Institute of International Relations
Specialized Seminar: Introduction to International Security Studies
Postgraduate Diploma, Year 1

Pre/Co-requisites: None
Course Type: ☑ Core ☐ Elective ☐ Co-Curricular
Credit: 3
Mode of Delivery: ☐ Face-to-Face ONLY ☑ Blended (Face-to-Face and online)
☑ Online ONLY

1. Course Description

Welcome to the complex and murky world of International Security Studies (ISS). In the upcoming weeks, you will experience a plethora of emotions commencing with confusion, disbelief, and sometimes anger about the subjects that we will be discussing within the classroom. As you transition through various stages of what it means ‘security’ in International Relations, you will learn about diverse theoretical approaches, including, but not limited to, Feminist and Human Security Studies. You will learn how to apply those theories and approaches in the context of a variety of subjects, like health, gender, human-, drugs-, and weapons-trafficking. At the end of this course, you will experience deep enlightenment through the gained knowledge about Security and tranquility by completing a process of uncovering the complexity of surrounding world.

2. Rationale

In the past three decades, the International Security Studies has passed through significant transformation by deepening, broadening, and extending. It was a change from state-centrism and national security to a diversity of threats and individuals as referent objects. Security can mean different things in various situations, contexts, geographical locations, and cultures. Therefore, it is a prerequisite for students to
understand those differences, which would enable them to identify, analyze, and propose adequate solutions to a diversity of security threats. Lastly, the knowledge about the theories and approaches in the ISS is an integral component of a successful career in many NGOs and intergovernmental institutions, including the UN.

3. **Course Aims**
The purpose of the course is to expose students to the ‘critical’ component in International Security Studies. Students will expand their knowledge beyond existing theories of traditional international relations and security studies. They will learn what does it mean ‘critical’ and how to apply newly acquired skills through praxis.

4. **Course Learning Outcomes**
*Upon successful completion of this course, students will be able to:*

1. Identify threshold concepts in International Security Studies (ISS).
2. Distinguish between various theoretical approaches in the ISS.
3. Describe various contemporary security challenges at the international, regional, national, local, and individual levels of analysis.
4. Utilize the ISS theoretical approaches to international, regional, national, local, and individual security challenges.
5. Discuss the relevance of the ISS theoretical approaches to security challenges at various levels of analysis with colleagues.
6. Criticize points of view presented by the colleagues in a structured, coherent, and ISS-relevant way.
7. Formulate coherent and structured arguments that are supported by relevant literature.
8. Conduct a written research project on the ISS-relevant subject.
5. Course Assessments Description

Formative assessment:
The weeks covering the theoretical components of the course will be based on the delivery of lectures together with Q/A elements. During the practical parts of the course that will be delivered by the guest lecturers, students will be asked to make connections between presented topics and theory through discussion, Q/A sessions, and case study analysis.

Summative assessment:
The summative assessment consists of three components. The first one is a mid-term oral presentation of the topic that the student will write their research paper. The second assessment is based on active participation in online activities and video discussions through Flipgrid and Schoology. Flipgrid empowers social learning by allowing students to record short videos on selected topics and react to the videos posted by their colleagues through their own video response. Guiding questions and/or topics will be provided for each week of the class. The lecturer will moderate all the recordings. The third component is a Research Paper that provides 65% of the grade. The researched paper within the topic of the Seminar has to be submitted no later than 31st March 2021. The style of the Paper: 1.5 paragraph spacing, printed double-sided, Chicago Manual of Style 17th Edition, in-text citation. An electronic version of the paper must be submitted to the IIR secretariat, together with the Turn-It-In Originality Report.
### 6. Course Assessment Type and Course Learning Outcome Matrix

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Learning Outcomes Refer to Outcomes listed in Section 4</th>
<th>Weighting %</th>
<th>Assessment Description</th>
<th>Assessment Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper</td>
<td>X X X X</td>
<td>65</td>
<td>Students select a research subject of their interest that is relevant to the ISS. Deadline: 31\textsuperscript{st} March 2021. 1.5 paragraph spacing, printed double-sided, Chicago Manual of Style 17th Edition, in-text citation. An electronic version submit to the IIR secretariat together with Turn-It-In Originality Report.</td>
<td>8,000 – 10,000 words exclusive of references and appendices</td>
</tr>
<tr>
<td>Engagement in Activities and</td>
<td>X X X X X X</td>
<td>25</td>
<td>Active engagement in various activities and Flipgrid discussions.</td>
<td>N/A</td>
</tr>
<tr>
<td>Discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Mid-term Oral Presentation of</td>
<td>X X X X X</td>
<td>10</td>
<td>Short presentation of the research topic together with methodology and theoretical framework subjected to peer-review by peers.</td>
<td>15-mins presentation</td>
</tr>
<tr>
<td>Research Paper</td>
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### 7. University Grading Scheme (Graduate Level)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>70 – 100</td>
</tr>
<tr>
<td>B+</td>
<td>60 – 69</td>
</tr>
<tr>
<td>B</td>
<td>50 – 59</td>
</tr>
<tr>
<td>F1</td>
<td>0 – 49</td>
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</tbody>
</table>

### 8. Teaching Strategies

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
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<tbody>
<tr>
<td>Active Learning</td>
<td>Before each class, students are asked to read the required literature and engage in post-class online activities and discussions. Through this method, they learn to make a preliminary analysis of an academic text, assess the relevance of the new information, search additional sources in support of their argumentation, propose new ideas and/or conceptualizations on the relevant subject, and argue coherently and persuasively with peers. The discussion questions on specific themes are placed for the guiding purpose only without specific weekly deadlines, which follow the Seminar nature of the teaching method. Hence, students follow their own learning style personality and engagement schedule. The broad and wide coverage of the Security Studies requires from the students’ creative thinking and analyzing initially unfamiliar academic and non-academic literature. Those are the necessary skill for the students of this discipline. Active Learning method allows students to face a new problem before the class, then debate or discuss the subject at hand, or participate in the off-class activities followed by peer/lecturer feedback and reactions. Active learning allows students to construct their interpretation of security reality.</td>
</tr>
<tr>
<td>Seminar</td>
<td>Each class will consist of a lecture that provides students with the core theoretical background (semester I) that is further reinforced by guest lecturers who offer a practical perspective on selected security challenges. This approach enhances the process of praxis by allowing students to reflect on the interconnectedness between theory and practice and express their views and opinions through open floor discussion with peers, lead lecturer, and guest lecturers.</td>
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</tbody>
</table>
9. **Guest lecturers**

**Ms. Alana L. Wheeler** is currently serving as Director of the Counter-Trafficking Unit, at the Ministry of National Security, Trinidad and Tobago. She is a graduate of the University of the West Indies Institute of International Relations, St. Augustine and Georgetown University’s School of Foreign Service, Washington DC where she pursued a Fulbright Scholarship for a Master of Arts Degree in National Security Studies. In 2011/2012, she coordinated UNDP’s first Caribbean Human Development Report on Citizen Security which is being used as a reference tool by academics and public officials in the region. She also led local anti-corruption initiatives under the umbrella of Transparency International. In 2014, she pioneered the Trinidad and Tobago Crime Prevention Initiative under one of Pan American Development Foundation’s Projects. Other areas of research include the Energy Sector in Trinidad and Tobago with an emphasis on energy geopolitics in Latin America and the Caribbean and security threats facing Trinidad and Tobago. Her past research focused on Energy and Security, Cyber Security, Information Warfare, Intelligence Analysis and Terrorism. She has conducted security threat assessments in Trinidad and Tobago, analyzing world and regional geopolitics and its impact on the Caribbean and Trinidad and Tobago.

**Mr. Callixtus Joseph** serves as the Regional Crime and Security Strategy Coordinator at the CARICOM Implementation Agency for Crime and Security (IMPACS) and is a recognized expert in regional security strategies. He is also an expert resource facilitator for the German Federal Office for Economic Affairs and Export Control (BAFA), as part of the EU Outreach programme on Export Control of Conventional Arms (COARM) since 2015.

During his career he has covered a range of different roles, including serving as an advisor and member of the CARICOM Diplomatic Team during the UN Arms Trade Treaty Negotiations (2010-2013); member of the UN Counter-Terrorism Committee
Executive Directorate Assessment delegation to Jamaica in 2017; and lecturer of International Security at the UWI, Trinidad and Tobago (2008-2010).

Mr. Joseph is the lead author of both the CARICOM Crime and Security Strategy and the CARICOM Counter-Terrorism Strategy which were adopted by the CARICOM Conference of Heads of Government in 2013 and 2018 respectively.

He has participated in numerous international conferences, and served on several panels on: international and regional security, transnational organized crime, terrorism, arms control, peace and security, drugs policies, tourism security, major event security, security of SIDS and other related issues, hosted by governments, academia and international agencies, including the United Nations, Organization of American States, European Union and the Inter-American Defense Board.

Sheridon Martin Hill is an Attorney-At-Law, Police Officer in the Trinidad and Tobago Police Service and Legal Officer for the CID & CRO. He holds a Bachelor’s Degree from the University of London, a Postgraduate Diploma in International Relations from UWI, a Legal Education Certificate from Hugh Wooding Law School and is currently pursuing a MPhil/PhD in Criminology and Criminal Justice at UWI. He is a 2-time graduate of the William J Perry Centre for Hemispheric and Defense Studies, was Program Coordinator and Specialist on Caribbean security in the Inter American Committee against Terrorism (CICTE) and Department of Public Security (DPS) in the Organization of American States in Washington D.C. and recently served as a consultant for UNLIREC. He is the author of several articles on crime, private security, gangs, Caribbean security and the death penalty. His most recent publications includes ‘An Emerging Regional Power: Trinidad and Tobago’s Role and Influence’ on Caribbean Security’ (2018) and ‘Drug Trafficking and Gang Violence in the Caribbean’ (2018) (co-authored with Patrice Morris) in Crime Violence and Security in the Caribbean, Routledge Press, The History of the Death Penalty in the Caribbean (co-authored with Kelisha Francis) and Untangling the Web: Understanding the Death

10. Readings/Learning Resources

Required/Essential (Online and print)

(Selected chapters or pages)


Recommended (Online and print)

Overview

Securitization Theory and Copenhagen School


Feminist Security Studies


Other sources:
1. UN Women, [https://www.unwomen.org/en](https://www.unwomen.org/en)
2. UN The Committee on the Elimination of Discrimination against Women, [https://www.ohchr.org/EN/HRBodies/CEDAW/Pages/Introduction.aspx](https://www.ohchr.org/EN/HRBodies/CEDAW/Pages/Introduction.aspx)
4. The Association for Women's Rights in Development, [https://www.awid.org/](https://www.awid.org/)

Feminist/Gender Journals:
1. Gender & Society, SAGE, [https://journals.sagepub.com/home/gas](https://journals.sagepub.com/home/gas)
2. Psychology of Women Quarterly, SAGE, [https://journals.sagepub.com/home/pwq](https://journals.sagepub.com/home/pwq)
3. Politics & Gender, Cambridge, [https://www.cambridge.org/core/journals/politics-and-gender](https://www.cambridge.org/core/journals/politics-and-gender)
5. Men and Masculinities, SAGE, [https://journals.sagepub.com/home/jmm](https://journals.sagepub.com/home/jmm)
6. Journal of Men’s Studies, SAGE, [https://journals.sagepub.com/home/men](https://journals.sagepub.com/home/men)

**Critical Security Studies**


**Human Security**


**Other sources:**


Journals:

Strategic Studies


Journals:
- *Journal of Global Security Studies*
- *Journal of Strategic Studies*
- *Contemporary Security Policy*
- *Security Studies*
- *Security Dialogue*
- *International Security*
- *Journal of Peace Research*

11. University Policies and Expectations

A. Academic Integrity

The UWI is committed to five fundamental values: honesty, trust, fairness, respect and responsibility (The UWI Turnitin Policy). Similarly, students are required to practice these values and are therefore required to be cognizant of and adhere to the UWI policies regarding academic integrity and plagiarism as outlined in its regulations found at https://sta.uwi.edu/resources/policies/Anti-Plagiarism.pdf and in the Faculty Regulations and Syllabuses.

B. Attendance and Examination Policy

All registered students are required to attend prescribed lectures, practical classes, tutorials, or clinical instructions. Students with *unsatisfactory class attendance* or who have failed to submit any assessments set by his/her Examiner are subject to debarment by the relevant Academic Board, on the recommendation of the relevant Faculty Board, from taking any University examination. *Procedures to be used to measure attendance and assessments shall be prescribed by the Faculty* (The UWI Assessment Regulations for First Degrees, Associate Degrees, Undergraduate Diplomas and Certificates: Including GPA and Plagiarism Regulations 2017-2018, p. 3).

Students are expected to attend classes regularly and to be present for at least 75% of the class duration. Punctuality is highly regarded. If you have an unavoidable absence, you should communicate with the lecturer beforehand or soon after the class.
Final grade is subjected to review by second examiner.

C. Accommodations for Students with Disabilities
   Students should refer to the University of the West Indies St Augustine Campus, Student Disability Policy. [https://sta.uwi.edu/resources/policies/Student_Disability.pdf](https://sta.uwi.edu/resources/policies/Student_Disability.pdf)
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Readings/ Learning Resources</th>
<th>Learning Activities</th>
<th>Guest Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Lecture Type</td>
<td>Activities</td>
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<tr>
<td>7 Nov. 18</td>
<td>Reading and Discussion Week.</td>
<td>N/A</td>
<td>Flipgrid</td>
<td>N/A</td>
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<tr>
<td>8 Nov. 25</td>
<td>Oral Presentation</td>
<td>N/A</td>
<td>Presentations</td>
<td>N/A</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Format</td>
<td>Instructor</td>
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