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International Association of Universities

Course manual
Joint Master's Programme in
International Humanitarian Action

**HUMANITARIAN ACTION
IN WORLD POLITICS
Part 2: International
Organizations: Peace
and Security**
Module 201

**Institute for
International Law of
Peace and Armed
Conflict (IFHV)
Ruhr-University Bochum**

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Module coordinator:	Katharina Behmer	
Lecturer:	Prof. Dr. Gisela Hirschmann (Part II) gisela.hirschmann@rub.de	
Credits awarded:	5 ECTS, equivalent to 125 work hours (1 ECTS = 25 hours)	
Venue:	IFHV lecture room, 4.46-47	

	Part II	2 SWS/ 2 ECTS	International Organizations: Peace and Security
0	24.10.2016		Introduction to Part II
1	08.11.2016		IR theory and International Organizations
2	15.11.2016		Peacekeeping: theory
3	15.11.2016		Peacekeeping: UN, cases and dilemmas
4	22.11.2016		Peacebuilding: theory
5	22.11.2016		Peacebuilding: dilemmas and cases
6	29.11.2016		Cooperation between IOs and NGOs: theory
7	29.11.2016		Cooperation between IOs and NGOs: cases and dilemmas
8	06.12.2016		Gender, peace and security
9	06.12.2016		*Academic writing I (research question)*
10	13.12.2016		Local perspectives
11	13.12.2016		*Academic writing II (research standards)*
12	20.12.2016		Wrap up session: Feedback to paper outlines
	Module Examination		
	Presentation	40 % grade	In session 1-12 of course I or II
	Paper	60 % grade	Submission before 20. January 2016

1. Introduction

All humanitarian action and development aid is intertwined in a complex web of political interactions among states and non-state actors, such as international organizations (IO's) and non-governmental organizations (NGOs) as well as citizens e.g., local communities and beneficiaries. Grasping the interaction and interests of these actors is a prerequisite for understanding why humanitarian action succeeds or fails.

This module is divided in two parts: The first part will provide a basic understanding of humanitarian action in world politics. The second part is a specialization that aims to understand and explain the role of international organizations (IOs) and their policies regarding peace and security from an IR perspective. We first discuss the concept and the functions of IOs considering the perspectives of major IR theories. We then examine two core policies of the international community, peacekeeping and peacebuilding, and their relationship to humanitarian action. We learn what their theoretical underpinnings are and study their implications and impact by comparing different operations, with a particular focus on the work of the UN Peacebuilding Commission. We then move on to examine the potential and challenges for cooperation between IOs and other organizations in the realm of peace and security, in particular between the UN and regional IOs as well as NGOs. Finally, we consider two current challenges for humanitarian action in the area of peace and security by studying gender and local perspectives.

This course emphasizes the development of critical thinking and analytical writing skills. Considering learning a social endeavor, discussions in class are based on active student participation. In-class discussions are prepared with questions that guide the reading assignments for each session. The course further contains two sessions on academic writing, which cover the development of a research question and standards of academic research. The students are expected to develop a research question (6 December) and a paper outline (13 December) throughout the course and will give feedback to each other's outlines (20 December). This will guide the development of a final term paper due on 20 January 2017.

2. Learning outcomes

The overall learning objective is to familiarize students with the key theories and concepts of IR as they relate to International Humanitarian Action. In order to achieve this objective the NOHA programme is officially based on competence-based learning in accordance with the requirements for future humanitarian workers, as well as with regard to scientific research. In particular, students will acquire the following competencies and capacities as developed by NOHA Curriculum Development:

a) Has shown familiarity with the main approaches and concepts of international relations;
b) Has shown the ability to anticipate new crisis situations in international political settings;
c) Has shown adequate capacity for (self-) reflection on academic argumentation;
d) Has demonstrated the capacity to identify the roots and causes of conflicts/complex emergencies in a particular case;
e) Has shown the ability to apply certain key concepts of International Politics to concrete disaster situations;
f) Has shown to be able to transfer acquired knowledge to other humanitarian situations;
g) Has demonstrated a clear understanding of the international humanitarian system in world politics, with an emphasis on the power relations between actors;
h) Has developed basic skills for acting in and reacting to intercultural contexts.

The sessions consist of a combination of lectures, teacher-class dialogue, student presentations, and individual and team working phases. In each session, students will provide a presentation on a specific topic, which will be further elaborated in the final written paper due at the end of the semester.

The course pursues three broad goals:
1. To foster a profound understanding and empirical knowledge of the humanitarian actions of IOs in the area of peace and security,
2. To convey the joy of analytical thinking, researching a puzzle and making sense of real live and empirical phenomena by applying theoretical concepts and categories,
3. To prepare students for their professional lives by helping them develop problem solving strategies and think analytically in situations of great complexity.

3. WORKLOAD

Attendance of classes and seminars (contact hours)	40 hours
Required reading	30 hours
Individual assignment during the semester (input presentation)	15 hours
Preparation of final paper	40 hours
Total	**125 hours**

4. GRADING

Criteria for assessment

Course attendance and active participation in discussions is mandatory. The grading is based on two elements: (1) input presentations (counting 40% of the individual grade) and (2) written assignment input presentation or topic of choice (counting 60% of the individual grade).

1   Presentation

During the semester, each student will take over an assignment in form of an input presentation. The presentations will either focus on one central issue of the thematic sessions or on a selected case study. All presentations need to include a theoretical approach or concept. There will be one presentation in each session. Students should provide a one-page handout (or a PPP), which is to be handed in one week in advance (except for the first session). At the beginning of the semester the topics for the input presentations will be distributed.

>   **Criteria for assessment of the presentations:**
>   - Content
>   - Argumentation
>   - Review of the relevant literature (state of the art)
>   - Presentation skills

2   Paper

Students are required to write a paper of approximately 10-12 pages on the topic/case study of their input presentation or another relevant topic of their choice. ***The written assignments are due on 20 January 2017***.

>   **Requirements for the written assignment:**
>   - Clear structure, distinctive methodological and theoretical approach and review of the relevant literature (state of the art)
>   - Adhere to rules and principles of scientific writing (e.g., referencing)
>   - Arguments (be critical and express your own opinions, as distinct from merely describing what is in cases, documents, or authors' opinions) Word count (approximately 7000 words maximum)
>   - Understandable and correct use of language
>   - Form, typography and layout

>   The **following criteria** will be used for grading the written assignments:
>   - Content and arguments
>   - Structure and composition
>   - Command of research skills
>   - Formal requirements of scientific writing, incl. correct and appealing use of language
>   - Originality

Elements	Due date	Share
Input presentation	In session 1-12 of Part I or II	**40%**
Written assignment	20.01.2017	**60%**
Individual Grade		**100 %**

	Date	**Time**	**Session/Required Reading**	**Student presentation**
0	24 Oct	14-14.30	**Introductory session**	/
1	08 Nov	10-12	**IR theory and International Organizations** Slaughter 2011 Rittberger et al. 2010 (*pp. 1-34*)	Decision-making in IOs
2	15 Nov	10-12	**Peacekeeping: theory** Boutros-Ghali 1992 Bellamy 2010 (*pp. 13-41*)	/
3	15 Nov	12-14	**Peacekeeping: UN, cases and dilemmas**	Unintended consequences of PK (Aoi et al. 2007)
				Dilemmas: protection of civilians/ R2P (Stahn 2007); use of private military and security companies (Pingeot 2014)
4	22 Nov	14-16(!)	**Peacebuilding: theory** Paris 2004 (pp. *13-51*)	Standards for peacebuilding success (Call 2008, Doyle/ Sambanis 2000)
5	22 Nov	16-18(!)	**Peacebuilding: dilemmas and cases**	UN Peacebuilding Commission (UN PBC WGLL 2010, Barnett/ Zürcher 2009, Campbell 2011)
				Cases: Burundi (Hänggi/ Scherrer 2008, Curtis 2013, Street 2008)
6	29 Nov	10-12	**Cooperation between IOs and NGOs: theory** Zyck 2012 Demars 2015	NGOs and the UN (Natsios 1995, Chandler 2001)
7	29 Nov	12-14	**Cooperation between IOs and NGOs: cases and dilemmas**	The UN's cooperation with regional IOs (O'brien 2000, Paris 2009, Charbonneau 2009)
				The UN PBC's cooperation with NGOs (PBC) (Heemskerk 2007)
8	6 Dec	10-12	**Gender, peace and security** Mazurana and Proctor 2015 UN Women 2008	UN Res. 1325 (Tryggestad 2012, Cohn et al. 2004, Tickner 2004)
9	6 Dec	12-14	**Academic writing I (research question)** Baglione 2012 (*ch. 1*) *Individual assignment I (research question)*	/
10	13 Dec	10-12	**Local perspectives** Pouligny 2006 (*pp. 155-237*) Anderson et al. 2012	The local turn in peacebuilding (Ginty and Richmond 2013)
11	13 Dec	12-14	**Academic writing II (research standards)** Baglione 2012 (ch. 2) *Individual assignment II (paper outline)*	/
12	20 Dec	10-12	**Wrap up session** Weiss 2016 Assigned paper outline *Individual assignment III (feedback on assigned paper outline)*	

5.   COURSE ORGANIZATION AND READINGS Part II

Course literature:

Anderson, Mary; Brown, Dayna; Jean, Isabella (2012): Time to Listen: Hearing People on the Receiving End of International Aid. Cambridge, MA: CDA Collaborative Learning Project.

Aoi, Chiyuki; Cedric de Coning and Ramesh Thakur (eds.) (2007): Unintended consequences of peacekeeping operations. United Nations University Press.

Baglione, Lisa (2012): Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods. New York: Sage Publishers.

Barnett, Michael N.; Zürcher, Christoph (2009): The Peacebuilder's Contract: How External Statebuilding Reinforces Weak Statehood, in: Paris, Roland and Timothy Sisk (eds.): The Dilemmas of Statebuilding: Confronting the Contradictions of Postwar Peace Operations, London: Routledge, pp. 23-52.

Boutros-Ghali, Boutros (1992): An Agenda for Peace. Preventive Diplomacy, Peacemaking and Peace-Keeping. New York: United Nations.

Bellamy, Alex (2010): Peace Operations in Global Politics, in: Bellamy, Alex: Understanding Peacekeeping, Cambridge, U.K.; Malden, MA, U.S.A.: Polity Press, pp. 13-41.

Call, Charles T. (2008): Knowing Peace When You See It: Setting Standards for Peacebuilding Success, Civil Wars, 10:2, pp. 73-194.

Campbell, Susanna (2011): Routine Learning? How Peacebuilding Organizations Prevent Liberal Peace. In: Susanna Campbell, David Chandler, and Meera Sabaratnam (eds.): A Liberal Peace? The Problems and Practices of Peacebuilding. London: Zed Books, pp. 89-105.

Chandler, David (2001): The road to military humanitarianism. In: Human Rights Quarterly, 23:3, pp. 678-700.

Charbonneau, Bruno (2009): What Is So Special about the European Union? EU–UN Cooperation in Crisis Management in Africa, International Peacekeeping, 16:4, pp. 546-561.

Cohn, Carol, Helen Kinsella & Sheri Gibbings (2004): Women, Peace and Security Resolution 1325. In: International Feminist Journal of Politics, 6:1, pp. 130-140.

Curtis, Devon (2013): The International Peacebuilding Paradox: Power sharing and Postconflict. In: African Affairs, 112: 446, pp. 72-91.

Demars, William E.; Dijkzeul, Dennis (2015): Conclusion: NGO research and International Relations theory. In: Demars, William; Dijkzeul, Dennis: The NGO challenge for International Relations Theory. Routledge, New York, pp. 289-316.

Doyle, Michael W.; Sambanis, Nicholas (2000): International Peacebuilding: A Theoretical and Quantitative Analysis, in: The American Political Science Review, 94:4, pp. 779-801.

Hänggi, Heiner; Scherrer, Vincenza (2008): Security sector reform and UN integrated missions: experience from Burundi, the Democratic Republic of Congo, Haiti and Kosovo, LIT Verlag, Münster.

Heemskerk, Renske (2007): The UN Peacebuilding Commission and civil society engagement. In: Disarmament Forum, No.2, pp. 17-26.

Natsios, Andrew S. (1995): NGOs and the UN system in complex humanitarian emergencies: Conflict or cooperation? In: Third World Quarterly, 16: 3, pp. 405-420.

Mac Ginty, Roger; Richmond Oliver P. (2013): The Local Turn in Peace Building: a critical agenda for peace. In: Third World Quarterly, 34:5, pp. 763-783.

Mazurana, Dyan; Proctor, Keith (2015): Gender Analysis, in: Mac Ginty, Roger and Jenny H. Peterson 2015: The Routledge Companion to Humanitarian Action, London and New York: Routledge, pp. 49-61.

O'brien, David (2000): The search for subsidiarity: The UN, African regional organizations and humanitarian action, International Peacekeeping, 7:3, pp. 57-83.

Paris, Roland (2004): At War's End. Building Peace after Civil Conflict. Cambridge University Press.

Paris, Roland (2009): Understanding the "Coordination Problem" in Postwar Statebuilding, in: Paris, Roland; Sisk, Timothy (eds.): The Dilemmas of Statebuilding: Confronting the Contradictions of Postwar Peace Operations, London: Routledge, pp. 53-78.

Pingeot, Lou (2014): Contracting Insecurity Private military and security companies and the future of the United Nations.

Pouligny, Beatrice (2006): Peace Operations Seen from Below –UN Mission and Local People. Kumarian Press.

Rittberger, Volker; Zangl, Bernhard; Kuck, Andreas (2010): International Organization. Second Edition, Basingstoke/ New York: Palgrave.

Slaughter, Anne-Marie (2011): International Relations, Principal Theories. In: Wolfrum, R. (ed.): Max Planck Encyclopedia of Public International Law, Oxford: Oxford University Press, available at: https://www.princeton.edu/~slaughtr/Articles/722_IntlRelPrincipalTheories_Slaughter_20110509zG.pdf (last access 30 October 2016).

Stahn, Carsten (2007): Responsibility to Protect: Political Rhetoric or Emerging Legal Norm? In: The American Journal of International Law, 101:1, pp. 99-120.

Street, Anne M. (2008): Experiences of the United Nations Peacebuilding Commission in Sierra Leone and Burundi, in: Journal of Peacebuilding & Development, 4:2, pp. 33-46.

Tickner, J. Ann (2004): Feminist responses to international security studies. In: Peace Review, 16:1, pp. 43-48.

Tryggestad, Torunn L. (2009): Trick or Treat? The UN and Implementation of Security Council Resolution 1325 on Women, Peace, and Security. In: Global Governance: A Review of Multilateralism and International Organizations, 15:4, pp. 539-557.

UN WGLL (2010): Report of the Working Group on Lessons Learned of the Peacebuilding Commission, available at: http://www.un.org/en/peacebuilding/pdf/doc_wgll/wgll_report_english.pdf (last access 29/10/2016).

UN Women (2008): Women and peacebuilding, available at: http://www.un.org/fr/peacebuilding/wgll/wgll_backgroundpaper_29_01_08.pdf (last access 28/10/2016).

Weiss, Thomas G. (2016): Humanitarian Action, in: Cogan, Jacob; Hurd, Ian; Jonstone, Ian (eds.): Oxford Handbook of International Organizations, pp. 303-322.

Zyck, Steven A. (2013): Regional Organisations and Humanitarian Action. London: Overseas Development Institute (ODI).