



RICHMOND

THE AMERICAN INTERNATIONAL

UNIVERSITY

IN LONDON

Rome Study Center

School of Communications, Arts & Social Sciences

Course:	INR 5205 – Security Studies (3 credits)
Semester:	Spring 2015
Instructor:	Gabriele Simoncini (Ph.D.)
Class Location:	X (Piazza Sant’Andrea della Valle, 6)
Class Meeting Time:	Monday 1:00pm – 2:40pm Wednesday 1:00pm – 2:40pm
Office:	PIAZZA S. ANDREA DELLA VALLE, 6 – ROMA
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VLE (Virtual Learning Environment: Blackboard will provide the Virtual Learning Environment from Fall 2014 onwards, and can be accessed via the portal (<https://my.richmond.ac.uk/>)

This syllabus should be read in conjunction with the Course Specification Document; the *University Catalogue*; and the relevant Programme Specification (via the University’s website <http://www.richmond.ac.uk>)

Course Description:

This course examines enduring and contemporary questions of security and insecurity in the international system. Security has traditionally been defined in terms of strategic state politics and the use of military force to counter external military threats. The end of the Cold War and the ensuing conflicts of the late-20th century raised questions about the continued relevance of traditional theories of security. New security threats have been defined both in the academic literature and by state security strategies. This course critically evaluates these developments using IR and security studies theories, supplemented by practical case-studies. Students investigate the definition of the term security and threats to security, questions about the referent object of security, the root causes of insecurity and the methods of eliminating or lessening such threats. The course evaluates traditional and contemporary security concepts such as national security, conventional weapons systems, nuclear non-proliferation, human security, responsibility to protect, the poverty-security nexus in a post-Westphalian context.

The course will feature the participation of Italian Carabinieri Police/Army Force, including anti-terrorist and security special units. Specific areas will be covered with the approach of “experience education” including: National Security, Investigation, Public Order, Public Health and Environment, Labor and Food Frauds, Cultural Heritage and Anti-Counterfeiting, and International Cooperation.

Prerequisites: INR4100

Aims and Objectives:

- To acquaint students with key concepts in the field of security studies
- To examine the question of security from the vantage point of different theories of IR
- To develop an understanding of the changing nature of security threats
- To position new security threats in the context of international relations theories

Learning Outcomes:

- Demonstrates a critical engagement with major thinkers and intellectual paradigms in security studies
- Demonstrates a critical and theoretical engagement with core problems and issues in security studies, at the domestic, regional and global levels
- Demonstrates a detailed understanding of the continuities and transformations evident in the core thematic debates of security studies
- Completes assigned work with a degree of clarity, technical competence and critical thinking, and a degree of independence and capacity for self-evaluation, appropriate for a 5000-level course

A student who successfully completes this course should:

- develop an understanding of the different theories, issues, texts, figures and currents of security studies. **As assessed by the final exam.**
Relevant threshold criteria (to get a grade of C): students must correctly answer at least half of the questions on the final exam.
- Be acquainted with some of the core problems of security studies and with the most important attempts to solve them. **As assessed by the final exam.**
Relevant threshold criteria (to get a grade of C): students must correctly answer at least half of the questions on both exams.
- Be able to discuss their strengths and weaknesses of those core problems of security studies. **As assessed by the research paper.**
Relevant threshold criteria (to get a grade of C): students must show evidence of independent thinking.
- Appreciate cultural and theoretical differences in security studies theories. **As assessed by the final exam.**
Relevant threshold criteria (to get a grade of C): students must correctly answer at least half of the questions on both exams.
- Present research orally in a convincing and accessible manner. **As assessed by the oral presentation.**
Relevant threshold criteria (to get a grade of C): students should give an oral presentation communicating some of the basic themes and arguments in one topic area in the course.

Programme outcomes are listed in the programme specifications found at

<http://www.richmond.ac.uk/content/academic-schools/academic-registry/program-and-course-specifications.aspx>

Teaching Methods:

This course will be taught through a combination of lectures and seminar-type activities, including group work, sub-group activities, classroom discussion, and the showing of documentaries. The general approach to classes is informal, and discussion is viewed as an essential part of an interactive and participatory learning program. Audio-visual aids, study materials and electronic learning resources will be used as appropriate.

Lectures provide a framework for the course, and are designed to ensure students have an overview of main issues and concerns on a particular topic, receive clarification on the major points of debate understand the broad dimensions of core problems, and are aware of relevant literature in the specific area of concern. It is essential that lectures are supplemented with assigned readings; together, the readings and the lectures are designed to provide guidance for seminar discussion.

Seminar classes are based on the principle of active and student-directed learning, and are designed to be **Safe, Enjoyable, Managed, Inclusive, Necessary, Academic, Respectful & Stimulating**. The seminars provide an opportunity for discussion of contentious issues, addressing questions and exploring academic debates in more depth, group and sub-group discussion. They are encouraged to share their opinions freely, but must also maintain respect for the opinions of others. It is expected that students will participate regularly in discussions in a creative, competent and critical way, as the formulation of their own thoughts and clarification of their assumptions, often in contradiction to other students' thoughts and assumptions, form a crucial part of the learning process. Students are expected to come to seminar classes prepared.

Assessment Criteria	Weighting	Date Assessed	Word Count
Final Exam	40%	Wednesday, May 6 th	2 hours
Research Paper	30%	Wednesday, April 15 th	2,500/3,000 words
Presentations and reports	30%	Assessed weekly	500/1,000 words
Total	100%		

All assessment criteria conform with Assessment Norms approved at Academic Council on June 28, 2012. These can be found at: <http://www.richmond.ac.uk/content/academic-affairs/academic-standing.aspx>.

This class follows the Late Submission of Coursework Policy and Feedback Normas outlined below and found at

https://my.richmond.ac.uk/Uniorg/policies_and_procedures/default.aspx

In-class written reports

Based on weekly assignments, films, guest speakers, and field trips.

Presentations (oral reports)

Students are requested to give a short individual or team presentation on a specific topic of their choice related to the class program. The presentation will be well-organized, concise, and include (when opportune) audiovisual and electronic materials.

Research paper

Due on Wednesday, April 15th

Students must produce a final research paper (2,500/3,000 words) on an agreed topic that has coherent structure, articulated argumentation and draws on material that has been researched and selected through independent study.

The topic should be precisely defined and worth of investigation. In order to produce their final paper, students will keep a portfolio of research materials during the semester. The portfolio will be shared with, and evaluated by the instructor. The production of the final paper is a work in progress during the

semester. According to school policy students cannot present the same paper for two (or more) different courses, such act will result in an “F” grade.

Paper format:

- Cover page: title, student’s name, course name, instructor’s name, semester, year.
- Text pages: a well organized research paper with:
 - an introduction,
 - a body with critical analyses and evidence presented,
 - a conclusion.
- Standard English style with footnotes (when appropriate) is requested.
- Additional materials (when appropriate) - charts, maps, photos, other materials.
- Bibliography pages, listing the journal articles and electronic references.

Note:

Handwritten papers are not accepted. Late papers may not be accepted. Plagiarism will result in an “F” grade.

Paper topics and titles must be agreed with and pre-approved by your Professor.

Final Exam

Wednesday, May 6th

The exam will cover the entire semester programme. The exam will have two parts of equal value. The first part is an essay, the student will choose one theme out of three proposed, and will write a well organized essay. The second part of the exam consists of ten terms to be concisely defined.

Please note that according to academic regulation, make up examinations will only be given in the event of medically documented illness or family death. Students leaving the program early will not be granted credit. Please make travel arrangements in accordance with this pre-arranged course schedule.

Marking Scheme:

The requirements for each piece of assessed work are clearly specified in the assignment details. However, the following general criteria apply to all work:

Grade A applies only to the exceptional piece of work which:

- has continued beyond the B grade band to develop a more advanced analytical and integrative command of the material and issues
- gives evidence of very wide reading and extensive knowledge of relevant theory and recent research
- is very well structured, putting forward cogent arguments which are well supported by carefully evaluated evidence
- superior (A-) or outstanding (A)

Grade B applies to work which:

- goes beyond the foundation level to develop a more questioning and analytical approach
- goes beyond the basic required reading, to study and discusses recommended texts and articles
- indicates an increasing ability to appreciate an extensive body of knowledge and to conceptualize the key theories, issues, debates and criticisms
- demonstrates the skills to present a balanced and comprehensive discussion
- has been completed with a thoroughness aimed to get the most learning out of the exercise
- good quality (B-), very good (B), or excellent (B+)

Grade C applies to work which:

- is basically competent, although undeveloped
- fulfils the requirements of the assignment at a foundation level, involving:

- adequate coverage of the essential information specified, and
- the skill to present that material coherently
- selects relevant named references and quotations
- just below average (C-), average (C), or showing signs of reaching above average (C+).

Grade D applies to work which:

- has been done without proper understanding of the requirements
- is too short, or long and unedited or lacks structure
- relies on superficial, subjective statements
- uses unreliable and inappropriate sources, **such as Wikipedia**
- uses incorrect, or confused information
- fails to make proper use of named references and quotations
- unsatisfactory work (D-), very poor work (D) and work which is weak (D+).

Grade F, a fail, applies to:

- non-submission of work or work which is illegible
- late work after one extension has been given
- work which may be competent, but is either:
 - irrelevant (i.e. does not address the requirements of the assignment), or
 - uses un-attributed material (plagiarism)

Required Texts/Reading:

- Williams, Paul D. (ed.), *Security Studies: An Introduction*, Routledge, 2013.
- Hough, Peter, *Understanding Global Security*, Routledge, 2013.
- Assigned readings from: *The International New York Times*, *The Guardian*, *The Economist*.

Recommended Reading:

- Baylis, John; Smith, Steve; Owens, Patricia, *The Globalization of World Politics*, Oxford University Press, 2013.
- Bellamy, Alex J., *Responsibility to Protect: The Global Effort to End Mass Atrocities*, Polity, 2009.
- Booth, Ken, *Theory of World Security*, Cambridge University Press, 2007.
- Brown, Michael E., et al. (eds.), *Debating the Democratic Peace*, MIT Press, 1999.
- Brown, Michael E., et al. (eds.), *Offense, Defense, and War*, MIT Press, 2004.
- Burke, Anthony, et al., *Ethics and Global Security: A Cosmopolitan Approach*, Routledge, 2014.
- Buzan, Barry; Hansen, Lene, *The Evolution of International Security Studies* Cambridge University Press, 2009.
- Enders, Walter; Sandler, Todd, *The Political Economy of Terrorism*, Cambridge University Press, 2005.
- Engelhardt, Tom, *Shadow Government: Surveillance, Secret Wars, and a Global Security State in a Single Superpower World*, Haymarket, 2014.
- HSRP, *Human Security Report 2013: The Decline in Global Violence: Evidence, Explanation, and Contestation*, HSR, 2014.
- Kaldor, Mary; Ragelov, Iavor, *The Handbook of Global Security Policy*, Wiley-Blackwell, 2014.
- Kay, Sean, *Global Security in the Twenty-first Century: The Quest for Power and the Search for Peace*, Rowman & Littlefield Publishers, 2012.
- Kelleher, Catherine M.; Reppy, Judith, *Getting to Zero*, Stanford University Press, 2011.
- Kirshner, Jonathan (ed.), *Globalization and National Security*, Routledge, 2006.
- Lael, Brainard; Chollet, Derek (eds.), *Too Poor for Peace? Global Poverty, Conflict, and Security in the 21st Century*, Brookings Institution, 2007.
- Mandel, Robert, *Global Security Upheaval: Armed Nonstate Groups Usurping State Stability Functions*, Stanford University Press, 2013.

- Paul, Thazha Varkey, et al. (eds.), *Complex Deterrence: Strategy in the Global Age*, The University of Chicago Press, 2009.
- Roer, Michael, *Introduction to Policing*, Sage, 2013.
- Rogers, Ann; Hill, John, *Unmanned: Drone Warfare and Global Security*, Pluto, 2014.
- Spear, J., Williams, P.D. (eds.), *Security and Development in Global Politics: A Critical Comparison*, Georgetown, 2012.
- Wenger, Andreas; Wilner, Alex (eds.), *Deterring Terrorism: Theory and Practice*, Stanford University Press, 2012.

Full Course Schedule – Spring Semester 2015
INR 5205

Week 1 _____

Feb. 9 – Feb. 11

Security Studies: Introduction and Definitions. Security from an European and Italian perspective. Security and Securitization. The International Political Agenda.

Reading Assignments:

- Williams, p. 1-12.
- Hough, p. 1-22.
- *Assigned Readings.*

Recommended Additional Readings:

- Jervis R., "Security Regimes". *International Organization*, Vol. 36/2, 1982.
- Lebow R.L., "Fear, Interest, and Honor: Outlines of a Theory of International Relations". *International Affairs*, Vol. 82/3, 2006,
- Halliday F., "State and society in international relations: a second agenda". *Millennium*, 16/2, 1987.
- Milner H., "The Assumption of Anarchy in International Relations Theory: A Critique". *Review of International Studies*, Vol. 17/1, 1991.
- Epstein R., "Divided Continent: Globalization and Europe's Fragmented Security Response." In: Kirshner J. (ed.), *Globalization and National Security*. Routledge, 2006.

Film (excerpts): Babel.

Week 2 _____

Feb. 16 – Feb. 18

Theoretical Approaches. Realism. Liberalism. Constructivism. Peace Studies. Critical Theory. Military Threats to Security from States.

Reading Assignments:

- Williams, p. 13-47, 63-106.
- Hough, p. 23-62.
- *Assigned Readings.*

Recommended Additional Readings:

- Bellany I., "Towards a theory of international security". *Political Studies*, Vol. 29/1, 1981.
- Kissinger H., "Domestic structure and foreign policy". *Daedalus*, Vol. 95, 1966.
- Hall J.A., "A View of a Death: On Communism, Ancient and Modern": *Theory and Society* Vol. 27/4, 1998.
- Moravcsik A., "The New Liberalism" in: Reus-Smit C., Snidal D., eds., *The Oxford Handbook of International Relations*. Oxford 2010.
- Doyle M., "Kant, Liberal Legacies, and Foreign Affairs. *Philosophy and Public Affairs*, Vol. 12/4, 1983.

Film (excerpts): Children of Man.

Week 3

Feb. 23 – Feb. 25

Case Study Presentation: “Italian *Carabinieri*: a Unique Organizational Model of Police Force with Military Status”. The Italian State, Government, Institutions and Security. The Italian Parliament.

Reading Assignments:

- Arma dei Carabinieri, *Carabinieri Corps*. Roma, 2011. p. 1-60.
- Assigned Readings.

Recommended Additional Reading:

- Arma dei Carabinieri, “Historical Reference”. <http://www.carabinieri.it/Internet/Multilingua/EN>
- Arma dei Carabinieri, “Service Record”. <http://www.carabinieri.it/Internet/Multilingua/EN>
- Arma dei Carabinieri, “International Police” <http://www.carabinieri.it/Internet/Multilingua/EN>
- Arma dei Carabinieri, “Organization”. <http://www.carabinieri.it/Internet/Multilingua/EN>
- Camera dei Deputati, “International Relations, European Affairs”. <http://en.camera.it/>
- Senato della Repubblica, “European and International Affairs”. <http://www.senato.it/3813>

Film (excerpts): Gomorra.

Week 4

Mar. 9 - Mar. 11

Terrorism. Intelligence. Threats to Security from Non-state Actors. Economic Threats to Security.

Reading Assignments:

- Williams, p. 221-249.
- Hough, p. 63-114.
- Assigned Readings.

Recommended Additional Reading:

- Pape R. A., “The Strategic Logic of Suicide Terrorism”. *American Political Science Review*. Vol. 97/3, 2003.
- Velroy A., Politi D., “Contracting Intelligence”. Centre for Public Integrity, 2004.
- Hanzich J., “Dying for Independence: World Separatist Movements and Terrorism”. *Harvard International Review*, Vol. 25/2, 2003.
- Merari A., “Terrorism as a Strategy for Insurgency”. *Terrorism and Political Violence*, Vol. 5/4, 1993.

Film (excerpts): Paradise Now.

RESEARCH PAPER TOPIC CONFIRMED

Week 5

Mar. 16 – Mar. 18

Case Study Presentation: “ The Human Rights Protection in Police Activities”. Genocide. Crimes against Humanity. Ethnic Conflict. Human Security. Poverty.

Reading Assignments:

- Williams, p. 250-310.
- Assigned Readings.

Recommended Additional Reading:

- Jones A., "The Origins of Genocide". In: Jones A., *Genocide. A Comprehensive Introduction*. Routledge, 2011.
- Valentino B. A., "Mass Killing and Genocide". In: *Final Solutions*. Cornell, 2004.
- Levene M., Why is the Twentieth Century the Century of Genocide? *Journal of World History*. Vol. 11/1, 2000.
- Fearon J. D., Laitin D.D., "Ethnicity, Insurgency and Civil War". *American Political Science Review*. Vol. 97/1 2003.

Film (excerpts): Blood Diamond.

Fri, Mar. 20 Visit to Rebibbia Rome State Prison. (**MANDATORY:** Counts as two classes)

Week 6 _____

Mar. 23 – Mar. 25

Uncertainty. Polarity. Culture. War. Coercion. Identity Society and Insecurity. Towards Universalism.

Reading Assignments:

- Williams, p. 134-220.
- Hough, p. 115-146.
- Assigned Readings.

Recommended Additional Reading:

- Fast L., "Characteristics, Context and Risk: NGO Insecurity in Conflict Zones". *Disasters*, Vol. 31/2, 2007.
- Abby S., Harmer A., Haver K., "Providing aid in insecure environments: trends in policy and operations". *HPG Report 23*, 2006.
- Huntington S., "The Clash of Civilizations?" *Foreign Affairs*, Vol. 72/3, 1993.
- Kirshner J., "Globalization and National Security". In: Kirshner J. (ed.), *Globalization and National Security*. Routledge, 2006.

Film (excerpts): Lord of War.

Week 7 _____

Mar. 30 – Apr. 1

Mid-Term Verification Test and Review.

Mon, Mar. 30

Review for Mid-Term Verification Test

Wed, Apr. 1

Mid-Term Verification Test
(does not count towards final grade)

Mon, Apr. 6

SPRING BREAK

Fri, Apr. 10

Week 8 _____

Apr. 13 - Apr. 15

Case Study Presentation: "The Police Activities of *Carabinieri* in the Management of International Crises". Alliances. Regional Institutions. The United Nations. Peace Operators. The Nuclear. Disarmament and Non-proliferation Regime. Private Security.

Reading Assignments:

- Williams, p. 337-438.
- Assigned Readings.

Recommended Additional Reading:

- Aboul-Enein S., Gopalaswamy B., "Missile Regime, Verification, Test Bans and Free Zones". *Disarmament Forum*, No 4, 2009.
- Walt S. M., "Alliance Formation and the Balance of World Power". *International Security*, Vol. 9/4, 1985.
- Olson, M. Jr., Zeckhauser R., "An Economic Theory of Alliances". *The Review of Economics and Statistics*, Vol. 48/ 3, 1966.
- Mueller J., "What Was the Cold War About? Evidence from its Ending," *Political Science Quarterly*, Vol. 119, No. 4, 2004-5.
- Abbott K.W., Snidal D., "Why States Act through Formal International Organizations". *Journal of Conflict Resolutions*. Vol. 42/1, 1998.

Film (excerpts): Hotel Rwanda.

Wed, Apr. 15

RESEARCH PAPER DUE

Week 9

Apr. 20 – Apr. 22

Case Study Presentation: "The Role of the *Carabinieri* in the Fight against International Terrorism." Contemporary Challenges. The International Arms Trade. Counterterrorism. Counterinsurgency. Different Threats to Security.

Reading Assignments:

- Williams, p. 439-485.
- Hough, p. 147-236.
- Assigned Readings.

Recommended Additional Reading:

- Cronin A., "The evolution of counterterrorism". *International Affairs*, Vol. 86/4, 2010.
- Sasikumar K., "State agency in the time of the global war on terror". *Review of International Studies*, Vol. 36/3, 2010.
- Shafer D.M., "The Unlearned Lessons of Counterinsurgency". *Political Science Quarterly*, Vol. 103/1, 1988.
- Boyle M. J., "Do counterterrorism and counterinsurgency go together?" *International Affairs*, Vol. 86/2, 2010.
- Byman D. L., "Friends Like These: Counterinsurgency and the War on Terrorism". *International Security*, Vol. 31/2, 2006.
- Glimore J., "A kinder, gentler counter-terrorism Counterinsurgency, human security and the War on Terror". *Security Dialogue*, Vol. 32/1, 2011.

Film (excerpts): Syriaana.

Week 10

Apr. 27 – Apr. 29

Case Study Presentation: “The Role of the *Carabinieri* in the Fight against Organized and International Crime.” The Responsibility to Protect. Transnational Organized Crime. Population Movements. Criminal threat to security. The Italian prison system and The Rome State Prison.

Reading Assignments:

- Williams, p. 486-534.
- Hough, p. 237-254.
- Assigned Readings.

Recommended Additional Reading:

- Nardin T., “The Moral Basis of Humanitarian Intervention”. *Ethics & International Affairs*, Vol. 16/1, 2002.
- Avant D., “The Marketization of Security: Adventurous Defense, Institutional Malformation, and conflict”. In: Kirshner J. (ed.), *Globalization and National Security*. Routledge, 2006.
- Glenny M., “Introduction”. In: Glenny M., *McMafia: Crime without Frontiers*. Bodley Head, 2008.
- Dickie J., “The Second Republic and the Mafias”. In: *Mafia Republic*. Sceptre, 2013.

Film (excerpts): Dirty Pretty Things.

Week 11

Review for Final Exam / Final Exam

Mon, May 4

Review for Final Exam

Wed, May 6

FINAL EXAM

HIGHLIGHTS:

Field trips: The Italian Parliament, the Roman Prison, others. Guest speakers: Italian politicians, Police’s representative, others.

REASONABLE CHANGES MAY BE MADE TO THE CONTENT OF THE SYLLABUS. STUDENTS WILL BE INFORMED IN WRITING OF ANY SUCH CHANGES.

All grades being used for OU-validated degrees are subject to confirmation at the University Examination Board.

Academic Policies (see also: <http://www.richmond.ac.uk/content/academic-affairs/academic-policies.aspx>)

Students must read and comply with all the requirements of the regulations and policies listed at the weblinks below.

Academic Dishonesty:

Academic dishonesty is any action by which a student in any academic exercise seeks to: claim credit for the intellectual or artistic work of another person; or uses unauthorized materials or fabricated information; or engages in an unauthorized editing process.

You can find a list of the actions that might lead to you committing academic dishonesty on the web pages. If you are not sure about what would constitute dishonesty after reading the full policy details you should ask for more information from the course instructor, your academic advisor, another member of academic staff, the Writing Centre, or Student Affairs.

Full details of Richmond's Academic Dishonesty policy are found at:

<http://www.richmond.ac.uk/content/academic-affairs/academic-policies/academic-policies-non-compliance-and-exceptions.aspx>

Students who are academically dishonest will receive a penalty for the work in question or the course as a whole (which may in turn impact upon their degree classification), depending on the importance of the work to the overall course grade and the judgment of the instructor and the relevant exam board.

The Richmond Attendance Policy:

Full details of Richmond's attendance and lateness policies are found at:

<http://www.richmond.ac.uk/content/academic-affairs/academic-policies/attendance-policy.aspx>

Attendance is required in all courses. In any course, students who accumulate more than the permitted number of absences, regardless of the reason, will receive an attendance failure (grade of F) unless they withdraw from the course.

Course timing	Limit on absences before attendance failure
courses that meet twice a week	no more than 4 absences
courses that meet once a week	no more than 2 absences
Summer semester courses	no more than 2 absences
EAP Program	no more than 4 class sessions

Absence Recording:

Attendance is taken by instructors in on-line registers within the university's student records system. Attendance in all courses is taken from the first day of the semester, including Add/Drop week.

Students must be aware that the University is obliged to report to the UK Border Agency any student who is in the UK on a student visa, but who is not attending classes regularly.

Students should note in particular that illness does not automatically excuse an absence from class. Any absence from a class session does not exempt a student from the completion of all required work for a course. Students must also be aware of the requirements of the Lateness to Classes and Examinations guidance.

 [Policy Guidance on Lateness to Class and Exams](#)

<http://www.richmond.ac.uk/content/academic-affairs/academic-policies/attendance-policy.aspx>

Late submission of academic work:

Any item of work submitted late will be subject to an automatic deduction of one increment on the letter grade scale (e.g. the grade will be reduced from B to B-, or from C- to D+) per day.

Any coursework submitted more than one week (seven days) after the original deadline will receive a grade of F.

Where there are mitigating circumstances for the late submission the instructor must be informed in advance, by email, and evidence provided to the instructor *in writing* when the course work is submitted.

 [Late Submission of Coursework Policy](#)

<http://www.richmond.ac.uk/content/academic-affairs/academic-policies/attendance-policy.aspx>

Feedback Norms:

The university has defined expectations as to the nature and timeliness of feedback on assigned work. Students should make themselves aware of these norms, and they are located on the portal at: https://my.richmond.ac.uk/Uniorg/policies_and_procedures/default.aspx

Examination Regulations:

Guidance on examination regulations and expected behavior for students can be found at: (<http://www.richmond.ac.uk/content/academic-affairs/academic-policies.aspx>). However, please note particularly the following University Policies:

Midterm exams are normally held during the designated weeks published in the academic calendar and distributed to students during Orientation. Any faculty member wishing to hold a midterm on a different date requires the approval of the Dean, and will inform students accordingly.

Final exams are held over a two-week period following the last day of classes in the Fall and Spring semesters. Exams may not be held in the same timeslots as class sessions. The dates of the official exam period are published in advance in the official academic calendar which is also distributed to students during Orientation.

Students are responsible for remaining in the study centre until the end of the official examination period – the university reserves the right to make any necessary changes to the schedule. Any such changes to the schedule will be centrally-administered by the study centre directors and reported to students.

Students and instructors may not make private arrangements to reschedule any University exams. Requests for an opportunity to re-sit must be made to the Academic Progress Committee via the study centre Director.

<http://www.richmond.ac.uk/content/academic-affairs/forms-for-academic-procedures.aspx>.

Final examinations in summer sessions take place on a single day following the last day of classes. Summer exams are normally held in the same timeslot as class sessions.

Students must bring their Richmond student ID cards to every examination.

Academic support for studies:

The University Writing Center and Language Workshop (based on the London campus) are available to all students who want help with academic tasks.

Library staff can help students with questions about research and/or accessing information. Book an appointment with a librarian (info@richmondinrome.it).

Study Centre students may also access the electronic resources of the main Richmond campus library. If you wish to be issued with a username and password for this purpose, please contact info@richmondinrome.it.

Students with Disabilities:

The University makes a variety of special provisions in exams and assessment for students with a diagnosed learning disability. Students must follow the requirements outlined at <http://www.richmond.ac.uk/content/student-affairs/students-with-disabilities.aspx> for these arrangements to be made, and it is important that this is done in good time. The student and their instructors are informed of the provisions after they are approved, and reminders are sent to students and invigilators shortly before the examinations.

Annex: Additional Resources

Academic Journals:

International Security, European Journal of International Relations, Millennium, Review of International Studies, International Organization, International Affairs, Columbia International Affairs Online, International Studies Quarterly, Security Studies, World Politics, Foreign Affairs, Ethics and International Affairs, Foreign Policy, The World Today, International Affairs, Nationalities Papers.

Institutions:

Hoover Institution, <http://www.hoover.org/>

International Institute for Strategic Studies, <http://www.iiss.org/>.

Centre for Strategic and International Studies, <http://csis.org/>

European Institute for Security Studies, <http://www.iss.europa.eu/>

International Crisis Group, <http://www.crisisgroup.org/home/index.cfm?id=1200>

Council on Foreign Relations, <http://www.cfr.org/>

Global Security Institute, <http://www.gs institute.org/>

International Peace Bureau, <http://ipb.org/i/index.html>

Human Security Centre, <http://www.humansecurityreport.info>

The Brookings Institution, <http://www.brookings.edu/>

Global Policy Forum, <http://www.globalpolicy.org/>

Institute for Security Studies, <http://www.iss.org.za/>

International Peace Research Institute, <http://www.prio.no/>

Institute for War and Peace Reporting (IWPR), www.iwpr.net

International Coalition for the Responsibility to Protect, www.responsibilitytoprotect.org/

Royal United Services Institute (RUSI), www.rusi.org

Peace Research Institute Oslo, <http://www.prio.no/>

Carnegie Council for Ethics in International Affairs, <http://www.carnegiecouncil.org/index.html>

International Studies Association (ISA), <http://csf.colorado.edu/isa/>

British International Studies Association (BISA), www.bisa.ac.uk

American Political Studies Association, www.apsanet.org

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