INR 3333 – spring 2026 syllabus

Introduction to International Security (INR 3333)

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

Meeting location: Matherly Hall 0016 (MAT 0016)

Instructor: James Biondi

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Office Hours & Location: Anderson Tuesdays 10:30-12:30; Fridays 2:30-4:30 in Anderson Hall 201B

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 go 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 exam essays.
- 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 before the beginning of every class. Only pre-cleared and 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 *per se*, your participation grade will be penalized for unjustified/unexcused absences (see below.)

Applicable Holidays & Key Dates

- Monday, January 19th, 2026 – MLK Day.
- Saturday, March 14th, 2026 – Saturday March 21st, 2026 – spring break.

Assignment dates, times & % points

I. Participation (ongoing) – 7.5% – **after add/drop – the last day of class.**
II. Canvas quizzes x5 (5 x2% each) – 10% –**January 30th, February 20th, March 6th, March 27th, & April 10th, 2026 (quizzes are open between 10:00-22:00).**
III. First in-class exam (50 mins) – 15% – **Friday, February 13th, 2026, at 10:40-11:30.**
IV. Second in-class exam (50 mins) – 25% – **Friday, March 27th, 2026, at 10:40-11:30**
V. Third & final in-class exam (80 mins) – 35% – **Friday, May 1st, 2026, at 08:10 – 09:30.**
VI. Face-to-face topic presentation (ongoing) – 7.5% – **between February 23rd, 2026 – April 23rd, 2026, during office hours.**

Assessments: (in-class exams will be taken in a full-sized *Blue or Green Book & NOT the smaller one. The full-sized ones are 11" x 8.5")*

I. Participation – (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 and by paying attention in class (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!

- Participation can really come back to haunt or boost your grade at the end of term, which is why it is imperative to participate very regularly throughout the course of the semester.
- Attendance <u>alone</u> is not counted toward your grade; yet, it *does* affect your participation score on the simple logic that if you are not present you cannot speak! Therefore, at the end of the semester I will tally up everyone's total attendance as part of the participation assessment.
- I consider your physical presence simply making you **eligible** to participate. Showing up does not count as participation *per se*, although it entitles you to do so. In other words, participation is a two-part step. Step I = showing up. Step II is verbally participating during class.
- Please note that you are not required to speak *every* class session for an A, although you are most certainly welcome to as there will be many opportunities on each occasion. I base participation on an *overall* assessment of your participation throughout the term. Of course, to achieve an A, you must ***regularly/frequently and consistently (verbally) participate <u>throughout</u> the semester.*** I will notice if you are silent for the first half then talk for the second half or *vice versa*. Doing so is inconsistent, irregular, and, overall infrequent, which will consequently not earn anything near an A.
- Importantly, if you have too many **unexcused/unjustified/unsupported** absences it will **not** be possible to score highly in ***either*** non-verbal or verbal participation. The attendance-participation penalty breakdown is as follows:

〉 **<u>One unexcused absence = A (100%) still achievable</u>**
〉 **<u>Two or more unexcused absences = B+ (87%) maximum.</u>**
〉 **<u>Three or more = C (75%) maximum.</u>**
〉 **<u>Four or more = D+ (68%) maximum.</u>**
〉 **<u>Five or more = D- (60%) maximum.</u>**
〉 **<u>Six or more = E (10%) maximum.</u>**
〉 **<u>Seven or more = E (0%) maximum.</u>**

II. Canvas quizzes (5 quizzes @ 3% each equaling 15% total)

- These quizzes are designed to be incredibly straightforward and provide a chance to secure a relatively simple 15%. **<u>On the above dates</u>, the quiz will be open for a 12-hour window beginning at 10:00 – 22:00.** Each quiz will have 7 questions with multiple-choice or fill in the blank answers. Each question is worth 1 point. You will only have one attempt to do each quiz, and they may only be done in the allotted 12-hour window. You

will find out your score immediately as they are automatically graded. The time allotted per quiz will be 20 minutes. They are open-book, meaning you can use whatever materials you like to help (internet included).

III. All in-class exams (15%, 25%, & 35%, respectively)

- First, all exams will be closed-book & written in formal essay form, which means no contractions (don't, won't etc.) Moreover, any of the material we have covered is liable to be on the exam, although each exam will focus on a specific set of themes more than others. **There will be NO make-up exams for any reason unless it is supported by legitimate documentation to support a justified absence/emergency. Failure to take the exam during the allotted time & date will therefore result in an *automatic zero* for that exam.**
- Second, 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…"
- Third, 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.*
- Fourth, 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 or three** essay questions, in which you will answer **one**. 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.
- Fifth, the essay question will have multiple components, which are designed to help breakdown the question into manageable and exploratory avenues for you to tackle.
- Sixth, do not worry about making the essay "paper ready" insofar as you will only have a short amount of time to complete the essay. So, do not burden yourselves painstakingly worrying about commas or bringing Wite-Out as you simply do not have the time. Still, ensure you write formally and avoid using writing such as: "I believe that," "in class we said this," "I think it will be," and so on. Instead use terms such as "it can be argued that," "I argue," "the evidence suggests," "on balance, X theory is better suited that Y because…" etc.
- Seventh, 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.
- Eighth, while I recommend you plan your essay before you begin writing – do not spend too much time doing so.
- Ninth, we will talk more about the exam and essay writing nearer the exam. The exam may only be taken in a **full-sized *Blue or Green Book* & not the smaller ones. The full-sized ones are 11" x 8.5". Moreover, the exam must be taken 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. The exam **may NOT** be taken on anything else apart from a designated Blue or Green Book with either a blue or black ink pen. Failure to comply with these instructions may result in disqualification from the exam and thus an automatic zero.

- Tenth, I strongly recommend that any DRC students get in touch with the DRC 1-2 weeks prior to the exam, as the whole process can take a few days to administratively organize.
- Eleventh, the last exam is **cumulative.** However, the emphasis will still be on the most recent themes.
- Twelfth, do NOT make your work too US-centric. Given the fact we are in the US alongside it being a major player in international security, the US will feature on several occasions throughout the course. While it is perfectly acceptable to use examples involving the US, do not forget the course is INTERNATIONAL security. Therefore, answers that are too heavily US-centric will score very poorly. If you do mention the US, ensure it is part of an example including another non-US/international actor (state or otherwise).
- Penultimately, you do NOT need to write an introduction or conclusion. The exam is so short to begin with, to expect this is unnecessary. Instead dive into answering question straight away.
- Finally, please note that you are forbidden to discuss the exam with anyone who has not yet taken it. Failure to comply with this will result in an automatic zero for that exam – with no possibility to take it thereafter. Students may only converse about the exam with one another once *everyone* has taken it.

IV. Face-to-face topic presentation (5%)

- Pick an empirical example or topic from international security **between 2022-2026** that **HAVE NOT been covered in class/on my slides for a particular theme.** If you are unsure whether we have covered a topic in class regarding a particular theory, please check with me beforehand!
- Once you have selected your topic/example think about how it relates to **ONE** theme of international security. How does the theory/theme concept and the example link up? What can we learn about the example from the theory? How do they relate to one another? How does the theory critique the example? How does it align with the example? How does the theory enhance our understanding of the example? You need not cover all of these Qs, however, these are the sort of Qs you need to be asking yourself.
- You may choose any theme from the course that we have covered. You are not limited to the first 5 theories. I strongly advise you to run your ideas with me so I can give it a preliminary yay or nay in terms of whether it sounds like a suitable match. You are not required to do this, but it is highly recommended.
- Once you have thought about the theory and example, come to my office hours and have a brief discussion with me about it through giving me a mini presentation. For

the informal presentation, create **4-5 PowerPoint slides** and **upload them to Canvas** immediately before our meeting so I can follow along during the presentation. I have created an assignment on Canvas for the upload (PowerPoint [.pptx] format only). The talk should last approximately **five minutes.** If you are unable to make any of my allotted office hours, please email me so we can arrange an alternative date/time.

- This assignment will be graded according to the following criteria:
  (I) A: an eye-catching presentation that is not dull with a nice design and images that clearly conform to the instructions. Trust me, it is easy to identify when someone has put in ample effort versus those who halfheartedly or hastily do it! Well planned out theme/theory and empirical example. The presentation will provide important background context while linking whatever theme/theory and example that is chosen to wider questions.
  (II) B: similar criteria to the A grade but not done as well/somewhat lacks.
  (III) C: satisfactory completion but lacking on all fronts.
  (IV) D: unsatisfactory completion, effort, and development.
  (V) E: noticeable lack of thought, boring design, cursory delivery, lack of effort to draw the theme/theory and chosen example to wider questions/trends/applications.
- +/- grades are not an option for this assignment.
- **You will present in my office hours on whatever specific date and time you are allotted.** After add/drop ends (January 17th), I will generate a randomized list and assign the last to certain dates to spread the load out over the semester. You may **NOT** choose a different time or date to present. If you cannot make your assigned time and date for whatever reason, email me requesting a different time **with documentation** and I will assign you another slot. I do not need advanced on the day itself, just show up to my office hours. Anyone who fails to present on their assigned date slot will receive an automatic zero – with no other chance of fulfillment. I will post the list of names and dates on Canvas after week I: see the **Canvas-files-F2F Presentation tab.**
- Please be aware that your slides will be publicly available to your classmates after your presentation where I will upload them to a public folder on Canvas so you may learn from each other.
- Finally, do not make your slides dull and boring! Add some color, font other than the default one, pictures, and nice design touches.

Grading Policy for exams & participation:

I. Exams

All exams 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.

In more detail, the exam will be further broken down based on the following criteria:

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

II. 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.
III. (B+) the same criteria as the A- grade **but** participation is on a less frequent and consistent scale.
IV. (B) the same criteria as the B+ grade **but** participation is on a less frequent and consistent scale.
V. (C+) the same criteria as the B grade **but** participation is on a less frequent and consistent scale.
VI. (C) 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. In other words, the student earnestly tries but struggles.

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

VIII. (D+) 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 very basic questions, or repeat information already said by the instructor, author/reading, or a peer. The (D) bracket also applies to students who do put a lack of effort or thought into their input.

IX. (D) the same criteria for the (D+) grade **but** on participation is on a less frequent and consistent scale.

X. (D-) for *very* seldom, sloppy, digressing, repetitive, or confusing participation.

XI. (E) for next to no participation and/or zero participation.

Grading scale

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-); 59-0 (E)

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

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.

Theme II: what constitutes traditional security & is the study of security moving away from traditional & state-centric 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.
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.

Supplementary Reading:

IV. John Herz and the Security Dilemma – see Canvas.
V. "The Economics of War & Peace," in, *The Oxford Handbook of International Security 2018* (on Canvas.)

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.

Supplementary Readings:

IV. Kaldor M. Human Security: Practical Possibilities. LSE Public Policy Review. 2020; 1(2): 7, pp. 1–8.
V. Chandler, David, Human Security: The Dog That Didn't Bark. Security Dialogue August 2008, Vol. 39, No. 4 (August 2008), pp. 427-438.
VI. https://www.un.org/humansecurity/wp-content/uploads/2017/10/h2.pdf (skim the first 10 pages.)

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

Required Readings:

I. 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.)

II. 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. Salter *et al,* "Horizon Scan: Critical Security Studies for the next 50 years," *Security Dialogue* vol. 50(4S) 9– 37.

Supplementary Readings:

IV. Nik Hynek & David Chandler (2013): No emancipatory alternative, no critical security studies, *Critical Studies on Security*, 1:1, 46-63.

V. 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.

VI. Barkawi, Tarak and Mark Laffey. 2006. The Postcolonial Moment in Security Studies. *Review of International Studies* 32: 329–352.

VII. 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.

VIII. 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.)

Theme V: securitization – an avoidable, 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.

Supplementary Readings:

IV. Stritzel, Holger. 2007. Towards a Theory of Securitization: Copenhagen and Beyond. European Journal of International Relations 13 (3): 357-383.

V. Balzacq, Thierry, Sarah Léonard, and Jan Ruzicka. 2016. 'Securitization' Revisited: Theory and Cases. *International Relations* 30 (4): 494–531.
VI. Baysal, Basar, "Coercion by fear: Securitization of Iraq prior to the 2003 war," *International Journal*, vol. 74 (3), 363-386.
VII. Bertrand, Sarah, "Can the subaltern securitize? Postcolonial perspectives on securitization theory and its critics," European Journal of International Security 2018 3:3 281-299.
VIII. Rana, Sohel & Riaz, Ali, "Securitization of the Rohingya Refugees in Bangladesh," Journal of Asian and African Studies, 2022, 1-17.

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.

Supplementary Reading:

IV. Pratt, Simon Frankel. 2017. A Relational View of Ontological Security in International Relations. *International Studies Quarterly* 61: 78–85.
V. Read Giddens' (1999) lecture on globalization entitled *Runaway World.*

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. 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.
III. Holland, Jack, "Blair's War on Terror: Selling Intervention to Middle England." BJPIR: 2012, Vol 14, 74-95.

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. Stampnitzky, Lisa, Disciplining Terror How Experts Invented "Terrorism." Cambridge University Press, Cambridge, UK, 2013, chapters I, VIII & IX.

VI. Edward Newman (2006) Exploring the "Root Causes" of Terrorism, Studies in *Conflict & Terrorism*, 29:8, 749-772.

Theme VIII: R2P is dead; long live R2P! The relationship and framing of foreign military intervention, R2P & the silhouette of Libya

Required Readings:

I. Kuperman, Alan, Alan J. Kuperman (2024) How Humanitarian Intervention Can Succeed: Liberia's Lessons for the R2P, *Civil Wars*, 26:4, 595-629.
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. Kuperman, Alan, "Did R2P Foster Violence In Libya?" *Genocide Studies and Prevention: An International Journal*, 13:2 (2019): 38-57.

Supplementary Reading:

IV. Morris, Justin, "Libya and Syria: R2P and the specter of the swinging pendulum," International Affairs 89:5 (2013), 1265-1283.
V. Kuperman, Alan J., "A Model Humanitarian Intervention? Reassessing NATO's Libya Campaign," International Security, Vol. 38, No. 1 (Summer 2013), pp. 105-136
VI. Thakur, Ramesh, "R2P After Libya and Syria: Engaging Emerging Powers," The Washington Quarterly, 36:2 2014, 61-76.
VII. 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.
VIII. Hobson, Christopher, "Responding to Failure: The Responsibility to Protect after Libya," *Millennium: Journal of International Studies* 44:3 (2016), 433-454.
IX. 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.

Theme IX: security institutions/IGOs– how effective are international institutions in maintaining 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.

Theme X: international law – what has been done & what – realistically – can be done?

Required readings:

I. *The Pinochet Precedent*, https://www.hrw.org/report/1998/11/01/pinochet-precedent/how-victims-can-pursue-human-rights-criminals-abroad

II. "Sources of International Law." https://legal.un.org/avl/pdf/ls/greenwood_outline.pdf
III. "Involvement of Private Contractors in Armed Conflict: Implications under International Humanitarian Law," Alexandre Faite, Legal Advisor, International Committee of the Red Cross. https://www.icrc.org/sites/default/files/external/doc/en/assets/files/other/pmc-article-a-faite.pdf

Supplementary Readings:

I. Poznansky, Michael. *In The Shadow Of International Law*. Oxford University Press: Oxford, UK, 2020 – chapter II, "The Evolution of Nonintervention."
II. Ibid – chapter III "The Politics of Secret Interventions."
III. Nylen, Alexandria. "Frontier justice: international law and 'lawless' spaces in the "War on Terror." *EJIR*, vol. 26 (3), 627-659.

Theme XI: 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.

Theme XII (extended theme): 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?

Required Readings:

I. 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. (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/)
II. Acharya, Amitav, "After Liberal Hegemony: The Advent of a Multiplex World Order," *Ethics & International Affairs*, 31 no. 3 (2017) 271-285.
III. Jones, Catherine, "Great powers, ASEAN, and security: reason for optimism? The *Pacific Review*, 2015 Vol. 28, No. 2, 259-280.

Supplementary Readings:

IV. 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.
V. Gilady, Lilach, *The Price of Prestige: Conspicuous Consumption in International Relations*. Chicago: University of Chicago Press 2018, chapters I & III. (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/)
VI. Morris, Justin, "The Responsibility to Protect and the Great Powers: The Tensions of Dual Responsibility," *Global Responsibility To Protect* 7 (2015) 398-421.
VII. 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.

Theme XIII (extended theme): 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.

Supplementary Readings:

IV. Securitization of the Yemeni Asylum Seekers in South Korea. *Asian Journal of Peacebuilding* 8 (1): 5-28.
V. 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.
VI. Munck, Ronaldo *et al*, "Migration, Work, and Citizenship in the New World Order," *Globalizations*, June 2011, vol. 8, no. 3, 249–26.
VII. "Migration as a Weapon in Theory and in Practice" – see Canvas.
VIII. "The Failure of Global Migration Governance" – see Canvas.
IX. "Human Trafficking and Migration Management in the Global South" – see Canvas.
X. Choi, Eunyoung Christina and Seo Yeon Park. 2020. Threatened or Threatening? *Asian Journal of Peacebuilding* 8(1): 5-28.

Theme XIV (extended theme): 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. Williams, Paul D. 2020. The Security Council's Peacekeeping Trilemma. *International Affairs* 96 (2): 479–499.

Supplementary Readings:

I. Richmond, Oliver, Mac Ginty, Roger, Pogodda, Sandra, and Visoka, Gezim, "Power or peace? Restoration or emancipation through peace processes." *Peacebuilding*, 2021, 1-15.
II. 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.
III. 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.
IV. Aning, Kwesi and Ernest Ansah Lartey. 2019. Governance Perspectives of Human Security in Africa. *Asian Journal of Peacebuilding* 7 (2): 219-237
V. Paris, Roland, "Saving Liberal Peacebuilding," *Review of International Studies*, 2016, 36, 337-365.
VI. Finkenbusch, Peter, "Post-liberal peacebuilding and the crisis of international authority," *Peacebuilding*, 2016, 1-15.
VII. Randazzo, Elisa. 2016. The paradoxes of the 'Everyday': Scrutinising the Local Turn in Peace Building. *Third World Quarterly* 37 (8): 1351–1370.

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 extreme 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 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.

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. Please note that the usage of *any* AI whatsoever, unless expressly permitted by the instructor, also constitutes cheating, and plagiarism.

(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.