War, Peace and World Order

**Class code**: POL-UA.9741.001

**Instructor Details**: Professor Michael Newman

**Class Details**: War, Peace and World Order

**Thursdays, 10-1**

Location to be confirmed.

**Prerequisites**: N/A

**Class Description**: Characteristics and conditions of war 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, with emphasis on attempts to substitute negotiation, bargaining, politics, law and for the resort to massive violence in moderating disputes. 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 students will present preliminary versions of their case studies to the class.

Co-curriculum trip: on Friday 20 September we will go to view a relevant exhibition at a museum in London. We will choose the exhibition at our first session.

On 31 October, in normal class time, Dan Smith, the Secretary General of *International Alert* will talk about ‘*International Alert and Peacebuilding*’. *International Alert* is the largest NGO in Europe concerned with issues of Peacebuilding and Dan Smith has been its Secretary General since 2003. Between 1993 and 2001 he was Director of the International Peace Research Institute in Oslo and he is currently a member of the Advisory Group for the UN Peacebuilding Fund, of which he was Chair until 2011. In addition to his policy-related work, he has published widely on the peace and conflict. In recognition of his major contribution to peacebuilding he was awarded the OBE in 2002.

**Desired Outcomes**: Students should achieve a critical appreciation of different theories and interpretations of war, peace and world order and a range of approaches to international 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 concerned with issues of peace and conflict.

Assessment Components

1. **Assessed Essay Assignment (25%)**

Students will be required to write a paper of between 1500-2000 words (5-7 pages) on a topic that raises general issues about peace and conflict from a list of questions provided at the beginning of the course (25%). (See Essay list at end of syllabus)

2. **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 or might bring about a lasting peace, but your case study might be dealing with one of a wide range of possible situations. The following are typical examples:

*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 none of the attempts at settlement has worked and what you think might be necessary to bring about some kind of peace. For example, have the previous attempts excluded key forces that need to be brought in? Or have they failed to deal with major issues that are driving the conflict? Or haven’t there even been serious attempts at peace and, if not, why not?

*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’. It currently appears quite uncertain whether a sustainable peace will be built or whether support for the settlement will erode and violence will recur. In such a situation, your main focus would again be to explain why the settlement had come about, but this time you would need to explore both its strengths and weaknesses and perhaps make some judgements, 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 would 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 other international actors?
All these situations are different (and others may differ from the examples above), but in each of them you need to understand and explain the dynamics of the conflict in relation to the possibility or reality of a lasting peace settlement. Since most conflicts are highly complex and last for very long periods, it will often be best to concentrate on a particular phase, rather than trying to deal with the whole conflict. You should discuss this with the instructor. The following are examples of suitable conflicts/conflict locations:

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

These are simply examples and 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 the instructor will exclude some topics. 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.

Your aim is to provide a critical examination (searching, balanced, objective, reflective) of a conflict and its (ongoing, successful or failed) resolution. Students are required to make a major effort at building up a bibliography and data base for their own case study. As guidelines, you should think about the following elements, but some of these may have more relevance to your case study than others:

a) the principal causes and drivers of the conflict
b) the main, direct participants in the conflict
c) the indirect participants in the conflict (for example, in some circumstances, powerful international or regional states could be using the direct participants in a proxy war)
d) attempted resolution(s) of the conflict, and the nature of the conflict resolution process(es)
e) an assessment of the relative success or failure of the conflict resolution process(es)
f) an attempt to explain why conflict resolution succeeded, failed or is still ongoing.

These guidelines should help you to ask relevant questions about your case study, but should not be used as headings in your essay or treated in a mechanistic or rigid way. However, if you are not sure whether your case study conforms sufficiently to these guidelines, please ensure the agreement of the instructor about the way you want to approach it before undertaking the written version.

There will be two elements in the assessment:

(i) Students will present a preliminary version of their case study orally, and answer questions raised by the class. Where more than one student is working on the same topic, a joint presentation will be given, although each individual will be assessed for her/his contribution. The seminar presentation of approximately 15 minutes will be an opportunity for students to present work in progress on their chosen case study. The oral presentation should be supplemented by a one page summary of its main points and the sources (bibliography) on which it is based at that point in time. The summary is distributed to all students and the module tutor no later than the beginning of the presentation. The key objective of the seminar discussion is to provide the presenter with feedback - critical comments and helpful suggestions – to allow him/her to improve the content and structure of their case study essay. The instructor will also provide feedback on the presentation.

(ii) The written version of the case study should be approximately 2,500 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, references and a bibliography in a consistent style of presentation are 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 be 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

**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 and the style might be so awkward that a reader cannot always be sure that s/he has correctly interpreted 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.

**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:

- Demonstration of adequate research
- Critical use of material
- Organising the material well and structuring it logically
- Presenting the material clearly and explaining it well
- Dealing well with questions and discussion

3. The Exam

In exam conditions, students are obviously under far more pressure than when writing coursework.
essays. Examiners obviously appreciate this and do not judge exams by exactly the same criteria as they use for essay marking. However, the essay guidelines remain relevant for exams. In addition, the following are important:

- The answer directly addresses the question which is asked (not some other question on the same topic)
- The answer is coherent, demonstrating an ability to organise material and arguments concisely
- Both questions are answered in adequate depth and length
- The writing is legible and grammatical

NYU in London uses the following scale of numerical equivalents to letter grades:

A=94-100  
A- =90-93

B+=87-89  
B=84-86  
B- =80-83

C+=77-79  
C=74-76  
C- =70-73

D+=67-69  
D=65-66

F=below 65

Where no specific numerical equivalent is assigned to a letter grade by the class teacher, the mid point of the range will be used in calculating the final class grade (except in the A range, where 95.5 will be used).

NYU in London aims to have grading standards and results in all its courses similar to those that prevail at Washington Square.

In addition, Stern School of Business classes adhere to the following Stern grading guidelines:

There should be no more than

- 25-35% A's - awarded for excellent work
- 50-70% B's - awarded for good or very good work
- 5-15% C's or below - awarded for adequate or below work

A guideline is not a curve. A guideline is just that—it gives an ideal benchmark for the distribution of grades towards which we work.
NYUL has a strict policy about course attendance. **No unexcused absences are permitted.** While students should contact their class teachers to catch up on missed work, you should NOT approach them for excused absences.

Excused absences will usually only be considered for serious, unavoidable reasons such as personal ill-health or illness in the immediate family. Trivial or non-essential reasons for absence will not be considered.

Excused absences can only be considered if they are reported in accordance with guidelines which follow, and can only be obtained from the appropriate member of NYUL’s staff.

**Please note that you will need to ensure that no make-up classes – or required excursions - have been organised before making any travel plans for the semester.** See also section 11.1 - Make up days.

**Absence reporting for an absence due to illness**

1. On the first day of absence due to illness you should report the details of your symptoms by e-mailing absences@nyu.ac.uk including details of: class(es) missed; professor; class time; and whether any work was due including exams. Or call free (from landline) 0800 316 0469 (option 2) to report your absences on the phone.

2. Generally a doctor’s note will be required to ensure you have sought treatment for the illness. Contact the Gower Street Health Centre on 0207 636 7628 to make an appointment, or use HTH general practitioners if you cannot get an appointment expediently at Gower Street.

3. At the end of your period of absence, you will need to complete an absence form online at [http://bit.ly/NuCl5K](http://bit.ly/NuCl5K). You will need to log in to NYU Home to access the form.

4. Finally you must arrange an appointment to speak to Nigel Freeman or Donna Drummond-Smart on your first day back at class. You must have completed the absence form before making your appointment.

Supporting documentation relating to absences must be submitted within one week of your return to class.

**Absence requests for non-illness reasons**

Absence requests for **non-illness** reasons must be discussed with the Academic Office prior to the date(s) in question – no excused absences for reasons other than illness can be applied retrospectively. Please come in and see us in Room 308, 6 Bedford Square, or e-mail us at academics@nyu.ac.uk.

**Further information regarding absences**

Each unexcused absence will be penalized by deducting 3% from the student’s final course mark. Students are responsible for making up any work missed due to absence.

Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from an examination (with authorisation, as above), your lecturer will decide how you will make-up the assessment component, if at all (by make-up examination, extra coursework, viva voce (oral examination), or an increased weighting on an alternate assessment component, etc.).

NYUL also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. If timely attendance becomes a problem it is the prerogative of
each instructor to deduct a mark or marks from the final grade of each late arrival and each early departure.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at an agreed meeting point in a punctual and timely fashion.

Please refer to the Student Handbook for full details of the policies relating to attendance. A copy is in your apartment and has been shared with you on Google Docs.

Written work due in class must be submitted during the class time to the professor. Late work should be submitted in person to a member of NYU London staff in the Academic Office (Room 308, 6 Bedford Square) during office hours (Mon – Fri, 10:30 – 17:30). Please also send an electronic copy to academics@nyu.ac.uk for submission to Turnitin.

Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100 point scale.

Written work submitted more than 5 weekdays after the submission date without an agreed extension fails and is given a zero.

Please note end of semester essays must be submitted on time.

Plagiarism: the presentation of another piece of work or words, ideas, judgements, images or data, in whole or in part, as though they were originally created by you for the assignment, whether intentionally or unintentionally, constitutes an act of plagiarism.

Please refer to the Student Handbook for full details of the plagiarism policy.

All students must submit an electronic copy of each piece of their written work to www.turnitin.com and hand in a printed copy with the digital receipt to their professor. Late submission of work rules apply to both the paper and electronic submission and failure to submit either copy of your work will result in automatic failure in the assignment and possible failure in the class.

Electronic Submission
The Turnitin database will be searched for the purpose of comparison with other students’ work or with other pre-existing writing or publications, and other academic institutions may also search it.

In order for you to be able to submit your work onto the Turnitin website, you will need to set up an account:

1) Go onto the Turnitin website http://www.turnitin.com
2) Click ‘Create Account’ in the top right hand corner
3) Select user type of ‘student’
4) Enter your class ID & Turnitin class enrolment password (these will be e-mailed to you after the drop/add period, or contact academics@nyu.ac.uk if you have misplaced these).
5) Follow the online instructions to create your profile.
To submit your work for class, you will then need to:

1) Log in to the Turnitin website
2) Enter your class by clicking on the class name
3) Next to the piece of work you are submitting (please confirm the due date), click on the ‘submit’ icon
4) Enter the title of your piece of work
5) Browse for the file to upload from wherever you have saved it (USB drive, etc.), please ensure your work is in Word or PDF format, and click ‘submit’
6) Click ‘yes, submit’ to confirm you have selected the correct paper (or ‘no, go back’ to retry)
7) You will then have submitted your essay onto the Turnitin website.
8) Please print your digital receipt and attach this to the hard copy of your paper before you submit it to your professor (this digital receipt appears on the web site, immediately after you submit your paper and is also sent to your e-mail address). Please also note that when a paper is submitted to Turnitin all formatting, images, graphics, graphs, charts, and drawings are removed from the paper so that the program can read it accurately. Please do not print the paper in this form to submit to your lecturers, as it is obviously pretty difficult to read! You can still access the exact file you uploaded by clicking on the ‘file’ icon in the ‘content’ column.

Please also see the Late Submission of Work policy, above.

Students must retain an electronic copy of their work for one month after their grades are posted online on Albert and must supply an electronic copy of their work if requested to do so by NYU in London. **Not submitting a copy of a piece of work upon request will result in automatic failure in the assignment and possible failure in the class.** NYU in London may submit in an electronic form the work of any student to a database for use in the detection of plagiarism, without further prior notification to the student.

Penalties for confirmed cases of plagiarism are set out in the Student Handbook.

**Required Text(s)**


**Supplemental Texts(s) (not required to purchase as copies are in NYU-L Library)**


### 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, while 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


See also the United States Institute of Peace on line journals [http://www.usip.org/publications/online-journals](http://www.usip.org/publications/online-journals)

#### 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/)
- Virtual library ‘Peace, Conflict Resolution and International security’ [www.etown.edu/vl/peace.html](http://www.etown.edu/vl/peace.html)
- International Alert [www.international-alert.org/](http://www.international-alert.org/)
- Search for Common Ground [www.sfcg.org/](http://www.sfcg.org/)
- The United States Institute of Peace [http://www.usip.org](http://www.usip.org)
Additional Required Equipment

N/A

Session 1

5 September

What is peace? The obvious answer might be that it is the absence of conflict, but many have offered more positive definitions. Nor is the relationship between conflict and war straightforward. There are long-standing debates about how these concepts should be understood and the different definitions may have important policy implications. This session will explore some of these controversies and also consider the extent to which it is possible to formulate useful theories about war, conflict and peace.

Reading: Barash and Webel, Chapters 1 and 2

Session 2

Realist and liberal theories

12 September

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. This session will consider the claims of these two dominant theories of international relations.

Reading: At least two of the following:
   - Tim Dunn and Brian C. Schmidt, ‘Realism’ in Globalization of World Politics
   - Tim Dunn, ‘Liberalism’ in Globalization of World Politics
   - Jack Donnelly, ‘Realism’ in Scott Burchill et al, Theories of International Relations
   - Scott Burchill, ‘Liberalism’ in Scott Burchill et al, Theories of International Relations

Further Reading: Steven L. Lamy, ‘Contemporary mainstream approaches: neo-realist and neo-liberalism’ in Globalization of World Politics

Session 3

Marxism and conflict

19 September

During the Cold War years, Communist countries were often viewed as ‘totalitarian’ regimes seeking to spread Marxist ideology throughout the world. However, the relationship between Communist states and Marxism is complex, and Marxist theory sought to provide an explanation of both domestic and international conflict before any socialist or communist states had been established. This session will consider the claims of Marxism and neo-Marxist theories.
Reading: Stephen Hobden and Richard Wyn Jones, ‘Marxist theories of international relations’ in *Globalization of World Politics*
Andrew Linklater, ‘Marx and Marxism’ in Scott Burchill et al, *Theories of International Relations*

NOTE: There will be a co-curriculum trip to a relevant museum on the morning of Friday 20 September.

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.

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.

Reading: Darryl Howlett, ‘Nuclear Proliferation’ in *Globalization of World Politics*
Barash and Webel, chapters 4 and 12
Session 6

10 October

**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 both 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 3
James D.Kiras, ‘Terrorism and globalization’ in *Globalization of World Politics*

Session 7

17 October

**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.

*Reading:* At least two of the following:
A.Mosley, ‘A Just War’ in *The Internet Encyclopedia of Philosophy* [www.iep.utm.edu/j/justwar.htm](http://www.iep.utm.edu/j/justwar.htm) (a general introduction)
Christian Reus-Smit, ‘International law’ in *Globalization of World Politics*
Barash and Webel, chapters 15 and 16

**Deadline for coursework essay**

Session 8

24 October

**The United Nations and World Order**

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.

**Reading:** Barash and Webel, chapter 13
Paul Taylor and Devon Curtis, ‘The United Nations’ in *Globalization of World Politics*

---

**Session 9**

**Peacekeeping and Peacebuilding**

31 October

Since the early 1990s there have been many more peacekeeping missions than during the whole Cold War era, and there has also been a fundamental qualitative change. 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.

**Reading:** Ramsbotham, Woodhouse and Miall, 3rd edition, chapters 6 and 9

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

Dan Smith, the Secretary General of International Alert, will give a talk on ‘International Alert and Peacebuilding’ in the second part of this session.

---

**Session 10**

**NGOs in Relation to Peace and Conflict**

14 November

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.

**Reading:** At least two of the following:
Francis Kofi Abiew & Tom Keating ‘Defining a Role for Civil Society – Humanitarian NGOs

Michael Newman, Humanitarian Intervention, Chapter 3

Session 11
Humanitarian Intervention

15 November
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.

Reading: Alex Bellamy and Nicholas Wheeler, ‘Humanitarian Intervention in World Politics’ in Globalization of World Politics
Michael Newman, Humanitarian Intervention: Confronting the Contradictions, Chapters 1 and 2

Further Reading on ‘the responsibility to protect’

Session 12
The ‘Liberal Peace’ in Theory and Practice

21 November
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 democratic peace theory and the record of its implementation in practice.

**Reading:** At least two of the following:
- Roland Paris, *At War’s End* (2004), chapters 2, 9, 10, 11
- Roger Mac Ginty, *No War, No Peace, Chapter 2*

### Session 13
28 November

**Peace and Transitional Justice**

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 from in relation to transitional systems following violent conflicts or changes of regime. This session will examine so-called ‘transitional justice’ – for example tribunals, amnesties, and truth and reconciliation commissions.

**Reading:** Rachel Kerr and Eirin Moberk, *Peace and Justice: Seeking Accountability after War* (2007), introduction & conclusion; and
- *Or:* Barash and Webel, chapter 20

**Deadline for written version of case study**

### Session 14
5 December

**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);
This session will also take the form of a revision class.

**Session 15**

Final exam (90 minutes: requirement two unseen essay questions from a list).

12 December

**Classroom Etiquette**

Toilet breaks should be taken before or after class or during class breaks.

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

Mobile phones should be set on silent and should not be used in class except for emergencies.

Laptops are permitted in this class.

Please kindly dispose of rubbish in the bins provided.

**Required Co-curricular Activities**

There will be a co-curricular activity in the morning of **Friday 20 September**: a visit to the Imperial War Museum in London.

**Suggested Co-curricular Activities**

Attend some relevant events in London, including lectures and other events at LSE. Details may be found on [http://www2.lse.ac.uk/publicEvents/LSEventsprogramme.aspx](http://www2.lse.ac.uk/publicEvents/LSEventsprogramme.aspx)

**Your Instructor**

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. In recent years 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. His most recent book is *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 now writing a book on ‘Writers, justice and Transitions’ and is also working as an adviser with the peacebuilding NGO, *International Alert*. 
**Essay List**

1. **Assessed Essay Assignment (25%)**

Please submit a paper of between 1500-2000 words on one of the questions below by **17 October 2013**. For full details of the submission procedure, please see the relevant sections of the syllabus.

**Essay Questions**

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**


‘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](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 BHAVoltaire lecture 2013 [http://www.youtube.com/watch?v=J4028ZG6z5I](http://www.youtube.com/watch?v=J4028ZG6z5I) and brief discussion with Charlie Rose on [http://www.youtube.com/watch?v=uG0BpS6AUZ4](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


[http://them.polylog.org/5/fgi-en.htm](http://them.polylog.org/5/fgi-en.htm)
3. What are the principal debates between liberals and realists in relation to international order and conflict? In your view, which approach is the more convincing?

Reading
Tim Dunn and Brian C. Schmidt, ‘Realism’ in Globalization of World Politics (5th Edition)
Tim Dunn, ‘Liberalism’ in Globalization of World Politics
Jack Donnelly, ‘Realism’ in Scott Burchill et al, Theories of International Relations (4th edition)
Scott Burchill, ‘Liberalism’ in Scott Burchill et al, Theories of International Relations
Steven L. Lamy, ‘Contemporary mainstream approaches: neo-realism and neo-liberalism’ in Globalization of World Politics

4. How useful is Marxism in explaining the causes of international conflict? Discuss, either generally, or with reference to particular versions of Marxist-influenced theory.

Reading
Stephen Hobden and Richard Wyn Jones, ‘Marxist theories of international relations’ in Globalization of World Politics
Andrew Linklater, ‘Marx and Marxism’ in Scott Burchill et al, Theories of International Relations
Andrew Linklater, ‘Historical Sociology’ in Scott Burchill et al, Theories of International Relations
Richard Devetak, ‘Critical Theory’ in Scott Burchill et al, Theories of International Relations
V I Lenin, Socialism and War http://www.marxists.org/archive/lenin/works/1915/s+w/ch01.htm

5. To what extent are the many conflicts in the world today described as ‘ethnic conflicts’ primarily caused by differences in ethnicity? 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’).

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

6. How convincing are the arguments in favour of the doctrine of ‘nuclear deterrence’?

Reading
David Barash & Charles Webel, Peace and Conflict Studies, Ch. 4 Ch 12
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. 3
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

8. Do any religious or ethical principles or international laws enable us to decide whether there can be a ‘just war’? (You may answer with reference to all three elements in the question or solely to one or two elements if you wish: i.e. religious and/or ethical principles and/or international laws).

Reading
David Barash & Charles Webel, Peace and Conflict Studies, Chs.15 & 16

Christian Reus-Smit, ‘International law’ in Globalization of World Politics

See also the very extensive introduction, with numerous on-line sources, in http://www.justwartheory.com/#INTRODUCTION