Instructor Information

Professor Michael Newman

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 (date to be arranged)

Dylan Mathews, the Chief Executive of Peace Direct, will talk to the class during a normal session on 25 April about Peace Direct and Peacebuilding. Peace Direct is an NGO committed to Nonviolence and the power of local action in the resolution of conflicts. See to peacebuilding (see https://www.peacedirect.org/).

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
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>
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<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>
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<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>
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<tr>
<td>Oral case study</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>
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<tr>
<td>Written case study</td>
<td>A case study essay of 2500-3000 words [See document on case study].</td>
<td>50</td>
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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

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<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Description</th>
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<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 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.</td>
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<tr>
<td>B</td>
<td>Example: 82.5% - 87.49%</td>
<td>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</td>
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### Letter Grade, Percent, Description

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<tr>
<td>C</td>
<td>Example: 72.5% - 77.49%</td>
<td>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.</td>
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<tr>
<td>D</td>
<td>Example: 62.5% - 67.49</td>
<td>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.</td>
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<td>F</td>
<td>Example: 59.99% and lower</td>
<td>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.</td>
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### 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 [http://www.justwartheory.com/](http://www.justwartheory.com/)

On-line journals
*Peace, Conflict and Development: An Interdisciplinary Journal*  
[https://www.bradford.ac.uk/social-sciences/peace-conflict-and-development/](https://www.bradford.ac.uk/social-sciences/peace-conflict-and-development/)

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

Useful Websites
International Peace Research Institute, Oslo [www.prio.no/](http://www.prio.no/)
Uppsala University, Department of Peace and Conflict Research [http://www.pcr.uu.se/](http://www.pcr.uu.se/)
International Alert [www.international-alert.org/](http://www.international-alert.org/)
Search for Common Ground [https://www.sfcg.org/](https://www.sfcg.org/)
The United States Institute of Peace [http://www.usip.org](http://www.usip.org)

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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<th>Session/Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>1</td>
<td>Introduction</td>
<td>Barash and Webel, Chapters 1 and 2. <em>Exploring Peace</em> (Freebook on NYU Classes), Chapter 1</td>
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<td>3</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>5</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>
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<tr>
<td>7</td>
<td>The ‘Just war’ and legal regulation of conflict</td>
<td>A.Mosley, ‘Just War Theory’ in <em>The Internet Encyclopedia of Philosophy</em> <a href="https://www.iep.utm.edu/justwar/">https://www.iep.utm.edu/justwar/</a></td>
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Co-Curricular Activities

- There will be a co-curriculum visit to the Imperial War Museum (to be arranged)
  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](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](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](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 May 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 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.