

GOVT 1101-102: Peacekeeping and Peacebuilding

Michael Kriner (he/him)

Spring 2020, Tuesday/Thursday 9:40-10:55 am

Email: Mk2537@cornell.edu

Room: Uris 498 (tentatively starting 8 February)

Zoom link for first two weeks of class available on Canvas

Office: White Hall B03

Office Hours: Tuesdays & Thursdays, 11:30 am-12:30 pm; sign up via

www.Calendly.com/mikekriner

Peace and conflict are fundamental concepts in international relations. This course explores the development of peacekeeping as a way to address conflict and (hopefully) contribute to peace. Topics will range from conceptual understandings of peace and conflict to modern-day issues in peacekeeping. These will be addressed through a diverse set of academic work in political science as well as non-academic writing such as journalistic accounts, policy memos, and reports from international organizations, such as the UN, Amnesty International, and the Red Cross. Through close, critical reading of these written works combined with related writing assignments, including conflict analyses, peer reviews, and UN Security Council memos, this course will give students the opportunity to write with, against, and about substantive issues in keeping and building peace.

By the end of the course, students should be better able to craft an argument within an essay, regardless of the audience of the writing assignment. Building an argument is an important part of any kind of writing in the sciences, and articulating that argument clearly and concisely is an important task for any writer. The readings, in-class work, and assignments will aid you in this pursuit.

In addition to the writing goal for this course, the following are secondary objectives of the course: first, be better able to conceptualize the fundamental concepts of conflict and peace; second, be better able to construct both policy-oriented essays for consumption by the general public and more academic writing that engages the issues surrounding peacekeeping and peacebuilding; and third, be better able to think critically about both policy and academic writing on the topics of the course.

Writing Work

As a first-year writing seminar, this course is intended to prepare you for writing in college and beyond. To achieve this, students will complete a number of writing assignments throughout the course of the semester. To aid with the writing process, students will be exposed to a variety of texts that will introduce you to different writing styles and argumentation. The course will help students to critically engage with these different texts, with the aim of equipping you to address different audiences and utilize different forms of argumentation to do so.

All written submissions should follow the following guidelines:

- Written work should be done using a word processing software- Word or PDF documents are preferred
- Use a standard font, 12 point
- Double space, using 1-inch margins
- Number your pages

- At the top left of the first page, include your name, the due date, and the paper title (single-spaced)
- Proofread and spellcheck before submitting your work
- Any citation style may be used, so long as you are consistent (i.e. do not start with parenthetical notation and then switch to footnote citations). For assistance with citation styles, you can consult [the Perdue Online Writing Lab](#).

Writing assignment in this course include:

- Assignment 1: Argumentative essay (due 1 February)
- Assignment 2: Conflict assessment (due 18 February)
- Assignment 3: Written submission to peacekeeping or peacebuilding organization (due 11 March)
- Assignment 4: Op-ed (due 1 April)
- Assignment 5: Final paper that proposes a new, or amends an existing peacekeeping/building intervention (due 15 May)

Further details about each of these writing assignments will be distributed during the semester.

Attendance

Attendance in class sessions is a vital portion of the course. Students with 2 or more unexcused absences may find their class participation grade affected. Students are responsible for finding out from other students (not the instructor) what took place in their absence- including getting copies of materials and assignments, discussing work covered in class, etc.

Requirement for Conferences

Students are required to meet with me at least two times during the course of the semester. You are all encouraged to take advantage of my office hours- they are specifically dedicated to meeting with you.

Students are encouraged or in some cases required to discuss assignment topics with me ahead of time. These are great opportunities to meet with me to discuss your assignment topics as well as previous assignments.

Electronics Policy

Electronic devices that you use to take or keep notes such as a laptop or tablet are allowed in class. Cellphones should be turned off or silenced for the duration of class. I reserve the right to change the laptop/tablet policy if it becomes a distraction in the classroom and/or I feel they are being used for purposes unrelated to the course.

Cheating and Plagiarism

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. Students are strictly forbidden from buying or selling course materials. Cheating and plagiarism will be treated according to Cornell University regulations, which I will strictly observe. Students need to write papers individually and not collaboratively (unless specified by the instructor). Material in papers drawn from research materials must be cited

and, if a direct quote, demarked by quotation marks. The penalty for violating the Code of Academic Integrity is an F for the assignment.

The Code of Academic Integrity is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You affirm that if you witness others violating the code you have a duty to report them to the university administration.

Please review the university guidelines on plagiarism and academic integrity at Cornell:

- Overview: <http://digitalliteracy.cornell.edu/tutorial/dpl3320.html>
- Tutorial: <http://plagiarism.arts.cornell.edu/tutorial/index.cfm> for a tutorial on plagiarism.
- The Code of Academic Integrity: <http://cuinfo.cornell.edu/aic.cfm>.

University Policies

I respect and uphold Cornell University policies and regulations pertaining to the observation of religious holidays; assistance available to the physically handicapped, visually and or/hearing impaired student; sexual harassment; and racial or ethnic discrimination.

- **Students with Disabilities:** In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations. Students seeking accommodations should submit to me an accommodation letter from Student Disability Services within the first two weeks of the semester. For more information and to register with a disability, please see: <http://sds.cornell.edu/>
- **Religious Observances:** Students may ask for reasonable and timely accommodations for sincerely held religious beliefs. Please review the syllabus closely to determine if your religion will present any scheduling conflicts with any of the classes. You must inform me of any conflicts within the first two weeks of the semester.
- **Classroom Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Students will treat one another with respect and courtesy. I will ask disruptive students to leave the class. As your instructor, I unconditionally reject every form of bigotry, discrimination, hateful rhetoric, and hateful action, whether directed towards one's race, gender, gender identity, sexual orientation, religion, national origin, disability, citizenship, political views, socioeconomic status, veteran status, or immigration status, in class and out.
- **Gender Sensitivity:** I affirm people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. If you have any questions or concerns, please do not hesitate to contact me.

Grading Policy

- 10%: Class participation, including written participation such as peer editing and in-class activities

- 20%: Conflict Assessment (Assignment 2)
- 20%: Written submission to peacekeeping or peacebuilding organization (Assignment 3)
- 20%: Op-ed (Assignment 4)
- 30%: Final paper that proposes a new, or amends an existing peacekeeping or peacebuilding intervention (Assignment 5)

Grading Scale

The following represents the grading scale:

| | | | |
|--------|----|-------|----|
| 94-100 | A | 74-76 | C |
| 90-93 | A- | 70-73 | C- |
| 87-89 | B+ | 67-69 | D+ |
| 84-86 | B | 64-66 | D |
| 80-83 | B- | 60-63 | D- |
| 77-79 | C+ | 0-59 | F |

Please note: All student writing for the course may be read and shared by all members of the class.

There are no required textbooks or pre-requisite reading for this course. Course readings will either be available on Canvas, at included hyperlinks, or through the library catalogue.

Cornell Writing Centers

The Cornell Writing Centers (CWC) provide support for individuals at any stage of the writing process. It is a free resource available to everyone on campus—faculty, staff, graduate and undergraduate students—for nearly any kind of writing project: applications, presentations, lab reports, essays, papers, and more. Tutors (trained peers) serve as responsive listeners and readers who can address questions about the writing process or about particular pieces of writing. They can also consider questions of confidence, assignment expectations, critical reading, analytic thought, and imagination. All writing tutors are also trained to work with multilingual writers writing in English and to help support application materials. This semester CWC is offering both in-person and synchronous online tutoring (via chat and/or video conferences) through our scheduling platform: <https://cornell.mywconline.net/>

Course Schedule

Week 1: Conceptualizing Peace and Conflict

Tuesday- 25 January- The “Stakes” of the Course

- Meeting on Zoom- details on Canvas
- Reading
 - o Lise Howard, “[Op-Ed: We need a UN peacekeeping mission in Afghanistan](#)” *Los Angeles Times* 29 August 2021
 - o Paul Williams, “[The Pitfalls of UN Peacekeeping in Afghanistan](#)” IPI Global Observatory 1 September 2021
- Assignment 1 assigned - due 1 February (details distributed separately)

Thursday- 27 January- Peace and Conflict

- Meeting on Zoom- details on Canvas

- Reading
 - o Johan Galtung (1969) “Violence, Peace, and Peace Research” *Journal of Peace Research* 6(3): 167-191
 - o Baljit Singh Grewal, “Johan Galtung: Positive and negative peace”

Week 2: Conflict Assessment

Tuesday- 1 February

- Meeting on Zoom- details on Canvas
- Assignment 1 due
- Assignment 2 assigned (details distributed separately)
- Reading
 - o The European Union, The World Bank, and the United Nations, “Joint Recovery and Peacebuilding Assessment (RPBAs)”
 - o Making Sense of Turbulent Contexts (MSTC)- Executive Summary

Thursday- 3 February

- Meeting on Zoom- details on Canvas
- In class work: conflict assessment- working in teams, students will conduct a brief conflict assessment of a given conflict using either the RPBA or MSTC framework

Week 3: Introduction to Peacekeeping and Peacebuilding

Tuesday- 8 February

- Reading
 - o Report of the Panel on United Nations Peace Operations (2000) Executive Summary, Chapters 1 and 2, p. viii- 14
 - o Report of the High-level Independent Panel on United Nations Peace Operations (2015) Summary, p. 9-26

Thursday- 10 February

- Reading
 - o Cedric de Coning (2018) “Adaptive Peacebuilding” *International Affairs* 94(2): 301-317
 - o Barbara F. Walter, Lise Morje Howard, and V. Page Fortna (2021) “The extraordinary relationship between peacekeeping and peace” *British Journal of Political Science* 51(40): 1705-1722
- In class work: paragraph exercise (details distributed separately)

Week 4: The Cold War and its Aftermath

Tuesday- 15 February

- Bring a draft of your conflict assessment to class for in-class work
- Reading
 - o “An Agenda For Peace: Preventive diplomacy, peacemaking and peace-keeping” 17 June 1992

Thursday- 17 February

- Reading
 - o Samantha Power, “Bystanders to Genocide” *The Atlantic* September 2001
- Assignment 2 due next day

Week 5-6: Who keeps/builds peace?

Tuesday- 22 February

- Assignment 3 assigned (details distributed separately)
- Reading
 - o Read the “[What is peacekeeping](#)” section of the United Nations Peacekeeping website. Please read the following sections:
 - [Principles of peacekeeping](#)
 - [Forming a new operation](#), including the sub-headings “Role of the Security Council,” “Role of the General Assembly,” and “Mandates as the legal basis for peacekeeping”
 - o Mark J. Mullenbach (2005) “Deciding to Keep Peace: An Analysis of International Influences on the Establishment of Third-Party Peacekeeping Missions” *International Studies Quarterly* 49(3): 529-555

Thursday- 24 February

- Reading
 - o Gustavo de Carvalho, “The Future of Peace Operations is African, and Demands Better Coordination” [IPI Global Observatory](#)
 - o Amos Chapple, “Gross Misuse: UN Helmets Worn by Kazakh Troops During Crackdown” [Radio Free Europe](#)

Tuesday- 1 March- ****FEBRUARY BREAK- NO CLASS****

Thursday- 3 March

- Watch:
 - o *The Peacekeepers*, available at <https://www.nfb.ca/film/peacekeepers/> *NB: this film contains images of violence

Week 7: Contemporary approaches to peacekeeping/peacebuilding

Tuesday- 8 March

- Reading
 - o Andrew Tomlinson (2015) “Peace and Post-2015- Into the Home Stretch” *Journal of Peacebuilding & Development* 10(1): 97-103
 - o Adom Getachew (2019) “The limits of sovereignty as responsibility” *Constellations* 26: 225-240

Thursday- 10 March

- Reading
 - o Anjali Dayal, “Russia believes tanks trump international law. Smaller countries like Kenya are using the U.N. to push back.” *The Washington Post* 26 February 2022
 - o Kathleen R. McNamara and R. Daniel Kelemen, “Russia’s invasion of Ukraine is remaking Europe.” *The Washington Post* 28 February 2022
- Assignment 3 due in class today and on Canvas on the 15 March

Week 8: Development and State Capacity

Tuesday- 15 March

- Assignment 4 assigned (details distributed separately)
- Reading
 - o Jeffrey Sachs (2014) “The Case for Aid” *Foreign Policy*
 - o William Easterly (2014) “Aid Amnesia” *Foreign Policy*

Thursday- 17 March

- Reading
 - o Jessica Di Salvatore and Andrea Ruggeri (2020) “The Withdrawal of UN Peace Operations and State Capacity: Descriptive Trends and Research Challenges” *International Peacekeeping* 27(1): 12-21

Week 9: The Environment and Peace

Tuesday- 22 March

- Reading
 - o Katharine Mach, Caroline Kraan, W. Neil Adger, Halvard Buhaug, Marshall Burke, James Fearon, Christopher Field, Cullen Hendrix, Jean-Francois Maystadt, John O’Loughlin, Philip Roessler, Jürgen Scheffran, Kenneth Schultz, and Nina von Uexkull, (2019) “Climate as a Risk Factor for Armed Conflict,” *Nature* 571: 193-197.
 - o Florian Krampe and Cedric de Coning (2021) [“Commentary: Russia’s ‘nyet’ does not mean climate security is off the Security Council agenda”](#) Norwegian Institution of International Affairs

Thursday- 24 March

- Reading
 - o Geneva Peacebuilding Platform, “White Paper on the Future of Environmental Peacebuilding” <https://www.gpplatform.ch/content/white-paper-future-environmental-peacebuilding>
- Assignment 5 (final assignment) discussed and assigned

Week 10: Gender and Peacekeeping/Peacebuilding

Tuesday- 29 March

- Reading
 - o Sabrina Karim and Kyle Beardsley. (2017) *Equal Opportunity Peacekeeping: Women, Peace, and Security in Post-Conflict States* Oxford, Introduction and Chapter 2

Thursday- 31 March- **NO CLASS**

- Assignment 4 due next day

****SPRING BREAK- NO CLASS 5 AND 7 APRIL****

Week 11: Local Peacebuilding

Tuesday- 12 April

- Reading
 - o Severine Autesserre. (2014) *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention* Cambridge, Chapter 1- Studying the Everyday (available in the Library Reserves tab on Canvas)

Thursday- 14 April

- Reading
 - o Marie E. Berry (2018). *War, Women, and Power* Cambridge, Chapter 7- Women's Political Mobilization in Bosnia-Herzegovina
- In-Class work: getting ready for presentations

Week 12: Current UN Peacekeeping Operations and Beyond

Tuesday- 19 April

- Reading
 - o Richard Gowan "[Major Power Rivalry and Multilateral Conflict Management](#)" Council on Foreign Relations

Thursday- 21 April

- Assignment
 - o Working in teams, students will select one of the ongoing UN peacekeeping missions and make a presentation to the class

Weeks 13

Tuesday- 26 April

- The Mediator's Studio (podcast) Season 3, Episode 1- "[Lakhdar Brahimi on hopes and failures in Afghanistan](#)" 15 February 2022

Thursday- 28 April

- Peer Review for Final Assignment

****All revision submissions due by 30 April (you can submit at any time up until this point)****

- Revisions to assignments 2, 3, and/or 4 are due by 30 April. Revisions should be *substantial*, and must include a no more than 1 page memo indicating the revisions that were made to the new draft. New drafts can be submitted by email (mk2537@cornell.edu).

Week 14: Student Presentations on Final Paper

Tuesday and Thursday, 3 and 5 May

- Students will present on their final projects- further details will be discussed during Week 11.

Tuesday- 10 May

- Final Assignment due