THE UNIVERSITY OF MELBOURNE

GRADUATE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

FACULTY OF ARTS

And

The University of Delhi

PPMN50001 U21 Advanced International Study

Security and Development in South Asia

Subject Guide
February 2014 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.

Student evaluation of this subject:

Q1: Subject was intellectually stimulating — 4.3 / 5.0
Q2: The Subject has been well-coordinated— 4.5 / 5.0
Q4: This subject was well taught — 4.5 / 5.0

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, although this year Birmingham students are unable to participate in the program. The course will be run as an intensive teaching week at the University of Delhi, India, from 10-14 February 2014. Due to the overseas delivery of this subject, enrolment is by application only and available to students in the following GSHSS 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 9 Feb**

  Half-day Tour of Delhi
  Evening: Welcome dinner and introductions (?)

- **Monday 10 Feb**

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

  Session 2 (PM): The United States, China and South Asia
  Ravni Thakur (Delhi University)

- **Tuesday 11 Feb**

  Session 3 (AM): Nuclear Weapons in South Asia
  Manpreet Sethi (Centre for Air Power Studies, New Delhi)

  Session 4 (PM): The Kashmir Problem
  Radha Kumar (Delhi Policy Group)
  (For this session we will leave the International Guest House at 1.20pm and travel to the offices of Delhi Policy Group – a prominent think tank based in New Delhi – for an interactive session from 2.30 to 4.30 pm)

- **Wednesday 12 Feb**

  Session 5 (AM): Poverty and Access to Health Care
   Nevil Wilson (International Union Against TB and Lung Disease)
  Session 6 (PM): The Environment, Resources and Security
   Devika Sharma (University of Delhi)

- **Thursday 13 Feb**

  Session 7 (AM) Gender, Conflict and Security in South Asia
  Navnita Behera (University of Delhi)

  Session 8 (PM): Forced Migration
  Nasreen Chowdhory (University of Delhi)

- **Friday 14 Feb**

  Session 9 (AM):   SAARC and Regional Governance
  Pradeep Taneja (University of Melbourne)

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

- **Saturday 15 Feb** Day trip to Agra

Teaching session times: AM session: 10am-12noon
PM session: 1.30-3.30pm (*final Fri session 1.30-4.30pm)

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 (2014)
Group presentation	20mins+Q&A	10% (pass/fail)	Fri 14 Feb (in class)
Individual learning log	1500 words	30%	Mon 10 March, 5pm
Research essay	3000 words	60%	Wed 26 March, 5pm

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.

<u>Organisation of groups</u>

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.

<u>Task</u>

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.

<u>Presentation Topics and Questions</u>

• 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 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.

<u>Marking criteria</u>

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 importat element of student-centred learning and development, which compliments 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 encourgaed to be honest in your reflections and evaluations and will certainly not be penalised for making constuctive criticisms about the teaching and learning processes; the latter is indeed central to critical self-refection 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 refections 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.

Due Dates
Faculty policy prohibits assessment in the swot-vac period each semester and requires that the final piece of assessment be due during the assessment (examination) period at the end of each semester. Generally, for subjects with more than one item of assessment, due dates would be timed so that students have some feedback on their performance (via a returned piece of assessment) well before their 'final' piece of assessment is due in the assessment period.

Submission of Assessment
Assessment submission in the School of Social and Political Sciences is a two-step process. **Please note that both of these steps must be completed by the due date and time before work can be assessed.**

i. All written work for assessment must be submitted to the School office and include a correctly completed and date-stamped School Assessment Coversheet. The cover sheet includes a student declaration, which students must sign. The declaration relates to the originality (lack of plagiarism, collusion, etc.) of student work. Essay Coversheets are no longer placed beside the School office help desk but will be made available on the LMS. Assessment should be typed in double-spacing in 12 point font on one side of the sheet only, and with a margin of at least 4 cm on the left hand side of the page. All work submitted through the School office will be collated and passed on to the relevant tutor/lecturer within 24 hours.

AND

ii. 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.

Both hard copy and electronic submission must be made by the due date specified for each piece of assessment. 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. All essay-based assessment must be returned to students in a designated tutorial or seminar, or during teaching staff consultation hours with comments together with a grade only on the following scale: H1 = 80-100%, H2A = 75-79%, H2B = 70-74%, H3 = 65-69%, P = 50-64%, N = 0-49%. N is a fail.
If students wish to have their FINAL piece of essay-based assessment returned (tests and exams are not returned to students), they must include an adequately stamped and self-addressed A4 envelope at the time of assessment submission. **FINAL ESSAYS WILL NOT BE RETURNED TO STUDENTS UNLESS AN ENVELOPE IS ATTACHED AT THE TIME OF SUBMISSION**

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 United States, China and South Asia

Dr Ravni Thakur, Delhi University

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. United States and China also play significant roles in South Asian affairs and both provide critical economic and military assistance to Pakistan, much to India's irritation. This session will examine the rise of China and India and the responses from regional and global actors, especially the United States, to the re-emergence of these 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 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 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, № 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 3   Nuclear Weapons

Dr Manpreet Sethi, Centre for Air Power Studies

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 nuclearization.

Required Readings
- Jasjit Singh, Manpreet Sethi and Garry Jacobs, "Dangerous Knowledge: Can Nuclear Weapons be abolished?" *Futures*, 39, 2007, pp. 963-972.
- 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.

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 4   The Kashmir Problem
Professor Radha Kumar, Delhi Policy Group

India and Pakistan have fought three wars over Kashmir since their independence from British rule and the partition of the country. About two-thirds of the region of Kashmir is under Indian administration while Pakistan has control over the rest. But as Ashutosh Mishra says in one of the recommended readings for this session, "For Pakistan, it still is the 'problem of Kashmir', i.e., Kashmir a 'disputed territory' and an 'unfinished agenda' of Partition; for India, it is the 'problem in Kashmir', suggesting that the accession of Kashmir to India is final and complete, and the challenge now remains of addressing cross-border terrorism, and development and grievances of the people of Kashmir." In this interactive session we will try to understand the 'Kashmir problem', its social and developmental impact, and the reasons why it defies solution.

Required reading

- Ashutosh Mishra, "The Problem of Kashmir and the Problem in Kashmir: Divergence Demands Convergence," *Strategic Analysis*, Vol. 29, No. 1, January-March 2005, pp. 16-43.

Session 5   Poverty and Access to Health Care
Dr Nevin Wilson, Regional Director, International Union Against Tuberculosis and Lung Disease

South Asia is a region of contrasts. Home to over 1.6 billion people, it is also a region with more poor people – about 500 million – than even Sub-Saharan Africa. India, the biggest country in South Asia, is an emerging economic power with one of the highest average economic growth rates in the world. India's economic liberalisation and integration with the world economy over the past two decades has created astonishing wealth for some of its citizens. It also contributes in a significant way to the global intellectual knowledge pool in a number of areas, including information technology, space technology and economics. Yet, a large proportion of the people of India, and South Asia in general, do not have access to basic health care and the region ranks poorly in most global development indicators. While the rich and the middle classes can receive treatment for all kinds of ailments in world-class private hospitals in India, the public expenditure on health is failing to keep pace with the growing needs of its citizens. In this session, we will look at the state of public health in the region, especially India, and ask why despite success in some areas of health care (e.g. vaccination against polio and other diseases) and service delivery, inequities in access to health care continue to persist.

Required reading

- Y. Balarajan, S. Selvaraj and S. V. Subramanian, "Health Care and Equity in India – India: Towards Universal Health Coverage 4," *Lancet*, Vol. 377, Issue 9764, 5-11 February, 2011.

Session 6   The Environment, Natural Resources and Security

Dr. Devika Sharma, University of Delhi

This session explores the linkages between 'security', environmental and climate change, and natural resources. It outlines 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. It then examines 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. A *critical* analysis of 'flashpoints' from the South Asian region will be weaved into this session; from the prospect of climate change-induced migration from Bangladesh into India, growing resource competition with China, the possibility of water disputes increasing within South Asia and beyond.

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 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.

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.

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

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.

Session 7   **Gender, Security and Development in South Asia**

Professor Navnita Chadha Behera, University of Delhi

This session will focus on the feminist perspectives in conflict and peace studies and, alternative ways of understanding the changing character of security. It will address both its theoretical aspects and empirical dimensions in the South Asian context, where most of the IR literature is predominantly shaped by the Realist paradigm and the feminist scholars are only beginning to make their presence felt. It will consider a range of debates on issues such as correcting the male bias in data collection and analysis in conflict studies and interrogating the stereotypes of women as 'passive victims of armed conflict' by understanding their role as actors and active participants in conflict and peace processes at the community, sub-national and national levels. It will also discuss how feminist writings have questioned the state-centric conception of security that makes security effectively synonymous with 'citizenship', which they argue is historically and conceptually not a gender-neutral phenomenon and how they try to shift the gaze of threats from 'outside' the state boundaries towards the structural violence of ethnic, religion, class and gender hierarchies within nations.

Required reading

- Behera, Navnita Chadha (2006)(ed.) 'Introduction' in *Gender, Conflict and Migration,* London: Sage.

- Manchanda, Rita (2005) 'Women's Agency in Peace Building: Gender Relations in Post-Conflict Reconstruction' Economic and Political Weekly,40(44/45): 4737-4745

- Manchanda, Rita (2001) 'Redefining and Feminising Security' Economic and Political Weekly, 36(22): 1956-1963

- Rajagopalan, Swarna (2010) 'Gender Violence, Conflict, Internal Displacement And Peacebuilding' Peace Prints: South Asian Journal of Peacebuilding, 3(1): 1-15.

Suggested further reading

Manchanda, Rita, "Redefining and Feminising Security."*Economic and Political Weekly* 36:22, 2-8 June 2001, pp. 1956-1963.

Manchanda, Rita, (ed.), *Women, War and Peace in South Asia: Beyond Victimhood to Agency*. New Delhi: Sage Publications, 2001.

Banerjee, Paula (ed.), *South Asian Peace Studies: Women in Peace Politics,* New Delhi: Sage Publications, 2008.

Chenoy, Anuradha M., *Militarism and Women in South Asia,* New Delhi: Kali for Women Publication, 2002.

Chenoy, Anuradha M. "A Plea for Engendering Human Security," *International Studies,* 42:2, 2005, pp. 167-179.

Chenoy, Anuradha M. and Vanaik, Achin, "Promoting Peace Security and Conflict Resolution: Gender Balance in Decision Making," *Gender, Peace and Conflict* (ed.) Inger Skjelsbæk, Dan Smith, New Delhi: Sage Publications, 2001.

Behera, Navnita Chadha, "The Long Road Ahead: Engendering Conflict Analysis in South Asia," *Indian Journal of Gender Studies,* 2004, 11:1, pp. 95-103

Faizal, Farah and Rajagopalan, Swarna (eds.) *Women, Security, South Asia: A Clearing in the Thicke,*. New Delhi: Sage Publication, 2005.

Menon, Ritu, Cartographies of Nations and Identities: A Post-Partition Predicament, *Interventions: The International Journal of Postcolonial Studies,* 1:2, March 1999, pp. 157-166.

Jeffery, Patricia and Basu, Amrita (eds.), *Resisting the Sacred and the Secular: Women's Activism and Political Religion in South Asia*, New Delhi: Kali for Women, 1999.

Session 8   The Challenges of Forced Migration

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

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

- Nasreen Chowdhory, "Assessing 'Belonging' and Claims of 'home' Among Refugees: A Note on Repatriation in South Asia" in Paula Banerjee ed., *Peace Prints*, Women in Security, Conflict Management and Peace (WISCOMP), 2012.

- 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.

Further reading

Sarah Kenyon Lischer, *Dangerous Sancturies: 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   SAARC and Regional Governance

Dr. Pradeep Taneja, The University of Melbourne

This concluding session explores 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 in the volatile region.

Required reading

- Paul D. Williams and Jurgen Haacke (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.
- Lawrence Saez (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. ISBN 13: 978-0-415-57628-4
- Peter Jones (2008), 'South Asia: Is a regional security community possible?', *South Asian Survey* 15(2): 183-193. ISSN: 09715231

Further reading

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

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

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

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

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

D. Banerjee (1999), 'Towards comprehensive and cooperative security in South Asia',

South Asian Survey 6(2): 305.

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

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

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

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

Session 10   Student group presentations

Dr Pradeep Taneja and a DU Colleague

10. Guide to Further Reading and Resources

o **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/International
SecurityStrategicSt/?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

http://www.rienner.com/title/Security_and_Development_Searching_for_Critical_Connections

• 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
http://www.palgrave.com/products/title.aspx?is=9780333587447

• 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
UniM Bail 327.1 FIER
http://www.polity.co.uk/book.asp?ref=9780745632926

• Terry Terriff, Stuart Croft, Lucy James, Patrick M. Morgan. *Security Studies Today*. Cambridge: Polity, 1999. ISBN: 9780745617732
UniM Bail 355.03 SECU
http://www.polity.co.uk/book.asp?ref=9780745617725

34

• 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
UniM Bail 327.1703 ROBI
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/

• Columba Peoples and Nick Vaughn-Williams. *Critical Security Studies: An Introduction*. Routledge, 2010. ISBN: 978-0-415-48444-2
http://www.routledge.com/books/details/9780415484442/

• Richard Jackson, Marie Breen Smyth, Jeroen Gunning (eds). *Critical Terrorism Studies: A New Research Agenda*. Routledge, 2009. ISBN: 978-0-415-57415-0
http://www.routledge.com/books/details/9780415574150/

• Richard Jackson, Eamon Murphy, and Scott Poynting (eds). *Contemporary State Terrorism: Theory and Practice*. Routledge, 2010. ISBN: 978-0-415-49801-2
http://www.routledge.com/books/details/9780415498012/

• Jane Boulden and Thomas G. Weiss (eds). *Terrorism and the UN: Before and After September 11*. Bloomington, IN: Indiana University Press, 2004. ISBN: 0-253-21662-1
http://www.iupress.indiana.edu/catalog/product_info.php?products_id=21665

• Peter J. Katzenstein (ed), *The Culture of National Security: Norms and Identity in World Politics*. New York: Columbia University Press, 1996.
UniM Bail Res 355.03 CULT OVERNIGHT LOAN

• Michael W. Doyle, *Ways of War and Peace: Realism, Liberalism, and Socialism*. New York: Norton, 1997.
UniM Bail Res 327.17 DOYL TWO HOUR LOAN

• Michael W. Doyle, *Making War and Building Peace: United Nations Peace Operations*. Princeton, N.J.: Princeton University Press, 2006.
UniM Bail 341.584 DOYL

• 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.

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

• Robert Pape, *Dying to Win: The Strategic Logic of Suicide Terrorism*. Melbourne: Scribe, 2005.

• Richard Jackson, *Writing the War on Terrorism: Language, Politics and Counter-terrorism*. Manchester: Manchester University Press, 2005.

• Rohan Gunaratna, *Inside Al-Qaeda: Global Network of Terror*. London: C. Hurst & Co., 2002.

o **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*

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

The Centre for the Study of Developing Societies (CSDS)
   www.csds.in
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/
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) [Tswhane/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/

11. Session Leaders

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. 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. 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.

Professor Navnita Chadha Behera is Professor of International Relations at the Department of Political Science, University of Delhi. She has earlier served as Professor at the Nelson Mandela Centre for Peace and Conflict Resolution, Jamia Millia Islamia. She has been a Visiting Fellow at several institutions including University of Uppsala (2012), University of Bologna and the Central European University, Budapest (2010) The Brookings Institution (2001-2002) and University of Illinois at Urbana Champaign. (1997-1998). She has authored, co-authored and edited ten books and contributed to national and international research journals. Her research interests include International Relations theory, gender and critical perspectives on international security and international politics of South Asia specially issues of war, conflict and political violence particularly with reference to the Kashmir Conflict.

Manpreet Sethi

Dr Manpreet Sethi is an ICSSR Senior Fellow, affiliated to the Centre for Air Power Studies, New Delhi. Earlier she was Fellow, International Relations, Centre de Sciences Humaines, New Delhi (2008-2010) and research faculty with the Institute for Defence Studies and Analyses, New Delhi (1997-2001). Since completion of her PhD, she has focused on nuclear energy, strategy, proliferation, export controls, disarmament and BMD. Sethi is author of *Nuclear Strategy: India's March towards Credible Deterrence* (2009), *Argentina's Nuclear Policy* (1999) and numerous other publications, including nearly 80 articles and chapters in national and international journals and books. Sethi is a visiting lecturer at training establishments of Foreign Services Institute, Indian Armed Forces and Police. She was member of the Prime Minister's Informal Group on Current Relevance of the Rajiv Gandhi Action Plan. She is a regular participant in Track II diplomacy and Consultant, Nuclear Abolition Forum.

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 Jawarharlal 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.

Dr Devika Sharma is an Assistant Professor at the Department of Political Science, University of Delhi where she teaches papers on Theories of International Relations, International Political Economy, International Security and Indian Strategic Thought. She is also Book Reviews Editor of the South Asian Survey. She has worked in several research organisations in Delhi: The Energy and Resources Institute, the Confederation of Indian Industry and the Observer Research Foundation where, over a period of seven years, she has worked on issues ranging from energy security and climate change, India's trade and geopolitical relations, China's Western Development Strategy in Xinjiang and Tibet and China's relations with South and Central Asia. She received her Doctorate in International Politics from Jawaharlal Nehru University, New Delhi. Her thesis looked at the idea of space and territory in international politics and what deviations from 'Westphalian territoriality' have and could mean for the configuration of international politics.

Dr Radha Kumar is Director General of Delhi Policy Group. She was government-appointed interlocutor for Kashmir and professor of peace and conflict studies at Jamia Millia University. She has been involved in peace processes in Kosovo and India. She has published extensively on the subject.

Dr Ravni Thakur is professor of Chinese studies at Delhi University and a member of the foreign affairs committee of the ruling Congress Party. She specializes in Sino-Indian relations and China's internal political economy.