

**U21 Advanced Intensive Study Module**

# **Traditional and New Security Challenges: South Asia in Global Perspective**

**Module Handbook**

**2017**



**Birmingham Coordinator:** Dr Jonathan Fisher (IDD) ([j.fisher@bham.ac.uk](mailto:j.fisher@bham.ac.uk))

A collaborative Masters-level module, involving students and staff from the University of Birmingham, the University of Delhi, and the University of Melbourne.

Delivered at the University of Delhi, 6<sup>th</sup>-10<sup>th</sup> February, 2017.

## Timetable

<b>Date</b>	<b>Time</b>	<b>Teaching</b>	<b>Staff Member</b>	<b>Other activity</b>
<b>Saturday, 4<sup>th</sup> February</b>	c.0910	-	-	Arrival at Indira Gandhi International Airport, transfer to International Guest House (IGH), Delhi
<b>Sunday 5<sup>th</sup> February</b>	Afternoon	-	-	Half-day group tour of Delhi
	Evening	-	-	Welcome dinner. Location TBC
<b>Monday 6<sup>th</sup> February</b>	1000-1200	<b>Session 1: Introduction: Approaches to Security</b>	<b>Dr Pradeep Taneja,</b> University of Melbourne (PT)	-
	1200-1330	-	-	Lunch
	1330-1530	<b>Session 2: Human security and the 'security-development nexus'</b>	<b>Dr Jonathan Fisher,</b> University of Birmingham (JF)	-
<b>Tuesday 7<sup>th</sup> February</b>	1000-1200	<b>Session 3: The rise of China and implications for the Indo-Pacific Region</b>	<b>PT</b>	-
	1200-1330	-	-	Lunch
	1330-1530	<b>Session 4: Title TBC</b>	<b>Professor Navnita Behera,</b> University of Delhi	-
<b>Wednesday 8<sup>th</sup></b>	c.0900			Check-out of International

<b>February</b>				Guest House
	1000-1200	<b>Session 5: ‘New wars’ and new forms of conflict</b>	<b>Dr Nicolas Lemay-Hebert,</b> University of Birmingham (NLH)  <b>OR JF</b>	-
	1200-1330	-	-	Lunch
	1330-1530	<b>Session 6: Think Tank - TBC</b>	<b>TBC</b>	-
	c.1700			Transfer to Grand Venizia Hotel
<b>Thursday 9<sup>th</sup> February</b>	1000-1200	<b>Session 7: Information, knowledge and conflict</b>	<b>JF</b>	-
	1200-1330	-	-	Lunch
	1330-1530	<b>Session 8: The security challenges of forced migration</b>	<b>Dr Nasreen Chowdhory,</b> University of Delhi	-
<b>Friday 10<sup>th</sup> February</b>	1000-1200	<b>Session 9:</b> <b>A: International Responses to Conflict: The “Do No Harm” Framework</b> <b>OR</b> <b>B: SAARC: Security and Development Cooperation in South Asia</b>	<b>NLH</b>  <b>PT</b>	-
	1200-1330	-	-	Lunch
	1330-1630	<b>Session 10: Student group</b>	-	-

		<b>presentations</b>		
<b>Saturday 11<sup>th</sup> February</b>	All day	-	-	Free day: Optional full-day trip to Agra and Taj Mahal
<b>Sunday 12<sup>th</sup> February</b>	Midday (late check-out to be investigated)	-	-	Check-out of Grand Venizia Hotel.
	c.1745	-	-	Transfer to Indira Gandhi International Airport for flight home (2125)
<b>Monday 13<sup>th</sup> February</b>	c.0625	-	-	Arrival at Birmingham International Airport

## **Introduction to the Module**

### **Aims**

This module brings together expertise from the universities of Birmingham, Delhi and Melbourne under the *Universitas 21* scheme to deliver an advanced analysis of the interactions between government and society on major areas of public policy. The module will explore the evolving international security agenda and encourage students to consider if security and insecurity have fundamentally transformed in recent decades. It will consider the relevance of the traditional 'national security' paradigm – based upon military defence of territory against 'external' threats – and explore how challenges such as weak and failed states, environmental degradation, terrorism, underdevelopment, migration, and normative ideas such as 'human security' and the 'Responsibility to Protect' have come to change the way we think about, and respond to, insecurity. The module will encourage students to take a 'critical' approach to these debates, it will draw upon the diverse backgrounds of participants, and it will explore the South Asia experience – as well as other regions – to illustrate the topics discussed.

The module enables students to study with masters students from other institutions, taught by a team of specialists from the participating universities, focussing on evolving security studies debates. It will enhance the learning experience by providing an opportunity for students to follow an advanced and intensive course in a multi-cultural and interdisciplinary context.

### **Learning Outcomes**

The module will provide opportunities for students to:

1. Demonstrate a critical awareness of existing knowledge in the field of study, and of the main challenges for advancing the state of knowledge
2. Undertake an internationally comparative analysis of the relationship between government and society in an area of public policy, identifying both the academic and public policy implications
3. Demonstrate the ability to work effectively on advanced knowledge generation and analysis tasks in a multi-national/multi-cultural group

### **Teaching format**

The module will be taught through eight two-hour seminars over the course of a week. Students will take part in group presentations in the final – ninth – seminar of the week (see below under 'Assessments'). Students must accept the responsibility for taking on the necessary background and specialist reading; these postgraduate sessions depend upon a high level of input and participation from the members of the group. Attendance is compulsory unless there are exceptional circumstances.

## **Attendance Requirements**

Due to the intensive delivery format of the subject, students must attend all 10 sessions as a requirement. Absences from sessions due to illness should be reported – as far as possible - to the subject coordinator in advance.

## **Enquiry-based learning at Birmingham**

At Birmingham we are committed to learning based on critical enquiry, debate and self-motivation. Central to this is enquiry-based learning. What is this?

The University's "Vision for Birmingham Learning" explains it like this:

"Enquiry-based learning describes an environment in which learning is driven by a process of enquiry shared by the student. It can encompass problem-based learning, evidence-based learning, small scale investigations, fieldwork, projects and research. It understands learning as an interactive process between students and those academic staff who support and enable their progress... It places students at the centre of the learning process so that they learn through involvement and ownership and not simply by listening. It views students initially as active participants in the learning process, and once equipped with the right tools, as active participants in the investigation and analysis of problems, issues and evidence encountered in teaching and learning situations. It fosters and promotes learner responsibility and learner independence."

(See <http://www.as.bham.ac.uk/study/assess/learnandteach.shtml> for University teaching and learning policy documents)

In practice in this module, you will be engaged in a number of individual and collaborative learning exercises involving research, joint production of resources, presentations to your colleagues and country case studies.

## Assessments:

Performance on this module will be measured through 3 assignments:

Assessment type	Length	Percentage	Due Date (2017)
1: Individual learning log	1500 words	30%	Monday 13 March, 2359
2: Group presentation	20mins+Q&A	10% (pass/fail)	Friday 10 February (in class)
3: Research essay	3000 words	60%	Monday 17 April, 2359

Assignments 1 and 3 should be submitted – with a cover sheet – through the Canvas submission portal in the U21 section. You should also submit these via email attachment to Dr Jonathan Fisher ([j.fisher@bham.ac.uk](mailto:j.fisher@bham.ac.uk)) and Dr Nicolas Lemay-Hebert ([n.lemayhebert@bham.ac.uk](mailto:n.lemayhebert@bham.ac.uk)).

Extensions must be agreed in advance with the School of Government and Society Welfare Officer.

## **Assignment 1: Individual Learning Log (30%)**

The individual learning log, of up to 2000 words, will record your on-going learning and reflections on the whole module, the literature, and the debates that we have in the class. This will be due for submission around 4 weeks after the module – by 2359 on Monday 13 March 2017.

It may be written in a more informal style than usually adopted for an essay. You should briefly touch upon each of the topics (sessions) covered during the module, identifying the linkages and relating them to the overarching themes of the course.

We would suggest that you prepare the material for the learning log by making a note of your thoughts on the topic for each session both before the session is delivered (for example: what are your key questions, what areas do you most want to discuss) and after the session is completed (for example, consider: how has it changed your thinking, what impact does it have on your overall understanding of security and globalisation, how does it support or challenge the ideas you have developed during the other sessions?).

The learning log should demonstrate to the reader how your learning has progressed through the module. This will be marked by a module convenor from your home institution.

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. **You will not have sufficient space to reflect on each session so try and focus-in on individual sessions or broader cross-cutting themes.**

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 a 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?

**Deadline:** Monday 13<sup>th</sup> March 2017, 2359

The assignment should be submitted via the Canvas portal and by email to Dr Jonathan Fisher ([j.fisher@bham.ac.uk](mailto:j.fisher@bham.ac.uk)) and Dr Nicolas Lemay-Hebert ([n.lemayhebert@bham.ac.uk](mailto:n.lemayhebert@bham.ac.uk)).

Extensions must be agreed in advance with the School of Government and Society Welfare Officer.

## **Assignment 2: Group Presentation (10%)**

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 groups of 4-5 students (TBC) 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.

Each group is to choose one South Asian country from the following list to use as a case study.

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.

Country cases:

**India**  
**Pakistan**  
**Sri Lanka**  
**Afghanistan**  
**Nepal**  
**Bangladesh**  
**Bhutan**  
**Maldives**

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 challenges;
- (2) Identify how those main security 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 for presentations:

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.

Presentations by UoB students will be evaluated by Dr Jonathan Fisher and Dr Nicolas Lemay-Hebert and will take place in the final session of the module – **1330-1630 on Friday 10<sup>th</sup> February**.

Marks and feedback will be made available to students on or before Monday 6<sup>th</sup> May.

### **Assignment 3: Essay (60%)**

Each student will also submit a research essay of 3,000 words by 17 April 2017, 2359.

**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.

The wording of the essay question must have been agreed with Dr Jonathan Fisher by 1700 on Friday 17<sup>th</sup> March 2017 and you are advised to share ideas on the question you hope to explore as early as possible to build-in time to negotiate its final wording. If an essay question has not been agreed by 1700 on Friday 17<sup>th</sup> March 2017 then one will be allocated to you.

#### 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?

**Deadline:** Monday 17<sup>th</sup> April 2017, 2359.

The assignment should be submitted via the Canvas portal and by email to Dr Jonathan Fisher ([j.fisher@bham.ac.uk](mailto:j.fisher@bham.ac.uk)) and Dr Nicolas Lemay-Hebert ([n.lemayhebert@bham.ac.uk](mailto:n.lemayhebert@bham.ac.uk)).

Extensions must be agreed in advance with the School of Government and Society Welfare Officer.

## Reading materials

The rest of the document contains required and suggested readings. The list is long and you are not expected to read everything! You are, however, expected to read more than those readings marked as required for each session.

The reading lists allow you to explore a wide range of different writings about a topic. You can also do your own independent research using, for example, recently published journal articles.

## Useful Journals

There is a huge range of journals which may provide useful research material for your assignments and course preparation. Some good places to start include the following:

*Civil Wars*  
*Conflict, Security and Development*  
*Contemporary Security Policy*  
*Disasters*  
*International Affairs*  
*International Peacekeeping*  
*International Security*  
*Journal of African Political Economy*  
*Journal of Conflict Resolution*  
*Journal of International Peacekeeping*  
*Journal of Intervention and Statebuilding*  
*Journal of Peace Research*  
*Peacebuilding*  
*Review of International Studies*  
*Security Dialogue*  
*Security Studies*  
*Third World Quarterly*

## **Introductory reading**

'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) (on Canvas)

Habib, Irfan (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. (on Canvas)



## **Session I: Introduction: Approaches to Security**

Seminar Leader: Dr Pradeep Taneja, University of Melbourne

This opening session will outline competing approaches to the study of security and discuss their prescriptions and implications for security policymaking. 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. 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?
- 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 readings:**

Newman, Edward (2010), 'Critical human security studies', *Review of International Studies* 36: 77-94.

Stewart, Frances (2004), 'Development and Security', *Conflict, Security and Development* 4:3: 261-288.

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

## **Session 2: Human Security and the ‘security-development nexus’**

Seminar Leader: Dr Jonathan Fisher, University of Birmingham

This session follows-on from the morning discussion by first challenging and unpacking the influential notion of ‘human security’ – examining what this concept actually means and what its parameters and limitations might be. The main part of the session scrutinizes the argument that ‘there is no development without security and no security without development’, reflecting on how security and development 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 for South Asia (particularly in Afghanistan) – 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?
- What is ‘human security’? Is it a meaningful concept? What are its weaknesses?
- 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 Reading – Human Security:**

Lister, Michael and Jarvis, Lee (2013), ‘Vernacular securities and their study: A qualitative analysis and research agenda’, *International Relations*, vol.27, no.2 (2013): 158-179

### **Required Reading – Afghanistan case study:**

Fishstein, Paul and Wilder, Andrew (2012), *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>)

### **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

Grayson, Kyle (2008), 'Human security as power/knowledge: The biopolitics of a definitional debate', *Cambridge Review of International Affairs*, 21:3 (2008): 383-401

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

Karlborg, Lisa, (2014) "Enforced hospitality: Local perceptions of the legitimacy of international forces in Afghanistan", *Civil Wars*, 16:4 (March 2015): 425-448

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

Kirsch, Thomas (2016), 'On the difficulties of speaking out against security', *Anthropology Today*, 32:5 (October 2016): 5-7

Luckham, Robin and Kirk, Tom (2013) 'Understanding security in the vernacular in hybrid political contexts: A critical survey', *Conflict, Security and Development*, 13:3 (July 2013): 339-359

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

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

Newman, Ted (2016), 'Human security: Reconciling critical aspirations with political 'realities'', *British Journal of Criminology*, 56:6 (November 2016): 1165-1183

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

Owens, Patricia (2012), 'Human security and the rise of the social', *Review of International Studies*, vol.38, no.3 (July 2012): 547-567

Pugh, Jonathan; Gabay, Clive and Williams, Alison, (2013) "Beyond the securitisation of development: The limits of intervention, developmentalisation of security and repositioning of purpose in the UK Coalition Government's policy agenda", *Geoforum*, 44 (January 2013): 193-201

Rohde, David, (2012) "Visit Afghanistan's "Little America", and see the folly of for-profit war", *The Atlantic*, 1 June 2012 (available at <http://www.theatlantic.com/international/archive/2012/06/visit-afghanistans-little-america-and-see-the-folly-of-for-profit-war/257962/>)

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>)

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\\_enddvlpmsecurity.pdf](http://www.globalstudies.gu.se/digitalAssets/1430/1430109_enddvlpmsecurity.pdf))

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

Stewart, Frances, "Development and security", *Conflict, Security and Development*, 4:3 (October 2004): 261-288

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**

Seminar Leader: Dr Pradeep Taneja, University of Melbourne

This session will examine the rise of China and India and the responses from regional and global actors to the re-emergence of great Asian powers. 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 their rise both internally and externally, 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 and India. Is China's peaceful rise possible? How have the other Asian countries adjusted/responded to the rise of China and India? What are the implications for the United States, EU and Australia of the rise of China and India? These are some of the questions that we aim to ponder in this session.

#### **Required readings:**

Acharya, Amitav (2014), 'Power shift or paradigm shift? China's rise and Asia's emerging security order', *International Studies Quarterly* 58:1: 158-173.

Das, Rup Narayan (2012), 'The US factor in India-China relations', *Harvard Asia Quarterly*, Spring/Summer 2012, pp. 53-59.

Pant, HV (2009), 'A Rising India's Search for a Foreign Policy', *Orbis*, Vol. 53, No 2, Spring, pp. 250-264.

#### **Suggested further reading:**

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

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

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

Hughes, CW (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.

Johnston, Alastair Iain (2003), 'Is China a status quo power', *International Security*, Vol. 27, No. 4, pp. 5-56.

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

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

**Session 4:**

**NAVNITA SESSION?**

Seminar Leader: Professor Navnita Behera, University of Delhi

## **Session 5: 'New wars' and new forms of conflict**

Seminar Leader: Dr Nicolas Lemay-Hebert, University of Birmingham  
(or 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 21<sup>st</sup> 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?

### **Required reading:**

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

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

Webb, Matthew, (2014) "Grievance and the Kashmiri diaspora", *Defence and Security Analysis*, 30:3 (June 2014): 254-265

### **Suggested further reading:**

Barakat, Sultan and Larson, Anna, (2013) "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

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



- Berdal, Matts, (2003) "How 'new' are 'new wars'? Global economic change and the study of civil war", *Global Governance*, 9:4 (2003): 477-502.
- Chojnacki, Sven, (2006) "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
- Dexter, Helen, (2007) "New war, good war and the War on Terror: Explaining, excusing and creating Western neo-interventionism", *Development and Change*, 38:6 (November 2007): 1055-1071
- Kaldor, Mary, (2006) *New and Old Wars* (London: Polity, 2<sup>nd</sup> edition, 2006)
- Kaldor, Mary, (2013) "In defence of new wars", *Stability*, 2:1 (2013 – available at <http://www.stabilityjournal.org/article/view/24>)
- Keen, David, (2012) "Greed and grievance in civil war", *International Affairs*, 88:4 (July 2012): 757-777
- Malesevic, Sinisa, (2008) "The sociology of new wars? Assessing the causes and objectives of contemporary violent conflicts", *International Political Sociology*, 2:2 (June 2008): 97-112
- Malesevic, Sinisa, (2012) "Is war becoming obsolete? A sociological analysis", *The Sociological Review*, 62:S2 (December 2012): 65-86
- Mukherjee, Kunal, (2013) "New Wars" in contemporary South Asia?", *Peace Review: A Journal of Social Justice*, 25:1 (February 2013): 89-96
- Newman, Edward, (2004) "The 'New Wars' Debate: A Historical Perspective is Needed", *Security Dialogue*, 35:2 (June 2004): 173-189
- Newman, Edward, (2009) "Conflict research and the 'decline' of civil war", *Civil Wars*, 11:3 (September 2009): 255-278
- Newman, Edward, (2009) "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](http://wdronline.worldbank.org/worldbank/a/c.html/world_development_report_2011/abstract/WB.978-0-8213-8439-8.abstract)
- Sharma, Kishor, (2006) "The political economy of civil war in Nepal", *World Development*, 34:7 (July 2006): 1237-1253
- Staniland, Paul, (2012) "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:** **Environment, Energy and Security (TBC)**

This session will take place at All@Delhi (the Australia India Institute in Delhi – [www.aaii.unimelb.edu.au/delhi-centre](http://www.aaii.unimelb.edu.au/delhi-centre)) - Australia's only national centre for research and analysis on India. All established the first of its India network branches in February 2015 and so you will be going at an exciting time in its development.

The session will involve interaction and engagement with analysts and scholars within All@Delhi around the theme of linkages between 'security', environmental and climate change, and energy/natural resources. You will discuss different approaches to understanding the relationship between the changing natural environment, conflict, and security, such as the security implications of climate change and the impact of war and the military on the environment. You will also examine the relationship between natural resources, conflict and security, including competition, conflict and cooperation over access to and exploitation of key resources such as oil, water and arable land. Included in this discussion will be the growing problem of energy security in a rapidly developing world in which resource scarcity and competition are emerging as crucial dynamics in global security.

### **Questions to consider**

- What is the relationship between environmental change and security?
- What are the security implications of climate change?
- How are resources 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 readings:**

Dalby, Simon (2009), 'Securing precisely what? Global, environmental, and human security', in his *Security and Environmental Change*, 36-55. Cambridge, UK, and Malden, MA: Polity.

Ebinger, Charles K (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.

Saran, Sarah and Jones, Bruce (2015) 'An "India Exception" and India-US partnership on climate change: A unique dilemma', *Brookings Institution* opinion piece, 12 January 2015 (available online at <http://www.brookings.edu/blogs/planetpolicy/posts/2015/01/12-india-us-partnership-on-climate-change-jones-saran>)

## **Suggested further reading:**

### Environment:

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

Detraz, Nicole (2009), 'Environmental security and gender: Necessary shifts in an evolving debate', *Security Studies* 18(2): 345-369.

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

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

Homer-Dixon, Thomas (1994), 'Environmental Scarcities and Violent Conflict: Evidence from Cases', *International Security* 19(1): 5-40.

Percival, Val and Homer-Dixon, Thomas (1998), 'Environmental Scarcity and Violent Conflict: The Case of South Africa', *Journal of Peace Research*, 35(3): 279-298.

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

### Climate Change:

Barnett, Jon and Adger, W Neil (2007), 'Climate Change, Human Security and Violent Conflict', *Political Geography*, 26: 639-655.

Busby, Joshua (2008), 'Who cares about the Weather: Climate Change and U.S. National Security', *Security Studies* 17(3): 468-504.

Detraz, Nicole and Betsill, Michele M (2009), 'Climate Change and Environmental Security: For Whom the Discourse Shifts', *International Studies Perspectives*, 10, 303-320.

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

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

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

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

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

#### Natural Resources:

Basedau, Matthias and Lay, Jann (2009) 'Resource Curse or Rentier Peace? The Ambiguous Effects of Oil Wealth and Oil Dependence on Violent Conflict', *Journal of Peace Research* 46(6) (2009): 757-776.

Brenner, Ian and Johnston, Robert (2009), 'The rise and fall of resource nationalism', *Survival*, 51(2): 149-158.

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

Collier, Paul and Hoeffler, Anke (2005) 'Resource Rents, Governance, and Conflict', *The Journal of Conflict Resolution*, 49(4)(2005): 625-633.

D'Souza, Rohan (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.

*The Economist* (2011), 'South Asia's Waters. Unquenchable Thirst', 19 November (available at <http://www.economist.com/node/21538687>).

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

Giordano, Mark and Giordano, Meredith A (2005) 'International Resource Conflict and Mitigation', *Journal of Peace Research*, 42(1) (2005): 47-65.

Gleick, Peter H (1993), 'Water and conflict: Fresh water resources and international security', *International Security* 18(1): 79-112.

Haftendorn, Helga (2000), 'Water and International Conflict', *Third World Quarterly*, 21(1): 51-68.

Humphreys, Macartan (2005) 'Natural Resources, Conflict, and Conflict Resolution: Uncovering the Mechanisms', *Journal of Conflict Research*, 49(4) (2005): 508-537.

Klare. Michael (2008). 'The New Geopolitics of Energy', *The Nation*. 1 May (available at <http://www.thenation.com/article/new-geopolitics-energy>)

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

Le Billon, Philippe (2008), 'Economic and Resource Causes of Conflicts', *The SAGE Handbook of Conflict Resolution*. SAGE Publications.

Lujala, Päivi Gleditsch, Nils Petter and Gilmore, Elisabeth (2005) 'A Diamond Curse? : Civil War and a Lootable Resource', *Journal of Conflict Resolution* 49(4): 538- 562.

Nakano, Jane (2012), 'Rising Tensions Over China's Monopoly on Rare Earths?', *Asia Pacific Bulletin*, No. 163, East West Centre.

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

Sparks, Donald L (2011), 'India and China's growing economic involvement in sub-Saharan Africa', *Journal of African Studies and Development*, 3(4): 65-75.

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

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

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

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

## **Session 7: Information, knowledge and conflict**

Seminar Leader: 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 and the physical environment of the intervention site affect access to – and interpretation of – data on that situation? In exploring these issues, the case of Sri Lanka will be looked at in particular.

### **Questions to consider:**

- What are the main ‘sources’ of knowledge on conflict situations? What interests, contexts 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:**

Goodhand, Jonathan, (2010) “Stabilising a victor’s peace? Humanitarian action and reconstruction in eastern Sri Lanka”, *Disasters*, 34:3 (2010): S342-S367

Smirl, Lisa (2015) “How the built environment shapes humanitarian intervention”, chapter 3 of Lisa Smirl, *Spaces of Aid: How cars, compounds and hotels shape humanitarianism* (London: Zed Books): pp.80-113

### **Suggested further reading:**

Andersson, Ruben and Weigand, Florian, (2015) “Intervention at risk: The vicious cycle of distance and danger in Mali and Afghanistan”, *Journal of Intervention and Statebuilding*, 9:4 (July 2015)

Autesserre, Severine, (2014) *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention* (Cambridge: Cambridge University Press)



Blieseemann de Guevara, Berit, (2016) "Intervention theatre: Performance, authenticity and expert knowledge in politicians' travel to post-/conflict spaces", *Journal of Intervention and Statebuilding* (forthcoming 2017, published online December 2016)

Blieseemann de Guevara, Berit and Kuhn, Florian, (2014) "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, (2013) "Development on my terms: Development consultants and knowledge for development", *Public Administration and Development*, 33:5 (December 2013): 343-356

Duffield, Mark, (2010) "Risk Management and the Fortified Aid Compound: Everyday Life in Post-Interventionary Society", *Journal of Intervention and Statebuilding*, 4:4 (2010): 453-474

Duffield, Mark, (2014) "From immersion to simulation: Remote methodologies and the decline of area studies", *Review of African Political Economy* 41: Supplement 1 (January 2015)

Felix da Costa, Diana and Karlsrud, John, (2013) "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, (2014) "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

Fisher, Jonathan (2016) "Reproducing remoteness? States, internationals and the co-constitution of aid "bunkerization" in the East African periphery", *Journal of Intervention and Statebuilding* (forthcoming 2017, online first, open access at journal website)

Friis, Karsten, (2012) "Which Afghanistan? Military, Humanitarian and State-Building Identities in the Afghan Theater", *Security Studies*, 21:2 (May 2012): 266-300

Harvey, Paul, (2013) "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, (2010) "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, (2012) "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, (2014) "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, (2013) "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, (2014) "The political geography of war's end: Territorialisation, circulation and moral anxiety in Trincomalee, Sri Lanka", *Political Geography*, 38 (January 2014): 33-45

Jennings, Kathleen and Boas, Morten, (2015), "Transactions and Interactions: Everyday Life in the Peacekeeping Economy", *Journal of Intervention and Statebuilding*, 9 :3 (August 2015): 281-295 (see also the rest of this Special Issue)

MacGinty, Roger, (2013) "Introduction: The Transcripts of Peace: Public, Hidden or Non-obvious?", *Journal of Intervention and Statebuilding*, 7:4 (February 2013): 423-430

Sandstrom, Karl, (2013) *Local Interests and American Foreign Policy: Why international interventions fail* (London: Routledge, 2013)

Sandstrom, Karl, (2014) "Remoteness and 'demonitored space' in Afghanistan", *Peacebuilding*, 2:3 (April 2014): 286-302

Stepputat, Finn, (2012) "Knowledge production in the security-development nexus: An ethnographic reflection", *Security Dialogue*, 43:5 (October 2012): 439-455

Waldman, Thomas, (2014) "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: The security challenges of forced migration**

Seminar Leader: 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 readings:**

Banerjee, Paula (2016) 'Permanent exceptions to citizens: The stateless in South Asia', *International Journal of Migration and Border Studies*, vol.2, no.2, 2016. (on Canvas)

Chowdhory, Nasreen (2016) 'Marginality and 'the state of exception' in camps in Tamil Nadu', *International Journal of Migration and Border Studies*, vol.2, no.2, 2016. (on Canvas)

Datta, Ankur (2016) 'Rethinking spaces of exception: Notes from a forced migrant camp in Jammu and Kashmir', *International Journal of Migration and Border Studies*, vol.2, no.2, 2016. (on Canvas)

Menon, Shailaja (2016) 'No man's land! Where do they belong?', *International Journal of Migration and Border Studies*, vol.2, no.2, 2016. (on Canvas)

Samaddar, Ranabir (2016) 'Forced migration situations as exceptions in history?', *International Journal of Migration and Border Studies*, vol.2, no.2, 2016. (on Canvas)

### **Further reading:**

Adelman, Howard (1998) 'Why Refugee Warriors are Threats', *The Journal of Conflict Studies*, vol.18, no.1, 1998. (on Canvas)

Banerjee, Paula and Samaddar, Ranabir (2010) *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. (on Canvas)

Chowdhory, Nasreen (2013) "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: Samya), 2013. (on Canvas)

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

Newman, Edward and van Selm, Joanne eds., (2003) *Refugees and Forced Displacement: International Security, Human Vulnerability, and the State*, pp-3-50, UNU Press, 2003. (on Canvas)

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

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

## **Session 9: International Responses to Conflict: The “Do No Harm” Framework**

Seminar Leader: Dr Nicolas Lemay-Hebert, University of Birmingham

### **Session outline:**

This session examines the changing roles of aid agencies to meet current challenges, exploring the interface between social reconstruction and development. It will draw on the current issues relating to conflict sensitive approaches in development and humanitarian aid, and will specifically focus on the “do no harm” framework. The session will focus on Afghanistan as a case study.

### **Essential seminar reading:**

Anderson, M. (1999) “Chapter 6: Framework for Analyzing Aid’s Impact on Conflict”, in *Do No Harm: How Aid Can Support Peace or War* (Boulder, CO: Lynne Rienner): 67-76.

Williams, S and Natiq, H (2006) *Do No Harm in Afghanistan: A Study in Cycles*. CDA Collaborative Learning Projects. Available at <http://cdacollaborative.org/wordpress/wp-content/uploads/2016/02/Do-No-Harm-in-Afghanistan-A-Study-in-Cycles.pdf>

### **Further Readings:**

Anderson, M. (2001) “Humanitarian NGOs in Conflict Intervention” On C. Crocker, F. Hampson and P. Aall (eds) *Turbulent Peace: The Challenges of Managing International Conflict*. Washington: United States Institute of Peace Press.

Barnett, M., Snyder, J. (2008) “The Grand Strategies of Humanitarianism”. In: M. Barnett and T. Weiss (eds.) *Humanitarianism in Question: Politics, Power, Ethics*. Ithaca: Cornell University Press, 143-171.

DFID (2010) *Working Effectively in Conflict-affected and Fragile Situations: Briefing Paper B: Do No Harm*. Available at: <http://www.u4.no/recommended-reading/working-effectively-in-conflict-affected-and-fragile-situations-do-no-harm/downloadasset/2388>

De Waal, A. (2006) “Towards a Comparative Political Ethnography of Disaster Prevention,” *Journal of International Affairs* 59(2): 129-152.

Duffield, M. (2001) "Chapter 1: The New Development-Security" and "Chapter 4: The New Humanitarianism". *Global Governance and the New Wars*. London: Zed Books, 1-17; 75-106.

Duffield, M. (2007) "Chapter 2: NGOs, Permanent Emergency and Decolonization". *Development, Security and Unending Wars*. London: Polity, 32-64.

Fisher, S. et al. (2000) "Chapter 4: Building Strategies to Address Conflict". *Working With Conflict: Skills and Strategies for Action*. London: Zed Books, 57-78.

Jean, I. and M. Lempke (2007) *Footprints in the Sand? Missed Opportunities and Future Possibilities for Do No Harm in Sri Lanka*. CDA Collaborative Learning Projects. Available at: <http://cdacollaborative.org/wordpress/wp-content/uploads/2016/02/Footprints-in-the-Sand-Missed-Opportunities-and-Future-Possibilities-for-Do-No-Harm-in-Sri-Lanka.pdf>

Macrae, J. (2001) *Aiding Recovery? The Crisis of Aid in Chronic Political Emergencies*. London: Zed Books.

OECD (2010) *Do No Harm: International Support for Statebuilding*. Available at: <http://www.oecd.org/dac/incaf/44409926.pdf>

Pugh, M. (2000) "The Social-Civil Dimension". In: M. Pugh (ed.) *Regeneration of War-Torn Societies*. New York: Macmillan, 112-133.

Surkhe, A. (2008) "A Contradictory Mission? NATO From Stabilization to Combat in Afghanistan." *International Peacekeeping* 15(2): 214-236.

Tadjbakhsh, S. and M. Schoiswohl (2008) "Playing With Fire? The International Community's Democratization Experiment in Afghanistan." *International Peacekeeping* 15(2): 252-267.

Tondini, M. (2007) "Rebuilding the System of Justice in Afghanistan: A Preliminary Assessment." *Journal of Intervention and Statebuilding* 1(3): 333-354.

Tondini, M. (2008) "From Neo-Colonialism to a 'Light Footprint Approach': Restoring Justice Systems." *International Peacekeeping* 15(2): 237-251.

## **Session 9 BACKUP: SAARC: Security and Cooperation in South Asia**

Seminar Leader: Dr Pradeep Taneja, University of Melbourne

### **Session outline**

In this session we explore the theory, nature, prospects and limits of regional security governance. It examines the general role of regional organisations and institutions in managing tension and conflict between states and in promoting broader cooperation. The session then turns specifically to examine regional security governance in South Asia, and in particular the main regional organisation, the South Asian Association for Regional Cooperation (SAARC). It considers whether or not the conditions exist for a more integrated and cohesive form of regional security governance in South Asia and what the implications of this might be for security and development in the volatile region.

### **Required readings:**

Jones, Peter (2008), 'South Asia: Is a regional security community possible?', *South Asian Survey* 15(2): 183-193.

Saez, Lawrence (2011), 'Security and economic cooperation', in his *The South Asian Association for Regional Cooperation (SAARC): An Emerging Collaboration Architecture*, 48-70. London and New York: Routledge.

Williams, Paul and Haacke, Jurgen (2011), 'Regional approaches to conflict management', in C. Crocker, F. Hampson, and P. Aall, *Rewiring Regional Security in a Fragmented World*, 49-74. Washington, D.C.: United States Institute of Peace Press. ISBN: 978-1-60127-070-2.

### **Further reading:**

Bajpai, K (1996), 'Security and SAARC', *South Asian Survey* 3(1/2): 295.

Banerjee, D (1999), 'Towards comprehensive and cooperative security in South Asia', *South Asian Survey* 6(2): 305.

Baral, LR (2006), 'Cooperation with realism: The future of South Asian regionalism', *South Asian Survey* 13(2): 265.

Dash, KC (1997), 'Domestic support, weak governments, and regional cooperation: A case study of South Asia', *Contemporary South Asia* 6(1): 57-77.

D'Souza, SM (2009), 'Afghanistan in South Asia: Regional cooperation or competition', *South Asian Survey* 16(1): 23-42.

Frazier, D & Stewart-Ingersoll, R (2010), 'Regional powers and security: A framework for understanding order within regional security complexes', *European Journal of International Relations* 16(4): 731-753.

Mallick, R (1993), 'Cooperation amongst antagonists: Regional integration and security in South Asia', *Contemporary South Asia* 2(1): 33-45.

Mohsin, A (2006), 'Regional cooperation for human security: Reflections from Bangladesh', *South Asian Survey* 13(2): 333.

Paranjpe, S (2002), 'Development of order in South Asia: Towards a South Asian Association of Regional Cooperation Parliament', *Contemporary South Asia* 11(3): 345-356.

Rafique, N (1999), 'SAARC — From conflicting cultures to cooperative community', *South Asian Survey* 6(2): 319.



**Session 10:  
Group Presentations**

*Please note – this session will run until 1630, not 1530.*

## Guide to Further Reading and Resources

### Useful textbooks, monographs, edited volumes

Adler, Emanuel and Barnett, Michael (eds), (1998) *Security Communities*. Cambridge & New York: Cambridge University Press, 1998.

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## **Useful Scholarly Journals**

Security-specific or related:

- *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/>



## Session Leaders

### **Professor Navnita Behera BIO NEEDED**

**Dr Nasreen Chowdhory** is an Assistant Professor in the Department of Political Science, Delhi University. She received her Ph.D from McGill University in the Department of Political Science with a focus on Comparative Politics and South Asia. Her dissertation “Belonging in Exile and ‘Home’: The Politics of Repatriation in South Asia.” Examines the question of belonging among refugee communities in South Asia. She completed her M.Phil and M.A. from Jawaharlal Nehru University, New Delhi. Before joining Delhi University, she taught at Concordia University, Montreal, Canada. Her research interests include forced migration and refugee studies, ethno-politics, state-formation, and citizenship. She can be contacted at

**Dr Jonathan Fisher** is a Senior Lecturer at the University of Birmingham, he has a background in International Relations and African Studies with a DPhil from the University of Oxford. His work focuses on exploring the place of African states and governments in the international system and the role they play in managing their regional and global relationships and the construction of knowledge, particularly in relation to security. He has conducted research in Djibouti, Eritrea, Ethiopia, Kenya, Malawi, Rwanda and Uganda and has published on regional and international security relations of Eastern African states and on knowledge production in conflict zones in a range of journals including *African Affairs*, *Conflict, Security and Development*, *International Affairs*, *Journal of Intervention and Statebuilding*, *Journal of Modern African Studies* and *Third World Quarterly*. He is also interested in the political economy of development and aid, has published in *World Development* on this theme, and teaches courses on aid policy and politics and critical approaches to security and development. Between 2013-2014 he held a research fellowship in the UK Foreign and Commonwealth Office’s Africa Directorate and is currently writing a book on patterns of conflict and cooperation in Eastern Africa. He can be contacted at [j.fisher@bham.ac.uk](mailto:j.fisher@bham.ac.uk).

### **Dr Nicolas Lemay-Hebert BIO NEEDED**

**Dr Pradeep Taneja** joined the School of Social and Political Sciences at the University of Melbourne in January 2006. He teaches primarily in the following areas: Chinese politics, political economy and international relations in the Asia-Pacific region. Born and largely educated in India, he lived and worked in China for more than six years during the 1980s and 90s, and the geographical focus of much of his work is on China. However, he continues to maintain teaching and research interests in Indian politics and foreign policy, and regularly writes about it. During 2002-2004, he lived and worked in Bangkok as part of a multinational team to help set up the graduate program at a new Thai university. Earlier he was Director of International Programs in the Graduate School of Management at La Trobe University. His professional career has combined teaching, consultancy and research activities across various fields. Pradeep is frequently interviewed by Australian and foreign media on developments in the Asia-Pacific region. In addition to Hindi, his mother tongue, he is also fluent in Mandarin. His current research interests focus on:

Sino-Indian relations; the rise of China as a regional and global power; the political implications of China's energy security policy; and, the relationship between politics and business in China. He has also written on China's relations with the European Union and continues to have an interest in the subject. He can be contacted at [ptaneja@unimelb.edu.au](mailto:ptaneja@unimelb.edu.au).