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

Guide to the Two-Year Master’s Degree in
International Security Studies
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.
SCHOOL OF INTERNATIONAL STUDIES
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e-mail: sis@sis.unitn.it

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

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Admission Process

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Tel. +39 0461 281703 Silvia Bevilacqua
e-mail: miss.sis@unitn.it

Enrolments, tuition fees, ESSE3 (examinations, study plans, graduation)

STUDENT SUPPORT SERVICES
via Inama, 5 - 38122 Trento (TN) - Italy
email: supportostudentiecogiursi@unitn.it
front desk on the appointment

Erasmus+, Double degree, Traineeship abroad, international mobility programmes

INTERNATIONAL MOBILITY OFFICE – SOCIAL SCIENCES AND HUMANITIES AREA
via Tommaso Gar, 16/2 - 38122 Trento (TN) - Italy
email: mobility-ssh@unitn.it
# ACADEMIC CALENDAR 2023/24

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

## FIRST YEAR

### Lectures 1st Semester (14 weeks) *18.09.2023 - 16.12.2023*

(*The courses will start from 25.09.2023, the first week is for preliminary activities)*

<table>
<thead>
<tr>
<th>Holidays</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 November 2023 - All Saint's Day/Ognissanti</td>
</tr>
<tr>
<td>8 December 2023 - Immaculate Conception</td>
</tr>
<tr>
<td>22.12.2023 - 07.01.2024 (Christmas Holidays)</td>
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### Lectures 2nd Semester (14 weeks) 19.02.2024 - 26.05.2024

<table>
<thead>
<tr>
<th>Holidays</th>
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<tbody>
<tr>
<td>29.03.2024 – 02.04.2024 (Easter Holidays)</td>
</tr>
<tr>
<td>25 April 2024 - Liberation Day/Festa della Liberazione</td>
</tr>
<tr>
<td>01 May 2024 – International Worker’s Day</td>
</tr>
<tr>
<td>02 June 2024 – Italian Republic Day</td>
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</table>

### Exams

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

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

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

### Study plan (first and second year):

- **15.09.2023 - 15.10.2023**
- **01.11.2023 - 30.11.2023**
- **01.03.2024 - 31.03.2024**
### Compulsory courses

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Professor</th>
<th>CFU</th>
<th>SSD</th>
<th>Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>The role of international organizations in promoting peace and security</td>
<td>A. de Guttry*</td>
<td>6</td>
<td>IUS/13</td>
<td>36</td>
<td>first</td>
</tr>
<tr>
<td>Philosophical perspectives on security</td>
<td>B. Henry*</td>
<td>6</td>
<td>SPS/01</td>
<td>36</td>
<td>second</td>
</tr>
<tr>
<td>Terrorism and insurgency in war and peace</td>
<td>F. Capone* (24), tbd (12)</td>
<td>6</td>
<td>IUS/13</td>
<td>36</td>
<td>second</td>
</tr>
<tr>
<td>Introduction to security studies</td>
<td>L. Raineri * (36) / M. Solinas (3) / F. Strazzari (3)</td>
<td>7</td>
<td>SPS/04</td>
<td>42</td>
<td>first</td>
</tr>
<tr>
<td>Risks in economics: individual choices and societal challenges</td>
<td>D. Moschella* (24) / A. Martinelli (16) / A. Cetrulo (8)</td>
<td>8</td>
<td>SECS-P/02 SECS-P/01</td>
<td>48</td>
<td>second</td>
</tr>
<tr>
<td>Transnational governance</td>
<td>F. Strazzari* (18) / D. Natali (18)</td>
<td>6</td>
<td>SPS/04</td>
<td>36</td>
<td>second</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1 from the following 2 courses</th>
<th>Professor</th>
<th>CFU</th>
<th>SSD</th>
<th>Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics and security</td>
<td>A. Pirri* (36)</td>
<td>6</td>
<td>M-FIL/03</td>
<td>36</td>
<td>second</td>
</tr>
<tr>
<td>European security: politics and policies</td>
<td>E. Bressanelli* (28) / E. de Capitani (8)</td>
<td>6</td>
<td>SPS/04</td>
<td>36</td>
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### Elective courses*

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Professor</th>
<th>CFU</th>
<th>SSD</th>
<th>Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security and states of emergency: A constitutional law perspective</td>
<td>G. Delledonne*</td>
<td>3</td>
<td>IUS/08</td>
<td>18</td>
<td>first</td>
</tr>
<tr>
<td>Global food security</td>
<td>M. Alabrese*</td>
<td>3</td>
<td>IUS/03</td>
<td>18</td>
<td>second</td>
</tr>
<tr>
<td>Gender and security</td>
<td>[tbd] (14) / M.Solinas (4)*</td>
<td>3</td>
<td>SPS/01</td>
<td>18</td>
<td>first</td>
</tr>
<tr>
<td>Africa and the Middle East: transformations and challenges</td>
<td>K. Koelher</td>
<td>3</td>
<td>SPS/04</td>
<td>18</td>
<td>second</td>
</tr>
<tr>
<td>European security governance between continuity and adaptation</td>
<td>A. Missioli (8) / [tbd] (10)*</td>
<td>3</td>
<td>SPS/04</td>
<td>18</td>
<td>second</td>
</tr>
<tr>
<td>Peacebuilding and war crimes</td>
<td>[tbd]</td>
<td>3</td>
<td></td>
<td>18</td>
<td>second</td>
</tr>
<tr>
<td>Introduction to cybersecurity</td>
<td>[tbd]</td>
<td>3</td>
<td>IUS/13</td>
<td>18</td>
<td>first</td>
</tr>
<tr>
<td>Security in South East Asia</td>
<td>[tbd]</td>
<td>3</td>
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<td>18</td>
<td>second</td>
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### Other compulsory activities

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<th>Course Description</th>
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<th>CFU</th>
<th>SSD</th>
<th>Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistical reasoning</td>
<td>C. Seghieri*</td>
<td>3</td>
<td></td>
<td>18</td>
<td>first</td>
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<tr>
<td>English from B2 to B2 plus</td>
<td>CLA</td>
<td>3</td>
<td></td>
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</table>

### Other available activities

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Professor</th>
<th>CFU</th>
<th>SSD</th>
<th>Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to political philosophy</td>
<td>A. Chiessi (6)*</td>
<td>1</td>
<td></td>
<td>6</td>
<td>first</td>
</tr>
<tr>
<td>Introduction to international relations theory</td>
<td>Laura Berlingozzi (6)*</td>
<td>1</td>
<td></td>
<td>6</td>
<td>first</td>
</tr>
<tr>
<td>Introduction to statistics</td>
<td>C. Seghieri (6)*</td>
<td>1</td>
<td></td>
<td>6</td>
<td>first</td>
</tr>
<tr>
<td>Introduction to international law</td>
<td>A.M. Amoroso (4) / M. Stroppa (2)*</td>
<td>1</td>
<td></td>
<td>6</td>
<td>first</td>
</tr>
</tbody>
</table>

* 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
LEARNING OBJECTIVES AND OUTCOMES

The course analyses the ethical and political thought of Thomas Hobbes and John Locke. Considering both philosopher the keynote thinker of the Early Modern Philosophy, the course aims to provide in theoretical framework, i.e. materialism, their anthropological, ethical and political solutions. Solutions radically different: one the one side Hobbes proposes absolute monarchy, on the other Locke looks to democracy. The general purpose of the course it to provide attendants with the main skill of the philosophical language; together with this, one related purpose is to enhance the capability to critically understand the different argumentative level and their connections (Metaphysics, Ontology, Anthropology, Ethics and Politics). The learning outcomes are connected to the purposes of the course and are: to provide the rudiments of the philosophical language; to provide the basic skill for framing arguments (not only in Philosophy, but also in other disciplines). Together with these general outcomes, attendants should be aware of the historical context in which Hobbes’ and Locke’s writings born, and the connections of their thoughts with the other philosophers of the History.

PREREQUISITES

There are no particular prerequisites for this course.

CONTENTS

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

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

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

TEACHING METHODS

The course is organized around three Classes of two hours.
Class 1 is devoted to the introduction to the philosophical language of Hobbes and Locke. Readings of Leviathan, De Cive and Second Discourse on Government quotations are the starting point for the explanation of the “State of Nature” conception.
Class 2 also moves from readings of Leviathan, De Cive and Second Discourse on Government quotations for discussing the anthropological reconstruction of individuals and the condition of war.
Class 3 shows the opposite results of Hobbes' and Locke’s political thoughts and problematize the conception of absolute monarchy and democracy with a collective discussion, moving from the quotations shown in the previous two classes.

ASSESSMENT

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

Hobbes T., Leviathan, (every complete edition), 1651 (selected chapters).
Hobbes T., De Cive, (every complete edition), 1651 (selected chapters).

Passerin d'Entrèves A., Natural Law, Hutchinson University Library, 1951 or later (selected chapters).

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

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

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

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

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

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

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

In particular:

Lecture 1
- Chapter 2, “IR as an Academic Subject”
- Chapter 3, “Realism”


Lecture 2
- Chapter 4, “Liberalism”

Lecture 3
- Chapter 8, “Social Constructivism”
- Chapter 9, “Post-positivism in IR”

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

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

CONTENTS
The course will be broken down into the following units:

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

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

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

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

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

OTHER INFORMATION
Class participation and learning agreement will be presented during the first day of teaching.
LEARNING OBJECTIVES AND OUTCOMES
The course aims to acquaint those students who do not have a legal background, and those who wish to refresh their knowledge, with the basic tenets of international law. By the end of the course, participants will master the fundamental notions of international law and will thus be able to successfully attend the advanced courses held by Professors de Guttry and Capone on specific aspects of international law.

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

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

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

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

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

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

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

BIBLIOGRAPHY
Suggested readings:
• (Session II) Walter, “Subjects of International Law”, Max Planck Encyclopedia of Public International Law (online).
• (Session III) Crawford, “State Responsibility”, Max Planck Encyclopedia of Public International Law (online).
• (Session IV) Buergenthal, “Human Rights”, Max Planck Encyclopedia of Public International Law (online).
LEARNING OBJECTIVES AND OUTCOMES

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

At the end of the course the participants will
• Have a clear picture of the role of International Organisations involved in peace promotion and conflict management;
• Understand the main rules regarding the jus ad bellum and the exceptions to the otherwise absolute prohibition to use armed force as well as the rules concerning the peaceful solution of international disputes;
• Understand the interplay between the UN and regional organisations in protecting and promoting international peace and security.

PREREQUISITES

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

CONTENTS

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

*The sessions making up the course are as follows:*

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

Course Calendar

September 27 from 09,00 to 12,00
September 29 from 14,00 to 17,00
October 4 from 09,00 to 12,00
October 6 from 09,00 to 12,00
October 10 from 09,00 to 12,00
October 11 from 09,00 to 12,00
October 17 from 09,00 to 12,00
October 18 from 09,00 to 12,00
October 25 from 09,00 to 12,00
October 26 from 09,00 to 12,00
November 07 from 09,00 to 12,00
November 09 from 09,00 to 12,00

BIBLIOGRAPHY

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

Suggested readings:
- 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 Republic in “Paix et Sécurité Internationales, 3, 2015, pp. 13-32
- Ruys, Corten (eds). The Use of Force in International Law: A Case-Based Approach, Oxford University Press, 2018

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

UN Charter
1969 Vienna Convention on the Law of Treaties

TEACHING METHODS

Classes will be taught through a mix of frontal lectures, guided discussion, case study and simulations/role-plays. Students will be required to actively participate in class discussions.

Note that attendance of the course 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 a set of multiple-choice questions (with 3 possible answers each, only one of whom is correct) and a few open questions. The second element (25% of the final mark) will be participation in class discussions, assessed on the basis of the level of preparation displayed, the originality of the ideas offered and the persuasiveness of the arguments proposed.
LEARNING OBJECTIVES AND OUTCOMES

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

This course has the following learning outcomes:

- Students should acquire confidence in legal problem-solving skills, including identifying and diagnosing a problem, and finding precedents in the case law of supreme and/or constitutional courts.
- Students should develop critical skills and ability to formulate alternative solutions and strategies.
- Students should be able to undertake comparative research.

PREREQUISITES

Students should already have a basic understanding of constitutional law.

CONTENTS

The sessions making up the course are as follows:

Session 1: “Constitutionalism and Fundamental Rights” (2 hours)
Session 2: “Security and Constitutions” (2 hours)
Session 3: “Securing Democracy. A Comparative Analysis of Emergency Powers” (2 hours)
Session 4: “Emergency Powers: An Overview of the Recent Trends” (2 hours)
Session 5: “The Constitution of Risk” (2 hours)
Session 6: “Constitutional Dilemmas and Militant Democracy” (2 hours)
Session 7: “The case of Germany’s NPD: Militant Democracy 2.0?” (2 hours)
Session 8: “War Powers and Control of the Military: A Constitutional Perspective” (2 hours)
Session 9: “Cybersecurity: A Constitutional Perspective” (2 hours)

BIBLIOGRAPHY

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

First Session
Reading

Supp. Reading

Second Session
Reading

Supp. Reading

Third Session
**Reading**

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


**Fourth Session**

**Reading**

**Supp. Reading**

**Fifth Session**

**Reading**

**Supp. Reading**

**Sixth Session**

**Reading**

**Supp. Readings**


**Seventh Session**

**Reading**

**Supp. Reading**

**Eighth Session**

**Reading**
Supp. Reading

Ninth Session
Reading

Supp. Reading

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

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

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

Luca Raineri, Francesco Strazzari, Marco Solinas

e-mail:
luca.raineri@santannapisa.it
francesco.strazzari@santannapisa.it
marco.solinas@santannapisa.it

semester I

LEARNING OBJECTIVES AND OUTCOMES
The course introduces students to the key concepts, methods and issues in the study of international security. By doing so, it engages with scholarly debates and policy-oriented puzzles, building on a wide literature including both classics and more recent, unorthodox developments of the discipline.
The objectives are to develop an understanding of contending approaches to the study of international security, as well as the ability to critically analyse security policies and practices from a conceptual perspective. Such skills will provide a preliminary background to the study of specific security issues, including during the rest of the Master, and are expected to stimulate students to pursue their intellectual and professional interests and develop their own areas of specialization in the field of security.
At the end of the course, students should be able to:
- Critically approach a wide range of international security problems
- Use a variety of analytical tools towards security
- Be conversant with the major policy challenges and theoretical debates regarding security

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

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

BIBLIOGRAPHY
A specific list of required and recommended readings will be proposed for each class. The textbooks for general reference adopted in the course are:

TEACHING METHODS
The course is based mainly on lectures, with ample room dedicated to in-class discussion to stimulate peer learning. Lectures will be introduced by a presentation of the instructor (including guest speakers – Marco Solinas and Francesco Strazzari – to harness specific areas of expertise), and will subsequently unfold through graduate level seminars, so students are expected to read widely around the topics and critically engage in discussions. Additionally, the course is designed to: familiarize the students with key ideas, authors and texts of Security Studies; strengthen teamwork attitudes by engaging in group works and presentations to the rest of the class; improve the students’ ability to conduct literature review, and write a research paper proposal. To this end, additional teaching and learning
methods will include: a group work on the reading, presentation and discussion of one of the key approaches to Security Studies in contemporary politics; and, optional, the individual drafting of a research paper elaborating on one contemporary security issue, which may be published after review in the academic blog [www.securitypraxis.eu](http://www.securitypraxis.eu)

**ASSESSMENT**

The assessment will be based on three distinct elements:

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

Note that attendance of the course 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 obtain the credits of the course.

**Course structure/Struttura del corso**

**Part I: theoretical approaches to security**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>25/9</td>
<td>15-17</td>
<td>History and field of security studies</td>
<td>Luca Raineri</td>
</tr>
<tr>
<td>26/9</td>
<td>17-19</td>
<td>Realist perspective I</td>
<td>Luca Raineri</td>
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<tr>
<td>27/9</td>
<td>14-16</td>
<td>Realist perspective II</td>
<td>Luca Raineri</td>
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<td>2/10</td>
<td>15-17</td>
<td>Liberal perspective I</td>
<td>Luca Raineri</td>
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<td>3/10</td>
<td>11-13</td>
<td>Liberal perspective II</td>
<td>Luca Raineri</td>
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<td>4/10</td>
<td>14-16</td>
<td>Constructivist perspective</td>
<td>Luca Raineri</td>
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<tr>
<td>10/10</td>
<td>15-17</td>
<td>Critical theory perspective</td>
<td>Marco Solinas</td>
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<tr>
<td>12/10</td>
<td>15-17</td>
<td>Copenhagen school perspective</td>
<td>Luca Raineri</td>
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<tr>
<td>13/10</td>
<td>11-13</td>
<td>Post-structuralist perspective</td>
<td>Luca Raineri</td>
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**Part II: security studies in global politics**

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<tr>
<th>Date</th>
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<th>Topic</th>
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<tbody>
<tr>
<td>13/11</td>
<td>11-13</td>
<td>Lessons from the Ukraine war (realism)</td>
<td>Seminar</td>
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<td>14/11</td>
<td>15-17</td>
<td>Changes in peace operations (liberalism)</td>
<td>Seminar</td>
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<tr>
<td>15/11</td>
<td>11-13</td>
<td>Security/zation strategies (constructivism)</td>
<td>Seminar</td>
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<tr>
<td>16/11</td>
<td>14-16</td>
<td>Post-colonial security (post-structuralism)</td>
<td>Seminar</td>
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**Part III: emerging security challenges**

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<th>Date</th>
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<th>Topic</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>20/11</td>
<td>15-17</td>
<td>Terrorism</td>
<td>Francesco Strazzari</td>
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<tr>
<td>21/11</td>
<td>15-17</td>
<td>Counterterrorism</td>
<td>Francesco Strazzari</td>
</tr>
<tr>
<td>28/11</td>
<td>15-17</td>
<td>Energy security I</td>
<td>Luca Raineri</td>
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<tr>
<td>29/11</td>
<td>15-17</td>
<td>Energy security II</td>
<td>Luca Raineri</td>
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<td>4/12</td>
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<td>Environmental and climate security I</td>
<td>Luca Raineri</td>
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<td>5/12</td>
<td>14-16</td>
<td>Environmental and climate security II</td>
<td>Luca Raineri</td>
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<tr>
<td>11/12</td>
<td>15-17</td>
<td>Algorithmic and border security I</td>
<td>Luca Raineri</td>
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### Detailed syllabus

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Required readings</th>
<th>Complementary readings</th>
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<td>2/10, 15-17</td>
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<tr>
<td>Topic</td>
<td>Liberal perspective I</td>
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<tr>
<td>Lecturer</td>
<td>Luca Raineri</td>
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</table>

| Date                      | 3/10, 11-13                                                                            |
| Topic                     | Liberal perspective II                                                                 |
| Lecturer                  | Luca Raineri                                                                           |
Clausen M.-L., Albrecht P. (2021), Interventions since the Cold War: from statebuilding to stabilization, *International Affairs* 97(4). |

<p>| Date                      | 4/10, 14-16                                                                            |
| Topic                     | Constructivist perspective                                                             |
| Lecturer                  | Luca Raineri                                                                           |</p>
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<thead>
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<th><strong>Date</strong></th>
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<td><strong>Topic</strong></td>
<td>Critical theory perspective</td>
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<td><strong>Lecturer</strong></td>
<td>Marco Solinas</td>
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<td><strong>Topic</strong></td>
<td>Copenhagen school perspective</td>
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<tr>
<td><strong>Lecturer</strong></td>
<td>Luca Raineri</td>
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<tr>
<td><strong>Topic</strong></td>
<td>Post-structuralist perspective</td>
</tr>
<tr>
<td><strong>Lecturer</strong></td>
<td>Luca Raineri</td>
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</table>
Complementary readings


Date 13/11, 11-13

Topic Lessons from the Ukraine war

Lecturer seminar

Group readings


Date 14/11, 15-17

Topic Changes in peace operations

Lecturer seminar

Group readings


B. Reconfiguring UN PKO in Africa: Tull D. (2023), UN Peacekeeping in Africa: The End of a Cycle?, *SWP Working
<table>
<thead>
<tr>
<th>Date</th>
<th>15/11, 11-13</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Security/ization strategies</td>
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<tr>
<td>Lecturer</td>
<td>seminar</td>
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<tr>
<td>Group readings</td>
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<tr>
<td>B.</td>
<td>Framing the 2015 EU migration crisis: Commission (2015), Remarks by Commissioner Avramopoulos at the press conference in Valletta: 23 April; Council (2015); Statement of the special meeting on migration, 23 April; Commission (2015), EU Agenda on Migration, 13 May; Council (2015), Valletta Summit Political Declaration, 11-12 November.</td>
</tr>
<tr>
<td>C.</td>
<td>The securitization of climate change at the UN: UNSC (2007), Debate on impact of climate change on peace and security, 17 April; UNSG (2009), Report on climate change and its possible security implications; UNSC (2021), Debate on climate and security, 23 September.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Date</th>
<th>16/11, 14-16</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Post-colonial security</td>
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<tr>
<td>Lecturer</td>
<td>seminar</td>
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<td>Group readings</td>
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<td>Counterterrorism</td>
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<td>Lecturer</td>
<td>Francesco Strazzari</td>
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<td>Date</td>
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<tr>
<td>Topic</td>
<td>Energy security I</td>
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<tr>
<td>Lecturer</td>
<td>Luca Raineri</td>
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<th>Date</th>
<th>29/11, 15-17</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Energy security II</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Luca Raineri</td>
</tr>
<tr>
<td>Required readings</td>
<td>European Commission (2022), REPowerEU: A plan to rapidly reduce dependence on Russian fossil fuel and fast forward the green transition, 18 May.</td>
</tr>
</tbody>
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<tr>
<th>Date</th>
<th>4/12, 15-17</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Environmental and climate security I</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Luca Raineri</td>
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</tbody>
</table>
### Environmental and climate security II

**Date**: 5/12, 14-16  
**Topic**: Environmental and climate security II  
**Lecturer**: Luca Raineri  
**Required readings**:  
**Complementary readings**:  
- Russo J. (2022), The UN Environmental and Climate Adviser in Somalia, IPI Issue Brief.  

### Algorithmic and border security I

**Date**: 11/12, 15-17  
**Topic**: Algorithmic and border security I  
**Lecturer**: Luca Raineri  
**Required readings**:  
**Complementary readings**:  

### Algorithmic and border security

**Date**: 12/12, 14-16  
**Topic**: Algorithmic and border security  
**Lecturer**: Luca Raineri  
**Required readings**:  
**Complementary readings**:  
LEARNING OBJECTIVES AND OUTCOMES
The module aims to assess the multidimensional nature of the concept of security in the European Union. In the last decade, the EU has been dealing with crises of different nature, posing a threat to the security of its citizens. From the economic-financial crisis to the war in Ukraine; from the emergence and consolidation of populist parties to the possibility of ‘dis-integration’ triggered by Brexit; from the migration and refugee crisis to the success of regimes of illiberal democracy in Central-Eastern Europe, the EU has gone through a decade of ‘polycrisis’ or ‘permacrisis’.

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

The institutional context, the key actors and the substantive content will be analysed in detail for each policy. At the end of the module, students will have developed the conceptual baggage and the analytical toolkit to understand and critically assess – both theoretically and in a more applied perspective – the security policies of the European Union and how they have developed over time.

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

CONTENTS
The course is composed of two different parts.

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

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

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

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

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

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

BIBLIOGRAPHY
The textbooks for general reference are:


**Detailed Reading List**

Note: this reading list includes **required readings**. Additional, **optional readings** will be uploaded to the shared folder of the module (which will be created in Google Drive).

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


**Session II – Foreign and defense policy**


**Session III – Terrorism and counter-terrorism**


**Session IV – Climate change**


**Session V – Foreign Interferences**


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

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

Has there been any evidence of foreign interference in the 2019 EP elections?
Have the EU policies and actions been successful to deter foreign interferences? What lessons can be learnt ahead of the forthcoming 2024 EP elections?

Session VII – Migration and refugee policy


Session VIII – Enlargement as security policy


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


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

Specific readings will be circulated ahead of the classes

TEACHING METHODS

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

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

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

ASSESSMENT

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

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

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

PREREQUISITES

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

CONTENTS

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

The specific issues addressed in the course are:

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

BIBLIOGRAPHY


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

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

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

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

CONTENTS
The course is divided into two parts.

Part I – Constructing Ethical Competence

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

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

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

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

Part II – Applying Ethical Competence

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

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

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

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

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

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

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

- P.G. Harris (ed.), *A Research Agenda for Climate Justice*, Northampton, Edward Elgar, 2019

TEACHING METHODS

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

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

ASSESSMENT

The final grade will be based on the class participation and on the quality of a presentation based on the contents discussed during the courses.
LEARNING OBJECTIVES AND OUTCOMES
The course intends to provide the class with: - an introduction to the basic concepts, methods and logic of statistical thinking, -an introductory-level practical ability to choose and properly interpret descriptive and inferential methods with examples of real-world applications. This course provides the basic ideas of theoretical statistics with emphasis on the applications of these methods and the interpretation of tables and results. Topics discussed include examples of real-world applications of statistics.

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

CONTENTS
The course will be broken down into the following units:

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

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

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

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

TEACHING METHODS
Concepts will be exposed trough real world examples using STATA software

ASSESSMENT
Group project presentations based on selected topics and research questions

OTHER INFORMATION
Class participation and learning agreement will be presented during the first day of teaching
European Security Governance: Between Continuity and Adaptation  
Professor Antonio Missiroli  
e-mail: antonio.missiroli@gmail.com  
credits: 3  
semester II

LEARNING OBJECTIVES AND OUTCOMES

The course explores the evolving landscape of security governance in Europe, from the bipolar system of the Cold War to the changing agendas and emerging actors of the post-Cold War period – up to the present and the ongoing conflict in and over Ukraine. Its main objective is to develop an understanding of the building blocks of European security and their evolution over the years, the scope and modus operandi of the main institutions and organizations dealing with it, and the challenges confronting Europe in the 21st century. The course is also designed to encourage the students to analyze complex issues in context and in perspective, and to present them in a comprehensive way. Finally, students will be required to write a short policy paper based on their oral presentations.

PREREQUISITES

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

CONTENTS

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

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

BIBLIOGRAPHY

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


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


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

TEACHING METHODS

The course is organized around two main blocks and six three-hour sessions. The first block (classes 1-4) will be based on the instructor’s presentations aimed at introducing the subject matter, first in historical perspective and then with a focus on current issues. The second block (classes 5-6) will be based on the students’ oral presentations (individually or in groups, depending on the size of the class) aimed at addressing more specific aspects of the course (a list of possible subjects will be provided by the instructor and agreed with the students).
Students will then be asked to write a short paper each, broadly based on the theme of their presentations but with a focus on policy, namely what should/could be done by whom (more precise guidelines will be provided during the course).
Insofar as possible, classes (especially 1, 3 and 5) will start with a quick overview of recent events deemed relevant for the course.
This overall structure may be marginally adapted in light of the eventual size of the class.

**ASSESSMENT**
The oral presentation will account for 50% of the final grade, and the written policy paper for the other 50%. In normal circumstances, also active participation in class would be considered an element contributing the final assessment.
LEARNING OBJECTIVES AND OUTCOMES
The course introduces students to key concepts of transnational and global governance and the main dynamics shaping new forms of governance and security in an evolving domestic and international context. The course presents more in-depth context-specific information and knowledge on the actual development of transnational governance in specific policy areas. Some policy fields will be analysed to assess transnational and global governance in action. Students will develop a critical understanding of the complex interaction between different levels of government and the interplay of governmental and non-governmental organisations.

At the end of the course students are expected to:
- have full knowledge of the main concepts and terms;
- be familiar with the main drivers and institutional traits of transnational and global governance, and with the relevant theoretical and policy debates;
- have developed a critical understanding of the different positions in the literature.

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

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

BIBLIOGRAPHY
The textbooks for general reference are

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

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

Note that attendance of the course 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.
LEARNING OBJECTIVES AND OUTCOMES

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

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

This course has the following Learning Outcomes:

- Students are expected to become familiar with the relevant lexicon;
- Students are expected to have a firm grasp of the main tenets of the law of armed conflict and know how it interacts with germane areas of international law that are relevant in armed conflict scenarios;
- Students are expected to understand the main challenges that terrorism poses to the international legal framework;
- Students are expected to critically reflect on the measures and strategies adopted at the international level and transposed at the national level to deal with terrorism;
- Students are expected to gain the capacity to conduct an autonomous legal assessment of specific scenarios, learn to discuss the most relevant topics in class and participate in all the activities and the discussions.

PREREQUISITES

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

CONTENTS

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

- Session 1 – Definition and rationale of the law of armed conflict (LOAC)
- Session 2 – Applicability of the LOAC
- Session 3 – Civilian, Combatant and POW Status
- Session 4 - Means and methods of combat
- Session 5 – The law of belligerent occupation
- Session 6 – Drones and targeted killings: their legality under international law
- Session 7 – Terrorists or Insurgents? Case studies and practical examples
- Session 8 - Weapons of Mass Destruction under international law
- Session 9 - Provision of humanitarian assistance in armed conflicts
Session 10 - Definition of terrorism and drafting process of the comprehensive convention against international terrorism
Session 11 - The role of the UN in countering terrorism (UN Security Council Resolutions, the role of the GA, the sanctions regimes, etc…)
Session 12 - The “sectoral” counter-terrorism treaties
Session 13 - The role of other relevant IOs
Session 14 - Terrorism and human rights
Session 15 - Terrorism and jus ad bellum
Session 16 – Terrorism and international criminal law
Session 17 - The phenomenon of Foreign Terrorist Fighters
Session 18 – Wrap up session

BIBLIOGRAPHY

1. Mandatory readings:
   • Emily Crawford, “Insurgency” in Max Planck Encyclopedia of Public International Law (2011)
   • Christian Walter, “Terrorism”, in Max Planck Encyclopedia of Public International Law (2011)
   • Roberta Arnold, “Terrorism, War Crimes and the International Criminal Court”, in Ben Saul (ed.) Research Handbook on International Law and Terrorism (Edward Elgar, 2017), Chapter 17

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

TEACHING METHODS

The lecturer will adopt a mixed methodology to deliver the course. Notably, frontal lectures will be combined with in class group exercises and discussions. Like in the previous edition of the course, the lecturer will invite Ph.D. students and post-doctoral fellows to deliver presentations on specific topics that are at the core of their own research agenda. Students are expected to actively participate and engage in all the activities. Note that attendance of the course 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.

If a student is unable to attend a specific session, he/she should duly justify the absence and send an email to: francesca.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 (70% of the overall assessment). Instructions concerning the short essay will be shared with the class in due time;
   • In-class participation (30% of the overall assessment).
LEARNING OBJECTIVES AND OUTCOMES
The course aims at developing a critical understanding and an interdisciplinary overview of topical issues concerning security from a gender-sensitive perspective. While the first part of the course will be devoted to the exploration of the analytic category of gender and of the problem of gender-based discrimination through the relevant philosophical literature, the second part will address gender-related phenomena threatening mainstream as well as innovative understandings of security. Throughout the course, special attention will be devoted to analyzing international documents that contribute to framing contemporary gender-related security challenges and envisaging suitable policies to overcome them.

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

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

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

CONTENTS
The course is organized into nine two-hour sessions:

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

Seminar 2: Feminist IR and post-colonial theories

Additional readings:

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

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


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


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


Additional readings:

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


Additional readings:


**Seminar 7: Gender and terrorism: a matter of agency**

- Sjoberg, Laura and Caron E. Gentry. 2008. ‘Reduced to bad sex: Narratives of violent women from the Bible to the War on Terror’. *International Relations* 22(1): 5–23.
• Sjoberg, Laura and Caron E. Gentry. 2016. 'It's complicated: Looking closely at women in violent extremism'. Georgetown Journal of International Affairs Summer/Fall: 23–30.

Additional readings:


Seminar 8: Peacekeeping, Peacebuilding and Post-conflict Reconstruction


Additional readings:


Seminar 9: Workshop – class presentations

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

BIBLIOGRAPHY
A specific list of required (one or two articles per class) and recommended readings is proposed for each class. Class discussions will be based on the required readings. Additional readings are not compulsory but encouraged.
The textbooks for general reference adopted in the course are:

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

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

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

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

**ASSESSMENT**

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

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

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

By the end of the course students should:

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

PREREQUISITES

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

CONTENTS

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

The sessions making up the course are as follows:

Part I
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 – Introduction to economics of innovation
Session XIV – The “dark side” of innovation
Session XV – The “dark side” of innovation II
Session XVI – The internationalisation of innovation
Session XVII – Intellectual property rights: a case for abolition?
Session XVIII – Intellectual property rights: a case for abolition? II
Session XIX – Technological standards: the interplay between developers and implementers
Session XX – Technological standards: the global governance

Part III
Session XXI – Technology and labor (I) - a non-deterministic perspective
Session XXII – Technology and labor (II) - the role of institutions and social actors
Session XXIII – Labor Market and Inequalities
Session XXIV – Gender, class, race and stratification of risks

BIBLIOGRAPHY

Part I

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

Part II

Session XIII:
Compulsory readings:

Session XIV-XV:
Compulsory readings:

Further readings:

Session XVI:
Compulsory readings:

Session XVII-XVII:
Compulsory readings:

Additional readings:
Session XIX-XX:
Compulsory readings:

Part III

Session XXI:
Compulsory readings:

Additional readings:
Tubaro, P., Casilli, A. A., & Coville, M. (2020). The trainer, the verifier, the imitator: Three ways in which human platform workers support artificial intelligence. Big Data & Society, 7(1), 2053951720919776

Session XXII:
Compulsory readings:

Additional readings:

Session XXIII:
Compulsory readings:

Session XXIV:
Compulsory readings:

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

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

Note that attendance of the course in mandatory. In case of absence, students should, whenever possible, inform the lecturer beforehand via email. Any absence should be duly justified.
In order to obtain the credits, students are expected to follow at least 80% of the classes. The board will be informed in case any student exceeds the 20% threshold of absence and will make the necessary determinations. These may include a forfeiture of the possibility to sit the final exam of the course.
LEARNING OBJECTIVES AND OUTCOMES
The course aims at developing a critical understanding and an interdisciplinary overview of some security issues in the light of the cybernetic and technological vocabulary, with the help of some classics in political philosophy/theory. Special attention will be devoted to the ‘preservation/emancipation/enhancement constellation in the light of the posthuman studies. The teaching will provide a nonconformist analysis of some of the most innovative, widespread and operationalized categories according to the academics in Posthuman Political Philosophy, in Posthuman IR and in Posthuman Security Studies, by adopting a critical, multi-facetted and posthuman-centered approach to security: This overview will rely on both genealogical, epistemological and hermeneutical toolkits.

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

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

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

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

CONTENTS
The course is divided into two parts.

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

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

The sessions making up the course are as follows:

Session I – Epistemological stance: Methods, methodologies, key concepts.
Session II – Introduction to selected Western philosophical-political categories: safety/security/vulnerability/human preservation in the light of complexity theories
Session III – Human Condition, Vulnerability, Human protection
Session IV – Some relevant security issues in the light of technological and cybernetic mutations: emancipation/human enhancement/posthuman condition.
Session V – Posthuman versus Transhuman. ‘What is at stake’. Definitions and challenges (Ilaria Santoemma)
Session VI – Cyberfeminisms and Posthumanities: new challenges for a posthuman security approach? (Ilaria Santoemma)
Session VII – Posthuman security studies paradigm? Anthropocene Security
Session VIII – Robots, AI, enhanced subjects, enhancing technologies, AWs
Session IX - Catch up session and final recapitulation

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

Compulsory readings

- Mark Coeckelbergh, Human Being @Risk. Enhancement, Technology, and the Evaluation of Vulnerability Transformations, slides authorized by the author
- Erika Cudworth, Stephen Hobden and Emilian Kavalski (eds), Posthuman Dialogues in International Relations, Routledge, London and New York 2018 (selected pages)
- Donna Haraway, Staying with the trouble. Making Kin in the Chthulucene, Duke University Press, Durham and London 2016 (selected pages)
- Edgar Morin, On complexity, Translated by Robin Postel, Hampton Press, Inc. Cresskill, New Jersey 2008 (selected pages)

Suggested readings

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


**TEACHING METHODS**

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

Note that attendance of the course 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 group work/class participation (40%), and a final essay the develops one of the themes addressed in class, to be agreed upon with the instructors (60%)
LEARNING OBJECTIVES AND OUTCOMES
The course focuses on the Middle East and North Africa (MENA) with an emphasis on developments since the Arab Uprisings of 2011. The MENA remains characterized by political violence both in the form of open violent conflict, and in the shape of political repression and authoritarian rule. Students will gain an understanding of how political science research has attempted to tackle these issues. At the same time, the course also serves as an introduction to MENA politics, linking general topics to case studies of Egypt, Syria, Tunisia, and Yemen. Throughout the course, participants pursue group research projects which they present in the second half.

The main reading for the course will be Lynch, Schwedler, and Yom (eds.): The Political Science of the Middle East: Theory and Research Since the Arab Uprisings (Oxford University Press, 2022) in addition to further readings assigned for each session.

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

CONTENTS
SESSION 1: Introduction

There are no specific readings for the first meeting. Instead, think about the following questions and come prepared to discuss them:

- What is the MENA region?
- Why do we care about MENA security?
- What are the three main MENA security challenges, and what is their relevance to Europe?
- Does the “West” (USA, EU, European countries) focus too much or too little on security issues when it comes to the MENA?

PART I: REGIME DYNAMICS

SESSION 2: Authoritarian Reconsolidation

MAIN READINGS: Lynch, Schwedler, and Yom (eds.) 2022. Chapters 1 and 2

Guiding question:

- What makes authoritarianism persist?
- Why is the MENA the most persistently authoritarian world region?

ADDITIONAL READINGS (these readings develop different answers; carefully read at least one):

SESSION 3: Resistance and Protest

READINGS: Lynch, Schwedler, and Yom (eds.) 2022. Chapter 3; watch the documentary The Square (2013)

Guiding questions:

- What makes protest movements successful?
- When does protest turn into revolution?
- What is the relationship between revolution and democratization?

ADDITIONAL READINGS:

All additional readings for this week are books. Select one book and read enough of it (or about it) so that you are able to speak about the main argument.


SESSION 4: Political Violence and (In)Security

READINGS: Lynch, Schwedler, and Yom (eds.) 2022. Chapter 5

Guiding questions:

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

ADDITIONAL READINGS:


SESSION 5: Ideologies and Identities

READINGS: Lynch, Schwedler, and Yom (eds.) 2022. Chapters 7 and 8

Guiding questions:

- What are primordialism, instrumentalism, and constructivism when it comes to social identities?
- What are the main identity cleavages in the MENA?
- Which ideologies are most influential in the MENA and how is their influence felt?

ADDITIONAL READINGS:

PART II: THE MENA (IN)SECURITY COMPLEX

SESSION 6: The Middle East in International Relations

READINGS:

• Lynch, Schwedler, and Yom (eds.) 2022. Chapter 4.

SESSION 7: The Israeli-Palestinian and Arab-Israeli Conflicts

READINGS:


SESSION 8: External Actors in the MENA

READINGS:


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

GROUND RULES

ASSESSMENT

Students will be assessed in the following way:

Participation in group discussion, active engagement with the readings (30%)
Final paper (max. 4,000 words) on a topic to be agreed with the instructor (70%)
OFFICE HOURS
TBD (please make an appointment by email to kevin.koehler@santannapisa.it)

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

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

DIRPOLIS Institute

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/

School of International Studies of Trento

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