


# IR 331

## War, Peace and Security


### Fall 2009-2010

**Pinar Bilgin**

 A328B

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 Wednesday 10:40-12:00, and by appointment

#### **Aims**

This course is about three concepts that have been at the core of our ways of ‘thinking’ about and ‘doing’ world politics, namely: war, peace and security. By introducing a variety of intellectual traditions and contemporary ideas about these concepts to students, this course aims to provide a comprehensive basis for understanding the dynamics of world politics.

#### **Teaching**

This course is designed to encourage **active learning**. It will therefore be taught by mixing lectures and seminars. You should expect me to lecture some weeks when I introduce a new topic and/or approach. Other weeks, I will provide a basic overview of that week’s topic and encourage a discussion based on the readings. The aim is to encourage you to think independently and critically whilst remaining firmly grounded in the knowledge provided in the readings.

Needless to say you are expected to prepare for every class. Research has shown that students retain 10 % of what they read; 26 % of what they hear; 30 % of what they see; 50 % of what they see and hear; 70 % of what they say; 90 % of what they say and do. The assumption behind the design of this course is that learning is more effective if students learn themselves by faculty guidance than if they sit passively and receive content from the instructor. What you should remember at all times is that good discussions depend on serious preparation by students.

You are required to attend all the classes (in accordance with the University regulations). If you cannot attend please let me know beforehand, or contact me (immediately) afterwards to provide a “legitimate” excuse for your absence. Attendance will be taken and absences will be noted. If you have any problems regarding the reading material or with the course in general, please let me know as soon as possible so that I can try and address the problem.

### **Assessment**

You will be assessed in the following ways:

- ✚ 10% attendance and participation in class discussions
- ✚ 40% participation in class team-debates (twice, 20% each). There will be hour-long debates throughout the semester on a weekly basis. Please find a list in your syllabus. Please sign up for two debate questions through **moodle** (Debate 1: weeks I-V; Debate 2: weeks VI-XI).
- ✚ 50% research essay (word limit: 1500). The essay should be written in response to one of the questions we have discussed during the semester (i.e. listed in your syllabus). Please make sure your choice of question for research essay is not the same as your choice of questions for team-debate. No more than two students can write their essays on the same topic. Please sign up for essay questions through **moodle**. The deadline for the submission of research essays is **4 January 2010, 17:30**.

Please note that you should have made your choices for two debate questions and one research essay question by the end of add-drop period (until **28 September 2009, 17:30**). Those who have not made their choices by that date will be assigned questions by me.

## Class discussions and team debates

What I am looking for

- ✚ Evidence of active listening
- ✚ Evidence of reading and independent thinking
- ✚ Gradual development of seminar skills

I will be using the following criteria to assess your performance

- ✚ Evidence of having read the required material
- ✚ Relevant contribution
- ✚ Concern not to dominate the discussion
- ✚ Avoidance of anecdotal / irrelevant accounts
- ✚ Encouragement / enablement of others' contributions
- ✚ Respectful treatment of others' beliefs, values and opinions
- ✚ Evidence of ability to identify and evaluate different theoretical positions, bias, and orientation
- ✚ Confident handling of critical concepts and analytical terms
- ✚ Ability to respond effectively to constructive feedback

## Research essays

- ✚ Each assignment should be **typed**.
- ✚ State the **number of words** used at the end. The word limit is there to make you decide what is or is not important to say. The ability to say what you want in a limited number of words is also a skill you need to gain. Essays that are over length will be penalised.
- ✚ Appropriate **footnotes and/or bibliography** should be supplied.
- ✚ **Do not use single-spacing** and leave a sufficient margin for comments.
- ✚ **Pay attention to how you write the essay (your style) as well as its content.** It is important to develop your 'writing skills' as a student of politics.

## Tips for essay writing

- Work to the research question at all times
- Use material drawn from the course
- Work at 'constructing' an argument—i.e. putting points together in groups, organized around a simple essay plan, with a beginning, a middle and an end
- Write clearly and simply
- Write a clear introduction and conclusion—use the introductory paragraph to hint at your main argument and present the plan for the essay; never present new ideas in the conclusion
- Do not over-rely on quotes—they are somebody else's words
- Write for the intelligent 'person in the street'
- Read your work aloud to yourself so that you can 'listen' for sentences that do not work

## **Before handing in your essay...**

- Run spell check
- Check if you have used double spacing when printing out the essay
- Indicate the word-count on the title page
- Put the research question on the title page
- Use proper referencing (not only for direct quotes but also for ideas that you borrowed from somebody else)
- When writing footnotes/endnotes make use of a style guide—the Chicago style guide is available at <http://www.wisc.edu/writing/Handbook/DocChicago.html>
- If you use parenthetical references make sure you append a bibliography

## **I. War**

**Question: Can democracy be a solution to the problem of war?**

Paul Williams, 'War', in *Security Studies: an Introduction*, ed. Paul Williams (London: Routledge, 2008).

Cornelia Navari, 'Liberalism', in *Security Studies: an Introduction*, ed. Paul Williams (London: Routledge, 2008).

## **II. Uncertainty and the Security Dilemma**

**Question: Which is a better solution to the problem of uncertainty and insecurity? Alliances or security dilemma sensibility?**

Ken Booth & Nick Wheeler, 'Uncertainty', in *Security Studies: an Introduction*, ed. Paul Williams (London: Routledge, 2008).

John Duffield et al, 'Alliances', in *Security Studies: an Introduction*, ed. Paul Williams (London: Routledge, 2008).

## **III. Peace**

**Question: Is there a relationship between gender and peace?**

Peter Lawler, 'Peace Studies', in *Security Studies: An Introduction*, ed. Paul Williams (London: Routledge, 2008): 73-88.

Sandra Whitworth, 'Feminist Perspectives', in *Security Studies: an Introduction*, ed. Paul Williams (London: Routledge, 2008).

## **IV. Security**

**Question: What is security?**

Colin Elman, 'Realism', in *Security Studies: an Introduction*, ed. Paul Williams (London: Routledge, 2008).

Pinar Bilgin, 'Critical Theory', in *Security Studies: An Introduction*, ed. Paul Williams (London: Routledge, 2008): 89-102.

## **V. Security and Development**

### **Question: Is it possible to reconcile security and development?**

Caroline Thomas, 'Poverty', in *Security Studies: An Introduction*, ed. Paul Williams (London: Routledge, 2008).

Fen Osler Hampson, 'Human Security', in *Security Studies: an Introduction*, ed. Paul Williams (London: Routledge, 2008).

## **VI. Postcolonial Insecurities**

### **Question: Are postcolonial insecurities still relevant in world politics?**

Himadeep Muppidi, 'Postcoloniality and the Production of International Insecurity: The Persistent Puzzle of U.S.-Indian Relations', in *Cultures of Insecurity: States, Communities and the Production of Danger*, eds. Jutta Weldes et al. (Minneapolis: Minnesota University Press, 1999): 119-146.

Colin Elman, 'Realism', in *Security Studies: an Introduction*, ed. Paul Williams (London: Routledge, 2008).

## **VII. Terrorism in a Globalizing World**

### **Question: Are Military Means the Best Way to Defeat Terrorism?**

Paul Rogers, 'Terrorism', in *Security Studies: An Introduction*, ed. Paul Williams (London: Routledge, 2008).

Essays by Benjamin Netanyahu and Bill Christison, in John T. Rourke, *Taking Sides: Clashing Views on Controversial Issues in World Politics*, 11<sup>th</sup> ed. (USA: McGraw Hill, 2004)

## **VIII. Coercion and Nuclear Weapons**

### **Question: Does the World Need to Have Nuclear Weapons at all?**

Lawrence Freedman and Srinath Raghavan, 'Coercion', *Security Studies: An Introduction*, ed. Paul Williams (London: Routledge, 2008).

Essays by Alex Roland & Joseph Rotblat, in John T. Rourke, *Taking Sides: Clashing Views on Controversial Issues in World Politics*, 7<sup>th</sup> ed. (USA: McGraw Hill, 1996).

## **IX. 'State Failure'?**

**Question: Is 'state failure' a threat to (international/global/state/human) security?**

Pinar Bilgin & Adam David Morton, 'From "Rogue" to "Failed" States? The Fallacy of Short-termism', *Politics*, vol.24, no.3 (2004), pp.169-180.

Fen Osler Hampson, 'Human Security', in *Security Studies: an Introduction*, ed. Paul Williams (London: Routledge, 2008).

## **X. 'Just and Unjust Wars'**

**Question: Is the US-led war in Afghanistan a 'just war'?**

William V. O'Brien, 'The Conduct of Just and Limited War,' in David P. Barash, ed., *Approaches to Peace: A Reader in Peace Studies* (Oxford: Oxford University Press, 2000), 80-85.

Richard Falk, 'Appraising the War against Afghanistan.' Internet. Available at <http://www.theglobalsite.ac.uk/press/201falk.htm>

Barry Buzan, 'Who May we Bomb' in *Worlds in Collision: Terror and the Future of World Order*, ed. Ken Booth and Tim Dunne (London: Palgrave, 2002): 85-94.

## **XI. Globalization and Security**

**Question: Is Globalization Likely to Create a Better World?**

Deborah Avant, 'Private security', in *Security Studies: an Introduction*, ed. Paul Williams (London: Routledge, 2008).

John Picarelli, 'Transnational Organized Crime', in *Security Studies: an Introduction*, ed. Paul Williams (London: Routledge, 2008).