

THE UNIVERSITY OF MELBOURNE
GRADUATE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
FACULTY OF ARTS



PPMN50001 U21 Advanced International Study

Security and Development in South Asia

Subject Guide

February 2015 Delhi Intensive

The website for this subject is available through the Learning Management System (LMS) at: <http://www.lms.unimelb.edu.au/login/>

The LMS is an important source of information for this subject. Useful resources such as lecture / seminar notes, lecture recordings and subject announcements will be available through the website. **It is your responsibility to regularly check in with the LMS for subject announcements and updates.**

You will require a university email account (username and password) to access the Learning Management System. You can activate your university email account at:

<http://www.infodiv.unimelb.edu.au/email/student/activating.html>

1. Teaching staff details

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2. Subject Description and Overview

This subject explores changing understandings and practices of security and development in the contemporary globalised world, and examines their relevance and application to the South Asian regional context. It equips students to understand how security thinking and practice have evolved in response to critiques and new ideas, dynamic and changing political circumstances, and new and emerging forms of global, transnational and local insecurity. The subject contrasts traditional state-centric, military-based and externally-oriented forms of national and international security with broader and deeper interpretations, including critical and human security approaches. It then examines a range of traditional and non-traditional security challenges that are prevalent in today's globalised environment, with specific reference to South Asia: insurgencies, ethnic and sectarian violence, and the breakdown of state capacity; the proliferation of nuclear weapons; nuclear and other strategic tensions between regional powers; the security-development nexus; the interrelationship between environmental change, natural resources and conflict; the relationship between gender, conflict and security; the security implications of forced migration; and regional security governance. The subject has an interdisciplinary orientation, drawing upon Political Science, International Relations, and Development Studies, and combines specialised academic knowledge with insights from expert South Asian security practitioners.

3. Learning Objectives

Topic-specific

- understand different approaches to the study and practice of security and development, and evaluate their relevance and application to the South Asian context;
- explain the diverse nature of security/insecurity in the contemporary South Asian context;
- identify appropriate and effective strategies and methods for local, national and global security policy;

Transferable Skills

- enhance capacity to understand and participate as an individual in collaborative multi-disciplinary and multi-cultural teams, with increased level of cross-cultural awareness;
- improve ability to work productively in a small group project;
- enhance written and oral communication skills;
- apply research skills and engage in self-reflective learning.

4. Subject Availability

The elective subject is offered as part of the University of Melbourne's participation in the Universitas 21 (U21) global network of leading research-intensive universities (see <http://www.universitas21.com/>). It is offered in collaboration with two other U21

partners: the University of Birmingham and the University of Delhi. The course will be run as an intensive teaching week at the University of Delhi, India, from 1-7 February 2015. Due to the overseas delivery of this subject, enrolment is by application only and available to students in the following courses:

- D32-AA Master of International Relations
- 097-AB Master of Development Studies
- 097-GD Master of Development Studies (Gender and Development)
- 344-AB Master of Public Policy and Management
- D13-AA Master of Global Media Communications

5. Subject Outline

- **Sunday 1 Feb**

Half-day Tour of Delhi

Evening: Welcome dinner and introductions (TBC)

- **Monday 2 Feb**

Session 1 (AM): Introduction: Approaches to Security and Development
- Pradeep

Session 2 (PM): Security-Development Nexus
- Jonathan

- **Tuesday 3 Feb**

Session 3 (AM): Rise of China and Implications for the Indo-Pacific Region
- Pradeep

Session 4 (PM): Nuclear Challenges in South Asia
- Rajesh Rajagopalan (JNU)

- **Wednesday 4 Feb**

Session 5 (AM): 'New wars' and new forms of conflict
- Jonathan

Session 6 (PM): Energy, Environment and Security
- **Visit to Observer Research Foundation**

Interaction with scholars at one of India's leading think-tanks - Observer Research Foundation - on the theme of Energy, Environment and Security.

- **Thursday 5 Feb**

Session 7 (AM) Information, Knowledge and Conflict
- Jonathan

Session 8 (PM): Forced Migration, Gender and Security
- Nasreen Chowdhory

- **Friday 6 Feb**

Session 9 (AM): India-China relations and Security in South Asia
- Pradeep

Session 10 (PM): Assessed Student Group Presentations (extended class)
All staff and students

- **Saturday 7 Feb** Day trip to Agra

Teaching session times: AM session: 10am-12noon
PM session: 1.30-3.30pm (*final Fri session 1.30-5.00pm)

6. Attendance Requirements

Due to the intensive delivery format of the subject, students must attend all 10 sessions as a hurdle requirement. Absences from sessions due to illness should be reported to the subject coordinator beforehand.

7. Assessment

Assessment type	Length	Percentage	Due Date (2015)
Group presentation	20mins+Q&A	10% (pass/fail)	Friday, 6 Feb (in class)
Individual learning log	1500 words	30%	Monday, 9 March
Research essay	3000 words	60%	Wednesday, 25 March

You must submit/complete all assessment pieces as a hurdle requirement for the subject.

(i) GROUP PRESENTATION

Purpose

The purpose of the group presentation is to enhance your skills in small group and task organisation, responsibility for and to a team, leadership, time management, oral communication, problem-solving analysis, and cross-cultural engagement. Due to the collaborative nature of this subject, the group assessment is designed to get you thinking about different perspectives and approaches to particular problems pertaining to security in a globalised world and to work in a small cross-cultural team to present an analysis of a particular case. This form of assessment also deliberately facilitates peer-to-peer learning, which compliments traditional and individual forms of assessment. Furthermore, working in small groups is valuable training for the realities of the modern workforce, a skill that employers have encouraged universities to develop in their graduates.

Organisation of groups

Students will be organised into six groups of 4-5 students before the intensive week commences. Groups will ideally be a good mix of institution, gender, age, study and/or professional backgrounds in order to bring as many perspectives to the discussion and task as possible, and to enhance cross-cultural engagement.

Task

Each group will present the analysis/findings of their group project to the whole class in the final session of the week (Session 10, Friday PM). This will consist of a 20 minute presentation plus a further 10 minutes of Q&A from teaching staff and other participating students. The assessment is worth 10% of the total subject mark and will be assessed on a pass/fail basis. If the presentation is deemed to merit a pass, then all group members will receive the full 10 marks. Each group member therefore has an individual interest in the success of the group project.

Presentation Topics and Questions

- Each group is to choose one South Asian country from the following list to use as a case study: **India, Pakistan, Sri Lanka, Afghanistan, Nepal, Bangladesh, Bhutan, and the Maldives**. Ideally, each group will present on a different country. To ensure this, each group should provide the subject coordinator with a list of three preferences as soon as possible via email. The subject coordinator will then negotiate each group's preferences to work out the best outcome.
- For your country case study, each group should:
 - (1) Provide an overview of the internal and external security environment for that country and identify the most significant security and development challenges;
 - (2) Identify how those main security and development challenges are being dealt with by local and/or national and/or regional actors;

- (3) Evaluate those responses and suggest some alternative approaches/policies for mitigating the security challenges.

Marking criteria

1. Quality of presented analysis of topic in response to set questions above.
2. Ability to address and respond meaningfully to questions from staff and other students during Q&A.
3. Evidence of genuine collaboration between group members as reflected in presentation.

(ii) INDIVIDUAL LEARNING LOG

Each student is also required to submit a 1500 word individual learning log three weeks after the end of the intensive week (see above for the exact deadline) in Delhi. It is worth 30% of the subject assessment.

Purpose

The purpose of the learning log is to record and reflect upon your specific individual learning and development as a student during the subject. This is a tool for you to measure and evaluate your own understanding of key ideas and issues presented and discussed and your own interaction, engagement, and collaboration with other students and staff in a cross-cultural and unique teaching and learning environment. It aims to enhance your writing, communication, analysis and interpretation, deep thinking, and critical self-awareness as a student.

While this is not formally self-assessment (i.e it is assessed by the subject coordinator), the self-reflection involved is an important element of student-centred learning and development, which complements other more traditional forms of learning and assessment such as exams and essays. Please note that this is not a formal subject evaluation (although elements of this will be inevitable and are not unwelcome), and it is also not a broad-ranging 'travel diary' covering your entire experiences in India. You are encouraged to be honest in your reflections and evaluations and will certainly not be penalised for making constructive criticisms about the teaching and learning processes; the latter is indeed central to critical self-reflection of learning.

Format and style

The log should consist of four sections within the 1500 word limit: an introduction; a section discussing the nine sessions/topics; a section on the group assessment preparation and presentation; and a concluding section. The section on the respective sessions/topics should comprise the bulk of the log (say 60%), while the introduction (5-10%), conclusion (15-20%), and group work section (15-20%) should be shorter. Logs more than 10% / 150 words over the 1500 word limit will have to be penalised, so you should aim to be concise.

As appropriate to self-reflective writing, the logs can be written in a more informal style than a normal essay. Yet, you must still use correct grammar and spelling. You can use first-person perspective. References are generally not needed unless you are quoting the words of someone else directly for illustrative purposes. You do not have to use a normal essay paragraph structure but should avoid bullet points. Normal presentation is expected: 12pt font; 3cm margins on each side of page; double-spaced; paginated.

Task

Section 1: Introduction — briefly outline your own learning objectives and expectations prior to the intensive week in Delhi (ensure that you record some notes on this before we leave).

Sections 2: Sessions/Topics — for the nine substantive sessions/topics, record and critically reflect upon your learning. Discuss the required readings, the lecture content, and the seminar discussion. For example, you might consider some of the following questions: What did you find most interesting about each topic / reading / lecture / discussion? In what ways did it contribute to or change your thinking about that topic? How does that topic relate to your understanding of other topics or issues canvassed in the subject? How did different lecturing styles and formats impact upon your learning? How did the cross-cultural discussion groups enhance your understanding of a particular topic or issue, and of your own position in relation to the issues in that topic? What insights or contemporary implications can you draw from that topic/session? Use relevant examples where possible to illustrate.

Section 3: Group assessment — record and critically reflect upon your learning as part of the group assessment preparation and presentation. Consider, for example: your comprehension of the topic and task; your ability to work cross-culturally in a small group with a set task; evaluate your own contribution to the process and to the presentation; what you learned as a result of your participation in this task; what skills you gained that will be useful in future study/employment; what strategies did you use / could you have used in order to overcome some of the learning and engagement challenges involved in this task? Use relevant examples where possible to illustrate.

Section 4: Conclusion — a brief summary and evaluation of your learning in the subject up to the end of the intensive week. For example: what were the most important or relevant skills / ideas / perspectives / ways of thinking that you gained from this subject? What were the most significant learning challenges that you encountered? What steps could you or others have taken to enhance your learning experience in the subject?

Marking criteria

1. **Comprehensiveness:** Were all sections adequately yet concisely discussed? Were relevant issues/topics covered? How much time and effort appeared to be put into this task?
2. **Quality of reflections:** Were your reflections critical and deeply considered or rather shallow in nature? Did you use any relevant examples to illustrate? Does it appear that notes were taken during the intensive week?

3. **Presentation:** Did you conform to word length and other presentation specifications? Were there major spelling and grammatical errors?

(iii) RESEARCH ESSAY

Each student will also submit a research essay of 3,000 words approximately 6 weeks after the end of the intensive week in Delhi (see above for the exact deadline). Students should design their own essay questions in consultation with the subject coordinator. The essay must respond to a specific question that is relevant to one/some of the topics and issues explored in the subject. Students must also ensure that their essay is not too similar to other work previously submitted for assessment as part of their studies.

Essay marking criteria and writing guide

1. Quality of critical analysis and argument.

- Did you present a clear and relevant argument in response to the question, and has the question been addressed effectively?
- Is there evidence of critical analysis of relevant concepts, theories and issues, or mere description of them?
- How deep and nuanced is your comprehension of the essay topic/question?
- Did you provide relevant examples to illustrate their main points of argument?

2. Quality and depth of research.

- Is there evidence that you consulted an adequate number and range of sources for a 3000 word postgraduate-level research essay (circa 20)?
- Have you consulted key and relevant literature pertaining to the topic?
- Are the sources primarily of a scholarly nature? (i.e. published academic books, journal articles and research reports). Acceptable additional, primary or secondary sources include government, IGO, and other official documents and websites, credible NGO reports, and quality news-media materials.

3. Clarity and logic of essay structure.

- Did your introduction provide context for the topic/question, clearly state your main argument in response to the question, and outline the essay's scope and structure for the reader?
- Did the argument flow logically through your essay's body?
- Were paragraphs separated at appropriate points?
- Did your conclusion summarise the key points of argument and suggest the significance of the argument/findings?

4. Conformity to correct referencing/citation guidelines.

- Did you use a relevant citation style/system in the essay? (i.e. Chicago/Harvard in-text citation style; Cambridge footnote style).
- Is the citation style used consistently? (i.e. no 'mixing & matching').
- Were direct quotes properly acknowledged? (use 'quotation marks' and citation).

- Did you adequately acknowledge passages in which other authors' words and/or ideas were paraphrased? (and provide citation).
- Was a reference list provided at end of essay (only listing works actually cited)?
- Were in-text citations/footnotes and the reference list correctly formatted?

5. Presentation and communication.

- Was the essay clearly communicated to the reader?
- Was the language/expression too informal for an academic essay?
- Were spelling and grammatical errors noted in the work?
- Was the essay presented correctly? (12pt font, double-spaced, 3cm margins).

8. Assessment Policies

Grading system

A standard grading system applies across all Faculties of the University, as follows:

N 0%-49% **Fail** - *not satisfactory*

- Work that fails to meet the basic assessment criteria;
- Work that contravenes the policies and regulations set out for the assessment exercise;
- Where a student fails a subject, all failed components of assessment are double marked.

P 50%-64% **Pass** - *satisfactory*

- Completion of key tasks at an adequate level of performance in argumentation, documentation and expression;
- Work that meets a limited number of the key assessment criteria;
- Work that shows substantial room for improvement in many areas.

H3 65%-69% **Third-class honours** - *competent*

- Completion of key tasks at a satisfactory level, with demonstrated understanding of key ideas and some analytical skills, and satisfactory presentation, research and documentation;
- Work that meets most of the key assessment criteria;
- Work that shows room for improvement in several areas.

H2B 70%-74% **Second-class honours level B** - *good*

- Good work that is solidly researched, shows a good understanding of key ideas, demonstrates some use of critical analysis along with good presentation and documentation;
- Work that meets most of the key assessment criteria and performs well in some;
- Work that shows some room for improvement.

H2A 75%-79% **Second-class honours level A** - *very good*

- Very good work that is very well researched, shows critical analytical skills, is well argued, with scholarly presentation and documentation;
- Work that meets all the key assessment criteria and exceeds in some;
- Work that shows limited room for improvement.

H1 80%-100% First-class honours - excellent

- Excellent analysis, comprehensive research, sophisticated theoretical or methodological understanding, impeccable presentation;
- Work that meets all the key assessment criteria and excels in most;
- Work that meets these criteria and is also in some way original, exciting or challenging could be awarded marks in the high 80s or above.
- Marks of 90% and above may be awarded to the best student work in the H1 range.

Seminar Attendance Hurdle Requirement (Honours / Postgraduate)

Intensively-Taught Subjects

Attendance at **all** Lectures, Seminars and Workshops throughout the subject's intensive teaching period is compulsory. Students who fail to meet this hurdle requirement will be deemed ineligible to submit the final piece of assessment for this subject.

Student Consultation

Lecturers and Tutors are available for regular student consultation throughout the semester. Consultation times will be posted on their office doors.

Submission of Assessment

Students must submit assessment electronically (in word doc format) through the Turnitin function, via the online submission portal on the LMS site of this subject. This will act as an electronic receipt of assessment submission.

Assignments will **not** be accepted via fax or email. Students are expected to retain a copy of all work submitted for assessment.

Style Guides, Essay/Report Writing Guides

The School produces Essay Writing and Style Guides that deal with expected style and presentation, citation and referencing requirements. This guide can be found in the undergraduate section of the School's website.

Extension Policy and Late Submission of Work

Extensions for assessment other than the final piece will be handled by the subject coordinator in accordance with the current policy outlined below:

Students are able to negotiate short or long-term extensions with the subject coordinator. Extensions are not granted after due dates have passed. An extension of time after a deadline has passed will be given usually only for a reason that falls within the guidelines for Special Consideration. A specific date will then be agreed upon and enforced unless evidence for additional Special Consideration is produced. To apply for an extension, students must complete an Assignment Extension Request form available from the

School office (and from the relevant 'areas of study' sections in the School's website) and submit it to the School office (along with any supporting documentation where possible) prior to the submission date. Students will then be notified of the outcome of the application by their Tutor or Subject Coordinator either in person or by e-mail.

Extensions for the final piece of assessment due during the examination period may be granted by the subject coordinator on the provision of some documentation for a maximum of TEN working days (two weeks) and on the condition that the work will be marked in time for a final grade to be returned by the results submission deadline set by the School. Special Consideration forms should be submitted for issues which impact on the whole of semester work and for issues affecting final examinations or final pieces of assessment (where more than two weeks' extension is requested).

Penalty for Submission of Late Assessment

Undergraduate and Graduate Subjects

Essay-based assessment (or equivalent) submitted late without an approved extension will be penalised at 10% per working day. In-class tasks missed without approval will not be marked. Tests and exam-based assessment submitted late without an approved extension will not be accepted. All pieces of written work must be submitted to pass any subject.

Word Limits

Assessment at all year levels must not exceed the word limit set by individual subject coordinators. Please note especially that whilst footnotes are not included in the word count, quotations are. When submitting assessment, students must state the word length on the Assessment Coversheet. Students are not penalised if their work is under or over the specified word limit by 10%. However, if students' work falls under or exceeds this limit they are liable to be penalised 2% per 100 words under / over, or part thereof, from the result of that piece of work. (This does not include the 10% leeway).

Double Marking of Work

University and School policy requires the double marking of failed work. Each component of assessment that is failed must be double marked. The subject coordinator also marks a sample of work to ensure the validity of such grades.

Return and Feedback of Assessment

Students are entitled to feedback about their progress, and for this reason *assignments other than tests, exams, or the final assessment* (assessment conducted during the assessment period of the semester) would usually be returned within two weeks of the submission date of the piece of work.

Appeals Against Awarded Grades / Request for Second Marking

Students who wish to appeal against a mark should contact the Subject Coordinator in the first instance. If the initial appeal is unsuccessful, students can make a case in writing to the Head of School within a month of the official release of results. The Head may dismiss the appeal if s/he believes the case for remarking has not been made, but a written

response will be provided to the student. The Head may appoint a second examiner (bearing in mind that all failed work would be second marked as a matter of course) who will make an independent assessment of the work and provide a mark, grade and report. The Chair of Examiners will then act as the arbitrator of the appeal process, with access to the work, the student's letter of appeal and all examiners' reports. The original mark will then be confirmed or adjusted. Any reduction in grade as a result of an appeal will be reported to the Academic Board. Students retain the right of appeal beyond the School to the Associate Dean (Teaching and Learning) or the Dean of the Faculty of Arts, and beyond that to the Academic Board. It should be noted that such appeals will only address procedural matters and not questions of academic judgement.

Access to Marks and Component Marks

A student has the right to know what the final mark for each component of assessment was *after* final results have been officially released by the University. Students requesting access to component results may be permitted to see them by the subject coordinator.

Special Consideration

Students can apply for Special Consideration via the Student Portal. Special Consideration applications should be submitted no later than 5pm on the third working day after the submission/sitting date for the relevant assessment component. Students are only eligible for Special Consideration if circumstances beyond their control have severely hindered completion of assessed work. Appropriate response to Special Consideration depends upon the degree of disadvantage experienced by the student. This may vary from an extension in the case of slight disadvantage to additional assessment in the cases of moderate or severe disadvantage. Consideration of special consideration applications will be by a Faculty Special Consideration Committee (SCC), working within guidelines established by the Special Consideration Policy Committee (SCPC) and coordinated by a Student Centre. Arts Student Centre Staff will contact students with the outcome of their application, copied in to appropriate School staff. Subject coordinators or other staff (academic or professional) may submit advice directly to the Special Consideration committee if they wish. Final decisions in line with University policy will be made by the Committee. Students should be advised not to apply for special consideration unless the relevant circumstances have delayed their study by at least 2 weeks. Applications for special consideration detailing delays to study for a shorter period will be refused and the student will be referred to their subject coordinator for an extension. If students are experiencing difficulties and are not sure whether to apply for special consideration, it is important that they discuss the matter with the lecturer / subject coordinator or a Student Advisor at the Arts Student Centre. For further information on Special Consideration, please refer to the following link: <http://policy.unimelb.edu.au/MPF1030>

Student Experiencing Academic Disadvantage (SEAD)

Students experiencing academic disadvantage (ie. defined, ongoing, unpreventable circumstances that hamper a student's ability to participate in academic activities and demonstrate their academic merit) are recommended to notify their home Student Centre

of their needs. The SEAD policy can be found here:
<http://policy.unimelb.edu.au/UOM0400#section-6.1.2>

Elite Athletes and Performers, Army Reservists, Emergency Volunteers

Special study arrangements can be made for students who are elite athletes, performers, army reservists or emergency volunteers. Further information can be found via these links:

<http://www.services.unimelb.edu.au/policy/downloads/EliteAthletes&Performers.pdf> /
<http://policy.unimelb.edu.au/UOM0407.1>

Plagiarism

Plagiarism is a copyright offence, which the University regards as cheating and it is punished accordingly. Students are warned to be careful to guard against it occurring consciously or unconsciously in essay writing. It is therefore important that students spend time ascertaining how their own work differs in its assumptions and methodology from that of the critics they have read or engaged with (including lecturers and tutors!). Students should not repeat material used for another piece of work in the same subject or in any other subject that they have studied, as this also constitutes plagiarism in the terms of the University's guidelines. Students should refer to the Schools' Essay Writing Guide which provides clear guidelines for referencing.

Plagiarism is academic misconduct, and is taken very seriously by the School, Faculty and University. Any acts of suspected plagiarism detected by assessors will be followed up, and any students involved will be required to respond via the Faculty and/or University procedures for handling suspected plagiarism. For more information and advice about how to avoid plagiarism, see the University's Academic Honesty page at <http://academichonesty.unimelb.edu.au/advice.html>. Students should be aware of how to appropriately acknowledge sources in their assignments and what referencing style is expected in a particular subject (students should ask their tutor or subject coordinator if unsure).

The Academic Skills Unit (ASU) has a number of free online resources on referencing at:
<http://www.services.unimelb.edu.au/asu/resources/referencing/index.html>

9. Sessions and Required Readings

Introductory reading

(1) 'Why South Asia Matters in World Affairs,' *Policy*, Vol. 28, No. 1, Autumn 2012, pp. 53-56. (This article is an interview with Professor Sandy Gordon of ANU)

(2) Irfan Habib (2004), 'India: Country and nation — An introductory essay', in *India — Studies in the History of an Idea*, ed. I. Habib, 1-18. New Delhi: Munshiram Manoharlal.

Session 1 Introduction: Approaches to Security and Development

Dr. Pradeep Taneja, The University of Melbourne

This opening session will outline competing approaches to the study of security and discuss their prescriptions and implications for security policymaking. It will also look at the relationship between security and development. We here canvass 'traditional' state-centric approaches to security, particularly realism and liberalism. We then contrast these with critical and human security approaches. The main features and points of difference of each approach will be identified and teased out. The final part of the seminar will consider the relevance and application of different approaches to security to the South Asian context and their implications for development outcomes. Which approaches have been prevalent in South Asian security scholarship, and how have they shaped political practice in the region? What alternatives are desirable and/or possible?

Questions to consider

- What do you consider 'security' to mean? Is there an 'essential' meaning of security?
- Has the nature of security/insecurity evolved over the past several decades?
- How do security and development needs interact in South Asia?
- In what ways do the processes and consequences of globalisation challenge our thinking about and practices of security?
- What do you consider to be the most important security challenges in the short, medium, and longer term?

Required reading

- Terry Terriff, Stuart Croft, Lucy James, and Patrick M. Morgan (1999), 'Traditional views of security in international politics', in their *Security Studies Today*, 29-64. Cambridge, UK, and Malden, MA. #

- Keith Krause (1998). “Critical Theory and Security Studies: The research program of ‘Critical Security Studies’”, *Cooperation and Conflict* 33(3): 298-333.
- Edward Newman (2010), ‘Critical human security studies’, *Review of International Studies* 36: 77-94.

Session 2 The 'security-development nexus'

Dr Jonathan Fisher, University of Birmingham

This session follows-on from the morning discussion by unpacking the influential notion that 'there is no development without security and no security without development'. The session is concerned with exploring how the two agendas can be seen as inter-linked, mutually-reinforcing and complementary but also a threat to one another if conflated by policy-makers to achieve particular strategic goals. The context of the 'Global War on Terror' is a particularly crucial backdrop here – although the session will go on to question whether a new view of the 'security-development nexus' has emerged in recent years. The move from the 'securitisation of development' to the 'developmentalisation of security' will be particularly discussed in this regard.

Questions to consider:

- What is the relationship between security and development? Can one exist without the other?
- Has there been a 'securitisation of development' since 9/11? If so, who – or what – has driven this, both in general and in South Asia specifically?
- Is the linking of security and development concerns by policy-makers a *new* phenomenon historically?

Required Readings:

- McConnon, Eamonn, "Security for all, development for some? The incorporation of security into the UK's development policy", *Journal of International Development*, 26:8 (November 2014): 1127-1148
- Sorensen, Jens Stillhof and Soderbaum, Fredrik, "Introduction – The end of the development-security nexus?", *Development Dialogue* (April 2012 – available at http://www.globalstudies.gu.se/digitalAssets/1430/1430109_enddvlpsecurity.pdf)
- Stewart, Frances, "Development and security", *Conflict, Security and Development*, 4:3 (October 2004): 261-288

Suggested further reading:

Chandler, David, "The security-development nexus and the rise of 'anti-foreign policy'", *Journal of International Relations and Development*, 10 (2007): 362-386

Duffield, Mark, *Global Governance and the New Wars: The Merging of Development and Security* (London: Zed Books, 2001)

Duffield, Mark, *Development, Security and Unending War: Governing the World of Peoples* (Cambridge: Cambridge University Press, 2008)

(see <http://www.theory-talks.org/2011/07/theory-talk-41.html> for a useful interview with Duffield)

Fisher, Jonathan and Anderson, David M, “Authoritarianism and the securitization of development in Africa’ *International Affairs* 91:1 (2015): 131-151 (this article will be available online from 15/01/2015)

Fishstein, Paul and Wilder, Andrew, *Winning Hearts and Minds? Examining the Relationship between Aid and Security in Afghanistan* (Medford, MA: Feinstein International Center, Tufts University, 2012 – available at <http://fic.tufts.edu/assets/WinningHearts-Final.pdf>)

Goodhand, Jonathan and Sedra, Mark, “Who owns the peace? Aid, reconstruction and peace-building in Afghanistan”, *Disasters*, 34:1 (2009): 78-101

Hettne, Bjorn, “Development and Security: Origins and Future”, *Security Dialogue*, 41:1 (February 2010): 31-52

Howell, Judith and Lind, Jeremy, “Securing the world and challenging civil society: Before and after the “War on Terror””, *Development and Change*, 41:2 (2010): 335-353

Keen, David, *Complex Emergencies* (Cambridge: Polity, 2008)

McCormack, Tara, “Human security and the separation of security and development”, *Conflict, Security and Development*, 11:2 (June 2011): 235-260

Orjuela, Camilla, “The bullet in the living room: Linking security and development in a Colombo neighbourhood’, *Security Dialogue*, 41:1 (February 2010): 99-120

Saferworld, *The securitisation of aid? Reclaiming security to meet poor people's needs* (2011 – available at <http://www.saferworld.org.uk/Securitisation%20briefing%20pages.pdf>)

Spear, Joanna and Williams, Paul D (eds), *Security and Development in Global Politics: A Critical Comparison* (Washington DC: Georgetown University Press, 2012)

Woods, Ngaire, “The shifting politics of foreign aid”, *International Affairs*, 81:2 (March 2005): 393-409

Session 3 Rise of China and Implications for the Indo-Pacific Region

Dr Pradeep Taneja (The University of Melbourne)

While both China and India have risen in their economic and military power and diplomatic influence over the past two decades, the United States continues to be the dominant power in the Asia-Pacific region. Both China and India regard their relationships with the United States to be more important than their relationship with each other, and this is particularly true of China. This session will examine the rise of China and the responses from regional and global actors, especially the United States, to the re-emergence of China. It will explore the economic, political and security dimensions of the growing economic and political weight of the Asian giants. We will begin by looking at the characterisation of the rise of China, trying to understand the meanings of terms such as ‘peaceful rise’, ‘peaceful development’ and the ‘China threat theory’. Then we look at the threat perceptions of the rise of China. Is peaceful rise possible? How have the other Asian countries adjusted/responded to the rise of China (and India)? What are the implications for the Indo-Pacific region of the rise of China? These are some of the questions that we aim to ponder in this session.

Required reading

- Rup Narayan Das, ‘The US factor in India-China relations’, *Harvard Asia Quarterly*, Spring/Summer 2012, pp. 53-59.
- Alastair Iain Johnston (2003), ‘Is China a status quo power’, *International Security*, Vol. 27, No. 4, pp. 5–56.
- H. V. Pant (2009), ‘A Rising India’s Search for a Foreign Policy’, *Orbis*, Vol. 53, No 2, Spring, pp. 250-264.

Further reading

S. Ganguly and Manjeet S. Pardesi (2012), ‘Can China and India rise peacefully?’, *Orbis*, Vol. 56, No. 3, Summer, 470-485.

D. Edelstein (2002), ‘Managing uncertainty: beliefs about intentions and the rise of great powers,’ *Security Studies*, Vol.12, No. 1, 2002.

D. Shambaugh (2011), ‘Coping with a conflicted China’, *The Washington Quarterly*, 34:1 pp. 7-27.

C.W. Hughes (2012), ‘China’s Military Modernization: U.S. Allies and Partners in Northeast Asia’, *Strategic Asia 2012-13: China’s Military Challenge*, Seattle, WA: National Bureau for Asian Research.

E. Goh (2005), *Meeting the China Challenge: the US in Southeast Asian regional security strategies*, Honolulu: East West Centre, Policy Studies No. 16.

S. S. Tan and Amitava Acharya (eds.) (2004), *Asia-Pacific Security Cooperation: National Interest and Regional Order*, Singapore: Institute of Southeast Asian Studies.

Session 4 Nuclear Challenges in South Asia
Professor Rajesh Rajagopalan, Jawaharlal Nehru University

India and Pakistan built nuclear weapons in the late 1980s. They openly declared their nuclear arsenals after conducting a series of tests in May 1998. Almost a quarter century after they crossed the nuclear weapons threshold, the consequences for regional and global security as well as international relations theory are still being actively debated. On one side of this debate are the nuclear ‘optimists’: those who argue that the spread of nuclear weapons will stabilize regional conflicts. On the other hand, the nuclear ‘pessimists’ argue that nuclear weapons make extant regional conflicts even more dangerous. This debate has important implications as other regions – the Middle East and Northeast Asia, for example – straddle the same nuclear divide that South Asia crossed earlier. In this discussion, we will examine the opposing perspectives and the different interpretations they give to the consequences of South Asia’s nuclearisation.

Required Readings

- Sumit Ganguly, “Nuclear Stability in South Asia,” *International Security* 33:2 (Fall 2008): 45-70.
- S. Paul Kapur, “Ten Years of Instability in a Nuclear South Asia,” *International Security* 33:2 (Fall 2008): 71-94.
- Dinshaw Mistry, “Tempering Optimism about Nuclear Deterrence in South Asia,” *Security Studies* 18:1 (2009): 148-82.
- Scott D. Sagan and Kenneth N. Waltz, *The Spread of Nuclear Weapons: A Debate Renewed* (New York: W.W. Norton, 2003)

Suggested further reading

Chaim Braun & Christopher Chyba, ‘Proliferation rings: New challenges to the nuclear non-proliferation regime’, *International Security* 29(2) (2004): 5-49.

International Commission on Nuclear Non-Proliferation and Disarmament (ICNND), Report Synopsis (pp. 1-24), in *Eliminating Nuclear Threats: A Practical Agenda for Global Policymakers*. Canberra & Tokyo, 2009.
<http://www.icnnd.org/reference/reports/ent/index.html>

Michael Hamel-Green, ‘Nuclear-weapon-free zone initiatives: Challenges and opportunities for regional cooperation on non-proliferation’, *Global Change, Peace & Security* 21(3) (2009): 357-376.

Christopher S. Parker, ‘New weapons for old problems: Conventional proliferation and military effectiveness in developing states’, *International Security* 23(4) (1999): 119-147.

Tom Lansford, ‘The Great Game renewed? US-Russian rivalry in the arms trade of South Asia’, *Security Dialogue* 33(2) (2002): 127-140.

Anna M. Pluta and Peter D. Zimmerman, ‘Nuclear terrorism: A disheartening dissent’, *Survival* 48(2) (2006): 55-69.

Scott D. Sagan, 'The case for no first use', *Survival* 51(3) (2009): 163-182.

Amitai Etzioni, 'Tomorrow's institution today: The promise of the Proliferation Security Initiative', *Foreign Affairs* 88 (2009): 7-11.

Ashley J. Tellis, 'The evolution of U.S.-Indian ties: Missile defence in an emerging strategic relationship', *International Security* 30(4) (2006): 113-151.

Session 5 **‘New wars’ and new forms of conflict**
Dr. Jonathan Fisher, University of Birmingham

This session will explore patterns of armed conflict in recent decades, focussing mainly on intrastate violence, state failure and civil war. It will consider a range of debates and theories regarding the causes and nature of intrastate conflict, with reference to cases around the world but in particular in South Asia. Three key questions will lie at the heart of this discussion: 1) are there clear changes in the nature of armed conflict which may support the idea of ‘New Wars’? 2) Do patterns of civil war and state failure, which are far more prevalent than inter-state war, represent a fundamental challenge to conventional ways of thinking about and dealing with international insecurity? 3) What types of armed conflict characterize South Asia at the beginning of the 21st Century, and what patterns are likely to define the coming years?

Questions to consider:

- What are the principal patterns and types of civil war in recent decades? What are the main theories of civil war?
- Does the ‘greed’ and ‘grievance’ debate help us to understand contemporary civil war?
- What are ‘new wars’? Is this idea helpful to understand armed conflict in South Asia?
- Are weak or failed states a useful category of analysis in international politics? Is the idea of failed states – and the popularity of focussing on this – a reflection of Western concerns over ‘new’ security threats since 9/11? Is this a ‘real’ change in the nature of international peace and security, or is it a political construction?

Required reading:

Keen, David, “Greed and grievance in civil war”, *International Affairs*, 88:4 (July 2012): 757-777

Malesevic, Sinisa, “The sociology of new wars? Assessing the causes and objectives of contemporary violent conflicts”, *International Political Sociology*, 2:2 (June 2008): 97-112

Mukherjee, Kunal, “The conflict in the Indian northeast”, *Defence Studies*, 14:2 (April 2014): 111-133

Rubin, Barnett, “The Political Economy of War and Peace in Afghanistan”, *World Development*, 28:10 (October 2000): 1789-1803

Suggested further reading

Barakat, Sultan and Larson, Anna, "Fragile states: A donor-serving concept? Issues with interpretations of fragile statehood in Afghanistan", *Journal of Intervention and Statebuilding*, 8:1 (May 2013): 21-41

Berdal, Matts, "How 'new' are 'new wars'? Global economic change and the study of civil war", *Global Governance*, 9:4 (2003): 477-502.

Chojnacki, Sven, "Anything new or more of the same? Wars and military interventions in the international system, 1946-2003", *Global Society*, 20:1 (August 2006): 25-46

Kaldor, Mary, *New and Old Wars* (London: Polity, 2nd edition, 2006)

Kaldor, Mary, "In defence of new wars", *Stability*, 2:1 (2013 – available at <http://www.stabilityjournal.org/article/view/24>)

Mukherjee, Kunal, "New Wars" in contemporary South Asia?", *Peace Review: A Journal of Social Justice*, 25:1 (February 2013): 89-96

Newman, Edward, "The 'New Wars' Debate: A Historical Perspective is Needed", *Security Dialogue*, 35:2 (June 2004): 173-189

Newman, Edward, "Conflict research and the 'decline' of civil war", *Civil Wars*, 11:3 (September 2009): 255-278

Newman, Edward, "Failed states and international order: constructing a post-Westphalian World", *Contemporary Security Policy*, 30:3 (December 2009): 421-443

'Overview' of *World Development Report 2011: Conflict, Security, and Development*, World Bank Publications, 2011. See: http://wdronline.worldbank.org/worldbank/a/c.html/world_development_report_2011/abstract/WB.978-0-8213-8439-8.abstract

Sharma, Kishor, "The political economy of civil war in Nepal", *World Development*, 34:7 (July 2006): 1237-1253

Staniland, Paul, "Organizing Insurgency: Networks, Resources and Rebellion in South Asia", *International Security*, 37:1 (July 2012): 142-177

Stewart, Frances, "Horizontal Inequalities as a Cause of Conflict", input paper for the *World Development Report 2011: Conflict, Security, and Development*, World Bank Publications, 2011: <http://wdronline.worldbank.org/worldbank/a/nonwdrdetail/198>

Session 6 Energy, Environment and Security

For this session we'll visit one of India's leading think-tanks - Observer Research Foundation – and interact with their scholars as follows:

- 1) Dr Manoj Joshi (Distinguished Fellow) who will provide an overview of the security situation in South Asia;
- 2) Ms Lydia Powell (Senior Fellow) who will speak on energy security;
- 3) Dr Vikrom Mathur (Senior Fellow) who will speak on climate change; and
- 4) Dr Rajeswari Rajagopalan (Senior Fellow)/ Abhijit Iyer-Mitra (Programme Coordinator) will speak on nuclear security in South Asia

Questions to consider

- What is the relationship between environmental change and security?
- What are the security implications of climate change?
- How are energy and security interlinked? Is resource scarcity or resource surplus likely to lead to conflict? Are we likely to see increasing international competition or cooperation over natural resources in the future?
- What are the contours of conflict that are emerging in South Asia in the context of environmental insecurity, climate change and resource scarcity? To what extent are these contours real and/or drummed up?
- What would be the central elements of an effective strategy to mitigate the effects of environmental and resource insecurity? What is the scope for cooperation in South Asia in the context of resource and environmental insecurity?

Required reading

- Charles K. Ebinger (2011), 'Introduction to a region on edge', in his *Energy and Security in South Asia: Cooperation or Conflict?*, 1-14. Washington, D.C.: Brookings Institution Press.
- Simon Dalby (2009), 'Securing precisely what? Global, environmental, and human security', in his *Security and Environmental Change*, 36-55. Cambridge, UK, and Malden, MA: Polity.
- Brahma Chellaney (2011), 'Asia: Global Water Crisis Hub', in his *Water. Asia's New Battleground*, 8-46. Washington, D.C.: Georgetown University Press.

Suggested further reading

Environment

Daniel Deudney (1990), 'The Case Against Linking Environmental Degradation and National Security', *Millennium* 19(3): 461-476.

Maria Julia Trombetta (2008), 'Environmental Security and Climate Change: Analysing the Discourse', *Cambridge Review of International Affairs*, 21(4): 585-602.

Nils Petter Gleditsch (1998), 'Armed Conflict and The Environment: A Critique of the Literature', *Journal of Peace Research*, 35(3): 381-400.

Simon Dalby (2003), 'Environmental Insecurities: Geopolitics, Resources and Conflict', *Economic and Political Weekly*, 38(48): 5073-5079.

Climate Change

Alan Dupont (2008), 'The Strategic Implications of Climate Change', *Survival* 50(3): 29-54.

Erik Gartzke (2012), 'Could Climate Change Precipitate Peace?', *Journal of Peace Research* 49(3): 177-192.

Nils Petter Gleditsch (2012), 'Whither the Weather? Climate Change and Conflict', *Journal of Peace Research* 49(3): 3-9.

Rafael Reuveny (2007), 'Climate Change-Induced Migration and Violent Conflict', *Political Geography*, 26: 656-673.

Vally Koubi, Thomas Bernauer, Anna Kalbhenn and Gabriele Spilker (2012), 'Climate Variability, Economic Growth, and Civil Conflict', *Journal of Peace Research* 49(3): 113-127.

Resources

B.G. Verghese (1997), 'Water Conflicts in South Asia', *Studies in Conflict and Terrorism*, 20: 185-194.

Brahma Chellaney (2011), *Water: Asia's New Battleground*. Washington, D.C.: Georgetown University Press.

David G. Victor and Linda Yueh (2010), 'The new energy order: managing insecurities in the twenty-first century', *Foreign Affairs* 89: 61-73.

David Scott (2008), 'The Great Power 'Great Game' between India and China: "The Logic of Geography"', *Geopolitics*, 13(1): 1-26.

Rohan D'Souza (2011), 'Hydro-politics, the Indus water treaty and climate change', *Seminar*, No. 626, October, SHADES OF BLUE: a symposium on emerging conflicts and challenges around water.

Ole Magnus Theisen (2008), 'Blood and Soil? Resource Scarcity and Internal Armed Conflict', *Journal of Peace Research*, 45(6): 801-818.

Hanne Fjelde (2009), 'Buying Peace? Oil Wealth, Corruption and Civil War, 1985—99', *Journal of Peace Research* 46(2): 199-218.

Hendrik Urdal (2008), 'Population, Resources and Political Violence. A Subnational Study of India, 1956-2002', *Journal of Conflict Research*, 52(4): 590-617.

James Kraska (2009), 'Sharing water, preventing war: Hydrodiplomacy in South Asia', *Diplomacy & Statecraft* 20: 515-530.

Michael Klare. 2008. 'The New Geopolitics of Energy', *The Nation*. 1 May.

Session 7 Information, Knowledge and Conflict
Dr Jonathan Fisher, University of Birmingham

This session focuses on an increasingly prominent debate within critical peace and security studies: how do we know what we know? With Western policy-makers, analysts and researchers increasingly reluctant to travel – or prevented from travelling – to conflict-affected regions, this question has become progressively more central in thinking and practice in conflict studies. To this end, the aim of the session is to unpack and breakdown the ‘creation’ and ‘transmission’ of knowledge in conflict and post-conflict situations, focusing particularly on the following questions: 1) which groups, actors, individuals and institutions are the key ‘providers’ of knowledge in different security contexts?; 2) what kind of information do they provide and why?; 3) how does the political economy of a conflict situation affect access to – and interpretation of – data on that situation? In exploring these issues, the cases of Sri Lanka and Afghanistan will be looked at in particular.

Questions to consider:

- What are the main ‘sources’ of knowledge on conflict situations? What interests and perspectives may affect their ‘reliability’?
- What role do ‘local’ populations and national governments play in managing how local/regional conflict situations are perceived internationally?
- What are the advantages and disadvantages of ‘local’ knowledge vs ‘international’ knowledge? What are the links between them?

Required reading:

- Duffield, Mark, “Risk Management and the Fortified Aid Compound: Everyday Life in Post-Interventionary Society”, *Journal of Intervention and Statebuilding*, 4:4 (January 2011): 453-474
- Goodhand, Jonathan, “Stabilising a victor’s peace? Humanitarian action and reconstruction in eastern Sri Lanka”, *Disasters*, 34:3 (2010): S342-S367
- Sandstrom, Karl, “Remoteness and ‘demonitored space’ in Afghanistan”, *Peacebuilding*, 2:3 (April 2014): 286-302

Suggested further reading

Bliesemann de Guevara, Berit and Kuhn, Florian, “On Afghan footbaths and sacred cows in Kosovo: Urban legends of intervention”, *Peacebuilding*, (published October 2014 – available free at

<http://www.tandfonline.com/doi/abs/10.1080/21647259.2014.969508?src=recsys#.VJRyBCH4c>)

- Borda-Rodriguez, Alexander and Johnson, Hazel, "Development on my terms: Development consultants and knowledge for development", *Public Administration and Development*, 33:5 (December 2013): 343-356
- Felix da Costa, Diana and Karlsrud, John, "Bending the Rules": The space between HQ policy and local action in UN civilian peacekeeping", *Journal of International Peacekeeping*, 17:3-4 (2013): 293-312
- Fisher, Jonathan, "Framing Kony: Uganda's war, Obama's advisers and the nature of 'influence' in Western foreign policy-making", *Third World Quarterly*, 35:4 (2014): 686-704
- Friis, Karsten, "Which Afghanistan? Military, Humanitarian and State-Building Identities in the Afghan Theater", *Security Studies*, 21:2 (May 2012): 266-300
- Harvey, Paul, "International humanitarian actors and governments in areas of conflict: Challenges, obligations and opportunities", *Disasters*, 37: Issue Supplement s2 (October 2013): S151-S170
- Hillhorst, Dorothea and Jansen, Bram, "Humanitarian space as arena: A perspective on the everyday politics of aid", *Development and Change*, 41:6 (November 2010): 1117-1139
- Hillhorst, Dorothea, Weijers, Loes and van Wessel, Margit. "Aid relations and aid legitimacy: Mutual imaging of aid workers and recipients in Nepal", *Third World Quarterly*, 33:8 (August 2012): 1439-1457
- Keen, David, "The camp" and the "lesser evil": Humanitarianism in Sri Lanka", *Conflict, Security and Development*, 14:1 (January 2014): 1-31
- Khan, Kashif Saeed and Nyborg, Ingrid, "False Promises, False Hopes: Local Perspectives on Liberal Peace Building in North-Western Pakistan", *Forum for Development Studies*, 40:2 (May 2013): 261-284
- Klem, Bart, "The political geography of war's end: Territorialisation, circulation and moral anxiety in Trincomalee, Sri Lanka", *Political Geography*, 38 (January 2014): 33-45
- MacGinty, Roger, "Introduction: The Transcripts of Peace: Public, Hidden or Non-obvious?", *Journal of Intervention and Statebuilding*, 7:4 (February 2013): 423-430
- Sandstrom, Karl, *Local Interests and American Foreign Policy: Why international interventions fail* (London: Routledge, 2013)
- Waldman, Thomas, "The use of statebuilding research in fragile contexts: Evidence from British policymaking in Afghanistan, Nepal and Sierra Leone", *Journal of Intervention and Statebuilding*, 8:2-3 (March 2014): 149-172

Session 8 Forced Migration, Gender and Security

Dr. Nasreen Chowdhory, University of Delhi

Session outline

Refugees tend to challenge prevalent norms of belonging and rights which nation-state bestows to its members. Refugees and internally displaced persons are generally direct consequences of 1) conflict 2) development programs/ agenda of state apparatus and 3) natural disasters, or a combination of all of these. Irrespective of what might have caused a flow of refugees, there is no doubt that displaced populations need protection and assistance, but rather than viewing refugees as mere ‘consequence and helpless victims’, the session will interrogate the impact of refugees’ presence in the host country, especially in protracted situations. In this context the session will explore forced migration as an important aspect in the international security agenda and examine why refugees are viewed in the dyad of security and humanitarian issues.

Required reading

- Edward Newman and Joanne van Selm, eds., *Refugees and Forced Displacement: International Security, Human Vulnerability, and the State*, pp-3-50, UNU Press, 2003.
- Paula Banerjee and Ranabir Samaddar, *Migration and Circles of Insecurity in Re-visioning and Engendering Security: gender and Non-traditional aspects of security in South Asia*, (WISCOMP) Rupa and Co, 2010.
- Nasreen Chowdhory, “The politics of “belonging” and exclusion: a note on refugees in South Asia” in Paula Banerjee (ed.). *Unstable Populations, Anxious States: Mixed and Massive Human Flows in South Asia*. 70-112. (Kolkata: Stree Samya), 2013.
- Howard Adelman, ‘Why Refugee Warriors are Threats’, *The Journal of Conflict Studies*, vol.18, no.1, 1998.

Further reading

Sarah Kenyon Lischer, *Dangerous Sancturries: Refugee Camps, Civil War, and the Dilemmas of Humanitarian Aid*, Cornell University Press, 2005.

Stephen John Stedman and Fred Tanner, eds., *Refugee Manipulation: War, Politics and the Abuse of Human Suffering*, Brookings Institution, 2003.

Fiona Terry, *Condemned to Repeat: The Paradoxes of Humanitarian Action*, Cornell University Press, 2002.

Session 9 India-China Relations and Security in South Asia
Dr. Pradeep Taneja

Session outline

In this session, we explore the various dimensions of Sino-Indian relations, including the territorial dispute between the two countries and its origins, growing economic relations and bilateral and multilateral cooperation. We shall also look at the impact of Sino-Indian rivalry on the regional security environment in South Asia.

Required reading

- Pradeep Taneja, 'China: Relations with India', in David Pong (ed.), *Encyclopedia of Modern China*, Vol. 2, Charles Scribner's Sons, 2009, pp.299-302.
- Sujit Dutta, 'Managing and Engaging Rising China: India's Evolving Posture', *The Washington Quarterly*, Vol. 34, No.2, Spring 2011, pp.127-144.
- John W. Garver, 'The Diplomacy of a Rising China in South Asia', *Orbis*, Summer 2012, pp. 391-411.

Further reading

- Ellen L. Frost, *India's Role in East Asia: Lessons from Cultural and Historical Linkages*, RIS Discussion Paper RIS-DP # 147, New Delhi: Research and Information System for Developing Countries, January 2009.
- Francine R. Frankel, "The breakout of China-India Strategic Rivalry in Asia and the Indian Ocean", *Journal of International Affairs*, Vol.64, No.2, Spring/Summer 2011, pp.1-17.

Session 10 Student group presentations
All students and teaching staff

10. Guide to Further Reading and Resources

○ Useful textbooks, monographs, edited volumes

- Alan Collins (ed). *Contemporary Security Studies*. Oxford: Oxford University Press, 2007. ISBN-13: 9780199548859
[UniM Bail 355.033 CONT](#)
<http://www.oup.com/us/catalog/general/subject/Politics/InternationalStudies/InternationalSecurityStrategicSt/?view=usa&ci=9780199548859>
- Paul D. Williams (ed). *Security Studies: An Introduction*. Abingdon, Oxon; and New York: Routledge, 2008. ISBN: 978-0-415-42562-9
<http://www.routledge.com/books/details/9780415425629/>
- Edward A. Kolodziej. *Security and International Relations*. Cambridge: Cambridge University Press, 2005. ISBN-13: 9780521001168
[UniM Bail 327.116 KOLO](#)
<http://www.cambridge.org/uk/catalogue/catalogue.asp?isbn=9780521001168>
- Roland Dannreuther. *International Security: The Contemporary Agenda*. Cambridge: Polity, 2007. ISBN: 9780745635415
<http://www.polity.co.uk/book.asp?ref=0745635407>
- Patrick M. Morgan. *International Security: Problems and Solutions*. Washington, DC: CQ Press, 2006. ISBN: 978-1-56802-587-2
<http://www.cqpress.com/product/International-Security-Problems.html>
- Barry Buzan, Ole Waever, and Jaap de Wilde. *Security: A New Framework for Analysis*. Boulder, CO: Lynne Rienner, 1998. ISBN: 978-1-55587-7
[UniM Bail 303.482 BUZA](#)
http://www.rienner.com/title/Security_A_New_Framework_for_Analysis
- S. Neil MacFarlane and Yuen Foong Khong. *Human Security and the UN: A Critical History*. Bloomington, IN: Indiana University Press, 2006. ISBN-13: 978-0-253-21839-1
[UniM Bail 341.72 MACF](#)
http://www.iupress.indiana.edu/catalog/product_info.php?products_id=22815
- Shahrbanou Tadjbakhsh and Anuradha M. Chenoy. *Human Security: Concepts and Implications*. London and New York: Routledge, 2007. ISBN: 978-0-415-40727-4
[UniM Bail 355.033 TADJ](#)
<http://www.routledge.com/books/details/9780415407274/>
- Necla Tschirgi, Michael S. Lund, Francesco Mancini (eds). *Security and Development: Searching for Critical Connection*. Boulder: Lynne Rienner, 2010. ISBN: 978-1-58826-6
[UniM Bail 303.6 SECU](#)

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- Mohammed Ayoob, *The Third World Security Predicament: State Making, Regional Conflict, and the International System*. Boulder, CO: Lynne Rienner, 1995.
http://www.rienner.com/title/The_Third_World_Security_Predicament_State_Making_Regional_Conflict_and_the_International_System
- Anthony Burke and Matt McDonald (eds). *Critical security in the Asia-Pacific*. Manchester ; New York : Manchester University Press, 2007.
[UniM Bail 327.172 CRIT](#) SEVEN DAY LOAN
- Mary Kaldor. *Human Security: Reflections on Globalization and Intervention*. Cambridge, UK ; Malden, MA : Polity, 2007.
[UniM Bail Res 327.17 KALD](#) OVERNIGHT LOAN
- Ken Booth (ed). *Critical Security Studies and World Politics*. Boulder, CO: Lynne Rienner, 2005.
[UniM Bail Res 355.033 CRIT](#) TWO HOUR LOAN
- Ian Loader and Neil Walker. *Civilizing Security*. Cambridge: Cambridge University Press, 2007. ISBN-13: 9780521691598
[UniM Bail 355.03 LOAD](#)
<http://www.cambridge.org/uk/catalogue/catalogue.asp?isbn=0521691591>
- Ken Booth and Nicholas J. Wheeler. *The Security Dilemma: Fear, Cooperation and Trust in World Politics*. Houndmills, Basingstoke, Hampshire: Palgrave MacMillan, 2008. ISBN: 9780333587454
[UniM Bail 327.17 BOOT](#)
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- Keith Krause and Michael C. Williams, *Critical Security Studies: Concepts and Cases*. London: Routledge: 1997. ISBN: 978-1-85728-733-2
[UniM Bail 327.17 CRIT](#)
<http://www.routledge.com/books/details/9781857287332/>
- Karin M. Fierke. *Critical Approaches to International Security*. Cambridge: Polity, 2007. ISBN: 9780745632933
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- Terry Terriff, Stuart Croft, Lucy James, Patrick M. Morgan. *Security Studies Today*. Cambridge: Polity, 1999. ISBN: 9780745617732
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<http://www.polity.co.uk/book.asp?ref=9780745617725>

- Ken Booth. *Theory of World Security*. Cambridge: Cambridge University Press, 2007. ISBN-13: 9780521543170
[UniM Bail 327.1701 BOOT](#)
<http://www.cambridge.org/us/catalogue/catalogue.asp?isbn=9780521543170>

- Peter Hough. *Understanding Global Security*. 2nd Ed. London: Routledge, 2008. ISBN: 978-0-415-42142-3
[UniM Bail 355.033 HOUG](#)
http://www.routledge.com/books/search/author/peter_hough/

- Alex J. Bellamy. *Responsibility to Protect: The Global Effort to End Mass Atrocities*. Cambridge: Polity, 2009. ISBN: 9780745643489
[UniM Bail 341.584 BELL](#)
<http://www.polity.co.uk/book.asp?ref=9780745643472>

- Ramesh Thakur. *The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect*. Cambridge, UK; and New York: Cambridge University Press, 2006. ISBN-13: ISBN-13: 9780521671255
[UniM Bail 341.23 THAK](#)
<http://www.cambridge.org/catalogue/catalogue.asp?isbn=0521671256>

- Paul Robinson. *Dictionary of International Security*. Cambridge, UK; Malden, MA: Polity, 2008. ISBN: 9780745640280
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<http://www.polity.co.uk/book.asp?ref=0745640273>

- Barry Buzan and Lene Hansen. *The Evolution of International Security Studies*. Cambridge: Cambridge University Press, 2009. ISBN-13: 9780521694223
<http://www.cambridge.org/uk/catalogue/catalogue.asp?isbn=9780521694223>

- Alex J. Bellamy, Roland Bleiker, Sara E. Davies, Richard Devetak. *Security and the War on Terror*. Routledge, 2007. ISBN: 978-0-415-36845-2
<http://www.routledge.com/books/details/9780415368452/>

- J. Peter Burgess (ed). *The Routledge Handbook of New Security Studies*. Routledge, 2010. ISBN: 978-0-415-48437-4
<http://www.routledge.com/books/details/9780415484374/>

- Victor Mauer and Myriam Dunn Cavelty (eds). *The Routledge Handbook of Security Studies*. Routledge, 2009. ISBN: 978-0-415-46361-4
<http://www.routledge.com/books/details/9780415463614/>

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<http://www.routledge.com/books/details/9780415484442/>

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- Michael W. Doyle, *Ways of War and Peace: Realism, Liberalism, and Socialism*. New York: Norton, 1997.
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- Michael W. Doyle, *Making War and Building Peace: United Nations Peace Operations*. Princeton, N.J.: Princeton University Press, 2006.
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- Charles Hauss, *International Conflict Resolution*, 2nd Ed. New York and London: Continuum, 2010.
<http://www.continuumbooks.com/books/detail.aspx?ReturnURL=%2Fmain.aspx&BookId=124800&SubjectId=1023&Subject2Id=979>

- Paul Collier, *Wars, Guns, and Votes: Democracy in Dangerous Places*. New York: HarperCollins, 2009.
<http://www.harpercollins.com/books/Wars-Guns-Votes-Paul-Collier/?isbn=9780061479632>

- Roland Paris, *At War's End: Building Peace After Civil Conflicts*. Cambridge: Cambridge University Press, 2004.
<http://www.cup.cam.ac.uk/catalogue/email.asp?isbn=9780521541978>

- Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times*. Cambridge: Cambridge University Press, 2007.
<http://www.cup.es/catalogue/catalogue.asp?isbn=9780521703147>

- Amitai Etzioni, *Security First: For a Muscular, Moral Foreign Policy*, New Haven, Yale University Press, 2007.
[UniM Bail 355.033073 ETZI](#)

- Mary Kaldor, *New and Old Wars: Organized Violence in a Global Era*. Cambridge: Polity, 1999.
[UniM Bail 355.343 KALD](#)

- Emanuel Adler and Michael Barnett (eds), *Security Communities*. Cambridge & New York: Cambridge University Press, 1998.
[UniM Bail 327.17 SECU](#) SEVEN DAY LOAN

- **Relevant Scholarly Journals**
(check library eJournal/Supersearch databases)

Security-specific or related:

- *International Security*
- *Security Dialogue*
- *Security Studies*
- *Survival*
- *Cooperation and Conflict*
- *Global Change, Peace and Security*
- *Journal of Conflict Resolution*
- *International Peacekeeping*
- *Journal of Intervention and Statebuilding*
- *Human Security Journal*
- *Conflict, Security & Development*
- *Global Responsibility to Protect*
- *Critical Studies on Terrorism*
- *Perspectives on Terrorism*
- *Terrorism & Political Violence*
- *Studies in Conflict & Terrorism*
- *Contemporary Security Policy*
- *European Security*
- *Defence and Security Analysis*
- *Armed Forces and Society*
- *Conflict Management and Peace Science*
- *Journal of Peace Research*

International Relations general:

- *International Organization*
- *World Politics*
- *International Relations*
- *European Journal of International Relations*
- *International Studies Quarterly*
- *International Studies Review*
- *International Studies Perspectives*
- *Global Governance*
- *International Affairs*
- *Foreign Affairs*
- *Foreign Policy*
- *Foreign Policy Analysis*
- *International Interactions*
- *Millennium: Journal of International Studies*
- *Journal of International Law and International Relations*
- *American Journal of International Law*
- *Australian Journal of International Affairs*
- *Whitehall Papers*
- *Daedalus*

○ **Relevant Research Institutes and Think-tanks**

Institute of Peace and Conflict Studies (IPCS) [Delhi]
<http://www.ipcs.org/>

Institute for Defence Studies and Analysis [Delhi]
<http://www.idsa.in/>

Indian Council of World Affairs (ICWA) [Delhi]
<http://www.icwa.in/>

Centre for Asian Strategic Studies – India (CASS-India) [Delhi]
<http://links.leocen.com/casindia/AboutUs.aspx>

Delhi Policy Group
<http://www.delhipolicygroup.com/index.php>

Centre for Policy Research [Delhi]
<http://www.cprindia.org/>

Observer Research Foundation
<http://www.observerindia.com/cms/sites/orfonline/home.html>

National Foundation for India [Delhi]
<http://www.nfi.org.in/index.php/home>

International Crisis Group (ICG) [Brussels]
<http://www.crisisgroup.org/>

International Institute for Strategic Studies (IISS) [London]
<http://www.iiss.org/>

Centre for Strategic and International Studies (CSIS) [Washington, D.C.]
<http://csis.org/>

Chatham House [London]
<http://www.chathamhouse.org.uk/>

United States Institute of Peace (USIP) [Washington, D.C.]
<http://www.usip.org/>

Council on Foreign Relations (CFR) [New York & Washington, D.C.]
<http://www.cfr.org/>

Carnegie Council for Ethics in International Affairs (CCEIA) [New York]
<http://www.cceia.org/index.html>

Carnegie Endowment for International Peace [Washington, D.C.]
<http://www.carnegieendowment.org/>

Brooking Institute [Washington, D.C.]
<http://www.brookings.edu/>

Stockholm International Peace Research Institute (SIPRI) [Stockholm]
<http://www.sipri.org/>

Peace Research Institute Oslo (PRIO) [Oslo]
<http://www.prio.no/>

Global Centre for the Responsibility to Protect [New York]
<http://globalr2p.org/>

Asia-Pacific Centre for the Responsibility to Protect [Brisbane]
<http://www.r2pasiapacific.org/>

Institute for Security Studies (ISS) [Tswane/Pretoria]
<http://www.iss.co.za/>

Carter Centre [Atlanta, GA]
<http://www.cartercenter.org/homepage.html>

Centre for Security Policy [Washington, D.C.]

<http://www.centerforsecuritypolicy.org/index.xml>
Australian Strategic Policy Institute [Canberra]
<http://www.aspi.org.au/>
Lowy Institute for International Policy [Sydney]
<http://www.lowyinstitute.org/>
Australian Institute for International Affairs (AIIA) [Canberra w/state branches]
<http://aiia.affiniscape.com/index.cfm>
United Nations Association of Australia [Canberra w/state divisions]
<http://www.unaa.org.au/>
Canadian Institute of Strategic Studies (CISS) [Toronto]
<http://www.ciss.ca/>
Canadian International Council (CIC) [Toronto]
<http://www.onlinecic.org/>
Fund for Peace [Washington, D.C.]
<http://www.fundforpeace.org/>
World Policy Institute [New York]
<http://www.worldpolicy.org/>
German Institute for International and Security Affairs [Berlin]
<http://www.swp-berlin.org/en/>
RAND Corporation [Santa Monica, CA]
<http://www.rand.org/>
Institute for Human Security [Melbourne]
<http://www.latrobe.edu.au/humansecurity/>
Human Security Report Project (HSRP) [Vancouver]
<http://www.hsrgroup.org/>