Course title: United Nations: International Peace and Security
Language of instruction: English
Professors: Dr. Pol Bargués Pedreny
Professor’s contact: pbargues@cidob.org

Course contact hours: To be arranged with the instructors
Time Schedule: -
Recommended credit: 3 US credits-6 ECTS credits
Course prerequisites: There are no prerequisites for this course
Language requirements: None

Course focus and approach: From a scholar approach of International Relations, the course offers an historical overview of ‘what is peace?’ from the 1950s when the United Nations were created in the dawn of the Cold War to today’s dominant understandings of international peacebuilding as resilience. The course focuses on specific historical cases and explores the number of proliferating critiques and alternative proposals that have emerged in response to the limitations of international interventions. Finally, the course will also explore what it means to foster resilience in times of pandemics.

Course description: The course examines the evolution of the meaning of peace: from the Cold War, to and 2000s until today. This chronology is useful to grasp how understandings of peace have evolved until today and give context to UN peace interventions. The course also focuses on specific historical examples (the Congo, Somalia, the Balkans, Sierra Leone, Syria, etc.) that students will investigate and discuss in class. It finally addresses the number of proliferating critiques and alternative proposals that have burgeoned in response to the limitations of international interventions. Gender and decolonial sensitivities, as well as concerns with local contexts and everyday experiences of the people will be used to rethink humanitarian action.

Learning objectives: The aim of this course is twofold: first, to introduce students to international peacebuilding and focus on the evolution of the meaning of peace since the end of the Cold War until today; and second, to provide a systematic toolkit which helps students out in critically analyzing the performance of the international interventions, by identifying strengths and weaknesses of different historical operations.

Course workload: The course will entail attendance to a series of lectures and seminars, as well as some in-class short activities related to readings and assignments proposed by the instructors.

Teaching methodology: The course comprises twenty sessions and two seminars. The teaching of the course would combine traditional lectures, several in-class short activities (primary
sources analysis, discussions, etc.), and a series of seminars aimed at deepening in certain topics while helping students to develop their abilities and skills.

Assessment criteria: Students will be assessed through different items: a series of practical seminars requiring oral and written tasks (30%), class participation (20%), and a final exam (50%). Further indications will be given by the instructors at the beginning of the course.

Absence policy:

Attending class is mandatory and will be monitored daily by professors. Missing classes will impact on the student’s final grade as follows:

<table>
<thead>
<tr>
<th>Absences</th>
<th>Penalization</th>
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<tr>
<td>Up to two (2) absences</td>
<td>No penalization</td>
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<tr>
<td>Three (3) absences</td>
<td>1 point subtracted from final grade (on a 10 point scale)</td>
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<td>Four (4) absences</td>
<td>2 points subtracted from final grade (on a 10 point scale)</td>
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<tr>
<td>Five (5) absences or more</td>
<td>The student receives an INCOMPLETE (“NO PRESENTAT”) for the course</td>
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The PEHE/HESP attendance policy does not distinguish between justified or unjustified absences. The student is deemed responsible to manage his/her absences.

Emergency situations (hospitalization, family emergency...) will be analyzed on a case by case basis by the Academic Director of the HESP.

Classroom norms:

- No food or drink is permitted in class
- No mobile phones or other electronic devices are permitted in class with the only exception of laptops (only when used for class purposes)
- Students will have a ten-minute break after the first hour of each session

Weekly schedule

CLASS 1: VICTOR’S PEACE: AFTER THE SECOND WORLD WAR

Description: After the Second World War ended, peace as the absence of war was assumed. The United Nations were created to provide global governance and strive for international peace.

Required readings for class discussion:

CLASS 2: PEACE WAS UNIMAGINABLE IN THE COLD WAR

Description: Thinking the UN amidst the images of the Cold war: Geostrategy, proxy wars, the Cuban Missile Crisis, Vietnam syndrome, Soviet-Afghan war, revolution of 68, decolonisation and militarized masculinity.

Required readings for class discussion:

CLASS 3: DEMOCRATIC PEACE: LIBERALISM AND THE EXPANSION OF THE DEMOCRATIC ZONE OF PEACE

Description: Johan Galtung and the Journal of Peace Research began to define peace as more than the absence of war. Since the late 1980s, there was an exultant optimism and consensus in international relations: liberal democracies do not fight each other. Exporting democracy and economic liberalism were the means to build international peace.

Required readings for class discussion:

CLASS 4: STATEBUILDING: BUILDING INSTITUTIONS TO STABILIZE POST-CONFLICT SOCIETIES

Description: The failure of democratization and the need for top-down institutionalization. New wars, difficult peace. Institutionalisation before liberalization. The case of Bosnia.

Required readings for class discussion:

CLASS 5: THE DILEMMAS OF STATEBUILDING

Description: Peace in Crisis. Rethinking the failures of the 2000s. Contradictions and Dilemmas of Statebuilding. The cases of Afghanistan and Iraq.

Required readings for class discussion:

CLASS 6: LOCAL OWNERSHIP

Description: Building Peace from Below. Transferring responsibilities to Local Populations. The case of Kosovo.

Required readings for class discussion:
CLASS 7: MID TERM ACTIVITY: CONFLICT AND CINEMA

Description: Albert Kuhn will present his work as filmmaker who has experience in working in post-conflict environments.

CLASS 8: HYBRID PEACE

Description: The Liberal peace critique. Top down, bottom up and hybrid peace. What about the critique of the critique?

Required reading for class discussion:


CLASS 9: CRITIQUES EUROCENTRISM IN THE LIBERAL PEACE

Description: Eurocentrism plagues the theory and practice of liberal peace, as well as its critiques. Can the other be thought without reproducing colonial distinctions? Peace operations in Africa: Sierra Leone, Rwanda, and DRC.

Reading and class discussion:


CLASS 9: UN PEACE AND GENDER


Reading and class discussion:


CLASS 10: UN PEACE AND RESILIENCE

Description: The UN has introduced resilience as a policy strategy to correct the deficits of previous interventions. In a world of complexity of growing uncertainty, in which policies do not work linearly, interventions must be radically different.

Reading and class discussion


EXAM:

5 questions based on readings and material discussed in class

OPTIONAL
CLASS: PEACEBUILDING IN TIMES OF PANDEMICS

Material to be developed.

Required Bibliography


Recommended Bibliography to Develop the Discussions further


