be automatically assigned to a Tutorial group. Your group should be assigned by the beginning of week 1. Please see appendix 2 for full details.

Assessment

Students will be assessed by:

Assessment	Word limit¹ Do not exceed the word limit or penalties will be applied (excluding bibliography)	Weighting	Submission date (all submissions are due at 12 noon)	Return of feedback
Tutorial participation	N/A	15%	N/A	End of semester
Policy Brief	1500 words	35%	28/02/2019	By 21/03/2019
Essay	2500 words	50%	02/05/2019	By 23/05/2019

Note: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find [here](#).

¹ Do not exceed the word limit or **penalties** will be applied. There is no buffer. You will *not* be penalized for submitting work *below* the word limit, but considerably shorter papers struggle to achieve the required depth and coverage needed for a high mark.

Policy Brief

Policy briefs offer a useful training tool and an especially relevant skill that may benefit you after university, particularly in the domains of politics and international relations. Should you go into work in government, advocacy, the policy sector, or any number of related fields, chances are good that you will read, write, and/or criticize policy briefs at some point. These documents typically ask for an assessment of and actionable recommendations to deal with a specific challenge, and comprise an executive summary, situation brief, policy options/recommendation and a list of key sources, as would be presented to decision-makers or managers. As such, they require a broader skill set than a regular undergraduate essay.²

The specific assignment for the policy brief will be posted on LEARN at the beginning of the semester.

You will also receive plenty of guidance by the course organizer (both in class and on LEARN) on how to write a policy brief. On **Tuesday 22 January 2019** (immediately after the lecture, at 2pm in the same room) we will hold a **Policy Brief Information Session** that you are strongly advised to attend.

We encourage you to start working on the brief early in the semester and to discuss your draft plan/outline with the course organizer or your tutor.³

Assessment Criteria

The policy brief is specifically assessed on:

1. Research Effort;
2. Understanding;
3. Quality of Analysis;
4. Evaluation of Options and Recommendation, and;
5. Writing and Presentation.

Other general marking criteria for coursework apply.

Please note that policy briefs going over the maximum word count will incur penalties according to the school Honours guidelines ([see appendix 2](#)). All parts of the policy brief count towards the word count; the bibliography, however, is not included. See appendix for the policy brief feedback sheet.

² The educational rationale of policy briefs as a teaching tool is discussed in: Keating, Michael F. and James D. Boys, (2009) 'The Policy Brief: Building Practical and Academic Skills in International Relations and Political Science', *Politics* 29:3, 201-208.

³ While we are happy to look at and discuss a bullet point outline, due to fair practices standards, we cannot read any drafts ahead of the submission.

Essay

Part of assessment for this course is also a classic critical essay on a question you choose from a range of options. You can seek guidance for your essay throughout the semester with the course organizer as well as with your tutor. Please make a particular effort to use quality sources in your essay and read and research broadly. The optional reading list for each week, included in this handbook, is an excellent starting point for researching your chosen topic. Remember also that textbooks, some of which are listed on p.9 of this handbook, are specifically designed for learning and do not constitute original research – they are summaries of research! This makes them a good source for identifying further reading and sources for your essay, but you should only cite them sparingly and they must not form the backbone of the literature that you engage in the essay.

Specific essay topics will be posted on LEARN at the start of the semester.

Assessment Criteria

The essay will be assessed according to the following criteria:

- Development and coherence of arguments
- Range and use of supporting evidence
- Demonstration of an advanced and critical understanding of relevant key debates examined on the course
- Degree of reflexivity and critical thinking in relation to arguments and evidence
- Drawing together major arguments by way of conclusion in relation to the assignment
- Formal presentation and style: correct referencing and quotation practices; spelling, grammar and style; layout and visual presentation.

Other general marking criteria for coursework apply.

As with the policy brief, the maximum word count is non-negotiable. All parts of the essay including references (be they in text or in footnotes) count towards your word count; the bibliography, however, is not included. See appendix for the essay feedback sheet.

Please refer to the assessment and submission procedure information which you will find in [appendix 2](#).

Attendance & participation

Attendance and participation in both lectures and tutorials are essential to do well on this course. We want to give you credit for your work by basing 15% of your overall mark for this course on your contribution to lectures and tutorials.

Attendance will be monitored in tutorials, and you are expected to attend *all sessions of the course*. Should you be unable to attend you must inform us in advance of the relevant session: for tutorials, please contact your tutor directly. Please be prepared to provide medical evidence where appropriate. Note that repeated or unexcused absence will directly affect your participation mark and be reported to the relevant Student Support Officer (SSO).

Engagement and active participation are encouraged. We will seek to make sure everybody gets an opportunity to take part in the discussions and in-class activities. Note that overly passive behaviour and disinterest can affect your participation mark.

Preparation for tutorial tasks and discussion is essential because the tutorial depends on your contributions as much as others'. Make sure you read both the core readings and the more specific tutorial readings before the session. Always bring some ideas or points for discussion and be ready to be asked to share your perspective on topics raised in the lecture and in the readings.

Listening to others is as important as talking. Listening carefully to the contributions of others will help you develop your own communication skills. Ideally, you will be able to incorporate and build off the ideas of others as well. (Please also see below, p. 33, 'Discussing sensitive topics').

A mark will be awarded for each of the above components; these will then be averaged out to give you an overall mark for the participation element (15% of your total mark for the course). You will also receive specific feedback by your tutor.

Please keep in mind that the aim of participation assessment is mainly to reward your contribution to the course, and not to catch you out or continuously monitor you. The criteria set out in the feedback sheet (see appendix 3 of this course handbook) are meant to make the marking process more transparent, but you should not be too concerned about this or even feel forced to e.g. compete for talking time or to constantly "prove" that you are prepared. The aim is really just to get everybody involved and to give you an incentive to participate.

NOTE: tutors can give you mid-term feedback, so that you know how you are faring.

Communications and Feedback

You are strongly encouraged to use email for routine communication with lecturers. We shall also use email to communicate with you, e.g., to announce any additional information or changes. All students are provided with email addresses on the university system, if you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the Student Portal.

This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use 'private' email addresses such as yahoo or hotmail; it is therefore essential that you check your university email regularly, preferably each day.

There are various avenues for you to provide us with feedback about the course:

- At the end of each section, some tutorial time will be given over to feedback sessions on various aspects of the course, and the tutors will pass on your comments to the course organiser.
- Each class will have one or more class representatives based on the size of the class. Class representatives (Class Reps) are a link between students and staff and will collect feedback for the course review meeting. They will also have opportunities to feedback to Staff Student Liaison Committees. Your Class Rep(s) contact details will be available on the course Learn page should you wish to contact them.
- If you would like to apply to be a Class Rep, or are looking for more information, please see our [Student Representation webpage](#).
- At the end of the course, we ask all students to fill in a questionnaire about the various lecture blocks and other aspects of the course. We do hope you will take note of what you like and dislike as the course progresses, and that you then take the time to share your experience with us. We do our best to include your constructive suggestions into the program for subsequent years.

Readings and Resource List

There are three sets of readings for each week of the course:

- **Core readings:** these are *compulsory* readings that you should complete *before coming to the lecture*, which may be delivered on the assumption you have completed the core reading.
- **Tutorial readings:** these are *compulsory* readings that you should complete *before the tutorial* to be able to contribute to the discussion and activities. They complement the core readings of each week, so make sure you read those first (see above).
- **Further readings:** these are suggested readings that are intended to give you more specific insights into a topic you are particularly interested in. They are also a *starting point* for your essay research, although note that you are expected to show evidence in your sources of research *beyond* these non-

exhaustive lists.

Where available, Core and Tutorial Readings can be obtained electronically via LEARN and the Course Resource List (available at resourcelist.ed.ac.uk and on LEARN) or the links in the main library catalogue. If you have any difficulty getting hold of any of the readings, contact the course organiser.

Beyond the Core and Tutorial readings, useful textbooks include:

- Baylis, John et al. (eds) (2013) *Strategy in the Contemporary World: An Introduction to Strategic Studies* (4th edition). Oxford: Oxford University Press.
- Collins, Alan (ed.) (2013) *Contemporary Security Studies* (3rd edition). Oxford: OUP.
- Dannreuther, Roland (2013) *International Security: The Contemporary Agenda* (2nd edition). Cambridge: Polity.
- Hough, P. et al. (2015) *International Security Studies. Theory and Practice*. London: Routledge.
- Huysmans, J. (2014) *Security Unbound: Enacting Democratic Limits*. Routledge.
- Peoples, Columba and Nick Vaughan-Williams (2010) *Critical Security Studies: An Introduction*. London: Routledge.
- Williams, P. (ed.) (2012) *Security Studies: An Introduction* (2nd ed.). London: Routledge.

Peer-reviewed journals and other useful sources

The following peer-reviewed journals are particularly relevant for this course: *Journal of Global Security Studies*, *European Journal of International Security*, *Contemporary Security Policy*, *Cooperation and Conflict*, *European Journal of International Security*, *Foreign Affairs*, *International Affairs*, *International Peacekeeping*, *International Security*, *International Studies Quarterly*, *Journal of Conflict Resolution*, *Journal of Global Security Studies*, *Journal of Strategic Studies*, *Millennium*, *Review of International Studies*, *Security Dialogue*, *Security Studies*, *Survival*, *Third World Quarterly*.

Consider consulting non-mainstream platforms like www.opendemocracy.net/.

Make use of the Oxford University Press online bibliographies (you must be logged into EASE):

<http://www.oxfordbibliographies.com/obo/page/international-relations>

Useful websites

Please make sure to use all of these sources critically, i.e. consider their background and own agenda before taking their opinions and findings as 'facts'.

International organisations

www.un.org/Docs/sc/ www.nato.int, www.europa.eu, www.osce.org

Non-governmental organisations

End Genocide www.endgenocide.org

Human Rights Watch www.hrw.org

International Committee of the Red Cross/Crescent www.icrc.org

Independent International Commission on Kosovo www.kosovocommission.org

International Crisis Group www.crisisgroup.org/home/index.cfm

Minority Rights Group www.minorityrights.org

Prevent Genocide www.preventgenocide.org

Research centres, projects and online documentation

Carnegie Council for Ethics and International Affairs www.cceia.org

Council on Foreign Relations www.cfr.org

Center for Defence and International Security Studies www.cdiss.org/

Center for Peace and Human Security www.peacecenter.sciences-po.fr/

European Union Institute for Security Studies (EUISS) www.iss.europa.eu/

Global Centre for the Responsibility to Protect (R2P) www.globalr2p.org/

Human Security Center www.humansecuritycentre.org/

Institute for Peace Research and Security Policy <http://ifsh.de/en/>

Institute for War and Peace Reporting www.iwpr.net/

International Institute for Strategic Studies www.iiss.org/

International Relations and Security Network www.isn.ethz.ch/net/prin/hsc.cfm140

RAND Corporation www.rand.org

Royal United Services Institute (RUSI) <https://www.rusi.org/>

Trudeau Centre for Peace and Conflict Studies www.trudeaucentre.ca/

Web Genocide Documentation Centre www.ess.uwe.ac.uk/genocide.htm

Yale University Avalon Project (for international treaties from the sixteenth century to the present) www.yale.edu/lawweb/avalon

Rational choice games website

<http://ncase.me/trust/>

Lecture Summary

Week	Day	Date	Lecture
1	Tuesday	15/01/19	Introduction: The concept & field of security
	<i>Practical</i>		<i>Course drop-in</i>
2	Tuesday	22/01/19	Strategy and victory in war
	<i>Practical</i>		<i>Policy brief information session</i>
3	Tuesday	29/01/19	The thermonuclear revolution
	<i>Practical</i>		<i>The nuclear sublime</i>
4	Tuesday	5/02/19	Security competition and cooperation
	<i>Practical</i>		<i>Prisoner's dilemma games</i>
5	Tuesday	12/02/19	Securitization
	<i>Practical</i>		<i>Mid-semester review and feedback</i>
Festival of Creative Learning Week – no classes this week (18-22 February 2019)			
6	Tuesday	26/02/19	Emancipation and everyday security
	<i>Practical</i>		<i>Security theatre – wearing, watching, & waiting</i>
7	Tuesday	5/03/19	Gender
	<i>Practical</i>		<i>The 'Marines United' incident</i>
8	Tuesday	12/03/19	Terrorism
	<i>Practical</i>		<i>Security architects</i>
9	Tuesday	19/03/19	Postcolonialism and the Politics of Intervention
	<i>Practical</i>		<i>'Enjoy poverty'</i>
10	Tuesday	26/03/19	New security threats
	<i>Practical</i>		<i>Wrap-up / Q&A</i>
11	No lectures, no tutorials, course organiser will hold guidance & feedback hours		

Course Lectures and Readings

WEEK 1 – Introduction: The concept and field of security

Core reading

1. Bill McSweeney (1999) *Security, Identity, and Interests* (Cambridge University Press) chp. 1 'The Meaning of Security', pp. 13-22
2. Barry Buzan & Lene Hansen (2009) *The Evolution of International Security Studies* (Cambridge University Press) chp. 1, 'Defining International Security Studies', pp. 8-20.
3. Skim at least on each of the US and EU security strategy statements:
 - a. US 2015 National Security Strategy (NSS), available at: https://www.whitehouse.gov/sites/default/files/docs/2015_national_security_strategy.pdf (previous versions in 2010, 2006, and 2002 will also be informative)
 - b. 'European Security Strategy (ESS): A Secure Europe in a Better World' (2003) and 'Report on the Implementation of the ESS: Providing Security in a Changing World' (2008) available at: eeas.europa.eu/csdp/about-csdp/security_strategy_for_europe/index_en.htm

Tutorial reading

No tutorials in week 1

Further reading

The changing concept of security

- David Baldwin, "The concept of security", *Review of International Studies* 23/1 (1997).
- L. Bialasiewicz, et al., (2007) 'Performing Security: the Imaginative Geographies of Current US Strategy', *Political Geography* 26:4, 405–422.
- J. Peter Burgess, 'Value, security, and temporality in Nietzsche's critique of modernity', *The Sociological Review*, v60n4 (2012): 696-714.
- James der Derian, 'The value of security: Hobbes, Marx, Nietzsche, and Baudrillard' chapter 2 in Lipschutz, ed., *On Security*, Columbia Univ. Press (1995): 24-45.
- Michael Dillon, 'Specters of biopolitics: finitude, eschaton, and katechon' *South Atlantic Quarterly*, v110n3 (2011): 780-92.
- K.M. Fierke, 'Definitions and Redefinitions' & 'The Proliferation of Security Concepts' in *Critical Approaches to International Security*. Polity 2007.
- Lawrence Freedman, "International Security: Changing Targets", *Foreign Policy* 110/1 (1998).
- Andrew R. Hom, 'Angst springs eternal: Dangerous times and the dangers of timing the "Arab Spring"', *Security Dialogue* 47(2): 165-183 (2016).
- Jeff Huysmans (1998) 'Security! What Do You Mean? From Concept to Thick Signifier', *European Journal of International Relations* 4:2, 226–255.
- Snyder, J. (2004) 'One World, Rival Theories', *Foreign Policy*, 145, 53-62.
- Richard Ullman, "Redefining Security", *International Security* 8/1 (1983).
- Arnold Wolfers, (1952) "'National Security" as an Ambiguous Symbol', *Political Science Quarterly* 67:4, 481-502.

The changing field of security studies

- David Baldwin, (1995) 'Security Studies and the End of the Cold War', *World Politics* 48:1, 117-141.
- Barry Buzan, (1997) 'Rethinking Security after the Cold War', *Cooperation and Conflict* 32:1, 5-28.

- Barry Buzan and Lene Hansen, *The Evolution of International Security Studies*. Cambridge, 2009.
- Lawrence Freedman, (2006) 'The Transformation of Grand Strategy', *Adelphi Papers*, 45:379, 27-48.
- John Lewis Gaddis, Chapters 3 & 4 ('The Twentieth Century' and 'The Twenty-first Century') in *Surprise, security, and the American Experience*, Harvard University Press (2005): 35-68.
- Samuel P. Huntington, (1992) 'The Clash of Civilizations', *Foreign Affairs* 72: 22.
- Edward A. Kolodziej, "Renaissance in Security Studies? Caveat Lector!", *International Studies Quarterly* 36/4 (1992).
- Richard K. Betts, "Should strategic studies survive?" *World Politics* 50/1 (Oct. 1997).
- Keith Krause and Michael Williams, 'From Strategy to Security: Foundations of Critical Security Studies,' pp. 33-60, in *Critical Security Studies*. University of Minnesota Press, 1997.
- Bill McSweeney, 'Early Stages of Development' and 'Broadening the Concept of Security,' pp. 25-67, in *Security, Identity and Interests*. Cambridge University Press, 1999.
- Adam Roberts, (2008) 'International Relations after the Cold War', *International Affairs* 84:2, 335-350.
- Steve Smith, "The Increasing Insecurity of Security Studies: Conceptualizing Security in the Last Twenty Years", *Contemporary Security Policy* 20/3 (1999).
- Stephen Walt, "The renaissance of security studies," *International Studies Quarterly* (June 1991).

WEEK 2 – Strategy and victory in war

Core reading

1. Hew Strachan (2005) 'The Lost Meaning of Strategy', *Survival* 47(3) 33-54.
2. Audrey Cronin (2014) 'The "War on Terrorism": What Does It Mean to Win?' *Journal of Strategic Studies* 37(2) 174-97.
3. For policy brief information session – Robert W. Cox (1981) 'Social Forces, States and World Orders: Beyond International Relations Theory', *Millennium* 10: 126-55 *****read only the section entitled 'On Perspectives and Purposes', pp. 128-30.**

Tutorial reading

4. Dominic Tierney (2017) 'The Ethics of Unwinnable Wars', in *Moral Victories: The Ethics of Winning Wars*, edited by Andrew R. Hom, Cian O'Driscoll, and Kurt Mills (Oxford University Press), 123-39.

Further reading

- Abrahamsen, R. and Williams, M.C. (2010) *Security Beyond the State. Security Privatization and International Politics*. Cambridge: Cambridge University Press.
- Arquilla, John (2007) 'The end of war as we knew it? Insurgency, counterinsurgency and lessons from the forgotten history of early terror networks', *Third World Quarterly* 28:2 pp. 369-86.
- Art, Robert J. and Kenneth Waltz. *The Use of Force: Military Power and International Politics*. Rowman & Littlefield. (7 editions)
- **Bacevich, Andrew J. (2010) *Washington Rules: America's Path to Permanent War*. New York: Metropolitan Books.

- Bacevich, Andrew J. and Eliot Cohen, eds. (2001) *War over Kosovo: Politics and Strategy in a Global Age*. New York: Columbia University Press.
- Blum, Gabriella. 2013. 'The Fog of Victory' *European Journal of International Law* 24(1): 391-421.
- Blum, Gabriella, and David Luban. "Unsatisfying Wars: Degrees of Risk and the Jus Ex Bello." *Ethics* 125, no. 3 (April 1, 2015): 751-80. doi:10.1086/679558.
- van Creveld, Martin. *The Transformation of War*, Free Press, 1991.
- **van Creveld, Martin (2006) *The Changing Face of War. Lessons of Combat, from the Marne to Iraq*. New York: Presidio Press.
- **von Clausewitz, Carl 1776. *On War*, trans. Michael Howard & Peter Paret, Princeton University Press, especially Book 1, ch. 1: 'What is War?' (There are many online copies of this book, which will be fine for our purposes; e.g. the Project Gutenberg version, available at: <http://www.gutenberg.org/files/1946/1946-h/1946-h.htm#link2HCH0001>)
- Gray, Chris H. *Postmodern War: The New Politics of Conflict*, Routledge, 2005.
- Gray, Colin (2005) *Another Bloody Century: Future Warfare*. London: Phoenix [ch. 4 'Grand Narratives of War 1800-2100'].
- Gray, C.S. *Irregular Enemies and the Essence of Strategy: Can the American Way of War Adapt*, US Army War College, 2006.
- Heuser, Beatrice (2017) 'Defeat as Moral Victory: The Historical Experience', in *Moral Victories: The Ethics of Winning Wars*, edited by Andrew R. Hom, Cian O'Driscoll, and Kurt Mills (Oxford University Press): 52-68.
- Heuser, Beatrice. *The Evolution of Strategy*, Cambridge: CUP.
- Holmes, Terence M. (2017) 'The Clausewitzian Fallacy of Absolute War', *Journal of Strategic Studies* 40(7): 1039-58.
- Hom, Andrew R. and Cian O'Driscoll, and Kurt Mills, eds. 2017 *Moral Victories: The Ethics of Winning Wars*, edited by (Oxford University Press).
- **Kaldor, M. 1999. *New and Old Wars: Organized Violence in a Global Era*. Cambridge: Polity. Introduction; chapter 1, 'Old Wars'; and chapter 2, 'Bosnia-Herzegovina: A Case Study of a New War', pp. 1-70.
- Kalyvas, Stathis N. *The Logic of Violence in Civil War*, Cambridge U.P., 2006
- Keen, D. (2000) 'War and Peace: What's the Difference?', *International Peacekeeping*, 7(4), 1-22.
- Krahmann, E. (ed.) (2005) *New Threats and New Actors in International Security*. London: Palgrave Macmillan.
- Linn, B.M. and R.F. Weigley, The American Way of War Revisited, *Journal of Military History*, Vol. 66, No. 2 (2002), 501-533.
- Luttwak, Edward. "Give War a Chance", *Foreign Affairs*, 2000.
- Luttwak, Edward N. *Strategy: the Logic of War and Peace*, Cambridge Mass. Harvard U.P., 2001.
- Mandel, Robert. *Security, Strategy and the Quest for Bloodless War*, Lynne Rienner, 2004.
- Martel, William. 2007. *Victory in War. Foundations of Modern Military Policy*. (Cambridge Univ Press).
- McIntosh, Christopher (2015) "Counterterrorism as War: The Dangers, Risks, and Opportunity Costs of War with Al Qaeda and its Affiliates," *Studies in Conflict and Terrorism* 38, no. 1 (2015): 104-118.
- Münkler, H. *The New Wars*, Cambridge, Polity, 2005

- Nordstrom, C. (2004) *Shadows of War: Violence, power, and international profiteering in the twenty-first century*. Berkeley, University of California Press.
- **Patterson, Eric (2017) 'Victory and the Ending of Conflicts', in *Moral Victories: The Ethics of Winning Wars*, edited by Andrew R. Hom, Cian O'Driscoll, and Kurt Mills (Oxford University Press), 103-22.
- **Scheipers, Sibylle (2017) 'Carl von Clausewitz and Moral Victories', in *Moral Victories: The Ethics of Winning Wars*, edited by Andrew R. Hom, Cian O'Driscoll, and Kurt Mills (Oxford University Press), 34-51.
- Shawn, Martin. *The New Western Way of War: Risk-Transfer War and its crisis in Iraq*, Cambridge: Polity, 2005.
- Simpson, Emile. *War from the ground up: Twenty-first century combat as politics*, Hurst, 2012.
- Smith, Rupert. *The Utility of Force: The Art of War in the Modern World*, Penguin, 2006.
- Strachan, Hew and Sibylle Scheipers, *The Changing Character of War*, OUP, 2011, pages 1-24.
- Tripodi, Christian (2017) 'Strategy, Theory, and History: Operation Trusky 1943', *Journal of Strategic Studies* 40(7):990-1015.
- Weigley, R.F. 1977. *The American Way of War: A History of United States Military Strategy and Policy*. Bloomington: Indiana University Press.

WEEK 3 – The Thermonuclear Revolution

Core reading

1. Bernard Brodie (1978) 'The Development of Nuclear Strategy' *International Security* 2(4): 65-83.
2. Scott Sagan and Kenneth Waltz (2010) 'The Great Debate: Is Nuclear Zero the Best Option?' *The National Interest* September 1: 88-96

Tutorial reading

3. Cohn, Carol (1987) 'Sex and Death in the Rational World of Defense Intellectuals', *Signs: Journal of Women in Culture and Society* 12 (4): 687–718.

Further reading

- Adib-Moghaddam, A. (2007) Manufacturing War: Iran in the Neo-Conservative Imagination. *Third World Quarterly*, 28(3): 635–653.
- Ahmed, S. "Pakistan's nuclear weapons program: Turning points and nuclear choices." *International Security* (Spring 1999).
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- Brown, Chaim and Christopher F. Chyba, "Proliferation Rings: New Challenges to the Nuclear Nonproliferation Regime", *International Security* 29/2 (2004).
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WEEK 4 – Security Competition and Cooperation

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Tutorial reading

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WEEK 5 – Securitization (the Copenhagen School)

Core reading

1. Farrell, T. (2002) 'Constructivist Security Studies: Portrait of a Research Program', *International Studies Review* 4:1, pp.49–72.
2. Matt McDonald (2008) 'Securitization and the Construction of Security', *European Journal of International Relations* 14(4): 563-87.

Tutorial reading

3. Thierry Balzacq (2005) 'The Three Faces of Securitization: Political Agency, Audience and Context' *European Journal of International Relations* 11(2) 171-201.

Further readings

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- Weldes, J. et al. (eds) (1999) *Cultures of Insecurity. States, Communities, and the Production of Danger*. Minneapolis: University of Minnesota Press.
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FESTIVAL OF CREATIVE LEARNING WEEK – NO LECTURE / TUTORIAL for week of 18 FEBRUARY 2019

WEEK 6 – Emancipation and everyday security (Welsh & Paris Schools)

Core reading

1. Ken Booth (1991) 'Security and Emancipation', *Review of International Studies* 17(4): 313-26.

2. C.A.S.E. collective (group authorship) (2006) 'Critical Approaches to Security in Europe: a Networked Manifesto', *Security Dialogue* 37:4, 443–487.

Tutorial reading

3. Christine Sylvester (2007) 'Anatomy of a Footnote', *Security Dialogue* 38: 547-558.

Further reading

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WEEK 7 – Gender

Core reading

1. Sjoberg, Laura (2012) 'Gender, Structure, and War: What Waltz Couldn't See', *International Theory* 4(1): 1–38.
2. Mackenzie, Megan H. (2012) 'Let Women Fight: Ending the US Military's Female Combat Ban', *Foreign Affairs* 91 (6): 32-42.

Tutorial reading

3. Johansson-Nogués, Elisabeth. "Gendering the Arab Spring? Rights and (In)security of Tunisian, Egyptian and Libyan Women." *Security Dialogue* 44, no. 5–6 (October 1, 2013): 393–409. doi:10.1177/0967010613499784.

Further reading

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- Duncanson, Claire and Catherine Eschle (2008) 'Gender and the Nuclear Weapons State: A Feminist Critique of the UK Government's White Paper on Trident' *New Political Science* 30:4 pp. 545-63.
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- Stern, M. (2011) 'Gender and Race in the European Security Strategy: Europe as a 'Force for Good' Quest', *Journal of International Relations and Development* 14:1, 28-59.
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WEEK 8 – Terrorism

Core reading

1. Marc Sageman (2014) The Stagnation in Terrorism Research. *Terrorism and Political Violence* 26: 565-580.
2. Richard English, The future study of terrorism, *European Journal of International Security*, Volume 1, Issue 2, July 2016, pp. 135-149.

Tutorial reading

3. Federal Bureau of Investigation Intelligence Assessment (2006) 'Radicalization process: From conversion to Jihad'

Further reading

- Allinson, Jamie (2015) 'The Necropolitics of Drones' *International Political Sociology* 9:113-127.
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- Crenshaw, Martha (1981) 'The causes of terrorism' *Comparative Politics* 13:4 pp. 379-99.
- O'Connell, M.E. (2010) 'Remarks: The Resort to Drones Under International Law', *Denver Journal on International Law*, Vol. 39:4, 585-.
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- See also the (2015) 'Forum: The European Union and Armed Drones', *Global Affairs* Vol. 1(3), 247-296.
- Brunstetter, D. and Braun, M. (2011) 'The Implications of Drones on the Just War Tradition', *Ethics & International Affairs*, 25:3, 337-358.
- Enemark, C. (2011) 'Drones over Pakistan: Secrecy, Ethics, and Counterinsurgency', *Asian Security* 7:3, 218-237.
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WEEK 9 – Postcolonialism and the Politics of Intervention

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WWEEK 10 – New security threats

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Tutorial reading

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Further reading

Cyber

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Health

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Environment

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Appendix 1 – General Information

Students with Disabilities

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: <http://www.ed.ac.uk/student-disability-service>

Learning Resources for Undergraduates

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

Students can book a study skills consultation <http://www.ed.ac.uk/institute-academic-development/postgraduate/taught/study/study-on-campus>

Academic English support can also be accessed at <http://www.ed.ac.uk/english-language-teaching/students/current-students>

Discussing Sensitive Topics

The discipline of Politics & International Relations, and especially its subfield of Security Studies, necessarily addresses a number of topics that some might find sensitive or, in some cases, distressing. Global Security will treat thermonuclear apocalypse, conventional war, terrorism, rape, and other forms of political violence, subjugation, inequality, gender issues, diverse vulnerabilities and exploitative practices, and other topics that some may find difficult for a variety of reasons.

We will discuss these topics frankly and openly (which is *not* the same as bluntly). And we will discuss these topics *sensitively* – that is, with the expectation that our cohort includes a variety of backgrounds and experiences, some of which may be quite close to the topics in question.

You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, <http://www.ed.ac.uk/schools-departments/student-counselling>

Tutorial Allocation

For this course you will have been automatically assigned to a tutorial group and this group will appear on your personalised timetable at the beginning of week 1. This allocation is done using Student Allocator software which randomly assigns you to a suitable tutorial group based on your lecture timetable. It is important you attend the group on your personalised timetable, attending a different group will mean that you will not appear on the register making your attendance difficult to track which could lead to further difficulties for you.

Guidance on how to view your personal timetable can be found at <https://www.ed.ac.uk/timetabling-examinations/timetabling/personalised-timetables>

Requesting a group change

If you are unable to attend the tutorial group you have been assigned, you can request a change via the 'Group Change Request' form. You can access the Group Change request form via the Timetabling webpages here <https://www.ed.ac.uk/student-administration/timetabling/personalised-timetables>

Appendix 2 - Course Work Submission and Penalties

Penalties that can be applied to your work and how to avoid them.

Below is a list of penalties that can be applied to your course work and these are listed below. Students **must** read the full description on each of these at:

http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Lateness Penalty**

If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

- **Word Count Penalty**

Your course handbook will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.

The penalty for excessive word length in coursework is a 5-mark penalty. These 5 marks will be deducted regardless of how many words over the limit the work is (whether it is by 1 words or by 500!). In exceptional circumstances, a marker may also decide that any text beyond the word limit will be excluded from the assignment and it will be marked only on the text up to the word limit. In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted.

In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. Make sure you know what is and what is not included in the word count. Again, check the course handbook for this information and if you are unsure, contact the Course Organiser to check.

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

ELMA: Submission and Return of Coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages [here](#).

Please note that all submissions to ELMA should be formatted as a Word document (doc or.docx.). If you are permitted or required to submit in a different format, this will be detailed in your course handbook.

Any submission that is not in word format will be converted by the Undergraduate Teaching Office into word where possible. By submitting in any format other than word, you are accepting this process and the possibility that errors may occur during conversion. The UTO will do everything possible to ensure the integrity of any document converted but to avoid issue, please submit in Word format as requested.

Extensions

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our [webpages](#) and take note of the key points below. You will also be able to access the online extension request form through our [webpages](#).

- Extensions are granted for 7 calendar days.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

Exam Feedback and Viewing Exam Scripts:

General exam feedback will be provided for all courses with an examination. General feedback will be uploaded to the relevant course learn page within 24 hours of the overall marks for the course being returned to Students.

Students who sit the exam will also receive individual feedback. The relevant Course Secretary will contact students to let them know when this is available and how to access it.

If students wish to view their scripts for any reason, they must contact the relevant Course Secretary via email to arrange this.

Plagiarism Guidance for Students: Avoiding Plagiarism

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else's work** (including another student's work or material from the Web or a published author) **as your own is plagiarism** and can be punished severely.

Copying part of one of your own assignments previously submitted for credit for the same or another course is **self-plagiarism**, which is also not allowed. This is an important consideration if you are retaking a course; an assignment submitted the previous year cannot be resubmitted the next, even for the same course.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through 'Turnitin', our plagiarism detection software. TurnItIn compares every essay against a constantly-updated database, which highlights all plagiarised work. Students who are found to have included plagiarised (including self-plagiarised) material in their work will be reported to an Academic Misconduct Officer for further investigation, and grade penalties can be applied. In extreme cases, assignment grades can be reduced to zero.

For further details on plagiarism see our college website:

<https://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct>

Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, Personal Data Processed by Students, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

<https://www.ed.ac.uk/records-management/guidance/research/dpforstudents>

External Examiner

The External Examiner for the Politics and International Relations Honours programme is: Professor David Owen, University of Southampton.

Appendix 3 – Feedback sheets

Global Security Policy Brief Cover/Feedback Sheet

***Indicated fields MUST be completed by student.**

*Exam number	
*Course	
*Policy brief title	
*Word count	
Marker's name	

NOTE: Essay marks are reviewed by another member of staff prior to being returned to students

This Section is for office use.

Initial Mark	
Word count penalties	
Lateness penalties	
Adjusted Mark	

Overview

Aspect of performance	+		Avg		-
<i>Research Effort</i>					
<i>Understanding</i>					
<i>Quality of Analysis</i>					
<i>Evaluation of Options and Recommendation</i>					
<i>Presentation</i>					

Major advice to student

Main strength(s) of the policy brief	
This and future policy briefs could be improved by...	

SPS Student Cover Sheet / Essay Feedback Sheet

***Indicated fields MUST be completed by student.**

*Exam number	
*Course	
*Essay title	
*Word count	
Marker's name	

NOTE: Marks are reviewed by another member of staff prior to being returned to students

This Section is for office use.

Initial Mark	
Word count penalties	
Lateness penalties	
Adjusted Mark	

Overview

Aspect of performance	+		Avg		-
<i>Comprehension</i> (background knowledge, accuracy in facts, details and representation of authors' views, grasp of key concepts, issue and theories)					
<i>Analytical skills</i> (interpretation, use of comparison, identification of arguments and counter-arguments)					
<i>Critical thinking skills</i> (criticism, evaluation)					
<i>Research effort</i> (breadth and relevance of sources)					
<i>Writing skills</i> (clarity, style, grammar, spelling)					
<i>General presentation</i> (referencing, bibliography, structure, organisation)					

Major advice to student

Main strength(s) of the essay	
This and future essays could be improved by...	

Participation Assessment – Feedback Form

A grade will be awarded for each of the following categories based on these general criteria. You will also receive more specific feedback in the comments section. The grades for each component will then be averaged out to give you a mark for the participation element (15% of your total mark for the course).

Student name:			Marker:		
	Performance				
	Strong	↔		Weak	
Attendance / Promptness	Rarely absent in lectures (A)	Sometimes absent in lectures (B)	Absent in lectures repeatedly (C)	Attends lectures rarely (D)	—
	Always prompt to tutorials. (A)	Rarely late to tutorials, some absences. (B)	Absent/late to tutorials repeatedly . (C)	Absent/late to tutorials every week . (D)	
Preparation	Almost always prepared for tutorial with contributions derived from required readings. (A)	Usually prepared for tutorial with contributions derived from required readings. (B)	Prepared for tutorial sometimes with contributions derived from required readings. (C)	Almost never prepared for tutorial with contributions derived from required readings. (D)	
Level Of Engagement In Class	Student proactively contributes by offering ideas and asking questions more than once per class. (A)	Student proactively contributes by offering ideas and asking questions once per class. (B)	Student rarely contributes by offering ideas and asking questions. (C)	Student never contributes by offering ideas and asking questions. (D)	—
Listening Skills	Listens when others talk, both in small and large group discussions. Incorporates or builds off of the ideas of others. (A)	Listens when others talk, both in small and large group discussions. (B)	Does not always listen when others talk; contributions often unrelated to discussion and contributions of others. (C)	Does not routinely listen when others talk, both in small and large group discussions Student often interrupts when others speak. (D)	—
				Average	—

Marker comments: