Class Details: War, Peace and World Order

Prerequisites: N/A

Class Description: 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 in normal class time (details will be given later).

On 29 March, Dylan Mathews, the Chief Executive of Peace Direct, will talk to the class during a normal session about Peace Direct and its approach to peacebuilding. Peace Direct is an NGO dedicated to stopping wars, which works with local people in conflict zones around the world (see https://www.peacedirect.org/). Dylan Mathews was previously the Director of International Programmes at Y Care International and has also wide experience in such organisations as Oxfam, Landmine Action, the British Red Cross and Oxford Research Group.

Desired Outcomes: Students should 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:

Students should demonstrate an ability to carry out research on a case study of conflict and to apply an analytical framework to the investigation;

Students should achieve an understanding of contemporary international developments as a basis for both further academic study and work in organisations

Assessment Components:

1. Assessed Essay Assignment (25%)

A paper of between 1500-2000 words (5-7 pages) on one from the list of questions below. (25%).
1. What are Steven Pinker’s main explanations for the decline of violence in *The Better Angels of our Nature* (2011) and how convincing do you find them?

*Reading*

A Summary of ‘The Better Angels of our Nature: Why Violence has Declined’ by Steven Pinker in New Books in Brief (see summary on NYU Classes)


‘Steven Pinker on Deaths by Violence in Pre-state Societies’ in *Social Democracy for the 21st Century: A Post Keynesian Perspective*

‘Reviews in History’ by Benjamin Ziemann (and Pinker’s response) on http://www.history.ac.uk/reviews/review/1232

See also numerous video links to Steven Pinker presenting his arguments or in discussion on them. For example BHA V oltaire Lecture 2013 http://www.youtube.com/watch?v=J4028ZG6z5I and brief discussion with Charlie Rose on http://www.youtube.com/watch?v=uG0BpS6AUZ4

2. How useful are the concepts of negative and positive peace and structural and cultural violence in helping us to understand peace and conflict?

*Reading*


Roger Mac Ginty, *No War, No Peace*, Ch. 1


Exploring Peace (on NYU Classes), chs 1-3.

3. Explain and evaluate arguments for and against nonviolence as a strategy for overcoming injustice and oppression.

*Reading*

Maia Carter Hallward & Julie M.Norman (eds.) *Understanding Nonviolence* (particularly chapters 1-5)

Barash and Webel, chapter 23


4. Explain at least one of the following theories and assess the contribution it makes to an understanding of international peace and conflict: liberalism, realism and Marxism. (Note: If you discuss two or more theories, also explain which you regard as the most satisfactory).

*Reading* (Note: which of the sources below you read will depend on the number of theories you consider. If you attempt a comparison between theories you will not be expected to read so many sources on each of them; if you deal discuss only one theory you should go into greater depth).
5. What do you understand by the term ‘ethnicity’? To what extent are the many conflicts that are described as ‘ethnic conflicts’ caused by differences in ethnicity and to what extent are they fundamentally about other matters, such as conflicts over resources, land or power? Discuss with reference to some examples. (If you wish, you may answer this question with reference to other forms of identity, such as religion or the so-called ‘clash of civilisations’, but make sure that you define the form of identity that you are discussing)

Reading
David Barash & Charles Webel, Peace and Conflict Studies, Ch. 6
Crawford Young, ‘Explaining the Conflict Potential of Ethnicity’ in Darby and Mac Ginty, Contemporary Peacemaking (2nd Edition).
O.Ramsbotham, T.Woodhouse & H.Miall, Contemporary Conflict Resolution, Ch.4
Roger Mac Ginty, No War, No Peace, Ch. 3
Michael Newman, Humanitarian Intervention, Ch. 4
Exploring Peace (on NYU classes), ch 3.

6. On the 18 July 2016 the House of Commons passed a motion to renew the Trident nuclear weapons system, based on a government statement that ‘the UK’s independent minimum credible nuclear deterrent, based on a Continuous at Sea Deterrence posture, will remain essential to the UK’s security today as it has for over 60 years….’ What are the major arguments for and against this policy? Which do you regard as the more convincing and why?

Reading
House of Commons Briefing Paper, ‘Replacing the UK’s ‘Trident Nuclear Deterrent’ (12 July 2016) http://researchbriefings.parliament.uk/ResearchBriefing/Summary/CPB-7353#fullreport Download full report on PDF, 950.84 KB
Government motion and House of Commons Debate on Trident, 18 July 2016
https://hansard.parliament.uk/commons/2016-07-18/debates/7B7A196B-B37C-4787-99DC-098882B3EFA2/UKSNuclearDeterrent
http://www.oxforresearchgroup.org.uk/publications/briefing_papers_and_reports/politics_british_nuclear_dismament (Critical of government policy)
(Generally supportive of government policy)

https://www.york.ac.uk/media/politics/documents/research/Trident_and_British_Identity.pdf
(Also critical, but from a very different perspective)

In relation to the current nuclear crisis with North Korea, see also

‘Why the UK Needs to be Thinking Now about a Possible Korean War’, Malcolm Chalmers, Deputy Director of Royal United Services Institute
See also, https://rusi.org/sites/default/files/newsbrief_37.3_chalmers.pdf

House of Commons Library, Briefing Paper, ‘UK defence obligations to South Korea, 5 October 2017
researchbriefings.files.parliament.uk/documents/CBP-8100/CBP-8100.pdf

7. ‘So called ‘counter-terrorist’ policies can never succeed unless they address the root causes of the violence’. Discuss

Reading
David Barash & Charles Webel, Peace and Conflict Studies, Ch. 4.
James D. Kiras “Terrorism and Globalization” in Globalization of World Politics.
O.Ramsbotham, T.Woodhouse & H.Miall, Contemporary Conflict Resolution, Ch.11
See also the very extensive annotated bibliography, with on-line links, in http://www.justwartheory.com/#TERRORISM

Case Study on Conflict Resolution (50%) [Oral presentation: 10%; Written version: 40%]

The case study will examine a violent conflict either at an intra-state level or an inter-state level or both. The violence may either be ongoing or may have ended (temporarily or apparently permanently). Your over-riding objective is to analyse and explain the factors that have led, or might lead, to a lasting peace. The list below gives examples of conflicts/locations - some on-going and some in the recent past. It is illustrative, as you may work on any other suitable conflict, but you must get approval in advance for your choice. Remember that your focus must be on conflict resolution/peacebuilding and this means that some topics would not be acceptable. It would not, for example, be acceptable to consider whether the use of a particular type of weapons system is likely to result in a quicker victory for a protagonist in a war. This might be a relevant topic for a course on military strategy, but not for conflict resolution.

Illustrative examples:

South Africa, Somalia, Rwanda, Democratic Republic of Congo, Sierra Leone, Northern Ireland, Israel-Palestine, Iraq, Afghanistan, Kashmir, Nepal, Bosnia, Macedonia, Kosovo, Chechnya, Cyprus, East Timor, Aceh, Sri Lanka, Colombia, Sudan/Darfur or Sudan/Southern Sudan, Georgia/Russia, Ukraine/Russia; Libya, Egypt, Syria, Myanmar.

Stages in the Process
There are various stages in the process for you.

1. The first stage is to decide what conflict you want to study and to get my agreement for you to do it. At first you may, for example, just feel that you don’t understand why there never seems to be peace in a particular region and you would like to know more about it. I will accept a broadly defined topic, as in the list above, and will not put pressure on you to refine it too early. But most conflicts are complex and some of them last for very long periods and it is impossible for you to do a case study, which seeks to cover everything, without being far too superficial and general. You will gradually need to define it more narrowly and it is helpful to do this as early as possible. The following guidance should assist you in this process. In each topic, the focus is on conflict resolution/peacebuilding in some way, but the situations differ and sensible ways of tackling them will also differ. In each situation, you will
eventually need to distinguish between the contextual background for your case study and its main focus. Below I illustrate this in relation to two of the above examples.

South Africa: The most obvious conflict was over Apartheid and the struggle for the liberation of the majority of the population. A possible topic might therefore be: ‘How and why a negotiated transfer of power finally came about, leading to the first majority elections in 1994’. This would be an acceptable topic, but you would need to remember that you’re not trying to write a general history essay, but to analyse why and how there was a settlement at that particular time. What were the specific conditions domestically and internationally that made it possible? What was the nature of the bargain? Did it depend on particular concessions made by the African National Congress? Did it depend on particular negotiating skills? Etc etc.

But there could also be other acceptable topics on South Africa, with a different focus and contextual background. For example, many people have suggested that the settlement in the 1990s did not really resolve the conflicts or lead to stable peace, perhaps because it did not address ‘economic apartheid’ and major inequalities, and that there is ongoing lower level violence, which is related to the short-comings of the bargain in 1990-1994. It would be fine if someone chose to explore this in a case study, perhaps looking at the economic dimensions of the settlement, subsequent economic policy and its impact. But again the point would not be to describe the events after 1994, but to analyse the weakness of the original agreement and what might have been done to get a more stable and effective settlement.

There could also be other acceptable topics on South Africa, each with a different focus.

Israel/Palestine: This is clearly a continuing conflict, which has lasted for c100 years in one form or another. It has also been a major flashpoint, regionally and internationally, with the involvement of numerous actors. It would therefore not be sensible or acceptable to attempt to focus on the whole of this conflict, even though you might start by trying to understand this. There could be numerous acceptable possibilities: e.g. Why did the UN partition plan in 1947 fail to bring about a settlement? Why was there no settlement after the Six Day war in 1967? Why did the Oslo Accords in 1993 and 1995 fail to bring about peace? Any of these (or other peace attempts) would be an acceptable topic and each of them would require an in-depth study with different contextual historical backgrounds. For example, for the failure of the 1947 settlement, it would be relevant to deal historically with the inter-war situation in Palestine in order to explain the growing tensions and violence. But if you were dealing with the Oslo Accords, this earlier period would scarcely be mentioned.

The Israel/Palestine conflict could also be tackled in a different way by looking at a particular aspect more fully than a particular stage. For example, the disputes over water, or settlements or (to take a very current issue), why has Jerusalem been a particularly contentious issue in relation to the possibility of peace. Someone who tackled this might want to look at the issue over time, including the current US proposal to recognise Jerusalem as the capital and the impact of this decision on any peace process.

Thus there are numerous acceptable topics. In general, though, I would suggest that it is easier to do a case study on a stage in a conflict and past attempts at peace settlement, than to do a thematic or very contemporary one. For example, on Israel/Palestine it is easier to look at the failure of the Oslo Accords than to discuss the impact of the current US proposal on Jerusalem. The problem with very current issues is that you may be left struggling to keep up with events and this is not the purpose of the case study. But some thematic, topics can be very successful.

One further point to bear in mind: there are both advantages and disadvantages in choosing a conflict in which you have some personal attachment. The main advantage is that you may already have some knowledge about it, but the disadvantage is that you may be too partisan and emotionally involved to provide an independent analysis and it is unacceptable to write a propaganda tract! This does not mean the aim in all case studies is to arrive at a completely ‘neutral’ judgment, but whatever you do, you need to demonstrate your view through argument and evidence, rather than assume it. Your aim is to provide a critical examination (searching, analytical, reflective) of a conflict and its (ongoing, successful or failed) resolution.

In addition to thinking about a particular location/conflict, you may also find it helpful to consider your conflict in relation to the following more general headings, but all situations are different, and other possibilities may not seem to fit exactly into any of the above categories, so again take the headings simply as illustrative:
Unresolved Violent Conflict
Despite various attempts at peace settlements or even ceasefires, the violence continues. If you choose to analyse a conflict of this kind, your primary focus will be to explain why one or more of the attempts at settlement has not worked. If you do look at the contemporary situation, you might try to analyse what would be necessary to bring about some kind of peace, in relation to the current problems and perhaps recent failures, but you should avoid speculation and prediction.

A Temporary or Unstable Settlement
You may choose to look at a situation in which the main violence has ended, but the settlement appears very unstable. Perhaps it was brought about by a stalemate, but the main protagonists are simply using the current truce to re-arm in readiness for the next phase of violence. Or perhaps a settlement is entirely in the interests of the victors and will not ultimately be accepted by those who have been defeated. Or perhaps it simply does not deal with fundamental issues that gave rise to the original violence. In such situations, your primary focus will be to explain why the settlement came about and why it is very vulnerable. You might also consider ways in which it needs to be strengthened if it is to survive.

An Uncertain Peace
Another common situation is one in which it is not yet clear whether a recent settlement will evolve into a lasting peace. Perhaps there was a genuine wish for peace by most people in a society emerging from a long period of civil war, but there were also important minorities who were intent on complete victory and who may be able to mobilise popular support again if the settlement fails to ‘deliver’; or there may be some who have benefitted from the violence and want it to continue. In such a situation, your main focus might be to explain why the settlement came about, but this time you would need to explore both its strengths and weaknesses and perhaps make some judgments, based on existing evidence, about its probable durability.

A Lasting Peace
Another situation is one in which a settlement has stood the test of time and there appears to be a good basis for confidence that it will last. However, before this there might have been a long history of violent conflict, with previous attempted settlements being short-lived. Your main focus here might be to explain what was distinctive about the current settlement so as to provide its stability and endurance. For example, was it because it really tackled issues that had previously been ignored? Or was it because the situation itself had changed over time so that the earlier drivers of the conflict were no longer so relevant? Or was it simply that one of the parties was completely victorious? Or was it because of a new role played by international actors?

2. Oral Presentation
After I have agreed your choice of topic – at least as a starting point – you will need to do an oral presentation on it to the class (see bullet points below). Those who do the first sessions obviously won’t have much time to prepare, and I take this into account. I am very happy, and in fact encourage, two or three people to share the same topic. This can reduce stress levels for individuals, make for productive collaboration, and also make it easier to schedule all the presentations, giving sufficient time for each. However, in shared presentations each speaker will need to take a different aspect of the topic. It is helpful if both students can include some analysis in their presentation. My most common criticism of the presentations is that they are too descriptive and historical, so you need to take different aspects in joint presentations: for example one person might look at internal aspects and another at its international dimensions. But note: the final written versions will be individual pieces of work and not collaborative.

- The seminar presentation is no more than 15 minutes (followed by time for questions and comments), or 25 minutes for a joint presentation. Students can use any visual aids, but there are no requirements for this, and you should concentrate on the verbal presentation and content.
- The oral presentation should be supplemented by a one page summary of its main points and the sources (bibliography) distributed to the whole class by email in advance or hard copy at the beginning of the presentation. It is a requirement to give me a paper version of this summary.
- A key objective of the seminar discussion is to provide the presenters with feedback – critical comments and helpful suggestions – to allow them to improve the content and structure of their case study essay. Presenters should try to engage the class in the topic (for example by focusing
on the main points and providing background information in the handout) and the class should try to help the presenter by asking questions and making relevant suggestions.

3. The written case study

After your presentation and when you have answered questions from other students and perhaps myself, I will normally give a brief feedback in class. But I will then follow this up in writing, often with suggestions as to how to define your topic more fully for the final written version. It is important to take this feedback seriously when working on your eventual written version. If you have any queries on the feedback I am happy to discuss this with you.

One final piece of strong advice: do not just think of your case study as a paper to be researched and handed in at the end. You should devote some time to it throughout the course. The more long-term thinking and writing that you do, the better it is likely to be! The date for submission is 3 May and all students are under pressure at this stage so if you have completed it earlier you will find everything easier.

You should seek to present a coherent argument throughout your case study. It often helps in this task if you set yourself a title that is a question. The written version of the case study should be between 2500 and 3000 words (8-9 pages). The use of general theoretical analysis drawn from the course as a whole to elucidate the case study is encouraged. As in all essays, any quotation or information should be referenced and references should be presented in a consistent style of presentation (e.g. the Harvard style). You should also include your full list of sources at the end. One of your tasks is to make a major effort at building up your own bibliography for your topic, using academic sources and reports, rather than over-reliance on web sources, and the use of Wikipedia is not acceptable as a major source. I will be giving you some previously submitted case studies to assess, so you get a feeling for the standard of work required.

3. Final Exam (25%)

The final unseen exam will be 90 minutes and students will be required to answer two questions in essay form from a list. The topics will based on the general theories and interpretations covered in the classes. Students may refer to features of their case study topic where relevant, but must not repeat substantial material from their case study essays in their examination answers.

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

1. Essays and Written Case Studies

**Grade A:** 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 primary and secondary sources, which will be 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 very well argued and written.

**Grade B:** B-quality work is well organized, using a close analysis of its sources to make relevant points, backed up with some secondary material. 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.

**Grade C:** 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.
Grade D: 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.

Grade F: 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 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.

2. Oral presentations
Each of the following will count towards the assessment:

- The handout must be given to the lecturer, demonstrating adequate research and inclusion of a bibliography
- Critical use of material
- Organizing the material well and structuring it logically
- Presenting the material clearly and explaining it well
- Dealing well with questions and discussion

Required Text(s)

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.

Supplemental Texts(s) (not required to purchase as copies are in NYU-L Library)
Mac Ginty, Roger (2006), No War, No Peace (Palgrave Macmillan) 978-1-4039-4661-4
Internet Research Guidelines

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 online 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 http://www.justwartheory.com/

On-line journals
The United States Institute of Peace has links to various relevant online journals (slightly dated) on http://www.usip.org/publications/online-journals. Its own publications are on https://www.usip.org/publications

Useful Websites
International Peace Research Institute, Oslo www.prio.no/
Uppsala University, Department of Peace and Conflict Research http://www.pcr.uu.se/
Virtual library ‘Peace, Conflict Resolution and International security www.etown.edu/vl/peace.html
International Alert www.international-alert.org/
Search for Common Ground https://www.sfcg.org/
The United States Institute of Peace http://www.usip.org

Additional Required Equipment
N/A

Session 1
Introductory session, raising some fundamental questions about the subject matter of the course. In particular it explores the concepts of peace, conflict and violence and the relationships between them. It also discusses the question of whether violence is increasing or decreasing in the contemporary world.
**Session 2**

**Nonviolence**

Conventional thought often ignores the nonviolent tradition or dismisses it as well-meaning, but rather irrelevant in a world where violence is bound to prevail. However, nonviolence and civil resistance are long established ways of contesting oppression and injustice. Some thinkers have advocated these approaches for ethical or religious reasons, while others have argued that nonviolence is more effective than violence as a means of bringing about change even against highly repressive regimes. This session considers both the ideas and practical experiences of nonviolent movements.

**Reading:** Barash and Webel, Chapter 23


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**Co-curriculum trip**

Co-curriculum visit to the Imperial War Museum. The museum opens at 10.00, so please meet outside the main entrance just before then.

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**Session 3**

Do states always follow their own ‘national’ interests, which endure over time? If so, as the ‘realist tradition’ has argued, any world order will need to be built on the foundations of state sovereignty. Against this, the liberal tradition has been more optimistic about the development of internationalist ideas and institutions that may limit or even transcend the self-interest of states. Marxist theory challenges both these ideas, regarding capitalism as the dominant and enduring source of conflict both domestically and internationally. This session highlights the core assumptions of these three major theories and considers international conflict from these differing perspectives.

**Reading:**

Tim Dunn and Brian C. Schmidt, ‘Realism’ Ch. 6 in *Globalization of World Politics*

Tim Dunn, ‘Liberalism’ Ch. 7 in *Globalization of World Politics*

Stephen Hobden and Richard Wyn Jones, ‘Marxist theories of international relations’ Ch.9 in *Globalization of World Politics*

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**Session 4**

**Identity and Conflict**

It is often suggested that identity disputes, arising from differences in ethnicity, religion or civilisation, are the primary causes of war in the contemporary world. However, others contest this view, arguing that conflicts arise from multiple factors and that identity differences become salient only when they co-exist with other tensions, particularly about power or territory. These debates will be the main focus of this session.

**Required Reading:**

Crawford Young, ‘Explaining the Conflict Potential of Ethnicity’ in Darby and Mac Ginty


Session 5

Nuclear weapons

Do nuclear weapons provide a deterrent against potential aggressors? Is the potential scale of destruction so great that it would be immoral ever to launch a nuclear war? Would there be greater international stability if more states possessed nuclear weapons or is proliferation a major threat to world peace? Is nuclear disarmament possible? This session will explore some of the many ongoing debates on this topic.

Required Reading: Sheena Chestnut Greitens, ‘Nuclear Proliferation’ Chapter 24 in Globalization of World Politics
Barash and Webel, chapter 5
Further Reading: Barash and Webel, chapter 13

Session 6

Terrorism and Political Violence

Terrorism is often said to be the principal contemporary threat and vast resources have been devoted to counter it in both the domestic and international spheres. However, there is also considerable debate as to whether terrorism can be distinguished from other forms of political violence and whether current counter-terrorist strategies are likely to succeed. Such controversies will be discussed in this session.

Reading: 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’ http://www.theguardian.com/world/2014/oct/07/-sp-how-to-talk-to-terrorists-isis-al-qaida
And

Deadline for Coursework Essay

Session 7

The Just War Tradition and the Legal Regulation of Conflict

Can there be a ‘just war’ or is war necessarily an evil? If war takes place is it possible to distinguish between legitimate and illegitimate ways in which it may be fought? The ‘Just War’ tradition attempted to answer such questions and many treaties and other forms of law have also sought to regulate war. This session examines some of these ideas and laws and the extent of their success.

Required Reading:
A. Mosley, ‘Just War Theory’ in The Internet Encyclopedia of Philosophy www.iep.utm.edu/justwar.htm (a general introduction)

Further Reading
Christian Reus-Smit, ‘International law’ ch. 18 in *Globalization of World Politics*
Barash and Webel, chapters 16 and 17

**Session 8**

**The United Nations**

The primary purpose of the United Nations was: ‘To maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace’ (Paragraph 1, Article 1 of the UN Charter).

In fact, countless people have died in violent conflict since 1945. This session considers the ways in which the UN was established to prevent war and examines the causes of its failure to do so. It also considers some proposals for reform.

**Required Reading:** Barash and Webel, chapter 14
Paul Taylor and Devon Curtis, ‘The United Nations’ Chapter 20 in *Globalization of World Politics*

**Further Reading:**
Mark Mazower, *Governing the World*, Chapter 7 (on wartime origins).


**Session 9**

**Peacekeeping and Peacebuilding**

Since the early 1990s there have been many more peacekeeping missions than during the whole Cold War era, and there has also been fundamental qualitative changes. Traditional peacekeeping, based on the notions of neutrality and consent, had rather limited ambitions, such as observing ceasefires or demilitarised zones. Subsequently, new doctrines and practices developed in which international personnel became involved in the domestic sphere of states on the grounds that this was necessary to build peace. This session examines the evolution of peacekeeping and considers some of the arguments about recent developments.

**Required Reading:** Ramsbotham, Woodhouse and Miall, *Contemporary Conflict Resolution* 3rd edition, chapters 6 and 9

**Further Reading:** Boutros Boutros-Ghali, *An Agenda for Peace*, June 1992

[http://www.un-documents.net/a47-277.htm](http://www.un-documents.net/a47-277.htm)

Executive Summary of Report of High-Level Independent Panel on Peace Operations (June 2015)

**Session 10**

**Humanitarian Intervention**

Since the end of the Cold War several military interventions have taken place with the professed justification that these have been necessary to prevent or end mass atrocities. There has been
considerable controversy about legal, political and ethical aspects of these interventions and in 2005 the UN sought to provide greater international consensus about the grounds for international action within sovereign states by proclaiming a new doctrine – the ‘responsibility to protect’. This session examines the arguments, the practical consequences of some of the interventions, and the new doctrine.

**Required Reading:** 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]

Further Reading: Michael Newman, Humanitarian Intervention, Chapters 2 and 6. [On NYU Classes]

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**Session 11**

The ‘Liberal Peace’ in Theory and Practice

The claim that liberal states do not go to war with one another has also been coupled with an active attempt to reconstruct post-conflict states as liberal-democracies. This has involved the introduction of market economies, and pluralist party systems and elections. However, subsequent experience suggests that this is not always a road to a sustainable peace and in some cases it may have precipitated further violent conflict. This session considers both liberal ideas about peacebuilding and some of the critiques.

**Required Reading:**
Further Reading: Roger Mac Ginty, No War, No Peace, Chapter 2

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**Session 12**

NGOs in Relation to Peace and Conflict

Non-governmental organisations have become increasingly important international actors in recent years. Apart from those directly concerned with peacebuilding, there are numerous NGOs involved in conflict situations through their work in such areas as emergency assistance, development aid or human rights. While the humanitarian tradition, exemplified by the International Red Cross, has been one of neutrality, this has been more difficult to maintain in recent civil wars and some organisations have accepted the inevitability or even desirability of forms of alignment. This session is devoted to an exploration of the dilemmas of NGOs in situations of conflict.

**Required Reading:**
Michael Newman, Humanitarian Intervention, Chapter 3 [on NYU Classes]


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**Session 13**

Peace and Transitional Justice

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It has long been accepted that there are potential tensions between peace and justice: for example, should justice be sacrificed in order to bring about stability or is it impossible to ensure a sustainable peace unless it is based on justice? Clearly such debates are also related to differing interpretations of both concepts. In recent years such issues have been raised in a very concrete form in relation to transitional systems following violent conflicts or changes of regime. This session will examine so-called ‘transitional justice’ – for example trials, amnesties, and truth and reconciliation commissions.

**Required Reading:**
Rama Mani, *Beyond Retribution* (2002), chapters 1 and 6

**Further Reading:**
Ramsbotham, Woodhouse & Miall, chapter 10.
Barash and Webel, chapter 22

**Deadline for written version of case study**

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**Session 14**

**What do we know about Successful Peacebuilding?**

In the past two decades the increased practical experience of peacebuilding has been complemented by an enormous growth in the academic study of peace and conflict in universities and specialist institutes. This final session considers the extent to which all this has led to enhanced understanding of the conditions conducive to successful peacebuilding. It also asks whether international institutions and states appear prepared to implement any lessons that may have been learned.

**Reading:** Darby and Mac Ginty, ‘Conclusion: Peace Processes, Present and Future’ in Darby and Mac Ginty, *Contemporary Peacemaking* (2008);

17 May: **FINAL EXAM** (90 minutes: requirement is two unseen essay questions from a list).

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**Classroom Etiquette**

Laptops are permitted in this class (but solely for making notes and reading handouts).

Mobile phones should be set on silent and put away and must not be used in class except for emergencies. **You must not text or look at texts during class.**

When other students are giving a presentations, ensure that you pay attention to what they are saying and do not do any other work.

Food & drink, including gum, are not to be consumed in class.

Please dispose of rubbish in the bins provided.
The co-curriculum visit to the Imperial War Museum on Thursday morning 15 February.

Local bus or underground travel (within zone 1 of underground).

There are always many relevant events in London and there are many lectures open to the public. For example, check the list of events at LSE on http://www2.lse.ac.uk/publicEvents/LSEventsprogramme.aspx

Some other activities may be suggested or arranged.

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.

His latest book is entitled Six Authors in Search of Justice: Engaging with Political Transitions (Hurst and Oxford University Press 2016). His 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 Biography (Macmillan, 1993), Democracy, Sovereignty and the European Union (Hurst, 1996), Ralph Miliband and the Politics of the New Left (Merlin 2002), and Socialism – A Very Short Introduction (Oxford University Press, 2005). He is also an adviser with the peacebuilding NGO, International Alert. He is now working on a new book on transitional justice.

NYU GLOBAL ACADEMIC POLICIES

Policies and procedures for Global Academic Centres, including policies on academic integrity and the Study Away Standard, can be found here: https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-services.html

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

NYU London work submission policies can be found here: http://www.nyu.edu/london/academics/academic-policies.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 London Disruptive Student Behaviour Policy at https://goo.gl/Nvt5Vu for examples of disruptive behaviour and guidelines for response and enforcement.