IR 614
New Directions in Security Studies
Spring 2011

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AIMS
This course is designed as a post-graduate level introduction to new directions in the study of security. Since the late 1980s, there has been a remarkable change in the way security is conceived, studied and practiced. The academic field of Security Studies has been the subject of intense academic, intellectual and political debate during this period. The main aim of this course is to introduce students to main debates in Security Studies 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.

OBJECTIVES
The objectives of this course include developing students’

● understanding of contending approaches to the study of security;
● knowledge and understanding of the key literature in the discipline;
● knowledge and understanding of Security Studies beyond their immediate area of interest;
● ability to analyse contemporary security policies and practices from a conceptual perspective;
● ability to write a research paper proposal
● ability to conduct literature review
● ability to write a research paper
● ability to present the results of their research and discuss their findings with their peers in a workshop environment
TEACHING

Since the course is taught as a post-graduate level seminar, the onus is on you to read widely around the topics. The seminars on occasions may include mini lectures designed to introduce and/or contextualise that week’s topic, but you will be doing most of the work. My role will be to provide a basic overview of that week’s topic, offer you contending perspectives on the issues concerned, and seek to generate a discussion structured around a set of questions. The aim is to encourage you to think independently and critically whilst remaining firmly grounded in the knowledge provided by the readings.

The following list is by no means exhaustive. It should rather be viewed as a representative sample of the existing literature. In the pages that follow, you will find a list of required and recommended readings for each week. Our 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. You are advised to do your readings in the order they are presented.

What you should remember at all times is that good discussions depend on serious preparation by students. You are strongly encouraged to read the texts carefully and prepare written answers to the questions to ensure thorough preparation especially in the first few weeks of the course when you are less experienced in participating in seminars. It is critical that you do all your readings and come in ready to take active part in class discussions. This is critical not only for your own intellectual development but also because participation counts towards 30% of your overall grade.

Please be reminded that you will only be in a position to do well in your assignments if you have attended the classes and read the literature (all of the required texts plus some of the recommended ones). Coming to the classes prepared is necessary not only because this constitutes a part of your assessment, but also because this will help you understand the course material much better so that you would be in a very strong position to do well in your exams/assignments.
You are required to attend all the classes (in accordance with the University regulations). If you cannot attend please let me know beforehand, or contact me (immediately) afterwards to provide a ‘legitimate’ excuse for your absence. Attendance will be taken and absences will be noted.

**IN-CLASS DISCUSSIONS**

What I am looking for

- Evidence of active listening
- Evidence of reading and independent thinking
- Gradual development of seminar skills

I will be using the following criteria to assess your performance in seminars

| Evidence of having read the required material |
| Relevant contribution |
| Concern not to dominate the discussion |
| Avoidance of anecdotal / irrelevant accounts |
| Encouragement / enablement of others’ contributions |
| Respectful treatment of others’ beliefs, values and opinions |
| Evidence of ability to identify and evaluate different theoretical positions, bias, and orientation |
| Confident handling of critical concepts and analytical terms |
| Ability to respond effectively to constructive feedback |
ASSESSMENT

30% of your assessment will be based on **in-class participation**. This will take the form of participating in class discussions. You will be expected to demonstrate evidence of having read and thought about that week’s topic and readings. Please see the list of criteria on p.3.

70% of your assessment will be based on a **research project**. In this assignment, you will propose a subject and formulate a research question. Once we agree on the subject and question, we will as a group regularly have sessions discuss your progress and learn from each other’s research and writing experiences. When writing your paper, you are expected to make use of the conceptual tools covered in class. Put differently, presenting a purely descriptive or historical analysis of the subject matter (however insightful that may be) is not acceptable so far as the purposes of this course are concerned. When grading your paper, I will be looking for evidence of grasp of the literature covered in class as well as case study material.

In order to be able to provide maximum guidance and feedback throughout the research process, I have broken down the research paper into four components:

**A research paper proposal (10%)** (due March 18, 17:30, submit via Moodle) (please see the guidelines on pp.5-6)

**Workshop presentation and participation (10%)** (May 16, 17 or 18)

**Draft paper (10%)** (due April 15, 17:30, submit via Moodle)

**Final version of the research paper (40%)** (due May 30, submit via Moodle) (please see the guidelines on p.7)
Writing a ‘Research Paper Proposal’ is the first step you take in the process of writing your research paper.

The point about the paper proposal is to convince the reader (in this case, your professor, in some other cases programme chair/s of a conference, editor/s of a journal) that you have a worthwhile research project and that you have the competence to complete it.

Regardless of your field, your subject matter, and your methodology of choice, all research paper proposals should provide answers to the following questions:

What do you plan to accomplish? (your topic and research question)

Why you want to do it? (your goal, its significance for you, for the field)

How you are going to do it? (your work-plan and approach)

Experience in proposal writing would prove valuable regardless of your future profession. Those of you who go on to do postgraduate work would be expected to submit PhD scholarship/research grant proposals. Those of you, who work in other fields, would submit project proposals to receive funding etc.

Please find below the format for your research paper proposal. Please make sure you follow this format and submit your proposal on time for timely feedback.

FORMAT FOR RESEARCH PAPER PROPOSAL

Title page (your name, course name, date, the name of the assignment, i.e. research paper proposal)

Body (please make sure you answer ALL of the following questions)

What is your research TOPIC?

What is your RESEARCH QUESTION? (please remember that a question has a ‘?’ at the end. Make sure you have a question that can be answered in 4000 words including endnotes or footnotes)

WHY are you interested in this topic? (one paragraph)

What is the SIGNIFICANCE of answering this question for the field you are researching?

What is your PRELIMINARY ANSWER to the research question? (Please keep in mind that this is a preliminary answer based on your review of the existing literature. You have not done the research yet. You do not know the answer yet) (one paragraph)

What do you know about THE LITERATURE ON THE SUBJECT? (this is the literature review section. Here you should give credit to those who have laid the groundwork for your research; demonstrate your grasp of the literature on your topic; show your ability to identify and evaluate the relevant sources; indicate your ability to integrate and synthesise the relevant literature).

HOW would you approach this research question? (What kind of evidence would you provide? How would you gather that evidence? Will you include definitions? Will there be a historical background section? Do you have a balanced variety of sources? Will you show opposing viewpoints? Will you be comparing and contrasting? Will you be using primary or secondary sources?) (at least one paragraph)

TENTATIVE LIST OF REFERENCES (at this stage you should have at least 15 sources [books, book chapters or peer-reviewed articles] that you have looked at. Present the list in proper format (Harvard, Chicago…). Learn to make use of Endnote Web [available through the BU Library] or a similar such bibliographic database software.

Word limit: 1500 words. Over-length proposals will be penalised.
RESEARCH PAPERS

What I am looking for

**Structure:** Is the argument well structured? Is there a clear introduction and conclusion? Is there a point to each paragraph?

**Clarity:** Is the style of writing clear? Is it easy to follow the author's argument?

**Use of academic language:** Does the author make use of proper academic terminology?

**Substance:** Does the author present a substantive argument? Or does s/he merely summarize other works without 'saying' anything? Please note that 'what you 'say' is not expected to be original. You are merely expected to make a point.

**Evidence:** Does the author present adequate evidence in support of his/her points? Please keep in mind that 'evidence' may take many forms. The evidence provided may take the form of established (academic) authors' arguments, quantitative figures, examples from world politics citing reliable sources.

**Writing style:** Is the language used proper to the task at hand or is it informal?

**Paper format:** Is the paper appropriately formatted (1.5 or 2-space between lines, appropriate margins, title page, word limit, spelling and punctuation, etc)

**Sources consulted:** Does the author make use of the academic sources you would expect to see consulted in an essay on this topic. In other words, does the author seem aware of the literature in this field?

**Footnotes and/or bibliography:** Does the author provide adequate information about the sources consulted? Is the information provided appropriately formatted?

**Academic ethics:** Does the author try to pass off someone else's ideas as his/her own? Are all sources used appropriately acknowledged? Does the author rely too much on someone else's words, phrases and/or ideas with or without acknowledging?

*Word limit: 5000 words. Over-length papers will be penalised.*
COURSE PLAN

WEEK I
The Past, Present and Future of Security Studies

Required reading

Recommended readings
WEEK II
‘National Security’ during the Cold War

Required readings

Recommended readings
Hedley Bull, ‘Strategic Studies and Its Critics,’ World Politics XX:4 (July 1968) 593-605.
Week III
Gendering Security

Required readings

Recommended readings
Cynthia Enloe, C. Bananas, Beaches and Bases: Making Feminist Sense of International Politics (Berkeley: University of California Press, 1990)
Simona Sharoni, Gender and the Israeli-Palestinian conflict : the politics of women's resistance, (Syracuse: Syracuse University Press, 1995).
LHM Ling, Postcolonial international relations: conquest and desire between Asia and the West, (New York: Palgrave, 2002).
WEEK IV
Re-thinking Security in the post-Cold War Era

Required readings

Recommended readings
Hugh Gusterson, 'Missing the End of the Cold War in International Security,' in *Cultures of Insecurity: States, Communities and the Production of Danger*, Jutta Weldes, Mark Laffey, Hugh Gusterson and Raymond Duvall, eds. (Minneapolis: University of Minnesota Press, 1999) 319-345.
John Mowitt, 'In/security and the Politics of Disciplinarity,' in *Cultures of Insecurity: States, Communities and the Production of Danger*, Jutta Weldes, Mark Laffey, Hugh Gusterson and Raymond Duvall, eds. (Minneapolis: Minnesota University Press, 1999) 347-361.
WEEK V
National Security and Stateness

Required readings

Recommended readings
WEEK VI
Identity/Security

Required readings

Recommended readings
WEEK VIII
Aberystwyth School: Emancipatory Practices of Security

Required readings

Recommended Readings
WEEK IX
Copenhagen School: Securitization Theory

Required readings
Ole Wæver, 'Securitization and Desecuritization,' in On Security, Ronnie D. Lipschutz, ed. (NY: Colombia University Press, 1995) 46-86. (book on reserve)

Recommended readings
WEEK X
Paris School: Insecuritization Practices

Required readings

Recommended readings
Didier Bigo, and Elspeth Guild, Controlling frontiers: free movement into and within Europe (Ashgate Pub Ltd, 2005).
WEEK XII
Culture/Security

Required readings
Jutta Weldes, Mark Laffey, Hugh Gusterson and Raymond Duvall, 'Introduction,' in Cultures of Insecurity: States, Communities and the Production of Danger, Jutta Weldes, Mark Laffey, Hugh Gusterson and Raymond Duvall, eds. (Minneapolis: University of Minnesota Press, 1999) 1-33.

Recommended readings
Jennifer Milliken, 'Intervention and Identity: Reconstructing the West in Korea,' in Cultures of Insecurity: States, Communities, and the Production of Danger, Jutta Weldes et al, eds. (Minneapolis: University of Minnesota Press, 1999) 91-117.
WEEK XIII
Civilisational Security

Required readings
Pinar Bilgin, "Securing Turkey through Western-oriented foreign policy." New Perspectives on Turkey, 40, (2009) 105-125. (photocopy on reserve)

Recommended readings
WEEK XIV
Privatisation of Security in a Globalising World

Required readings

Recommended readings
WEEK XV
Security and Knowledge in a Globalising World

Required readings

Recommended readings