

Teaching guide

IDENTIFICATION DETAILS

Degree:	International Relations		
Field of Knowledge:	Social and Legal Science		
Faculty/School:	Communication Science		
Course:	PEACE AND INTERNATIONAL SECURITY		
Type:	Compulsory	ECTS credits:	6
Year:	4	Code:	7039
Teaching period:	Seventh semester		
Area:	Political Science		
Module:	Foundations for a Theory of International Relations		
Teaching type:	Classroom-based		
Language:	English		
Total number of student study hours:	150		

Teaching staff	E-mail
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SUBJECT DESCRIPTION

The course is focused on contemporary peace and security challenges and international efforts to deal with them, with a multidimensional approach. It is about high politics, international summits, war and conflicts but also about the new challenges to stability that are emerging rapidly.

The world is a violent place. Since time immemorial, humanity has had to deal with the harsh realities of conflict and war, of opposing interest and competing ideas. This course aims to provide the student with the sufficient theoretical understanding of the different aspects of conflict, in particular those intimately related to security, in order to allow them to analyze the various historical and contemporary developments that have come to shape politics at an international level. The role of terrorism, nationalism, identity, gender, or that of the scramble for

limited resources will be analyzed to give the student the broadest understanding of these issues and how they interrelate to one another.

GOAL

- Students will be acquainted with the major themes and debates that define the field of international relations in relations to the topics of security, war and peace.
- Students will be capable of comprehensive analysis from a geopolitical perspective.
- Students will demonstrate unity, support, and coherence in writing.
- Strengthen the student's ability and knowledge of the methods of scientific research.

COURSE SYLLABUS

I. Intro

Groom, A. J. R. Paradigms in conflict: The strategist, the conflict researcher and the peace researcher. *Review of International Studies* 14:97-115. 1998.

The Hague Centre for Strategic Studies. *NEW SECURITY THREATS AND OPPORTUNITIES: THE OTHER SIDE OF THE SECURITY COIN*. Hague Centre for Strategic Studies, 2017.

II. War

Von Clausewitz, Carl. *On War*. Routledge, 1966. Chapters 1 and 2.

Kaldor, M., (2013). "In Defence of New Wars". *Stability: International Journal of Security and Development*. 2(1), p.Art. 4.

Lonsdale, David J. 'Strategy: The Challenge of Complexity', *Defence Studies*, 7:1 (Winter 2006/07). 42–64.

Luttwak, Edvard N. 'Give War a Chance', *Foreign Affairs*, 78:4 (July/August 1999). 36–44

III. The World Order

Colin S. Gray. *War, Peace and International Relations: an introduction to strategic history*, (First Edition New York: Routledge, 2007) pp. 279

Mearsheimer, John J. "The False Promise of International Institutions", *International Security* 19-3 (Winter 1994/95).

Russett, Bruce. "The Fact of Democratic Peace," in Michael E. Brown et. al., eds., *Debating the Democratic Peace* (Cambridge MA: The MIT Press, 1996), pp. 82-115.

III. Terror

Held, Virginia. 'Terrorism and War', *The Journal of Ethics*, 8:1 (2004). 59-75.

Horowitz, David. "One Man's Terrorist is Another Man's Freedom Fighter."

Students for Academic Freedom. 2004

Rogers, Paul. 'Terrorism', in Paul D. Williams (ed.), *Security Studies: An Introduction* (Abingdon: Routledge, 2008). 221-234.

IV. Gender

Arostegui, Julie L. "Gender and the Security Sector: Towards a More Secure Future." *Connections*, vol. 14, no. 3, 2015, pp. 7–30.

Cohen, Dara Kay. (2013). "Explaining rape during civil war: Cross-national evidence (1980–2009)". *American Political Science Review* 107.3: 461-477.

Cohen, Dara Kay, and Ragnhild Nordås. (2014). "Sexual violence in armed conflict: Introducing the SVAC dataset, 1989–2009". *Journal of Peace Research* 51.3: 418-428.

Sjoberg, Laura. "Seeing Sex, Gender, and Sexuality in International Security." *International Journal*, vol. 70, no. 3, 2015, pp. 434–453.

V. Ethnicity, nationalism and identity

Biersteker, Thomas J. and Weber, Cynthia (eds), *State Sovereignty as Social Construct* (Cambridge: Cambridge University Press, 1996).

Denny, Elaine K. and Walter, Barbara F. "Ethnicity and Civil War," *Journal of Peace Research*, vol. 51, no. 2 (2013), pp. 199-212.

Kundra, Nakul. "Understanding Nation and Nationalism." *Interdisciplinary Literary Studies*, vol. 21, no. 2, 2019, pp. 125–149.

VI. The European Union

Briscoe, Ivan, et al. *Peacekeeping Operations in a Changing World*. Edited by Jaïr Van der Lijn et al., Clingendael Institute, 2015.

Cross. 'The EU Global Strategy and diplomacy' *Contemporary Security Policy* 37 (3), 2016.

Duke. 'The Enigmatic Role of Defence in the EU: From EDC to EDU?' *European Foreign Affairs Review* 23 (1):

63–80, 2018.

Fischer, Dušan. "All Grown up – European Union on the Path to Strategic Autonomy." *International Issues & Slovak Foreign Policy Affairs*, vol. 26, no. 3-4, 2017, pp. 56–67.

VII. Climate, Energy and Resources

Born, Camilla. *A Resolution for a Peaceful climate: Opportunities for the Security Council*. Stockholm International Peace Research Institute, 2017.

Froggatt, Antony, and Michael A. Levi. "Climate and Energy Security Policies and Measures: Synergies and Conflicts." *International Affairs (Royal Institute of International Affairs 1944-)*, vol. 85, no. 6, 2009, pp. 1129–1141.

Larsen, Kristian Knus. *Unfolding Green Defense: Linking Green Technologies and Strategies to Current Security Challenges in NATO and the NATO Member States*. Centre for Military Studies, 2015.

Stang, Gerald, and Taylor Dimsdale. *The EU and Climate Security*. E3G, 2017.

EDUCATION ACTIVITIES

- Seminar discussion
- Examination
- Independent research

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
0 hours	0 hours

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

General Skills

Specific skills

LEARNING RESULTS

LEARNING APPRAISAL SYSTEM

- Examination: 20%
- Research paper: 40%
- Participation: 40%
- Total: 100%

Alternative:

- Examination: 20%
- Research paper: 40%
- Presentation: 40%
- Total: 100%

BIBLIOGRAPHY AND OTHER RESOURCES

Basic