Fall 2023 Introduction to International Security (INR 3333.)

Meeting days & times: M, W, F at 10:40 -11:30

Meeting location: Matherly Hall 0016 (MAT 0016)

Instructor: **James Biondi**

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Office Hours & Location: TBC

Course description:

Security is a contested, multifaceted, and evolving concept, which is what makes the study of security both problematic yet fascinating. The discipline of security studies has made its way into the academic and policy worlds alike, in addition to stretching far beyond the boundaries of International Relations. This course will provide you with an introduction to the various methodological, theoretical, and empirical branches of security studies. A primary aspect of this course will be to identify and critically analyze the commonalities, divergences, and nuances between the conceptualizations of security studies so you can question existing narratives and understandings of *what* security is, *how* it is conceptualized, *where* security goes, *who* is afforded security, and *how* security is practiced. Additionally, to gain a more comprehensive perspective, the course will go beyond big academic names, older works, and Western/European viewpoints on security studies by delving into recent scholarship, lesser-known scholars, and non-Western/non-European positions of security studies.

Student Learning Objectives:

I. Acquire a comprehensive understanding of core topics/themes pertaining to the field of security studies.
II. Apply theoretical & academic concepts of security to real world empirical examples.
III. Recognize the interrelation and interconnection between the themes/topics of security as outlined below in the syllabus.
IV. Understand how security studies goes far beyond international relations and political science – with these issues being relevant to many realms of life and fields of study.
V. Verbally engage with themes of international security in class alongside demonstrating more detailed understanding through the writing assignments.

Weekly Readings:

- Please ensure you do all the required readings *prior to the first class of the week.*
- The readings are designed to give you a core basis of a particular theme by exposing you to key works regarding a concept or topic of international security. Do not just rely on

attending class as a sufficient way to navigate through the course – the readings are also imperative!

- In lieu of smaller assignments I have opted for a significant reading load each week. Despite there being no assignments/quizzes on the readings *per se*, I guarantee you it behooves you to do all of the required readings, not only to enhance your own grasp of a concept or topic but to also to perform very well in the essays and exams.
- I recommend you take notes while you read and use them to supplement your class notes, and my slides for the purposes of studying.

Attendance:

- Attendance will be taken at every class. Only precleared justified absences will be accepted as a valid reason for missing class. Any medical or UF-affiliated absences should be accompanied by the requisite documentation. Please arrive a few minutes before class begins so you can sign yourself in, in a timely fashion. Despite attendance not counting toward your grade, you will only be doing yourself a vast disservice if you skip class as attendance and contribution are vital for a solid grasp of the topics.

Applicable Holidays:

- Martin Luther King, Jr's Birthday – Monday, January 15, 2024.
- Spring Break – Saturday March 9th, 2024 – Sunday March 17th, 2024.

Assessment % breakdown

- Participation – 7.5%
- Midterm – 20%
- Review essay – 17.5% & annotated bibliography – 5%
- Topic identification assignment & Subsequent Meeting– 5%
- Topical essay– 15% & annotated bibliography – 5%.
- Final – 25%

Assessments: (Exams will be taken in a *Blue or Green Book* and essay assignments will be submitted via Canvas):

I.   **Participation (7.5%):** the overall class structure is based on a combination of lecture and discussion. Therefore, throughout each weekly theme, I will pose plenty of questions, applications, and talking points for students to participate in. As such, students are encouraged to vocally engage with the material in a meaningful and thoughtful way. Do not burden yourselves with coming up with a "perfect" or "groundbreaking" contribution, as this is not necessary. However, please come prepared for each class by doing the assigned readings ahead of time. Participation will be assessed on an overall basis throughout the term rather than every time you speak. **I will be calling on randomly selected people so please be ready by completing the readings (I strongly suggest you do corresponding notes to bring to class.)** When I

call on someone, I am there to facilitate and encourage – and I could ask something that I have introduced in class, or something based on a specific reference to an assigned reading. See below for the participation grading criteria. Finally, consistent, and regular attendance are **critical** for your understanding…also if you do not attend – you cannot participate! Consistency is key!

II.   In-class midterm exam (20%). Time allowed: 50 minutes.

- Firstly, the exam will be closed book. Secondly, although you are not expected to cite like you are in essays, I encourage you to study in a manner that couples names with key arguments so you can utilize them in the exam. For example, you might want to say: "Mearsheimer argued that…," or "according to Peterson…"

- The midterm will include any theme we have covered to-date. While a part of the exam is to test your knowledge and understanding of the material, you will need to limit the descriptive nature of your answer. Every response must contain an *argument/position, theoretical analysis, and empirical examples.*

- The aim is not to impress by showing how much of an article you can memorize, but rather, how you *critically and analytically engage* with the question in a cogent and coherent manner. I will provide you with **two** essay questions, in which you will answer <u>one</u>. Please note that all themes are interconnected in some way, shape or form. So, for example, if the essay Q is on human security you might have to branch out and incorporate other themes into your answer.

- I will also provide you with a structural outline, which I would like you to follow in terms of the essay structure and areas to cover when writing. I recommend you plan your essay before you begin writing. The essay question will have multiple components, which are designed to help breakdown the question into manageable and exploratory avenues for you to tackle.

- I will give you "hooks" or "springboards" on the question sheet to act as potential routes for you to efficaciously address the Q. I do not expect you to answer all the hooks/springboards, as they are meant to act as signposts or suggestions on how you may tackle the question. Of course, you can opt to go an alternative route and not take any of the springboards/hooks on offer, which is absolutely fine; after all, there are numerous ways to tackle an essay Q.

- **Any theme** that we have covered up to the point of the midterm could feature on the exam, so students should bear this in mind while preparing for the exam. In any case, many (if not all) of the themes are interconnected and interrelated in some way, shape, and form. Therefore, although each question will have a specific thematic focus, theme synthetization is encouraged.

- <u>**However, each question will have multiple components to it, which you will be required to answer**</u>. These are different from the hooks or springboards, and I will clearly distinguish the components of the Q from the hooks/springboards on the exam sheet. <u>Again, the Q components are mandatory, but the hooks/springboards are optional suggestions for avenues you might take to delve into your answer.</u>

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- We will talk more about the exam and essay writing nearer the exam. Please also note that makeup exams will not be permitted unless there is a valid/justified excuse with documentation. The exam may only be taken in a *Blue Book* with *pen (black or blue ink)* – no pencil. All electronics and bags must be set to the side of the classroom before the exam commences. I strongly recommend that any DRC students get in touch with the DRC <u>1-2 weeks prior</u> to the exam, as the whole process can take a few days to administratively organize.

III. **Review essay/response paper (17.5%) & annotated bibliography (5%) – separately graded but submitted together in one document.**

(A) The essay:

- **The purpose of the essay:**
(I)   The aim here is to essentially address "how useful is this piece in tackling its question/topic? What are future avenues or issues the piece needs to explore?" or "what contribution does this piece has to X theme, and where does it fall short?" As with the exams, **you must have an argument.** Tell me where **you** stand in analyzing or critiquing a piece of literature.
(II)   An academic argument is not an opinion piece – either acting as a normative diatribe or extolling the praise of a particular work based on your own predilections. Instead, you must embed your argument by exposing the strengths, weaknesses, assertions, theory, and empirical evidence offered in the piece of work. Of course, your viewpoint will shine through – with some of you perhaps adopting a fonder standpoint than another, which is fine – and expected. However, your own view must be corroborated, unpacked, and substantiated by the propositions or claims that are in the piece of writing itself – matched against the relevant theory and empirical examples included or excluded from the work.
(III)   Structure it in the same form as a regular essay with an introduction, main body, and conclusion. Limit the description to briefly summarizing the author's/authors' main points albeit, do not forget this as it is needed! In the conclusion, you might want to offer future avenues that a scholar or the literature should go.
(IV)   Remember only briefly summarize the author's main takeaways from their piece. Do not get distracted in excessively summarizing the article. Please make sure everything you write emanates from the article and then circles back to it. Remember you are basing your argument, critiques, and applying the sources in relation to what is on the article. Do not fall into the trap of digression. For example, if your article is on CSS, do not get carried away writing about CSS for the sake of it, you are responding and reviewing your chosen article.
(V)   Your essay needs to include a total of **7 sources, excluding your chosen reading, with 4 sources from within the syllabus and 3 from outside the syllabus.** These sources are geared towards supplementing, corroborating or highlighting the relevancy of

whatever you are saying. In this sense, the sources are your friends. Part of the goal of this assignment is to get people exposed to weaving in many sources speaking to the same topic. For example, all the articles are embedded within a wider conversation or topic - be it human security, CSS etc., which is why it is important to bring in other relevant ones. Do NOT summarize your 7 sources. Use them at your discretion in a way that complements what you are saying. There is no wrong or right place to use the 7. I expect them to be used once or many times throughout your piece. Feel free to bring in more than 7 sources, but do not overburden yourself and aim for quality over quantity.

- **Further instructions/help:**
(I)   The length of this paper should sit at **1500 words.** Papers below 1900 words and over 2100 words will receive a considerable point deduction. Papers under 1900 words and over 2100 words will not be accepted. Your annotated bibliography is **not** included in this wordcount. See Canvas for the selection of readings to choose from.
(II)   In your introduction state your argument, points of interest or contention that you wish to raise. Remember the article is yours to do with it what you will in terms of critiquing it. For those unsure of the word critique, UNC defines it as: "writing a critique involves more than pointing out mistakes. It involves conducting a systematic analysis of a scholarly article or book and then writing a fair and reasonable description of its strengths and weaknesses." I strongly recommend everyone visits UNC's website and navigates to the language strategies used for critiquing. This will help orient your mind to capture the spirit of a critique and give you writing ideas/ways to approach a critique in terms of how to structure your sentences and what possible language to use. See: https://writingcenter.unc.edu/esl/resources/writing-critiques/
(III)   Keep direct quotations and paraphrasing to a limited amount as I am interested in hearing from *you* – not somebody else. Nevertheless, this does not mean you can avoid citing as you will still be utilizing and consulting other works. If you are unsure on how to cite or have any further questions on plagiarism, please get in contact with me. In addition, please see below for more information on plagiarism.
(IV)   I recommend you mainly use the UF library website for your research. Navigate to the "find" tab and then proceed to "journals" and "books." If you cannot find the name of a source, you want to on your initial search then try out "databases" and go from there as the particular article may be hidden in a journal that UF has access to. In "databases" scroll down to "A-Z" databases and for relevant search engines. You may also use Google Scholar and JSTOR to find sources, however the library might be the best option as you have to be additionally careful on Google Scholar. Please note if you are off campus when researching you should connect to the VPN (see instructions in the readings below) to get access to UF's offerings.
(V)   When it comes to your external sources, please select **peer reviewed** before you begin your search as this will ensure your source is credible enough to go in an academic

essay. Note that newspaper articles, links to a page such as the State Department of UN will *not* count; the sources *must* be full-length articles and/or chapters from a book. Furthermore, footnotes are *not* counted toward the total word count as long as they are solely a citation with no added explanation. If you are unsure in terms of what is appropriate or worthy enough for an academic essay – **please ask me.**

(VI)   Please use one of the following fonts: Times New Roman, Garamond, Century, Bodoni MT, or High Tower Text. You **must cite in the form of footnotes.** I am requiring you to use the **Chicago Style** of citations for your referencing (I will put the user manual on Canvas.) Format the essay in **single space in a 12-point font** with standard 1-inch margins. Furthermore, you must have a **bibliography** at the end of your paper. Note that the bibliography is **not** included in the word count **but** the words in **footnotes** are counted. Please take this distinction into account when looking at your word count. Late assignments will not be accepted unless there is a valid/justified excuse with documentation.

(VII)   Essays sent in more than 48-hours after the due date will not be accepted. Essays submitted in the first 48 hours after the deadline will receive an automatic 7-point subtraction. Note that late essays will most likely be penalized. Essays sent in more than 48-hours after the due date will not be accepted. Please upload your document in either a **Word Doc., or PDF.** Please note that failure to comply or follow any of the above instructions or requirements will potentially lead to a point deduction depending on the infraction.

(VIII) I have enabled Turnitin for the essay assignment in addition to my own checking. Any cases of plagiarism for *any* assignment will result in an automatic zero with *no* opportunity for a redo. You **may NOT** replicate work you have done in any other essay – in or outside of this class. To copy your work would constitute **self-plagiarism** and will therefore be treated as an act of plagiarism. As such, please write everything afresh or completely new to avoid self-plagiarism.   Do **not** use ChatGPT *or* any other AI for *either* of your essays! AI-produced work is not your own work, and any AI-generated work will receive an automatic zero. The instructor reserves the right to ban materials under the UF Honor Code cheating clause. Please note there are detection software programs out there to detect the usage of AI.

(IX)   Do not plagiarize – either unintentionally or purposefully – as this is an extremely serious academic infraction. Please remember to adequately cite throughout your work, which includes not only direct quotations but any idea, paraphrase, argument etc., or source of information that you draw upon. Also, improper paraphrasing – even with the requisite citation can still be counted as plagiarism so please write in your own words unless doing a direct quotation (with a citation.) Please see the paraphrasing guides and other writing or plagiarism material that are located within the files on Canvas.

(B) **Annotated bibliography (5%)**

- Firstly, a bibliography contains everything you consulted in the process of your research – even if a source is not contained within the material. A footnote is something you directly or indirectly referred to but a bibliography extends beyond that. If you consulted a source along your research journey but did not include it in the footnotes it still belongs in the bibliography.
- An annotated bibliography is just exactly what the name suggests: a bibliography that is annotated! The annotated bibliography should contain: (I) the main points of the piece, (II) its strengths and weaknesses, (III) why the source is relevant to your Q/task/assignment, and (IV) the purpose/scope of the work. Essentially, tell me why this work is useful for your piece and what makes it beneficial.
- The length of **each annotation should be 100 words** in length per source. Do NOT exceed this. There is a +/- 10% grace threshold before penalties are applied. So, do not go under 90 words or over 110 words. Your annotated bibliography must **only come from sources within the syllabus.** You may choose sources from the syllabus you have footnoted/cited in the essay.
- You will need to do another annotated bibliography for your topical essay, and it cannot overlap with the annotated bibliography for this assignment. Therefore, whatever theme or themes you annotate here, you **cannot** use in the topical essay. This effectively means if you do your review paper on securitization you cannot do securitization for your topical essay or any of the sources within this theme (this avoids sticking with a "pet theme.") Likewise, if you include human security with your review essay on securitization you may **not** choose human security for the topical essay – it must be a completely new theme.
- Your annotated bibliography must contain **7 sources from the syllabus.** You will notice the instructions for the essay itself state you must use 4 syllabus citations at minimum, but remember, the bibliography includes works you have consulted but not specifically included in the footnotes. So, you will need to do extra reading from the syllabus for your chosen theme/s for the annotated bibliography. Your **7 syllabus sources *can* include ones you have footnoted or cited.**
- You only need to annotate the 7 syllabus sources. Any others from the syllabus or outside it (scholarly or news) do not need annotation. I have uploaded some help guides on annotated bibliographies for you to peruse on Canvas. If you are unsure about anything – please ask!

IV.   Topic Identification Assignment & Subsequent Meeting (5%)
- Choose a news article that reflects a topic from world politics between the years 2020-2023. Based on your selection, analyze how one theory we have covered speaks to it. What can one theory tell us about a given political event? (See instructions below.)
- I want to see your identified topic **before** you start working on the essay to make sure it is going to work. Therefore, I will create an assignment on Canvas for you to **explain your chosen example in relation to your chosen theory by writing 5-10 lines** why **you** think it is suitable and what you plan to do with it i.e., your strategizing.

- You **MUST** do this assignment and get the thumbs up from me **BEFORE** you can proceed with the essay. Students who do not do this assignment will **NOT** be able to submit an essay.
- As this assignment is only a few lines, you do not need to upload a file for this – simply write or copy text in the Canvas box. I will provide comments on every post and personally email you if I detect potential problems. If you are struggling with topic identification or anything else concerning the assignment, please do not hesitate to come and see me for assistance. This assignment will be graded on effort, thoughtfulness, and engagement.
- After you submit your identification and I have left my comments, **I want to meet with each one of you throughout my office hours** to discuss what you are going to do. Based on previous classes, students did better, on balance, if they spoke with me in office hours after reading my feedback. Nearer to the time I will present a **sign-up sheet** in class with a series of times for you to select followed by posting it on Canvas. If you cannot make my scheduled hours, email me to arrange an alternative time/date.

V.   **Topical Essay Question (15%) & Annotated Bibliography (5%) – separately graded but submitted together in one document.**

(A) Topical Essay

- **The purpose of the essay:**
(I)   For this essay I would like you to choose a news article that reflects an international/global political event ranging from 2020-2023 that is well-suited to international security studies. Upon selection, choose **one theory** as a lens to analyze or assess your selected topic. Think of this like writing for an academic magazine. The overall point of this essay assignment is to apply one theory or concept we have covered to a real-world current example. Remember to have an argument and position! To organize/structure your essay, I highly recommend you use **subheadings** that underscore the main eye-catching points of your piece.
(II)   The length of this essay is **1000 words.** You have a latitude of 100 words on either side before point penalties kick in. So, for example, essays between 900-1100 words are fine. Anything below or above will receive a noticeable deduction in points. Your essay must have a title with the chosen theory on it addition to your chosen political event.
(III)   Imagine you are writing this for your dad, or STEM college friend, or any other educated person. You are NOT writing this solely for me. I say this because if you are writing this for your dad or STEM college friend, you will need to explain the theory (in particular) and the topic to them. I know what ontological security, human security, etc., is but they most likely do not. Therefore, your readership is not to be directly aimed at me, which means you need to take time to explain, unpack and situate whatever you say.

(IV)   There is a research and integrative component within this essay. Thus, please do the following: (A) **choose two works from the syllabus that are in the same theme as your chosen theory** *and* (II) **find two other news (non-scholarly) sources related to your piece and weave them in,** making a total of **four** sources. You are welcome to exceed four but keep it limited due to the essay length. Essays that do not adhere to these guidelines will suffer a point penalty. Feel free to bring in more than four sources but do not overburden yourself and opt for quality over quantity. The idea of incorporating two other news sources is to see how other outlets are *framing* the issue at hand. You may choose to cross-compare, or critique as you see fit.

- **Added instructions/help:**

(I)   Do not be rigid in your approach! This is neither a review essay question nor an exam paper. Therefore, follow your own creative curiosity. The way I advise people to approach this as follows: imagine you are sitting in your apartment looking at your chosen topic on the news. Then, imagine, for some reason you glance over and see your selected theory out of the corner of your eye. Then, ask yourself "I wonder how X theory relates to Y topic." What does it reveal? What does it show? What's its use? This is where you follow your own sense of inquisitiveness. The task of the assignment is what we can glean, learn, or understand from X theory in relation to Y, topic but aside from that, this is your chance to be creative.

(II)   Having said the above, please note that you still must write formally. You will also need to do DIGGING and RESEARCH into your topic in relation to your chosen theory to do this well. I put the minimum number of academic and news sources in the syllabus, but of course you are welcome to exceed this within reason. Also, not all your own personal research needs to be a source. For this assignment, the theory is pretty much "done" for you, in which you need to apply and understand it but need not do further research beyond your notes, my slides, and the syllabus. However, you will need to unearth and excavate how your chosen topic applies to your chosen theory.

(III)   You need to paint a picture/construct a puzzle. For example, merely saying Russia-Ukraine is an example of ontological security is grossly insufficient. Why? How? Why is this part of Russia's ontological sense of being? Why is it a historical continuity? Why is it a national myth? Why is it so important for Putin? What is the history behind this i.e., part of the old Russian Empire and USSR. Why is Russia pursuing this as a form of ontological security? Why can this be seen as a continuation of Russia's cognitive cocoon/sense of self &shared understanding as opposed to a break from it? Why is this not an existential destabilization? Why is this acting against the fear of the unknown? Of course, you need not address all these queries, but this is the sort of digging you will need to do to pursue such a question. In other words, you will need to be well versed in the context of your chosen topic to do the assignment well. The same goes for any theory - be it traditional security, human

etc. You must understand the circumstances of your own case/topic before you start trying to link it to the theory.

(IV)   Your news sources do NOT have to contain any language concerning your chosen theory. A couple of you have expressed to me that you struggled to find a news source mentioning, say, human security or securitization regarding your selected topic. The news sources are solely for context. In any case, you will be hard-pressed to find a BBC or NPR news source containing securitization as a word! Whenever you cite a news link in a footnote (and indeed in the bibliography) remember to post the full working link.

(V)   Essays sent in more than 48-hours after the due date will not be accepted. Essays submitted in the first 48 hours after the deadline will receive an automatic 7-point subtraction.

(B) Annotated Bibliography (5%)

- Same rules as the first annotated bibliography aside from: (I) 5 syllabus sources not 7. Still write 150 words for each annotation.

VI.   Final exam (25%). Time allowed: 80 minutes.

- This will be styled & formatted in the same way as the midterm exam with one exception – you will have a choice of **two** questions to choose from in which you will answer <u>**one.**</u> The questions could include *any theme* throughout the course, so please comprehensively prepare, although expect a heavier emphasis on the post-midterm themes. In any case, many (if not all) of the themes are interconnected and interrelated in some way, shape, and form. Therefore, although each question will have a specific thematic focus, theme synthetization is encouraged.

- Although the theories are less weighted than the midterm, they are nonetheless necessary so ensure you keep overall applications in mind. As with the midterm, when you are studying – start more aggregate then zoom inwards based on specific examples and trends, critiques, and/or questions.

- The FINAL EXAM occurs during finals week, and per ONE.UF, our allotted time is 05/02 @ 7:30 AM - 9:30 AM. The exam will be held in our regular classroom – unless otherwise notified and will last 80 minutes from 8:10 AM – 9:30 AM on Thursday, May 2nd, 2024.

Grading Policy for exams, essay & participation:

Exams & Essays

All exams and essay assignments will be out of 100 points. I do not believe in rigidly following a rubric or painstakingly deducting points for every "mistake" *per se,* so please do not view your grade as "why did I lose X number of points," as my approach is not so mechanical. Instead, I assess your work based on its overall quality and assign a corresponding grade. I will be looking for: **argument, writing coherency, diligent writing, strong levels of analysis, engagement and understanding of the material, the**

reasoning/evidence used, and how well the question links together between all its parts. To further break it down for **exams,** think of the grading being broken down into three overall elements:

I. The extent to which the response demonstrates an understanding of key concepts and thoughtfully and thoroughly answers the questions grounded in a solid argument.
II. The depth of the analysis, including reference to specific citations and examples and attention to the connections between course materials.
III. The overall quality of the work, including evidence of effort, logic and reasoning, and conformity to the formatting guidelines.

For essays, grading will be broken down even further:

I. Argument.
II. Critique & analysis.
III. Content.
IV. Fluency & consistency.
V. Grammar, syntax & style.
VI. Adherence to the assignment instructions.

Participation

Participation will be assessed along the following guidelines:

I. (A) – very regular, relevant, frequent, consistent, and thoughtful engagement. Such a contribution goes beyond asking the instructor questions, repeating information already said by one's peers, and simply saying "author X said this…" or "according to reading Y…" as this is just reiterating substance from the readings/authors. Additionally, the student will oftentimes contribute something new/creative or analytical to the dialogue – either theoretically or empirically. Lastly, although contributions can be inventive, they remain relevant to the topic at hand.
II. (A-) noticeable frequency, relevancy, and consistency in class participation. A relatively commendable amount of participation beyond asking the instructor questions and repeating information that has already been said by a classmate or a reading/scholar. Despite being less frequent and analytical than what is required for an (A) grade, the student will nonetheless be observable in their analysis and insightful participation – either theoretically or empirically.
III. (B+) the same criteria as the A- grade **but** participation is on a less frequent and consistent scale.
IV. (B) the student earnestly tries to contribute to the conversation or dialogue but struggles to apply the point/theme/theory/example in a meaningful, analytical or germane way. Although the student tries, the instructor has to oftentimes step in to assist the student in terms of making sense of a comment, applying/situating the student's point or question raised to the ongoing dialogue, deduce relevancy, and

relate the "author X said this" or "reading Y said that" remark by the student to something wider for it to fit the flow of the dialogue.

V.   (C+) the same criteria as the B grade **but** participation is on a less frequent and consistent scale.

VI.   (C) the student infrequently, irrelevantly, vaguely/confusingly (the comment struggles to make discernible sense), and inconsistently participates. In addition, the student does not tend to go beyond asking the instructor questions, or repeats information already said by the instructor, author/reading, or a peer.

VII. (C-) the same criteria as the C grade **but** participation is on a less frequent and consistent scale.

VIII. (D+ and below) for *very* seldom, sloppy, digressing, repetitive, or confusing participation.

The grading scale is as follows: 100-92(A); 91-90 (A-); 89-87 (B+); 86-83 (B); 82-80 (B-); 79-77 (C+); 76-73 (C); 72-70 (C-); 69-67 (D+); 66-63 (D); 62-60 (D-); 60-0 (E)

Reading Assignments & Course Themes (to be done prior to class on Monday):

Week I/Theme I/Introduction: the concept, discipline, & elusiveness of international security

Recommended Introductory Readings (to be done in the first week):

I.   Stephen Walt. 1991. The Renaissance of Security Studies. *International Studies Quarterly* 35 (2): 211-239.

II.   Kolodziej, Edward, "Wither Security Studies After The Cold War?" in Bajpai, Kanti & Cohen, Stephen (eds.,) *South Asia After the Cold War*. Oxfordshire, UK: Routledge, 1993 – read pages 20-25.

III. Baldwin, David, "The Concept of Security," *Review of International Studies* (1997) 23:1 5-26.

Supplementary Introductory Readings:

IV.   Huysmans, Jef. 1998. Security! What Do You Mean? From Concept to Thick Signifier. European Journal of International Relations 4 (2): 226-255.

V.   Gjørv, Gunhild Hoogensen. 2012. Security by any Other Name: Negative Security, Positive Security, and a Multi-Actor Security Approach. *Review of International Studies* 38: 835–859.

Week I-II/Theme II: what constitutes traditional security & is the study of security moving away from traditional & state approaches to security?

Required Readings:

I.   Chaijaroenwatana, Bussabong & Haque, Mahbubul: "Displaced Rohingya and Concern for Nontraditional Security Risks in Thailand," *Asian Affairs: An American Review* 47:3, 201-225.

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II.   Alles, Delphine, "Premises, Policies and Multilateral Whitewashing of Broad Security Doctrines: A Southeast Asia-Based Critique of "Non-traditional" Security," *ERIS* vol. 6, Issue 1/2019, 5–26.

III. Glaser, Charles, "The Security Dilemma Revisited," *World Politics* vol. 50, no. 1, Fiftieth Anniversary Special Issue (Oct., 1997), 171-201.

IV.   "The Economics of War & Peace," in, *The Oxford Handbook of International Security 2018* (on Canvas.)

Supplementary Reading:

V.   John Herz and the Security Dilemma – see Canvas.

Week III/Theme III: human (in)security – what is human security and how do we make a human life secure?

Required Readings:

I.   Paris, Roland. 2001. Human Security: Paradigm Shift or Hot Air? *International Security* 26 (2): 87-102.

II.   Peterson, Jenny H. 2013. Creating Space for Emancipatory Human Security: Liberal Obstructions and the Potential of Agonism. *International Studies Quarterly* 57: 318-328.

III. Peou, Sorpong. 2019. Human Security after 25 Years: Some Introductory Remarks and Critical Reflections. *Asian Journal of Peacebuilding* 7 (2): 161-181.

IV.   https://www.un.org/humansecurity/wp-content/uploads/2017/10/h2.pdf (skim the first 10 pages.)

Supplementary Readings:

V.   Kaldor M. Human Security: Practical Possibilities. LSE Public Policy Review. 2020; 1(2): 7, pp. 1–8.

VI.   Chandler, David, Human Security: The Dog That Didn't Bark. Security Dialogue August 2008, Vol. 39, No. 4 (August 2008), pp. 427-438.

Week IV/Theme IV: Critical Security Studies – how critical do we need to be and what does a critical approach look like?

Required Readings:

I.   Peoples, Columba, and Nick Vaughan-Williams. *Critical Security Studies: An Introduction.* 3rd edition. Abingdon, Oxon; New York, NY: Routledge, 2020. Read chapter II (Critical Theory pp. 31-49.)

II.   McCormack, Tara. Critique, Security and Power: *The Political Limits to Emancipatory Approaches.* 1st edition. London: Routledge, 2013. Read Chapter IV (Yugoslav breakup, pp. 62-81.)

I.   Abu-Lughod, Lila. *Do Muslim Women Need Saving?* Reprint edition. Cambridge, Massachusetts & London, England: Harvard University Press, 2015. Read Chapter I (pp. 27-54.) (Go to the library website for online access. If you are not on campus,

make sure you connect to the VPN to access the book:
https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/)

III.   Barkawi, Tarak and Mark Laffey. 2006. The Postcolonial Moment in Security
         Studies. *Review of International Studies* 32: 329–352.
IV.   Ezemenaka, Kingsley & Ekumaoko, Chijioke, "The Dilemma of Global South's
         Contributions to Critical Security Studies: The African Case," *Journal of Black Studies*
         2021 vol. 52 (8) 912-930.

Supplementary Readings:

V.   Nik Hynek & David Chandler (2013): No emancipatory alternative, no critical
         security studies, *Critical Studies on Security*, 1:1, 46-63.
VI.   Makinda, Samuel, "Critical Security Studies, Racism & Eclecticism," *Security
         Dialogue*, 2021, vol. 52(S) 142–151.
VII.   Salter *et al*, "Horizon Scan: Critical Security Studies for the next 50 years," *Security
         Dialogue* vol. 50(4S) 9– 37.
VIII.   Chandler, David & Chipato, Farai, "A Call for Abolition: The disavowal and
         displacement of race in critical security studies," *Security Dialogue* 2021, vol. 52, (S) 60-
         68.

Week V/Theme V: securitization – an avoidable and harmful construction or an ineluctable reality of world politics?

Required Readings:

I.   Roe, Paul. 2012. Is Securitization a 'Negative' Concept? Revisiting the Normative
         Debate over Normal versus Extraordinary Politics. *Security Dialogue* 43 (3): 249-266.
II.   Howell, Alison, and Richter-Montpetit, Melanie, "Is securitization theory racist?
         Civilizationism, methodological whiteness, and antiblack thought in the Copenhagen
         School," *Security Dialogue* 2020, vol. 51(1) 3–22.
III.   Weaver, Ole, and Buzan, Barry, "Racism and responsibility – The critical limits of
         deepfake methodology in security studies: A reply to Howell and Richter-Montpetit,"
         Security Dialogue 2020, vol. 51(4) 386–394.
IV.   Rana, Sohel & Riaz, Ali, "Securitization of the Rohingya Refugees in Bangladesh,"
         Journal of Asian and African Studies, 2022, 1-17.

Supplementary Readings:

V.   Stritzel, Holger. 2007. Towards a Theory of Securitization: Copenhagen and Beyond.
         European Journal of International Relations 13 (3): 357-383.
VI.   Balzacq, Thierry, Sarah Léonard, and Jan Ruzicka. 2016. 'Securitization' Revisited:
         Theory and Cases. *International Relations* 30 (4): 494–531.
VII.   Baysal, Basar, "Coercion by fear: Securitization of Iraq prior to the 2003 war,"
         International Journal, vol. 74 (3), 363-386.

VIII.   Bertrand, Sarah, "Can the subaltern securitize? Postcolonial perspectives on securitization theory and its critics," European Journal of International Security 2018 3:3 281-299.

Week VI/Theme VI: ontological security – is it possible to be "secure" in our state of being? What does ontological security look like on the global stage?

Required Readings:

I.   Badredine, Arfi. 2020. Security qua existential surviving (while becoming otherwise) through performative leaps of faith, *International Theory*, 12, 291–305.
II.   Mitzen, Jennifer. 2006. Ontological Security in World Politics: State Identity and the Security Dilemma. *European Journal of International Relations* 12 (3): 341–370.
III.   Rossdale, Chris. 2015. Enclosing Critique: The Limits of Ontological Security. *International Political Sociology* 9, 369–386.
IV.   Read Giddens' (1999) lecture on globalization entitled *Runaway World*.

Supplementary Reading:

V.   Pratt, Simon Frankel. 2017. A Relational View of Ontological Security in International Relations. *International Studies Quarterly* 61: 78–85.

MIDTERM EXAM: Friday, February 9th, 2024, 10:40-11:30 in class

Week VII/Theme VII: Theme VII: how are security studies approaching the topic of terrorism?

Required Readings:

I.   Richard Jackson (2015) The epistemological crisis of counterterrorism, *Critical Studies on Terrorism*, 8:1, 33-54.
II.   Edward Newman (2006) Exploring the "Root Causes" of Terrorism, Studies in *Conflict & Terrorism*, 29:8, 749-772.
III.   Stampnitzky, Lisa, "Can Terrorism Be Defined?" In: *Constructions of Terrorism: An Interdisciplinary Approach to Research and Policy*, edited by Michael Stohl, *et al.*, University of California Press, 2017.

Supplementary Reading:

IV.   Stump, Jacob, "On the future of critical terrorism studies: A response to Richard Jackson's minimal foundationalist redefinition of terrorism," *Behavioral Sciences of Terrorism and Political Aggression* 5:3 217-224.
V.   Holland, Jack, "Blair's War on Terror: Selling Intervention to Middle England." BJPIR: 2012, Vol 14, 74-95.
VI.   Stampnitzky, Lisa, Disciplining Terror How Experts Invented "Terrorism." Cambridge University Press, Cambridge, UK, 2013, chapters I, VIII & IX.

Week VIII/Theme VIII: R2P is dead; long live R2P! The relationship between foreign military intervention, security & the silhouette of Libya

Required Readings:

I.   https://www.globalr2p.org/what-is-r2p/
II.   Chandler, David, "The R2P Is Dead, Long Live the R2P: The Successful Separation of Military Intervention from the Responsibility to Protect." *International Peacekeeping* 2015 22(1):1-5.
III.   Hobson, Christopher, "Responding to Failure: The Responsibility to Protect after Libya," *Millennium: Journal of International Studies* 44:3 (2016), 433-454.
IV.   Kuperman, Alan, "Did R2P Foster Violence In Libya?" *Genocide Studies and Prevention: An International Journal*, 13:2 (2019): 38-57.
V.   Terry, Patrick, "The Libya Intervention (2011): neither lawful, nor successful", *The Comparative and International Law Journal of Southern Africa*, 2015, vol 48, no 2, 162-182.

Supplementary Reading:

VI.   Morris, Justin, "Libya and Syria: R2P and the specter of the swinging pendulum," International Affairs 89:5 (2013), 1265-1283.
VII.   Kuperman, Alan J., "A Model Humanitarian Intervention? Reassessing NATO's Libya Campaign," International Security, Vol. 38, No. 1 (Summer 2013), pp. 105-136
VIII.   Thakur, Ramesh, "R2P After Libya and Syria: Engaging Emerging Powers," The Washington Quarterly, 36:2 2014, 61-76.
IX.   Robin Dunford & Michael Neu, "The Responsibility to Protect in a world of already existing intervention", *European Journal of International Relations*, 2019, Vol. 25(4) 1080 – 1102.

Weel IX/Theme IX: global peace & peacekeeping – how can we attain sustained peace & what does this look like from a security standpoint?

Required Readings:
I.   Read the UN Terminology guide & the Brahimi Report executive summary.
II.   Peter, Mateja. 2015. Between Doctrine and Practice: The UN Peacekeeping Dilemma. *Global Governance* 21: 351-370.
III.   Randazzo, Elisa. 2016. The paradoxes of the 'Everyday': Scrutinising the Local Turn in Peace Building. *Third World Quarterly* 37 (8): 1351–1370.
IV.   Williams, Paul D. 2020. The Security Council's Peacekeeping Trilemma. *International Affairs* 96 (2): 479–499.

V.   Richmond, Oliver, Mac Ginty, Roger, Pogodda, Sandra, and Visoka, Gezim, "Power or peace? Restoration or emancipation through peace processes." *Peacebuilding*, 2021, 1-15.

Supplementary Readings:

I.   Mccrisken, Trevor and Maxwell Downman. 2019. 'Peace through strength': Europe and NATO deterrence beyond the US Nuclear Posture Review. *International Affairs* 95 (2): 277–295.
II.   Khan, Zafar. 2019. Balancing and Stabilizing South Asia: Challenges and Opportunities for Sustainable Peace and Stability. *International Journal of Conflict Management* 30 (5): 589-614.
III.   Aning, Kwesi and Ernest Ansah Lartey. 2019. Governance Perspectives of Human Security in Africa. *Asian Journal of Peacebuilding* 7 (2): 219-237
IV.   Paris, Roland, "Saving Liberal Peacebuilding," *Review of International Studies*, 2016, 36, 337-365.
V.   Finkenbusch, Peter, "Post-liberal peacebuilding and the crisis of international authority," *Peacebuilding*, 2016, 1-15.

Week X/Theme X: security institutions/IGOs – how effective are international institutions in propagating security?

Required Readings:

I.   John J. Mearsheimer, "The False Promise of International Institutions," *International Security*, 19:3 (Winter 1994/1995), pp. 5-49.
II.   Robert Keohane and Lisa Martin, "The Promise of Institutionalist Theory: Response to John Mearsheimer," *International Security*, 20:1, (Summer 1995), pp. 39-51.
III.   Kupchan, Charles and Clifford Kupchan. 1995. The Promise of Collective Security. *International Security* 20 (1): 52-61.

Supplementary Readings:

IV.   Oates, John G. 2016. The Fourth Face of Legitimacy: Constituent Power and the Constitutional Legitimacy of International Institutions. Review of International Studies 43 (2): 199–220.
V.   Feraru, Atena S. 2018. Regime Security and Regional Cooperation among Weak States. International Studies Review 20: 101–126.

Week XI/ Theme XI: the concept and assessment of power: what is power and how does it impact how small, middle, and large state powers interact with one another? (two weeks on this theme.)

Required Readings:

II.   Goddard, Stacie E. 2018. "The Politics of Legitimacy: How a Rising Power's Right Makes Might". In: *When Right Makes Might: Rising Powers and World Order*, Cornell

University Press, chapters I & II. <u>(Go to the library website for online access. If you are not on campus, make sure you connect to the VPN to access the book: https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/)</u>

III.   Acharya, Amitav, "After Liberal Hegemony: The Advent of a Multiplex World Order," *Ethics & International Affairs*, 31 no. 3 (2017) 271-285.

IV.   Jones, Catherine, "Great powers, ASEAN, and security: reason for optimism? The *Pacific Review*, 2015 Vol. 28, No. 2, 259-280,

Supplementary Readings:

V.   Finnemore, Martha, "Legitimacy, Hypocrisy, and the Social Structure of Unipolarity: Why Being a Unipole Isn't All It's Cracked up to Be," *World Politics*, Vol. 61, No. 1, International Relations Theory and the Consequences of Unipolarity (January 2009), pp. 58-85.

VI.   Voskressenski, Alexi, "The Role of the West in Evolving World Order, and Russian Politics," Russian Social Science Review, vol. 58, no. 6 (2017), 469-508.

VII.   Gilady, Lilach, *The Price of Prestige: Conspicuous Consumption in International Relations*. Chicago: University of Chicago Press 2018, chapters I & III. <u>(Go to the library website for online access. If you are not on campus, make sure you connect to the VPN to access the book: https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/)</u>

VIII.   Morris, Justin, "The Responsibility to Protect and the Great Powers: The Tensions of Dual Responsibility," *Global Responsibility To Protect* 7 (2015) 398-421.

Week XII/Theme XII: health security in the age of COVID-19 – how COVID-19 has affected the landscape of international security.

Required Readings:

I.   Fernández, Ariana. Scauso. Marcos S. & Stavrevska, Elena. "Avatars of colonial and liberal violences: the revelatory character of COVID-19 governance in Colombia," *Third World Quarterly* 2022, vol. 43, no. 6, 1425–1440.

II.   Von Münchow, Sebastian, "The Security Impacts of the COVID-19 Pandemic," *Connections* QJ 19, no. 2 (2020): 5-9.

III.   Yaya, Sanni *et al*, "Globalization in the time of COVID-19: repositioning Africa to meet the immediate and remote challenges," *Globalization and Health* (2020) 16:51, 1-7.

IV.   Reich, Simon and Dombrowski, Peter, "The consequence of COVID-19: how the United States moved from security provider to security consumer," *International Affairs* 96: 5 (2020) 1253–1279.

Supplementary Readings:

V.   Youde, Jeremy, "The securitization of health in the Trump era," *Australian Journal Of International Affairs* 2018, Vol. 72, no. 6, 535–550.

VI.   Howell, Alison, "The Global Politics of Medicine: Beyond global health, against securitization theory," *Review of International Studies*, Volume 40, Issue 5: Global Health in International Relations, December 2014, 961 – 987.

VII.   Elbe, Stefan, "The pharmaceuticalisation of security: Molecular biomedicine, antiviral stockpiles, and global health security," *Rev Int Stud*. 2014 Dec; 40(5): 919–938.

Week XIII/Theme XIII: cyber security – has this been a trailblazer in the realm of security studies?

Required Readings:

I.   Kello, Lucas, "The Meaning of the Cyber Revolution: Perils to Theory and Statecraft," *International Security* vol. 38, no. 2 (fall 2013), pp. 7-40.

II.   Gartzke, Erik, "The Myth of Cyberwar: Bringing War in Cyberspace Back Down to Earth," *International Security* vol. 38. no. 2 (fall 2013): 41-73.

III.   Brantly, Aaron, "Innovation and Adaptation in Jihadist Digital Security," *Survival* 59:1, 79-102.

Supplementary Readings:

IV.   "Discourses of cyberspace securitization in Brazil and in the United States" – see Canvas.

V.   "BRICS Cybersecurity Cooperation: Achievements and Deepening Paths" – see Canvas.

VI.   Deibert, Ronald, "Toward a Human-Centric Approach to Cybersecurity," Ethics & International Affairs volume 32, issue 4, winter 2018, pp. 411-424.

OFFICE HOURS CONSULATIONS FOR TOPICAL ESSAY – Monday March 18th, Wednesday March 20th, Monday March 25th & Wednesday March 27th. (Sign-up sheet required.)

TOPICAL ESSAY DUE – Friday, April 5th, 2024, by 10:00 AM.

Week XIV/Theme XIV: migration & security – why & how have migrants been securitized and viewed as a security threat?

Required Readings:

I.   Allen, William *et al*, "Who Counts in Crises? The New Geopolitics of International Migration and Refugee Governance," *Geopolitics* Volume 23, 2018 - Issue 1, 217-243.

II.   Crawley, Heaven, "Refugees, migrants, neither, both: categorical fetishism and the politics of bounding in Europe's migration crisis," *Journal of Ethnic and Migration Studies,* volume 44, 2018 - issue 1, 48-64.

III.   Futák-Campbell, Beatrix, "Facilitating crisis: Hungarian and Slovak securitization of migrants and their implications for EU politics," *International Politics* 2022, 59 541-561.

IV.   Choi, Eunyoung Christina and Seo Yeon Park. 2020. Threatened or Threatening?:

V. Securitization of the Yemeni Asylum Seekers in South Korea. *Asian Journal of Peacebuilding* 8 (1): 5-28.

Supplementary Readings:

VI. Klaus, Witold & Pachocka, Marta, "Examining the Global North Migration Policies: A "Push Out - Push Back" Approach to Forced Migration," *International Migration*, volume 57, issue5 October 2019, 280-293.

VII. Munck, Ronaldo *et al*, "Migration, Work, and Citizenship in the New World Order," *Globalizations*, June 2011, vol. 8, no. 3, 249–26.

VIII. "Migration as a Weapon in Theory and in Practice" – see Canvas.

IX. "The Failure of Global Migration Governance" – see Canvas.

X. "Human Trafficking and Migration Management in the Global South" – see Canvas.

FINAL EXAM – 8:10 AM – 9:30 AM (80 minutes) on Thursday, May 2nd, 2024 in our regular classroom.

Information about the readings:

- There are no set or required textbooks for this class. Instead, articles and book chapters will be posted on Canvas – either in a PDF format or with the online link to access the material.

Important Notes:

- *The instructor reserves the right to change any part or aspect of this document/syllabus at any point in time during the semester.*
- My office hours are a time for you to come and seek clarification, air problems, discuss the material, or obtain guidance. Please do not feel you have to come to office hours with a long list of questions – although it is fine if you do so. All I ask is that you have some queries or comments already prepared so we can best maximize *our* time.
- Please ensure that all dialogue and comments in the classroom are conducted in a respectful and controlled manner. Having a differing viewpoint from another is perfectly expected, as this is the nature of scholarly discourse. Although we will be dealing with particularly contentious issues, do remember that the classroom is a safe space – welcomed and open to all enrolled.

Other Important Notes:

- Only **justified** absences **with documentation** will be permitted as a reason to turn in work late or miss a class.
- Incomplete grades may be granted under very special circumstances as supported by valid official documentation (in accordance with the university regulations). Any student seeking such accommodation must request it prior to the deadline for the specific assignment.

- Retroactive extensions/incompletes will only be considered under <u>extreme</u> circumstances.
- Online course evaluation process: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the Gatorevals website. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the evaluation system. Summaries of course evaluation results are available to students at the public results website.
- Per university rules there is a zero-percent tolerance on cheating, plagiarism, bribery, misrepresentation, conspiracy, fabrication (see university definitions down below).
- The Writing Studio (352-846-1138) can assist UF students with academic writing through one-on-one consultations either in person or online. Consultations can be scheduled through their website. English language learners can request general writing help or can get help with specific assignments are available for students who cannot visit the Writing Studio in person.

UF Policies:

- University Policy on Accommodating Students with Disabilities: Students with disabilities requesting accommodation should first register with the UF Disability Resource Center (352.392.8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting an accommodation. Students with disabilities should follow this procedure as early as possible in the semester.
- Workload: as a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks.
- Statement regarding course recording: as in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.
- UF policy on the student computer requirement: Access to and on-going use of a computer is required for all students. The University of Florida expects each student entering a UF Online program, to acquire computer hardware and software appropriate to his or her degree program. Competency in the basic use of a computer is required.
- Course work will require use of a computer and a broadband connection to the internet, academic advising and registration can be done by computer, official university correspondence is often sent via e-mail and other services are provided that require access through the Internet. While the university offers limited access to computer software through its virtual computer lab and software licensing office, most students will be

expected to purchase or lease a computer. The cost of meeting this requirement may be included in financial aid considerations.

- University policy on academic misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at https://policy.ufl.edu/wp-content/uploads/2021/12/4-040_2021-12-06.pdf

UF statement on recording:

- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited.
- Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, and clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, & exams), field trips, and private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- Publication without the permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Legal & Technical Definitions:

(I)   Cheating: the improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student; working together with other individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is

not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after having taken an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

(II) Plagiarism: the attempt to and/or act of representing the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

(III) Bribery: The offering, giving, receiving or soliciting of any materials, items or services of value to gain academic advantage for yourself or another.

(IV) Misrepresentation: any act or omission of information to deceive a teacher for academic advantage. Misrepresentation includes using computer programs generated by another and handing it in as your own work unless expressly allowed by the teacher; lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic dishonesty.

(V) Conspiracy: the planning or acting with one or more persons to commit any form of academic dishonesty to gain academic advantage for yourself or another.

(VI) Fabrication: the use of invented or fabricated information, or the falsification of research or other findings with the intent to deceive for academic or professional advantage.

UF Resources & Outreach:

- Health and Wellness U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.
- Academic Resources E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information. On-Line Students Complaints: View the Distance Learning Student Complaint Process.
- Career Connections Center: Career Connections Center (352-392-1601 | CareerCenterMarketing@ufsa.ufl.edu) connects job seekers with employers and offers guidance to enrich your collegiate experience and prepare you for life after graduation.
- Dean of Students Office: Dean of Students Office (352-392-1261) provides a variety of services to students and families, including Field and Fork (UF's food pantry) and New Student and Family programs
- Multicultural and Diversity Affairs: Multicultural and Diversity Affairs (352-294-7850) celebrates and empowers diverse communities and advocates for an inclusive campus.
- Office of Student Veteran Services: Office of Student Veteran Services (352-294-2948 | vacounselor@ufl.edu) assists student military veterans with access to benefits.
- ONE.UF: ONE.UF is the home of all the student self-service applications, including access to: Advising; Bursar (352-392-0181); Financial Aid (352-392-1275); Registrar (352-392-1374)
- Official Sources of Rules and Regulations: the official source of rules and regulations for UF students is the Undergraduate Catalog and Graduate Catalog.
- Student Handbook: student Responsibilities, including academic honesty and student conduct code.
- e-Learning Supported Services Policies includes links to relevant policies including Acceptable Use, Privacy, and much more.
- Accessibility, including the Electronic Information Technology Accessibility Policy and ADA Compliance.
- Student Computing Requirements, including minimum and recommended technology requirements and competencies.