

**Department of Political Science
University of the Punjab, Lahore
Course Outline**



Programme	Diplomacy and Strategic Studies	Course Code		Credit Hours	3
Course Title	Theories of International Security				
Course Introduction					
<p>International Security or Global Security is an interesting dynamic of state practice based on how states and institutions interact while their national security matrices are put to play in a globalized world. The object of this architecture is to create a series of coercive and noncoercive, frictional and conciliatory mechanisms that guide state behavior and prioritize their actions so as to create equilibrium among states. The Post-World War II environment saw development of Security Studies as a subject aimed at understanding how security and its related concepts interplay politics, global preferences and the overall international relations among states and their agencies.</p> <p>Between the major canon of International Relations, it has remained crucial to look at how debates between various theoretical considerations influence evolution of the subject. International security is tethered to theories of international relations and behavioral practices of states and nonstate actors in either managing complex interdependence or conflict dynamics. Being an intermediary course, Introduction to International Security will explore some of the core concepts and definitions that are necessary for students to understand and analyze in order to develop a firm grip over the basics for further advanced courses.</p>					
Learning Outcomes					
<p>Students will be acquainted with Sources and core concepts. The task will be operationalizing major events that shaped state behavior and an analytical view of core concepts and foundations of International Relations theories in terms of governance and statecraft with its diverse forms and natures. If you have any special needs please let us know as early as possible so we can ensure that your needs are satisfactorily addressed. Additionally, if you have a documented disability you are protected from discrimination and have the right to a reasonable accommodation.</p> <p>Throughout this semester, students will be acquainted with some of the following dimensions/concepts under prerequisite notions:</p> <ol style="list-style-type: none"> 1. Development and functionality of International Security 					

	2. Debates in international relations that shape International Security	
	3. Strategic culture and security culture	
	4. Forms of security and its manifestations	
Course Content		Assignments/Readings
Week 1	<p>The Great Debates in International Relations</p> <ul style="list-style-type: none"> • The Idealism vs Realism Debate: Setting the Pace after World War I • The Traditionalism vs Behavioralism Debate: Contextualizing International Relations and the Future of Security 	Benneyworth, I. J. (2011). The 'Great Debates' in international relations theory. <i>School of European Studies</i> , 20.
Week 2	<p>The Great Debates in International Relations</p> <ul style="list-style-type: none"> • Neorealism vs Neoliberalism Debate: The Neo-Neo Question • Rationalism vs Reflectivism: Is the Concept of Security Over? 	Ashworth, L. M. (2014). Of great debates and the history of IR: Why the "Great Debate" story is wrong. <i>E-International Relations Publishing</i> , 12.
Week 3	<p>Manifestations of Security in International Relations</p> <ul style="list-style-type: none"> • Traditional Security and the Conventional architecture of International Security <ul style="list-style-type: none"> i. Balance of Power ii. Impact Wars on Global Order iii. Assessment of World War I and World War II 	Stone, M. (2009). Security according to Buzan: A comprehensive security analysis. <i>Security discussion papers series, 1</i> , 1-11.
Week 4	<p>Manifestations of Security in International Relations</p> <ul style="list-style-type: none"> • Nontraditional Security and the Challenge of Emerging Concerns <ul style="list-style-type: none"> i. Climate Change and Environment ii. Terrorism and Nonstate Actors iii. Economic Challenges iv. Human Security Problems 	Hameiri, S., & Jones, L. (2013). The politics and governance of non-traditional security. <i>International Studies Quarterly</i> , 57(3), 462-473.
Week 5	<p>The Copenhagen School of Security Studies</p> <ul style="list-style-type: none"> • National Security and International Relations • The Securitization of Everything 	McSweeney, B. (1996). Identity and security: Buzan and the Copenhagen

	<ul style="list-style-type: none"> • The Constructivist Lens to International Security 	<p>school. <i>Review of international studies</i>, 22(1), 81-93.</p>
Week 6	The Frankfurt School and Aberystwyth School of Security	<p>Bilgin, P. (2023). Critical theory. In <i>Security Studies</i> (pp. 67-81). Routledge.</p>
Week 7	The Paris School of Security	<p>Wæver, O. (2013). Aberystwyth, Paris, Copenhagen: The Europeanness of New “Schools” of Security Theory in an American Field 1. In <i>Thinking international relations differently</i> (pp. 48-71). Routledge.</p>
Week 8	<p>Decision Making and Policy Formulation Internal-External Approach Analyzing decision-making in foreign policy Bloc formations and cumulative national interest: Understanding alliances</p>	<p>Chapter 7: How is rationality Applied to FPA Morin, J.-F., & Paquin, J. (2018). <i>Foreign policy analysis: A toolbox</i>. Routledge.</p>
Week 9-10	<p>Domains of Security: The Problem with Identifying Fractures in International Relations</p> <ul style="list-style-type: none"> • Nuclear Security and the Issue of Critical Infrastructure • Women in International Security: The Questions of Feminism • Maritime Security and the Sea Lines of Communication • Poverty, Overpopulation and Food Security: The Ticking Time Bomb • Emerging Technologies and the Digital World • Competition or Cooperation: Understanding the Dynamics of Conflict 	<p>Haftendorn, H. (1991). The security puzzle: theory-building and discipline-building in international security. <i>International studies quarterly</i>, 35(1), 3-17.</p>

Week 11-12	Contemporary Debate in International Security: The New Age? <ul style="list-style-type: none"> • The Rise and Fall of American Global Supremacy • Is there anything known as a Superpower? • The Polarity Debate: Unipolar, Bipolar or Multipolar? 	Walt, S. M. (1991). The renaissance of security studies. <i>International studies quarterly</i> , 35(2), 211-239.
Week 13-14	Contemporary Debate in International Security: The New Age? <ul style="list-style-type: none"> • The Rise of China and Indian Counterbalance • Regions, Blocs or Silos: How should the International Order be Crafted? 	Cooney, K., & Sato, Y. (2009). <i>The Rise of China and International Security</i> . London: Routledge.
Week 15	Presentations	
Week 16	Presentations	
Textbooks and Reading Material		
<ol style="list-style-type: none"> 1. Global Security in the Twenty-First Century: The Quest for Power and the Search for Peace, Sean Kay 2. Losing Control: Global Security in the Twenty-First Century, Paul Rogers 3. International Security Studies: Theory and Practice, Peter Hough & Shahin Malik & Andrew Moran & Bruce Pilbeam 4. Blair's Wars, John Kampfner 5. The Routledge Handbook of Security Studies (Routledge Handbooks) 6. People, States and Fear: National Security Problem in International Relations, Barry Buzan 7. Security: A New Framework For Analysis, Barry Buzan, Ole Wæver and Jaap de Wilde <p>The Evolution of International Security Studies, Barry Buzan and Lene Hansen</p>		
Teaching Learning Strategies		
<ol style="list-style-type: none"> 1. Relevant material will be provided beforehand to the class both in printed and electronic form to match with the course contents designed 2. Reciprocal teaching method can be implemented to allow students a chance to speak their mind and discuss their problems 3. Brainstorming sessions will be encouraged with instructional scaffolding to allow students to develop their intellectual capabilities before being introduced to technical subjects 4. Didactic questioning by the instructor will be a viable teaching tool to initiate small group discussions in a think-pair-share collaborative teaching environment. 		

5. Individual presentations may also be assigned to exclusively focus on students with learning difficulties or exceptional students with a potential to offer more to the class environment.

Assignments: Types and Number with Calendar

1. Week Four: Student report submission for previous lectures taught
2. Week Six-Eight: Surprise Quiz or Show-and-Tell Presentation on topics covered
3. Week Eleven: Research Report post-Midterms
4. Week Fifteen: Grouped presentations of Poster Competition on topics assigned

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.