



UNIVERSITY
OF TRENTO



Sant'Anna
School of Advanced Studies – Pisa



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

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

2019-2020

UNIVERSITY OF TRENTO - School of International Studies

Sant'Anna School of Advanced Studies

Master's Degree in International Security Studies
Laurea Magistrale in Studi sulla Sicurezza Internazionale
Teaching programmes
2019-2020

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

All courses are taught in English.

Future Prospects: An International Career

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

- Hold positions of responsibility within **European and international institutions and organisations** engaged in security, peacekeeping, and state-building activities;
- Work in **private organisations** dealing with risk prevention and risk management;
- Work in **national ministries** and enter the **diplomatic service**;
- Work for **governmental and non-governmental organisations** engaged in areas such as institution-building, project management, humanitarian assistance, local development and reforms, security risk prevention and management;

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

TEACHING PROGRAMME

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

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

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

Intellectual honesty: prohibition of plagiarism

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

Beyond copy-pasting, plagiarism also include copying someone else's ideas or words without giving credit to the author, failing to put quotation marks, giving incorrect information about the source of a quotation, changing words but copying the structure of a sentence, copying so many words or ideas from a source that it makes up the majority of the work submitted.

In this sense, students are strictly prohibited from copy-pasting someone else's work or ideas and present it as theirs (independently of the nature of this work), but also from employing a ghost-writer, and finally from recycling all or part of previous essays. In order to ensure this, students' essays and theses are checked by a plagiarism detection software.

CONTACTS

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

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

RESPONSIBLE FOR TUTORING

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ACADEMIC CALENDAR 2019/20

First YEAR

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

<u>Lectures 1st Semester</u> (13 weeks):	23.09.2019 - 20.12.2019
Holidays:	1 November 2019
Christmas Holidays	23.12.2019 - 06.01.2020
<u>Lectures 2nd Semester</u> (14 weeks):	24.02.2020 - 24.05.2020
Holidays:	10.04.2020- 14.04.2020 (Easter Holidays)
	1 May 2020
<u>Exams</u>	
End of term exams 1 st semester - 1 session	07.01.2020 – 07.02.2020
End of term exams 2 nd semester - 1 session	08.06.2020 – 10.07.2020
Examination re-sits (for all the courses)	01.09.2020 - 11.09.2020

Study plan:

10.09.2019 - 10.10.2019
01.11.2019 - 30.11.2019
01.03.2020 - 31.03.2020

MISS PROGRAMME 2018/19
Master's Degree in International Security studies

FIRST YEAR

Course	Professor	CFU	SSD	Hours	Semester
The Role of Universal and Regional Organizations in Promoting Peace and Security	A. de Guttry	6	IUS/13	36	First
Genealogies and Aporias of Security	B. Henry	6	SPS/01	36	First
Armed Conflicts and International Law	E. Sommario	6	IUS/13	36	Second
Security Studies: Concepts, Methods, and Issue Areas	F. Strazzari (36) / H. Saed (6) / M. Belgioioso (6)	7	SPS/04	42	First
Probability, Certainty and Security in Economics: Concepts and Methods	S. Collignon (24) / D. Moschella (24)	8	SECS-P/02	48	Second
Transnational Global Governance	D. Natali (24) / L. Raineri (12)	6	SPS/04	36	Second
1 from the following 2 courses	Professor	CFU	SSD	Hours	Semester
Ethics of Security	A. Pimi	6	M-FIL/03	36	Second
European Security: Politics and Policies	E. Bressanelli	6	SPS/04	36	Second
Elective Course*	Professor	CFU	SSD	Hours	Semester
Security and Constitutions. Addressing Security from a Constitutional Law Perspective	G. Martinico	3	IUS/08	18	Second
Global Food Security	M. Alabrese	3	IUS/03	18	First
International Criminal Law	A. di Martino	3	IUS/17	18	Second
A Practical Introduction to cybersecurity	Dirk Jumpertz (7) / Emily Taylor (7) / A. de Guttry (1)	3	IUS/13	18	First
Gender and Security	A. Loretoni	3	SPS/01	18	First
Middle East and North Africa: transformations and challenges	External Lecturer	3	SPS/04	18	Second
Terrorism and International Law	F. Capone	3	IUS/13		Second
Other compulsory activities	Professor	CFU	SSD	Hours	Semester
Statistical reasoning	M. Romano (9) / C. Seghieri (9)	3	/	18	First
English from B2 to B2 plus	CLA	3	/	/	

* 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

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

LEARNING OBJECTIVES AND OUTCOMES

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

By the end of this course students will be able to:

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

PREREQUISITES

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

CONTENTS

The course starts with an introduction of the definition of food security in the international arena, its historical development, its interaction with other related concepts, such as food safety and nutrition security. It also deals with the right to food, the right to water and their implementation. Furthermore, it addresses the specific topic of food security and international trade law. The lectures in this part will explore the main rules governing the world trade system of the agri-food products which affect food security and the right to food. The main features of the current negotiations for reforming this system will be given attention.

The specific issues addressed in the course are:

- The legal definition of food at EU and international level
- The concept of food security, its evolution and intersection with food safety issues
- The right to food: content analysis
- International water governance and water security
- International trade, food and agriculture

BIBLIOGRAPHY

- J. A. McMahon & M. N. Cardwell (eds.). 2015. "Research Handbook on EU Agricultural Law", Edward Elgar.
- Carlos M. Romeo Casabona, Leire Escajedo San Epifanio and Aitziber Emaldi Ciri3n (eds). 2010. Global Food Security, Wageningen Academic Publisher.
- RAYFUSE R., WEISTFELT N. (a cura di), The Challenge of Food Security. International Policy and Regulatory Frameworks, Edward Elgar Publishing, 2012.
- Desta, Melaku Geboye. 2001. Food Security and International Trade law: An appraisal of the World Trade Organization Approach. Journal of World Trade. 35(3), 449-468.

TEACHING METHODS

The module is taught by both lectures and seminars. The active participation of students will be strongly stimulated through simulations, case studies and presentations.

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

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 module aims to assess the multidimensional nature of the concept of security in the European Union. In the last decade, the EU has been dealing with crises of different nature, posing a threat to the security of its citizens. From the economic-financial crisis to the conflicts in Ukraine and Syria; from the emergence and consolidation of populist parties to the possibility of 'dis-integration' prompted 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 poly-crises.

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

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

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

PREREQUISITES

Students should have a basic understanding of the actors, institutions and decision-making processes in the European Union. For good background information on how the European Union works, see M. Cini & N. Perez-Solorzano Borraran (2019), *European Union Politics*, Oxford: Oxford University Press.

CONTENTS

The course is composed of two different parts. The first part (Sessions I – IX: 28 hours) is devoted to a general introduction to the multidimensional concept of security and a fine-grained assessment of different policies for security in the European Union.

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

Sessions

Note: each session is three hour-long

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

Session II – Foreign and defence policies

Session III – Terrorism and counter-terrorism

Session IV – Climate change and the environment

Session V – Enlargement as security policy

Session VI – Energy policy

Session VII – Migration and refugee policy

Session VIII – Cyber-security and data protection

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

Instructor: Emilio de Capitani

Note: each session is two hour-long

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

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

Session XII – European classified information

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

BIBLIOGRAPHY

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

A detailed list of readings – mainly articles published in international journals, official documents by the EU institutions and policy reports – for each session will be provided at the beginning of the course.

TEACHING METHODS

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

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

In order to obtain the credits, students are expected to follow at least 80% of the classes. The board will be informed in case any student exceeds the 20% threshold of absence and will make the necessary determinations.

These may include a forfeiture of the possibility to sit the final exam of the course.

ASSESSMENT

The assessment will be based on two distinct elements.

The first element (25% of the final mark) will be participation in class discussions and engagement with case studies, assessed on the level of preparation, the degree of engagement, the originality of the ideas offered and the persuasiveness of the arguments proposed.

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

LEARNING OBJECTIVES AND OUTCOMES

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

This course has the following Learning Outcomes:

- Students are expected to become familiar with the relevant lexicon;
- Students are expected to understand the main challenges that terrorism poses to the international legal framework;
- Students are expected to critically reflect on the measures and strategies adopted at the international level and transposed at the national level to deal with terrorism;
- Students are expected to familiarize with the limits and shortcomings of these measures, in particular with regard to their interplay with human rights law;
- Students are expected to learn to discuss the most relevant topics in class and participate actively in all the activities and the discussions.

PREREQUISITES

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

CONTENTS

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

- Definition of terrorism and drafting process of the comprehensive convention against international terrorism;
- The role of the UN in countering terrorism (UN Security Council Resolutions, the role of the GA, the sanctions regimes, etc...)
- The role of other relevant IOs
- The “sectoral” counter-terrorism treaties
- Terrorism and human rights
- Terrorism and international humanitarian law
- Terrorism and international criminal law
- The phenomenon of Foreign Terrorist Fighters

BIBLIOGRAPHY

1. Mandatory readings:

- Christian Walter, "Terrorism", in Max Planck Encyclopedia of Public International Law (2011);
- Sofia Galani, "Terrorist Hostage-taking and Human Rights: Protecting Victims of Terrorism under the European Convention on Human Rights", Human Rights Law Review (2019): 149–171;
- Ben Saul, "Terrorism and International Humanitarian Law" (2016), available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2778893;
- Roberta Arnold, "Terrorism, War Crimes and the International Criminal Court", in Ben Saul (ed.) Research Handbook on International Law and Terrorism (Edward Elgar, 2017), Chapter 17.

2. Optional readings:

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

TEACHING METHODS

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

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

ASSESSMENT

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

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

LEARNING OBJECTIVES AND OUTCOMES

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

By the end of the course students should:

- Understand the problem of decision theory under risk and uncertainty
- Be able to apply the notion of expected payoff and expected utility to practical example
- Understand the problem of decision with strategic interactions
- Understand how uncertainty is a fundamental variable in economics and politics
- How institutions seek to reduce uncertainty
- The role of uncertainty in financial crises

PREREQUISITES

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

CONTENTS

The course is composed of two parts. The first part (Sessions I – XII) is devoted to a general introduction to decision theory, focusing in particular on the notion of expected payoff, expected utility theory and strategic decisions. The second part (Sessions XIII – XIV) will be devoted to the role in macroeconomics and institution building, including money and financial crises.

The sessions making up the course are as follows:

Part I

- Session I – Do we need decision theory? Motivating examples
- Session II – Certainty, uncertainty, and risk
- Session III – Decision under uncertainty
- Session IV – Decision under risk: probability
- Session V – Decision under risk: expected value
- Session VI – Decision under risk: utility and risk aversion
- Session VII – Decision under risk: applications
- Session VIII – Paradoxes and behavioral approach (1)
- Session IX – Paradoxes and behavioral approach (2)
- Session X – Game theory: basic concepts
- Session XI – Game theory: zero-sum games
- Session XII – Game theory: the prisoner's dilemma

Part II

- Session XIII – Knowledge and uncertainty
- Session XIV – Four anti-sceptical strategies
- Session XV – Keynes' theory of probability and the Rational Expectations Hypothesis
- Session XVI – Money, uncertainty and liquidity
- Session XVII – Efficient markets and uncertainty
- Session XVIII – The institutional foundations of a monetary economy
- Session XIX – Global and regional financial crises (USA, Latin America, Asia)

Session XX – The Bretton Woods system
Session XXI – The European exchange rate instability before the Euro
Session XXII – Explaining the Euro crisis: overview
Session XXIII – Fiscal policy uncertainties
Session XXIV – Political uncertainty and the Euro crisis

BIBLIOGRAPHY

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

TEACHING METHODS

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

ASSESSMENT

The assessment will be based on two distinct tests: after Part I, students will take an intermediate test counting 1/3; after Part II, students will present a final essay of 7 pages counting 2/3.

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

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

The Role of Universal and Regional Organizations in Promoting Peace and Security	credits: 6
Professor Andrea de Guttry e-mail: andrea.deguttry@santannapisa.it	semester I

LEARNING OBJECTIVES AND OUTCOMES

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

At the end of the course the participants will

- Have a clear picture of the role of International Organisations involved in peace promotion and conflict management;
- Understand the main rules regarding the *jus ad bellum* and the exceptions to the otherwise absolute prohibition to use armed force;
- Understand the interplay between the UN and regional organisations in protecting and promoting international peace and security.

PREREQUISITES

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

CONTENTS

The course is composed of a total of 7 sessions, some of which will be covered in 2 or more classes. After a set of classes devoted to a more general introduction to the international law concerning the *jus ad bellum*, classes will be devoted to analyzing the specific role and contribution of universal and regional organizations and their interplay.

The sessions making up the course are as follows:

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

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

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

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

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

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

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

BIBLIOGRAPHY

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

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

Suggested readings:

- Miranda, Pirozzi, Schäfer, *Towards a stronger Africa-EU cooperation on peace and security: the role of african regional organizations and civil society*, IAI, 2012, available at: <https://www.ciaonet.org/attachments/21750/uploads>
- Report "The OSCE and Chapter VIII of the United Nations Charter: Confronting Emerging Security Challenges, In the Euro-Atlantic and Eurasian Space", 2014, available at: <http://www.osce.org/secretariat/120607?download=true>

- de Guttery, 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 Guttery, Developing Effective Partnerships in Peacekeeping Operations between the UN and Regional Organizations: A recent Report of the UN Secretary General on the Transition in Mali and in the Central African African Republic” in “Paix et Sécurité Internationales, 3, 2015, pp. 13-32
- de Guttery, The Western-led Military Operations in Syria in Response to the Use of Chemical Weapons: A Critical Assesment of the Claim for New Exceptions to the Prohibition on the Use of Force, in *Archiv des Voelkerrechts*, 2018, 56-IV: p. 472-513

TEACHING METHODS

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

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

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

ASSESSMENT

The assessment will be based on two distinct elements. The first (75% of the final mark) is a written exam, composed of 12 multiple-choice questions (with 3 possible answers each, only one of whom is correct) and 3 open questions. The second element (25% of the final mark) will be participation in class discussions, assessed on the basis of the level of preparation displayed, the originality of the ideas offered and the persuasiveness of the arguments proposed.

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

LEARNING OBJECTIVES AND OUTCOMES

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

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

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

Students will also be able to have

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

PREREQUISITES

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

CONTENTS

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

BIBLIOGRAPHY

N/A

TEACHING METHODS

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

ASSESSMENT

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

OTHER INFORMATION

Knowledge of the German language is welcomed.

LEARNING OBJECTIVES AND OUTCOMES

The course aims at developing a critical understanding and an interdisciplinary overview of some security issues in the light of the cybernetical and technological vocabulary. Special attention will be devoted to the 'human enhancement/human preservation' constellation. The teaching will provide a nonconformist analysis of one of the most innovative, widespread and operationalised categories according to the UN representatives and to the academics adopting a critical, multi-faceted and people-centered approach to security: the 'human' security concept. This overview will rely on both genealogical, epistemological and hermeneutical toolkits.

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

- Critically deconstruct some crucial security issues such as the tension between 'freedom from fear' (the core of the Human Security concept);
- Be able to analyse and interpret some robotic securitarian technologies;
- Take into account the aporias implicit in the principal narratives, the enhancing and securitarian technologies are relying on.

Classes will mainly be devoted to tackle and revise from the genealogical point of view the categories, the practices, the technologies which operationalise and embed the conceptual and symbolical constellation set by the taxonomy 'human enhancement/human preservation'. The depth and breadth of the course is expected to stimulate students to pursue their own intellectual and professional interests and develop their own areas of specialization in the field of security.

PREREQUISITES

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

CONTENTS

The course is divided into two parts.

The first part aims at giving a comprehensive framework about the genealogy and the evolution of the philosophical, technological and political debate (XIX-XX century) on the following categories, taken in a broad sense: freedom from fear, vulnerability, human condition, security/human security, human protection/human enhancement.

The second part of the course will deal critically with the link between the most recent cybernetical, bionic and robotic innovations in term of security, rehabilitation, protection, enhancement and the two symmetrical categories of human security and human vulnerability. Consequently, the principal narratives/theories underpinning the 'Human Enhancement' debate and its contemporary reframing will be examined, compared and critically assessed. A cursory attention will be devoted to the phenomenon of the 'war machines' (drones, robotic warriors).

The sessions making up the course are as follows:

- Session I – Epistemological stance: Methods, methodologies, key concepts. An Excursus
- Session II – Historical-genealogical development of the security issues vocabulary
- Session III – Some security issues in the light of technological and cybernetical vocabulary: 'Freedom from fear' in a genealogical and critical perspective
- Session IV – The Human Security as operationalised concept/pattern of action: a) Security/human security
- Session V – b) Human Condition, Vulnerability: human protection/human enhancement
- Session VI – Trans-human versus Post-human. 'What is at stake'. Definitions and challenges
- Session VII – Robots, cyborgs, enhanced subjects, enhancing technologies. Vulnerability as chance and aporia
- Session VIII - Research proposal presentation and discussion
- Session IX - Catch up session and final recapitulation

BIBLIOGRAPHY

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

Compulsory readings

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

Suggested readings

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

TEACHING METHODS

There will be weekly classes of about 4 hours 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 before each class, and to actively participate in class discussions.

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

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

ASSESSMENT

Assessment will be based on the quality of class participation (30%), class presentation (20%) and a final essay the develops one of the themes addressed in class, to be agreed upon with the instructors (50%)

A Practical Introduction to cybersecurity	credits: 3
Professor Dirk Jumpertz, Emily Taylor, Andrea de Guttry	semester I
e-mail: andrea.deguttry@santannapisa.it	

LEARNING OBJECTIVES AND OUTCOMES

As one of the hottest themes of the last years, cybersecurity is on everyone's radar. From tech companies, to law enforcement and policy makers, everyone is concerned and looks for solutions to fight the continuous increase in cyber-threats. Having a basic understanding of what "the cyber" entails has become an essential skill for many. This course aims at giving a 360° overview of the Cybersecurity Landscape. Starting with basic technological concepts and then moving into the intricate world of "the cyber" we'll focus on four key aspects of cyber security: networks, states, personal privacy and cybercrime. This course is accompanied with practical workshops where we'll put the theory into practice and focus on some reconnaissance and analysis techniques, as well as giving students a grounding on how to protect themselves and their data in the online environment.

IMPORTANT: Each student must bring a device capable of connecting to the Internet (preferably a laptop but a phone could do).

PREREQUISITES

None.

CONTENTS

1. Session: 3 Hours

- a. Overview of course and student assessments (Dirk JUMPERTZ)
- b. How computers work and how they became networked (Dirk JUMPERTZ)
- c. Introduction to cybersecurity (Dirk JUMPERTZ)

2. Session: 3 hours

- a. Cybercrime – definitions, trends, the dark web, international cooperation and challenges (Emily TAYLOR)
- b. Fighting cybercrime (external speaker)

3. Session: 3 hours

- a. Geopolitics – the actions of states in cyberspace: hacking, disinformation and espionage. (Emily TAYLOR)
- b. Personal privacy, digital literacy and understanding your data footprint (Emily)

4. Session: 3 hours

- a. Network security – threats and defensive measures (Dirk JUMPERTZ)
- b. Internet of the future (1): protecting people and infrastructure in connected societies (Dirk JUMPERTZ)

5. Session: 3 hours

- a. Internet of the future: AI, VR, AR – separating myth from reality (Emily TAYLOR)
- b. Revision session (teaching staff)

6. Session: 3 hours

- a. How to govern a global communications network (Emily TAYLOR)
- b. Student presentations (assessed)

BIBLIOGRAPHY

Essential Readings:

- John Naughton (2016) The evolution of the Internet: from military experiment to General Purpose Technology. Journal of Cyber Policy, Vol. 1, Issue 1 <http://www.tandfonline.com/doi/full/10.1080/23738871.2016.1157619>
- Andrew Blum (2012) Tubes: Behind the Scenes at the Internet. Penguin.
- Global Commission on Internet Governance (2016) One Internet. Centre for International Governance Innovation (CIGI) and Royal Institute for International Affairs (RIIA). <https://www.ourinternet.org/report#chapter--the-essentials>
- Bruce Schneier, Beyond Fear: thinking sensibly about security in an uncertain world, Copernicus 2006 (Second Edition)

Optional Readings:

- Digital Dividends (2016) World Development Report, World Bank.
- Carsten Maple (2017) Security and privacy in the internet of things. Journal of Cyber Policy, Vol 2, Issue 2 <http://www.tandfonline.com/doi/full/10.1080/23738871.2017.1366536>
- Paul Bernal (2016) Data gathering, surveillance and human rights: recasting the debate. Journal of Cyber Policy, Vol 1, Issue 2 <http://www.tandfonline.com/doi/full/10.1080/23738871.2016.1228990>
- Michael Chertoff (2017), A public policy perspective of the Dark Web, Journal of Cyber Policy, <http://www.tandfonline.com/doi/full/10.1080/23738871.2017.1298643>
- Marc Goodman (2015), Future Crime: Everything is Connected, Everyone is Vulnerable and What We can Do about it. Toronto: DoubleDay Canada
- Joyce Hakmeh (2016), Cybercrime and the Digital Economy in the GCC, <https://www.chathamhouse.org/publication/cybercrime-and-digital-economy-gcc-countries>
- Joyce Hakmeh (2016), Building a Stronger International Legal Framework on Cybercrime, <https://www.chathamhouse.org/expert/comment/building-stronger-international-legal-framework-cybercrime>
- Thomas Rid, The Rise of the Machines, London: Norton, 2016
- Laura de Nardis, The Global War for Internet Governance, Yale University Press, 2014
- Caroline Bylon, David Livingstone, Roger Brunt (2015), Cyber Security at Civil Nuclear Facilities: Understanding the Risks, Chatham House, Research Paper, <https://www.chathamhouse.org/publication/cyber-security-civil-nuclear-facilities-understanding-risks>
- Shoshana Zuboff: The Age of Surveillance Capitalism; the fight for a human future at the new frontier of power, 2019,
- Glenn Greenwald, No Place to Hide: Edward Snowden, the NSA, and the U.S. Surveillance State - ISBN13: 9781627790734
- Andrew Keen, How to Fix the Future: Staying Human in the Digital Age, Atlantic Books, 2018

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

TEACHING METHODS

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

ASSESSMENT

The first (60% of the final mark) will be based on the student presentations which take place in the final session. Students will be assessed on level of preparation displayed, content of the presentation, use of sources, participation in class discussions and cooperation with the group of students.

The second element (40% of the final mark) will be based on the written, multiple choice test consisting of 20 questions. Three options will be given for each question, of which only one is correct. The test will be scheduled to take place following completion of the course, to allow revision time for students.

Gender and Security	credits: 6
Professor Anna Loretoni	semester I
e-mail: anna.loretoni@santannapisa.it	

LEARNING OBJECTIVES AND OUTCOMES

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

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

- Build a solid and conceptual toolkit to investigate broad social phenomena from a gender-sensitive perspective;
- Critically deconstruct crucial security issues from a gender perspective (e.g. economic violence, war crimes and gender-based violence in conflict and post-conflict situations);
- Analyse the intersection between gender and human rights approaches to security;
- Detect and highlight the aporias implicit in the principal security/securing narratives concerning gender.

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

PREREQUISITES

Basic notions of modern and contemporary philosophy, political philosophy, epistemology, political science, sociology are required from the side of the students, to allow them to quickly grasp the contents of the course.

CONTENTS

The sessions making up the course are as follows:

- Session I – A conceptual/methodological introduction
- Session II – Analysing gender and security: the deconstructive strategy and the intersectionality approach
- Session III – Gender-based violence in contemporary societies: stigmatization and victim-blaming practices
- Session IV – Gender-based violence and war crimes: women as victims of conflict
- Session V – Human rights approaches to gender-based violence
- Session VI – Discussing EU policies addressing gender-based violence
- Session VII – Interactive session I
- Session VIII – Interactive session II
- Session IX - Catch up session and final recapitulation

BIBLIOGRAPHY

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

Suggested Readings:

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

Eigenberg, Helen and Tammy Garland, "Victim Blaming", in *Controversies in Victimology* (2nd ed.), edited by Laura J. Moriarty (Newark: LexisNexis, 2008).

Hansen, Lene, "Gender, Nation, Rape. Bosnia and the Construction of Security", *International Feminist Journal of Politics*, 3 (1), April 2001, 55–75.

Kennedy, Caroline and Sophia Dingli, "Gender and Security", in *Contemporary Security Studies*, edited by Alan Collins (Oxford: OUP, 2016), Chapter 11.

MacKinnon, Catharine A., *Are Women Human? And Other International Dialogues* (Harvard University Press, 2006), selected parts.

Rubio Marín, Ruth and Dorothy Estrada-Tanck, "Violence against Women, Human Security and Human Rights of Women and Girls: Reinforced Obligations in the Context of Structural Vulnerability", in *Gender, Violence and Human Security: Critical Feminist Perspectives*, edited by A. M. Tripp, C. Ewig and M. Marx Ferree M. (New York: New York University Press, 2013).

Fundamental Documents:

- Council of Europe, Convention on Preventing and Combating Violence Against Women and Domestic Violence (2011).
- EU, EU Charter of Fundamental Rights, 2000.
- UN, Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), 1979.
- Istanbul Convention: Combatting Violence Against Women, 2016

TEACHING METHODS

There will be 6 classes of about 2 hours each and 2 classes of about 3 hours. 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 activities. Students will be required to go through the readings included in the syllabus before each class, and to actively participate in class discussions.

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

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

ASSESSMENT

Assessment will be based on the quality of class participation (30%) and class presentation on one of the themes addressed in class, to be agreed upon with the instructors (70%).

Security Rights from a Constitutional Law Perspective	credits: 3
Professor Giuseppe Martinico	semester II
e-mail: giuseppe.martinico@santannapisa.it	

LEARNING OBJECTIVES AND OUTCOMES

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

This course has the following Learning Outcomes:

Students should acquire confidence in legal problem-solving skills, including identifying and diagnosing a problem, finding precedents in the case law of Supreme or Constitutional Courts.

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

Students should be able to undertake comparative research.

PREREQUISITES

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

CONTENTS

The sessions making up the course are as follows:

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

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

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

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

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

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

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

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

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

BIBLIOGRAPHY

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

First Session

Reading

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

Supp. Reading

N. Bobbio, “The Age of rights” in N. Bobbio, *The Age of Rights*, Cambridge, Polity Press, 32-46

Second Session

Reading

A. Jakab, “Breaching constitutional law on moral grounds in the fight against terrorism: Implied presuppositions and proposed solutions in the discourse on ‘the Rule of Law vs. Terrorism’”, *International Journal of Constitutional Law*, 2011, 58–78

Supp. Reading

K. Scheppele, “Law in a Time of Emergency: States of Exception and the Temptations of 9/11”, *University of Pennsylvania Journal of Constitutional Law*, 2004, 1001-1083

Third Session

Reading

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

Supp. Reading

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

Fourth Session

Reading

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

Supp. Reading

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

Fifth Session

Reading

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

Supp. Reading

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

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

Sixth Session

Reading

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

Supp. Reading

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

Seventh Session

Reading

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

Supp. Reading

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

Eight Session

Reading

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

Supp. Reading

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

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

Ninth Session

Reading

C-362/14, Maximilian Schrems v Data Protection Commissioner, <http://curia.europa.eu/>
ECtHR, Human Rights Watch and Others vs. UK, Applications nos. 58170/13, 62322/14 and 24960/15, <https://hudoc.echr.coe.int/eng#%7B%22itemid%22:%5B%22001-186048%22%5D%7D>

Supp. Reading

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

TEACHING METHODS

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

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

ASSESSMENT

The assessment will be based on two distinct elements.

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

The second element (40% of the final mark) will be participation in class discussions, assessed on the basis of the level of preparation displayed, the degree of engagement in case-study solving, the originality of the ideas offered and the persuasiveness of the arguments proposed.

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

LEARNING OBJECTIVES AND OUTCOMES

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

At the end of the course students are expected to:

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

PREREQUISITES

None.

CONTENTS

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

BIBLIOGRAPHY

The textbooks for general reference are

- Levi-Faur, D. (2012), *The Oxford Handbook of Governance*, OUP, Oxford;
- Bevir, M. (2011), *The Handbook of Governance*, SAGE, London;
- Hale, T. and Held, D. (2011), *The Handbook of Transnational Governance: Institutions and Innovations*, Wiley, London.

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

TEACHING METHODS

The course is based mainly on lectures, with ample room dedicated to in-class discussion to stimulate peer learning. The last part of the course will include simulations and role plays aimed at familiarising the students with the theoretical and policy debates with regard to the governance of complex global issues in the fields of social security and the nexus between international development and security.

Note that attendance of the course is mandatory. In case of absence, students should, whenever possible, inform the lecturer beforehand via email. Any absence should be duly justified. In order to obtain the credits, students are expected to follow at least 80% of the classes. The board will be informed in case any student exceeds the 20% threshold of absence and will make the necessary determinations. These may include a forfeiture of the possibility to sit the final exam of the course. The last part of the course will be dedicated to the preparation and carrying out of the governance framework simulation, with the participation of practitioners professionally involved in transnational global governance issues.

ASSESSMENT

The assessment will be based on three distinct elements:

- in-class participation: students are expected to read the material assigned for each meeting 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;
- final exam: the oral exam will consist of question on the different parts of the programme.

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

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

LEARNING OBJECTIVES AND OUTCOMES

The course aims at developing a critical understanding of contending ethical approaches about security issues that arise from human conduct and from political and military contexts, at both national and supranational level. A specific focus will be devoted to a critical analysis of the conceptual vocabulary used in the most relevant official documents related to specific security issues, also by promoting an interdisciplinary approach to the topics, expounded through the lens of public ethics, political philosophy and European studies.

PREREQUISITES

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

CONTENTS

The first part aims at giving a comprehensive framework regarding the most relevant ethical theories (e.g. deontological, teleological and consequentialist ethics). Specific conceptual vocabulary will be put into focus, with particular reference to the concepts of vulnerability, freedom, responsibility, and trust. Furthermore, the first part of the course aims at justifying and analysing criteria that should inspire human conduct in specific challenging contexts regarding security issues.

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

BIBLIOGRAPHY

The bibliography listed below is by no means exhaustive. A list of specific readings will be provided at the beginning of each part of the course. Discussions will be based on the required readings.

- S. Blackburn, *Ethics: A Very Short Introduction*, Oxford University Press, Oxford 2003
- W. Kymlicka, *Contemporary Political Philosophy*, Oxford University Press, Oxford 2002.
- D. Copp, *The Oxford Handbook of Ethical Theory* Oxford University Press, Oxford 2006.
- Burke, *Beyond Security, Ethics and Violence*, Routledge, London 2007.
- Burke, K. Lee-Koo, M. McDonald (eds), *Ethics and Global Security. A Cosmopolitan Approach*, Routledge, London 2014.
- J.P. Burgess (ed.), *The Routledge Handbook of New Security Studies*, Routledge, London 2010.
- R. Geuss, *Outside Ethics*, Princeton, Princeton University Press 2005.
- J. Nyman, A. Burke (eds), *Ethical Security Studies. A New Research Agenda*, Routledge, London 2015.
- B.J. Steele, *Alternative Accountabilities in Global Politics: The Scars of Violence*, Routledge, Abingdon and New York 2013.
- M. Manjikian, *Cybersecurity Ethics. An introduction*, Routledge, Abingdon and New York 2018.

TEACHING METHODS

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

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 final grades will be based on the class participation and on the quality of a research proposal presentation starting from the contents discussed during the courses.

Introduction to Statistics and Probability	credits: 3
Professor Maria Francesca Romano and Chiara Seghieri	semester I
e-mail: mariafrancesca.romano@santannapisa.it	
chiara.seghieri@santannapisa.it	

LEARNING OBJECTIVES AND OUTCOMES

The course intends to provide a systematic introduction to the use of data and information in social sciences.

Topics discussed include examples of real-world applications of statistics.

At the end of the course, students will be able to:

- develop a critical understanding of the use of statistics in contemporary social science;
- think of ways to extract the most information using the most common basic statistical methods;
- critically evaluate research from a statistical perspective.

PREREQUISITES

The course does not assume any prior knowledge in statistics. However, basic knowledge of math and algebra is appreciated; familiarity with Excel and/or Open Office Calc and browsers is required.

Students will be required to sit an entry test, composed of multiple-choice questions.

CONTENTS

Module 1: Data and sources of data

- Data description (scale of measurement,...)
- Official sources of data (National Institutes, UN, ...)
- Non official sources of data (surveys from research groups, ...)
- Observational and experimental studies
- Administrative data / Open Data as sources of data
- Text as Data
- Web crawling for data: cautions and advices

Module 2: Graphs and tables

- Definitions (type of graphs, samples, counts, units and so on)
- Creating tables and graphs
- Cautions and advices using data collected from other researchers

Module 3: Indicators

- Definitions (summary statistics, composite indexes,...)
- Comprehension and Interpretation
- Comparing entities

Module 4: Taxonomy of statistical models

- Definitions
- Univariate / bivariate models (relation between units or between variables)
- Longitudinal models (trends by year)
- Multidimensional and multivariate models

BIBLIOGRAPHY

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

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

TEACHING METHODS

Concepts will be exposed using real world examples and case studies. Microsoft Excel and a statistical software (e.g. Stata, SAS) will be used to analyse data and emphasis will be given to the interpretation of outputs.

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

Written examination with 10 multiple-choice questions: six correct answers is the minimum to pass the examination.

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

LEARNING OBJECTIVES AND OUTCOMES

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

By the end of the course students should:

- Have a firm grasp of the main tenets of the law of armed conflict and know how it interacts with germane areas of international law that are relevant in armed conflict scenarios;
- Be able to analyse, understand, and explain the main legal issues pertaining to the conduct of hostilities and the protection of individuals involved therein;
- Have the capacity to conduct an autonomous legal assessment of specific scenarios, and to suggest solutions to legal problems.

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

PREREQUISITES

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

CONTENTS

The course is composed of three different parts and is made up of a total of eighteen sessions. The first part (Sessions I – X) is devoted to a general introduction to the law of armed conflict, setting out its rationale, its historical development, its applicability, its interaction with other branches of international law (notably human rights law), its main tenets (distinction, proportionality, necessity, prohibition on unnecessary suffering) and its implementation. The second part (Sessions XI – XVII) will be devoted to specific issues that have recently been the object of debate between states and within the legal community. These include the law of occupation, the issue of targeted killings and of the use of drones for offensive purposes, the provision of humanitarian assistance, urban warfare, the detention and use of nuclear weapons, the conduct of multinational operations and the connected responsibility regime. The last session (XVIII) will be reserved for catching up with the course's contents (if needed) and for a general recapitulation of the topics covered during the course.

The sessions making up the course are as follows:

Session I – Definition and rationale of the law of armed conflict (LOAC)

Session II – Historical development of the LOAC and distinction between jus in bello and jus ad bellum

Session III – Applicability of the LOAC (1/2)

Session IV – Applicability of LOAC (2/2)

Session V – The interplay between the LOAC and Human Rights Law

Session VI – Civilian, Combatant and POW Status (1/2)

Session VII – Civilian, Combatant and POW Status (2/2)

Session VIII - Means and methods of combat (1/2)

Session IX - Means and methods of combat (2/2)

Session X – Implementation of the LOAC

Session XI – The law of belligerent occupation

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

Session XIII – Provision of humanitarian assistance in armed conflicts (1/2)

Session XIV – Provision of humanitarian assistance in armed conflicts (2/2)
Session XV – The LOAC and Urban Warfare
Session XVI – The LOAC and multinational operations
Session XVII – Nuclear weapons under international law
Session XVIII – Catch up session and final recapitulation
Session XIII – Provision of humanitarian assistance in armed conflicts (1/2)
Session XIV – Provision of humanitarian assistance in armed conflicts (2/2)
Session XV – The LOAC and Urban Warfare
Session XVI – The LOAC and multinational operations
Session XVII – Nuclear weapons under international law
Session XVIII – Catch up session and final recapitulation

BIBLIOGRAPHY

The textbook for general reference is Nils Melzer, *International Humanitarian Law - A Comprehensive Introduction*, International Committee of the Red Cross, 2016 (available free of charge at <https://shop.icrc.org/international-humanitarian-law-a-comprehensive-introduction-2508.html>).

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

TEACHING METHODS

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

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

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

ASSESSMENT

The assessment will be based on two distinct elements.

The first (75% of the final mark) will be based on the result of a written exam, composed of 20 multiple-choice questions (with 3 possible answers each, only one of which is correct) and 3 open questions. The open questions may include one or more brief case studies to which students will be asked to provide solutions grounded on the contents of the course.

The second element (25% of the final mark) will be participation in class discussions, assessed on the basis of the level of preparation displayed, the degree of engagement in case-study solving, the originality of the ideas offered and the persuasiveness of the arguments proposed.

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

LEARNING OBJECTIVES AND OUTCOMES

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

The main objective is to develop an understanding of contending approaches to the study of security, as well as the ability to analyse contemporary security policies and practices from a conceptual perspective. Additionally, the course is designed to improve the ability to write a research paper proposal. The depth and breadth of the course is expected to stimulate students to pursue their intellectual and professional interests and develop their own areas of specialisation in the field of security. At the end of the course, students should be able to:

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

PREREQUISITES

There are no formal prerequisites to this course. Nevertheless, fundamental notions of International Relations theory will help to quickly familiarise with the various security approaches. It is also highly recommended that students keep themselves up-to-date with the major security-related events in international media.

CONTENTS

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

Course structure:

- Class 1 (3h) - Introduction. What is security?
- Class 2 (3h) – Security and geopolitics
- Class 3 (3h) - From securitisation to critical security studies
- Class 4 (3h) - The security market, organised crime and terrorism
- Class 5 (3h) - Environmental security: resource scarcity, conflict and cooperation
- Class 6 (3h) – Regional security: case analysis
- Class 7 (3h) – Research proposals: class discussion

Focus Module 1 Conflict dynamics (6 hours, dr. Margherita Belgioioso) – 4 meetings of 2 hours each (details to be announced)

Focus Module 2 Peace process challenges (6 hours, dr. Huma Saeed) 2 meetings of 3 hours each (details to be announced)

BIBLIOGRAPHY

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

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

Recommended bibliography

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

TEACHING METHODS

There will be weekly seminar meetings of 3 hours each. This is a graduate level seminar, so students are expected to read widely around the topics. The seminars include introductory mini lectures designed to contextualise, but students will be doing most of the work. Each class will be opened with a quick round-up of the most relevant news of the week. The instructor's role is to provide a basic overview of each week's topic, offer contending perspectives, and seek to generate a discussion structured around a set of questions. After a first round of introductory classes on key concepts (Francesco Strazzari), we will introduce the two specific modules on the study of armed conflict and post-conflict challenges taught by Margherita Belgioioso and Huma Saeed, while students will begin to present group work in class.

ASSESSMENT

The course uses an inductive approach that stimulates active class participation. The classroom discussions of the suggested readings will be a fundamental part of the teaching method. Students are therefore expected to participate actively in all discussions and to complete readings and assignments prior to each class. Grades will be based on the quality of class participation (25%), a midterm discussion of a teamwork assignment (25%) and a final individual exam for which students will sit in class (50%).

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

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

The Middle East and North Africa: Transformations and Challenges	credits: 3
Professor : external lecturer to be selected	semester II
e-mail:	

LEARNING OBJECTIVES AND OUTCOMES

The course will analyse the developments shaping the MENA region with a particular focus on the 2011 Arab Uprisings, subsequent conflicts and post conflict stabilization and authoritarian restoration. It will focus on both root causes and the complex socio-economic as well as political trends and dynamics at play. Particular attention will be devoted to root causes and international diplomacy and policy responses. The role of geo-politics and diplomacy and the prospects on MENA future security order will also be addressed.

The course aims at providing the students with an analytical overview of complex socio-economic as well as political and dynamics. It aims at familiarizing students with multi-layered / multi-disciplinary analysis of the complex crisis scenarios and to use it in the design of response strategies and policies.

PREREQUISITES

None

CONTENTS

SESSION 1:

Introduction – The MENA region since 2011: from popular demonstrations to civil wars and authoritarian restoration

3 hours: lecture and Q&A

Readings:

- Anderson, Lisa, “Demystifying the Arab spring: parsing the differences between Tunisia, Egypt and Libya”, in *Foreign Affairs*, Vol. 90, No. 3 (May/June 2011), pp. 2-7.
- Bayat, Asef, “The Arab Spring and its surprises”, in *Development and Change*, 15 May 2013, <https://onlinelibrary.wiley.com/doi/full/10.1111/dech.12030>.
- Heydemann, Steven & Leenders, Reinoud, “Authoritarian Learning and Authoritarian Resilience to the ‘Arab awakening’”, in *The Arab Uprisings Explained: New Contentious Politics in the Middle East*, ed. Marc Lynch (Columbia University Press, 2014), [https://www.academia.edu/5458064/Authoritarian Learning and Authoritarian Resilience Regime Response to the Arab Awakening](https://www.academia.edu/5458064/Authoritarian_Learning_and_Authoritarian_Resilience_Regime_Response_to_the_Arab_Awakening_).

SESSION 2:

Foreign interventions and diplomacy – The Libyan case (2011-2019)

4 hours: lecture and case study (group exercise and debate)

Readings:

- Lacher, Wolfram, “Was Libya’s collapse predictable?”, in *Survival*, Volume 59, Issue 2, 2017, <https://www.tandfonline.com/doi/full/10.1080/00396338.2017.1302194>.
- Collombier, Virginie, “Dialogue, mediation and reconciliation in Libya’s local conflicts », in Narbone, Luigi, Favier, Agnès & Collombier Virginie (ed.), *Inside Wars. Local Dynamics of Conflicts in Syria and Libya*, EUI/Middle East Directions, 2016, http://cadmus.eui.eu/bitstream/handle/1814/41644/Inside%20wars_2016.pdf?sequence=1&isAllowed=y.
- International Crisis Group, “The Libyan Political Dialogue: An Incomplete Consensus”, 16 July 2015, <https://www.crisisgroup.org/middle-east-north-africa/north-africa/libya/libyan-political-dialogue-incomplete-consensus>.

SESSION 3:

Social change: youth, globalization and radicalisation

2 hours: lecture and Q&A

Readings:

- Meddeb, Hamza (ed), "Religion and Politics. Religious Diversity, Political Fragmentation and Geopolitical tensions in the MENA region", MENARA Working Paper No.7, December 2017, https://www.cidob.org/en/publications/publication_series/menara_papers/working_papers/religion_and_politics_religious_diversity_political_fragmentation_and_geopolitical_tensions_in_the_mena_region.
- Roy, Olivier, "Who are the new jihadis", Opinion, The Guardian, 13 April 2017, <https://www.theguardian.com/news/2017/apr/13/who-are-the-new-jihadis>.

SESSION 4:

The new geopolitics of MENA

3 hours: lecture and Q&A

Readings:

- Barmin, Yuri, "Russia in the middle East until 2024: from hard power to sustainable influence", The Jamestown Foundation, March 2018, <https://jamestown.org/program/russia-middle-east-2024-hard-power-sustainable-influence/>.
- Wehrey, Frederic & Sokolsky, Richard, "Imagining a new security order in the Persian Gulf", Carnegie Endowment for International Peace, October 2015, <https://carnegieendowment.org/2015/10/14/imagining-new-security-order-in-persian-gulf-pub-61618>.
- Roy, Olivier, "The Shia-Sunni divide: when religion masks geo-strategy", in Narbone, Luigi & Lestra, Martin, "The Gulf monarchies beyond the Arab Spring: changes and challenges", 2015, <http://cadmus.eui.eu/handle/1814/37734>.

SESSION 5:

The challenges of stabilization

4 hours: lecture and case study (group exercise and debate)

Readings:

- Narbone, Luigi, "What Prospects for Stabilisation and Reconstruction in the Middle East and North Africa", Policy Brief 2019/04, Middle East Directions / European University Institute, March 2019, <http://cadmus.eui.eu/handle/1814/61724>.
- Lin, Christina, "How China sees its stabilizing role in MENA", in Narbone, Luigi (ed.), forthcoming ebook, Middle East Directions / European University Institute, 2019.
- Wennmann, Achim, "Reconstructing Syria, reinventing peacebuilding?", in Narbone, Luigi (ed.), forthcoming ebook, Middle East Directions / European University Institute, 2019.

SESSION 6:

Final examination (short essay)

2 hours

BIBLIOGRAPHY

For each session a number of readings have been recommended to the students.

TEACHING METHODS

The course will be a combination of frontal lectures, guided discussions and interactive sessions and group-work on case studies, followed by presentations.

ASSESSMENT

The course will be assessed as follows:

- 30 percent quality of participation
- 70 percent final examination

USEFUL WEB LINKS

Sant'Anna School of Advanced Studies

Library Sant'Anna School of Advanced Studies

<http://www.santannapisa.it/it/biblioteca>

Interdepartmental Linguistic Center of University of Pisa

<http://www.cli.unipi.it/>

DIRPOLIS Institute

<http://www.dirpolis.it>

CDG (International Research Laboratory on Conflict, Development and Global Politics)

<http://www.cdg-lab.dirpolis.sssup.it>

Canteen

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