

COURSE NAME: International Conflict, Order and Justice

DISCIPLINE: POLITICAL SCIENCE / INTERNATIONAL RELATIONS (ELECTIVE)

COURSE INSTRUCTOR: SUCHARITA SEN

CREDITS: 4

Course Objective: This course will look at the creation of nation-state through violence, power and theories of conflict analysis. It will also use philosophical routes to understand the cause of violence and dissent in human nature. The course is designed to provide students with a historical background to different movements of self-determination with the subsequent creation or failure to create new nations. The course will also allow students to gain a more nuanced insight into the role of the modern nation-state and how it interacts with its citizens. Parallels and differences will be drawn between nation-state models from different parts of the world through historical paradigms to better understand grass-root views on peace and conflict. This course will provide a philosophical and political enquiry into some of the most difficult sources or catalysts of potential conflict in our present social condition.

Course outline and readings

PART 1

Evolution of Nation-state and Nationalism (Week 1-4)

In this section, we are going to cover the different kinds of nationalisms that have been prevalent in the modern times. Through looking at these different theories, we will also trace the evolution of nations and its ideologies. Also, we will see what role people with their different backgrounds play in the modern nation-state.

READINGS:

Hans Kohn, "Western and Eastern Nationalism." In John Hutchinson and Anthony Smith, eds., *Ethnicity*. New York: Oxford University Press, 1997, 162-164.

Anthony Smith, "The Varieties of Nationalism." In *Theories of Nationalism*. New York: Holmes & Meiner Manchester, 1983, 211-229.

Benedict Anderson, "Western Nationalism and Eastern Nationalism," *New Left Review* (May-June 2001), 31-42

Ghița Ionescu and Ernest Gellner, *Populism: Its Meanings and National Characteristics*. New York: Macmillan, 1969,

Will Kymlicka, *Multicultural Citizenship, Individual Rights and Collective Rights*, pp. 34-48

Week 5: Presentations

Week 6: Mid Term exams

PART 2

Violence and Power within the Nation-state (Week 7 - 9)

In this part, we will first set about tackling the question of why it is that sometimes people rise against their masters in revolt and why at other times they don't. To understand the issue of violence within the nation-state and its reasons, we will use theoretical and historical perspectives.

READINGS:

Tarrow, S. (2011) *Power In Movement. Social Movements and Contentious Politics*. Cambridge: Cambridge University Press. Chapter 1: Contentious Politics and Social Movements, pp. 16-34.

Moore, Barrington, *Injustice. The Social Bases of Obedience and Revolt*. New York: M. E. Sharpe 1978

Arendt, Hannah, *Origins of Totalitarianism*, Harcourt Brace & Company, 1978

Part 3

Debating concepts of justice and the need for a Minimal State (Week 10-14)

Readings to be decided.

Part 4

PART 3

Democracy in Conflict: Globalization and its Effects (Week 10-13)

In this part, armed with an understanding of modern political trends at the national level, we will seek to understand the nature of conflicts at the international level. For that, we need to understand the forces of globalization in the present-day world and its relation to modern democratic nation-states.

Tom Christiano, "Democracy", *The Stanford Encyclopedia of Philosophy* (Spring 2015 Edition), Edward N. Zalta (ed.),

Charles Beitz, *Political Equality: An Essay on Democratic Theory* (Princeton: Princeton University Press, 1989), Ch. 1

Gerry Mackie, *Democracy Defended* (Cambridge: Cambridge University Press, 2003) Ch. 1–2.

Jürgen Habermas, "What Does a Crisis Mean Today? Legitimation Problems in Late Capitalism", *Social Research*, Vol. 40, No. 4, 1973

Reiner Forst and Rainer Schmalz-Bruns (eds.), *Political Legitimacy and Democracy in Transnational Perspective* (Oslo: Arena, 2011),

David Held, "The Changing Contours of Political Community: Rethinking Democracy in the Context of Globalization", in B. Holden (ed.), *Global Democracy. Key Debates* (Routledge: London, 2000)

Martti Koskeniemi, "What Use for Sovereignty Today?", *Asian Journal of International Law*, No. 1, 2011

Paul Hirst *et al*, *Globalization in Question* (Cambridge: Polity, 2009)

Week 14 – Review and End Term Exams

NOTE ON GRADING:

Attendance and participation: 10 marks

Presentations in week 5: 20 marks

Mid Term examination: 20 marks

End Term examination: 50 marks

A Note on Classroom Punctuality/Conduct

JSLH conducts all classes on a foundation of professionalism. It is expected that students should be present in class and seated within five minutes of the class start time. Students arriving after a ten-minute window from the designated start time will be refused entry/attendance. Please show courtesy to your instructors and co-learners by observing punctuality. Please also note that the seminar room is a place for free expression and critical thinking and this comes with a responsibility on the part of students to respect opinions expressed and actively participate in the work of the classroom discussion.

A Note on Plagiarism

In line with JGU policy, JSLH operates a zero-tolerance approach to Plagiarism. The unacknowledged use of material by others within your work is a violation of academic integrity and all reported cases will be investigated before potential disciplinary action. Instructors will address methods of citation and presentation within written work.

Disability Support and Accommodation Requirements:

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee dsc@jgu.edu.in or Dr Keerty Nakray knakray@jgu.edu.in. The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include: physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health. The Disability Support Committee maintains strict confidentiality in its discussions.