



# THE ARMS TRADE AND GLOBAL (IN)SECURITIES

3<sup>rd</sup> year option

Prof. Anna Stavrianakis

# MODULE CONVENOR

- My name is Anna Stavrianakis; you can contact me on [A.Stavrianakis@sussex.ac.uk](mailto:A.Stavrianakis@sussex.ac.uk)
- I research the international arms trade, UK arms export policy and international arms control as vectors of security, insecurity and militarism. I've been working on these topics since 2003.
- I work a lot with NGOs, campaigners, journalists and MPs – you will hear lots of stories about how activists try and generate change on the arms trade! I will bring real-life examples and that experience into the classroom.







## CORE QUESTION

What is the role of the arms trade in global (in)securities?

# ABOUT THE MODULE

Focus on:

- Global networks of arms production: countries, companies, brokers
- Global patterns of arms transfers: who supplies what weapons, where, and with what effects?
- Power and politics in the arms trade and efforts to control it
- Significance of the arms trade for global (dis)order
- Critical perspectives on international politics

# SAMPLE SYLLABUS

Week 1 Why are you studying the arms trade?

Week 2 Producing arms: labour, race and gender

Week 3 Weapons circulation: North/South relations and global (dis)order

Week 4 Use and effects of weapons: domination, resistance and harm

Week 5 Controlling weapons: regulation or abolition?

Week 7 Arming the wars in Yemen and Gaza

Week 8 From Syria to Ukraine

Week 9 Arming the wars in Sudan and DRC

Week 10 Gun violence in the Americas

Week 11 Essay prep week

Indicative syllabus: actual content subject to change

EXAMPLE

# ARMING THE WARS IN YEMEN AND GAZA



Yeme



**HERMES 900**  
**FIELD-TESTED ON PALESTINIANS**

The Hermes 900 is a lethal drone manufactured by Elbit systems and first deployed during Israel's 2014 attack on the besieged Gaza strip. Elbit supplies 85% of the drones used by the Israeli military for drone strikes and surveillance, resulting in grave human rights violations against Palestinians.

## YEMEN AND GAZA

- Who is arming the wars in Yemen and Gaza?
- Who/what is being made secure and who/what is being made insecure by war and violence?
- What opposition and resistance has there been to the arms trade?
- Would ending western arms sales to the Saudi-led coalition or Israel have stopped the war?
- How do the Houthis, Hamas and other armed groups get their weapons?





Our Lives > Your AR-15  
#MSDStrong

STOP  
KILLING  
US

#MSDHS  
Sofia Bayar  
Nancy Gonzalez

#NEVER HAPPEN AGAIN

#GUNCONTROL  
STRONG

#WEAREONE

Carlo Estrada  
#SPHS#



# GUN VIOLENCE IN THE AMERICAS

PHOTO: CARLOS GARCIA RAWLINS/REUTERS

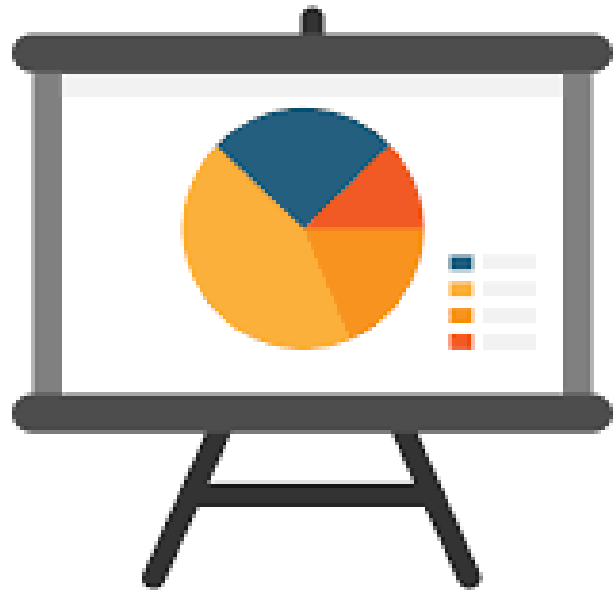


## EXAMPLE: GUN VIOLENCE IN THE AMERICAS

- Who owns and uses guns in the Americas?
- Who/what is made secure by guns and who/what is made insecure?
- How does gun policy in the USA affect gun violence and control in the Americas?
- What are the racial and gendered politics of gun violence and control in the Americas?

# SEMINAR FORMAT

- Weekly 3-hour seminar (with breaks!)
- Combination of small group and individual work, class discussions, some lecture material
- We will use policy documents, NGO reports, journalism, videos as well as scholarly literature
- We will combine empirical analysis of specific cases with theoretical and conceptual analysis of the meaning and significance of the arms trade for global (in)securities



# ASSESSMENTS

In-class presentation during term  
Worth 30% of your mark

This will take the form of a group presentation, simulation, role play or debate on one of the weekly topics.

We will work together to find a format that allows everyone to participate.





# ESSAY

3500-word essay on one of our topics

Worth 70% of your mark

Due in Assessment Block 2 (May)

## SAMPLE RESOURCES!

- 7 Myths that Sustain the Global Arms Trade, <https://www.youtube.com/watch?v=sj1pEofz8uQ&feature=youtu.be>
- How the Military Pollutes Our Planet and Gets Away With it, <https://www.doubledown.news/watch/2021/november/8/how-the-military-pollutes-our-planet-and-gets-away-with-it>
- Demilitarise Education, @dED\_ucation
- European Network Against Arms Trade, <http://enaat.org/arms-trade-research>

## INDICATIVE READINGS

- Chew, Emrys (2012) *Arming the Periphery. The Arms Trade in the Indian Ocean during the Age of Global Empire* (London: Palgrave Macmillan)
- Dana, Tariq (2020) “A Cruel Innovation: Israeli experiments on Gaza’s Great March of Return,” *Sociology of Islam*, 8(2): 175-198
- Cooper, Neil (2018) “Race, Sovereignty and Free Trade: Arms Trade Regulation and Humanitarian Arms Control in the Age of Empire,” *Journal of Global Security Studies*, 3(4): 444-462
- Dunbar-Ortiz, Roxanne (2018) *Loaded. A Disarming History of the Second Amendment* (San Francisco: City Light Books)
- Stavrianakis, Anna (2020) “Requiem for Risk: Non-knowledge and domination in the governance of weapons circulation,” *International Political Sociology*, 14: 233-251