



IRPG854

War and Violence in World Politics

S3 Day 2017

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff

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not available for S3 unit - contact Conor Keane

Conor Keane

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Credit points

4

Prerequisites

Admission to MIntRel or PGDipIntRel or MIntCommMIntRel or MIntBusMIntRel or MIntRelMIntTrdeComLaw or MTransInterMIntRel or GradCertIntRel or GradDipIntRel

Corequisites

Co-badged status

Unit description

In spite of the rapid spread of globalisation and the cross-border interaction of non-governmental actors, international relations are still dominated by states. The states are military organisations structurally geared to resolve conflicts by the use of organised violence, ie their military. Apart from states, other groups – both clandestine terrorist groups and mass political movements – use organised violence in the international arena. This unit will address the question: what conflicts in the international area are most likely to lead to violence? In other words, what is so attractive about violence as a means of conflict-resolution? In an attempt to answer these questions, the unit will examine theoretical approaches to the problem of violence in international conflicts as well as different case studies of interstate warfare (World War II, Iran-Iraq war), international terrorism (Al-Queda, PLO) military and humanitarian intervention in civil wars and secessionist conflict (Kosovo, Rwanda, Afganistan).

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- an understanding of important recent cases of use of violence in war
- an understanding of recent theories of war in international relations and a capacity to apply these theories to particular cases
- a capacity to critically assess the ends and means of the use of violence in international relations
- an ability to undertake independent research in this field
- a capacity to communicate effectively in both written work and oral presentations. This involves being able to identify and organise knowledge in the field and to be able to formulate persuasive, coherent, and critical arguments
- an ability to work collaboratively with one's peers on common projects in this field

General Assessment Information

Research essay is the most challenging assessment in the unit and those students who have inadequate essay writing skills should seek additional training and help with their writing skills. The University offers a wide variety of academic writing workshops both for undergraduates and postgraduates as well as other types of support in this area (see under Student Support, Policies and Procedures below). You are strongly recommended to take those workshops, in particular if you are not a native speaker of English. Students who have inadequate writing skills in English are most likely to fail in this unit.

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Tutorial presentation</u>	10%	No	each student chooses a topic
<u>Short paper</u>	10%	Yes	17 December
<u>Research essay</u>	45%	No	29 January 2017
<u>Class Test</u>	20%	No	second day in class session
<u>Class participation</u>	15%	No	during class sessions

Tutorial presentation

Due: **each student chooses a topic**

Weighting: **10%**

Each student will a presentation in class of approximately 15 to 20 minutes, addressing a specific issue or question taken from one the ten seminar topics (the first seminar is excluded). The presentation should aim at starting a discussion in class and it should be concise, coherent and focused. You can use contemporary examples in your discussion of the relevant topic. For example, you can discuss in class an opinion or analysis article from a reputable media source (website, newspaper, journal article etc). You should include a powerpoint presentation and engage with the class by asking your peers questions or designing a group activity.

The evaluation of the oral presentation will be based on the level and quality of information that it provides and its internal coherence. Be sure to put forward a critical opinion and engage with the class via questions or other activities.

On successful completion you will be able to:

- a capacity to communicate effectively in both written work and oral presentations. This involves being able to identify and organise knowledge in the field and to be able to formulate persuasive, coherent, and critical arguments
- an ability to work collaboratively with one's peers on common projects in this field

Short paper

Due: **17 December**

Weighting: **10%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

The paper of 1000 words will be written in response to one of the questions below (also included on ilearn). The paper should be written only on the basis of lecture content and required readings. Additional research is acceptable, but not required. This assessment aims to test your comprehension of the concepts employed in the unit.

The writing and research skills required for writing this paper are not onerous when compared to the research essay.

The questions are as follows:

- 1 How does Jack S. Levy analyse war? Summarise his views and apply them briefly to one war from the 20th or 21st century (excluding the Falklands war).
- 2 What are the principal **structural** causes of civil or intra-state war? (See Jack S. Levy and William R. Thompson, *Causes of War*, pp. 55-64) Analyse one case of intra-state war (but not any one analysed in the lecture) and attempt to identify the principal structural causes of that particular war.
- 3 Why is territory (that is, the occupation of territory) one of the main causes of war? Include reference to the arguments put forward by P. Hensel in "Charting a course to conflict: Territorial issues and interstate conflict, 1816–1992" *Conflict Management and Peace Science*, 15 (1996), pp. 43–73.

On successful completion you will be able to:

- a capacity to critically assess the ends and means of the use of violence in international relations
- a capacity to communicate effectively in both written work and oral presentations. This involves being able to identify and organise knowledge in the field and to be able to formulate persuasive, coherent, and critical arguments

Research essay

Due: **29 January 2017**

Weighting: **45%**

The research essay needs to be written in reply to ONE of the essay questions which will be posted on ilearn.

Length: 2500 words (**excluding** footnotes and bibliographies). The essay should be based on research using secondary and/or primary sources. For this purpose it is highly recommended that you read beyond that required within the required readings and the recommended text.

The essay **has** to follow the essay writing guide posted on ilearn. In addition, you should make use of any writing workshops and resources available through the University Student support.

The essay will be marked according to the Marking Rubric posted on ilearn.

The essay needs to be uploaded by due date using the Turnitin facility on the unit web page by 10 pm on the due date.

On successful completion you will be able to:

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Class Test

Due: **second day in class session**

Weighting: **20%**

The one hour test will cover all the topics covered in this unit. You will chose two questions out of several and answer them in the form of short essay (not more than 300 words each). The aim is to test your comprehension of the principal topics and your ability to apply the concepts introduced in the course to the issues discussed in the course. The test aims to test **not** the ability to memorize dates and events (only a limited memory of those is needed) but the ability to offer a coherent account of theoretical approaches and relevant case-studies. The questions will be based on the required readings and lectures only.

This is a closed book test: only printed language dictionaries will be allowed in the class.

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Class participation

Due: **during class sessions**

Weighting: **15%**

Since this is a flipped unit, participation of students in all sessions is essential. For this purpose students have to attend all classes. In class students will be sometimes given group tasks and at times will be asked questions to answer in a discussion. Participation in the performance of these tasks will be assessed on the scale of 0 to 15.

On successful completion you will be able to:

- a capacity to communicate effectively in both written work and oral presentations. This involves being able to identify and organise knowledge in the field and to be able to formulate persuasive, coherent, and critical arguments
- an ability to work collaboratively with one's peers on common projects in this field

Delivery and Resources

This is a flipped unit: all lectures are video taped and available on the iLearn page. Students are to access the lectures prior coming to the classes in January. Each lecture has the required readings assigned which are available through e-reserve in the Library. Student have to be familiar with the lecture content and the required readings in order to complete two assessments: the short paper and the class test (in class).

Each lecture ends with a list of questions from this lecture which will be discussed in class. Students need to come to class prepared to discuss the listed questions.

Class sessions will be delivered in the form of seminars and tutorials involving student oral presentations, specific task activities and general discussion of various topics from the lectures, including the questions listed at the end of the lectures .

There is no single textbook. The book that is used most often is in the required readings is:

Leashing the Dogs of War: Conflict Management in the Divided World. Edited by Chester A. Crocker, Fen Osler Hampson and Pamela Aall. United States Institute of Peace Press, 2008.

A separate list of sources for the research essay will be posted on the unit iLearn page.

Unit Schedule

The following is the list of the lecture topics. Each of those topics has required readings, the list of which will be posted on the unit iLearn page. You are asked to read the required texts before

listening to the lecture.

Introductory lecture: "flipped classroom" as a model for this unit

1	War as a form of collective political violence
2	How to analyse wars: levels of analysis
3	Intra-state conflict: civil wars (Sri Lanka, Kosovo, Islamic State)
4	Contest over territory. Case studies: World War II, Iraq-Iran war (1980)
5	War over territory: theoretical approaches
6	Causes of inter-state wars: theoretical approaches
7	Rivalry as a cause of war: case studies - World War I and Korean War
8	To change a regime: recent wars in Iraq and Afghanistan
9	Internal causes of inter-state wars: making states and failing states
10	"Humanitarian wars": military intervention for humanitarian causes
11	New technologies of warfare: Revolution in Military Affairs (RMA)

Learning and Teaching Activities

Flipped classroom

Flipped classes are those where the lectures are replaced with pre-recorded videos or written lectures. These are then discussed online or in class. The videos include clips of documentaries which students need to watch and comment on as well as introductory lectures.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

For the attention of all!

Students should note that any request for extension or special consideration should go through the Special Consideration procedure outline above and not through the convenor of the unit.

Students should note that all assessments are compulsory and that the failure to complete an assessment would lead to the fail mark for the entire unit.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://stu>

dents.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- an understanding of important recent cases of use of violence in war
- an understanding of recent theories of war in international relations and a capacity to apply these theories to particular cases
- a capacity to critically assess the ends and means of the use of violence in international relations
- an ability to undertake independent research in this field
- a capacity to communicate effectively in both written work and oral presentations. This

involves being able to identify and organise knowledge in the field and to be able to formulate persuasive, coherent, and critical arguments

Assessment tasks

- Tutorial presentation
- Research essay
- Class Test
- Class participation

Learning and teaching activities

- Flipped classes are those where the lectures are replaced with pre-recorded videos or written lectures. These are then discussed online or in class. The videos include clips of documentaries which students need to watch and comment on as well as introductory lectures.

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- an understanding of important recent cases of use of violence in war
- an understanding of recent theories of war in international relations and a capacity to apply these theories to particular cases
- an ability to undertake independent research in this field

Assessment tasks

- Tutorial presentation
- Short paper
- Research essay
- Class Test

Learning and teaching activities

- Flipped classes are those where the lectures are replaced with pre-recorded videos or written lectures. These are then discussed online or in class. The videos include clips of documentaries which students need to watch and comment on as well as introductory lectures.

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- an understanding of recent theories of war in international relations and a capacity to apply these theories to particular cases
- a capacity to critically assess the ends and means of the use of violence in international relations
- an ability to undertake independent research in this field

Assessment tasks

- Tutorial presentation
- Short paper
- Research essay
- Class Test

Learning and teaching activities

- Flipped classes are those where the lectures are replaced with pre-recorded videos or written lectures. These are then discussed online or in class. The videos include clips of documentaries which students need to watch and comment on as well as introductory lectures.

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- an understanding of recent theories of war in international relations and a capacity to apply these theories to particular cases
- a capacity to critically assess the ends and means of the use of violence in international

relations

- an ability to undertake independent research in this field
- an ability to work collaboratively with one's peers on common projects in this field

Assessment task

- Research essay

Learning and teaching activity

- Flipped classes are those where the lectures are replaced with pre-recorded videos or written lectures. These are then discussed online or in class. The videos include clips of documentaries which students need to watch and comment on as well as introductory lectures.

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- a capacity to communicate effectively in both written work and oral presentations. This involves being able to identify and organise knowledge in the field and to be able to formulate persuasive, coherent, and critical arguments

Assessment tasks

- Tutorial presentation
- Short paper
- Research essay
- Class Test
- Class participation

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- an understanding of important recent cases of use of violence in war
- a capacity to critically assess the ends and means of the use of violence in international relations
- an ability to work collaboratively with one's peers on common projects in this field

Assessment task

- Research essay

Changes from Previous Offering

Introduction of flipped classrooms and changes in the content of several standard lectures.

Academic honesty : some problems in the past

It is obligatory for you to read carefully the University Academic Honesty Policy at: http://mq.edu.au/policy/docs/academic_honesty/policy.html. If in any doubt whether you are following the academic honesty policy, please contact the unit convenor or MIR convenor before submitting your work. Sometimes students breach the rules of academic honesty policy unintentionally (without intention of breaching them) simply because they are not clear as to what the rules are.

There were several cases in the past in which students were penalized - including failing the whole unit - for the following offenses:

- Submitting an essay or a take home examination/test written by someone else (whether paid or unpaid)
- Copying paragraphs, sentences or clauses from books/journals or from web pages without quotation marks and without the proper acknowledgement of the source. This is also passing the work of someone else as your own.
- Copying parts of your own essay/examination already submitted in another course. The assessment you submit for this unit must be written for this unit only and cannot contain parts of what you have written for another unit.

Any part of your assessment that is not written by you or is written for another unit, without proper acknowledgement of the source and without using quotation marks to distinguish it from your own work, will not be assessed (because it was not written for this unit) and your over-all mark will reflect this. This kind of offense may be also reported to the Faculty Academic Honesty Committee.