



Pavel Dorogov, @AP

Syllabus – Core Information | [DSS/X 5302: Global Security CRN | 28480/27128](#)

College | Liberal Arts **Department** | Criminal Justice – National Security Studies Institute

Instructor | Dr. Paul Ashby **Email** | pdashby@utep.edu

Technical Support | [UTEP Helpdesk at \(915\) 747-5257 or helpdesk@utep.edu](#)

Course Dates | March 14th, 2022 – May 1st, 2022

Classes | Fully Online through Blackboard (contact me if new to this!)

Please Note | This Syllabus subject to change, please report errors, typos, confusions

Overview

Course and Instructor Introduction

Hello all, and welcome to DSS 5302 'Global Security'. This course aims to introduce you to both the broad academic field of Security Studies, and how it can help us understand 'Global Security'. I hope this will help you see security in a whole new way, or even lots of ways.

I have often framed this course around the evolution of *how* we study security. That “story” has takes us from from the ‘traditional’ security subjects such as conflict, strategy, and war, towards ‘new’ issues like health security poverty reduction, migration flows, energy and environmental security, and more. However, President Putin has just embarked upon a world-shattering event with an invasion of Ukraine. On top of the Covid crisis, and political fracture and rising nationalism, we are in the midst of historic events with forces swirling that will change the world for good and ill. I am thinking about the entire Syllabus in this light. We need to think about a ‘return’ to ‘traditional’ Security Studies given this stunning and scary return to interstate warfare. However, I hope you also

see how ‘new’ and critical approaches reveal important security issues beyond war *and* help us understand aspects of war in different ways.

We are going to pack a lot in to a short space of time, and I hope you’ll get some new and fresh perspectives on security issues amongst it all. Equally, you’ll bring a lot to the table yourselves through your own experience and expertise.

My name is Dr. Paul Ashby. I suppose I can no longer say I am a recent arrival El Paso, TX. I have been living here in the US for over six years. However, I am originally from the UK – specifically a seaside town called Ramsgate. I have taught numerous courses in International Relations (IR) and Security Studies for a decade or so, here and in the UK, and both face-to-face and online.

My doctorate explored U.S. security interaction with Mexico in the context of Mexico’s drug-related security crisis, U.S. Homeland Security, and North American regional security. My major research interests are in U.S. foreign policy and grand strategy, most specifically its efforts in security cooperation. How the U.S. defines, pursues, and achieves its national security is of course of course relevant to everything we’ll study together. However, we will attempt to adopt a truly global worldview in this course and aim to apply academic theories and concepts to think about “what security *is*”.

In this Syllabus you’ll get an overview of what to expect, and some key dates. It is meant to be an introductory guide to the course, giving you the key information necessary prior to its commencement. It is a bit long, but hopefully answers to a lot of questions will be here! You should pair it with a thorough check of our Blackboard shell and the [Full Course Overview](#), which contains a clear breakdown of each Module, its required readings, core questions, and work due. Then there is a [Work Guidance](#) document which gives deeper guidance and advice for all the assessed work on the course.

Welcome – and good luck!

Contacting Dr. Ashby

It is very much best to **e-mail** me directly with any questions. I will be emailing you directly, too. Keep a very close eye on your UTEP email accounts. I will always try and respond to you within 24 hours, and always try to help where I can. I don’t need to remind you online communication is key in online learning! ☐ It will be especially important to contact me if you need any guidance with work.

You can also contact me to set up calls or virtual meetings. I know schedules can be challenging. Email me and we can set up a specific date and time, with Tuesdays, Wednesdays, and Thursdays being best. I can meet or talk outside of ‘normal’ work hours. Please ask about this.

Important Note! I am looking forward to working **with** you all on this course! I am aware that all of you have busy schedules and responsibilities and commitments. The workload for the MDSS is a challenge, I know, so rest assured, I will remain as flexible to your needs and commitments as the class progresses as I can, whilst also maintaining the standards of a Master’s program. We can work together to make sure you get the best possible experience from the course! **I will be flexible!**

COVID-19 – Dealing with Impacts

This is of course a fully online program, so it can be easy to think ongoing events right now do not affect us. But of course, they do. You may have increased work responsibilities (I know I do!) You may have family responsibilities and childcare (I know I do!) Plus, although I hope you are all staying safe, the vaccine is accessible, and cases are thankfully dropping across the nation, we might experience illness.

I do want you to know I am here to help. Please reach out if you have any concerns or challenges. If you do become ill, prioritize your health, and do not worry about the course – we have avenues to deal with the fallout academically. Keep an eye on emails, and I will keep you posted if necessary.

Online Classroom & Coursework

We will use Blackboard as our online classroom. I'll post all the necessary course materials and module materials there. It should be pretty clearly broken down for you, with key pages and weekly **Modules**.

There is an official graded **Content Piece** for some modules which will be assessed, as detailed below. I will provide a variety of prior material for each module to help you with this activity.

There are some specific **Content Challenges** in other modules to complete.

There will also be a **Course Discussion Space** in each module for a freer place to discuss the week's topics with each other - and gain some credit. I will try and post interesting material here on a more ad hoc basis, and we can use it to discuss contemporary developments and news stories.

There'll also be a space to upload your **Final Assignment Plan** and **Final Assignment** here. The Plan is to help you prep for the Final Assignment, which is the longest piece of work on the course.

I'll try to help with any technical issues, but likely if you require technical support related to Blackboard it is best to contact the [UTEP Helpdesk](mailto:helpdesk@utep.edu) at (915) 747-5257 or helpdesk@utep.edu.

Course Description

This course serves as an introduction to academic and practical concepts applying to 'Global Security'. It reflects changes in both the 'real world', and the academic discipline of Security Studies. The course will cover the origins of Security Studies, and give a working knowledge of some theoretical and analytical tools that can help us understand a complex and increasingly fractious global security environment, from multiple perspectives. We will interrogate several contemporary security issues, challenges, and debates – and the war in Ukraine will be a backdrop to everything we do. Broadly speaking, the early parts of the course we will give us a solid background in the core theories, themes, concepts, developments, and controversies that make up Security Studies. Then we will aim to apply these to real-world contemporary security issues.

As noted above, particular attention has been devoted to the "new security agenda". This has moved the study and the subject of Security Studies beyond "traditional" core concerns of 'national security', to a much wider and broader understanding of what security is, means, encompasses, and looks like. Security Studies now covers everything from the environment down to the individual. We will discuss the relative usefulness, applicability, and strengths and weaknesses of the "new security agenda", and the widening of Security Studies, from a number of differing perspectives. We will ask, in light of Putin's invasion, if we in fact need a return to 'traditional' Security Studies, and the study of war.

The main aim of the course is to structure and broaden students' understanding of contemporary global security issues and debates, and to give them the critical and analytical tools to do so. This will help your general knowledge, and your ability to think critically about issues in all their glorious - and sometimes - terrifying complexity.

Course Objectives

Through our course together, and most importantly your own independent research, thinking, and analysis, you will be expected to demonstrate a strong understanding of the key ground we will cover. On completion of the course, students should be able to demonstrate:

- > Knowledge of the main theoretical approaches to security;
- > Understanding of the key concepts and terminologies in the field of Security Studies;
- > Ability to identify and evaluate the assumptions made by different approaches to the study of security;
- > Awareness of the history, evolution and current trends in Security Studies, and major issues in global security;
- > An ability to apply the above to specific contemporary security issues, including in evaluation and analysis;
- > A deeper and wider understanding of contemporary issues and concerns in Global Security;

- > An ability to critically evaluate the usefulness / applicability of competing theories and concepts within Security Studies and beyond;
- > Understanding how and why our concepts and study of security has broadened
- > An ability to evaluate the “new security agenda” from differing standpoints
- > A deeper knowledge of some of the key global security issues of the 21st Century ready to take forward to other courses and your career
- > Improved skills in writing clearly and analytically about these complex issues of contemporary security

Textbooks and Recommended Reference Materials

We will use the following as our textbooks. Chapters from the first will be made available to you as PDFs! The second will be available at the UTEP bookstore, but I will try to provide some material from it if purchase is a struggle? Please do email with any issues.

➤ Alexandra Gheciu and William C. Wohlforth [eds] [*The Oxford Handbook of International Security*](#) (Oxford, UK: Oxford University Press, 2018)
This book will also be useful for the rest of your MDSS courses. It gives good introductory overviews and reading recommendations for scores of topics. I will be interested to hear your feedback on it. Everything from it will be provided to you as PDFs – no need to purchase!

➤ Barry Buzan, Ole Wæver and Jaap de Wilde [*Security: A New Framework for Analysis*](#) (Boulder, CO: Lynne Rienner Publishers, 1997)
Perhaps *the* book of the ‘new security agenda’ spearheaded by the Copenhagen School, this takes us deeper – and into graduate level territory!

Course Module Breakdown

Here is a simple, at a glance breakdown of the weekly module topics on the course.

Week	Module	Class Start
1.	What is (and what was) Security Studies? Traditional Approaches to Studying Security	03.14.22
2.	“The New Security Agenda” – Sectors of Security, and Securitization	03.21.22
3.	Back as the Big Question? Wars Old and New, and How to Stop Them...	03.28.22
4.	The ‘New’ Threats? From Nukes to Global Terrorism, Transnational Crime to Energy Security	04.04.22
5.	Broadening Security: Health, the Environment, and Human Security	04.11.22
6.	The Deeper Roots? Economics, Politics, and Society	04.18.22
7.	A World on Fire? Improving Global Security, and Role of Security Studies	04.25.22

Course Requirements, Due Dates, and Overall Grading

This course has several tasks and assessments, which will be due and weighted as follows (see the following page). Please do see the Full Course Overview and Work Guidance Document for deeper information here, and please do ask questions!

Activity	% of Overall Grade	Due Date
Student Introduction	2%	03.20.22 11.59pm
Weekly Discussion	5%	Credit Opportunity each week
Content Challenges	18% (7% each)	Modules 2, 4, and 6
Content Pieces (3)	30% (10% each)	In Modules 1, 3 and 5
Final Assignment Plan	8%	04.15.22 11.59pm
Final Assignment	36%	04.29.21 11.59pm
Course Evaluation	1%	Extra Credit Opportunity
Total	100%	

The achieved grades will be given numerically in percentages on the UTEP grading scale:

59 & below (F) | 60-69 (D) | 70-79 [C] | 80-89 (B) | 90-100 (A)

See [Curriculum and Classroom Policies](#) for more information on grading at UTEP.

Course Expectations and Key Advice

My Expectations of You...

My expectations are straightforward - I expect you to try your best on this course, keep to deadlines - or keep me informed if you need some extra time - and complete the work required! This course relies on the participation of all the people in the class to make it successful. The pace and content requirements of these 7-week courses is frenetic and requires significant motivation and self-discipline.

As this is a graduate course, the reading is quite extensive, and very important. This is the key thing I expect each week – for you to have completed some of the required reading. This reading, and some extra effort, is key to your Content Challenges, Content Pieces and in the Final Assignment. Indeed, reading is the *key* to success! In my experience, there is almost always a correlation between those who demonstrate they have read carefully and widely during the course and those who get the highest marks!

What you can expect of me

You should expect flexibility from me and understanding of any situations that might impact your work.

You should always feel comfortable approaching me for help, guidance, and advice. If you do need something, let me know. I will endeavor to respond to any email queries within 24 hours. I really do encourage you to contact me about your assignment topics early on. I will also be understanding of personal circumstances affecting work and deadlines – as long as we communicate. More on that below.

Instructions and what you need to do to perform well in particular assessment tasks and on the course should be clear from the material provided you within and without of class.

I will endeavor to provide assessment feedback within seven days of the due date. I will let you know if there is any likely delay to that. I have found this tougher going with responsibilities as Director/Advisor and some personal life changes, but If I am delayed, deadlines for you will be adjusted accordingly.

Expectations of each other!

If there is anything you are unsure of, let me know! Again, communication between us will only ever help.

If you require content-related help and support, please reach out. You can use the Help Forum in the Blackboard shell - if you are wondering about something, probably other people are wondering too, and you are helping everybody out by being the brave one who asks! Plus, you can of course contact me directly anytime. I will aim to help with content, and with any situations that are affecting or likely to affect your work. I am always available! You just need to reach out – you won't find out unless you ask! ☐

Be courteous in online communication. Stick to the rules and expectations of academic integrity. More on those below, too!

Late Policies

As this course lasts only 7 weeks, it is **essential** to be organized and manage your time wisely.

However! If, because of work, illness or family emergency, you find yourself struggling to keep up with what is expected, please email me as soon as possible. I know that on occasion life does of course intrude on other plans! As I mentioned above, I am aware that you have existing commitments and responsibilities. I will be flexible as long as you communicate with me!

If you require an extension on course work because of extenuating work, health or family reasons, email me **at least 12 hours before** the relevant assignment deadline. Briefly explain your situation and request an extension of a specific length (e.g. 1 day). I will reply as soon as possible. Depending on the case, you may need to submit supporting documentation (e.g. a doctor's note).

In cases where an extension has not been arranged and no contact has been made between me and the student, work submitted late will be subject to a penalty of 5% per day.

Assignments will not be accepted after they are 5 days late and there has been no communication between us; they will be given a grade of 0.

IMPORTANT! I will work with you on these issues! I know how busy you all are in the MDSS program, often with full time work commitments and everything else life throws at us! All I ask is that you make sure you let me know what is going on, and I will help

Academic Integrity

As a UTEP student, you are expected to demonstrate academic integrity. You must properly identify and provide references for *all* material that you quote or paraphrase.

Cheating, plagiarism and collusion are all violations of the UTEP [Handbook of Operating Procedures](#). Again, for more on this see the relevant section of the [Curriculum and Classroom Policies](#). Any act of academic dishonesty attempted by a UTEP student is unacceptable and will be referred to the Dean of Students Office for disciplinary action.

NOTE! Large tracts of texts copied verbatim, even if you have a reference for them, is considered technical plagiarism, especially if they are not indicated with quotations. Repeating your own work is a form of self-plagiarism. In both cases, you will lose marks even if it is not formal plagiarism.

If you have any questions or concerns about this please do let me know. If in doubt – check!

Evaluations

We will have an official evaluation near the completion of the course through UTEP.

UTEP greatly appreciates your input and opinion on courses. From a personal perspective, I take your feedback seriously and will always try to incorporate it into the course where appropriate. We therefore greatly appreciate

you taking the time to complete these evaluations.

IF I GET A 70% EVALUATION RESPONSE RATE, I WILL GIVE EXTRA CREDIT!

The Online Learning Community

Learning relies on the participation of all the people in the class to make it successful. You should actively engage in the course and be courteous and thoughtful at all times. Before you begin the course, take a few minutes to review the [core rules of online communication](#). The key thing - be as respectful online as you would offline! Disagreement is healthy and natural; insults and *ad hominem* are not! Read other's post carefully, respond with mutual respect, and remember we're a community learning together.

Other Important / Helpful Information

UTEP Course Drop Policy

If unforeseen circumstances happen where a drop is necessary, *students* are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. **Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.** **You should contact me as your advisor about this.**

- a) Students who drop a course *before the "official census date,"* the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.
- b) Dropping a course *after the official census date, but before the "course drop date"* will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, a "W" counts against your 6 drop limit.
- c) If the course is dropped *after the "course drop date"* or if the student just stops participating, taking tests, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript.
- d) UTEP also allows instructors to administratively drop any student because of too many times the student fails to submit assignments, discussion questions, or because of disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP student email account. A "W" or an "F" will be issued. A "W" for these reasons counts against the 6-drop limit.

Disability Statement

Individuals with disabilities have the right to equal access and opportunity. If you have a condition that may affect your ability to perform successfully in this course, it is your responsibility to contact [The Center for Accommodations and Support Services](#) (CASS) at **(915) 747-5148** (voice or TTY) or cass@utep.edu. CASS has a new portal for students and instructors that makes the whole system electronic – there's information in the link above. You are also encouraged to discuss this in confidence with me, preferably before classes begin.

Copyright & Fair Use

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