School of International Studies

Guide to the Two-Year Master’s Degree in International Security Studies
UNIVERSITY OF TRENOT - 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 programmes
2016-2017
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.
CONTACTS

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Prof.ssa Barbara Henry (Sant’Anna School of Advanced Studies)

RESPONSIBLE FOR TUTORING
Dott. Alberto Pirni (SSSA PISA - I year)
Dott. Piergiuseppe Parisi (SSI TRENTO - II year)

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ACADEMIC CALENDAR 2016/17

FIRST YEAR

MASTER’S DEGREE IN
INTERNATIONAL SECURITY STUDIES- LAUREA MAGISTRALE IN STUDI SULLA SICUREZZA INTERNAZIONALE

Holidays 1.11.2016 and 08.12.2016
Lectures 2nd Semester (14 weeks) 20.02.2017 - 27.05.2017
Holidays 25.04.2017 and 1.05.2017

Exams
End of term exams - 1 session 11.01.2017 - 15.02.2017
End of term exams - 1 session 05.06.2017 – 14.07.2017

Examination re-sits (for all the courses) 04.09.2017 - 23.09.2017
### FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Professor</th>
<th>CFU</th>
<th>SSD</th>
<th>Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Role of Universal and Regional Organizations in Promoting Peace and Security</td>
<td>A. de Guttry</td>
<td>6</td>
<td>IUS/13</td>
<td>36</td>
<td>First</td>
</tr>
<tr>
<td>Genealogies and Aporias of Security</td>
<td>B. Henry</td>
<td>6</td>
<td>SPS/01</td>
<td>36</td>
<td>First</td>
</tr>
<tr>
<td>Armed Conflicts and International Law</td>
<td>E. Sommario</td>
<td>6</td>
<td>IUS/13</td>
<td>36</td>
<td>Second</td>
</tr>
<tr>
<td>Security Studies: Concepts, Methods, and Issue Areas</td>
<td>F. Strazzari; S. Giusti</td>
<td>7</td>
<td>SPS/04</td>
<td>42</td>
<td>First</td>
</tr>
<tr>
<td>Probability, Certainty and Security in Economics: Concepts and Methods</td>
<td>S. Collignon; G. Bottazzi</td>
<td>8</td>
<td>SECS-P/02</td>
<td>48</td>
<td>Second</td>
</tr>
<tr>
<td>Transnational Global Governance</td>
<td>docente da definire</td>
<td>6</td>
<td>SPS/04</td>
<td>36</td>
<td>Second</td>
</tr>
<tr>
<td>Ethics of Security</td>
<td>A. Loretoni; A. Pirni</td>
<td>6</td>
<td>M-FIL/03</td>
<td>36</td>
<td>Second</td>
</tr>
<tr>
<td>Introduction to Statistics and Probability</td>
<td>M.F. Romano</td>
<td>3</td>
<td>SECS/S05</td>
<td>18</td>
<td>Second</td>
</tr>
<tr>
<td>English language course - preparation for examination at level B2 plus</td>
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<tr>
<td>Three elective course consistent with the programme of the student*</td>
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<td></td>
<td>9</td>
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<tr>
<td>Total</td>
<td></td>
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### Elective Course

<table>
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<th>Elective Course</th>
<th>Professor</th>
<th>CFU</th>
<th>SSD</th>
<th>Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security Rights from a Constitutional Law Perspective</td>
<td>P. Carrozza, G. Martinico</td>
<td>3</td>
<td>IUS/08</td>
<td>18</td>
<td>Second</td>
</tr>
<tr>
<td>Global Food Security</td>
<td>M. Alabrese</td>
<td>3</td>
<td>IUS/03</td>
<td>18</td>
<td>First</td>
</tr>
<tr>
<td>International Criminal Law</td>
<td>A. di Martino</td>
<td>3</td>
<td>IUS/17</td>
<td>18</td>
<td>Second</td>
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</table>

In addition to the above, all international students have to achieve a minimum level of fluency in Italian (A2) in order to graduate.

* In the first year students have to choose three 3-credit course which contributes to the coherence of their individual study plan. If the course is one of the elective courses listed above, no approval is needed. Otherwise the course has to be approved by the MISS Coordinator.
COURSE PROGRAMMES
Master’s Degree in International Security Studies
LEARNING OBJECTIVES AND OUTCOMES

The course provides guidance on the analysis of the legal dimension of food security in a global perspective. It describes food security as a complex, global and systemic challenge and addresses the current food security policies at the international and regional level. It then 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;
- be aware of the landscape in which international policies for the food and agriculture sector operate;
- handle the main legal aspects of the global food system and their impact on food security worldwide;
- identify options for how policies and international trade rules can respond to new challenges such as large-scale use of agricultural commodities as feedstock for biofuel production and the impacts of climate change and government response.

PREREQUISITES

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

CONTENTS

- The concept of food security, its evolution and intersection with food safety issues
- Natural resources (in particular land) and food security: the international legal framework and the role of non-binding instruments
- Biofuel regulation and sustainability
- EU Cap, sustainable agriculture and food security
- Food waste and food losses: the nexus with the right to food
- International water governance and water security
- International trade, food and agriculture

BIBLIOGRAPHY


TEACHING METHODS

The module is taught by both lectures and seminars. The active participation of students will be strongly stimulated through simulations, case studies and presentations.

ASSESSMENT

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 and quality of classroom participation.

Final Paper/presentation (50%)
Students will be required to present (20 min of presentation) a written paper that they will have submitted before (no more than 2000 words). The presentation will test the student’s ability to critical thinking skills, and integration of concepts.
LEARNING OBJECTIVES AND OUTCOMES

A good understanding of the concepts of risk, uncertainty and security in micro and macroeconomic theory and their present and historical role in economic reasoning. A basic understanding of decision theory in presence of uncertainty, its normative and positive aspects and its role in modern economic institutions. Ability to apply these concepts to practical issues.

PREREQUISITES

Basic mathematical skills and basic knowledge of economic notions

CONTENTS

I. Microeconomic approaches (Bottazzi)
   - Risk, probability and utility: a historical perspective
   - Introduction to probabilities and random variables
   - Introduction to decision theory and utility function
   - Decision theory under uncertainty and expected utility
   - Risk and insurance
   - Risk and the role of markets

II. Macroeconomic approaches (Collignon)
   - Epistemic foundations of probability
   - Keynes on uncertainty
   - Stochastic processes and rational expectations
   - Stochastic consensus

BIBLIOGRAPHY

J. M. Keynes, Treatise on Probability.
S.O. Hansson, Decision Theory: a brief introduction
P.L. Berstain, Against the Gods: The Remarkable Story of Risk

TEACHING METHODS

Lectures and discussions on material provided by the teachers.

ASSESSMENT

Open questions final test on the subjects of the course. One essay on an application of the theories studied

OTHER INFORMATION

To be communicated at the start of the course.
The Role of Universal and Regional Organizations in Promoting Peace and Security

Professor Andrea de GUTTRY
semester 1
e-mail: de guttry@sssup.it

LEARNING OBJECTIVES AND OUTCOMES
The course is aimed at familiarizing students with the way in which international law regulates the *jus ad bellum* and the mechanisms aimed at preventing and regulating conflicts. At the end of the course the participants will
- Have a clear picture of the role of International Organisations (both at universal and at regional level) involved in peace promotion and conflict management;
- Understand the main rules dealing with the *jus ad bellum* in international law and the exceptions thereto;
- Understand as well the interplay between the UN and regional organisations in protecting and promoting international peace and security.

PREREQUISITES
Basic knowledge of Public International Law.

CONTENTS
- The regulation of the use of force in IL
- The legal nature of the prohibition of use of force in IL
- The exceptions to the prohibition of the use of force in IL
- The consequences of the violation of the prohibition of the use of force in international relations
- The UN collective security mechanism
- Regional Security Mechanisms: the EU, AU, OSA, OSCE etc
- The interplay between the UN and regional mechanism for protecting and promoting international peace and Security

BIBLIOGRAPHY
Mandatory:
- 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:
- de Guttry, How does the UN Security Council Control States or Organizations Authorized to Use Force? A Quest for Consistency in the Practice of the UN and of its Member States, International Organizations Law Review, 2014, 11, p. 251-293
- de Guttry, Developing Effective Partnerships in Peacekeeping Operations between the UN and Regional Organizations: A recent Report of the UN Secretary General on the Transition in Mali and in the Central African Republic” in “Paix et Sécurité Internationales, 3, 2015, pp. 13-32

TEACHING METHODS
Classes will be taught through a mix of frontal lectures and case study solving.

ASSESSMENT
The assessment will be based on two distinct elements. The first (75% of the final mark) is a written exam, composed of 12 multiple-choice questions (with 3 possible answers each, only one of whom is correct) and 3 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
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, and from a more political point of view, it is deemed to be an important 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 - and its basic theoretical and legal tenets.

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

- the international criminal justice system in the broader framework of international relations
- its goals, justifications, limits
- general principles of liability according ICL

Students will also be able to have
- improved their ability to evaluate key concepts and arguments of ICL, and the specificity of legal reasoning upon international crimes (esp. case-law)
- 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
2. Values and philosophies that inform international criminal justice. Critiques.
3. Alternatives/Complements to criminal prosecution of the core crimes
4. International prosecution of the most serious crimes of international concern (from Nuremberg to the International Criminal Court, and beyond): overview of history and institutions.
5. Exploring the features of core crimes. In particular, the “chapeau element”, its legal and political meaning
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

Special attention will be devoted to recent case-law.

TEACHING METHODS
A hybrid style will be used. A more traditional lecture style (through power point presentation) 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.

ASSESSMENT

Coursework: 3000 word essay
Referral method: by set coursework assignment

OTHER INFORMATION

Knowledge of the German language is welcomed.
LEARNING OBJECTIVES AND OUTCOMES

The course aims at developing a critical understanding and an interdisciplinary overview of some security issues in the light of cybernetical and technological vocabulary; special attention will be devoted to the ‘human enhancement/human preservation’ constellation; the analysis will cover a nonconformist analysis of one of the most innovative, widespread and operationalised category according to the UN representatives and to the academics adopting a critical, multi-faceted and people-centered approach to security; the ‘human’ security concept. This overview will rely on both genealogical, epistemological and hermeneutical toolkits.

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. By the end of the course, the knowledge acquired will allow students to critically deconstruct some crucial security issues such as the tension between ‘freedom from fear’ (the core of the Human Security concept) and some robotic securitarian technologies; the aporias implicit in the principal narratives, the enhancing and securitarian technologies are relying on, will be ‘taken to account’ as well.

PREREQUISITES

Fundamental notions of modern and contemporary philosophy, political philosophy, epistemology, philosophy of science are required 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 comprehensive framework about the genealogy and the evolution of the philosophical, technological and political debate (XIX-XX) on the following categories, taken in a broad sense; freedom from fear, vulnerability, human condition, security/human security, human protection/human enhancement.

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 and the two symmetrical categories of human security and human vulnerability; consequently, the principal narratives/theories underpinning the ‘Human Enhancement’ debate and its contemporary reframing will be examined, compared and criticised. A cursory attention will be devoted to the phenomenon of the ‘war machines’ (drones, robotic warriors).

Course structure:

- First part: 15 hours
- Second Part: 15 hours
- Final Part: Research proposal presentation and discussion (6 hours)

BIBLIOGRAPHY

The bibliography listed below is by no means exhaustive. A list of required readings, form scientific literature and handbooks or reports as well, will be provided at the beginning of each part of the course. Discussions will be based on the required readings.

Compulsory readings


Mark Coeckelbergh, Human Being@Risk. Enhancement, Technology, and the Evaluation of Vulnerability Transformations, slides authorized by the author

Non – compulsory readings


Henry, B. (2014), Human Enhancement and the Post-Human; the Converging and Diverging Pathways of Human, Hybrid and Artificial Anthropoids, Humana.Mente; N. 26; ETS, Pisa, 59-77.


TEACHING METHODS

There will be weekly classes of 4 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.

ASSESSMENT

Grades 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%).

OTHER INFORMATION

The reference persons will be Barbara Henry, the tutor, the administrative staff.
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 an interdisciplinary approach to the topics, expounded through the lens of public ethics, political philosophy, European studies.

PREREQUISITES

There are no particular prerequisites to this course. Nevertheless, fundamental notions of Ethical Theories and International Political Philosophy, will help to quickly familiarize with the contents of the course.

CONTENTS

The course is divided into two parts.

The first part will be devoted to give a comprehensive framework regarding the most relevant ethical theories (deontological and consequentialist ethics). Specific conceptual vocabulary will be put into focus, with particular reference to: responsibility, justice, fairness, trust and respect. Furthermore, the first part of the course aims at justifying and analysing criteria that should inspire human conduct in specific challenging contexts regarding security issues.

The second part of the course will deal with the possible link between ethics and international relations, focusing on the analysis of State sovereignty concerning peace and war. Specific attention will be dedicated to the proposal on just and unjust wars as well as the contemporary debate on “civilian power” as conceptual alternative to military power and to the traditional approaches towards global governance.

Course structure:

- First part: 15 hours
- Second Part: 15 hours
- Final Part: Research proposal presentation and discussion (6 hours)

BIBLIOGRAPHY

The bibliography listed below is by no means exhaustive. A list of required readings will be provided at the beginning of each part of the course. Discussions will be based on the required readings.


I. Manners and S. Lucarelli, *Values and Principles in European Foreign Policy*, London, Routledge, 2006


**TEACHING METHODS**

There will be weekly seminar meetings of 2 hours each. After a first round of introductory classes on key concepts and methods, and a selection of issue areas and cases, the course will be ended with research paper proposals presented by students. Individual active participation during all phases of the course will be encouraged.

**ASSESSMENT**

The final grades will be based on the class participation and on the quality of research proposal presentation.
Security Rights from a Constitutional Law Perspective

credits 18 hours (elective course)

Professor Giuseppe Martinico

semester II

e-mail: martinico@sssup.it
Tel: (+39) 050881964

Bio
Giuseppe Martinico is currently Associate Professor of Comparative Public law at the Scuola Superiore Sant’Anna, Pisa. Previously he worked as a Lecturer in Constitutional law in the same institution. Prior to joining the Scuola Sant’Anna, he was Garcia Pelayo Fellow at the Centro de Estudios Políticos y Constitucionales (CEPC), Madrid and Max Weber Fellow at the European University Institute, Florence. Giuseppe obtained a PhD in Law from the Scuola Superiore Sant’Anna, Pisa, Italy, where he also conducted two years of post-doctoral research. In Pisa he also serves as STALS Editor (www.stals.sssup.it). He has also held the position of visiting researcher at the University of Barcelona, Université de Montréal, University of Geneva, King’s College, London, and the Tilburg Institute of Comparative and Transnational Law (TICOM). He is also Research Fellow at the Centre for Studies on Federalism, Turin, Editor of Perspectives on Federalism (http://www.on-federalism.eu/) and Honorary Professor at the European Law Research Centre of the University of Henan, Kaifeng (China).

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

- Basic concepts of constitutional law and political theory

CONTENTS

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 Role of Judges. An Introduction” (2 hours)
Session 7: “The EU Level: The Kadi saga” (2 hours)
Session 8: “The EU Level: The Schrems case” (2 hours)
Session 9: “Security and Legitimacy” (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**

**Supp. Reading**

**Second Session**

**Reading**

**Supp. Reading**

**Third Session**

**Reading**

**Supp. Reading**

**Fourth Session**

**Reading**

**Supp. Reading**

**Fifth Session**

**Reading**

**Supp. Reading**

**Sixth Session**

**Reading**

**Supp. Reading**

**Seventh Session**

**Reading**

**Supp. Reading**

*Eight Session*
**Reading**

**Supp. Reading**

*Ninth Session*
**Reading**
C. Murphy, “Transnational counter-terrorism law: law, power and legitimacy in the ‘wars on terror’”, *Transnational Legal Theory*, 2015, 31–54

**Supp. Reading**

**TEACHING METHODS**

The sessions will be given in seminar-style. Students are required to read the materials and to participate actively in class. The session will be divided into two parts: in the first part the professor will frame the issue and raise some questions, while in the second part students will deal with these questions in light of the relevant materials circulated in advance.

**ASSESSMENT**

In order to pass the exam students will deliver a paper (15 pages, Times New Roman, double space) on a subject chosen with the professor.

The paper will decide the 75% of the final mark, for the rest the professor will take into account class participation.

**OTHER INFORMATION**

Attendance is compulsory. If a student is unable to attend the course, he/she should send an email in advance to martinico@sssup.it Attendance sheet will be circulated for this purpose during all the sessions.
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. Few 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 be familiar with the main drivers and institutional traits of transnational and global governance, and with the relevant theoretical and policy debates, and have developed a critical understanding of the different positions in the literature.

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. A specific focus is on the definition of governance, global and transnational governance, with particular reference to transgovernmental networks (14 hours).

The second part is dedicated to some case studies where the concept of security is applied (22 hours). The key concepts addressed in the first part of the programme are used to understand the actual functioning of global and transnational governance in the two areas under scrutiny. The focus is on the governance instruments, the actors and the outcome of the procedures applied at the international level.

BIBLIOGRAPHY

Bevir, M. (2011), The Handbook of Governance, SAGE, London, chapters 1, 2, 3, 6, 8,

TEACHING METHODS

The course is based mainly on lectures, with ample room dedicated to in-class discussion to stimulate peer learning. Specific lectures are devoted to presentations by students.

ASSESSMENT

Assessment is based on a combination of in-class activities (discussion, presentations), plus a final written exam. Students are expected to read the material assigned for each meeting and be ready to critically discuss it in class.
LEARNING OBJECTIVES AND OUTCOMES

The Course is aimed at familiarizing students with the way in which international law regulates the conduct of hostilities. Classes will mainly be devoted the rules and principles of International Humanitarian Law (IHL), but specific reference will be made to the modalities according to which Human Rights Law (HRL) influences and shapes the conduct of States, non-State actors and individuals involved in armed conflicts. Students will be taught how to apply the relevant legal principles to concrete cases, also on the basis of a perusal of national and international case law.

PREREQUISITES

Students should already have a basic understanding of the sources, actors and mechanisms that characterize the international legal order.

CONTENTS

The course will start with describing the historical evolution of the relevant bodies of law, and the political drivers that shaped them. It will then proceed to explain when, where, how and to whom the law of armed conflict and human rights law apply. The main tenets of IHL (distinction, necessity, proportionality, prohibition of unnecessary suffering) will be addressed, as well as the distinction between international and non-international armed conflicts. Further, the rules on targeting and on the selection of military objectives will be tackled, as will the fundamental distinction between civilians and combatants and the provision regarding the protection of civilians living under belligerent occupation. The general part will end with an overview of the means through which IHL and HRL are implemented and enforced.

The second part of the course will deal with specific topics that are intensely debated in contemporary legal discourse. These include the ways in which IHL and HRL might interact to offer enhanced protection to war victims; the provision of humanitarian assistance; the use of drones in armed conflict settings and the related issue of targeted killings; how IHL rules apply in urban warfare scenarios.

BIBLIOGRAPHY

A list of required and suggested readings for each individual lecture will be made available to enrolled students before the beginning of the course. As a general introduction to the topic, students might want to read:


For a general overview on many of the topics addressed, we suggest to read:


Participants will also be required to be acquainted with the main IHL treaties, available here: https://www.icrc.org/applic/ihl/ihl.nsf/vwTreatiesByDate.xsp

TEACHING METHODS

Classes will be taught through a mix of frontal lectures 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.

ASSESSMENT

The assessment will be based on two distinct elements. The first (75% of the final mark) is a written exam, composed of 12 multiple-choice questions (with 3 possible answers each, only one of whom is correct) and 3 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

The objectives are to develop an understanding of contending approaches to the study of security, as well as the ability to analyse contemporary security policies and practices from a conceptual perspective. Additionally, the course is designed to improve the ability to write a research paper proposal, conduct literature review, write a research paper, present the results, and discuss findings with peers in a workshop environment. The depth and breadth of the course is expected to stimulate students to pursue their intellectual and professional interests and develop their own areas of specialization in the field of security. By the end of the course, the knowledge acquired will allow students to critically approach a wide range of international and national security problems.

PREREQUISITES

There are no particular prerequisites to this course. Nevertheless, fundamental notions of International Relations will help to quickly familiarize with the various security approaches. It is also recommended that students keep themselves up-to-date with the major security related events.

CONTENTS

A sub-field of International Relations Theory, the field of Security Studies is the subject of intense academic, intellectual and political debate. Since the late 1980s, there has been a remarkable change in the way security is conceived, studied and practiced. This course is designed as a graduate level introduction to old and new directions in the study of 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. After having discussed the main theoretical perspectives on security, the course will explore some specific areas examining current national or international security cases.

Course structure:

- Class 1 - National security and the Cold War
- Class 2 - From securitization to critical security studies: theoretical perspectives and schools
- Class 3 - Security and globalization. The security market
- Class 4 - The security-development nexus
- Class 5 - Security, data and algorithms
- Class 6 - Emerging sub-fields in security studies
- Class 7 - Democracy and human security: reading the ‘Arab Spring’
- Class 8 - Securing the cultural heritage
- Class 9 - Identity, collective trauma and security
- Class 10 - The Post-Soviet space: a regional security complex around Russia
- Class 11 - The ENP and gender mainstreaming towards the Mediterranean
- Class 12 - Research proposal presentation and discussion (I)
- Class 13 - Research proposal presentation and discussion (II)
- Class 14 - Research proposal presentation and discussion (III)

BIBLIOGRAPHY

The bibliography below is by no means exhaustive. A list of required and recommended readings for each week will be provided at the beginning of the course. Discussions will be based on the required readings. The lists of recommended
texts are there to provide a broader context as well as more detail, which may be useful as a starting point and reference for written assignments or future studies.

Recommended bibliography


Peter Burgess (ed). Handbook of critical security studies, Routledge.


TEACHING METHODS
There will be weekly seminar meetings of 3 hours each. This is a graduate level seminar, so students are expected to read widely around the topics. The seminars include introductory mini lectures designed to contextualise, but students will be doing most of the work. The instructor's role is to provide a basic overview of each week’s topic, offer contending perspectives, and seek to generate a discussion structured around a set of questions. After a first round of introductory classes on key concepts and methods (Francesco Strazzari), and a selection of issue areas and cases (Serena Giusti), the course will be ended with research paper proposals presented by students.

ASSESSMENT
The course uses an inductive approach that stimulates active participation. The classroom discussions of the suggested readings will be a fundamental part of the teaching method. Students are therefore expected to participate actively in all discussions and to complete readings and assignments prior to each class. Grades will be based on the quality of class participation (30%), class presentation (20%) and a final essay that develops one of the themes addressed in class, to be agreed upon with the instructors (50%).

OTHER INFORMATION
In order to make the debate of the cases rich and vibrant a selection of films and documentaries will be recommended to the students.
LEARNING OBJECTIVES AND OUTCOMES
The course introduces students to the basic concepts and logic of statistical reasoning and gives the students introductory-level practical ability to choose, generate, and properly interpret appropriate descriptive and inferential methods.
In addition, the course helps students gain an appreciation for the diverse applications of statistics and its relevance to their fields of study.

PREREQUISITES
The course does not assume any prior knowledge in statistics and its only prerequisite is basic algebra.

CONTENTS
What is Data?
Levels of measurement and forms of data
Sampling and Sampling error
Summarizing data graphically
Summarizing data numerically
Probability: different approaches to probability; basic probability principles, conditional probability, discrete random variables (including the Binomial distribution) and continuous random variables (with emphasis on the normal distribution).
Normal distributions
Normal approximations
Inference: hypothesis test and confidence intervals

BIBLIOGRAPHY
Reference book could be one of the following:
Other books (or chapters) will be indicated during the lessons.

TEACHING METHODS
Concepts will be exposed using examples, simulations, and case studies. Open source statistical package R will be used to analyse data and emphasis will be on the interpretation and use of the package outputs.

ASSESSMENT
Written examination with responses in natural language. No calculations are required, only comments and explanation of R outputs, similar to those used in the lessons.

OTHER INFORMATION
All materials used (slides, R programs and outputs) will be available after each lesson.
USEFUL WEB LINKS

Sant'Anna School of Advanced Studies

Library Sant'Anna School of Advanced Studies
http://www.santannapisa.it/it/biblioteca

Interdepartmental Linguistic Center of University of Pisa
http://www.cli.unipi.it/

DIRPOLIS Institute
http://www.dirpolis.it

CDG (International Research Laboratory on Conflict, Development and Global Politics)
http://www.cdg-lab.dirpolis.sssup.it

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