

**POLD41H3 - Topics in International Politics:  
War, Peace, and Security in International Politics**

**Time: Tuesday 5-7**  
**Location: MW223**

**Instructors**

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Office hours by appointment

**Course Description:**

Matters of war, peace, and security have been central to the study of international politics. However, the meaning and nature of these three phenomena has changed over time and remain hotly contested. What is war and why does it occur? What constitutes 'peace' and how can we best achieve it? Who is most deserving of security and what sources of threat are most dangerous? Should we be more concerned with the proliferation of nuclear weapons, war between great powers, or melting polar ice caps? Over the course of the 20<sup>th</sup> century, IR scholars have contributed important insights into these, and other related, questions. This course aims to take stock of and grapple with the varying answers given to these questions.

**Course Materials:**

No textbook will be used. Course readings will be made available through Blackboard or accessible through the library.

**Class Format:**

Each class will begin with a 20-25 minute lecture by one of the instructors, followed by a 10-15 minute response by the other instructor. The instructor's comments will be followed by a response from the students responsible for writing the seminar response paper for that week. Discussion will then be opened up to the class.

**Evaluation:**

- 15% Seminar response paper
- 15% Pet conflict paper
- 10% Map Quiz
- 5% Paper proposal presentation
- 10% Written Paper Proposal
- 25% Research Paper
- 20% Tutorial Participation

### **Seminar Response Paper:**

Each week one to two students will sign up to provide a 1-page summary of the week's readings and a 1-page critical assessment of the readings the following week. The student will outline strengths, weaknesses, and questions for discussion. The students will submit their papers via email to the instructors at least 24-hours in advance of the class. Your response paper should, at all times, speak to the assigned reading(s). Late submissions will be docked 2%

These response papers should clearly address the following questions:

- What is the main argument in the reading?
- What are some of the assumptions being made by the author(s)?
- Is this reading influenced by one of the paradigms in International Relations?
- What possible counterarguments might refute, weaken or otherwise undermine the argument?
- How do you see this argument shaping policy?
- Do you agree or disagree with the author(s)?

After the instructors conclude their lecture, these students will act as specialists on the week's readings and answer questions from the instructors and the class as well as posing their own questions. During the class we expect that students will not simply summarize the readings but will engage in critical reflection of the readings.

### **Map Quiz:**

In class two, students will write a quiz testing their knowledge of significant geographic locations (countries, cities, and major waterways) relevant to the study of war, peace, and security. Students will be given a list of 50 locations at the end of the first class, 25 of which they will be required to identify on a map.

### **Conflict Description Paper:**

At the beginning of the third week, each student will submit a 2-page paper describing a notable historic or on-going violent political conflict. This conflict can be either inter-state or intra-state. The paper must address the following questions: 1) what are the origins of conflict?; 2) who are the key actors?; 3) what is the international involvement in the conflict?; 4) what are the conflict's notable events? 5) what attempts have been made at conflict resolution?; 6) and what is the current status of the conflict? The aim of this exercise is to have students develop a familiarity with at least one conflict that they can use to illustrate and explore various theoretical approaches throughout the course.

### **Verbal Proposal:**

In class five each student will be expected to present a question that will frame their research paper. They will present it verbally in class and receive feedback from the instructors. Students will be expected to incorporate this feedback into their written proposals.

**Written Proposal:**

Students will be required to write a two-page (approximately 500 words) proposal for their course paper. The proposal should set out the topic and research question, offer an initial hypothesis, and briefly outline how the paper will proceed. Students are advised to seek advice from the instructors about their chosen project as early as possible. The proposal should incorporate feedback from the verbal proposal presentation.

**Research Paper:**

Each student will be required to write a paper based on a topic they develop themselves. Papers must set out a clear thesis in answer to a question, and develop an approach to answering it. Papers should address a substantive topic of the course in a theoretically rigorous and empirically sound way.

Papers should be 8 pages in length. Style, spelling, and grammar matter - poorly written papers are unlikely to be convincing. Papers must be printed double spaced on white paper in Times New Roman font, 12 point, stapled in the top left corner.

**Participation:**

This course is seminar based and student driven. Students will be expected to actively participate in class discussion. Each week several students will be expected to volunteer to be specialists (see above) to start off our class discussions.

**Administrative Matters:**

Each student will be assigned to one of the instructors, whom they should consult on issues to do with course content, course work, or course administration. We will respond to emails within 24 hours, 48 on weekends. If you have a complex or in-depth issue, you are encouraged to make an appointment to discuss it.

**Lateness:**

Late work will be acceptable only with a doctor's note documenting an illness sufficient to prevent the student from completing the assignment, or comparable documentation of a comparably serious reason. Unexcused late essays will be penalized at 5% per weekday. Generally, non-medical reasons for lateness are more likely to be looked upon favourably if they are raised before the due date. High workload in other courses is not a valid excuse. Equivalent documentation will be required for missed tests. Presentations missed without documentation will also be graded at zero.

**Plagiarism:**

Plagiarism is a serious offense. Students are required to familiarize themselves with the university's plagiarism policy, and to ensure that they follow it. They are encouraged to consult the following link for more specific advice:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

## **Accessibility:**

The University of Toronto is committed to accessibility. If you require accommodation for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [disability.services@utoronto.ca](mailto:disability.services@utoronto.ca) or <http://studentlife.utoronto.ca/accessibility>

## **Schedule:**

Session 1: May 6 – Introduction: The study of war, peace, and security in IR

- Barry Buzan & Lene Hansen, *The Evolution of International Security Studies*. (Cambridge: Cambridge University Press, 2009). Chapters 1 & 2, pp. 8-35.

Session 2: May 13 – What is inter-state war? Why does it happen?

- Kenneth N. Waltz, "The Origin of War in Neorealist Theory," in Robert I. Rotberg and Theodore K. Rabb, eds., *The Origin and Prevention of Major Wars*, (Cambridge University Press, 1989), 39-52. Also found in *Journal of Interdisciplinary History*.
- James D. Fearon, "Rationalist Explanations of War," *International Organization* 49/3 (Summer 1995), 379-414.

## **\*\*\*\*In-class map quiz**

Session 3: May 20 – Causes of Inter-state war Part II:

- Ole Waever, "Securitization and Desecuritization," in R. Lipschutz, *On Security* (Columbia University Press 1995), 46-86.
- Jennifer Mitzen, "Ontological Security in World Politics: State Identity and Security Dilemma," *European Journal of International Relations*, 12/3, September 2006, 241-370.

## **\*\*\*\*Conflict description paper due at beginning of class**

Session 4: May 27 – The Changing Nature of War? The Causes of Intra-state War

- Robert Kaplans, "The Coming Anarchy." *The Atlantic* (February 1994).
- John Ikenberry, "The Myth of Post-Cold War Chaos." *Foreign Affairs* (May/June 1996).
- Mary Kaldor, *New and Old Wars: Organized Violence in a Global Era*. 2<sup>nd</sup> Ed. (Cambridge: Polity Press, 2006). Chapters 4, pp. 72-94.

Session 5: June 3 - What is peace? What are its causes?

- Johan Galtung, "Violence, Peace, and Peace Research," *Journal of Peace Research*, Vol. 6, No. 3 (1968), pp. 167-191.

- Kenneth Waltz, *Theory of International Politics*, (Reading, Mass: Addison-Wesley, 1979), Chapter 6, pp. 102-128.

**\*\*\*\*Proposal presentation in class**

Session 6: June 10 - Causes of inter-state peace (II): International Organizations & Constructivist Approaches

- Charles Kupchan & Clifford Kupchan, “Concerts, Collective Security and the Future of Europe,” *International Security*, 1991, pp. 114-161.
- Emanuel Adler & Michael Barnett, *Security Communities* (New York: Cambridge University Press, 1998), chapter 1, pp. 3-28.

**\*\*\*\*written proposal due**

June 17 – Reading Week (No Class)

Session 7: June 24 - Causes of intra-state peace

- Chaim Kaufmann, “Possible and Impossible Solutions to Ethnic Civil Wars.” *International Security* 20:4 (1995): 136-75.
- Barbara Walter, “The Critical Barrier to Civil War Settlement,” *International Organization* 51 (1997): 335-64.

Session 8: July 8 - What is Security? What is a security threat?

- Ken Booth, “Security and Emancipation,” *Review of International Studies*, Vol. 17, No. 4 (October 1991), pp. 313-326.
- Stephen Walt, “The Renaissance of Security Studies.” *International Studies Quarterly*. Vol. 35, No. 2 (1991), pp. 211-239.
- Richard Ullman, “Redefining Security,” *International Security*. Vol. 8. No. 1 (1983), 129-153.

Session 9: July 15 - In-class Film

- TBD (Hotel Rwanda, Children of Men, The Battle for Algiers, The Fog of War)

Session 10: July 22 - Security as Human Security: Origins, Definitions, Critics, & Policies

- UNDP. *New Dimensions of Human Security: Human Development Report 1994*. (New York: United Nations Press, 1994), Chapter 2.
- Roland Paris, “Human Security: Paradigm Shift or Hot Air?” *International Security*, Vol. 26, No. 2 (Fall 2001), pp. 87-102.
- Amitav Acharya, “Human Security: East vs. West,” *International Journal*, Vol. 56, No. 3 (2001), pp. 442-460.

Session 11: July 29 - New Threats: Terrorism, Environment, Disease & Inequality

- David Lake, “Rational Extremism: Understanding Terrorism in the Twenty-First Century,” *Dialogue IO*, (2002), pp. 15-29.
- Jon Barnett, “Security and Climate Change,” *Global Environmental Change*, Vol. 12, No. 1 (2003), pp. 7-17.
- Susan Peterson, “Epidemic Disease and National Security,” *Security Studies*, Vol. 12 (2002), pp. 43–81.
- Jeffrey Sachs, “Strategic Significance of Global Inequality,” *Washington Quarterly* (Summer 2001), pp. 187-198.

**\*\*\*\*paper due**

Session 12: August 5 - Back to the future? War, Peace & Security in the 21<sup>st</sup> century

- Aaron Friedberg, “The Future of US-China Relations: Is Conflict Inevitable?” *International Security*, Vol, 30, No. 2 (Fall 2005), pp. 7-45.
- Scott G. Borgerson, “Arctic Meltdown: The Economic and Security Implications of Global Warming,” *Foreign Affairs*, Vol. 87, No. 2 (2008), pp. 63-77.
- Barry Posen, “Can we Live with a Nuclear Iran?”, MIT Center for International Studies, 2006, pp. 1-4.