

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



PPMN50001 U21 Advanced International Study

South Asia: Regional Challenges and the International Context

Subject Guide 2018 Delhi Intensive

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

The LMS is an important source of information for this subject. Useful resources such as lecture/seminar notes 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: <https://accounts.unimelb.edu.au/manage>

1. Teaching staff details

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http://www.du.ac.in/du/uploads/Faculty%20Profiles/July2014/Political%20Science/Nov2014_Polsci_Navnita.pdf

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2. Subject Description and Overview

This subject explores changing understandings and practices of security 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 rise of China and its impact on security in South Asia; the security-development nexus; the interrelationship between environmental change, natural resources and conflict; the relationship between gender, conflict and security; the security implications of forced migration; and regional security governance. The subject has an interdisciplinary orientation, drawing upon Political Science, International Relations, and Development Studies, and combines specialised academic knowledge with insights from expert South Asian security practitioners.

3. Learning Objectives

Topic-specific

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

Transferable Skills

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

4. Subject Availability

The elective subject is offered as part of the University of Melbourne's participation in the Universitas 21 (U21) global network of leading research-intensive universities (see <http://www.universitas21.com/>). It is offered in collaboration with two other U21 partners: the University of Birmingham and the University of Delhi. The course will be run as an intensive teaching week at the University of Delhi, India, from 4 February to 9

February 2018. Due to the overseas delivery of this subject, enrolment is by application only and available to students in the following courses:

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

5. Subject Outline

- **Sunday 4 February**
 - Half-day Tour of Delhi
 - Evening: Welcome dinner and introductions (TBC)
- **Monday 5 February**
 - Session 1 (AM): Introduction: South Asia and the Regional Challenges
 - Pradeep
 - Session 2 (PM): SAARC: Regional Cooperation in South Asia
 - Pradeep
- **Tuesday 6 February**
 - Session 3 (AM): Gender Mainstreaming in Security: UNSC Resolution 1325
 - Jill
 - Session 4 (PM): Rise of China and Implications for the Indo-Pacific Region
 - Pradeep
- **Wednesday 7 February**
 - Session 5 (AM): The Security Challenges of Forced Migration

- Nasreen

Session 6 (PM): Interaction with scholars at the Australia India Institute, Delhi (AII@Delhi), on the subject: Non-traditional security threats in South Asia.

AII@Delhi is located at: B 3/70, Chaudhary Jhandu Singh Marg, Block B 3, Safdarjung Enclave, New Delhi. We will organise transport to travel to the Institute.

Evening Reception at the Australian High Commission for the University of Melbourne students (TBC)

• **Thursday 8 February**

Session 7 (AM) United Nations Peace Keeping and South Asia
- Jill

Session 8 (PM): State and Security/Insecurity Paradox in South Asia
- Navnita

• **Friday 9 February**

Session 9 (AM): The Rohingya Crisis: Exposing the Limitations of 'Responsibility to Protect.'
- Jill

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

• **Saturday 10 February** Free day for sightseeing (students may want to visit Agra to see the Taj Mahal)

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

6. Attendance Requirements

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

7. Assessment

Assessment type	Length	Percentage	Due Date (2018)
Group presentation	20mins+Q&A	10% (pass/fail)	Friday, 9 Feb (in class)
Individual learning log	1500 words	30%	Friday, 2 March
Research essay	3000 words	60%	Friday, 30 March

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

(i) GROUP PRESENTATION

Purpose

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

Organisation of groups

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

Task

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

Presentation Topics and Questions

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

Marking criteria

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

(ii) INDIVIDUAL LEARNING LOG

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

Purpose

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

While this is not formally self-assessment (i.e it is assessed by the subject coordinator), the self-reflection involved is an important element of student-centred learning and development, which 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 encouraged to be honest in your reflections and evaluations and will certainly not be penalised for making constructive criticisms about the teaching and learning processes; the latter is indeed central to critical self-reflection of learning.

Format and style

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

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

Task

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

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

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

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

Marking criteria

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

(iii) RESEARCH ESSAY

Each student will also submit a research essay of 3,000 words approximately 6 weeks after the end of the intensive week in Delhi (see above for the exact deadline). Students can 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).
- 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

Intensively-Taught Subjects

Attendance at all Lectures, Seminars and Workshops throughout the subject's intensive teaching period is compulsory. If a student does not meet the seminar attendance hurdle requirement s/he will fail that subject with an NH grade.

Submission of Assessment

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

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

Style Guides, Essay/Report Writing Guides

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

Extension Policy and Late Submission of Work

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

Students are able to negotiate short or long-term extensions with the subject coordinator. Extensions are not granted after due dates have passed. An extension of time after a deadline has passed will be given usually only for a reason that falls within the guidelines for Special Consideration. A specific date will then be agreed upon and enforced unless evidence for additional Special Consideration is produced. To apply for an extension, students must complete an Assignment Extension Request form available from the School office (and from the relevant 'areas of study' sections in the School's website) and submit it to the School office (along with any supporting documentation where possible) prior to the submission date. Students will then be notified of the outcome of the application by their Tutor or Subject Coordinator either in person or by e-mail.

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

Penalty for Submission of Late Assessment

Undergraduate and Graduate Subjects

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

Word Limits

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

Double Marking of Work

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

Return and Feedback of Assessment

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

Appeals Against Awarded Grades / Request for Second Marking

Students who wish to appeal against a mark should contact the Subject Coordinator in the first instance. If the initial appeal is unsuccessful, students can make a case in writing to the Head of School within a month of the official release of results. The Head may dismiss the appeal if s/he believes the case for remarking has not been made, but a written response will be provided to the student. The Head may appoint a second examiner (bearing in mind that all failed work would be second marked as a matter of course) who will make an independent assessment of the work and provide a mark, grade and report. The Chair of Examiners will then act as the arbitrator of the appeal process, with access to the work, the student's letter of appeal and all examiners' reports. The original mark will then be confirmed or adjusted. Any reduction in grade as a result of an appeal will be reported to the Academic Board. Students retain the right of appeal beyond the School to the Associate Dean (Teaching and Learning) or the Dean of the Faculty of Arts, and

beyond that to the Academic Board. It should be noted that such appeals will only address procedural matters and not questions of academic judgement.

Access to Marks and Component Marks

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

Special Consideration

Students can apply for [Special Consideration](#) via myunimelb. 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. 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 [Stop 1](#).

For further information on Special Consideration, please refer to the following link:

<http://students.unimelb.edu.au/admin/special>

<https://policy.unimelb.edu.au/MPF1326#section-4.31>

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>

Academic Integrity

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 academic misconduct detected by assessors will be followed up, and any students involved will be required to respond via the School and/or University procedures for handling academic integrity. For more information and advice about how to avoid plagiarism, see the University's Academic Integrity page: <http://academicintegrity.unimelb.edu.au/>

Student Academic Integrity Policy (MPF1310):
<https://policy.unimelb.edu.au/MPF1310>

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://services.unimelb.edu.au/academicsskills/all_resources#research-referencing

For further information, please refer to the School's **2018 SSPS Academic Programs Policy and Procedure Guidelines** document, provided on all SSPS subject LMS sites, and the **Melbourne Policy Library** website: <http://policy.unimelb.edu.au/>

9. Sessions and Required Readings

Session 1 Introduction: South Asia and the Regional Challenges

Dr Pradeep Taneja, The University of Melbourne

This opening session will sketch out the complexities of South Asia as a region and 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:

- '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)
- Edward Newman (2010), 'Critical human security studies', *Review of International Studies* 36: 77-94.
- 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.
- Akhil Gupta (2015), 'Is poverty a security threat?', in Ananya Roy and Emma Shaw Crane (eds.), *Territories of Poverty: Rethinking North and South*, Athens and London: The University of Georgia Press, 84-102.

Further reading:

- Paul Jackson (2015). 'Introduction – security and development', in Paul Jackson (ed), *Handbook of International Security and Development*, Cheltenham: Edward Elgar, 1-16.
- Monika Barthwal-Datta, Soumita Basu (2017). 'Reconceptualizing regional security in South Asia: A critical security approach', *Security Dialogue*, Vol 48, Issue 5, pp. 393 – 409. <https://doi.org/10.1177/0967010617717619>

Session 2 SAARC: Security and Cooperation in South Asia
Dr Pradeep Taneja, The 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.

Questions to consider

- What is regional integration?
- What have the South Asian countries done to advance regionalism?
- What are the main challenges facing the development of regional economic and security cooperation in South Asia?
- Is the India-Pakistan conflict responsible for the slow progress of regionalism in South Asia?
- Does India's size vis-à-vis other South Asian states hinder or help regional cooperation?

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.

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Session 3 *Gender Mainstreaming in Security: UNSC Resolution 1325*
Dr Jill Steans, University of Birmingham

On 31 October 2000, the Security Council adopted the landmark Security Council resolution UNSCR 1325. The document urges the mainstreaming of gender in the armed conflict and security side of the UN by developing an agenda for women's concerns in post-conflict contexts. UNSCR 1325 articulates a clear statement of the standard expected for integrating a gender perspective into all peace operations, urges increased female participation in all post-conflict and peacekeeping processes and for the development and implementation of measures to address post-war violence against women. Initially lauded as a document that embodied radical possibilities for a reconsideration of how the UN practices security, seventeen years on commentators are divided on the significance and efficacy of the resolution in practice. In this session, we will examine the provisions of the document, consider some case studies of the application of UNSCR 1325 in practice and consider current debates in the academic literature on the resolution.

Questions to Consider:

1. What is gender mainstreaming?
2. How has the United Nations Security Council 'mainstreamed' gender?
3. Are the disappointments of UNSCR 1325 best explained in terms of the discourse/language and framing of 'gender' within the resolution? Or do we need to consider structural factors and institutional contexts?
4. What is the relevance and what are the limitations of the UN Resolution as a tool for social and policy change in South Asia, (India particularly)?

Required Reading

Watch Professor Jacqui True on UNSCR 1325
<https://www.youtube.com/watch?v=dvsj7D50X1s>

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Asha Hans and Swarna Rajagopalan (2016) (eds.) *Openings for Peace: UNSCR 1325, Women and Security in India*, London: Sage.

Soumita Basu 'Weakest "P" in the 1325 Pod?: Realizing Conflict Prevention through UN Security Council Resolution 1325', *International Studies Perspectives*, 18: 1, 2017 (with Catia C. Confrontini).

Soumita Basu 'The Global South Writes 1325 (Too)', *International Political Science Review*, 37: 3, 2016.

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Soumita Basu 'The UN Security Council and the Political Economy of the WPS Resolutions', *Politics & Gender*, 13:4, 2017.

Soumita Basu 'Civil society actors and the implementation of Resolution 1325 in India' in Asha Hans and Swarna Rajagopalan (eds.) *Openings for Peace: Women and Security India and '1325'*, New Delhi: SAGE, 2016.

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Hudson, Natalie Florea (2010) *Gender, Human Security and the United Nations: Security Language as a Political Framework for Women*. Routledge: London, 153.

Shepherd, Laura J. and Jacqui True (2014) 'Australia on the United Nations Security Council: progressing the Women, Peace and Security agenda' *Australian Journal of International Affairs*, 66, (3), 253-256.

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Republic of Serbia (2011) *National Action Plan to implement UNSCR 1325 in the Republic of Serbia (2010-2015)*. Belgrade.

Shepherd, Laura J (2014) 'Unlucky for some? Year 13 of the "Women Peace and Security" agenda' Blogpost. <http://wpsac.wordpress.com/2014/03/06/triskaidekaphilia-2013-and-the-two-new-women-peace-and-security-resolutions/> (last accessed 1 August 2014).

Shepherd, Laura J. (2011) 'Sex, security and superhero(in)es: from 1325 to 1820 and beyond', *International Feminist Journal of Politics*, 13, (4), 504-521.

Session 4 Rise of China and Implications for the Indo-Pacific Region

Dr Pradeep Taneja, The 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 reading

- Amitav Acharya, 'Power Shift or Paradigm Shift? China's Rise and Asia's Emerging Security Order' *International Studies Quarterly* (2014) 58, 158–173.
- Rory Medcalf and Ashley Townshend (2012) 'India and China: Competitive coexistence in the Asian Century', in Amitendu Palit and Gloria Spittel (eds.), *South Asia in the New Decade: Challenges and Prospects*, Singapore: World Scientific, 1-27.
- H. V. Pant (2009), 'A Rising India's Search for a Foreign Policy', *Orbis*, Vol. 53:2, Spring, pp. 250-264.

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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 5 The Security Challenges of Forced Migration

Dr Nasreen Chowdhory, Delhi University

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

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)

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.

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.

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.

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

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

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.

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 6 Non-traditional Security threats in South Asia

For this session we'll visit Australia India Institute, Delhi - a think tank - and interact with in-house and/or invited specialists

Questions to consider

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

Required reading

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

Suggested further reading

Environment

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

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

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

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

Climate Change

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Session 7 United Nations Peace Keeping and South Asia

Dr Jill Steans, University of Birmingham

This session will examine the role that UN peacekeeping missions are designed to play in deterring and ending conflicts and assisting in the realisation of international peace and security. The session will further examine the evolution of peacekeeping missions since 1948, the successes and failures in UN peacekeeping and the growing role of privatize military security companies in peacekeeping contexts. The contribution of South Asian peacekeepers to missions around the world will also be explored in some depth.

Questions to Consider

- What is UN Peacekeeping?
- What have been the successes and failures of UN Peacekeeping missions?
- What specific criticisms of UN peacekeeping have been raised by feminist commentators?
- Why have Bangladesh, Pakistan and India been enthusiastic contributors to peacekeeping missions?

Required Reading

Bellamy, Alex J., Paul Williams, and Stuart Griffin (2004) *Understanding Peacekeeping*. Cambridge, UK: Blackwell.

Soumita Basu 'South Asian Peacekeeping: Regional Possibilities', *The Round Table: Commonwealth Journal of International Affairs*, 106: 1, 2017.

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Fabian, Larry L (1971) *Soldiers without Enemies: Preparing the United Nations for Peacekeeping*. Washington, DC: Brookings Institution.

Fortna, Virginia Page (2008) *Does Peacekeeping Work? Shaping Belligerents' Choices after Civil War*. Princeton, NJ: Princeton University Press.

Harrington, Carol 'The Politics of Rescue: Peacekeeping and Anti-Trafficking Programmes in Bosnia-Herzegovina and Kosovo', *International Feminist Journal of Politics*, 7, 2 (2005), 175–206.

Hillen, John (1998) *Blue Helmets: The Strategy of UN Military Operations*. Washington, DC: Brassey's.

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Ling, Lily H. M., and Anna A. Agathangelou 'Desire Industries: Sex Trafficking, UN Peace-Keeping and the Neo-Liberal World Order', *Brown Journal of World Affairs*, 10, 1 (2003), 133–48.

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Session 8 State and Security/Insecurity Paradox in South Asia

Professor Navnita Behera, Delhi University

State is ubiquitously considered to be a 'provider' of security for all its citizens but in many parts of South Asia, as indeed elsewhere, the state can also be a source of causing insecurity for certain segments of its populace. This session will discuss various facets of this paradox by interrogating the political character of the state and understanding its relationship with its populace from different vantage points. First refers to situations where states are in a violent confrontation with a section of its social groups that have politically mobilized their identities—ethnic, religious, linguistic or regional—to demand a share in the state power or an outright secession. Second will discuss those scenarios where state's pursuit of development goals comes at a cost of depriving certain communities their homes, lands and livelihoods. Finally, the session would discuss the feminist debates on citizenship and the patriarchal character of the state that becomes a source of insecurity for its female citizens as indeed other marginalized segments of its populace.

Questions to consider:

1. Should the state be viewed as a benign and neutral actor in understanding the security dilemmas of its populace?
2. What do you understand by the political character of the state?
3. In what ways, if at all, have the states in South Asia replicated the essential features of the Westphalian state and in what ways, are these states undergoing the process of re-making their state structures?
4. Can the development goals for a state be different from that of its populace? What trajectories are they following and for whose benefit?
5. How are the states in South Asia gendered in their character? What implications does this have for the security of its female citizens?

Required Reading

Chapter 1, "Discourses on Security: A Contested Terrain," in Navnita Chadha Behera, ed., *State, People and Security: The South Asian Context*, New Delhi: Har-Anand, 2002, pp. 11-66.

L.I. Rudolph and J.K. Jacobsen, "Framing the Inquiry: Historicizing the Modern State," in L.I. Rudolph and S.H. Rudolph, *Explaining Indian Democracy A Fifty Year Perspective, 1956-2006: The Realm of Institutions: State Formation and Institutional Change*, New Delhi, OUP, 2008, pp. 120-138.

Farida Shaheed, "Women, State and Power: The Dynamics of Variation and Convergence Across East and West," in Neelam Hussain et al., eds., *Engendering the Nation-state*, Lahore: Simorgh, 1997, pp, 53-78.

Dipak Gyawali, "Pluralist Politics Under Monistic Design: Water Accords in South Asia," in Ranabir Samaddar and Helmut Reifeld, eds., *Peace as Process:*

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Imtiaz Ahmed, *The Efficacy of the Nation-State in South Asia*, A monograph, Colombo: ICES.

Ayesha Jalal, *Democracy and Authoritarianism in South Asia*, New Delhi: Foundation Books, 1995.

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Abbas Rashid, "Pakistan: The Ideological Dimension," and Zafaryab Ahmed, "Maudoodi's Islamic State," in Mohammad Asghar Khan, ed., *Islam, Politics and the State*, New Delhi: Selectbook Service, pp. 69-113.

Mohammad Waseem, *Politics and the State in Pakistan*, Islamabad: National Institute of Historical and Cultural Research, 1994, pp. 6-131.

(For India):

Rajni Kothari, *Rethinking Democracy*, New Delhi: Orient Longman, 2005, pp. 30-88.

Ashis Nandy, "The Ideology of the State in India," in Ponna Wignaraja and Akmal Hussain, eds., *The Challenge in South Asia: Development, Democracy and Regional Cooperation*, New Delhi: Sage, 1989, pp. 315-325.

Chapter Two, "Democratic Culture and Images of the State: India's Unending Ambivalence," in Ashis Nandy, *Time Warps: Silent and Elusive Pasts in Indian Politics and Religion*, New Brunswick: Rutgers University Press, 2002, pp. 36-60.
Atul Kohli, "Crisis of Governability," in Sudipta Kaviraj, ed., *Politics in India*, New Delhi: OUP, 1997, pp. 383-394.

Chapter 3 on "Antinomies of Secularism: The Indian Career of the Concept," in Aditya Nigam, *The Insurrection of Little Selves: The Crisis of Secular-Nationalism in India*, New Delhi: OUP, 2006, pp. 139-175.

Juan J. Linz et al., "Nation State or State Nation? India in Comparative Perspective," in K. Shankar Bajpai, ed., *Democracy and Diversity: India and the American Experience*, New Delhi: OUP, 2007, pp. 50-106.

Madav Gadgil and Ramachandra Guha, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, London: Routledge, pp. 9-97.

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Alia Riaz, *State, Class & Military Rule: Political Economy of Martial Law in Bangladesh*, Dhaka: Nadi Press, 1994, pp. 116-258.

Amena Mohsin, *The Politics of Nationalism*, Dhaka: University Press Ltd, 1997, pp. 1-75.

Rounaq Jahan, *Bangladesh Politics: Problems and Issues*, Dhaka: University Press Ltd, 2005, pp. 1103-1117.

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Session 9 The Rohingya Crisis: Exposing the Limitations of ‘Responsibility to Protect.’

Dr Jill Steans, University of Birmingham

Humanitarian Intervention (HI) is coercive action by one or more states involving the use of armed force in another state without the consent of its authorities (Roberts, 1996). The purpose of HI is to protect other countries’ people against genocide and to prevent widespread suffering or death among the inhabitants. HI gives rise to numerous questions regarding the status of HI in international law, the implications for the principles/norms of sovereignty and non-interference and the principle of prohibition against the use of force in international relations. Arguments for humanitarian intervention are made on the grounds that the international community has a moral obligation to protect human rights and intervene in humanitarian crisis in cases where the sovereign state is manifestly failing to fulfil its duty to protect its own citizens.

The *Responsibility to Protect Doctrine* (R2P) emerged in the wake of mass atrocities committed against civilian populations in Rwanda and Bosnia in the mid-1990s and was endorsed by UN member states at the UN World Summit in 2005. The three pillars for practice of R2P are: i. States bear responsibility to protect their own populations; ii. The international community has an obligation to help states fulfil this responsibility; iii. The international community’s has a responsibility to take timely and effective measures when a state is manifestly failing in its R2P. R2P has proved controversial. In this session, we will:

- Draw upon major strands of International Relations Theory to examine the case for and against humanitarian intervention
- Interrogate the development of R2P since the 1990s
- Critically examine the failures of R2P, notably in Syria
- Consider current discussions on R2P in the light of manifest failure to take action in the Rohingya Crisis.

Required Reading

General

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Hilary Charlesworth ‘Feminist Reflections on Responsibility to Protect’, *Global responsibility to Protect*, 2, 3, 2010: 232-249.

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Rohingya Crisis:

Charli Carpenter '[Responsibility to Protect the Rohingya?](http://duckofminerva.com/2017/09/responsibility-to-protect-the-rohingya.html)' *Duck of Minerva*, September, 2017 (available at: <http://duckofminerva.com/2017/09/responsibility-to-protect-the-rohingya.html>. Accessed January, 2018)

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Ian G. Robinson and Iffat S. Rahman 'The Unknown Fate of the Stateless Rohingya', *Oxford Monitor of Forced Migration*, 2, 2, 2012: 16-20.

Benjamin Zawacki 'Defining Myanmar's Rohingya Problem', *Human Rights Brief* 18 (2012-2013): 18-25.

Session 10 Student group presentations

All students to attend. See Assessment section above for details.

10. Guide to Further Reading and Resources

○ Useful textbooks, monographs, edited volumes

- Bose, Sugata and Jalal, Ayesha (2017, 4th edition) *Modern South Asia: History, Culture, Political Economy*. New York: Routledge.
- Ayooob, Mohammed (1995) *The Third World Security Predicament: State Making, Regional Conflict, and the International System*. Boulder, CO: Lynne Rienner, 1995.
- Bellamy, Alex J. (2009) *Responsibility to Protect: The Global Effort to End Mass Atrocities*. Cambridge: Polity, 2009.
- Bellamy, Alex J; Bleiker, Roland; Davies, Sara E and Devetak, Richard (2007) *Security and the War on Terror*. Routledge, 2007.
- Booth, Ken (ed). (2005) *Critical Security Studies and World Politics*. Boulder, CO: Lynne Rienner, 2005.
- Booth, Ken. (2007) *Theory of World Security*. Cambridge: Cambridge University Press, 2007
- Booth, Ken and Wheeler, Nicholas J. (2008) *The Security Dilemma: Fear, Cooperation and Trust in World Politics*. Houndmills, Basingstoke, Hampshire: Palgrave MacMillan, 2008.
- Burgess, J Peter (ed). (2010) *The Routledge Handbook of New Security Studies*. Routledge, 2010.
- Burke, Anthony and McDonald, Matt (eds). (2007) *Critical security in the Asia-Pacific*. Manchester ; New York : Manchester University Press, 2007.
- Buzan, Barry; Waever, Ole and de Wilde, Jaap. (1998) *Security: A New Framework for Analysis*. Boulder, CO: Lynne Rienner, 1998.
- Buzan, Barry and Hansen, Lene. (2009) *The Evolution of International Security Studies*. Cambridge: Cambridge University Press, 2009.
- Collier, Paul (2009) *Wars, Guns, and Votes: Democracy in Dangerous Places*. New York: HarperCollins, 2009.
- Collins, Alan (ed). (2007) *Contemporary Security Studies*. Oxford: Oxford University Press, 2007.
- Dannreuther, Roland (2007) *International Security: The Contemporary Agenda*. Cambridge: Polity, 2007.

- Das, Gurdas (2012), *Security and Development in India's Northeast*, New Delhi: Oxford University Press.
- Doyle, Michael W (1997) *Ways of War and Peace: Realism, Liberalism, and Socialism*. New York: Norton, 1997.
- Doyle, Michael W (2006) *Making War and Building Peace: United Nations Peace Operations*. Princeton, N.J.: Princeton University Press, 2006.
- Etzioni, Amitai (2007) *Security First: For a Muscular, Moral Foreign Policy*, New Haven, Yale University Press, 2007.
- Fierke, Karin M. (2007) *Critical Approaches to International Security*. Cambridge: Polity, 2007.
- Hauss, Charles (2010) *International Conflict Resolution*, 2nd Ed. New York and London: Continuum, 2010.
- Hough, Peter. (2008) *Understanding Global Security*. 2nd Ed. London: Routledge, 2008.
- Kaldor, Mary (1999) *New and Old Wars: Organized Violence in a Global Era*. Cambridge: Polity, 1999.
- Kaldor Mary. (2007) *Human Security: Reflections on Globalization and Intervention*. Cambridge, UK ; Malden, MA : Polity, 2007.
- Katzenstein, Peter J (ed). (1996) *The Culture of National Security: Norms and Identity in World Politics*. New York: Columbia University Press, 1996.
- Kolodziej, Edward A (2005) *Security and International Relations*. Cambridge: Cambridge University Press, 2005.
- Krause, Keith and Williams, Michael C (1997) *Critical Security Studies: Concepts and Cases*. London: Routledge: 1997.
- Loader, Ian and Walker, Neil. (2007) *Civilizing Security*. Cambridge: Cambridge University Press, 2007.
- MacFarlane, S Neil and Khong, Yuen Foong (2006) *Human Security and the UN: A Critical History*. Bloomington, IN: Indiana University Press, 2006.
- Mauer, Victor and Dunn Cavelty, Myriam (eds). (2009) *The Routledge Handbook of Security Studies*. Routledge, 2009.
- Morgan, Patrick M (2006) *International Security: Problems and Solutions*. Washington, DC: CQ Press, 2006.

- Ogden, Chris (2014) *Hindu Nationalism and The Evolution of Contemporary Indian Security*, New Delhi: Oxford University Press.
- Pant, Harsh V. and Kanti Bajpai (2013), *India's National Security: A Reader*, New Delhi: Oxford University Press.
- Paris, Roland (2004) *At War's End: Building Peace After Civil Conflicts*. Cambridge: Cambridge University Press, 2004.
- Peoples, Columba and Vaughn-Williams, Nick. (2010) *Critical Security Studies: An Introduction*. Routledge, 2010.
- Robinson, Paul. *Dictionary of International Security*. Cambridge, UK; Malden, MA: Polity, 2008.
- Tadjbakhsh, Shahrbanou and Chenoy, Anuradha (2007). *Human Security: Concepts and Implications*. London and New York: Routledge, 2007.
- Terriff, Terry; Croft, Stuart; James, Lucy and Morgan, Patrick M (1999) *Security Studies Today*. Cambridge: Polity, 1999.
- Thakur, Ramesh. (2006) *The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect*. Cambridge, UK; and New York: Cambridge University Press, 2006.
- Tschirgi, Necla; Lund, Michael S and Mancini, Francesco (eds). (2010) *Security and Development: Searching for Critical Connection*. Boulder: Lynne Rienner, 2010.
- Westad, Odd Arne (2007) *The Global Cold War: Third World Interventions and the Making of Our Times*. Cambridge: Cambridge University Press, 2007.
- Williams, Paul (ed). (2008) *Security Studies: An Introduction*. Abingdon, Oxon; and New York: Routledge, 2008.

○ **Relevant Scholarly Journals**

(check library eJournal/Supersearch databases)

Security-specific or related:

- *International Security*
- *Security Dialogue*
- *Security Studies*
- *Survival*
- *Cooperation and Conflict*
- *Global Change, Peace and Security*
- *Journal of Conflict Resolution*
- *International Peacekeeping*
- *Journal of Intervention and Statebuilding*
- *Human Security Journal*
- *Conflict, Security & Development*
- *Global Responsibility to Protect*

- *Critical Studies on Terrorism*
- *Perspectives on Terrorism*
- *Terrorism & Political Violence*
- *Studies in Conflict & Terrorism*
- *Contemporary Security Policy*
- *European Security*
- *Defence and Security Analysis*
- *Armed Forces and Society*
- *Conflict Management and Peace Science*
- *Journal of Peace Research*

International Relations general:

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

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

Institute of Peace and Conflict Studies (IPCS) [Delhi]

<http://www.ipcs.org/>

Institute for Defence Studies and Analysis [Delhi]

<http://www.idsa.in/>

Indian Council of World Affairs (ICWA) [Delhi]

<http://www.icwa.in/>

Centre for Asian Strategic Studies – India (CASS-India) [Delhi]

<http://links.leocen.com/casindia/AboutUs.aspx>

Delhi Policy Group

<http://www.delhipolicygroup.com/index.php>

Centre for Policy Research [Delhi]

<http://www.cprindia.org/>

Observer Research Foundation

<http://www.orfonline.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.]
<https://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]
<https://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.affiniscap.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/>