The United Nations: Peace and Security

Dr. Ulrich Franke
Wednesday 8:30-10, SpT C4180
Module POL-M11, VAK 08-26-5-M11-4

The seminar addresses the United Nations’ activities on the level of peace and security. In a first of four steps, we will look at the UN Charter of 1945 and the organization’s prehistory, some key documents issued after 1990, as well as the set-up of the organization and its main bodies. In step two, we will deal with a typology suited to discriminate the UN’s peace and security tasks: the peace cycle and its five phases – conflict prevention, peacemaking, peacekeeping, peace enforcement, as well as peacebuilding. In this context, we will also discuss how the United Nations generates force and how peace operations can be assessed. In a third step, three selected issues will be dealt with: sexual abuses by UN troops, the critique of the UN’s concept of (liberal) peace as well as the organization’s role in counter-terrorism. Finally, step four focuses new developments such as the United Nations’ relations to other organizations as well as prospects for future research.

In addition to the proceedings of the seminar, participants can join a Model United Nations (MUN) course which will take place on Tuesdays from 2-4 pm (08-26-5-M11-4.1).

Course aims

Participants shall learn about...

1) ...the UN’s prehistory as well as main contents of the Charter and key documents issued after 1990 such as the Agenda for Peace or the Brahimi Report,
2) ...the institutional set-up of some of the UN’s main bodies,
3) ...the ‘peace cycle’ and its five phases as well as the UN’s tasks in terms of this typology,
4) ...the course of UN peace operations and related problems,
5) ...(academic) criticism of UN peace and security activities,
6) ...new developments in research on UN peace and security activities such as relations with other international organizations,
7) ...theoretical perspectives on the UN.

Contact

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Assignment

In this course, you can achieve 3 {90 hours, requirements a) to d) below} or 6 credit points {180 hours, requirements a) to e) below} according to the European Credit Transfer System (ECTS) – either in the Module POL-M11 (International Relations) or for ‘General Studies’. Basic requirements for 3 or 6 credit points are

a) to self-motivatedly participate in our meetings (30 hours) and
b) to diligently engage with the readings before these meetings (30 hours).

To achieve 3 credit points, you additionally will have to

c) give an oral presentation of 5-7 minutes in the seminar, prepare a handout of 2 pages summing up the main points of your presentation (15 hours) and
d) write an essay of 4 pages/1300 words (‘short essay’; 15 hours).

To achieve 6 credit points, you additionally will have to

e) write an essay of 8-9 pages/3000 words (‘long essay’; 90 hours).
Alternatively, you can achieve 3 credit points by successfully participating in the Model United Nations (MUN) course conducted by Konstantin Krome and Jonas Pauly (T08-26-5-MU-4.1). Consequently, you can also achieve 6 credit points by successfully participating in the MUN course (3 credit points) and by fulfilling the requirements for 3 credit points in our seminar as specified above.

**Deadlines and further specifications**

1. Please register for oral presentations on Stud.IP (for details, see below).
2. Presentations do not have to be based on Power-Point or other respective programmes. If you wish to do so, however, do not forget to bring along the required electronic devices and to fix technical issues before the seminar begins.
3. Handouts have to be uploaded on Stud.IP before presentations are given; in addition, presenters should bring some copies to class (format: 2 pages on one sheet).
4. Short essays cannot be submitted via email. They are due before their topic is discussed in class. Hence, it is recommended to hand them over to me at the beginning of that session in which their topic will be discussed. However, you do not have to let me know in advance when you will deliver your short essay. Short essays have to be based on at least 3 academic texts (journal article length) that have to appear in the bibliography.
5. Long essays are due on Wednesday, March 15, 2017 at the very latest. They cannot be submitted via email either. Thus, please send me your long essay by post or bring it to the InIIS (address: see above). Long essays have to be based on at least 9 academic texts (journal article length) that have to appear in the bibliography.
6. @Erasmus students and @students interested in ‘General Studies’ achievements (3 or 6 credit points): Please fill in the required form and hand it over to me along with your short essay in class. (In case you decide to participate in the MUN course only, please hand the form over to Konstantin Krome or Jonas Pauly).

**Readings**

Like this (most important) syllabus, the readings are available on the University’s e-learning platform Stud.IP (see tab ‘Dateien’ (German version) or ‘Documents’ (English version), folder ‘Syllabus and Readings’). Readings are marked with an ‘R’ (as in ‘02aR’ or ‘02bR’), further readings with an ‘R+’ (as in ‘02cR+’). Most of the further readings proposed in the ‘Detailed Reading List’ (see below) can be found there, too (by the way: take the listed further readings as a bibliography compiled for you – and not as hidden expectations of mine).

**Office hours**

Make use of the office hours to discuss anything of concern for your participation in the seminar. In particular, this holds for supervision and assessment of your essays and oral presentations. You can register via <http://doodle.com/vdetxy7fr2uirz6f>. Alternatively, go to <http://www.iniis.uni-bremen.de/persons/ulrich-franke/en/> and click on ‘Please register here’ on the right (under the heading ‘Office hour’). Moreover in this context, please note that in many instances your fellow students or this syllabus might help you first. Correspondingly, questions that are answered by this syllabus won’t be responded to.

**Your presentations**

On Stud.IP (tab ‘Wiki’ → Presentations), you can find a list of (14) topics suited for presentation; please register by writing your name behind the assignment you prefer. Presentations will be about topics that appear under the headings ‘Further Readings’ and ‘***Excursus’ in the ‘Detailed Reading List’ below. Hence, presenters take the role of an expert, talking about ideas and texts that are new to most of the audience. Ideally, presentations fulfil the double aim of providing the audience with additional background information and with an original thesis.

It is rather likely that your demand will exceed the number of (14) topics reserved for presentation. Consequently, a presentation can be ‘replaced’ by:
a) the participation in an ‘expert discussion’: here, small groups of (usually: three) students can prepare discussions for the three sessions in Part III of the seminar (#10–12). The topics of these three sessions are particularly suited for controversial debate. While one participant could prepare for the role of moderator, the two others could prepare a ‘pro’ and a ‘con’ – before the class will join discussions.

In case that your demand for presentations still is not covered yet, two further forms of participation in class might be:

b) two oral summaries of preceding sessions (each to be given at the beginning of the subsequent session, length: 4-5 minutes, accompanied by a handout summary of 2 pages),

c) ‘co-teaching’, that is: participants – twice – come up with ideas on how to structure (parts of) a session by means of questions, group work, etc. (based on a concept paper of 1 page making sense of these ideas).

In short, when you are interested in giving a presentation or participating in an expert discussion, write your name in **one** of the respective cells on Stud.IP/Wiki/Presentations, when you are interested in giving (two) oral summaries of preceding sessions or in structuring (two) upcoming sessions (co-teaching), write your name in **two** of the respective cells on Stud.IP/Wiki/Presentations.

**Your essays**

The purpose of your essay(s) is to practice arguing in a pointed manner. Begin by briefly introducing your topic or underlying problem and the direction into which you want to argue. In the remainder of the first third of your essay, reconstruct that central argument (of the reading) upon which you will draw. Develop your own argument in the remaining (nearly) two thirds of your essay, while making use of other readings that you looked up or that are proposed in the syllabus. Do not forget to end with a conclusion that makes your essay round.

In formal terms, write down your name, your matriculation number, as well as the title of our seminar on top of the first page – and list all your references in a bibliography at the end of the essay. Finally, please attach particular importance to correct spelling and correct quoting.

**Grading**

Your grades will mostly result from your written work. Oral presentations indicate tendencies. In case of manifest differences between written and oral work, however, good presentations are considered more strongly than weaker ones.

**Overview**

#01, Oct. 19, 2016 – Introduction

Part I: Key Documents and Main Bodies
#02, Oct. 26, 2016 – How is the UN Charter structured and what does it prescribe?
#03, Nov. 02, 2016 – What is the role of the UN Secretary-General?
#04, Nov. 09, 2016 – Dies Academicus (Tag der Lehre) – no session taking place

Part II: UN Peace Operations
#05, Nov. 16, 2016 – Peace Cycle I: What does UN conflict prevention look like?
#06, Nov. 23, 2016 – Peace Cycle II: What does UN Peacekeeping look like?
#07, Nov. 30, 2016 – Peace Cycle III: What does UN Peacebuilding look like?; Mid-Term Evaluation
#08, Dec. 07, 2016 – How does the UN generate force?
#09, Dec. 14, 2016 – How to assess UN peace operations?

Part III: Selected issues – sexual abuses, liberal peace, counter-terrorism
#10, Dec. 21, 2016 – How does the UN deal with sexual abuses by their troops?
#11, Jan. 11, 2017 – How to judge criticism of the UN’s (liberal) peace concept?
#12, Jan. 18, 2017 – How does the UN counter terrorism?

Part IV: New developments and prospects for future research
#13, Jan. 25, 2017 – How does the UN relate to other organizations?
#14, Feb. 01, 2017 – What could future research on (UN) peacekeeping deal with?; Conclusion
Detailed Reading List

Preparatory (and Further) Readings:


#01, October 19, 2016 – Introduction

Part I: Key Documents and Main Bodies

#02, October 26, 2016 – How is the UN Charter structured and what does it prescribe?

Readings:


Further Readings:


#03, November 2, 2016 – What is the role of the UN Secretary-General?

Readings:

Further Readings:

Göcke, Katja/Mohr, Hubertus von 2013: United Nations, Secretary-General, Oxford Public International Law (http://opil.ouplaw.com), Max Planck Encyclopedia of Public International Law [MPEPIL], Oxford University Press.

Chesterman, Simon 2007: Secretary or General? The UN Secretary-General in World Politics, Cambridge et al.: Cambridge University Press.


***Excursus 1: The UN General Assembly and the Uniting-for-Peace Resolution


Binder, Christina 2013: Uniting for Peace Resolution (1950), Oxford Public International Law (http://opil.ouplaw.com), Max Planck Encyclopedia of Public International Law [MPEPIL], Oxford University Press.


***Excursus 2: The UN Security Council


#04, November 9, 2016 – Dies Academicus (Tag der Lehre) – no session taking place

Part II: UN Peace Operations

#05, November 16, 2016 – Peace Cycle I: What does UN conflict prevention look like?

Readings:

Moolakkattu John S., 2007: Conflict Prevention, Oxford Public International Law (http://opil.ouplaw.com), Max Planck Encyclopedia of Public International Law [MPEPIL], Oxford University Press.

Zenko, Micah/Friedman, Rebecca R. 2011: UN Early Warning for Preventing Conflict, International Peacekeeping 18: 1, 21-37.
Further Reading:


***Excursus 3: An Agenda for Peace (1992) and the Supplement to An Agenda for Peace (1995)***

Neuhold, Hanspeter 2013: Agenda for Peace, Oxford Public International Law (http://opil.ouplaw.com), Max Planck Encyclopedia of Public International Law [MPEPIL], Oxford University Press.


***Excursus 5: A more secure world (Report of the High-Level Panel on Threats, Challenges and Change, 2004)***

Neuhold, Hanspeter 2013: High-Level Panel on Threats, Challenges and Change, Oxford Public International Law (http://opil.ouplaw.com), Max Planck Encyclopedia of Public International Law [MPEPIL], Oxford University Press.


***Excursus 6: UN peacemaking: special envoys and good offices***

Payandeh, Mehrdad 2013: Special Envoy, Oxford Public International Law (http://opil.ouplaw.com), Max Planck Encyclopedia of Public International Law [MPEPIL], Oxford University Press.

Lapidoth, Ruth 2006: Good Offices, Oxford Public International Law (http://opil.ouplaw.com), Max Planck Encyclopedia of Public International Law [MPEPIL], Oxford University Press.


#06, November 23, 2016 – Peace Cycle II: What does UN peacekeeping look like?

Readings:

Further Readings:


***Excursus 7: Peacekeeping Forces, Special Representative, and Resident Coordinator

Bothe, Michael 2015: Peacekeeping Forces, Oxford Public International Law (http://opil.ouplaw.com), Max Planck Encyclopedia of Public International Law [MPEPIL], Oxford University Press.
Keller, Helen 2008: Special Representative, Oxford Public International Law (http://opil.ouplaw.com), Max Planck Encyclopedia of Public International Law [MPEPIL], Oxford University Press.
Schoiswohl, Michael 2013: Resident Coordinator, Oxford Public International Law (http://opil.ouplaw.com), Max Planck Encyclopedia of Public International Law [MPEPIL], Oxford University Press.

#07, November 30, 2016 – Peace Cycle III: What does UN peacebuilding look like?; Mid-Term Evaluation

Readings:


Further Readings:


***Excursus 8: UN Peacebuilding Commission

Marauhn, Thilo/Simon, Sven 2011: Peacebuilding, Oxford Public International Law (http://opil.ouplaw.com), Max Planck Encyclopedia of Public International Law [MPEPIL], Oxford University Press.
***Excursus 9: UN peace enforcement


Karlsrud, John 2015: The UN at War: Examining the Consequences of Peace-Enforcement Mandates for the UN Peacekeeping Operations in the CAR, the DRC and Mali, *Third World Quarterly* 36: 1, 40-54.

#08, December 7, 2016 – How does the UN generate force?

Readings:


Further Readings:


***Excursus 10: The UN and Private Military and Security Companies (PMSCs)


***Excursus 11: UN Command and Control


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#09, December 14, 2016 – How to assess UN peace operations?

Readings:


Further Readings:


Part III: Selected issues – sexual abuses, liberal peace, counter-terrorism

#10, December 21, 2016 – How does the UN deal with sexual abuses by their troops?

Readings:

Further Readings:

#11, January 11, 2017 – How to judge criticism of the UN’s (liberal) peace concept?

Readings:

Further Readings:

#12, January 18, 2017 – How does the UN counter terrorism?

Readings:
Further Readings:
Walter, Christian 2011: Terrorism, Oxford Public International Law (http://opil.ouplaw.com), Max Planck Encyclopedia of Public International Law [MPEPIL], Oxford University Press.

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**Part IV: New developments and prospects for future research**

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**#13, January 25, 2017 – How does the UN relate to other organizations?**

**Readings:**

**Further Readings:**
***Excursus 12: The UN and regional organizations***

***Excursus 13: The New Partnership Agenda***

***Excursus 14: The responsibility to protect***

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**#14, February 1, 2017 – What could future research on (UN) peacekeeping deal with?; Conclusion**

**Readings:**