INTERNATIONAL SECURITY: CONTEMPORARY DEBATES (PHD, 4 credits)

WINTER TERM AY 2012/13

M/W 11-12.40

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COURSE DESCRIPTION
The field of security studies has become one of the most dynamic and contested areas in international relations, conducive to the emergence of versatile research agendas. This has developed vis-à-vis the traditionally conservative field of security and strategic studies which however sought its revival in the post 9/11 era. The course surveys the field of international security as practised by positivist and non-positivist perspectives to provide an in-depth understanding of the contemporary theoretical debates in the discipline and the ability to identify different arguments to critically assess their analytical purchase.

The course begins with different approaches to the conceptualisation of security, from the established definition as a freedom from threat via the notion of its constructed and thus essentially contested nature, to security as practice. It then revisits the foundational concepts that structured the discipline, including security dilemma and security community. It surveys in particular the contributions of what has been labelled as the Welsh, Copenhagen, and Paris schools of security studies. The course will further discuss the argument that the field be rethought as security is less about the absence of threat and more about technologies of social order. Here we will focus i.a. on governing through risk and biopolitics of security.

LEARNING OUTCOMES
By the end of the course the students will have:
- become familiar with major debates in contemporary security studies and intersections amongst them;
- become able to identify their assumptions as well as their origins in social science theory;
- become familiar with current research conducted within various theoretical frameworks and critically evaluated their arguments;
- critically evaluated the relevance of particular approaches to their own work.

SEMINAR STRUCTURE AND METHOD
There are no lectures for this course but the instructor will seek to structure class discussions around the most significant themes on which the students have read beforehand. The failure to read the required material will influence the grade for the seminar participation. The seminar aims to develop students’ ability to formulate their arguments critically yet coherently and acquire the necessary confidence to voice their standpoints. It thus relies on students’ thorough preparation and engagement with ideas being discussed. It requires the willingness to get involved in a discussion that appreciates alternative positions without necessarily accepting them, or seeing your own as the ultimate one. The following methods will be used:
- Seminar discussion
- Seminar presentation and response
- Peer review
- Resume writing
- Research essay writing
EVALUATION
Unless otherwise justified, showing up more than 15 minutes after the seminar starts denotes absence. Students are allowed to miss two seminars without justification. Further absences must be supported with relevant written documentation.

The evaluation is geared towards progressive enhancement of critical analytical skills.

1. **Resumes** 25%
   Resumes should be around 400 words in length and juxtapose arguments laid out in the readings. They should consider the following:
   • Why are these readings assigned together? I.e. what links/contrasts them conceptually? How do they speak to one another?
   • What are the author's guiding questions? What is the author's purpose in writing this piece?
   • What concepts does the author emphasise? How are these concepts defined? How are they related to each other?
   • What is the authors overall argument? Does it seem sustainable given the evidence provided?
   • What questions remain unanswered? How might the argument be framed differently?

   The resumes should be sent to the course provider no later than 15 hours prior to the seminar.

   I will read the resumes before every seminar and provide brief feedback on progress in several instalments providing tentative assessment throughout the seminar. The final grade for resumes will be decided by the end of the course.

2. **Research essay** 45% around 4,000

3. **Workshop session presentation** 15%

4. **Active participation in discussions** 15%

No extension will be given except for proven emergency cases and documented health issues. Preliminary deadlines for all written work are indicated in the syllabus and should be observed unless otherwise communicated.

The reading load sometimes varies across seminars and the students are encouraged to plan in advance their reading and writing schedule.

LATE POLICY
Assignments are to be handed in on the due date. Late submissions will translate into the lowering of the grade by 1/3 of a grade for each 24 hours of delay. Students are asked to keep a copy of all work submitted for evaluation.

PLAGIARISM AND ACADEMIC DISHONESTY
Plagiarism and various forms of academic dishonesty consist of misrepresentation by deception or by other fraudulent means and will invariably result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript, and/or suspension or expulsion from the university.

In the pre-session students are advised on the issue but it is your responsibility to understand what constitutes plagiarism and academic dishonesty. For information on their various kinds please refer to: Academic Dishonesty and Plagiarism, CEU Policy Document and the MA Handbook.
SEMINAR BREAKDOWN

1) Introduction

2) Reading session. No class.

3) Prologue: theory 14.01.
   Required reading:
   Additional reading:

4) Introduction: the field 16.01.
   Required:
   Additional:

5) Security: definitions and conceptual analysis (1) 21.01.
   Required:
   Additional:

6) Security: conceptual analysis and semantic field (2) 23.01.
   Required:

**Additional:**

7) **Aporias of security: sovereignty and the other (3) 28.01.**

**Required:**

**Additional:**

8) **Security as practice/security community (1) 30.01.**

**Required:**

**Additional:**

9) **(In)security as field of governance (4) 04.02.**

**Required:**

**Additional:**

10) **Security dilemma 06.02.**

**Required:**

**Additional:**

11) Ontological security 11.02.
Required:

Additional:
Zarakol, A. (2011) After Defeat: How the East Learned to Live with the West, CUP.

12) Security and emancipation 13.02.
Required:

Additional:

13) Feminist security 18.02.
Guest presentation
Required (TBC):
Additional:

14) Securitisation as speech act 20.02.
Required:
Additional:
• New Framework for Analysis
15) Securitisation – critical engagements 25.02.

Required:

Additional:

16) Researching security logics and politics – analytical tools 27.02.

Required:

17) Security as practice/security logics (2) 04.03.

Required:

Additional:
18) Dilemmas of writing security 06.03.
Second-order securitisation and desecuritisation

Required:

Additional:
- Comments and replies in Cooperation and Conflict 34 (3): Goldmann, Wæver, Williams, and Eriksson

19) Risk – security’s counterconcept? 11.03.

Required:
- Petersen, K. (2011) ‘Risk analysis – A field within security studies?’, EJIR.

Additional:

20) Liminalities of governing through risk 13.03.

**Required:**

**Additional:**

21) Commodification of security 18.03.

**Required:**

**Additional:**

22) Research in securitisation, risk and commodification 20.03.

**Workshop session**

Choose an article to discuss or suggest a different one


23) Wrap-up. 25.03.
24) Write-up. 27.03.