Peace, Conflict, Security, and Development

Peace and Conflict Studies 26:735:526
Rutgers University, Newark
Fall Semester, 2013
Mondays 1:00-3:50
Hill Hall 215
Instructor: Sean T. Mitchell
Office Hours: Wednesdays 2:30-4:00, Hill Hall 631, or by appointment.
seantm@andromeda.rutgers.edu / (973)353-5078

Course Description
International aid organizations and military and police strategists in places as different as rural Afghanistan, urban Brazil, and even here in Newark, NJ often understand security and development to be interdependent goals. But for many critics, this “security-development nexus” legitimates authoritarian surveillance regimes and violent intervention into the lives of the world’s poor. This course examines the relationships between security and development in the contemporary world. Through reading ethnographic and historical case studies, as well as theoretical, journalistic, and polemical works, the course explores the different meanings assigned to these terms, the origins and material consequences of the “security-development nexus.”

Students will develop a critical understanding of the main perspectives and stakes in debates over security and development (and, relatedly, over “insecurity” and “underdevelopment”), rooted in a knowledge of significant case studies and theoretical analyses. At its core, the debate over security and development revolves around key perspectives concerning the meaning and significance of inequality, governance, and well-being on the one hand and the social bases of violence and peace on the other.

As a core graduate course for the Rutgers MA in Peace and Conflict Studies, this course also explores the kinds of practical applications that might best promote human rights, well-being, equity, and peace in an interconnected, unequal, and often violent world.

Learning Outcomes
At the end of the term, students should:

- have a command of the key perspectives in the security and development debate.
- understand how this debate reflects longstanding debates about inequality, governance, well-being and the social bases of violence and peace.
- have a knowledge of key case studies that illuminate these perspectives.
- have a knowledge of key theoretical frameworks that illuminate these perspectives.
- have a critical understanding of the dilemmas of security and development in the contemporary world.
- have a critical understanding of the kinds of practical applications that might best promote human rights, well-being, equity, and peace.
- be able to write clear and well-informed papers considering these issues.
- be able to engage in oral presentations and debates on assigned essays.
- be able to utilize the knowledge gained in order to develop an area of personal expertise.
Evaluation criteria
Melbourne Method Work: 40% of grade
Take Home Exam: 40% of grade
Participation and Attendance: 20% of grade

Melbourne Method Discussion
To structure discussion, we will use a modified version of the “Melbourne Method.”

During the first day of class, we will divide into three groups that will take turns in their role in class discussions. Each student in a specified group will be responsible for sharing a 3-4 page response papers (double spaced, 12pt. font, 1” margins) responding to one or two of those questions. These response papers must be posted to the “Discussion Board” section of Blackboard by 8:00pm on Saturday. Each student preparing a response should be prepared to give an approximately 20 minute presentation on her/his response to the class. We will call this the “Written Response Role”.

During the class, a second specified group will be responsible for discussing the written responses in class. We will call this the “Discussion Role”. Although the third group will have a “rest,” they are also required to do the reading and to participate in the class discussion, although they will not have an assigned role. These roles will rotate each week. Each group will perform each role 4 times. The schedule of roles is indicated in the “Course Schedule” section of the syllabus.

This structure is designed to create informed and well-prepared discussions of the material. We will be reading about contentious material and we will sometimes disagree, but we should always do so respectfully and constructively.

Each instance of “Written Response Role” work will be worth 10% of your grade. Together they account for 40% of your grade. Your participation in your oral “Discussion Role” during Melbourne Method discussion is a crucial part of your participation grade.

Take Home Exam
At the end of the course you will be given a take-home exam consisting of two essays (5-6 pages each, double spaced, 12pt. font, 1” margins). Each of the essays must respond to a question chosen from a list that I will hand out on the final day of class. I will grade the exams on your ability to understand, analyze, compare and critically assess the arguments and evidence presented by relevant authors. This exam will account for 30% of your grade.

Research While Reading
Much of the material we will be reading requires background knowledge. I will spend a lot of class discussing relevant theoretical perspectives and historical information. But as you read, you also need to do side research to make sure you understand the material. To this end, you are responsible for reading at least two articles each week, on topics that emerge in your reading. So, for example, don’t come to class asking me what “Operation Moshtarak” is; look it up and learn about it. You can use Wikipedia, which is a good resource for developing a FIRST APPROXIMATION of an unfamiliar topic. It is not a source for in-depth research, and, as a rule, you should not use it in citations, but it is a useful resource to get basic knowledge of something you don’t otherwise know
about. Like all sources, it is sometimes inaccurate. However, when you find an inaccuracy in Wikipedia you can (and should) correct it.

**Participation and Preparation**
This is a graduate seminar class; attendance and participation are required. In order to do well in this class, you must show up to class having read and thought about the assigned material.

**Note:** there is no possibility of extra credit work to bring up a course grade at the end. You must keep up with readings, class participation, and quizzes all the way through.

**Additional Class Material**
In addition to the reading assigned on this syllabus, I will sometimes assign articles about current events from newspapers, magazines, or blogs relevant to class discussion. These articles are also mandatory reading. Films, available only in class, are course material.

**Academic Integrity**
Plagiarism and cheating won’t be tolerated. The Rutgers Academic Integrity Policy will apply to all exams and course work. We will discuss this in class, but if you have any doubt about what constitutes plagiarism or cheating, ask me or consult the Rutgers Academic Integrity Policy: [http://academicintegrity.rutgers.edu/integrity.shtml](http://academicintegrity.rutgers.edu/integrity.shtml).

**Required Books**

Additional class readings (as attachments and links) are available on Blackboard: [https://blackboard.newark.rutgers.edu](https://blackboard.newark.rutgers.edu). Some of the links posted require that the article be accessed through the Rutgers library. You can either access those links from campus or using the Rutgers library toolbar on your home network. The toolbar is available for Firefox or Chrome browsers at: [http://www.libraries.rutgers.edu/toolbar](http://www.libraries.rutgers.edu/toolbar).

**Course Schedule**
**September 9: an Introduction to the Class**

**September 16: Human Nature and the Nature of war**
Group A, Written Response Role/Group B, Discussion Role

Ferguson, Brian R. 2008. *Ten Points on War*.
Clausewitz, Carl von. 1832. *On War* (Book 1, Chapter 1; Book 1, Chapter 7).
September 23: Anthropologies of Development and Empire
Group B, Written Response Role/Group C, Discussion Role


September 30: The “Security and Development” Nexus and its Critics
Group C, Written Response Role/Group A, Discussion Role

Collier, Paul. 2008. The Bottom Billion. (Chapter 2)

October 7: Security, Development, Capitalism, and Violence
Group B, Written Response Role/Group A, Discussion Role

Cramer, Christopher. 2006. Violence in Developing Countries: War, Memory, Progress. pp., 1-160.

October 14: Security, Development, Capitalism, and Violence
Group C, Written Response Role/Group B, Discussion Role

Cramer, Christopher. 2006. Violence in Developing Countries: War, Memory, Progress. pp., 161-289.

October 21: Humanitarianism and Empire
Group A, Written Response Role/Group C, Discussion Role

Bornstein, Erica and Peter Redfield. 2010. An Introduction to the Anthropology of Humanitarianism.
Philip Gourevitch’s review of Polman, Linda. 2010. The Crisis Caravan. What’s Wrong with Humanitarian Aid?

October 28: Counterinsurgency Everywhere?
Group A, Written Response Role/Group B, Discussion Role
Wacquant, Loïc. 2012. Three Steps to a Historical Anthropology of Actually Existing Neoliberalism

**November 4: Gender and Violence**
Group B, Written Response Role/Group C, Discussion Role


**November 11: Identity, Nationalism, Peace and Security**
Group C, Written Response Role/Group A, Discussion Role

Kaldor, Mary. 2007. Human Security. (Chapter 3).
Thomas, Deborah A. 2009. The Violence of Diaspora: Governmentality, Class Cultures, and Circulations.

**November 18: Inequality and conflict**
Group B, Written Response Role/Group A, Discussion Role

Le Billon, Philippe. 2007. Geographies of War: Perspectives on 'Resource Wars'.
Murshed, Syed Mansoob and Mohammad Zulfan Tadjoeeddin. 2009. ‘Revisiting the Greed and Grievance Explanations for Violent Conflict.’

**November 25: Security, Development, and Violence in Rio de Janeiro**
Group C, Written Response Role/Group B, Discussion Role

December 2: Climate Change and Violence
Group A, Written Response Role/Group C, Discussion Role


December 9: Climate Change and Violence