

VARNOSTNE ŠTUDIJE – SINTEZA AKADEMSKEGA ZNANJA IN PRAKSE

SECURITY STUDIES – SYNTHESIS BETWEEN ACADEMY AND PRACTICE

Povzetek Sodoben varnostni študij, ki se sooča z vedno novimi izzivi, potrebuje učne načrte, ki diplomantom zagotavljajo znanje in veščine, na podlagi katerih se lahko odlikujejo pri opravljanju svojega poklica. Vsi, ki pripravljajo učne načrte za varnostni študij ali imajo vpliv na njihovo pripravo, se morajo zavedati resničnih potreb študentov, ki morajo pridobljeno znanje uporabiti v praksi. Ustvarjalci učnih načrtov bi se najprej morali postaviti v položaj strokovnjakov in znotraj učnega načrta odgovoriti na vprašanje, kateri predmeti in znanje so najbolj koristni ob večjih varnostnih krizah, kot so vojne, konflikti različnih intenzivnosti in množični upori, zlasti tisti, ki vključujejo notranjo in zunanjo narodnostno komponento ali notranjo nacionalno razsežnost v okviru vsenacionalnega skupnega političnega gibanja, kot je tako imenovana arabska pomlad. Njeno razumevanje zahteva poznavanje področja varnosti, diskurz o mednarodnem humanitarnem pravu, zlasti o pravu oboroženih spopadov in pravilih delovanja, ter o izredno občutljivih vprašanjih vere, prepričanja in jezika (posamično in skupaj v širšem sociološkem kontekstu), predvsem pa je treba arabsko pomlad obravnavati kot družbeni in varnostni pojav, ki zaradi geopolitičnih trendov v zadnjih dveh desetletjih predstavlja enkratni primer za varnostne študije tako na globalni kot na regionalni ravni.

Ključne besede *Varnostno izobraževanje, novi izzivi, usposabljanje, akademsko znanje, praksa.*

Abstract Modern security studies, facing new challenges, should have a curriculum that provides graduates with the knowledge and skills on the basis of which they can excel in their professional activities. Anyone who influences and/or prepares the security education curriculum should be aware of the true needs of students, so they can apply the acquired knowledge in practice. First of all, the curriculum creators should put themselves in the position of professionals and, in the content of the curriculum, provide answers as to which courses and knowledge would be most

useful in the case of major security crises such as wars, various intensity conflicts and massive rebellions, particularly those that have an inner or extra ethnic component or an inner national dimension in a pan-national joint political movement, such as the so-called Arab Spring. The latter encompasses the area of security, discourse in the international humanitarian law, particularly the Law of Armed Conflict and Rules of Engagement, but also the extremely delicate matters of religion, belief, faith, language (separately and all together in a wider sociological context), and above all, the Arab Spring as a social and security phenomenon presenting a unique sample for security studies both at the global and regional level due to the geopolitical trends in past two decades.

Key words *Security education, new challenges, training, academy, practice.*

Introduction When analysing the existing curricula, it is reasonable to question whether teaching in the field of security in contemporary conditions can meet the required quality and existing needs. Also, one of the concerns is the effect of education on what is called the final product – trained and qualified staff. If the main goal of teaching in the field of security is to achieve, enhance and maintain the quality of security, it is important to consider all aspects of the teaching process. Basically, a prerequisite for teaching in the field of security is a high quality curriculum and its continuous improvement so as to follow the practical requirements and application (Committee on Educational Paradigms for Homeland Security, Policy and Global Affairs, 2005). A curriculum must include and identify all the areas essential to the education process, especially with the university education as the general platform for acquiring the necessary knowledge and skills in the field of security. Within the study of many university-level social science schools, a range of social science disciplines deal with the problem of security, with other scientific disciplines dealing with security threats. Each of these disciplines establishes its own methods within the framework of science, the object of which is studying security problems, starting with some general principles of acquiring the knowledge of social reality and cause-and-effect connections of the established social relations. However, despite the relatively large number of scientific disciplines that deal with this matter, it is safe to say that the area of security in the past has not been enough scientifically and theoretically studied (Gaćinović, 2008: 8). If we talk about the current situation, it is necessary to note that the concept of security changes in the theoretical sense because the modern society, governments, businesses and individuals are faced with new security challenges. Only thirty years ago, few people could anticipate that the world would change so much, especially in the security sphere. The end of the Soviet era marks not only a new division of zones of interest, but also a completely different security architecture. Russia emerges as a loser from the Cold War, its position, although this is very difficult for many to understand, being similar to that of any state losing the Great War. After the end of the Cold War and the bipolar superpower competition, in this day and age, the world looks a lot more complex and far more confusing. The deceptive simplicity of the Cold War period, which roughly stretches from the

end of World War II in 1945 until the disappearance of the Soviet Union in 1991, is replaced by a new world that defies easy explanation or understanding. This world is exposed to unprecedented security threats and troubled with global terrorism and the proliferation of weapons of mass destruction (Kolodziej, 2005, p. 18). Can teaching and learning programmes in the field of security follow the processes that affect security? Is there a generally accepted definition of the term? Does the concept of security have the same meaning from one state to another, from nation to nation, and from continent to continent? What is the impact of globalization on the state of matters when some of the security issues and challenges become a general problem of humanity, as is the case with international terrorism and the ever-present threat of weapons of mass destruction? As already pointed out, the very concept of security is in the focus of attention of man, state and society, but also in different organizations that use various types of violence to achieve their goals. It is interesting to note that fear is one of the key components of the sense of security (Hildebrandt et al., 2009). Is this concept paid sufficient attention to in the field of security teaching? What is the real meaning of fear? Imagine, if you can, a man running down the street, being chased by another man with a gun in his hand pointed at the first one. Is it a rational fear, real and justified? Of course it is. Imagine a different situation. A man is running down the street, followed by another man with his hand in the pocket of his jacket. We do not know why the other man put his hand in the jacket. Perhaps he is searching for his wallet, a cell phone or something else. This is obviously a case of irrational fear. It is these two categories of fear that are important for what we call a sense of security.

Rational and irrational fear. According to a scientific study, the fear of a nuclear war increases the risk of mental disorientation among young adults (Poikolainen et al., 2004). Each day, millions of our human companions succumb to the weariness of age or the ravages of illness. Yet we feel no terror at this. Nature is at work. Each day, thousands die from automobile crashes, gun shots, industrial accidents, earthquakes and floods. Yet we feel no terror. A bomb explodes with savage unexpectedness in a city street with which we are familiar, killing one or two, or even a few unfortunates. And terror gnaws at our entrails. But rarely do we pause to ponder the incongruously disproportionate nature of our response. Both responses, however, are explicable. What matters is how we discipline ourselves to respond to these stimuli.

What we see today as terrorism is very much an expression of the fear and frustration of traditional societies, the existence of which has been threatened by the modern, essentially urban societies. The seemingly implacable juggernaut of the modern, urban societies threatens the viability, the identity, and ultimately the very genetic existence and line of traditional societies (Copley, 2012, p. 80). Hence, this paper discusses and offers a further insight into the field of security studies with a goal of identifying whether the security studies trend is to become emerged in the field of other sciences and disciplines as a separate element, or presented as a concept in each and every segment of society to see if there is a possibility of introducing and implementing more security to the security study curriculum itself.

1 SECURITY STUDIES – NEW CHALLENGES

The issue of security studies has been continuously discussed especially afterward the Cold War period. Once we entered the post-Cold War era, the idea to expand the area of security studies in both practical and theoretical ways was growing fast. However, in order to accomplish that, it was of utmost importance to “rethink security”, which was done in debates between the neorealist and critical academics in the field (Krause and Williams, 1996, pp. 229-254).

The neorealist conception. As Walt has defined in his paper (Walt, 1991, pp. 211-239), the security studies should examine the “*threat, use and control of military force...*” This definition, however, has been refuted, discussed and criticized. Kolodziej’s response (Kolodziej, 2005) to Walt’s perception of the security studies depicts, in perhaps the best possible way, the discourse between the two main directions of the security studies, saying that the idea in the article includes some serious issues to be discussed further: “*Analytically, it limits the objects of study and ipso facto, constricts the scope of relevant theory needed to understand and explain what security is and what security problems are. Normatively, it focuses almost exclusively on American national security rather than on international security or security per se: and, in the name of relevance, delegates too much of the agenda of security studies to policymakers. Methodologically, it restricts security studies to a highly selective and largely traditional array of disciplinary and interdisciplinary approaches. As a consequence of those flaws, the essay is inevitably incomplete in its survey of security studies, in its assignation of worth and priority to different theoretical approaches and specific works, and in its sketch of a research agenda.*”

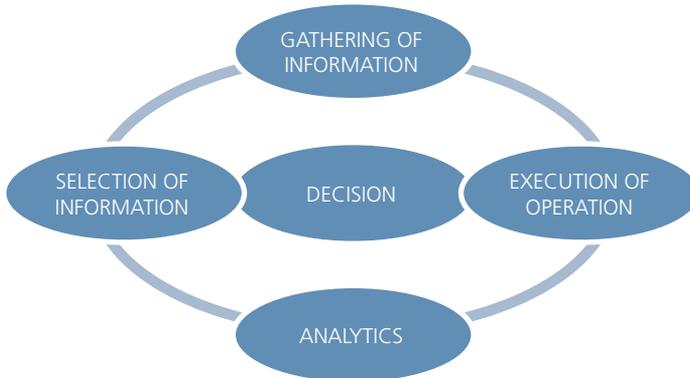
It is clear that the era after the Cold War was open to new security challenges; moreover, it brought the urge to construct a new concept of security studies. The thought of taking the security studies to another level was not taken lightly despite the ever changing political scene, the emergence of organized terrorism all over the world, and despite , to put it simply, the new reality. Here we come to the core of the debate – the subject and/or object of security studies. The above mentioned Kolodziej, who wrote extensively about security studies in his “Renaissance in security studies? Caveat lector!” (Kolodziej, 2005), has concluded that “*In this vein, given the criteria directing the essay’s conception of security studies, the threats posed by military and police bureaucracies, military-industrial complexes, and standing armies to open societies are addressed primarily as incidental to interstate conflicts. Disciplining organized and institutionalized violence to civil purposes is tolerated in the survey, as a subfield of study, but only as function of violent national conflicts, and not as an independent security issue in its own right. This exclusionary approach to theory and policy would then have to dismiss the normative and empirical questions posed by the Federalist writers in defining their security problems.*”

Clearly, the debate concerning security studies is still undergoing and, much to the academic pleasure, expanding. However, despite all the concepts and ideas, we are still taking slow steps in adapting the social and human disciplines to the needs

of security (studies). Students engaged in security studies learn about psychology and the basics of sociology, international relations and so on, but what they get is a general knowledge that is not modified to fit the security studies curriculum or a further professional appointment in the field of security.

Even if we wanted to ignore terrorism or fear as being just one in a series of significant terms of security, in a situation when we already have in mind the model of action of security services, the question is whether the current education process actually recognizes the basic security activities, and is able to scientifically identify and define them and present them as such to the end users. Can the mentioned activities be covered by a single teaching course or are they present in several different areas such as analytics, decision-making processes, and methods of gathering information (open and selected sources)? These activities cannot be studied without prior theoretical knowledge in several key areas, such as the Fundamentals of Security, Security Management, National Security and International Security, and without fundamentals in psychology, methodology, sociology, geography, anthropology etc. The question is whether the security studies should include and be aided by other mentioned sciences. Would this marriage of social sciences and security that reflects improvement in the academic world, as some authors say (see Walt, 1991, pp. 211-239), provide more for the understanding of security in a social sense or would it result in (academic) experts who could actually perform efficiently in this field? Security studies, which include the study of numerous scientific disciplines, have a great weakness that eventually results in a deficient amount of knowledge that is transferred to the students. The theoretical and practical problem is that almost all courses without the prefix "security" in their names are actually not adapted to the security studies curriculum, which is quite unacceptable. Due to this situation, there is no fusion of knowledge acquired during the learning process in one corpus. For instance, there are several faculties and colleges in Serbia that contain the word "Security" in their respective titles. First, there is the Faculty of Security Studies of the University of Belgrade (www.fb.bg.ac.rs) as the leading institution in the field. Also, there are higher studies in the field of security within the School of National Defence, conducted by the National Military Academy. The Faculty of Political Sciences of the University of Belgrade has an undergraduate academic module called the "Security Studies". Then there is the Faculty for Diplomacy and Security that is privately owned and, similarly, the College for Professional Studies of Entrepreneurship within which there is the Academy for Economy and Security. So far, everything seems alright. But a further insight into the study programmes reveals that the actual, practical and, above all, applicable skills needed for comprehending the purpose and mechanism of the security concept are missing. The only state faculty in the field of security, The Faculty of Security Studies, offers an academic curriculum in BA, MA and PhD studies. The BA curriculum offers the basics of security, the economic grounds of security, the system of security, and security management as obligatory courses. According to his/her interest, a student has the possibility to choose between eight additional courses, among which there are five courses that contain the word security in their title. The rest are of more or less general corpus of social sciences and humanities.

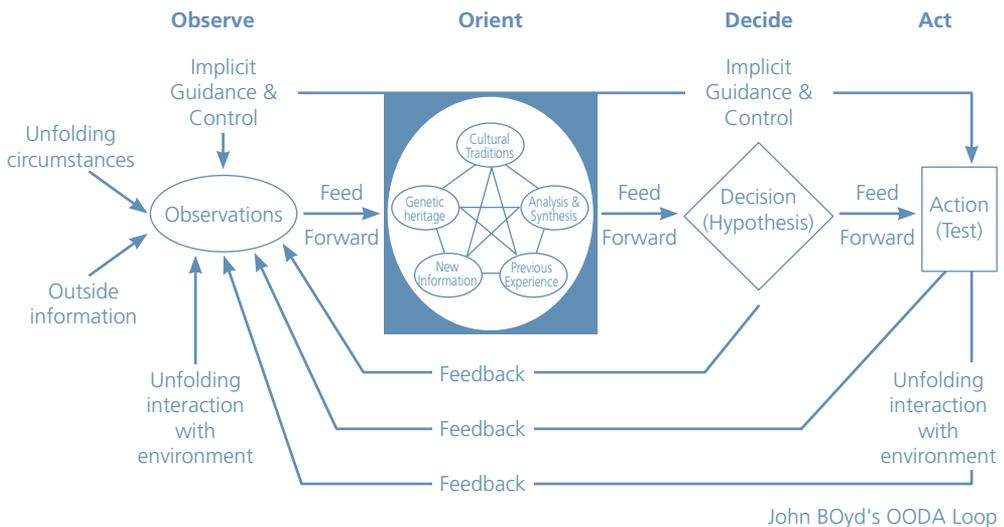
Figure 1:
Simple
model of a
secret service
functioning



We have already mentioned that a curriculum is extremely important for teaching security. So the main question is who is responsible for the content of the curriculum, who designs the learning cycle and according to what criteria? There is a lack of topics such as the contemporary theories and practice in the field of security, the aspects and range of work of international organizations dealing with security, the state system of security and the relations within and with foreign elements. The knowledge and skills that the students will need in their professional activities are absolutely essential to all future professionals in the field of security, especially those who will deal with intelligence and/or counter-intelligence (see Figure 1). Regardless of whether it falls within the basic academic studies or specialized studies in the field of security, the main objective is the training of personnel who will actively participate in the protection of the state. However, political, security and economic changes in the world, changes in the world of science, and the application of cutting-edge technology require a new approach to teaching security, especially in view of the fact that the most sophisticated operations carried out by the security services are in the domain of psychological operations (in the US military they are marked FM 3-05.30) and civil affair operations. It is necessary that anyone who makes the Security Studies curriculum masters this knowledge in order to incorporate quality new trends in the education processes. New trends in the field of security have their historical background (see Figure 2 presenting a traditional model of the decision-making process - OODA Loop). It is embodied in the work of an author who presents his war knowledge and experience in a book titled *The Art of War* (Kaufman, 2001). Sun Tzu states, "Superiority of the one side in all battles is not decisive for fighting and conquering, the main superiority lies in breaking the enemy's resistance without fighting" (Kaufman, 2001). Translated into the language of today this means that, almost two thousand years ago, the Chinese expert realized the importance of psychological operations and the possibility of an intelligent attack on an enemy by creating an espionage network that would affect the four vital functions of a system (surveillance, identification, decision-making and action).

For example, the curriculum of the Faculty of Security Studies, University of Belgrade (<http://www.fb.bg.ac.rs/>), does not contain as a separate course the *intelligence and counterintelligence services and their methods of operation*. This, however, is not just the case in the mentioned educational institution; incomplete programmes and the lack of highly qualified staff with extensive experience is a problem of almost all educational institutions dealing with education in the field of security.

Figure 2:
Model of a
decision-making
process - OODA
Loop developed
by J. Boyd¹



Through a simple overview of the internet and the websites of teaching institutions around the world that provide their students with programmes in the fields of security, it can be concluded that the majority of such institutions rely on programmes that have nothing to do with political science, strategy, geopolitics etc. The famous US university MIT offers students a programme called the Security Studies Programme (<http://web.mit.edu/ssp/index.html>) that is fully oriented on the perception of security problems through the prism of political science. A similar situation exists in the Fletcher School, Tufts University. Within its education programmes in the field of International Security, this educational institution provides only a small fraction of what we now call International Security (<http://fletcher.tufts.edu/Academic/Courses/Fields-of-Study/International-Security-Studies>). As in the previous case, the curriculum in the field of International Security is based on political science, conflictology, management, military science and computer science, but not the science of security. Programmes offered without some of the key items such as energy security, international relations and international security, national and international security, analytics etc. do not provide a full picture of the contents of a course, much less the entire major International Security. The Johns Hopkins MA in Global

¹ John Boyd (1927 – 1997), colonel and military strategist

Security Studies (<http://advanced.jhu.edu/academics/graduate-degree-programs/global-security-studies/>) provides a framework for students to analyze military challenges, explore the intricacies of economic interdependence, and recognize the security implications of energy dependence and resource scarcity. Like the rest of the education programmes, this one also does not offer what is considered to be the basic knowledge in the field of security, but by way of other courses provides an overview of the field of security and international security.

Where precisely should the limit for studying security be set? What should be included or excluded from the curriculum? It all depends on the profile that the students are educated to fit.

2 NECESSITY OF NEW SECURITY STUDIES PROGRAMMES

Faced with new challenges, modern security studies should have a curriculum that can provide such knowledge and skills to graduates on the basis of which they can better perform their professional duties. People who prepare or have any influence on the preparation of educational programmes in the field of security would have to offer solutions that best meet the needs of the pre-specified profile so that their graduates could practically apply the knowledge gained. Also, creators of the curriculum in the field of security need to anticipate each and every possible situation in which a graduate may find themselves when performing their professional activities, and provide appropriate solutions and answers in terms of what would be most effective (what knowledge and skills), for instance in the case of major security crises such as wars, conflicts of various intensities and/or national rebellions, as is the case with the so-called Arab Spring. In this context, we should not neglect the ethical issues; it often happens that a person engaged in the business of security is faced with different situations in their professional life that are not defined by principles of the profession or law, and yet human lives often depend on their decision to proceed. Members of security services in the countries in which the Arab Spring has taken place have found themselves facing a big ethical and professional dilemma. On the one hand, they have a professional obligation to defend the regime in power and the institutions of the state, but on the other, they are to confront their own rebellious people. Their education encompasses all situations in which a country is under the attack of an exterior enemy. This, however, is not the case of a foreign enemy attacking. Also, they are educated and trained to suppress mass demonstrations of some of the rebel groups and/or movements. Here, however, the entire population is involved. The newly evolved situation finds members of security services completely unprepared, and instigates all those involved in security education to think about the position of a professional in such situations. In fact, no one has yet offered an adequate solution for the position of security service members in situations of chaos. Recent events in the Ukraine only confirm such state of affairs. The basic dilemma is how to explain or define the position of security service members. Are they the ultimate victims in this situation? Imagine what would happen in the case of a similar scenario in Serbia or Slovenia. Are there any laws by which members of security services would act in

such cases? In what position would members of security services be (regardless of whether they are police, military or state security), as was the case with the security services of the Ukraine, Tunisia and Egypt? Do science and teaching processes anticipate such situations and offer proper solutions that would protect members of security services?

3 IMPROVED MODEL OF SECURITY STUDIES

In order to improve the security teaching model it is necessary to introduce cyclical assessments and evaluations. In other words, it is necessary to introduce new models of testing and evaluation, which would be carried out at regular intervals. These checks and assessments, i.e. adjustments to the characteristics of profiles that the personnel are educated for, would be carried out together with joint committees which would consist of educators and professionals in the field. In this way, new challenges, potential risks and possible situations in which members of security services may find themselves would be analyzed. In fact, the teaching process would adjust to the real needs of practical applications.

Figure 3:
Security studies,
assessments and
evaluation



The process of teaching security, as shown in Figure 3, is a cyclic process of planning, implementation and assessment. Another component of a qualitative evaluation done by professionals is introduced in order to achieve maximum quality.

4 PROBLEMS OF COUNTRIES IN TRANSITION

There are still doubts about the quality of educators and the quality, i.e. the achieved level of training, of professionals in the field. The countries in transition are particularly problematic when it comes to the quality and credibility, particularly of the professionals in the field. The very process of education in the field of security is of national importance for the stability of a country and reflects the state of the economy, politics and security. It is precisely these three areas that are targeted by the political mafia that is particularly present in the former Yugoslavia. Serbia and Croatia, i.e. the citizens of the two countries, may be hostages of the so-called political mafia. Due to the actions of political mafia, which is present in all parts of the Serbian society, the state and its citizens are brutally robbed in a number of ways. The Serbian banking system has been destroyed, and the political mafia has created the El Dorado of Serbia in which billions of Euros have been stolen from the citizens. The banks in Serbia charge the highest interest margin in the world, and pay the lowest effective income tax. The global economic crisis has somehow bypassed Serbia. But the fact that the Serbian banks built their margins at the time when the global interest rates fell shows that there is no miracle happening here, but a downright state looting of the Serbian citizens by the political mafia. In other words, while the interest rates of the world's currencies are in steady decline, a completely different process is happening in Serbia. Huge sums of money, measured in billions of Euros, are drawn from Serbia in this way, all at the expense and the additional debt of the citizens of Serbia. By comparison, the interest rates in Serbia are, on average, twice as high as those in Croatia and Hungary. According to the latest available data, the average interest rate reaches the level of a whopping 21% per year. The average interest rate on short-term loans to households has grown to 57%. Information on the interest rate, which you can get at any bank in Serbia, is yet another clear evidence of a blatant robbery of the citizens of Serbia, which continues to this day. In times of the internet and rapid communication it is possible to quickly and easily compare the situation in Serbia with the situation in the EU and the neighbouring countries. Doing that, one comes to the same conclusion as the author of this paper: the political mafia of Serbia continues to plunder the citizens of Serbia.

A big problem arises if the architects of organized crime are present in the government, i.e. among the actors of political life of a country. Is it appropriate then to call such a phenomenon a "political mafia" that flourishes in spite of the obligation of security services to stand up against it, or is it a perfect coupling of the security services and the exponents of political mafia? The real challenge then is to select a professional in the field of security to assess the security teaching models. Reasons for the author's concern are numerous. Is it possible to establish a functional model of education if the entire society and the state are hostages to political mafia? Is, in such circumstances, the state itself that is a problem for the region and the wider international community? What lies at the bottom of all this? The *political mafia* is a phenomenon that appears in the former Yugoslavia,

especially in the process of the dissolution of the state union. The vast public or state-owned property, as well as commercial entities that pass into private ownership in the process of "privatization", is attractive to members of organized crime. Unfortunately, this process is still visible today (Trifunović, 2013). The Anti-Corruption Council of the Republic of Serbia has for years been warning of the irregularities and crimes related to the abuse of the state and social economic holders, as well as of the fact that such actions involve actors of the political life of Serbia (Government of the Republic of Serbia, 2013). Criminal structures in the territory of Serbia and the entire region are in conjunction with the political elites that openly offer their support. This was apparent during the civil wars in the 1990s. With the dissolution of the SFRY, an all-encompassing security system that effectively controls and suppresses the work of various criminal groups disbanded. The former Yugoslavia had the opportunity, resources and political will to fight organized crime. Due to a series of civil wars and the rise of nationalism and extremism of all forms, new states that formed after the dissolution of Yugoslavia were no longer able to control regional and now also transnational organized crime groups. Large property and material gain fall in the sphere of interest of the criminal groups that find an easy way to get them. The traditional interest of organized criminal groups in drug and arms trafficking and other activities that bring large profits has spread to new areas and opened up new opportunities for earning an income. This primarily relates to the controversial privatization of state or public property such as factories and farming land, as well as to complex multi-million transactions of the so-called "*construction mafia*". Although the traditional organized crime groups show their efficiency and sophistication by creating associations such as *Cosa Nostra*, i.e. certain forms of clan structure, some authors argue that Mafia does not interfere arbitrarily in political activities (Della Porta and Mény, 1997, p. 50). Political problems are generally not of particular interest to the Mafia, unless they jeopardize its sources of power or profit. It is essential to the Mafia to ensure the political choice of "friendly" holders of power or politicians. However, the same article states that the Mafia sometimes puts its members to political offices (Della Porta and Mény, 1997, p. 50).

As for the former Yugoslavia, a specific process is taking place in which the political parties are becoming suitable platforms for organized crime activities. *Officials are becoming main actors of organized crime and using criminal groups and their violence to carry out their economic activities related to crime against property.* Could such perception of the problem be the future definition of "political mafia" with all the specifics of this phenomenon in the former Yugoslavia? At the same time, the question arises whether the same or similar processes are detected in other areas, especially in the territories of the so-called former socialist countries? Is it the political mafia itself that slows down or paralyzes the system of teaching and training of personnel in the field of security due to the fact that the very same political mafia would become the subject of operation and processing of the professionals should they be properly educated and trained? The author of this article is of the opinion that the answer is positive. Possible solutions should be

sought in fundamental reforms, Serbia's accession to the EU, acceptance of rules and harmonization of its legislation with the EU, and changing the awareness of the need to fight against all those segments that are detrimental to the security of the state in which education in the field of security is an indispensable component.

Conclusion Every study curriculum is a process that expands and adapts as questions arise. Security Studies are no exception; they are an important process, especially for the security of a state. If the security of a state is in any way threatened, either by external or internal security risks, the normal functioning of the state is in jeopardy. Traditional approach to the planning and realization of security studies is outdated and cannot meet the needs of the education of professionals in contemporary conditions. It is not only the security picture of the world that has changed, the security risks, i.e. the threats to national and international security, have changed considerably as well. Moreover, some of the models of security studies may only be considered an adjustment to the increasing needs of the existing teaching staff, with the security science itself not being the main area of their expertise. This often leads to absurd situations in which the curriculum includes striking titles, while the teaching process and teaching programmes themselves provide very little of what is expected. Hence, we who are engaged in the security studies agenda must work not only at the local, but also at the international and regional level, with a goal to improve these processes by producing new set of skills and knowledge to be introduced to the students of security courses. It is of great importance not only to present students with mere theories and facts, but to utilize these matters in order to assist the students in gaining a wider perception of security at whole and of specific security issues. Thus, security studies should encompass the above mentioned disciplines; however, the teaching and learning of those disciplines that belong either to humanities, social or exact science must be adapted to the security studies curriculum. Therefore, anthropology, history, ethnology, ethics et cetera should bare the prefix security in the title which would essentially indicate that research done in these subjects is conducted for and within security and not the other way around. Only in this fashion may we be able to respond to risks and threats, and moreover, in such a fashion, the security studies may build a capacity and potential to contribute to other sciences. This means that other disciplines that are not directly derived from the security opus should become auxiliary units, available for the needs of the security studies.

Bibliography

1. *Committee on Educational Paradigms for Homeland Security, Policy and Global Affairs, 2005. National Research Council, Frameworks for Higher Education in Homeland Security, National Academies Press, Washington D.C.*
2. *Copley, G., 2012. UnCivilization: Urban Geopolitics in a Time of Chaos, International Strategic Studies Association, Alexandria, VA, p. 80.*
3. *Della Porta, D., Mény, Y., 1997. Democracy and Corruption in Europe, Pinter, London, UK.*
4. *Gaćinović, R., 2008. Bezbednost kao naučna disciplina, Bezbednost, Republic of Serbia, Ministry of the Interior, Belgrade, 1-2, p. 8.*

5. *Government of the Republic of Serbia, 2013. Izveštaji Saveta za borbu protiv korupcije. <http://www.antikorupcija-savet.gov.rs/content/cid1018/godisnji-izvestaji-o-radu.%2010>, 5 August 2014.*
6. *Hildebrandt, M., Makinwa, A.F., Oehmichen, A., 2009. Controlling Security in a Culture of Fear; Boom Legal Publishers, Hague, The Netherlands.*
7. *Kaufman, S., 2001. The Art of War: The Definitive Interpretation of Sun Tzu's Classic Book of Strategy for the Martial Artist, Tuttle Publishing, Boston, MA, USA.*
8. *Kolodziej, E. A., 2005. Security and International Relations, Cambridge University Press, New York, USA, p. 18.*
9. *Poikolainen, K., Aalto-Setälä, T., Tuulio-Henriksson, A., Marttunen, M., Lönnqvist, J., 2004. Fear of nuclear war increases the risk of common mental disorders among young adults: a five-year follow-up study, BMC Public Health, 4:42.*
10. *<http://www.biomedcentral.com/1471-2458/4/42>, 5 August 2014.*
11. *Trifunović, D., Organized Crime as an Open Security Issue for Accession of Serbia to the EU, Institute of International Politics and Economics, Belgrade, 2013.*
12. *Krause, K., Williams, M. C., 1996. Broadening the agenda of security studies: politics and methods, Mershon International Studies Review, pp. 229–254.*
13. *Walt, S. M., 1991. The renaissance of security studies, International Studies Quarterly, pp. 211–239.*