



## FACULTY OF HUMANITIES AND SOCIAL SCIENCES

### SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

#### **POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME INTP 427: SPECIAL TOPIC: WAR AND ITS AFTERMATH 30 POINTS**

**TRIMESTER 3 2015**

### **Key dates**

**Trimester dates:** 16 November 2015 to 21 February 2016

**Teaching dates:** 4 January to 14 February 2016

**Last assessment item due:** 20 February 2016

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

### **Class times and locations**

Seminars: Wednesdays and Friday 10-12.50pm

Venue: MY632

### **Names and contact details**

Course Coordinator: Claire Timperley

Room No: MY542

Phone: 4646547

Email: [claire.timperley@vuw.ac.nz](mailto:claire.timperley@vuw.ac.nz)

Office hours: Wednesday 1-2pm

### **Communication of additional information**

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or lecture and seminar programme will be advised by email, announced in lectures, and posted on the course Blackboard site.

### **Prescription**

This course examines war and its aftermath in global politics. It explores different forms of conflict in the international system as well as the changing nature of political violence. It then explores the ways in which actors in the international system have attempted to mitigate conflict through conflict

resolution and to deal with its fallout in criminal tribunals and truth commissions after war. Alongside analysis of the tangible dimensions of war, students will also consider the unseen dimensions, exploring motivations for political violence as well as the psychological effects of such violence on communities. The course employs a multidisciplinary perspective, drawing on readings from political studies, security studies, history, psychology, and social theory.

## Course learning objectives (CLOs)

Students who pass this course should be able to:

1. Recognise key arguments about how and why war emerges in world politics and the different theoretical perspectives that underlie these arguments.
2. Describe different approaches employed to manage and/or resolve war; recognise the way these approaches are informed by different beliefs about conflict; and critically assess their costs and benefits.
3. Recognise the myriad challenges posed in the aftermath of war and the ways these can perpetuate conflict, and critically evaluate the predominant approaches to transitional justice and the ways these foster or hinder peace.
4. Illustrate understanding of contemporary debates in conflict studies by referring to historical and contemporary case studies and recognise that the 'success' of peace operations is context dependent.
5. Write well-structured, theoretically-informed, and critically-aware essays about debates in contemporary conflict studies.

## Teaching format

The course has two seminars per week and runs for six weeks. Each seminar is scheduled for three hours and will involve student presentations, class discussions, and essay-focused workshop sessions. A full schedule with required and recommended readings will be given out in the first class on January 6.

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Submit a credible attempt at the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work), in order to demonstrate the achievement of all the CLOs of the course.
2. Deliver one class presentation, in order to have the opportunity to develop oral communication skills and demonstrate understanding of the readings for one seminar.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances should contact the course coordinator as soon as possible.

## Workload

In accordance with University Guidelines, this course has been constructed on the assumption that students will devote 300 hours to the course throughout the trimester, including six hours of seminars per week. Over the 6 teaching weeks of the trimester, that is an average of 50 hours per week. Your hours should be allocated approximately as follows:

Attendance at seminars: 36 hours

Preparation for seminars (including completing set readings): 64 hours

Learning portfolio assessment tasks: 80 hours

Research paper assessment tasks: 120 hours

## Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	<b>Learning portfolio</b> , consisting of:	<b>40%</b>	<b>1, 2, 3, 4</b>	<b>12 February</b>
	a) Reflection papers x4	20%		Ongoing
	b) Presentation	10%		TBD
	c) Self-reflection essay	10%		12 February
2	<b>Research paper</b> , consisting of:	<b>60%</b>	<b>1-5</b>	<b>19 February</b>
	a) Research question	5%		13 January
	b) Research proposal	10%		20 January
	c) Reading matrices x5	10%		Ongoing
	d) Peer-feedback on essays	5%		10 February
	e) Research paper	30%		19 February

Students will submit components of the **learning portfolio** (40%) throughout the trimester, with the complete portfolio due 5pm, Friday 12 February. Students will produce written and oral responses to seminar readings demonstrating their understanding of and engagement with several broad themes related to war and its aftermath.

Specifically, the learning portfolio involves:

### a. Reflection papers x4 (20%)

Students will produce **four** 1-2 page (single-spaced) reflection papers in which they examine one theme, idea or problem in the readings. This exercise is intended to help students write with precision as well as identify and evaluate important elements of the readings.

### b. Presentation (10%)

Students will prepare one oral presentation on the seminar readings that either provides an answer to one of the questions posed in the schedule of readings or poses (and answers) their own questions about the readings. The presentation should be approximately 15 minutes in length and may not overlap with any of the four reflection papers. The key purpose of the presentation is to help students develop their presentation skills, though it also aims to facilitate class discussion.

### c. Self-reflection essay (10%)

In the final seminar, students will spend 1.5 hours writing a 1-2 page (single-spaced) reflective essay considering what they learned over the course of the trimester. This essay should consider the skills developed and/or the knowledge learned.

The **research paper** (60%) is due 5pm, Friday 19 January and is to be 4-5000 words in length. Assessment has been broken down into the paper's component parts, including designing a research question, producing a research proposal, identifying and commenting on five relevant articles, providing feedback on two peers' essays, and the final research paper. This assignment encourages students to engage extensively with one particular topic. It also aims to help students read and think critically, give and receive constructive feedback, and strengthen their communication and written skills.

Specifically, the research paper involves:

### a. Research paper question (5%)

Students will design a research question for their research paper. The research question is intended to help students determine the scope of their essay and to act as a guide for initial research.

### **b. Research paper proposal (10%)**

No more than 5 pages (single-spaced). The proposal should present a clear research question, explain the importance of this question, and provide a tentative outline of the paper alongside an annotated bibliography. It will also include a timeline indicating how students plan to manage their research and writing. This exercise will ensure students have a feasible, valuable research project.

### **c. Reading matrices x5 (10%)**

For each Friday, in addition to the seminar readings, students will read one article for their research essay. For each essay reading they will complete a short matrix explaining the main thesis, identifying the key evidence or logic used, and noting how the reading will be useful for the essay. The point of this assignment is to encourage students to practise efficient, effective, and critical reading, in addition to facilitating their essay research. The matrices will be graded as either 'satisfactory' or 'unsatisfactory' (i.e. pass/fail).

### **d. Peer-review two essays (5%)**

Students will read and comment on two other students' paper drafts using a class-designed rubric. This task allows students to practise giving and receiving feedback, in addition to learning about two other areas of research. Students will be marked on the feedback they provide, not the feedback they receive.

### **e. Research paper (30%)**

The final paper should be between 4-5,000 words (not counting footnotes or bibliography). This is an opportunity for students to clearly communicate their critical engagement with a specific topic related to the course material. The purpose of the paper is to produce a high quality piece of writing that shows thoughtful analysis of one particular aspect of the course.

## **Submission and return of work**

**All assignments are due before 5pm on the due date.**

**Submission:** All work submitted for assessment must be submitted either in class or via Blackboard, as advised by the instructor.

Assessment will be returned at times to be advised. It will be returned to you in seminars in the first instance or via Blackboard. Students will be notified via Blackboard when graded essays are available (generally between 2-3 weeks after the date submitted).

## **Extensions and penalties**

### **Extensions**

Extensions may only be granted in exceptional circumstances, but **all extensions require the student to provide documentation**. If granted an extension, students must agree to a new due date. Contact your course coordinator as soon as a problem emerges.

### **Penalties**

Students will be penalised for late submission of assignments – **a deduction of 5% for the first day late, and 2% thereafter for a maximum of 10 working days**. After 10 days, work can be accepted for mandatory course requirements but may not be marked. Penalties may be waived if there are valid grounds (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary.

## Set texts

There is no set text for this course; although there are texts that you may find helpful (see recommended reading). The most important resource for this course is the list of linked articles available via Blackboard, which are compulsory readings.

## Recommended reading

Paul Williams, *Security Studies: An Introduction* (Routledge: London, 2008). Available electronically through the library.

Oliver Ramsbotham and Tom Woodhouse and Hugh Miall, *Contemporary Conflict Resolution, 3<sup>rd</sup> Edition* (Cambridge: Polity Press, 2011). This text gives a good overview of conflict resolution.

Chris Brown with Kirsten Ainley, *Understanding International Relations, 4<sup>th</sup> edition* (New York: Palgrave Macmillan, 2009). This text will be particularly useful if you come to this course with no background in International Relations. It can be accessed electronically from the library and read online or downloaded to your laptop. There are also hard copies available for loan from the library.

Columba Peoples and Nick Vaughan-Williams, *Critical Security Studies: An Introduction* (London: Routledge, 2010).

K. M. Fierke, *Critical Approaches to International Security* (Cambridge: Polity Press, 2007).

**Electronic journals** that you may find useful, particularly for essay research, are:

International Organization, Review of International Studies, Millennium, British Journal of Politics and International Relations, European Journal of International Relations, International Relations, New Political Science, Globalizations, Political Studies, Third World Quarterly, International Affairs, World Politics, Social Justice, Alternatives, American Political Science Review, International Journal of Human Rights, Globalizations, Journal of Global Ethics, Ethics and International Affairs, International Peacekeeping, Global Governance, Australian Journal of International Affairs and New Left Review.

**Other recommended readings** are listed underneath the topics for each week in the 'course content' document provided separately.

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course.

## Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course. For generalised feedback on this course in previous years, see:

Student feedback on University courses may be found at

[www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)

- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Special passes: refer to the *Assessment Handbook*, at [www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf](http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)