Instructor Information

Professor Michael Newman

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Course Information

War, Peace and World Order

Thursdays, 9-12

Room to be arranged.

No prerequisite.

Course Overview and Goals

Characteristics and conditions of violent conflict and peace and the transition from one to the other from the perspective of political and social science. Examines the role and use of coercion in global affairs, and attempts to bring about a peaceful resolution of conflicts. Considers recent developments in both the theory and practice of peacebuilding demonstrating the differing ways in which particular conflicts tend to be viewed by participants, external commentators and policy-makers. Students will also undertake their own research on a case study of conflict resolution.

The course will be taught in the form of an informal lecture and a class discussion, and sometimes includes extracts from films or broadcasts. Students will present preliminary versions of their case studies to the class.

There will also be a co-curriculum visit to the Imperial War Museum on Monday 1 October (meeting at the museum at 9.50 am).

Summer Brown, the Director of the Peace Advisory Unit at International Alert, will talk to the class during a normal session on 1 November about ‘International Alert and
Peacebuilding’. International Alert is a major NGO devoted to peacebuilding (see http://www.international-alert.org/who-we-are). Summer’s currently oversees a number of thematic teams who explore and advocate for specific issues in and on peacebuilding and conflict sensitivity. Before joining Alert, she managed a variety of programmes and projects in Africa, Asia and Latin America, focusing on issues including governance, transparency, inclusion, economics, environment, youth, civil society and the media.

Upon Completion of this Course, students will be able to:
- achieve a critical appreciation of different theories and interpretations of war, violent conflict and peace and a range of approaches to conflict resolution and peacebuilding
- demonstrate an ability to carry out research on a case study and to apply an analytical framework to the investigation
- achieve an understanding of contemporary international developments as a basis for both further academic study and work in organisations.

Course Requirements

Grading of Assignments
The grade for this course will be determined according to these assessment components:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>Description of Assignment</th>
<th>% of Final Grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>Students will be assessed on the basis of their active engagement in class discussions, demonstrating reading and thinking about the topics</td>
<td>10</td>
<td>Overall mark for work throughout semester</td>
</tr>
<tr>
<td>Essay</td>
<td>A paper of 1500-2000 words (5-7 pagers) on one question from the essay list</td>
<td>30</td>
<td>11 October</td>
</tr>
<tr>
<td>Oral case study presentation</td>
<td>A presentation for the case study on conflict resolution setting out initial ideas on the chosen topic [See document on case study]</td>
<td>10</td>
<td>Individually agreed dates</td>
</tr>
<tr>
<td>Written case study</td>
<td>A case study essay of 2500-3000 words [See document on case study].</td>
<td>50</td>
<td>29 November</td>
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</table>

Failure to submit or fulfill any required course component results in failure of the class

Grades
Letter grades for the entire course will be assigned as follows:

1. Essays and Written Case Studies

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Example: 93.5% and higher</td>
<td>A-quality work demonstrates relevance throughout the essay and provides a very clear answer to the question that has been asked. It is based on a range of sources, which will be</td>
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<tr>
<td>Letter Grade</td>
<td>Percent</td>
<td>Description</td>
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<td></td>
<td><strong>very well referenced, but it draws its own conclusions in an independent and reflective way, with elements of originality. It will also be elegantly structured and well argued and written.</strong></td>
</tr>
<tr>
<td>B</td>
<td>Example: 82.5% - 87.49%</td>
<td><strong>B-quality work is also based on a range of sources and makes relevant points. Sometimes it is less well-organised than an A and/or its arguments are less clearly related to the evidence. Sometimes a B-quality paper may be as original as an A-grade paper, but is brought down by weaknesses, such as a failure to demonstrate the reasoning behind its judgments sufficiently.</strong></td>
</tr>
<tr>
<td>C</td>
<td>Example: 72.5% - 77.49%</td>
<td><strong>C-quality work fulfils the basic conditions of the assignment. It has an argument and demonstrates a basic understanding of the topic, but it may tend to veer off the subject and contain some barely relevant material. The essay may not be supported by sufficiently close or wide reading. It may contain obvious gaps or internal contradictions and it may also be structured in a confusing way or contain several errors in English. Sometimes it may aspire to independence and originality without having demonstrated sufficient grounding in the basic elements of the topic.</strong></td>
</tr>
<tr>
<td>D</td>
<td>Example: 62.5% - 67.49</td>
<td><strong>D-quality work often lacks an argument and its point is unclear. It may leap from subject to subject without demonstrating the connections between them. The essay may simply summarise material without analysis. Serious grammatical flaws can result in a D and the style might be so awkward that a reader cannot always be sure what the writer means. Alternatively, a D might be awarded where the writer seems to have made potentially relevant points without reference to evidence or sources.</strong></td>
</tr>
<tr>
<td>F</td>
<td>Example: 59.99% and lower</td>
<td><strong>An F is awarded to a paper which barely tries to tackle its subject or fails to understand the topic. It will have no argument and show little acquaintance with the relevant texts and/or it will present arguments on an irrelevant topic. F grades will also be awarded to papers that are incomprehensible or fail to provide adequate referencing to sources.</strong></td>
</tr>
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</table>

2. **Seminar Assessment**

The seminars will be assessed on the basis of a student’s participation and engagement throughout the discussions. **Note:** This certainly does *not* mean dominating the class.
and seeking to talk too much, which is not evaluated positively. Some people find it far easier to speak in public than others and facilitating the contribution of those who are less confident is positive.

An A grade will be awarded to students who constantly demonstrate serious attention to the topics and debates about them, show evidence of relevant reading, and make positive contributions in class. A B grade will be awarded to students whose performance has been fair, but have not met some of the criteria for an A: for example, while sometimes good, their participation and engagement may have been uneven or their contributions may sometimes have lacked relevance. A C grade will be awarded to those whose overall performance is adequate, but who who fail to meet the criteria for a B: for example, they may rarely contribute to discussions or they show limited understanding of the topics. A D grade will be awarded to those who have not met the criteria for a C: their overall performance is just adequate, but there are serious concerns about the quantity and/or quality of their contributions. An F grade would be awarded to a student who did not demonstrate the minimum required degree of participation and engagement by failing to fulfil the criteria for a D.

3. Assessment of Oral Case Study Presentations

- All students are required to do an oral presentation (which may sometimes be in collaboration with other student(s)) doing a similar topic. Those who present in the first sessions will have little time to prepare and this will be taken into account in the assessment.

- The oral presentation should be supplemented by a one page summary of its main points, which should be distributed to the whole class by email in advance or hard copy at the beginning of the presentation. It is a requirement to give the instructor this summary, including a list of the sources that have been used. Each of the following will count towards the assessment:

  (i) The summary for the instructor should demonstrate adequate research and must include a bibliography.
  (ii) It should organise the material well, with a logical structure.
  (iii) The presentation should be clear in delivery and explanation.
  (iv) Clear and relevant answers should be given to questions by the class and/or instructor.

An A grade will be awarded to students who fulfil all the above criteria. A B grade will be awarded to students whose presentation is generally satisfactory, but who do not meet the full criteria for an A grade in one respect: for example, the material may not be well-organised or the presentation may be difficult to follow or the answers to questions show insufficient understanding or knowledge. A C grade will be awarded to students whose presentation is generally adequate, but who do not meet the criteria for a B grade, for example by being too weak in particular respects. A D grade will be awarded to students whose presentation is just adequate, but does not meet the criteria for a C grade, for example, because of weaknesses in several areas. An F grade will be awarded to those who either fall below the minimum standard in several respects, for example, by failing to produce an adequate summary, or by giving a presentation, which shows no relevant knowledge or understanding of the topic.
Course Materials

Required Textbooks & Materials


NB: If you are using a different edition of any of the above texts, please ensure that the chapter numbers used for seminar and essay readings are those that are given on the above essay lists and lecture handouts

Optional Textbooks & Materials
The internet contains a vast amount of material, but is very uneven in terms of quality and appropriateness for academic work. For example, the use of essay banks is totally unacceptable and Wikipedia should be used with caution and should never be a major source for your work. Reputable on-line journals and primary documents produced by international organisations will often be very important. The following are just some of the sources to which you might refer:

**Collection of Relevant Articles**
A very useful collection of articles on philosophical aspects of warfare (including many of the issues included in this course) has been compiled by Mark Rigstad, at Oakland University on [Just War Theory](#).
On-line journals

*Peace, Conflict and Development: An Interdisciplinary Journal*

The United States Institute of Peace has links to various relevant online journals (slightly dated) on USIP Online Journals. Its own publications are on USIP Publications.

**Useful Websites**

Stockholm International Peace Research
Tampere Peace Research Institute
International Peace Research Institute, Oslo
Uppsala University, Department of Peace and Conflict Research
Virtual Library ‘Peace, Conflict Resolution and International security
International Alert
Search for Common Ground
The United States Institute of Peace
The United Nations: various sites, including Peacekeeping and the Peacebuilding Commission

**Resources**

- Access your course materials: NYU Classes (nyu.edu/its/classes)
- Databases, journal articles, and more: Bobst Library (library.nyu.edu)
- NYUL Library Collection: Senate House Library (catalogue.libraries.london.ac.uk)
- Assistance with strengthening your writing: NYU Writing Center (nyu.mywconline.com)
- Obtain 24/7 technology assistance: IT Help Desk (nyu.edu/it/servicedesk)

**Course Schedule**

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<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1: 6 Sep</td>
<td>Introduction</td>
<td>Barash and Weibel, Chapters 1 and 2. <em>Exploring Peace</em> (Freebook (on NYU Classes), Chapter 1)</td>
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<tr>
<td>2: 13 Sep</td>
<td>Nonviolence</td>
<td>Barash and Weibel, Chapter 23 Gene Sharp, Disregarded History: The Power of Non-Violent Action’ DISREGARDED HISTORY - The Power of Nonviolent Action</td>
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<tr>
<td>3: 20 Sep</td>
<td>IR theories + Researching case studies</td>
<td>Tim Dunn and Brian C. Schmidt, ‘Realism’ Ch. 6 in <em>Globalization of World Politics</em> Tim Dunn, ‘Liberalism’ Ch. 7 in <em>Globalization of World Politics</em> Stephen Hobden and Richard Wyn Jones, ‘Marxist theories of international relations’ Ch.9 in <em>Globalization of World Politics</em></td>
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<td>4: 27 Sep</td>
<td>Identity and Conflict</td>
<td>Crawford Young, ‘Explaining the Conflict Potential of Ethnicity’ in Darby and Mac Ginty</td>
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<td>Amartya Sen, ‘What Clash of Civilizations?’ <em>Slate Magazine</em>, on <em>What Clash of Civilizations?</em></td>
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<tr>
<td>5: 4 Oct</td>
<td>Nuclear weapons</td>
<td>Sheena Chestnut Greitens, ‘Nuclear Proliferation’ Chapter 24 in <em>Globalization of World Politics</em> Barash and Webel, chapter 5 Further Reading (not required): Barash and Webel, chapter 13</td>
<td></td>
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</tbody>
</table>
| 6: 11 Oct   | Terrorism and Political Violence | Barash and Webel, Chapter 4 James D.Kiras, ‘Terrorism and globalization’ Ch 23 in *Globalization of World Politics*  
NB For seminar discussion, please read the following two articles: Jonathan Powell: ‘How to talk to terrorists’ *The Guardian*  
And  
H.A.Hellyer, ‘Why ISIS Cannot be Negotiated with’  
*The Atlantic*  | Essay                         |
| 7: 18 Oct   | The ‘Just war’ and legal regulation of conflict | A.Mosley, ‘Just War Theory’ in *The Internet Encyclopedia of Philosophy*  
‘Just War Theory’ in *Stanford Encyclopedia of Philosophy*  |                |
|             |                               | Further Reading (not required): Christian Reus-Smit, 'International law' ch. 18 in *Globalization of World Politics*  
Barash and Webel, chapters 16 and 17 |                |
| 8: 25 Oct   | The UN                        | Barash and Webel, chapter 14 Paul Taylor and Devon Curtis, ‘The United Nations’ Chapter 20 in *Globalization of World Politics*  |                |
|             |                               | Further Reading (not required): Ramesh Thakur,  
*The United Nations, Peace and Security*, Introduction  
Mark Mazower, *Governing the World*, Chapter 7 on wartime origins.  
The UN Charter on *United Nations*,  
Charter of the United Nations |                |
<p>| 9: 1 Nov    | Peacekeeping and Peacebuilding | Ramsbotham, Woodhouse and Miall, <em>Contemporary Conflict Resolution</em>, chapters 6 and 7 |                |</p>
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|              | Including talk by Summer Brown | 9  
Further Reading (not required): Boutros Boutros-Ghali, *An Agenda for Peace*, June 1992 on *United Nations Documents*  
*An Agenda for Peace*  
| 10:15 Nov    | Humanitarian Intervention | Alex Bellamy and Nicholas Wheeler, Chapter 31 ‘Humanitarian Intervention in World Politics’ in *Globalization of World Politics*  
Michael Newman, *Humanitarian Intervention: Confronting the Contradictions*, Chapter 1 [on NYU Classes]  
| 11:16 Nov    | ‘Liberal Peace’ | Oliver Richmond, ‘The UN and Liberal Peacebuilding: Consensus and Darby and Mac Ginty  
Further Reading: Roger Mac Ginty, *No War, No Peace*, Chapter 2  
Michael Newman, *Humanitarian Intervention*, Chapter 3 [on NYU Classes]  
Full report is on ODI *Humanitarian space: a review of trends and issues* | |
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| 13: 29 Nov    | Peace and Transitional Justice | Rama Mani, *Beyond Retribution* (2002), chapters 1 and 6  
Further Reading (not required): Ramsbotham, Woodhouse & Miall, chapter 10. Barash and Webel, chapter 22 | Written Case Study |
https://reliefweb.int/sites/reliefweb.int/files/resources/150630%20Report%20on%20the%202015%20Peacebuilding%20International%20Alert,*Redressing the balance: Why we need more peacebuilding in an increasingly uncertain world*: [Redressing the balance](https://reliefweb.int/sites/reliefweb.int/files/resources/150630%20Report%20on%20the%202015%20Peacebuilding%20International%20Alert)* | |
| 15: 20 Dec    | Final review of course; return of case studies. | | |

**Co-Curricular Activities**

- There will be a co-curriculum visit to the Imperial War Museum on Monday 1 October and we will meet there at 9.50 am. Further information will be provided later.
- Other suggested trips may be made later.

**Classroom Etiquette**

Mobile phones must not be used in class time and should be put away during the whole period in class.

Laptops may be brought into class, but must be used only for note-taking or other purposes that are strictly relevant to the course.

Unless there are exceptional circumstances, students should not be late for class (which will start promptly at the scheduled time) or leave the classroom during the session.

**NYUL Academic Policies**
Attendance and Tardiness

- Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found on our website (http://www.nyu.edu/london/academics/attendance-policy.html)

Assignments, Plagiarism, and Late Work

- You can find details on these topics and more on this section of our NYUL website (https://www.nyu.edu/london/academics/academic-policies.html) and on the Policies and Procedures section of the NYU website for students studying away at global sites (https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html).

Classroom Conduct

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the NYU Disruptive Student Behavior Policy for examples of disruptive behavior and guidelines for response and enforcement.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Instructor Bio

In August 2010 Mike Newman became an Emeritus Professor at London Metropolitan University, where he had been a Professor of Politics since 1992, while also holding a Jean Monnet Personal Chair in European Studies since 1996. He played the leading role in establishing European Studies as a teaching and research area at the university and taught a wide variety of courses in international and European politics. Later he pioneered and ran a BA in Peace and Conflict Studies and also taught several courses, including International Conflict Resolution, on the MA in International Relations. He has been teaching War, Peace and World Order, at NYU London since 2011.

Six Authors in Search of Justice: Engaging with Political Transitions was published by Hurst and Oxford University Press in 2016. His new book, Transitional Justice: Contending with the Past will be published by Polity in 2019. Previous books include Humanitarian Intervention: Confronting the Contradictions (Hurst and Columbia University Press, 2009) and he is also the author of numerous articles and several other books, including Socialism and European Unity (Hurst, 1983), Harold Laski – A Political