

Violence and Security: Paradigms & Debates

Title Course

Violence and Security: Paradigms & Debates

Course Catalogue Number

73220041FY

Credits

6 EC

Entry requirements

42 EC of first year

Instruction language

English. Dutch language students are allowed and may submit their assignments in Dutch.

Time Period(s)

2021-2022, semester 2, period 5.

Location

See <https://rooster.uva.nl/>

Lectures, Livestreaming, and Recordings

For an optimal learning experience and outcome, we expect all students to attend all lectures for the course when possible. Lectures will be in-person. Students are expected to actively listen and critically engage, which means formulating questions to the lectures and discussing the content of the lectures with their peers during moments of group discussion in class.

Lecture recordings will also be made available on Canvas. Please **do not share video lectures beyond the Canvas environment** for reasons of privacy and intellectual property of the lecturers and the university.

Course Coordinator

Jamie March

Student Assistant

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Lecturer

Dr. Jessica Soedirgo
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Grading Team

Asma Balfaqih

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Covid-19

Covid-19 is still circulating. To mitigate risks as much as possible, I will be wearing an N95/FFP2 mask during all in person sessions. I am also fully vaccinated and boosted. I will be taking a self-administered Covid test (available through the Zelftest

Onderwijs <https://www.zelftestonderwijs.nl/>) twice a week. In the spirit of caring for each other, I hope that all who choose to take this class will also wear a mask (over mouth and nose) when in the classroom, will self-test before each class, and that everyone is fully vaccinated unless medically exempt.

If people have Covid symptoms, are otherwise ill, or have been directly exposed by covid-19, ***please do not attend lectures.*** All lecture recordings will be made available on Canvas and material will not have been missed.

Course Objectives & Learning Outcomes

Upon completing the course students:

- Will have gained knowledge and understanding of paradigms and approaches to the topics of interstate and intra-state security, conflict and violence;
- Understand both the causes and impacts of violence.
- Have learned to apply and reflect on political science paradigms and approaches to empirical cases.
- Have furthered their skills in analysis, critique and essay writing.

Course Content

This course provides a framework for understanding and analyzing conflict and security at both the international level and the domestic level. We will explore the factors that influence the occurrence of war and peace, as well as the effects that violence has. Students will engage with different theoretical approaches to explaining why political violence occurs. Cases studied will be from different parts of the world, including Asia, Latin America, Africa, and Europe. Through these case studies, students will gain tools to identify the assumptions, logical inconsistencies, and biases that are present in analyses of war and peace. Assignments and class materials are designed to provide students with theoretical and applied research skills.

Teaching methods/learning formats

Violence and Security consists of two weekly lectures that aim to provide an overview of the week's topic, help students understand the literature, and connect between the overall themes of the course. All students are required to read all **required readings** in advance of the lectures. Feel free to bring and raise questions concerning the readings to the lectures. Students are not expected to do the supplementary readings. Students are strongly advised to attend the lectures and take

notes as lecture material can be part of exam questions. However, see the contingency measures, p.2

Outside of lectures, students work on the group assignment and prepare for the exams.

Course Evaluations & Adjustments of the Course

This course was new in the Academic Year 2018-2019 and has been consistently reworked since then. I have made adjustments based on student evaluations and discussions with the teaching team.

- Video lectures are now made available through Canvas to all students to increase flexibility;
- More multimedia content will be incorporated into lectures;
- I have reduced the number of assessment moments and written assignments, as the pace of assignments was too high for students and graders. Assignments now have more depth and allow students to deepen their analytical and writing skills;
- Some readings have been updated and adjusted. The aim of the course is to offer a diverse set of readings and authors in terms of theoretical perspective, gender, and geographical background.

Manner & Form of Assessment

- **Group Assignment:** Film Clip/Mini-“Documentary”: For this group project, you will be asked to create a film clip (no more than 6 minutes) on a case of violence. Further details will be published in a separate document to be made available during the first week of class. **(25%)**
- **Multiple Choice Midterm (30%).** There will be a midterm that you will do on Canvas that covers the material from lectures and readings preceding the quiz (not including the material for the lecture on Ethnic Conflict). The midterm will consist of 30-40 multiple choice questions. You will have approximately 1 minute per question, with some grace time. The midterm will take place during class time, but you will complete it on your own personal computers.
- **Final Exam (45%).** There will be a final exam consisting of knowledge questions and essay questions. The final examination is scheduled for **June 2nd** and will be take-home and open book. You will have a full workday (9am-5pm) to complete the exam. You will not require more than 3 hrs to complete it.

Assessment scheme

Assessment form	Deadline	Weight (%)	Minimal grade (Yes/No)	Compensable (Yes/No)	Resit (Yes/No)
Group Assignment	April 21	25%	No	Yes	No
Midterm Exam	May 11	30%	No	Yes	No
Final Exam (Take home)	June 2	45%	Yes	No	Yes

Inspection of exams/assignments, feedback

- Students will receive written feedback on the group assignment via a Canvas Matrix and/or brief written comments.

- Students will receive feedback on the take home exam via a Canvas matrix.
- Please examine the feedback carefully and with self-reflection. If you strongly feel that the mark is not appropriate, it is possible to request a regrading via the course coordinator. A cool-off period of three days applies after the publication of the marks. In seeking a regrading, please note that your mark can go down as well as up. Requests for regrades must be accompanied by a paragraph explaining why you feel a mark was not appropriate.

Rules regarding Fraud and Plagiarism

General rules concerning Fraud and Plagiarism apply in full. See:

<http://student.uva.nl/en/content/az/plagiarism-and-fraud/plagiarism-and-fraud.html>

According to the UvA rules, plagiarism is taken to include:

- a. making use of or reproducing another person's texts, data or ideas without complete and correct acknowledgement of the sources;
- b. presenting the structure or central body of ideas taken from third-party sources as one's own work or ideas, even if a reference to other authors is included;
- c. failing to clearly indicate in the text – for instance by means of quotation marks or a particular layout – that literal or near-literal quotations have been included in the work, even if a correct reference to the sources has been included;
- d. paraphrasing the contents of another person's texts without sufficient reference to the sources;
- e. reproducing another person's audio, visual or test materials, or software or program codes without reference to the sources, and in doing so passing these off as one's own work;
- f. submitting a text that has previously been submitted, or is similar to a text that has previously been submitted, in the context of assignments for other courses;
- g. reproducing the work of fellow students and passing it off as one's own;
- h. submitting papers obtained from a commercial agency or written (whether or not for payment) by another person.

Please familiarise yourself thoroughly with UvA General rules concerning Fraud and Plagiarism

Specification workload

The time and effort students are expected to invest in the course comprises three main components:

- (1) Reading and reflecting on all core literature in advance of the lectures;
- (2) Attending lectures (twice a week) and engaging actively;
- (3) Working on assignments and preparing for the midterm and final.

Taken together these activities amount to up to 10-12 hours a week of active studying and they enable students to learn and engage with the material in order to realize the learning outcomes of the course.

Literature/materials

Required course readings will be made available on Canvas. Recommended readings will not be made available, but you may find them at the University library at <https://uba.uva.nl/home>.

Resources

Websites

A wide variety of online sources are available with interview with leading scholars, news and analysis concerning topical issues on Violence & Security. We list a few sources that you could use for research and further reading:

- OpenDemocracy: <https://www.opendemocracy.net/en/>
- E-International Relations: <https://www.e-ir.info/>
- Duck of Minerva: <http://duckofminerva.com/>
- Political Violence at a Glance: <http://politicalviolenceataglance.org>

Events

The University of Amsterdam has a lively programme of events, discussions, guest speakers and public seminars. Often, these include events with relevance to the themes of Violence & Security. We encourage you to make use of these opportunities, by keeping an eye on the website, subscribing to the newsletters or Twitter feeds of:

- SPUI25: www.spui25.nl
- Amsterdam Institute for Social Science Research (AISSR): www.aiissr.nl
- Amsterdam Center for European Studies (ACES): <http://aces.uva.nl/>

Date Final Grade

Given the continuing strains associated with the pandemic and enrolment, the deadline for grading has been extended from 15 working days to 20 working days. As such, the final grade will be communicated within 20 working days after the final exam.

Violence & Security: Paradigms & Debates
Program Overview 2021/2022

	Date	Theme	Lecturer	Deadlines
<i>Week 1: Key Concepts and Approaches</i>				
1.	April 6 (W 11:00-13:00)	Violence and Security: Concepts and Approaches	Jessica Soedirgo	
2.	April 7 (T 9:00-11:00)	Violence and State Formation	Jessica Soedirgo	
<i>Week 2: International Conflict</i>				
3.	April 13	Nuclear Weapons	Jessica Soedirgo	
4.	April 14	Democracy and War	Jessica Soedirgo	
<i>Week 3: International Cooperation and Peace</i>				
5.	April 20	The United Nations	Jessica Soedirgo	
6.	April 21	Peacebuilding	Jessica Soedirgo	Group Assignment Due
<i>Week 4: Gender and Conflict</i>				
	April 27	NO CLASS (King's Day)		
7.	April 28	Gender and Conflict	Guest lecturer: Meredith Loken	
<i>Week 5: Teaching Free Week</i>				
	May 4	NO CLASS		
	May 5	NO CLASS (Liberation Day)		
<i>Week 6: Midterm / Intrastate conflict (1)</i>				
8.	May 11	<i>No lecture</i>	Jessica Soedirgo	Midterm exam in class time slot
9.	May 12	Ethnic Conflict	Jessica Soedirgo	
<i>Week 7: Intrastate conflict (2) and Civilian Rescuing</i>				

10.	May 18	Genocide	Jessica Soedirgo	
11.	May 19	Civilian Rescue and Protection	Jessica Soedirgo	
<i>Week 8: Responsie College</i>				
12.	May 25	Responsie College: opportunities to ask questions in preparation for exam	Jessica Soedirgo	

Take home exam: Thursday, June 2nd – Exam released at 9am and should be submitted by 5pm on the same day. Late submissions will not be accepted unless you have a pre-approved accomodation. In such cases, you will have to write the make-up/resit which will be scheduled after final grades are released.

Violence & Security: Paradigms & Debates

Session 1 (April 6): Violence and Security: Concepts and Approaches

Questions & Goals

This session introduces the course topics and themes.

- What is political violence?
- What paradigms/approaches have been developed in order to understand and analyse political violence and conflict?
- What is the state of violence in the world today?

Required Readings

Therése Pettersson et al. 2021. "Organized violence 1989-2020, with a special emphasis on Syria." *Journal of Peace Research* 58(4): 809-825.

Amelia Hoover Green (2013). "How to Read Political Science: A Guide in Four Steps." <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>

Supplementary Readings

Stathis Kalyvas. 2003. "The Ontology of 'Political Violence': Action and Identity in Civil Wars." *Perspectives on Politics* 1(3): 475-494.

Paul Staniland. 2017. "Armed Politics and the Study of Intrastate Conflict." *Journal of Peace Research* 54(4): 459-467.

Francisco Gutierrez-Sanin and Elisabeth Jean Wood. 2017. "What Should We Mean by 'Pattern of Political Violence'? Repertoire, Targeting, Frequency, and Technique." *Perspectives on Politics* 15(1): 20-41.

Session 2 (April 7): Violence and State Formation

Goals / Questions

- Is violence and state formation linked?
- Is war necessary for the building of strong states?
- Does the impact of internal vs. external war matter for state formation?

Required Readings

Charles Tilly. 1985. "War Making and State Making as Organized Crime." In *Bringing the State Back In* edited by Peter B. Evans, Dietrich Rueschemeyer, and Theda Skocpol. Cambridge: Cambridge University Press, pp. 169-191.

Rachel A. Schwartz. 2020. "Civil War, Institutional Change, and the Criminalization of the State: Evidence from Guatemala." *Studies in Comparative International Development* 55: 381-401.

Supplementary Readings

Ian S. Lustick. 1997. "The Absence of Middle Eastern Great Powers: Political 'Backwardness' in Historical Perspective." *International Organization* 51(4): 653-683.

Miguel Centeno. 2002. *Blood and Debt: War and the Nation-State in Latin America*. University Park: The Pennsylvania University Press.

Dan Slater. 2010. *Ordering Power: Contentious Politics and Authoritarian Leviathans in Southeast Asia*. Cambridge: Cambridge University Press.

Session 3 (April 13): Nuclear Weapons

Goals / Questions

- What constrains the use and proliferation of nuclear weapons?
- What do leaders and ordinary people think about the use of nuclear weapons?

Required Readings

Nina Tannenwald. 1999. "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use." *International Organization* 53(3): pp. 433-468.

Vipin Narang. 2012. "What Does It Take to Deter? Regional Power Nuclear Postures and International Conflict." *Journal of Conflict Resolution* 57(3): 478-508.

Supplementary Readings

Keir A. Liber and Daryl G. Press. 2017. "The New Era of Counterforce: Technological Change and the Future of Nuclear Deterrence." *International Security* 41(4): pp. 9-49.

Fiona S. Cunningham and M. Taylor Fravel. 2019. "Dangerous Confidence? Chinese Views on Nuclear Escalation." *International Security* 44(2): 61-109.

Lisa Langdon Koch and Matthew Wells. 2021. "Still Taboo? Citizens' Attitudes toward the Use of Nuclear Weapons." *Journal of Global Security Studies* 6(3).

Session 4 (April 14): Democracy and War

Goals / Questions

- Does regime type explain the occurrence and intensity of war?
- Does democracy reduce interstate war?
- How does democracy impact how wars unfold?

Required Readings

Sebastian Rosato. 2003. "The Flawed Logic of Democratic Peace Theory." *American Political Science Review* 97(4): 585-602.

Benjamin A. Valentino, Paul K. Huth, and Sarah E. Croco. 2010. "Bear Any Burden? How Democracies Minimize the Costs of War." *The Journal of Politics* 72(2): 528-544.

Supplementary Readings

Mark Peceny, Caroline C. Beer, and Shannon Sanchez-Terry. 2002. "Dictatorial Peace?" *American Political Science Review* 96(1): 16-26.

Vipin Narang and Rebecca M. Nelson. 2009. "Who are these Belligerent Democratizers?: Reassessing the Impact of Democratization on War." *International Organization* 63(2): pp. 357-379.

Michael Mann. 2005. *The Dark Side of Democracy: Explaining Ethnic Cleansing*. Cambridge: Cambridge University Press.

Session 5 (April 20): The United Nations

Goals / Questions

- How did the United Nations come to be?
- What is the role of the United Nations in producing and maintaining order?
- What are some of the benefits and harms of UN involvement in conflict and development?

Required Readings

Lisa Hultman, Jacob Kathman, and Megan Shannon. 2014. "Beyond Keeping Peace: United Nations Effectiveness in the Midst of Fighting." *American Political Science Review* 108(4): 737-753.

Mara Pillinger, Ian Hurd, and Michael N. Barnett. 2016. "How to Get Away with Cholera: The UN, Haiti, and International Law." *Perspectives on Politics* 14(1): 70-86.

Supplementary Readings

Eva Bertram. 1995. "Reinventing Governments: The Promise and Perils of United Nations Peace Building." *Journal of Conflict Resolution* 39(3): 387-418.

Ramesh Thakur. 2002. *The United Nations, Peace, and Security: From Collective Security to Responsibility to Protect*. Cambridge: Cambridge University Press.

Michael Barnett. 2011. "Bringing in the New World Order: Liberalism, Legitimacy and the United Nations." *World Politics* 49(4): 526-551.

Session 6 (April 21): Peacebuilding and its Limits

Goals / Questions

- What is peacebuilding?

- What shapes the successes and failures of peacebuilding?
- What kinds of methods do political actors use to build peace?
- What do the critics of peacebuilding say?

Required Readings

Boutros Boutros-Ghali. January 1992. "An Agenda for Peace: Preventative Diplomacy, Peacemaking, and Peace-keeping." Report of the Secretary-General.
<https://digitallibrary.un.org/record/145749?ln=en>

Salma Mousa. 2020. "Building Social Cohesion between Christians and Muslims through soccer in post-ISIS Iraq." *Science* 369(6505): 866-870.

Supplementary Readings

Roger Mac Ginty. 2008. "Indigenous Peace-Making Versus the Liberal Peace." *Cooperation and Conflict* 43 (2): 139-163.

Roland Paris. 2010. "Saving Liberal Peacebuilding." *Review of International Studies* 36(2): 337-365.

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

Session 7 (April 28): Gender and Conflict (Guest Lecture: Dr. Meredith Loken)

Goals / Questions

- What does gender have to do with violence and security?
- How do gendered differences shape conflict dynamics?
- How does "seeing" gender increase our understanding of conflict processes?

Please be aware that some of the recommended and required readings cover topics of sexual violence.

Required Readings

Dara Kay Cohen. 2013. "Explaining Rape during Civil War: Cross-National Evidence (1980-2009)." *American Political Science Review* 107 (3): 461-477.

Meredith Loken and Anna Zelenz. 2018. "Explaining Extremism: Western Women in Daesh." *European Journal of International Security* 3(1): 45-68.

Supplementary Readings

Adam Jones. 2002. "Gender and Genocide in Rwanda." *Journal of Genocide Research* 4(1): 65-94.

Clémence Pinaud. 2020. "Genocidal Rape in South Sudan: Organization, Function, and Effects." *Human Rights Quarterly* 42(3): 667-694.

Rachel Jacobs. Forthcoming. "Married by the Revolution: Forced Marriage as a Strategy of Control in Khmer Rouge Cambodia." *Journal of Genocide Research*.

****Week 5 – Teaching Free Week****

Session 8 (May 11) : Midterm Exam (no lecture)

Session 9 (May 12): Ethnic Conflict

Goals / Questions

- What is ethnic violence?
- Why does ethnic violence occur?
- What are factors that make communal violence more likely or less likely?
- Why do ordinary people participate in communal violence?

Core Readings

V.P. Gagnon Jr. 1994/1995. "Ethnic Nationalism and International Conflict: The Case of Serbia." *International Security* 19(3): 130-166.

Ashutosh Varshney. 2001. "Ethnic Conflict and Civil Society: India and Beyond." *World Politics* 53 (3): 362-398.

Supplementary Readings

Roger Petersen. 2002. *Understanding Ethnic Violence: Fear, Hatred, and Resentment in Twentieth-Century Eastern Europe*. Cambridge: Cambridge University Press.

Lars-Erik Cederman, Andreas Wimmer, and Brian Min. 2010. "Why Do Ethnic Groups Rebel?: New Data and Analysis." *World Politics* 62(1): 87–119.

Kanchan Chandra. 2006. "What is Ethnic Identity and Does it Matter?" *Annual Review of Political Science* 9: 397-424.

Session 10 (May 18): Genocide

Goals / Questions

- What is genocide?
- What causes genocide? What transforms civil war/political violence/ethnic conflict into genocide?
- What drives people to kill?

Required Readings

Lee Ann Fujii. 2008. "The Power of Local Ties: Popular Participation in the Rwandan Genocide." *Security Studies* 17: 568-597.

Scott Straus. 2012. "Destroy Them to Save Us: Theories of Genocide and the Logics of Political Violence." *Terrorism and Political Violence* 24(4): 544-560.

Supplementary Readings

Barbara Harff. 2003. "No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955." *American Political Science Review* 97 (1): 57-73;

Benjamin Valentino, Paul Huth, and Dylan Balch-Lindsay. 2004. "Draining the Sea?: Mass Killing and Guerilla Warfare." *International Organization* 58(2): 375-407.

Geoffrey Robinson. *The Killing Season: A History of the Indonesian Massacres, 1965-1966*. Princeton: Princeton University Press.

Session 11 (May 19): Civilian Rescue and Protection

Goals/Questions

- Why do civilians engage in rescue or protection during war?
- How are some civilians able to resist and survive ?

Required Readings

Oliver Kaplan. 2013. "Protecting Civilians in Civil War: The Institution of the ATCC in Colombia." *Journal of Peace Research* 50(3): 351-367.

Robert Braun. 2016. "Religious Minorities and Resistance to Genocide: The Collective Rescue of Jews in the Netherlands during the Holocaust." *American Political Science Review* 110(1): 127-147.

Supplementary Readings

Kristen Renwick Monroe. 2008. "Cracking the Code of Genocide: The Moral Psychology of Rescuers, Bystanders, and Nazis during the Holocaust." *Political Psychology* 29(5): pp. 699-736.

Paul Di Stefano. 2016. "Understanding Rescuing During the Rwandan Genocide." *Peace Review* 28(2): 195-202.

Session 12 (May 20). Responsie College

This is an open session about the course material so that students can prepare for the take home exam. Please note that this session is *student-led*: it will only work if students bring specific questions to the meeting.