IRR 616
Individual, National and Global Security
Spring 2006

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Monday 16:40-17:30, Tuesday 10:40-11:30
and by appointment

Aims
Despite the prevalence of state-based (‘national security’) approaches to security during the Cold War, alternative ways of thinking about security—focusing on the individual and society—also developed during this time period. In the post-Cold War era the primacy of state in considerations of security has come under increasing challenge from a variety of perspectives. This course is designed to provide a critical overview of (1) state-based approaches to security in an increasingly globalised world; (2) alternative approaches to security that focus on individual, societal and/or global security. The strengths and weaknesses of these approaches will be highlighted through a consideration of cases such as Turkey’s national security, societal security and the role of security culture in Turkey-EU relations, regional security in the Middle East and human security in the developing world.

Objectives
The objectives of this course are both subject-specific and general. General objectives include the development of oral, written and research skills as the course requires students to become able to read, absorb and critically assess a significant amount of complex (and at times contradictory) material. The subject-specific objectives 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 assess the implications of adopting critical approaches for the study and practices of security around the world.

Teaching
Since the course is taught as a postgraduate 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 mostly 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.¹

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 40% 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.

Assessment

30% of your assessment will be based on in-class participation. This will take the form of participating in class discussions, which will be structured around questions that will be provided in advance (i.e. questions that you will have time to prepare for). You will be expected to demonstrate evidence of having read and thought about that week’s topic.

70% of your assessment will be based on a research project. In this assignment, you are expected to choose one country and critically analyse its ‘national security’ conception. The country of your choice, which cannot be your country of origin, has to be approved by me before you start the research process. When analysing your country of choice, you are expected to make use of the conceptual/theoretical material covered in class—i.e. presenting a descriptive/historical analysis of the case is not acceptable. 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 to you throughout the research process, I have broken down the project into three steps:

1. An annotated bibliography (20% of the overall grade) due by April 3, 2006, 17:30. In this assignment, you are expected to provide short (maximum one paragraph) descriptions of the sources that you are planning to use in your project (including encyclopaedia articles, reference books, bibliographies, books, academic articles, book chapters, policy articles, popular magazines, web pages as well as official documents).

2. An annotated outline (20% of the overall grade) due by April 28, 2006, 17:30. In this assignment, you are expected to prepare an outline of your research project (preliminary argument, sub-arguments, etc.) annotated with the sources you are planning to use to support those arguments.

3. The research paper itself (30% of the overall grade). This paper should not be longer than 2000 words and is due by May 12, 2006, 17:30.

¹ Please note that this does not apply to the recommended texts which are listed in alphabetical order.
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

| 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 |

WEEK I
Introduction

WEEK II
Old and New Thinking About Security

Required readings


Recommended readings

• Hedley Bull, ‘Strategic Studies and Its Critics,’ World Politics 20:4 (July 1968) 593-605.
WEEK III
Individual and/or National Security

Required readings

Recommended readings

WEEK IV
Securitization Theory

Required readings

Recommended readings
WEEK V
What is ‘National Security’?

Required readings

Recommended readings

WEEK VI
Societal Security

Required readings

Recommended readings

* Photocopied material
WEEK VII
In/security in a Globalising World

Required readings
- Tarak Barkawi, Globalization and War (Lanham, MD: Rowman & Littlefield, 2006).*

Recommended readings
- Kenneth N. Waltz, 'Globalization and Governance,' PS Online (December 1999)

* Fotocopied material

WEEK VIII
Reading Week

WEEK IX
Security in the Developing World

Required readings

Recommended readings
WEEK X
Regional In/security: The Middle Eastern case

Required readings

Recommended readings

WEEK XI
Cultures of In/security

Required readings

Recommended readings
WEEK XII
Turkey’s Security Culture(s)

Required readings

WEEK XIII
Postcolonial Insecurities

Required readings
- Himadeep Muppidi, ‘Postcoloniality and the Production of International Insecurity: The Persistent Puzzle of U.S.-Indian Relations,’ 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) 119-146.

Recommended readings
WEEK XIV
Rethinking National Security: the Case of Turkey

Required readings

Recommended readings