**Course Syllabus**

|  |
| --- |
| **CNU International Summer Session** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Title** | | | **Special Topics in Area Studies: Safeguarding the Globe: International Security in times of Polarisation and Terror** | | | | | | | | | | | | | | |
| **Course Type** | | | Bachelor’s level course | | | | | | | **Credits**  **(hours)** | | 3  (3hrs/day, 45 hours total) | | | | | |
| **Department** | | | Political Science and International Relations/Public Administration | | | | | | | **Professor** | | Nora Leach | | | | | |
| **Classification**  **(year in school)** | | | 2-4 year | | | | | | | **Course Code** | | POS3018 | | | | | |
| **Class room** | | | TBA | | | | | | | **E-mail** | | Nora.Leach@nottingham.ac.uk | | | | | |
| **Prerequisite(s)** | | | Whilst this course is designated for students at Bachelor’s level, the extensive knowledge and skills it fosters make it invaluable for participants from all levels of study. It is particularly suitable for students, intending to pursue a career at various institutions, relevant to security and cooperation, at the national, regional and global levels. | | | | | | | | | | | | | | |
|  | | |  | | |  | | |  |  | |  | | | | | |
| **Course objectives** | | | The main objective of this course is to provide students with an in-depth understanding of all aspects of international security, and to equip them with the toolbox required, or theoretical knowledge, in order to critically evaluate contemporary challenges arising in a polarised world. Specifically, the main aims are:   * To explain the difference between traditional and critical approaches to international relations and security. In particular, to differentiate between theories concerning human nature, conflict, cooperation, the role of the state, war and economics, as opposed to alternative (critical) approaches that emphasise the importance of societal, cultural and aesthetic (visual) factors, as well as processes of knowledge production, rather than solely focusing on the state. * To provide a background in the conceptual and historical areas necessary for understanding the dynamic nature of international security. * To survey the current institutional architecture of world politics by examining institutions, relevant to security, at the national, regional and global levels. * To reflect upon key challenges arising in times of polarisation, such as: terrorism and counterterrorism; new wars; nuclear threats; ethnic conflict, genocide and mass atrocities; intelligence and propaganda; and human security and health. | | | | | | | | | | | | | | |
| **Course Summary** | | | Security matters. It matters even more in times of extreme polarisation and terror, as we are witnessing today. Indeed, the concept saturates contemporary societies all around the world, which makes security a fascinating, often controversial, but always important topic.  The course will provide students with the toolbox required – or the theoretical, conceptual and historical knowledge – in order to evaluate contemporary security challenges, such as terrorism and counterterrorism, new wars, nuclear threats, ethnic conflict, intelligence and propaganda, and human security and health. Moreover, it will introduce them to the current institutional architecture, focusing on two international organisations – the United Nations (UN) and the North Atlantic Treaty Organisation (NATO).  Importantly, the course offers an excellent foundation for students, who are intending to pursue a career at various institutions, relevant to security and cooperation, at the national, regional and global levels. | | | | | | | | | | | | | | |
| **Teaching Methods** | | | **Teaching Methods** | | | | | | | | | | | | | | |
| Lecture | Presentation/Discussion | | | Problem Based Learning | | | | Project Based Learning | | Flipped Learning | Experiment/ Practices | | Others  Workshop | |
| X | X | | | X | | | | X | | X |  | | X | |
| **Lecture:** The course will be delivered, based on traditional and interactive lectures, which will facilitate the introduction of new material. They will be particularly helpful in the explanation of various theoretical approaches to security, main concepts employed within the field, and historical accounts of security challenges. Importantly, there is an opportunity for guest lectures to be delivered (remotely) by acclaimed UK academics, who are experts in the field of security.  **Presentation/Discussion:** Throughout the teaching process, presentations will be prepared in advance, as part of the of the delivery of the lectures, which will contribute to students’ understanding in regard to the new material presented in-class. Moreover, the second assessment employs the notion of ‘Flipped Learning’, thereby allowing students to deliver presentations in small groups (depending upon the number of students enrolled on the course, usually 2 -3 students) as part of sessions 9 – 13. As such, they will actively contribute to the teaching process. Students will be required to present case studies from around the world, related to the topics discussed in class, such as terrorism and counterterrorism, new wars and interstate conflict, intrastate conflict, intelligence and propaganda, and human security and health.  **Problem Based Learning:** For the third assessment, or the final exam, students will be required to deliver group presentations, which will incorporate problem-based learning. Having chosen their preferred theoretical approach to analysis (traditional or critical IR theories), they will be required to focus on a case study, analyse it accordingly, and evaluate the effectiveness of response (governmental, international) in the particular situation. Moreover, they will be required to highlight mistakes in the response and make policy recommendations in order to ensure that governments and the international community will be able to react more appropriately when faced with security threats.  **Project Based Learning:** The third assignment, or the final exam, is indeed project based, allowing students to work together and hone their knowledge acquired over the duration of the course.  **Workshop/Roundtable:** Workshops/Roundtables will allow students to develop further their skills in a collaborative environment, whilst engaging and actively interacting with their peers. | | | | | | | | | | | | | | |
| **Grading** | | | Mid-Term | Final | Individual Tasks | | | Team Projects | | | Class participation | | | Attendance | Others  (Describe) | | **Total** |
|  | **Exam – group project** | **Individual presentation** | | | **Small group presentation** | | | **Active in-class participation and engagement** | | |  |  | |  |
|  | **40%** | **30%** | | | **20%** | | | **10%** | | |  |  | | **100%** |
| ※ Pursuant Section 28 of the Guidelines on Class Management, grading methods can be adjusted for the physically impaired.  ※ Under Section 29 of the University Regulations on Academic Affairs, a student automatically fails a course in case of failure to attend more than 3/4 classes. (More than four(4) times absence) | | | | | | | | | | | | | | |
| **Accommodations for Handicapped** | | | - Visually impaired: provision of course related materials in audio, note taking helper, permission to record the lecture  - Audibly impaired: provision of course related materials in visual, note taking helper, permission to have e-learning lectures in sign language or shorthand  - Physically or mentally challenged: provision of course related materials, note taking helper, permission to record the lecture   * Any other requests that are considered necessary: provision of assisted   ingress and egress to the classrooms and other supports | | | | | | | | | | | | | | |
| **Textbooks & References** | | | | | | | | | | | | | | | | | |
| Category | Title | | | | Author | | | | | | Publisher | | | | Year of publication | | |
| Main textbook | Security Studies: An Introduction  (fourth edition) | | | | Paul D. Williams and Matt Mcdonald (eds.) | | | | | | Routledge | | | | 2023 | | |
| Others | The Globalization of World Politics: An Introduction to International Relations  (ninth edition) | | | | John Baylis, Steve Smith and Patricia Owens (eds.) | | | | | | Oxford University Press | | | | 2022 | | |
|  | International Relations Theory  (third edition) | | | | Oliver Daddow | | | | | | SAGE Publications Ltd. | | | | 2017 | | |
|  | Critical Security Studies: An Introduction  (third edition) | | | | Columba Peoples and Nick Vaughan-Williams | | | | | | Routledge | | | | 2020 | | |
| Reference | Williams, P. D. and M. Mcdonald (2023) *Security Studies: An Introduction* Oxton and New York: Routledge  Bayliss, J, S. Smith and P. Owens (2022) *The Globalization of World Politics: An Introduction to International Relations* Oxford: Oxford University Press  Daddow, O. (2016) *International Relations Theory* London: SAGE Publications Ltd  Peoples, C. and N. Vaughan-Williams (2020) Critical Security Studies: An Introduction Oxton and New York: Routledge | | | | | | | | | | | | | | | | |
| **Daily Course Schedule** | | | | | | | | | | | | |
|  | | | | | | | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day**  **(3hrs)** | **Lecture Topic** | **Hours per day** | **Method of Instruction** | **Class Materials & Assignments** |
| 1 | Opening, briefing and introductions | 1 | Information about the course, method of delivery, requirements and expectations, and upcoming assignments | Syllabus for the course, PowerPoint presentation |
| Introduction to the study of international security | 2 | Interactive lecture, video material, discussion/  roundtable | Syllabus for the course, PowerPoint presentation  **Important:** throughout the course, active participation and engagement of students will be evaluated |
| 2 | Traditional approaches to security: Realism, liberalism and constructivism | 3 | Interactive lecture, discussion | Readings set for the course, PowerPoint presentation  **Important:** throughout the course, active participation and engagement of students will be evaluated |
| 3 | Critical approaches to security: Critical theory, feminism and poststructuralism | 3 | Interactive lecture, discussion | Readings set for the course, PowerPoint presentation  **Important:** throughout the course, active participation and engagement of students will be evaluated |
| 4 | How to adopt a theoretical lens in the evaluation of contemporary security challenges | 2 | Workshop, preparation for the first assignment, discussion | Readings set for the course, PowerPoint presentation  **Important:** throughout the course, active participation and engagement of students will be evaluated |
| One-to-one tutorials | 1 | Individual consultations with students in preparation for the first assignment |  |
| 5 | Understanding the dynamic nature of international security: Conceptual and historical insights | 3 | Interactive lecture, discussion | Readings set for the course, PowerPoint presentation  **Important:** throughout the course, active participation and engagement of students will be evaluated |
| 6 | Individual presentations, based on the selection of preferred theoretical approach | 3 | Having acquired knowledge in regard to traditional and critical theoretical approaches, students are required to deliver 10 to 15-minue individual presentations, justifying their choice of preferred theoretical lens, whilst comparing it to alternative propositions. Information will be provided during the introductory session and the workshop, with further assistance offered as one-to-one tutorials. | **First assignment:** Individual presentations |
| 7 | Institutional architecture: The United Nations (UN). Peacekeeping operations. | 2 | Interactive lecture, discussion | Readings set for the course, PowerPoint presentation  **Important:** throughout the course, active participation and engagement of students will be evaluated |
| One-to-one tutorials | 1 | Individual consultations with students in preparation for subsequent assignments |  |
| 8 | Institutional architecture: North Atlantic Treaty Organisation (NATO). Should NATO expand? | 2 | Interactive lecture, discussion  Presentation of lecturer’s current research on NATO enlargement and its implications for post-communist Europe | Readings set for the course, PowerPoint presentation, presentation/findings of lecturer’s current research project  **Important:** throughout the course, active participation and engagement of students will be evaluated |
| One-to-one tutorials | 1 | Individual consultations with students in preparation for subsequent assignments |  |
| 9 | Contemporary challenges: Terrorism and counterterrorism | 3 | Interactive lecture, discussion, video material, introduction of case studies, guest lecture  During tutorials 9 – 13, focusing on contemporary challenges, there is an opportunity for guest lectures to be delivered by acclaimed UK academics, who are experts in the field of security and particularly knowledgeable on the specific topics discussed in – class. | Readings set for the course, PowerPoint presentation, video material  **Important:** throughout the course, active participation and engagement of students will be evaluated  **Second assignment:** Team projects (small group presentations). Depending upon the number of students enrolled on the course, small groups (2-3 students) will prepare presentations of case studies, as per the topics discussed during the specific sessions. |
| 10 | New wars: Interstate conflict | 3 |  |  |
| 11 | Intrastate conflict, genocide and ethnic cleansing | 3 |  |  |
| 12 | Intelligence and propaganda | 2 |  |  |
| One-to-one and small group tutorials | 1 |  |  |
| 13 | Human Security and health | 3 |  |  |
| 14 | Safeguarding the globe: The future of security | 3 | Workshop and discussion/roundtable | Readings set for the course, PowerPoint presentation, video material  **Important:** throughout the course, active participation and engagement of students will be evaluated |
| 15 | Exam – group project (group presentations)  Having chosen their preferred theoretical approach to analysis (traditional or critical IR theories), students will be required to focus on a case study, analyse it accordingly, and evaluate the effectiveness of response (governmental, international) in the particular situation. Moreover, they will be required to highlight mistakes in the response and make policy recommendations in order to ensure that governments and the international community will be able to react more appropriately when faced with security threats. | 3 | Information in regard to the third assignment (final exam) will be communicated during the introductory session at the beginning of the course. Students will be guided through the process and supported over the duration of the course. They will have the opportunity to attend one-to-one and group tutorials and discuss their project. | **Third assignment:**  Exam – group project (group presentations) |

|  |
| --- |
| **References** |
| **Assignments and Student Evaluation Methods**  **First Assignment – Individual Presentation**: Having acquired knowledge in regard to theoretical approaches in security, students are required to choose their preferred approach – traditional or critical IR theory – and justify their selection by comparing it to alternative propositions. The assignment will allow them to develop a solid foundation in terms of theoretical knowledge, which will help them in their future assignments, and will provide them with an in-depth understanding of IR theory.  Grading criteria (30 points):   * Good understanding of the selected theoretical approach – 10 points * Appropriate selection of the methods for the comparison – 10 points * Good grasp and understanding of the advantages of the preferred approach, as opposed to the alternative propositions – 10 points   **Second Assignment – Team Project (Small Group Presentation):** The assessment employs the notion of ‘Flipped Learning’, thereby allowing students to deliver presentations in small groups (depending upon the number of students enrolled on the course, usually 2 -3 students) as part of sessions 9 – 13. As such, they will actively contribute to the teaching process. Students will be required to present case studies from around the world, related to the topics discussed in class, such as terrorism and counterterrorism, new wars and interstate conflict, intrastate conflict, intelligence and propaganda, and human security and health. Approximate length of presentations, including questions from peers – 30 – 35 minutes.  Grading criteria (20 points)   * Appropriate selection of the case study, which must supplement the lecture delivered in-class – 7 points * In-depth understanding of the specific case and its context – 7 points * Quality of the presentation – professional PowerPoint slides, logical structure of the presentation, confident delivery, appropriate intonation and body language, engaging interaction with peers – 6 points   **Third Assessment – Exam (Group Project):** For the third assessment, or the final exam, students will be required to deliver group presentations, which will incorporate problem-based learning. Having chosen their preferred theoretical approach to analysis (traditional or critical IR theories), they will be required to focus on a case study, analyse it accordingly, and evaluate the effectiveness of response (governmental, international) in the particular situation. Moreover, they will be required to highlight mistakes in the response and make policy recommendations in order to ensure that governments and the international community will be able to react more appropriately when faced with security threats.  Grading criteria (40 points)   * Appropriately selected case study – 8 points * Appropriately selected theoretical approach (lens), through which the case study is analysed – 8 points * Identification of mistakes made (problems arising) in relation to the response of the government/international community in the specific case – 8 points * Appropriate policy recommendations (ways to mitigate the problem) – 8 points * Quality of the presentation – professional PowerPoint slides, logical structure of the presentation, confident delivery, appropriate intonation and body language, engaging interaction with peers – 6 points |