



UNIVERSITÀ
DI TRENTO



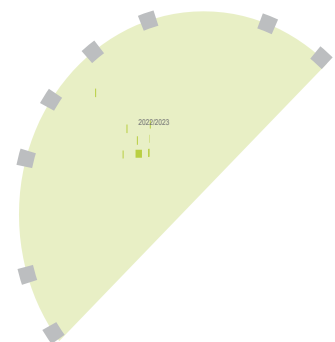
SIS
School of
International
Studies



Sant'Anna
School of Advanced Studies – Pisa

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

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



UNIVERSITY OF TRENTO - School of International Studies

Sant'Anna School of Advanced Studies

**Master's Degree in International Security Studies
Laurea Magistrale in Studi sulla Sicurezza Internazionale**

Teaching programme
2022-2023

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

All courses are taught in English.

Future Prospects: An International Career

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

Hold positions of responsibility within **European and international institutions and organisations** engaged in security, peacekeeping, and state-building activities;

Work in **private organisations** dealing with risk prevention and risk management;

Work in **national ministries** and enter the **diplomatic service**;

Work for **governmental and non-governmental organisations** engaged in areas such as institution-building, project management, humanitarian assistance, local development and reforms, security risk prevention and management;

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

TEACHING PROGRAMME

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

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

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

Intellectual honesty: prohibition of plagiarism

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

Beyond copy-pasting, plagiarism also include copying someone else's ideas or words without giving credit to the author, failing to put quotation marks, giving incorrect information about the source of a quotation, changing words but copying the structure of a sentence, copying so many words or ideas from a source that it makes up the majority of the work submitted. In this sense, students are strictly prohibited from copy-pasting someone else's work or ideas and present it as theirs (independently of the nature of this work), but also from employing a ghost-writer, and finally from recycling all or part of previous essays. In order to ensure this, students' essays and theses are checked by a plagiarism detection software.

CONTACTS

SCHOOL OF INTERNATIONAL STUDIES

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PROGRAM OFFICE

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

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

RESPONSIBLE FOR TUTORING

Dr. Adele Molto (SSSA PISA - I year)
e-mail: adele.molto@santannapisa.it

SECRETARY'S OFFICE FOR THE MASTER'S DEGREE IN INTERNATIONAL SECURITY STUDIES – SSI TRENTO

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ACADEMIC CALENDAR 2021/22
MASTER'S DEGREE IN
INTERNATIONAL SECURITY STUDIES

FIRST YEAR

Lectures 1st Semester (14 weeks) ***19.09.2022 - 16.12.2022**

(*The courses will start from 26.09.2022, the first week is for preliminary activities)

Holidays:

1 November 2022 - All Saint's Day/Ognissanti

8 December 2022 - Immaculate Conception

19.12.2022 - 06.01.2023 (Christmas Holidays)

Lectures 2nd Semester (14 weeks) **20.02.2023 - 26.05.2023**

Holidays:

07.04.2023 – 11.04.2023 (Easter Holidays)

25 April 2023 - Liberation Day/Festa della Liberazione

01 May 2023

02 June 2023

Exams

End of term exams 1st semester - 1 session

09.01.2023 - 17.02.2023

End of term exams 2nd semester - 1 session

29.05.2023 – 14.07.2023

Examination re-sits (for all the courses)

04.09.2023 - 15.09.2023

Study plan (first and second year):

15.09.2022 - 15.10.2022

01.11.2022 - 30.11.2022

01.03.2023 - 31.03.2023

MISS PROGRAMME 2022/23 FIRST YEAR
Master's Degree in International Security studies

Compulsory courses	Professor	CFU	SSD	Hours	Semester
The Role of International Organizations in Promoting Peace and Security	A. de Guttry	6	IUS/13	36	first
Philosophical perspectives on security	B. Henry	6	SPS/01	36	Second
Terrorism and Insurgency in war and peace	F. Capone	6	IUS/13	36	Second
Introduction to Security Studies	L. Raineri (33) / M. Solinas (3) F. Strazzari (3) / M. Kartas (3)	7	SPS/04	42	first
Risk in Economics: individual choices and societal challenges	D. Moschella (24) / M. E. Virgillito (24)	8	SECS-P/02	48	Second
Transnational Governance	F. Strazzari (18) / D. Natali (18)	6	SPS/04	36	Second
1 from the following 2 courses	Professor	CFU	SSD	Hours	Semester
Ethics of Security	A. Pirmi (30) / F. Corvino (6)	6	M-FIL/03	36	Second
European Security: Politics and Policies	E. Bressanelli (28) / E. De Capitani (8)	6	SPS/04	36	First
Elective courses*	Professor	CFU	SSD	Hours	Semester
Security and states of emergency: A constitutional law perspective	G. Delle Donne	3	IUS/08	18	First
Global Food Security	M. Alabrese	3	IUS/03	18	first
Gender and Security	L. Berlingozzi (14) / M. Solinas (4)	3	SPS/01	18	First
Africa and the Middle East: transformations and challenges	Kevin Koehler (18)	3	SPS/04	18	Second
Peacebuilding and war crimes	L. Poltronieri Rossetti (10) / Huma Saeed (8)	3	IUS/13	18	Second
A practical introduction to cybersecurity	D. Jumpertz (7), E. Taylor (7), A. Flaim (4)	3	IUS/13	18	first
European security governance between continuity and adaptation	A. Missiroli	3	SPS/04	18	first
Other compulsory activities	Professor	CFU	SSD	Hours	Semester
Statistical reasoning	C. Seghieri	3	/	18	first
English from B2 to B2 plus	CLA	3	/	/	
Other available activities	Professor	CFU	SSD	Hours	Semester
Introduction to Political Philosophy	F. Corvino / A. Pirmi	1	/	9	first
Introduction to International Relations Theory	L. Berlingozzi	1	/	9	first
Introduction to Statistics	C. Seghieri	1	/	9	first
Introduction to International Law	C. T. Antoniazzi e L. Poltronieri Rossetti	1	/	9	first

* Students may choose elective courses for 9 credits in line with their study-programme. Elective courses offered by the Master's Degree in International Security Studies require no approval. Otherwise elective courses have to be approved by the Coordinator.

COURSE PROGRAMMES
Master's Degree in International Security Studies

Crash Course - Introduction to Statistics	credits: 1
Professor Chiara Seghieri e-mail: chiara.seghieri@santannapisa.it	semester I

Course objectives and learning outcomes

The course aims to enable students with no background in statistics to acquire skills in understanding statistical terminology and interpreting data.

At the end of the course participants will master the essential main ideas and terminologies of Statistics and will thus be able to successfully attend the more advanced courses of Statistical Reasoning.

Entrance requirements

No specific prior knowledge of Statistics is required in order to attend the course, which is intended as an introduction to the subject, basic knowledge of math and algebra is preferable.

Contents

The course consists of 3 sessions of 2 hours each and one session of three hours. After a general introduction on the significance of Statistics in today's world, each session will be devoted to the fundamental components of applied Statistics, as follows:

Session I: Know the "Big Picture of Statistics". (3 hours)

We will reflect on the importance of statistical literacy in today's data world.

Session II: The fundamental ideas of statistics (2 hours)

We will examine fundamental terms such as population and sample, parameter and statistics, sampling variability.

Session III: Exploratory Data Analysis part1 (2 hours)

We will examine type of data and data collection process.

Session IV: Exploratory Data Analysis part2 (2 hours)

We will examine how to construct and interpret graphical and numerical summaries of data.

Teaching and learning methods and activities

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

Bibliography

Recommended References books:

Freedman, David, Robert Pisani, & Roger Pervis (2007). Statistics. New York: W. W. Norton.

Crash Course – Introduction to International Law	credits: 1
Dr. Chiara Tea Antoniazzi Dr. Luca Poltronieri Rossetti e-mail: chiaratea.antoniazzi@santannapisa.it luca.poltronierirossetti@santannapisa.it	semester I

Course objectives and learning outcomes

The course aims to acquaint those students who do not have a legal background with the basic tenets of international law. At the end of the course participants will master the fundamental notions of international law and will thus be able to successfully attend the advanced courses held by Professors de Guttry and Capone on specific aspects of international law.

Entrance requirements

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

Contents

The course consists of 4 sessions (for a total of 9 hours). Each session will be devoted to a fundamental component of the international law regime, as follows:

Session I: The Sources of International Law (2 hours)

We will investigate the sources of international law, i.e. the different mechanisms through which rules of international law are created, and their mutual relations.

Session II: The Actors of International Law (2 hours)

We will examine the role that States, international organisations, individuals, and other entities play with respect to international law, and whether each of them can be considered a “subject” of international law.

Session III: The Responsibility of States for Violations of International Law and the Peaceful Settlement of International Disputes (2 hours)

In the first part of the session, we will identify the content of States’ responsibility when they violate their obligations under international law, and what consequences are attached to such violations. In the last part of the session, we shall analyse the means at the disposal of States to peacefully settle disputes that might arise between them, with particular emphasis on judicial methods of settlement.

Session IV: International Human Rights Law: UN and Regional Human Rights Mechanisms (3 hours)

After touching upon the nature of human rights, we will examine the sources of human rights law and the mechanisms that exist at the international and regional levels to promote and protect human rights, with a particular focus on those mechanisms that can be accessed by individuals.

Teaching and learning methods and activities

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

Bibliography / Study materials

Suggested readings:

- (for a general introduction) Lowe, *International Law: A Very Short Introduction*, Oxford University Press, 2015.
- (Session I) Greenwood, “Sources of International Law”, UN Library, available at: https://legal.un.org/avl/pdf/ls/greenwood_outline.pdf.
- (Session II) Walter, “Subjects of International Law”, *Max Planck Encyclopedia of Public International Law*.
- (Session III) Crawford, “State Responsibility”, *Max Planck Encyclopedia of Public International Law*.
- (Sessions III) Merrills, *International Dispute Settlement*, 5th edn, Cambridge University, 2011 (introductory sections of chapters 1-6).
- (Session IV) Buergenthal, “Human Rights”, *Max Planck Encyclopedia of Public International Law*.

Crash Course – Introduction to Political Philosophy	credits: 1
Dr. Fausto Corvino e-mail: f.corvino@santannapisa.it a.pirni@santannapisa.it	semester I

Course objectives and learning outcomes

The course aims to present and discuss with the participants some key concepts of contemporary political philosophy: cooperation, equality (and other distributive alternatives such as priority, sufficiency and fair limits), recognition, liberty, and climate justice. The course will be conducted through both lectures and guided discussions.

Entrance requirements

No specific prior knowledge of political philosophy is required for attending the course, which is intended as an introduction to the subject.

Contents

The course consists of four lectures, the first of three hours and the other three of two hours. After a brief introduction on the significance of political philosophy, each session will analyse one or more of the above concepts, according to the following scheme:

Session I: Cooperation and equality (and its discontents) (3 hours; Pirni and Corvino)

The first part of the lecture will introduce the basic elements of Thomas Hobbes' philosophy and try to answer the question why it is rational to cooperate through public institutions: from the state of nature as a state of war to the foundation of sovereign authority. The second part will focus on the philosophy of John Rawls and his theory of democratic equality. It will also introduce some more recent principles of distributive justice, that have been developed in the literature as alternatives to equality: priority, sufficiency and fair limits.

Session II: Recognition and liberty (2 hours; Corvino)

The first part of the lecture will illustrate the notion of identity politics and the struggle for recognition, discussing some key points of the debate between Nancy Fraser and Axel Honneth. The second part will present libertarianism, mainly in the work of Robert Nozick and his entitlement theory.

Session III: Climate justice (2 hours; Pirni and Corvino)

The lecture will introduce the fundamental concepts of climate political philosophy. The first part will focus on historical responsibility for climate change, examining in particular two theoretical problems: the excusable ignorance objection and the powerlessness exemption. The second part will instead address the philosophical issues inherent in the climate transition and the management of sustainable emission permits.

Session IV: The capability approach (2 hours; Corvino)

The lecture aims to present the capability approach, both as a method of measuring well-being (mainly in the work of Amartya Sen and Ingrid Robeyns) and as a political theory (mainly in the work of Martha Nussbaum). The lecture will discuss, among other things, the concepts of expensive tastes and adaptive preferences.

Suggested readings

It is not necessary to have read the texts before the lectures. The texts are recommended for those who wish to study in depth the topics discussed in class (please contact the lecturers for information on how to find the materials, if necessary). There is also a separate list with some quick reads.

Session I

- Thomas Hobbes, *Leviathan* (any edition). Ch. 13, 14, 16, 16, 17
- John Rawls, *A Theory of Justice - Revised Edition* (Cambridge MA: The Belknap Press of Harvard University Press, 1999). Ch. 1 (1, 2, 3, 4), 2 (10, 11, 12, 13), 3 (24, 25).

Session II

- Nancy Fraser & Axel Honneth, Redistribution or Recognition? A Political-Philosophical Exchange (New York: Verso, 2003). Part I
- Robert Nozick, Anarchy, State, and Utopia (New York: Basic Books, 1974). Ch. 7

Session III

- Roser, Dominic and Christian Seidel. Climate Justice: An Introduction. Translated by Ciaran Cronin. London & New York: Routledge, 2017). Ch. 1.
- Moss, J. and Kath, R. (2019), "Historical Emissions and the Carbon Budget". Journal of Applied Philosophy, 36: 268-289.

Session IV

- Amartya Sen, Development as Freedom (Oxford: Oxford University Press, 1999). Ch. 3
- Martha Nussbaum, Creating Capabilities: The Human Development Approach (Cambridge MA: The Belknap Press of Harvard University Press, 2011). Ch.1,2.

Quick reads

- Wenar, Leif, "John Rawls", The Stanford Encyclopedia of Philosophy (Summer 2021 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/sum2021/entries/rawls/> .
- Lloyd, Sharon A. and Susanne Sreedhar, "Hobbes's Moral and Political Philosophy", *The Stanford Encyclopedia of Philosophy* (Fall 2020 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/fall2020/entries/hobbes-moral/>
- Iser, Mattias, "Recognition", The Stanford Encyclopedia of Philosophy (Summer 2019 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/sum2019/entries/recognition/>
- Mack, Eric, "Robert Nozick's Political Philosophy", *The Stanford Encyclopedia of Philosophy* (Summer 2018 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/sum2018/entries/nozick-political/>
- Robeyns, Ingrid and Morten Fibieger Byskov, "The Capability Approach", *The Stanford Encyclopedia of Philosophy* (Fall 2021 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/fall2021/entries/capability-approach/>
- Caney, Simon, "Climate Justice", *The Stanford Encyclopedia of Philosophy* (Summer 2020 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/sum2020/entries/justice-climate/>

Crash Course - Introduction to International Relations theory	credits: 1
Professor Laura Berlingozzi e-mail: laura.berlingozzi@santannapisa.it	semester I

Course objectives and learning outcomes

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

By the end of the course students are expected to:

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

Entrance requirements

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

Contents

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

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

Teaching and learning methods and activities

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

Bibliography /study materials

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

In particular:

Lecture 1

- Chapter 2, "IR as an Academic Subject"
- Chapter 3, "Realism"

Additional reading (not compulsory): De Carvalho, Benjamin, Halvard Leira, and John M. Hobson. "The big bangs of IR: The myths that your teachers still tell you about 1648 and 1919." *Millennium* 39.3 (2011): 735-758

Lecture 2

- Chapter 4, "Liberalism"

Additional reading (not compulsory): Waltz Kenneth (1979). "Anarchic Orders and Balances of Power". In Waltz K. *Theory of International Politics*, Reading, Addison-Wesley Publishing Company, pp. 102-128.

Lecture 3

- Chapter 8, "Social Constructivism"
- Chapter 9, "Post-positivism in IR"

Additional reading (not compulsory): Wendt, Alexander. "Anarchy is what states make of it: the social construction of power politics." *International organization* 46.2 (1992): 391-425

Security and States of Emergency: A Constitutional Law Perspective	credits: 3
Professor Giacomo Delledonne e-mail: giacomo.delledonne@santannapisa.it	semester I

LEARNING OBJECTIVES AND OUTCOMES

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

This course has the following learning outcomes:

Students should acquire confidence in legal problem-solving skills, including identifying and diagnosing a problem, and finding precedents in the case law of supreme and/or constitutional courts.

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

Students should be able to undertake comparative research.

PREREQUISITES

Students should already have a basic understanding of constitutional law.

CONTENTS

The sessions making up the course are as follows:

Session 1: "Constitutionalism and Fundamental Rights" (2 hours)

Session 2: "Security and Constitutions" (2 hours)

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

Session 4: "Emergency Powers: An Overview of the Recent Trends" (2 hours)

Session 5: "The Constitution of Risk" (2 hours)

Session 6: "Constitutional Dilemmas and Militant Democracy" (2 hours)

Session 7: "The case of Germany's NPD: Militant Democracy 2.0?" (2 hours)

Session 8: "The Role of Judges: An Introduction" (2 hours)

Session 9: "The EU Level: The Kadi Cases" (2 hours)

BIBLIOGRAPHY

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

First Session

Reading

N.W. Barber, "Constitutionalism: Negative and Positive", *Dublin University Law Journal*, 2015, 249-264, available at <https://heinonline.org>.

Supp. Reading

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

Second Session

Reading

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

Supp. Reading

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

Third Session

Reading

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

Supp. Reading

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

A. Jakab, "German Constitutional Law and Doctrine on State of Emergency – Paradigms and Dilemmas of a Traditional (Continental) Discourse", *German Law Journal*, 2006, 453-477, <https://www.cambridge.org/core/journals/german-law-journal/article/german-constitutional-law-and-doctrine-on-state-of-emergency-paradigms-and-dilemmas-of-a-traditional-continental-discourse/97A878A84747924E782929C56893194F>.

Fourth Session

Reading

T. Ginsburg & M. Versteeg, "The Bound Executive: Emergency Powers during the Pandemic", *International Journal of Constitutional Law*, 2021, 1498-1535.

Supp. Reading

A. Greene, *Emergency Powers in a Time of Pandemic*, Bristol University Press, 2021, 145-166, <https://www.cambridge.org/core/books/emergency-powers-in-a-time-of-pandemic/06B641F6ABDD16BDC1DE5AC23D60C1D0>.

Fifth Session

Reading

A. Vermeule, "Precautionary Principles in Constitutional Law", *Journal of Legal Analysis*, 2012, 181-222, <https://academic.oup.com/jla/article/4/1/181/837098?login=true>.

Supp. Reading

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

Sixth Session

Reading

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

Supp. Reading

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

J.W. Müller, "Protecting Popular Self-Government from the People? New Normative Perspectives on Militant Democracy", *Annual Review of Political Science*, 2016, 249-265.

Seventh Session

Reading

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

Supp. Reading

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

Eighth Session

Reading

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

Supp. Reading

N. Petersen, "Balancing and judicial self-empowerment: A case study on the rise of balancing in the jurisprudence of the German Federal Constitutional Court", in *Global Constitutionalism*, 2015, 49-80.

Ninth Session

Reading

Court of Justice of the European Union, Joined Cases C-402/05 P and C-415/05 P, Kadi and Al Barakaat, ECLI:EU:C:2008:461, <http://curia.europa.eu/>.

Supp. Reading

Court of Justice of the European Union, Case C-72/15, Rosneft, ECLI:EU:C:2017:236, <http://curia.europa.eu>.

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

TEACHING METHODS

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

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

ASSESSMENT

The assessment will be based on two distinct elements.

First, the result of an oral exam will account for 60 percent of the final grade.

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

Professor Luca Raineri, Francesco Strazzari, Moncef Kartas,
Marco Solinas

semester I

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

LEARNING OBJECTIVES AND OUTCOMES

The course introduces students to the key concepts, methods and issues in the study of international security. By doing so, it engages with policy-oriented puzzles and scholarly debates, building on a wide literature including both classics and more recent, unorthodox developments of the discipline.

The objectives are to develop an understanding of contending approaches to the study of international security, as well as the ability to critically analyse security policies and practices from a conceptual perspective. Such skills will provide a preliminary background to the study of specific security issues, including during the rest of the Master, and are expected to stimulate students to pursue their intellectual and professional interests and develop their own areas of specialization in the field of security.

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

- Critically approach a wide range of international security problems
- Use a variety of analytical tools towards security
- Be conversant with the major policy challenges and theoretical debates regarding security

Part I: theoretical approaches to security

Date	Time	Topic	Lecturer
28/9	14:30-17:30	History and field of security studies	Luca Raineri
3/10	14:30-17:30	Realist perspective	Luca Raineri
5/10	14:30-17:30	Liberal perspective	Luca Raineri
10/10	14:30-17:30	Constructivist perspective	Luca Raineri
17/10	14:30-17:30	Critical theory perspective	Marco Solinas
24/10	14:30-17:30	Post-structuralist perspective	Luca Raineri
17/11	14:30-17:30	Lab: key texts of security studies	Group work

Part II: emerging security challenges

21/11	14:30-17:30	Organised crime	Luca Raineri
23/11	14:30-17:30	Arms proliferation	Moncef Kartas
28/11	14:30-17:30	Terrorism and counterterrorism	Francesco Strazzari
30/11	14:30-17:30	Security-development nexus and SSR	Luca Raineri
5/12	14:30-17:30	Energy security	Luca Raineri
7/12	14:30-17:30	Climate security	Luca Raineri
12/12	14:30-17:30	Migration and border security	Luca Raineri

PREREQUISITES

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

CONTENTS

This course is designed as a graduate level introduction to old and new directions in the study of international security. Its aim is to introduce students to main debates by tracing the development of Security Studies from its Cold War past to its post-Cold War present and opening up alternative ways of thinking about the future. The course consists of two parts. The first part is dedicated to the introduction of key theoretical and analytical approaches to Security Studies. In the second part of the course, the key concepts addressed in the first part of the programme are used to discuss and problematize specific issue areas and policy domains of high relevance to contemporary international security.

BIBLIOGRAPHY

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

- Gheciu, A., Wohlforth, W., 2018. *The Oxford Handbook of International Security*. Oxford: Oxford University Press.
- Dunn Cavelty, M., Balzacq, T., 2017. *Routledge Handbook of Security Studies*. London: Routledge.
- Buzan, B., Hansen, L., 2007. *International Security*. London: SAGE.

TEACHING METHODS

The course is based mainly on lectures, with ample room dedicated to in-class discussion to stimulate peer learning. Lectures will be introduced by a presentation of the instructor (including guest speakers – Moncef Kartas and Francesco Strazzari – to harness specific areas of expertise), and will subsequently unfold like graduate level seminars, so students are expected to read widely around the topics and critically engage in discussions.

Additionally, the course is designed to: familiarize the students with key ideas, authors and texts of Security Studies, and strengthen teamwork attitudes by engaging in group works and presentations to the rest of the class; improve the students' ability to write a research paper proposal, conduct literature review, and write a research paper. To this end, additional teaching and learning methods will include: a group work on the reading, presentation and discussion of one of the key texts of Security Studies; and the individual drafting of a research paper elaborating on one contemporary security issue preliminarily agreed upon with the instructor. Class presentations or papers may be published after review in the academic blog www.securitypraxis.eu

ASSESSMENT

The assessment will be based on three distinct elements:

- in-class participation: throughout the entire course, students are expected to read the material assigned for each lecture and be ready to critically discuss it in class;
- mid-term group-work: students will work in group to read and present one key text of Security Studies (chosen from a list proposed by the instructor);
- final essay: at the end of the course, each student will write a short research paper developing one of the themes addressed in class (to be agreed upon with the instructor).

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

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

LEARNING OBJECTIVES AND OUTCOMES

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

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

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

PREREQUISITES

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

CONTENTS

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

The specific issues addressed in the course are:

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

BIBLIOGRAPHY

- J. A. McMahon & M. N. Cardwell (eds.). 2015. "Research Handbook on EU Agricultural Law", Edward Elgar.
- Carlos M. Romeo Casabona, Leire Escajedo San Epifanio and Aitziber Ernaldi Ciri6n (eds). 2010. Global Food Security, Wageningen Academic Publisher.
- RAYFUSE R., WEISTFELT N. (a cura di), The Challenge of Food Security. International Policy and Regulatory Frameworks, Edward Elgar Publishing, 2012.
- Desta, Melaku Geboye. 2001. Food Security and International Trade law: An appraisal of the World Trade Organization Approach. Journal of World Trade. 35(3), 449-468.

TEACHING METHODS

The module is taught by both lectures and seminars. The course usually hosts one or two guest speakers. The active participation of students is required and will be strongly stimulated through questions, documents analysis, case studies and presentations.

ASSESSMENT

The assessment will be based on two distinct elements:

- Class Participation (50%)

Active listening and participation are very important to engaging with the course. Classroom participation will be judged according to activeness in the classroom, quality of classroom participation, and the presentations students are required to give. The presentations will test the student's ability to critical thinking skills, and integration of concepts.

- Final Paper (50%)

Students will be required to submit a short paper (no more than 2000 words).

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

LEARNING OBJECTIVES AND OUTCOMES

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

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

PREREQUISITES

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

CONTENTS

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

The sessions making up the course are as follows:

Session I: The regulation of the use of force in IL

Session II: The legal nature of the prohibition of use of force in IL

Session III: The exceptions to the prohibition of the use of force in IL

Session IV: The consequences of the violation of the prohibition of the use of force in international relations

Session V: The obligation to solve disputes through peaceful means

Session VI: The UN collective security mechanism

Session VII: Regional Security Mechanisms: the EU, AU, OSA, OSCE etc

Session VIII: The interplay between the UN and regional mechanism for protecting and promoting international peace and Security

Course Calendar

September 28 from	09,00 to 12,00
September 29 from	09,00 to 12,00
October 5 from	09,00 to 12,00
October 6 from	09,00 to 12,00
October 11 from	09,00 to 12,00
October 19 from	09,00 to 12,00
October 26 from	09,00 to 12,00
November 9 from	09,00 to 12,00
November 16 from	09,00 to 12,00
November 23 from	09,00 to 12,00
November 29 from	12,00 to 15,00
November 30 from	09,00 to 12,00

BIBLIOGRAPHY

Mandatory readings (the two books indicated below cover all the topics dealt within the sessions):

- Weller, *The Oxford Handbook of the Use of Force in International Law*, 2015
 - Klabbers, *An Introduction to International Organizations Law*, Cambridge University Press, 2015, in particular Chapters 1-3, Chapter 5, Chapter 7
 - Ruys, Corten (eds). *The Use of Force in International Law: A Case-Based Approach*, Oxford University Press, 2018.
-

Suggested readings:

- Miranda, Pirozzi, Schäfer, *Towards a stronger Africa-EU cooperation on peace and security: the role of African regional organizations and civil society*, IAI, 2012, available at: <https://www.ciaonet.org/attachments/21750/uploads>
 - Report "The OSCE and Chapter VIII of the United Nations Charter: Confronting Emerging Security Challenges, In the Euro-Atlantic and Eurasian Space", 2014, available at: <http://www.osce.org/secretariat/120607?download=true>
 - de Guttry, *How does the UN Security Council Control States or Organizations Authorized to Use Force? A Quest for Consistency in the Practice of the UN and of its Member States*, *International Organizations Law Review*, 2014, 11, p. 251-293
 - de Guttry, *Developing Effective Partnerships in Peacekeeping Operations between the UN and Regional Organizations: A recent Report of the UN Secretary General on the Transition in Mali and in the Central African African Republic* in "Paix et Sécurité Internationales", 3, 2015, pp. 13-32
 - Riziki Majinge, *Regional Arrangements and the Maintenance of International Peace and Security: The Role of the African Union Peace and Security Council*, *Canadian Yearbook of International Law*, 2016, pp. 97-149
 - Ruys, Corten (eds). *The Use of Force in International Law: A Case-Based Approach*, Oxford University Press, 2018
 - de Guttry, *The Western-led Military Operations in Syria in Response to the Use of Chemical Weapons: A Critical Assessment of the Claim for New Exceptions to the Prohibition on the Use of Force*, in *Archiv des Voelkerrechts*, 2018, 56-IV, p. 472-513
 - Wood, Stthoeger (eds.), *The UN Security Council and International Law*, Cambridge University Press, 2022, in particular Chapter 7, devoted to "The Security Council, International Organizations, and the Use of Force", pp. 136-157.
-

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

UN Charter

1969 Vienna Convention on the Law of Treaties

UNGA Resolution on the Definition of Aggression (A/RES/29/3314 of 1974)

TEACHING METHODS

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

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

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

ASSESSMENT

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

Professor Dirk JUMPERTZ, Bobby FLAIM and Emily TAYLOR
e-mail:

COURSE OBJECTIVES AND LEARNING OUTCOMES

Cybersecurity and internet governance have been rising up the political agenda and feature heavily in current UN treaty negotiations on cybercrime and on norms for responsible state behaviour, as well as a plethora of EU and national regulations. From tech companies to law enforcement and policy makers, everyone is concerned and looks for solutions to fight the continuous increase in cyber-threats. This course provides an interdisciplinary approach, aimed at students of international security studies, international law and international relations. The course provides a basic technical introduction of the key principles and protocols that created the internet, and outlines the paradigms of multistakeholder internet governance, including key institutions and processes, the strategic importance of domain names and IP addresses and technical standards. Sessions will analyse the impact of the ways that the network and its governance have evolved. A session devoted to cybercrime introduces the threat actors and the challenges of coordinating an international response against organised criminal gangs. The final session will examine the successes and failures of regulating a global network. Each session will include interactive exercises and quick-fire questions for students. Students will be asked to prepare a short presentation on one of a selection of notable cybersecurity incidents.

Entrance requirements

None.

CONTENTS

24 October 2022: 09:00-13:00 – Session 1 (4hrs)

25 October 2022: 09:00-12:00, and 16:00-18:00 – Session 2 (3 + 2 hrs)

26 October 2022: 14:30-17:30 – Session 3 (3 hrs)

27 October 2022: 09:00-12:00 - Session 4 (3 hrs)

Session 5 (3 hrs) – To be scheduled before 16.12.2022

1. Session 1: 4 hours (Dirk Jumpertz)

- Introduction, course overview and assignments. For the course assessment, students will be required to present in small groups a cybersecurity case. Students can choose from several prepared cases that will be presented during the introduction – (30 min)
- A technical primer on the internet, its architecture, key protocols, and principles. What is the Internet? What was it designed for? Key protocols and concepts: the internet's layers, packet switching, IP addresses, routing, the domain name system, how the network is technically managed, what or who are the different players that manage the internet technically – (90 min)
- Cyber-incidents and cyberattacks. We'll explore the different types of cyber-incidents and the technology used. More specifically we'll deep dive into botnets, ransomware, DDOS, hacking, cryptocurrencies, etc... – (120 min)

2. Session 2a: 3 hours (Emily Taylor and Bobby Flaim)

- Cybercrime, definitions, trends, threat actors and challenges to international cooperation. Cyber-enabled and cyber-dependent crimes, trends in cybercrime, who are the threat actors? The international response: Budapest convention; UN cybercrime treaty and challenges to agreeing international norms – (80 min)
- Fighting cybercrime – practical experiences from a former FBI agent. How are cybercrimes investigated, MLATs, Digital evidence, convictions – (80 min)

2. Session 2b: 2 hours (Emily Taylor and Dirk Jumpertz)

Current and future technology. How the Internet's architecture, markets and players have evolved and are evolving. Social media and big tech, cloud computing, content delivery networks, consolidation, and concentration, the impact on society. Emerging technology – AI, blockchain, quantum and the Internet of the future – (120 min)

3. Session 3: 3 hours (Emily Taylor)

- Internet governance Part 1 – an introduction. How do you govern a global network? Key concepts: multistakeholder vs multilateral; the four internets model, key institutions and processes (ICANN, RIRs, IETF and IGF) – (80 min)
- The challenges of governing a global network – the evolution of internet governance. Case studies on key events in internet governance (IANA transition, impact of GDPR on WHOIS, EU regulation DMA & DCA, NIS2, CSA). The rise of UN processes to tackle international governance problems – responsible state behaviour in cyberspace; cybercrime treaty; The politicisation of standards & infrastructure (case study on Huawei 5G and New IP) and the increasing tension on political interference on policy, standards, governance – (80 min)

4. Session 4: 3 hours (Emily Taylor)

- Regulating technology. Can you regulate a global network through national and regional laws? This session will review the dominant narratives affecting technology and regulation, as well as key events that triggered changes in regulatory thinking. Case studies on the impact of EU regulation and legislative proposals – (180 min)

5. Session: 3 hours

- Student presentations (assessed)

Teaching and learning methods and activities

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

BIBLIOGRAPHY

Essential Readings:

- John Naughton (2016) The evolution of the Internet: from military experiment to General Purpose Technology. *Journal of Cyber Policy*, Vol. 1, Issue 1 <http://www.tandfonline.com/doi/full/10.1080/23738871.2016.1157619>
- Tim Wu, *The Master Switch, the rise and fall of information empires*, Atlantic Books 2010,
- Global Commission on Internet Governance (2016) *One Internet*. Centre for International Governance Innovation (CIGI) and Royal Institute for International Affairs (RIIA). <https://www.ourinternet.org/report#chapter--the-essentials>
- Bruce Schneier, *Beyond Fear: thinking sensibly about security in an uncertain world*, Copernicus 2006 (Second Edition)
- J. Zittrain, *The Future of the Internet and How to Stop It*, (Penguin, 2009).
- K. O'Hara, W. Hall, 'Four Internets: data, geopolitics and the governance of cyberspace, 2021, Oxford University Press.
- S. Hoffmann, D. Lazanski & E. Taylor, 'Standardising the splinternet: how China's technical standards could fragment the internet', *Journal of Cyber Policy*, 5:2 (2020), 239-264, DOI: 10.1080/23738871.2020.1805482.
- Dennis Broeders, Els de Busser, Fabio Cristiano & Tatiana Tropina (2022) Revisiting past cyber operations in light of new cyber norms and interpretations of international law: inching towards lines in the sand?, *Journal of Cyber Policy*, 7:1, 97-135, DOI: 10.1080/23738871.2022.2041061
- Woolley, S. and P. Howard, eds., 2019. *Computational Propaganda: Political Parties, Politicians, and Political Manipulation on Social Media*. New York: Oxford University Press.

Optional Readings:

- *Journal of Cyber Policy*, 'Special Issue: Consolidation of the Internet' 5.1 (2020), <https://www.tandfonline.com/toc/rcyb20/5/1?nav=toCList>
- Harriet Moynihan (2021) The vital role of international law in the framework for responsible state behaviour in cyberspace, *Journal of Cyber Policy*, 6:3, 394-410, DOI: 10.1080/23738871.2020.1832550
- Laura Shin, *The cryptopians: idealism, greed, lies and the making of the first big cryptocurrency craze*. 2022,

- Little, Brown
- Geoff White, *The Lazarus Heist*, 2022, Penguin.

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

ASSESSMENT

The assessment will be based on two distinct elements.

The first (70% of the final mark) will be based on the student presentations which take place later in the semester.

Students will be assessed on level of preparation displayed, content of the presentation, use of sources, participation in class discussions and cooperation with the group of students.

The second element (30% of the final mark) will be based on the written, multiple choice test consisting of 20 questions.

Three options will be given for each question, of which only one is correct. The test will be scheduled to take place following completion of the course, to allow revision time for students.

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

LEARNING OBJECTIVES AND OUTCOMES

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

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

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

PREREQUISITES

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

CONTENTS

The course is divided into two parts.

Part I – *Constructing Ethical Competence*

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

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

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

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

Part II – *Applying Ethical Competence*

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

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

The first module (2.1.) is devoted to an in-depth training on the technique of the "moral dilemma". A specific attention will be dedicated to working group activities and plenary discussions. Dr. Fausto Corvino will join this module and integrate the didactic activities in co-teaching form.

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

a) *the robotic warfare*, namely: drones and robotic devices applied in war-contexts.

b) *the nuclear security*: with specific reference to technical, legal and ethical implications and a special focus on the Italian context.

c) *the cyber-security domain*, with specific reference to the critical infrastructures that are devoted to the balancing between individual ethical values and constitutional principles, on the one hand, and the need of ensuring the stability of the state security in all institutional sectors and activities, on the other.

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

BIBLIOGRAPHY

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

-
- S. Blackburn, *Ethics: A Very Short Introduction*, Oxford University Press, Oxford 2003
 - W. Kymlicka, *Contemporary Political Philosophy*, Oxford University Press, Oxford 2002.
 - D. Copp, *The Oxford Handbook of Ethical Theory* Oxford University Press, Oxford 2006.
 - Burke, *Beyond Security, Ethics and Violence*, Routledge, London 2007.
 - Burke, K. Lee-Koo, M. McDonald (eds), *Ethics and Global Security. A Cosmopolitan Approach*, Routledge, London 2014.
 - J.P. Burgess (ed.), *The Routledge Handbook of New Security Studies*, Routledge, London 2010.
 - P.G. Harris (ed.), *A Research Agenda for Climate Justice*, Northampton, Edward Elgar, 2019
 - M. Manjikian, *Cybersecurity Ethics. An introduction*, Routledge, Abingdon and New York 2018.
 - J. Nyman, A. Burke (eds), *Ethical Security Studies. A New Research Agenda*, Routledge, London 2015.
 - B.J. Steele, *Alternative Accountabilities in Global Politics: The Scars of Violence*, Routledge, Abingdon and New York 2013.
-

TEACHING METHODS

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

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

ASSESSMENT

The final grades will be based on the class participation and on the quality of a presentation based on the contents discussed during the courses.

Statistical Reasoning	credits: 3
Professor Chiara Seghieri e-mail: chiara.seghieri@santannapisa.it	semester I

LEARNING OBJECTIVES AND OUTCOMES

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

PREREQUISITES

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

CONTENTS

The course will be broken down into the following units:

-
- 1. Descriptive statistics:**
 - summarizing data (frequency distributions, graphs, summary statistics);
 - bivariate analysis
 - 2. Introduction to sampling distributions with emphasis on the Normal distribution**
 - 3. Introduction to Inferential statistics:**
 - confidence Intervals and Hypothesis testing;
 - linear regression
-

BIBLIOGRAPHY

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

TEACHING METHODS

Concepts will be exposed through real world examples using STATA software.

ASSESSMENT

Group project presentations based on selected topics and research questions

European Security Governance: Between Continuity and Adaptation	credits: 3
Professor Antonio Missiroli e-mail: antonio.missiroli@gmail.com	semester I

LEARNING OBJECTIVES AND OUTCOMES

The course explores the evolving landscape of security governance in Europe, from the bipolar system of the Cold War to the changing agendas and emerging actors of the post-Cold War period – up to the present. Its main objective is to develop an understanding of the building blocks of European security and their evolution over the years, the scope and modus operandi of the main institutions and organisations dealing with it, and the challenges confronting Europe in the 21st century.

The course is also designed to encourage the students to analyze complex issues in context and in perspective, and to present them in a comprehensive way. Finally, students will be required to write a short policy paper based on their oral presentations.

PREREQUISITES

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

CONTENTS

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

Course structure:

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

BIBLIOGRAPHY

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

S.Biscop, R.G.Whitman (eds.), *The Routledge Handbook of European Security*, 2014.

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

The EU and the World: Players and Policies Post-Lisbon – A Handbook (Paris, 2016)

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

TEACHING METHODS

The course is organized around two main blocks and six three-hour sessions.

The first block (classes 1-4) will be based on the instructor's presentations aimed at introducing the subject matter, first in historical perspective and then with a focus on current issues.

The second block (classes 5-6) will be based on the students' oral presentations (individually or in groups, depending on the size of the class) aimed at addressing more specific aspects of the course (a list of possible subjects will be provided by the instructor and agreed with the students).

Students will then be asked to write a short paper each, broadly based on the theme of their presentations but with a focus on policy, namely what should/could be done by whom (more precise guidelines will be provided during the course).

Insofar as possible, classes (especially 1, 3 and 5) will start with a quick overview of recent events deemed relevant for the course.

This overall structure may be marginally adapted in light of the eventual size of the class.

ASSESSMENT

The oral presentation will account for 50% of the final grade, and the written policy paper for the other 50%. In normal circumstances, also active participation in class would be considered an element contributing the final assessment.

Transnational Governance	credits: 6
Professor David Natali, Francesco Strazzari	semester II
e-mail: david.natali@santannapisa.it	
francesco.strazzari@santannapisa.it	

LEARNING OBJECTIVES AND OUTCOMES

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

At the end of the course students are expected to:

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

PREREQUISITES

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

CONTENTS

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

BIBLIOGRAPHY

The textbooks for general reference are

- Levi-Faur, D. (2012), *The Oxford Handbook of Governance*. Oxford: Oxford University Press.
 - Bevir, M. (2011), *The Handbook of Governance*. London: SAGE.
-

TEACHING METHODS

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

ASSESSMENT

The assessment will be based on three distinct elements:

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

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

European Security: Politics & Policies	credits: 6
Professor Edoardo Bressanelli, Emilio De Capitani e-mail: edoardo.bressanelli@santannapisa.it	semester I

LEARNING OBJECTIVES AND OUTCOMES

The module aims to assess the multidimensional nature of the concept of security in the European Union. In the last decade, the EU has been dealing with crises of different nature, posing a threat to the security of its citizens. From the economic-financial crisis to the war in Ukraine; from the emergence and consolidation of populist parties to the possibility of 'dis-integration' prompted first by Brexit and then by COVID-19; from the migration and refugee crisis to the success of regimes of illiberal democracy in Central-Eastern Europe, the EU has gone through a decade of 'polycrisis' (Zeitlin et al 2020).

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

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

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

PREREQUISITES

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

CONTENTS

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

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

Session I – Security in the European Union: a conceptual and historical introduction
Session II – Foreign and defense policies
Session III – Terrorism and counter-terrorism
Session IV – Climate change and the environment
Session V – Foreign interferences and disinformation
Session VI – Case study: the 2019 European Parliament elections
Session VII – Migration and refugee policy
Session VIII – Enlargement as security policy
Session IX – The changing approach to security in the European Union

The second part (Sessions X – 8 hours) will be devoted to specific themes analysed in-depth from a practitioner's perspective and will be taught by Emilio de Capitani, former Head of the secretariat of the LIBE Committee, European Parliament

BIBLIOGRAPHY

The textbook for general reference is S. Economides and J. Sperling (eds) (2019). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge.

Detailed Reading List

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

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

J. Sperling (2019). The European Union and the grand security strategy for post-Westphalian governance. In S. Economides and J. Sperling (eds) (2019). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge, Chapter 1

A. Cottey, (2013). Security in the 21st Century Europe. In A. Cottey, *Security in the 21st Century Europe*, Palgrave Macmillan.

E. Lazarou (2018), *Peace and Security in 2019. Overview of EU action and outlook for the future*, European Parliament, Chapter 1, pp. 8-21 [available at:

[https://www.europarl.europa.eu/RegData/etudes/STUD/2019/637894/EPRS_STU\(2019\)637894_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2019/637894/EPRS_STU(2019)637894_EN.pdf)

Session II – Foreign and defense policies

A. Cottey (2019). The EU's common security and defence policy: institutions without strategy. In S. Economides and J. Sperling (eds) (2017). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge, Chapter 7.

S. Lehne (2017). Is there hope for EU foreign policy? Carnegie Europe [available at: <https://carnegieeurope.eu/2017/12/05/is-there-hope-for-eu-foreign-policy-pub-74909>]

T. Tardy (2018) Does European Defence Really Matter? Fortunes and Misfortunes of the Common Security and Defence Policy. *European Security* 27: 2, 119-37

- READINGS ON THE WAR IN UKRAINE TO BE CHOSEN -

Session III – Terrorism and counter-terrorism

R. Bossong and M. Rhinard. Terrorism and transnational crime in Europe: a role for strategy? In S. Economides and J. Sperling (eds) (2019). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge, Chapter 10.

C. Kaunert and S. Léonard (2019). The collective securitisation of terrorism in the European Union. *West European Politics* 42, 261–277.

Session IV – Climate change and the environment

N. P. Gleditsch and O. P. Theisen (2016). Resources, the environment and conflict. In M. Dunn Cavelti and T. Balzacq. *Routledge Handbook of Security Studies*. Chapter 19.

R. Youngs (2014). Climate Change and EU Security Policy. An Unmet Challenge. Carnegie Europe [available at: https://carnegieendowment.org/files/climate_change_eu_security.pdf]

Session V – Foreign Interferences and disinformation

Bressanelli, E., Di Palma, A., Inglese, G., Marini, S. and E. Repetto (2020). *Institutions and Foreign Interferences*. Brussels: European Parliament. PE 655.290.
[https://www.europarl.europa.eu/thinktank/en/document.html?reference=IPOL_STU\(2020\)655290](https://www.europarl.europa.eu/thinktank/en/document.html?reference=IPOL_STU(2020)655290)

Session VI – Case study: Foreign interferences and the 2019 EP elections

For the case study, documents and other material will be shared with students ahead of the class. The following questions will be addressed:

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

Session VII – Migration and refugee policy

M. Ceccorulli and S. Lucarelli (2019). Security borders, saving migrants: the EU's security dilemma in the twenty-first century. In S. Economides and J. Sperling (eds). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge, Chapter 9.

J. Huysmans (2000). The European Union and the Securitization of Migration. *JCMS: Journal of Common Market Studies* 38, 751–777

M. Riddervold, (2018). A humanitarian mission in line with human rights? Assessing Sophia, the EU's naval response to the migration crisis. *European Security* 27, 158–174.

Session VIII – Enlargement as security policy

A. E. Juncos (2017). The European Union and the Western Balkans: enlargement as a security strategy. In S. Economides and J. Sperling (eds) (2017). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge, Chapter 3.

Christou, G., 2010. European Union security logics to the east: the European Neighbourhood Policy and the Eastern Partnership. *European Security* 19, 413–430.

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

S. Economides (2019). Conclusion: The EU security strategies: consistency or contradictions? In S. Economides and J. Sperling (eds) (2017). *EU Security Strategies. Extending the EU System of Security Governance*, London: Routledge, Chapter 12.

L. Chappell, J. Mawdsley, P. Petrov (2016). Uncovering EU strategy in its security policy. An (in)coherent actor? In *The EU, Strategy and Security Policy: Regional and Strategic Challenges*. Routledge, pp. 202–216.

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

Specific readings will be circulated ahead of the classes

TEACHING METHODS

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

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

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

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

ASSESSMENT

The assessment will be based on two distinct elements.

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

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

Terrorism and insurgency in war and peace	credits: 6
Professor Francesca Capone e-mail: francesca.capone@santannapisa.it	semester II

LEARNING OBJECTIVES AND OUTCOMES

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

At the core of the analysis there is the relationship between the legal framework governing terrorism and international humanitarian law and the considerable amount of political rhetoric regarding the (mis)use of concepts like insurgency,

national liberation movements, terrorist groups and freedom fighters.

This course has the following Learning Outcomes:

- Students are expected to become familiar with the relevant lexicon;
- Students are expected to Have a firm grasp of the main tenets of the law of armed conflict and know how it interacts with germane areas of international law that are relevant in armed conflict scenarios;
- Students are expected to understand the main challenges that terrorism poses to the international legal framework;
- Students are expected to critically reflect on the measures and strategies adopted at the international level and transposed at the national level to deal with terrorism;

Students are expected to gain the capacity to conduct an autonomous legal assessment of specific scenarios, learn to discuss the most relevant topics in class and participate in all the activities and the discussions

PREREQUISITES

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

CONTENTS

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

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

BIBLIOGRAPHY

1. Mandatory readings:

- Nils Melzer, *International Humanitarian Law - A Comprehensive Introduction*, International Committee of the Red Cross, 2016 (available free of charge at <https://shop.icrc.org/international-humanitarian-law-a-comprehensive-introduction-2508.html>)
- Emily Crawford, “Insurgency” in *Max Planck Encyclopedia of Public International Law* (2011)
- Christian Walter, “Terrorism”, in *Max Planck Encyclopedia of Public International Law* (2011)
- Ben Saul, “Terrorism and International Humanitarian Law” (2016), available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2778893
- Roberta Arnold, “Terrorism, War Crimes and the International Criminal Court”, in Ben Saul (ed.) *Research Handbook on International Law and Terrorism* (Edward Elgar, 2017), Chapter 17

2. Optional readings:

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

TEACHING METHODS

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

Students are expected to actively participate and engage in all the activities. Note that attendance of the course is mandatory. In case of absence, students should, whenever possible, inform the lecturer beforehand via email. Any absence should be duly justified.

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

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

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

ASSESSMENT

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

- A short essay that needs to be submitted by the deadline that will be agreed on with the lecturer during the first session (70% of the overall assessment). Instructions concerning the short essay will be shared with the class in due time;
- In class participation (30% of the overall assessment).

Gender and Security

credits: 3

Professor Laura Berlingozzi and Marco Solinas

semester I

e-mail: laura.berlingozzi@santannapisa.it

marco.solinas@santannapisa.it

LEARNING OBJECTIVES AND OUTCOMES

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

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

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

PREREQUISITES

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

CONTENTS

The course is organized in nine two-hour sessions:

- 1) Introduction to Gender and Security: concepts and definitions
- 2) Feminist IR and post-colonial theories
- 3) Security, Emancipation and Critical Theory
- 4) Intersectionality as critical theory
- 5) The UN and feminist institutionalism: analyzing and critiquing the WPS Agenda
- 6) Gender-based violence and war crimes: women as victims of conflict
- 7) Gender and terrorism: a matter of agency
- 8) Peacekeeping, Peacebuilding and Post-conflict Reconstruction
- 9) Workshop – class presentations

Seminar 1: Introduction to Gender and Security: concepts and definitions

- Laura J. Shepherd, 'Sex or Gender? Bodies in World Politics and Why Gender Matters' in Laura J. Shepherd, ed., *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. London: Routledge, 2010 (Chapter 1);
- Tickner, J. Ann. "Still Engaging from the Margins?" in Steans, Jill and Daniele Tepe-Belfrage, eds. 2016. *Handbook on Gender in World Politics*. Cheltenham, UK (Chapter 2)

Seminar 2: Feminist IR and post-colonial theories

- Wibben, Annick T. R. "Feminist Methodologies and World Politics in Steans, Jill and Daniele Tepe-Belfrage, eds. 2016. *Handbook on Gender in World Politics*. Cheltenham, UK (Chapter 9);
- Peace A. Medie & Alice J. Kang. 2018. "Power, knowledge and the politics of gender in the Global South." *European Journal of Politics and Gender* 1(1-2): 37-54.

Additional readings:

- Enloe, Cynthia. 2014. *Making Feminist Sense of International Politics Bananas, Beaches and Bases*, 2nd Edition. Berkeley: University of California Press (Chapter 9);
- Chowdhry G. and Nair S., Introduction: Power in a postcolonial world: race, gender, and class in international relation in *Power, postcolonialism and International relations*. Reading race, gender and class (chapter 1)

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

Pinar Bilgin, "Critical Theory", in Paul D. Williams and Matt McDonald (eds), *Security Studies. An Introduction*, London: Routledge, 2008, chapter 7, pp. 89-102.

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

- Patricia Hill Collins, "Intersectionality as Critical Social Theory", in Peter Kivisto, *The Cambridge Handbook of*

Social Theory, vol II, Contemporary Theories and Issues, Cambridge: CUP, 2020, chapter 7, pp. 120-142.

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

- Carol Cohn 2008. "Mainstreaming gender in UN security policy: a path to political transformation?" in Shirin Rai & Georgina Waylen (eds.) *Global governance: feminist perspectives*. Basingstoke: Palgrave Macmillan, pp. 185-206;
- Nicola Pratt 2013. "Reconceptualizing gender, reinscribing racial-sexual boundaries in international security: the case of UN Security Council Resolution 1325 on Women, Peace and Security." *International Studies Quarterly* 57(4): 772-783.

Additional readings:

- Kirby, Paul and Laura J. Shepherd. 2016. 'The futures past of the Women, Peace and Security agenda'. *International Affairs* 98(1): 373-339.

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

- Kirby, Paul. 2013. 'How is rape a weapon of war? Feminist International Relations, modes of critical explanation and the study of wartime sexual violence'. *European Journal of International Relations* 19(4): 797-821;
- Baaz, Maria Eriksson and Maria Stern. 2009. 'Why do soldiers rape? Masculinity, violence and sexuality in the armed forces in the Congo (DRC)'. *International Studies Quarterly* 53(2): 495-518.

Additional readings:

- Hansen, Lene. 2001. 'Gender, nation, rape: Bosnia and the construction of security'. *International Feminist Journal of Politics* 3(1): 55-75.
- Cockburn, C. (2001) 'The Gendered Dynamics of Armed Conflict and Political Violence', in C. Moser and F. C. Clark (eds) *Victims, Perpetrators Or Actors? Gender, Armed Conflict and Political Violence*, London: Zed.

Seminar 7: Gender and terrorism: a matter of agency

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

Additional readings:

- Swati Parashar. 2009. "Feminist international relations and women militants: case studies from Sri Lanka and Kashmir." *Cambridge Review of International Affairs* 22(2): 235-256
- Laleh Khalili. 2011. "Gendered practices of counterinsurgency." *Review of International Studies* 37(4): 1471-1491.

Seminar 8: Peacekeeping, Peacebuilding and Post-conflict Reconstruction

- Handrahan, Lori. 2004. "Conflict, Gender, Ethnicity and Post-Conflict Reconstruction." *Security Dialogue* 35(4): 429-45;
- Helena Carreiras (2010) *Gendered Culture in Peacekeeping Operations*, *International Peacekeeping*, 17:4, 471-485,

Additional readings:

- Megan Mackenzie 2009. "Securitization and desecuritization: female soldiers and the reconstruction of women in post-conflict Sierra Leone." *Security Dialogue* 18(2): 241-261;
- Olivera Simić (2010) *Does the Presence of Women Really Matter? Towards Combating Male Sexual Violence in Peacekeeping Operations*, *International Peacekeeping*, 17:2, 188-199.

Seminar 9: Workshop – class presentations

For any request of clarification or further information, students are encouraged to write to the lecturer:

laura.berlingozzi@santannapisa.it.

BIBLIOGRAPHY

A specific list of required (one or two articles per class) and recommended readings is proposed for each class. Class discussions will be based on the required readings. Additional readings are not compulsory but encouraged.

The textbooks for general reference adopted in the course are:

- Gentry, C. E., Shepherd, L. J., & Sjoberg, L. (Eds.). (2018). *The Routledge handbook of gender and security*. London: Routledge.
- Laura J. Shepherd, ed., 2010. *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. London: Routledge.
- Detraz, Nicole (2012) *International Security and Gender* (Cambridge – Malden: Polity Press).

TEACHING METHODS

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

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

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

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

ASSESSMENT

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

Professor Daniele Moschella and Maria Enrica
Virgillito

semester II

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mariaenrica.virgillito@santannapisa.it

LEARNING OBJECTIVES AND OUTCOMES

Risk is central in Economic theory. It affects both the way in which rational individuals take decision, interact and strategize, from the micro-behavioural perspective, but also they way in which collectively they are exposed to adverse events, such as loosing income, job security, being exposed to pollution, from the macro-societal perspective.

Therefore, risks unfold at the individual and societal levels: risks in making wrong decisions, in choosing wrong strategies, in loosing social stability, in loosing income and job guarantees.

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

By the end of the course students should:

Understand the problem of decision theory under under risk and uncertainty

Be able to apply the notion of expected payoff and expected utility to practical example

Understand the problem of decision with strategic interactions

Understand the functioning of labour markets in competitive settings

Understand the notion of societal risks in terms of unemployment, economic and social inequality

Knowing basic statistical measures of inequality, patterns over time and across countries

PREREQUISITES

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

CONTENTS

The course is composed of two parts. The first part (Sessions I – XII) is devoted to a general introduction to decision theory, focusing in particular on the notion of expected payoff, expected utility theory and strategic decisions. The second part (Sessions XIII – XVIII) will be first devoted to the analysis of labour markets functioning according to the neoclassical approach, and then (Sessions XIX - XXIV) devoted to the study and measurements of economic and societal risks as unemployment and inequality.

The sessions making up the course are as follows:

Part I

Session I – Do we need decision theory? Motivating examples

Session II – Certainty, uncertainty, and risk

Session III – Decision under uncertainty

Session IV – Decision under risk: probability

Session V – Decision under risk: expected value

Session VI – Decision under risk: utility and risk aversion

Session VII – Decision under risk: applications

Session VIII – Paradoxes and behavioral approach (1)

Session IX – Paradoxes and behavioral approach (2)

Session X – Game theory: basic concepts

Session XI – Game theory: zero-sum games

Session XII – Game theory: the prisoner's dilemma

Part II

Session XIII – Labour market functioning: labour supply

Session XIV – Labour market functioning: labour demand

Session XV – Wage determination in competitive settings

Session XVI – Deviation from perfect competition: monopsony

Session XVII – Unions and collective bargaining

Session XVIII – Bargaining theory

Session XIX – Unemployment: facts

Session XX – Unemployment: theories and determinants

Session XXI – Inequality: facts

Session XXII – Inequality: theories and determinants

Session XXIII – Inequality: measurements

Session XXIV – Social and Environmental inequalities

BIBLIOGRAPHY

Part I - M.D. Resnik, Choices

Part II - P. Cahuc, S. Carcillo, A. Zylberberg, Labor Economics, second edition, 2014, The MIT Press.

D. B. Grusky and J. Hill, Inequality in the 21st Century, 2017, Routledge (Part)

TEACHING METHODS

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

ASSESSMENT

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

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

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

LEARNING OBJECTIVES AND OUTCOMES

The course aims at developing a critical understanding and an interdisciplinary overview of some security issues in the light of the cybernetic and technological vocabulary, with the help of some classics in political theory. Special attention will be devoted to the 'preservation/emancipation/enhancement constellation in the light of the posthuman studies. The teaching will provide a nonconformist analysis of some of the most innovative, widespread and operationalized categories according to the academics in Posthuman Political Philosophy, in Posthuman IR and in Posthuman Security Studies, by adopting a critical, multi-faceted and posthuman-centered approach to security: This overview will rely on both genealogical, epistemological and hermeneutical toolkits.

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

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

Classes will mainly be devoted to tackle and revise from the genealogical point of view the categories, the practices, the technologies which operationalize and embed the conceptual and symbolical constellation set by the most relevant categories and taxonomies (see below). The depth and breadth of the course is expected to stimulate students to pursue their own intellectual and professional interests and develop their own areas of specialization in the field of security principally according to a posthuman approach.

PREREQUISITES

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

CONTENTS

The course is divided into two parts.

The first part aims at giving:

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

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

The sessions making up the course are as follows:

Session I – Epistemological stance: Methods, methodologies, key concepts.

Session II – Introduction to selected Western philosophical-political categories: safety/security/vulnerability/human preservation in the light of complexity theories
 Session III – Human Condition, Vulnerability, Human protection
 Session IV – Some relevant security issues in the light of technological and cybernetic mutations: emancipation/human enhancement/posthuman condition.
 Session V – Posthuman security Studies. A new disciplinary Paradigma for a Posthuman emancipatory project?
 Session VI Historical-genealogical development of the security issues in the light of the posthuman vocabulary. Anthropocene Security
 Session VII – Trans-human versus Post-human. 'What is at stake'. Definitions and challenges
 Session VIII – Robots, AI, cybertheory, enhanced subjects, enhancing technologies, ecological thought. Vulnerability/Anthropocene Security as chance and aporia?
 Session IX - Catch up session and final recapitulation

BIBLIOGRAPHY

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

COMPULSORY READINGS:

Fiorella Battaglia, Antonio Carnevale, A. (Eds, 2014), Reframing the Debate on Human Enhancement, Humana.Mente, N. 26, ETS, Pisa, www.humanamente.it (selected chapters).
 Mark Coeckelbergh, Human Being @Risk. Enhancement, Technology, and the Evaluation of Vulnerability Transformations, slides authorized by the author
 Erika Cudworth, Stephen Hobden, Posthuman International Relations, Zed, London 2011 (selected pages).
 Erika Cudworth, Stephen Hobden, The Emancipatory Project of Posthumanism, Routledge, London and New York 2018 (selected pages)
 Erika Cudworth, Stephen Hobden and Emilian Kavalski (eds), Posthuman Dialogues in International Relations, Routledge, London and New York 2018 (selected pages)
 Clara Eroukhanoff and Matt Harker, eds, Reflections on the the Posthuman. Anthropocene, Security and Ecology, E-International Relations Publishing, Bristol 2017 (selected pages)
 Donna Haraway, A Cyborg Manifesto: Science, Technology and Socialist-Feminism in the Late Twentieth Century, in Haraway, D. (ed.), Simians, Cyborgs, and the Women: The Reinvention of Nature. Routledge, New York 1991, 149-181.
 Donna Haraway, Staying with the trouble. Making Kin in the Chthulucene, Duke University Press, Durham and London 2016 (selected pages)
 Edgar Morin, On complexity, Translated by Robin Postel, Hampton Press, Inc. Cresskill, New Jersey 2008 (selected pages)

SUGGESTED READINGS:

Bernal, J. D. The World, the Flesh and the Devil. An Enquiry into the Future of the three Enemies of the Rational Soul, Jonathan Cape, London 1929.
 Caronia, A., Il Cyborg. Saggio sull'uomo artificiale. ShaKe, Milano 2008.
 Coenen, C., Gammel, S., Heil, R., Woyke, A. (eds.), Die Debatte über „Human Enhancement“ Historische, philosophische und ethische Aspekte der technologischen Verbesserung des Menschen. Transcript Bielefeld 2010
 Haraway, D., Modest_Witness@Second_Millennium_FemaleMan_Meets_OncoMouse, Routledge, London 1997
 Henry, B., Human Enhancement and the Post-Human; the Converging and Diverging Pathways of Human, Hybrid and Artificial Anthropoids, Humana.Mente; N. 26; ETS, Pisa 2014, 59-77.
 Henry, B., What remains of the Human in the Anthropocene? Living between 'nature' and 'culture' in the posthuman condition, Itinerari, 2020/ LIX, Issue nr. 1, pp. 157-172
 Sieben, A., Sabisch-Fechtelpeter, K., Straub, J. (eds.), Menschen machen. Die hellen und die dunklen Seite humanwissenschaftlicher Optimierungsprogramme, transcript, Bielefeld 2012.
 Woyke, A., Human Enhancement und seine Bewertung. Eine kleine Skizze. In Coenen, C., Gammel, S., Heil, R., Woyke, A. (eds.), Die Debatte über Human Enhancement, transcript, Bielefeld 2010, 21-38.

TEACHING METHODS

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

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

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

ASSESSMENT

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

Africa and The Middle East: Transformations and Challenges	credits: 3
Professor Kevin Koehler e-mail: kevin.koehler@eui.eu	semester II

LEARNING OBJECTIVES AND OUTCOMES

The course focuses on the Middle East and North Africa (MENA) with an emphasis on developments since the Arab Uprisings of 2011. The MENA remains characterized by political violence both in the form of open violent conflict, and in the shape of political repression and authoritarian rule. Students will gain an understanding of how political science research has attempted to tackle these issues. At the same time, the course also serves as an introduction to MENA politics, linking general topics to case studies of Egypt, Syria, Tunisia, and Yemen.

The main reading for the course will be **Lynch, Schwedler, and Yom (eds.): *The Political Science of the Middle East: Theory and Research Since the Arab Uprisings* (Oxford University Press, 2022)** in addition to case-based readings in the second part of the course. Additional readings will be announced at a later point.

PREREQUISITES

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

CONTENTS

SESSION 1: Introduction - Conflict and Authoritarian Reconsolidation

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

TEACHING METHODS: Lecture and group discussion

SESSION 2: Resistance and Protest

READINGS: Lynch, Schwedler, and Yom (eds.) 2022. Chapter 3

TEACHING METHODS: Lecture and group discussion

SESSION 3: Political Violence and (In)Security

READINGS: Lynch, Schwedler, and Yom (eds.) 2022. Chapters 4 and 5

TEACHING METHODS: Lecture and group discussion

SESSION 4: The Political Economy of Underdevelopment

READINGS: Lynch, Schwedler, and Yom (eds.) 2022. Chapter 6

TEACHING METHODS: Lecture and group discussion

SESSION 5: Ideologies and Identities

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

TEACHING METHODS: Lecture and group discussion

SESSION 6: Case Study 1 – Egypt and Tunisia

READINGS: TBD

TEACHING METHODS: Student presentations and group discussion

SESSION 7: Case Study 2 – Syria and Yemen

READINGS: TBD

TEACHING METHODS: Student presentations and group discussion

SESSION 8: Conclusion

READINGS: TBD

TEACHING METHODS: Lecture and group discussion

ASSESSMENT

Students will be assessed in the following way:

Participation in group discussion, active engagement with the readings (20%)

Group presentations in Sessions 6 and 7 (30%)

Final paper (max. 5,000 words) on a topic to be agreed with the instructor (50%)

Peacebuilding and War Crimes	credits: 3
Professor: Dr. Huma Saeed (8 hours)	semester II
Dr. Luca Poltronieri Rossetti (10 hours)	
e-mail: Luca.PoltronieriRossetti@santannapisa.it	

LEARNING OBJECTIVES AND OUTCOMES

This module aims at introducing students to the basic theoretical tenets and practical implementation, on the one hand, of International Criminal Law (ICL), i.e. the body of law dealing with individual criminal responsibility for the most serious crimes of concern to the international community as a whole (among which War Crimes) and, on the other, of peacebuilding (PB) and transitional justice (TJ), i.e. the practices developed in order to deal with gross human rights violations, including through judicial and non-judicial mechanisms, and to address socio-political and economic effects of armed conflicts in societies transitioning from conflict to peace.

The problematic relationship between the struggle for justice, the need to establish and preserve peace (both as absence of conflict and a situation leading to the full realization of peoples' rights), and the construction of shared collective memory and reconciliation shall be examined, also in light of selected and particularly relevant case studies.

With regard to the ICL component of the course – lectures delivered by Dr Luca Poltronieri Rossetti – aspects to be examined include:

1. Individual criminal responsibility v. State responsibility under international law; the general principles of individual criminal responsibility
2. The historical development of ICL and its judicial application
3. The different categories of crimes (aggression, genocide, crimes against humanity, war crimes), with particular regard to Sexual and Gender-based Violence in times of conflict
4. International criminal courts and tribunals, with particular focus on the ICC
5. The role and practice of the ICC vis-à-vis war-torn countries, peacebuilding practices and transitional societies (case studies include Colombia, Afghanistan, Ukraine)

With regard to the PB and TJ component of the course – lectures delivered by Dr Huma Saeed – aspects to be examined include:

1. Introduction to armed conflict contexts, TJ and peacebuilding
2. The normative paradigm underpinning TJ and peacebuilding discourses and practices
3. Alternative and critical perspectives towards TJ and peacebuilding
4. TJ and peacebuilding in practice (case studies of Colombia and Afghanistan)
5. Gender justice and victims' rights in peacebuilding and TJ

Lessons of these two sub-components of the course are interdependent and aim at offering students a comprehensive approach to the issues under consideration, with a view to stimulating discussions and encouraging multidisciplinary and interdisciplinary perspectives.

PREREQUISITES

There are no specific prerequisites for this module. However, basic knowledge of International law and/or Human Rights Law, as well as prior knowledge of violent and armed conflict contexts and peacebuilding discourses will facilitate students' grasp of the contents of the course.

BIBLIOGRAPHY

(recommended)

For the ICL part:

- Askin, K.D., 'Prosecuting Wartime Rape and Other Gender-Related Crimes under International Law: Extraordinary Advances, Enduring Obstacles', Berkeley Journal of International Law, vol. 21, no. 2, 2003, 2-62.

- Bassiouni, C., 'International Criminal Justice in Historical Perspective: The Tension Between States' Interests and the Pursuit of International Justice', in Cassese, A., et al. (eds), *The Oxford Companion to International Criminal Justice*, Oxford University Press, 2009, pp. 131-142
- <https://doi.org/10.1093/jicj/mqx051>
- Kress, C., 'The International Criminal Court as a Turning Point in the History of International Criminal Justice', in Cassese, A., et al. (eds), *The Oxford Companion to International Criminal Justice*, Oxford University Press, 2009, pp. 143-159 (except for paras 3.C, 4.A, 4.B, 4.C, 4.E).
- Stahn, C., *A critical Introduction to International Criminal Law*, CUP, 2019 (pp. , 52-59, 62-65, 73-81, 159-183, 192-210).
- Vasiliev, S., 'Aggression against Ukraine: Avenues for Accountability for Core Crimes', *EJIL:Talk!*, 3 March 2022, available at: <https://www.ejiltalk.org/aggression-against-ukraine-avenues-for-accountability-for-core-crimes/>
- ICC, Office of the Prosecutor, Policy paper on gender and sexual based crimes, June 2014.
- ICC, Decision Pursuant to Article 15 of the Rome Statute on the Authorisation of an Investigation into the Situation in the Islamic Republic of Afghanistan, 12 April 2019, available at: https://www.icc-cpi.int/sites/default/files/CourtRecords/CR2019_02068.PDF
- ICC, Judgment on the appeal against the decision on the authorisation of an investigation into the situation in the Islamic Republic of Afghanistan, 5 March 2020, available at: https://www.icc-cpi.int/sites/default/files/CourtRecords/CR2020_00828.PDF
- ICC-Colombia Cooperation agreement, available at: <https://www.icc-cpi.int/itemsDocuments/20211028-OTP-COL-Cooperation-Agreement-ENG.pdf>

For the PB and TJ part:

- Paris, R. (1997). Peacebuilding and the limits of liberal internationalism, *International Security*, 22 (2), 54-89, <https://direct.mit.edu/isec/article-abstract/22/2/54/11577/Peacebuilding-and-the-Limits-of-Liberal?redirectedFrom=fulltext>
- Teitel, R. (2003). Transitional justice genealogy, *Harvard Human Rights Journal*, 16, 69-94, <https://www.gub.ac.uk/Research/GRI/mitchell-institute/FileStore/Fileupload.757186.en.pdf>
- Pettersson, et al. (2019). Organized violence, 1989–2018 and peace agreements. *Journal of Peace Research*, 56 (4), 589-603, <https://journals.sagepub.com/doi/pdf/10.1177/0022343319856046>
- Hellmüller, S. (2014). International and local actors in peacebuilding: Why don't they cooperate, *Swiss Peace*. https://www.files.ethz.ch/isn/178891/WP_4_2014.pdf
- Servaes, J. (2010). Advocating for Peace. Media Development. https://www.researchgate.net/publication/274219637_Advocating_for_Peace
- IFIT (September 2018). The Colombian peace talks: Political lessons for negotiations worldwide: <https://ifit-transitions.org/wp-content/uploads/2021/03/The-Colombian-Peace-Talks-Practical-Lessons-for-Negotiators-Worldwide.pdf>
- Bache, C. (2019). Women's role in peace processes (study requested by the European Union FEMM Committee). [https://www.europarl.europa.eu/RegData/etudes/STUD/2019/608869/IPOL_STU\(2019\)608869_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2019/608869/IPOL_STU(2019)608869_EN.pdf)
- Piccone, T. (2019). Peace with justice: The Colombian experience with transitional justice. *Foreign Policy at Brookings*. <https://www.brookings.edu/research/peace-with-justice-the-colombian-experience-with-transitional-justice/>
- Summary of Colombia's Agreement to End Conflict and Build Peace: <http://www.altocomisionadoparalapaz.gov.co/herramientas/Documents/summary-of-colombias-peace-agreement.pdf>
- Sriram, C.L. (2007). Justice as peace? Liberal peacebuilding and strategies of transitional justice, *Global Society*, 21 (4), p. 579-591, <https://www.tandfonline.com/doi/abs/10.1080/13600820701562843>

TEACHING METHODS

This course will be taught in a hybrid model. A more traditional lecture style for outlining the theoretical foundations of ICL, PB and TJ will be combined with discussions on specific thematic issues in the form of case studies and analysis of practical situations, with a view to complement theory with adequate references to practice. Beyond general readings recommended in this syllabus, additional readings will be assigned ahead of sessions in order to provide ground for in-

class discussions. To fruitfully participate in and contribute to the discussions, students are expected to have completed the readings ahead of each class.

ASSESSMENT

The course will be assessed based on the following criteria:

- Student participation (20%): This will be assessed based on students' active participation in the class as well as the quality of their engagement in discussions.
- Final written test (40%): a written test composed of 10 multiple choice questions + 1 open question (500 words), will be used to assess the ICL component of the course.
- Final paper (40%): Students will present a research paper (no more than 1.200 words), in relation to the PB and TJ component of the course. Please send a digital copy by e-mail to huma.saeed@kuleuven.be. The research paper should be based on class content and should connect the theories and concepts learned in the class to real issues of interest to students. Further guidance on the paper content and structure will be provided later.

USEFUL WEB LINKS

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

DIRPOLIS Institute

<https://www.santannapisa.it/en/institute/dirpolis/institute-law-politics-and-development>

Library Sant'Anna School of Advanced Studies

<https://www.santannapisa.it/en/library>

Teaching Activities calendar

<https://www.santannapisa.it/it/istituto/dirpolis/teaching-activity>

Canteen

<http://www.santannapisa.it/it/ateneo/la-mensa>

Interdepartmental Linguistic Center of University of Pisa

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

Info about COVID-19

mail: infosalute@santannapisa.it

<https://www.santannapisa.it/it/informazioni-general-0>

<https://www.santannapisa.it/it/iniziativa-tutela-della-comunita-universitaria-0>

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