



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



2021/2022

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
2021-2022

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

RESPONSIBLE FOR TUTORING

Dr. Laura Berlingozzi (SSSA PISA - I year)

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

FIRST YEAR

Lectures 1st Semester (14 weeks) ***20.09.2021 - 17.12.2021**

(*The courses will start from 27.09.2021)

Holidays:

1 November 2021 - All Saint's Day/Ognissanti

8 December 2021 - Immaculate Conception

20.12.2021 - 06.01.2022 (Christmas Holidays)

Lectures 2nd Semester (14 weeks) **14.02.2022 - 20.05.2022**

Holidays:

15.04.2022 – 19.04.2022 (Easter Holidays)

25 April 2022 - Liberation Day/Festa della Liberazione

Exams

End of term exams 1st semester - 1 session

10.01.2022 - 04.02.2022

End of term exams 2nd semester - 1 session

23.05.2022 – 08.07.2022

Examination re-sits (for all the courses)

05.09.2022 - 16.09.2022

Study plan (first and second year):

10.09.2021 - 10.10.2021

01.11.2021 - 30.11.2021

01.03.2022 - 31.03.2022

MISS PROGRAMME 2021/22 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 (30) / F. Strazzari (6) / M. Kartas (6)	7	SPS/04	42	first
Risk and Uncertainty in Economics: Concepts and Methods	S. Collignon (24) / D. Moschella (24)	8	SECS-P/02	48	Second
Transnational Governance	F. Strazzari (15) / D. Natali (15) / C. Della Valle (6)	6	SPS/04	36	Second
1 from the following 2 courses	Professor	CFU	SSD	Hours	Semester
Ethics of Security	A. Pirmi	6	M-FIL/03	36	First
European Security: Politics and Policies	E. Bressanelli (28) / E. De Capitani (8)	6	SPS/04	36	Second
Elective courses*	Professor	CFU	SSD	Hours	Semester
Security and Constitutions	G. Martinico	3	IUS/08	18	Second
Global Food Security	M. Alabrese	3	IUS/03	18	first
International Criminal Law	A. di Martino	3	IUS/17	18	Second
Gender and Security	E. Piras	3	SPS/01	18	Second
Middle East and North Africa: transformations and challenges	L. Narbone	3	SPS/04	18	first
Advocacy ad peacebuilding in armed conflicts	H. Saeed	3	SPS/04	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	1	/	9	first
Introduction to International Relations Theory	E. Baldaro	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.

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". (2 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 (3 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 (3 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 (2 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	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, recognition, liberty, capabilities, environmental sustainability. The course will be conducted through both lectures and guided discussions. There will also be some references to classical authors.

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 3 sessions of 3 hours each. 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 (3 hours)

The first part of the first session will address the question of why it is rational for individuals to cooperate through public institutions. We will discuss some fundamental insights from the thought of Thomas Hobbes and John Locke. The second part will analyse the various philosophical principles on the basis of which the benefits of social cooperation could be distributed. The focus will be on John Rawls' concept of democratic equality.

Session II: Recognition, liberty and capabilities (3 hours)

The first part of the second session 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. The third part will present the capability approach (and also the philosophical problems posed by adaptive preferences), through some references to the works of Amartya Sen and Martha Nussbaum.

Session III: The tragedy of the commons and environmental sustainability (3 hours)

The first part of the third session will present the tragedy of the commons and discuss institutional solutions. The second part will explain why climate change fits, in part, into the classical paradigm of the tragedy of the commons. The third part will focus on the philosophical aspects of the polluter pays principle, including its global and intergenerational implications.

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 (do not hesitate to write to me if you want the pdf). There is also a separate list with some quick reads.

Session I

- Thomas Hobbes, *Leviathan* (any edition). Ch. 13, 14, 16, 16, 17
- John Locke, *Second Treatise of Government* (any edition). Ch. 1, 2, 3, 4, 5, 8.
- 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
- Amartya Sen, *Development as Freedom* (Oxford: Oxford University Press, 1999). Ch. 3

Session III

- Garrett Hardin, "The Tragedy of the Commons", *Science*, Vol. 162, No. 3859 (Dec. 13, 1968), pp. 1243-1248
 - Roser, Dominic and Christian Seidel. *Climate Justice: An Introduction*. Translated by Ciaran Cronin. London & New York: Routledge, 2017). Ch. 12
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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/>
 - Tuckness, Alex, "Locke's Political Philosophy", *The Stanford Encyclopedia of Philosophy* (Winter 2020 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/win2020/entries/locke-political/>
 - 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/>
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Crash Course - Introduction to International Relations

credits: 1

Professor Edoardo Baldaro

semester I

e-mail: edoardo.baldaro@santannapisa.it

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:

- acquire confidence in debating about international politics from a theoretical and policy perspective;
- become familiar with the main concepts and theories in the study of international relations;
- demonstrate a critical understanding of the different traditions and schools of thought developed in the literature.

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

- Lecture 1: Introducing IR and the first “Great Debate”;
- Lecture 2: (Neo)Realism, Liberalism, and the “second Great Debate”;
- Lecture 3: Cooperation and Conflict: the “third Great Debate”
- Lecture 4: Post-structuralism in IR 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: 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”;
- Chapter 6, “International political economy: classical theories”.

Additional reading: 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

Krasner, Stephen D. "Structural causes and regime consequences: regimes as intervening variables." *International organization* 36.2 (1982): 185-205;

Keohane, Robert O., and Lisa L. Martin. "The promise of institutionalist theory." *International security* 20.1 (1995): 39-51;

Mearsheimer, John J. "The false promise of international institutions." *International security* 19.3 (1994): 5-49.

Lecture 4

- Chapter 8, "Social Constructivism";

- Chapter 9, "Post-positivism in IR".

Additional Reading: Wendt, Alexander. "Anarchy is what states make of it: the social construction of power politics." *International organization* 46.2 (1992): 391-425

The Middle East and North Africa: Transformations and Challenges	credits: 3
Professor Luigi Narbone e-mail: Luigi.Narbone@eui.eu	semester I

LEARNING OBJECTIVES AND OUTCOMES

The course will analyse the developments shaping the MENA region with a particular focus on the 2011 Arab Uprisings, subsequent conflicts and post conflict stabilization and authoritarian restoration. It will focus on both root causes and the complex socio-economic as well as political trends and dynamics at play. Particular attention will be devoted to root causes and international diplomacy and policy responses. The role of geo-politics and diplomacy and the prospects on MENA future security order will also be addressed.

The course aims at providing the students with an analytical overview of complex socio-economic as well as political and dynamics. It aims at familiarizing students with multi-layered / multi-disciplinary analysis of the complex crisis scenarios and to use it in the design of response strategies and policies.

PREREQUISITES

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

CONTENTS

SESSION 1: Introduction – The MENA region since 2011: from popular uprising to civil wars and authoritarian restoration

2 hours: lecture and Q&A

READINGS:

Required:

- Anderson, Lisa, “Demystifying the Arab spring: parsing the differences between Tunisia, Egypt and Libya”, in *Foreign Affairs*, Vol. 90, No. 3 (May/June 2011), pp. 2-7:
- Heydemann, Steven & Leenders, Reinoud, “Authoritarian Learning and Authoritarian Resilience to the ‘Arab awakening’”, in *The Arab Uprisings Explained: New Contentious Politics in the Middle East*, ed. Marc Lynch (Columbia University Press, 2014), https://www.academia.edu/5458064/Authoritarian_Learning_and_Authoritarian_Resilience_Regime_Responses_to_the_Arab_Awakening_.
- Bartu, Peter, “The New Arab Uprisings: How the 2019 trajectory differs from the 2011 legacy? (part 1 and part 2). *Aljazeera Centre for Studies*, 2020. <https://studies.aljazeera.net/en/reports/2020/01/arab-uprisings-2019-trajectory-differs-2011-legacy-part-1-200105102004189.html>

Recommended:

- Gathnash, Ahmed, “Analysis: ‘The heartbroken march on’: The uprisings are not over” 25 Jan 2021 <https://www.aljazeera.com/features/2021/1/25/the-heartbroken-march-on-from-egypt-to-libya-the-uprisings-are-not-over>
- Korany, Bahgat, “Egypt ten years later: What kind of “Spring” ISPI, 25 January 2021 <https://www.ispionline.it/en/publicazione/egypt-ten-years-later-what-kind-spring-29012>

SESSION 2: Development failures: Social movements, youth, and radicalisation

2 hours: Discussion of the Tunisia’s case, lecture and Q&A

READINGS:

Required:

- To be discussed in class: Narbone, Luigi "The EU-Tunisian relationship after 2011: resilience, contestation and the return of the neglected socio-economic question" CADMUS 2020 <https://cadmus.eui.eu/handle/1814/69264?show=full>:
- UNDP, Arab Human Development Report 2016, Chapter 1, <https://www.google.com/search?client=safari&rls=en&q=arab+human+development+report+2016&ie=UTF-8&oe=UTF-8>

Recommended:

- Asef Bayat, "Is there a youth politics" <https://meta-journal.net/article/view/7219>. Middle East Topics and Arguments, 09/17
- Roy, Olivier, "Who are the new jihadis", Opinion, The Guardian, 13 April 2017, <https://www.theguardian.com/news/2017/apr/13/who-are-the-new-jihadis>

SESSION 3: "Introduction to the Libyan conflict, 2011-2020"

2 hours lesson and Q&A

READINGS:

Required:

- Collombier, Virginie, "Make war, not politics: armed groups and political competition in post-Qaddafi Libya" in Out of the Inferno? Rebuilding Security in Iraq, Libya, Syria and Yemen, Arab Reform Initiative, 30 August 2017, <https://www.arab-reform.net/publication/out-of-the-inferno-rebuilding-security-in-iraq-libya-syria-and-yemen/>

Recommended:

- Lacher, Wolfram, "Was Libya's collapse predictable", in Survival, Volume 59, Issue 2, 2017, <https://www.tandfonline.com/doi/full/10.1080/00396338.2017.1302194>
- Badi, Emadeddin & Wehrey, Frederic, "Libya's coming forever war: why backing one militia against the other is not the solution", Commentary, War on the Rocks, 15 May 2019, <https://warontherocks.com/2019/05/libyas-coming-forever-war-why-backing-one-militia-against-another-is-not-the-solution/>.

SESSION 4: The new geopolitics of MENA

2 hours: lecture and Q&A

READINGS:

Required:

- Barmin, Yuri, "Russia in the middle East until 2024: from hard power to sustainable influence", The Jamestown Foundation, March 2018, <https://jamestown.org/program/russia-middle-east-2024-hard-power-sustainable-influence/>.
- Bianco, Cinzia, "Gulf of Difference. How Europe can get the Gulf Monarchies to pursue peace with Iran", ECFR Policy Brief, 2020

Recommended:

- Lin, Christina, "How China sees its stabilizing role in MENA", in Narbone, Luigi (ed.), Fractured Stability, War Economy and Reconstruction ebook, Middle East Directions / European University Institute, 2019. <https://cadmus.eui.eu/handle/1814/64127>
- Roy, Olivier, "The Shia-Sunni divide: when religion masks geo-strategy", in Narbone, Luigi & Lestra, Martin, "The Gulf monarchies beyond the Arab Spring: changes and challenges", 2015, <http://cadmus.eui.eu/handle/1814/37734>.

SESSION 5: Why has diplomacy failed to end Libya's conflict?"

2 hours: lecture and Q&A

READINGS:

Required:

- Collombier, Virginie, "Dialogue, mediation and reconciliation in Libya's local conflicts", in Narbone, Luigi, Collombier, Virginie & Favier, Agnès, Inside Wars. Local Dynamics of Conflict in Libya and Syria, EUI/Middle East Directions, 2016, https://cadmus.eui.eu/bitstream/handle/1814/41644/Inside%20wars_2016.pdf?sequence=1&isAllowed=y.
- Megerisi, Tarek, "How Europe can save diplomacy in Libya", ECFR Policy Brief, 22 January 2021, <https://ecfr.eu/publication/spoiler-alert-how-europe-can-save-diplomacy-in-libya/>

Recommended:

- Megerisi, Tarek, "Libya's Global Civil War", European Council on Foreign Relations, Policy Brief, 26 June 2019, https://www.ecfr.eu/publications/summary/libyas_global_civil_war1.

Session 6: The challenges of stabilization and reconstruction

2 hours: lecture and Q&A

READINGS:

Required:

- Joost Hiltermann "Tackling the MENA region's intersecting conflicts", International Crisis Group, 13 February 2018, <https://www.crisisgroup.org/middle-east-north-africa/eastern-mediterranean/syria/tackling-mena-regions-intersecting-conflicts>.
- Narbone, Luigi, "What Prospects for Stabilisation and Reconstruction in the Middle East and North Africa", Policy Brief 2019/04, Middle East Directions / European University Institute, March 2019, <http://cadmus.eui.eu/handle/1814/61724>.

Recommended:

- Steven Heydemann and Luigi Narbone, "Conclusions - A changing landscape of post-conflict reconstruction: 84 Some lessons for policy-makers" in Narbone, Luigi (ed.), Fractured Stability, War Economy and Reconstruction ebook, Middle East Directions / European University Institute, 2019. <https://cadmus.eui.eu/handle/1814/64127>

SESSION 7: Building a new regional order In MENA

2 hours: lecture and Q&A

READINGS:

Required

- International Crisis Group The Middle East between collective security and collective breakdown, Report 212, 27 April 2020 <https://www.crisisgroup.org/middle-east-north-africa/gulf-and-arabian-peninsula/212-middle-east-between-collective-security-and-collective-breakdown>
- Wehrey, Frederic & Sokolsky, Richard, "Imagining a new security order in the Persian Gulf", Carnegie Endowment for International Peace, October 2015, <https://carnegieendowment.org/2015/10/14/imagining-new-security-order-in-persian-gulf-pub-61618>.

Recommended:

- Ross Harrison, Defying gravity: working toward a regional Strategy for a stable Middle East, Middle East Institute, 6 May 2015 <https://www.mei.edu/publications/defying-gravity-working-toward-regional-strategy-stable-middle-east>

SESSION 8: Case study,
4 hours: Group work

TEACHING METHODS

The course will be a combination of frontal lectures, guided discussions and interactive sessions and group-work on case studies, followed by presentations.

ASSESSMENT

The course will be assessed as follows:

- 30 percent class participation and case study;
- 70 percent final examination:

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
29/9	10-13	History and field of security studies	Luca Raineri
4/10	14:30-17:30	Realist perspective	Luca Raineri
6/10	10-13	Liberal perspective	Luca Raineri
11/10	14:30-17:30	Constructivist perspective	Luca Raineri
13/10	10-13	Post-structuralist perspective	Luca Raineri
11/11	14:30-17:30	Lab: key texts of security studies	Group work

Part II: emerging security challenges

15/11	14:30-17:30	Arms proliferation (I)	Moncef Kartas
16/11	10-13	Arms proliferation (II)	Moncef Kartas
22/11	14:30-17:30	Organised Crime	Francesco Strazzari
24/11	10-13	Terrorism and counterterrorism	Francesco Strazzari
29/11	14:30-17:30	Energy security	Luca Raineri
1/12	10-13	Security and development nexus	Luca Raineri
6/12	14:30-17:30	Migration and border security	Luca Raineri
13/12	14:30-17:30	Algorithmic 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 and nutrition security. 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 lectures will also explore the main rules governing the world trade system of the agri-food products which affect food security and the right to food.

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
- The right to food: content analysis
- Food security and climate change: a legal analysis
- International trade, food and agriculture

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 Emaldi 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 way in which international law regulates the possibility to resort to armed force in international relations (the s.c. jus ad bellum) We will explore 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).

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;
- 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 7 sessions, some of which will be covered in 2 or more classes. After a set of classes 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.

The sessions making up the course are as follows:

Session I: The regulation of the use of force in IL (6 hours)

Session II: The legal nature of the prohibition of use of force in IL (3 hours)

Session III: The exceptions to the prohibition of the use of force in IL (6 hours)

Session IV: The consequences of the violation of the prohibition of the use of force in international relations (3 hours)

Session V: The UN collective security mechanism (6 hours)

Session VI: Regional Security Mechanisms: the EU, AU, OSA, OSCE etc. (6 hours)

Session VII: The interplay between the UN and regional mechanism for protecting and promoting international peace and Security (6 hours)

BIBLIOGRAPHY

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

- Marc Weller, *The Oxford Handbook of the Use of Force in International Law*, 2015;
- Jan Klabbers, *An Introduction to International Organizations Law*, Cambridge University Press, 2015, in particular Chapters 1-3, Chapter 5, Chapter 7

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 Guttery, 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
 - de Guttery, 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

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.

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.

LEARNING OBJECTIVES AND OUTCOMES

Cybersecurity and internet governance have been rising up the political agenda and feature heavily in the 2021 G7 outcome documents. 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 then 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.

PREREQUISITES

None.

CONTENTS

19 October 2021: 09:00-13:00
20 October 2019: 09:00-12:00, and 16:00-18:00
21 October 2019: 14:30-17:30
22 October 2019: 09:00-12:00 and 14:30-17:30

1. Session 4 hours

- Course overview and assignments
- 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, the domain name system, how the network is technically managed
- Internet governance – 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).

2. Session 3 hours

- 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.
- Fighting cybercrime – practical experiences from a former FBI agent. How are cybercrimes investigated, MLATs, Digital evidence, convictions

3. Session 2 hours

- The internet fifty years on – how the Internet's architecture and markets have evolved. Social media and big tech, cloud computing, content delivery networks and consolidation. The reshaping of the Internet's layers and the Internet of the future.

4. Session 2 hours

- 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). The rise of UN processes to tackle international governance problems – responsible state behaviour in cyberspace; cybercrime treaty; The politicisation of standards and infrastructure (case study on Huawei 5G and New IP)

5. Session 3 hours

- 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.

6. Session 3 hours

- Student presentations (assessed)

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: The Geopolitics of Digital Governance CIGI Paper No. 206', CIGI Papers Series, 2018 <https://www.cigionline.org/publications/four-internets-geopolitics-digital-governance>.
- 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.
- Ministerial Declaration G7 Digital and Technology Ministers' meeting 28 April 2021 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/981567/G7_Digital_and_Technology_Ministerial_Declaration.pdf
- 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:

- Sullivan and E. Taylor, 'Special Issue: Consolidation of the Internet', *Journal of Cyber Policy*, 5.1 (2020), <https://www.tandfonline.com/toc/rcyb20/5/1?nav=toCList>
- Shoshana Zuboff: *The Age of Surveillance Capitalism; the fight for a human future at the new frontier of power*, 2019,

TEACHING METHODS

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.

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 in the final session. 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 and Security	credits: 6
Professor Alberto Pirni e-mail: alberto.pirni@santannapisa.it	semester I

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 from political and military contexts, at both national and supranational level. A specific focus will be devoted to a critical analysis of the conceptual vocabulary used in the most relevant official documents related to specific security issues, also by promoting an interdisciplinary approach to the topics, expounded through the lens of public ethics, political philosophy and European studies. The course is characterized by a balanced mix of theoretical approaches, case studies analysis and interactive sessions, in order to promote a cooperative learning approach.

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.

In turn, the **first part is divided into three modules**: the first one (1.1.) outlines the contribution given by Immanuel Kant to any theory of security as well as the *link between security and the State*. The second module (1.2.) aims at giving a comprehensive framework regarding *the most relevant ethical theories* (e.g. deontological and consequentialist ethics), with specific reference to moral dilemmas. Finally, the third module (1.3.) will focus on *specific conceptual vocabulary*, with reference to the concepts of *vulnerability, freedom, responsibility, and trust*.

The **second part** of the course will deal with the possible links between moral evaluation and moral dilemmas in practice. This part foresees **two compact seminars**, related to ground-breaking frontiers of moral dilemmas in terms of security issues: 2.1.) *the robotic warfare*, namely: drones and robotic devices applied in war-contexts; 2.3.) *the nuclear security*: with specific reference to technical, legal and ethical implications and a special focus on the Italian context. This part will be realized in cooperation with 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 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. Compared to traditional courses on Statistics, this course provides a practically oriented approach to learning with a focus on interpretation of statistical results. Emphasis is given to statistical literacy, stressing conceptual understanding, rather than mere procedural knowledge. Topics discussed include examples of real-world applications of statistics.

PREREQUISITES

The course does not assume any prior knowledge in statistics. However, basic knowledge of math and algebra is appreciated..

CONTENTS

The course will be broken down into the following units:

1. Planning a quantitative research study - Data Collection and Studies:
 - population, sample
 - type of studies and data sources
 - principal sampling methods
2. Descriptive statistics:
 - summarizing data (frequency distributions, graphs, summary statistics)
 - bivariate analysis
3. Introduction to Inferential statistics:
 - an introduction to sampling distributions
 - 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

semester I

e-mail: antonio.missiroli@gmail.com

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 analyse 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 analyse 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.

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: Challenges and responses: peacebuilding, counter-terrorism, stabilisation

Class 4: Emerging threats: cyber, hybrid and disinformation

Classes 5-8: Students' presentations and instructor's feedback

Class 9: Wrap-up session – looking ahead, and looking back (to the course)

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.

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 of four 2-hour sessions each. The first block 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 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 at the beginning of the course). Students will then be asked to write a short paper each 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 at the beginning of the course). Finally, a 2-hour wrap-up session will be devoted to a) looking ahead, and b) doing a wash-up of the course itself. Insofar as possible, each class will start with a quick overview of recent events deemed relevant for the course.

ASSESSMENT

The oral presentation will account for 50% of the final grade, and the written policy paper for the other 50%. In normal circumstances, active participation in class would be considered an element of the final assessment. With online teaching, however, this could prove quite problematic. Still, the instructor will take it into account in the students' evaluation – as a sort of extra bonus.

Transnational Governance	credits: 6
Professor David Natali, Francesco Strazzari and C. Della Valle	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 the 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 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 course in international relations offered by the Scuola Sant'Anna before the beginning of the Master.

CONTENTS

The first part of the course is dedicated to the introduction of key concepts and theoretical and analytical lenses related to transnational and global governance. In the second part of the course, the key concepts addressed in the first part of the programme are used to understand the actual functioning of the instruments, actors and procedures of global and transnational governance by focusing on specific case studies and policy domains. Throughout the entire course, two parallel modules will introduce the students to different disciplinary approaches to the study of transnational and global governance, including from the perspective of comparative politics and international relations.

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 last part of the course will be dedicated to the preparation and carrying out of simulations and role plays 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 the nexus between international development and security.

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.

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 conflicts in Ukraine and Syria; 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 Borrigan (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.

Instructor: Edoardo Bressanelli

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.

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

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

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 Cavelty 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 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 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 instructors. Specific instructions on the writing of the essay will be provided in class.

Note: in the case of any restriction or change due to the COVID pandemic, the first element will be based on participation only.

LEARNING OBJECTIVES AND OUTCOMES

The aim of this short course (36 hours) is to reflect on how terrorism has been challenging international law ever since this phenomenon has been recognized as a threat to international peace and security. In order to combat terrorism, States and international organizations (UN, EU, NATO, AU, OAS, OSCE etc...) have adopted numerous policies and initiatives, especially since the 9/11 terrorist attacks. Said counter-terrorism measures, and their implementation at the domestic level, triggers a number of important issues and raise several questions. The course will set the scene by providing a thorough analysis of the history of terrorism and the lack of a universally agreed definition of this phenomenon, it will address the challenges to the international legal system that counter-terrorism measures entail, and it will reflect on the most recent phenomena, from the emergence of new terrorist groups to the phenomenon of Foreign Terrorist Fighters (FTFs). The course will provide an introduction to relevant topics of international law, and it will focus, inter alia, on: the accommodation of and limitations to counter-terrorism measures that international human rights, including universal and regional systems and international humanitarian law place on States; the interplay between IHL and counter-terrorism law; the role of international criminal law.

This course has the following Learning Outcomes:

- Students are expected to become familiar with the relevant lexicon;
- 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 familiarize with the limits and shortcomings of these measures, in particular with regard to their interplay with human rights law;
- Students are expected to learn to discuss the most relevant topics in class and participate actively in all the activities and the discussions.

PREREQUISITES

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

CONTENTS

The course is comprised of 6 sessions (3 hours each), covering the following main topics:

- Definition of terrorism and drafting process of the comprehensive convention against international terrorism (3 hours);
- The role of the UN in countering terrorism (UN Security Council Resolutions, the role of the GA, the sanctions regimes, etc...) (2 hours);
- The role of other relevant IOs (2 hours);
- The "sectoral" counter-terrorism treaties (2 hours);
- Terrorism and human rights (2,5 hours);
- Terrorism and jus ad bellum and jus in bello (2 hours);
- Terrorism and international criminal law (2 hours);
- The phenomenon of Foreign Terrorist Fighters (2,5 hours).

BIBLIOGRAPHY

1. Mandatory readings:

- Christian Walter, "Terrorism", in Max Planck Encyclopedia of Public International Law (2011);
- Sofia Galani, "Terrorist Hostage-taking and Human Rights: Protecting Victims of Terrorism under the European Convention on Human Rights", *Human Rights Law Review* (2019): 149–171;
- 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:

- Alan Greene, "Defining Terrorism: One Size Fits All?", *ICLQ*(2017): 411-440;
- CTED Trend Report, "The Challenge of Returning and Relocating Foreign Terrorist Fighters: Research Perspectives", (2018), available at: <https://www.un.org/sc/ctc/wp-content/uploads/2018/04/CTED-Trends-Report-March-2018.pdf>;
- Andrea de Guttry, Francesca Capone and Christophe Paulussen (eds.), *Foreign Fighters under International Law and Beyond*, (Asser Press/Springer, 2016);
- Marina Aksenova, "Conceptualizing Terrorism: International Offence or Domestic Governance Tool?", *Journal of Conflict and Security Law* (2015): 277–299.

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. Students are expected to actively participate and engage in all the activities.

Attendance is mandatory. If a student is unable to attend a specific session, he/she should duly justify the absence and send an email to: f.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 (60% of the overall assessment). Instructions concerning the short essay (max 4.000 words) will be shared with the class in due time;
- In class participation (40% of the overall assessment).

Gender and Security	credits: 3
Professor Elisa Piras e-mail: elisa.piras@santannapisa.it	semester II

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 the main 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;
- 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);
- analyse the intersection between gender and human rights approaches to security;
- 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 modern and contemporary philosophy, political philosophy, epistemology, 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) Identity politics, gender studies and security studies: a theoretical overview
- 2) Theoretical tools for gender-mainstreaming: critique, deconstruction, marginal perspective
- 3) Intersectionality: concepts, interpretations, critiques
- 4) Questioning human rights from a gender/intersectional perspective
- 5) The debate on rape and pornography as instruments of male domination
- 6) The UN and feminist institutionalism: analysing the WPS Agenda
- 7) Gender-based violence in contemporary societies: stigmatization and victim-blaming practices
- 8) Gender-based violence and war crimes: women as victims of conflict
- 9) Students' presentations and general discussion

BIBLIOGRAPHY

Suggested readings and fundamental documents provide a background knowledge to the main topics which will be covered during the course. A list of required readings (scientific articles, book chapters, reports) for all the sessions will be provided at the beginning of the course. Materials' length for each session will not exceed 30-40 pages. Discussions will be based on the required readings.

Suggested readings:

- Detraz, Nicole (2012) 'Gender in Security Debates', in *International Security and Gender* (Cambridge – Malden: Polity Press), Chapter 1.
- Ferguson, Kathy E. (2017), 'Feminist Theory Today', *Annual Review of Political Science* 20: 269–86.

- Hoogensen, Gunhild and Svein Vigeland Rottem (2004), 'Gender identity and the subject of security', *Security Dialogue* 35(2): 155–71.
- Kennedy, Caroline and Sophia Dingli (2016) 'Gender and Security', in *Contemporary Security Studies*, edited by Alan Collins (Oxford: OUP), Chapter 11.
- MacKinnon, Catharine A. (1993), 'Crimes of War, Crimes of Peace', in *Are Women Human? And Other International Dialogues* (Harvard: Harvard University Press, 2006), 141–59.

Fundamental Documents (with links):

- Council of Europe, [Convention on Preventing and Combating Violence Against Women and Domestic Violence \(Istanbul Convention\)](#), 2011.
- EU, [EU Charter of Fundamental Rights](#), 2000.
- UN, [Security Council Resolution 1325 on Women, Peace and Security \(WPS\)](#), 2000
- UN, [Beijing Declaration and Platform for Action](#), 1995
- UN, [Convention on the Elimination of All Forms of Discrimination Against Women \(CEDAW\)](#), 1979

Other information / Altre informazioni

For any request of clarification or further information, students are encouraged to write to the lecturer: elisa.piras@santannapisa.it

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. Individual active participation during all phases of the course will be encouraged and evaluated.

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 assessment will be based on the quality of class participation (20%) as well as on the submission (by a deadline tbc), presentation and discussion of a brief position paper (1,500-2,000 words) on a problem/issue related to at least one of the topics addressed in class, to be agreed upon with the lecturer (50%) and on the final oral exam concerning the required readings (30%).

LEARNING OBJECTIVES AND OUTCOMES

The course is aimed at familiarizing students with the concepts of risk, uncertainty and security in micro and macro economics and their present and historical role in economic reasoning. The course covers the basics of decision making under risk and uncertainty, its normative and positive aspects and its role in modern economic institutions. Through discussion of notable examples the students will see the application of these concepts to practical issues

By the end of the course students should:

- Understand the problem of decision theory 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 how uncertainty is a fundamental variable in economics and politics
- How institutions seek to reduce uncertainty
- The role of uncertainty in financial crises

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 – XIV) will be devoted to the role in macroeconomics and institution building, including money and financial crises.

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 – Knowledge and uncertainty

Session XIV – Four anti-sceptical strategies

Session XV – Keynes' theory of probability and the Rational Expectations Hypothesis

Session XVI – Money, uncertainty and liquidity

Session XVII – Efficient markets and uncertainty
Session XVIII – The institutional foundations of a monetary economy
Session XIX – Global and regional financial crises (USA, Latin America, Asia)
Session XX – The Bretton Woods system
Session XXI – The European exchange rate instability before the Euro
Session XXII – Explaining the Euro crisis: overview
Session XXIII – Fiscal policy uncertainties
Session XXIV – Political uncertainty and the Euro crisis

BIBLIOGRAPHY

- M.D. Resnik, Choices
- Frank H. Knight: Risk, Uncertainty and Profit
- Robert Skidelsky 1992. John Maynard Keynes. The Economist as Saviour 1920-1937; Macmillan, London
- Stefan Collignon 1996: Monetary Stability in Europe, Routledge, London
- S. Collignon, P. Esposito, H. Lierse, 2012: European sovereign bailouts, political risk and the economic consequences of Mrs. Merkel

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 1/3; after Part II, students will present a final essay of 7 pages counting 2/3.

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 and) 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 Eroukmanoff 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%)

International Criminal Law	credits: 3
Professor Alberto di Martino e-mail: a.dimartino@santannapisa.it	semester II

LEARNING OBJECTIVES AND OUTCOMES

This module aims at introducing students to general aims and justifications of international criminal justice and to basic concepts of international criminal law (ICL). ICL is a body of law which encompasses the law concerning the most serious crimes of international concern (genocide, crimes against humanity, war crimes, aggression); at the same time, it is deemed to be an important policy tool for contributing to peace and security of the international community as a whole. Special focus will be devoted to the concept of individual criminal responsibility for such crimes – as contrasted with the State or any other collective responsibility –, to its basic theoretical and legal tenets.

Having completed this module, students are expected to be able to demonstrate knowledge and understanding of

1. the international criminal justice system in the broader framework of international relations
2. its goals, justifications, limits
3. general principles of international criminal liability

Students will also be able to have

1. improved their ability to evaluate key concepts and arguments of ICL, and the specificity of legal reasoning upon international crimes (esp. case-law)
2. deepened their understanding of international criminal justice as intertwined with politics and ethics of the international community

PREREQUISITES

There are no specific prerequisites for this model. However, basic knowledge of International law and/or Human Rights Law is desirable.

CONTENTS

1. Concepts of ICL. 'Crimes under international law', 'international crimes'.
2. Values and philosophies that inform international criminal justice. Critiques.
3. International prosecution of the most serious crimes of international concern (from Nuremberg to the International Criminal Court, and beyond): overview of history and institutions.
4. Exploring the features of core crimes. In particular, the "chapeau element", its legal and political meaning
5. Core crimes as they are enshrined in the Statute of the ICC
6. Relationship between international and national prosecutions: cooperation regimes; in particular, the complementarity principle
7. Basic principles of international criminal liability: nullum crimen, nulla poena sine lege, complicity and 'modes of liability', grounds for excluding criminal responsibility, immunity.

BIBLIOGRAPHY

(recommended)

C. Stahn, A critical Introduction to International Criminal Law, CUP, 2019

TEACHING METHODS

A hybrid style will be used. A more traditional lecture style (through power point presentation) will be used for outlining the foundations of international criminal law concepts. That style will be combined with debate on specific thematic issues, especially as case-law is concerned. To this end, each unit will be based on reading assignments. In particular, extracts from judgments and other relevant documents will be read and discussed in the classroom. To fruitfully participate in and contribute to the discussion, students are expected to have completed the readings ahead of time.

ASSESSMENT

Students who attend the course will be evaluated through a coursework (3000 word essay, or presentations followed by discussion) (65% of the final grade), and active participation in the discussions (35%). The final coursework will be graded on the basis of organization, clarity of content, clarity of argument presented, good command of technical lexis, and creativity.

OTHER INFORMATION

Knowledge of the German language is welcomed.

Security and Constitution	credits: 3
Professor: Giuseppe Martinico, Giacomo DelleDonne	semester II
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LEARNING OBJECTIVES AND OUTCOMES

The aim of this short course (18 hours) is to explore security issues from a constitutional law perspective, looking- in a comparative manner- at some relevant national and supranational cases. In this sense, this course is not intended to offer a general introduction to comparative constitutional law. Rather, it will involve students in the analysis of materials and topics at the cutting edge of contemporary scholarship. In the first part of the course, by adopting a broad concept of “security” we shall see how constitutions normally deal with security issues. In the second part we shall look at the techniques employed by judges to deal with hard cases involving the need to strike the balance between security and other competing interests.

This course has the following Learning Outcomes:

Students should acquire confidence in legal problem-solving skills, including identifying and diagnosing a problem, finding precedents in the case law of Supreme 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 the sources, actors and mechanisms of constitutional law.

CONTENTS

The sessions making up the course are as follows:

Session 1: “Constitutionalism and Rights” (2 hours)

Session 2: “Security and Constitutions” (2 hours)

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

Session 4: “The Constitution of Risk” (2 hours)

Session 5: “Constitutional Dilemmas and Militant Democracy” (2 hours)

Session 6: “The case of the NPD: How to Transform a Constitutional Dilemmas into a Proportionality Test” (2 hours)

Session 7: “The Role of Judges. An Introduction” (2 hours)

Session 8: “The EU Level: The Kadi saga” (2 hours)

Session 9: “The EU and ECHR Levels: Schrems and Big Brother Watch and Others” (2 hours)

BIBLIOGRAPHY

Relevant materials and essays will be scanned 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

W. Waluchow, “Constitutionalism”, 2012, <http://plato.stanford.edu/entries/constitutionalism/>

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

A. Khakee, "Securing Democracy? A Comparative Analysis of Emergency Powers in Europe", 2009, https://www.files.ethz.ch/isn/99550/PP30_Anna_Khakee_Emergency_Powers.pdf

Fourth Session

Reading

A. Vermeule, *The Constitution of Risk*, Cambridge, CUP, 2013, 1-51

Supp. Reading

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

Fifth 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

K. Loewenstein, "Militant democracy and fundamental rights II", *American Political Science Review*, 1937, 638–658

Sixth 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

Seventh Session

Reading

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

Supp. Reading

M Cohen-Eliya - I Porat, "American balancing and German proportionality: The historical origins", *International Journal of Constitutional Law*, 2010, 263

Eight Session

Reading

Court of Justice of the European Union, Joined Cases C-402/05 P and C-415/05 P, Kadi and Al Barakaat, ECR 2008 I-06351, <http://curia.europa.eu/>

Supp. Reading

M. Simoncini, "Risk Regulation Approach to EU Policy Against Terrorism in the Light of the ECJ/CFI Jurisprudence", *German Law Journal*, 2009, 1526-1549

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

Ninth Session

Reading

C-362/14, Maximilian Schrems v Data Protection Commissioner, <http://curia.europa.eu/>

Supp. Reading

ECtHR, Human Rights Watch and Others vs. UK, Applications nos. 58170/13, 62322/14 and 24960/15, <https://hudoc.echr.coe.int/eng#%7B%22itemid%22:%5B%22001-210077%22%5D%7D>

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 martinico@sssup.it.

ASSESSMENT

The assessment will be based on two distinct elements.

The first (60% of the final mark) will be based on the result of an oral exam.

The second element (40% 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.

LEARNING OBJECTIVES AND OUTCOMES

In contexts of violent and armed conflicts, attempts are made by local, regional and international actors to reach peace. But how to reach peace and keep it in the aftermath of extensive violence where societies and communities are divided, governance structures are destroyed or non-functional, and resentment over past injustices and gross human rights violations prevails? Such issues are so significant that many countries reaching a peace agreement lapse back into violence within five years or less. At the same time, in some contexts efforts towards peacebuilding have resulted in stability and overcoming challenges in the aftermath of protracted civil war or state sponsored violence.

An important factor in this process is the role of advocacy by local and global actors. Global actors include the United Nations and other diplomatic missions, non-governmental organizations and regional organizations. Locally, civil society organizations, NGOs and movements have increasingly become active and influential. This process, however, is also marked by numerous challenges. Are advocacy efforts at national and global levels aligned? Do advocacy campaigns respond to local needs? What are some strategies that lead to their success or failure?

We will examine these and other questions through an interdisciplinary and critical framework by looking at advocacy campaigns on women's rights and gender justice, victims' rights, housing, land and property rights, and post-conflict justice mechanisms. These are among some of the most important and contentious issues in peace negotiations and peacebuilding that fall within advocacy campaigns through different means, such as media campaigns and lobby groups. We will explore different strategies of advocacy campaigns in a variety of conflict/post-conflict contexts. We will do so by combining theoretical work, drawing from a variety of disciplines (e.g., political science, development and peace studies, conflict resolution and transitional justice) and case studies.

Students will gain a broad understanding of theoretical debates and practices in the study of peacebuilding and advocacy. Students will also acquire a thorough understanding of gender justice, victims' rights, and housing, land and property rights in peace processes. The course will also introduce students to different empirical cases (notably Colombia, Afghanistan and the Balkans) and the significance of local perceptions.

PREREQUISITES

There are no specific prerequisites to this course. However, prior knowledge of violent and armed conflict contexts and peacebuilding discourses will facilitate students' grasp of the contents of the course.

CONTENTS

This course is divided into nine sessions of two hours each, and will cover the following:

Introduction to the course and armed conflict contexts
Peace negotiations and peacebuilding: Main perspectives and critiques
Liberal peacebuilding and transitional justice: Nexus, complementarity and critiques
Actors, mechanisms and challenges of advocacy in peacebuilding
Advocacy strategies and approaches in peacebuilding
Women's rights and gender justice in peace processes and peacebuilding
Victims of armed conflict in peace processes and peacebuilding
Housing, land and property rights in peace processes and peacebuilding
Students' presentations and course conclusion

BIBLIOGRAPHY

A detailed list of required reading will be provided at the beginning of the course. Below are some preliminary suggestions for general orientation.

Peace Agreements 1975-2011 - Updating the UCDP Peace Agreement Dataset, STINAHOGBLADH: https://www.pcr.uu.se/digitalAssets/667/c_667482-1_1-k_peace-agreements-1975-2011final.pdf

Uppsala Conflict Data Program: <https://ucdp.uu.se/#/encyclopedia> Institute for Integrated Transitions: <https://www.ifit->

[transitions.org/about/mission](https://www.ifit-transitions.org/about/mission)

The Colombian peace talks: Political lessons for negotiations worldwide: <https://www.ifit-transitions.org/files/documents/colombia-peace-talks-final-web.pdf/view>

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)

Thania, P. (2009). Civil society and peacebuilding: summary of results of a comparative research project. <https://repository.graduateinstitute.ch/record/4060/usage#record-files-collapse-header>

TEACHING METHODS

This module is divided into two main parts. The first part examines discourses, policies and practices about peacebuilding and advocacy in conflict and post-conflict situations. The second part will take a look at thematic issues in specific contexts. Throughout, the course will draw extensively on empirical examples.

The course will combine lectures, discussions and group work. Students are expected to read the required literature before every class and actively participate in class discussions. The course also incorporates guest speakers, who will share their knowledge and expertise with advocacy in different settings.

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

This course will be assessed on the basis of the following criteria and grades:

- Student participation (20%): This will be assessed based on students' active participation in the class as well as the quality of their participation.
- Student presentations (40%): Students are expected to make short presentations following group activities as well as a final presentation.
- Final short paper (40%): Students will present draft versions of their research papers (no more than 2000 words) during the last weeks of the course. Please bring a hard copy to the class and send a digital version by e-mail. 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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