Spring 2015

Syllabus - Peacekeeping & Human Rights HR-2650

Instructor: R.D. Vicovac II
Email: rdvicova@hotmail.com
Tel. +381-64-038-3594
Skype name: dule.vicovac
Office: 2MS04

15 – 26 June 2015, MTWTF, 1pm-4pm (3hrs)
Room Portage Ave - 1MS16

Summary

This course examines the evolution of multinational peacekeeping operations undertaken by the UN or regional alliances, with particular attention to Canada's shifting role in international peacekeeping and responses to armed conflict. It addresses humanitarian responses and contemporary human rights challenges in conflict zones, including forced displacement, "ethnic cleansing," and debates regarding "responsibility to protect."

Required Reading

All reading material is available by following the hyperlinks in the syllabus.

Course Requirements and Grading

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Test</td>
<td>15%</td>
</tr>
<tr>
<td>Essay #1</td>
<td>20%</td>
</tr>
<tr>
<td>Essay #2</td>
<td>25%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>30%</td>
</tr>
</tbody>
</table>

Class Participation & Discussion (10% of the grade). Your participation in this class is extremely important. The class participation grade will derive from regular attendance and everyday discussion. The instructor will often refer to the Socratic method of lecturing and students should expect to be called upon during class. The participation grade will be based not only on students’ involvement in class discussions, but also on evidence that they have completed, and understood, the readings.

Test (15% of the grade). Students will write a short test on the readings for the first week.

Essay #1 – A film based on a peacekeeping mission will be shown in class, and staff will be assigned an essay question with a due date of 3 July 2015. (1000-1500 words max)
Essay #2 - On any international conflict that involved a peacekeeping or military intervention of regional alliances (i.e. NATO/EU) by selecting a country of the student’s choice or in agreement with the instructor. The paper should describe the political and economic situation prior to the conflict and afterwards. The final conclusion should state whether or not the situation was improved after the intervention. Any Canadian involvement in the conflict should be mentioned. More details will be provided in class. Deadline for the Essay is 08 July 2015, 1600 hrs. (1200-2000 words max)

An Oral Presentation (40% of the grade). Small teams (groups) will be assigned a UN peacekeeping operation to study. Students will report their findings to the class. The team will be investigating a peacekeeping operation carried out by the United Nations. It will be the job of your team to sufficiently outline and explain the fundamental mission of the mission. Moreover, you are responsible for outlining the successes and drawbacks of the mission. Each member of the team will have a role in gathering the information, preparing the information for presentation, and presenting the information to the class. The team will construct a map of the region in question. Points of interest will include representation of the conflicting parties and the UN Peacekeepers. You will present the political history of the area of study and the history of the UN involvement, including any Canadian involvement. The fact finder will thus outline the political history of the region in question and the history of the conflicting parties involved. Please note that the historical presentation should not be too long compared to the operation’s analysis itself. It should include a description of the culture of each conflicting party (language, nationality, type of government, type of economy, etc.). A typewritten outline of the presentation is required. More details will be provided in class.

Grading Criteria for the presentation are based on the content and the form and they are the following: Form: Clarity, coherence, and structure of the presentation; references; use of maps and graphic materiel. Please note that you should avoid reading your presentation. Content: Analysis of the most important elements related to the case study; comprehensiveness; critical and original thinking, Fair Division of Labour among group members, Sticking to the required time limit during the presentation (15 minutes max!), Conveying Factly Correct Information, Displaying imagination in explaining and assessing key points, Providing succinct conclusions (including lessons learned for UN Peacekeeping in general). Some class time will be given to prepare, but team members will also need to communicate outside of class.

Important Note

The course deals with a wide range of institutions, concepts, policy-fields and issue areas. It is often difficult to do full justice to the complexity, depth and wide range of aspects of the United Nations and regional alliances in Peacekeeping during lectures and seminars alone. Often, it is also difficult to reflect on issues raised by major works / practitioner accounts during the short class periods. The focus of the course will be to the fundamentals, as opposed to the much deeper issues that can be explored in peacekeeping.
Schedule of Classes

This is a preliminary list of topics and readings for the course. Additional topics or readings may be added, and it is possible that not all topics will be covered.

15 June 2015, 1300 - 1600 hrs

Introduction to Peacekeeping and the UN
Foundations/History of Peacekeeping
The Missions: Numbers, locations, roles, mandates
Department of Peacekeeping Operations
Principles of Peacekeeping

Required Readings:

United Nations Peacekeeping – Meeting New Challenges; pages 1-25
United Nations Year in Review (pages TBA)

16 June 2015, 1300 - 1600 hrs

Introduction to Human Rights in Peacekeeping
Human Rights vs. Civil Rights
Children in conflict/Child Soldiers
Protection of Civilians
Child Protection Advisors

Required Readings:

Human Rights – A Basic Handbook for UN Staff; pages 2-18, 48-60

Recommended Reading:

The Six Grave Violations Against Children During Armed Conflict: The Legal Foundation, Office of the Special Representative of the Secretary-General for Children and Armed Conflict, November 2013, pages 9 – 25

Assignment for Oral Presentation distributed

17 June 2015, 1300 - 1600 hrs
Mandates and the Legal Framework to Peacekeeping
Role of the General Assembly & Security Council
The Power of the Veto
Chapter VI & VII & “Mission Creep”
Case Study: Intervention in Iraq, Intervention in Libya

Required Readings:
*Human Rights – A Basic Handbook for UN Staff*; pages 25-36

Optional Readings:

18 June 2015, 1300 - 1600 hrs
Protection of Vulnerable Groups
IDPs vs. Refugees
Challenges in post-conflict:
1. Quiet Ethnic Cleansing
2. Illegal Occupation of Properties, Fraudulent transactions
3. Low-level intimidation
4. Missing Persons
5. Sexual Abuse/Trafficking
6. Corruption

Required Readings:
*Protecting Refugees – Role of the UNHCR*, UN High Commissioner for Refugees, 2012, pages 2-31
*Challenges in Providing Legal Aid to Displaced Persons Following Armed Conflict: Lessons Learned from Kosovo*, R. Dule Vicovac, Oxford Journal of Human Rights Practice, 7 February 2013
*Incidents Affecting IDPs and Minorities in Kosovo 2012*, R. Dule Vicovac, page 3-12

19 June 2015, 1300 - 1600 hrs
Test/Quiz – 15%

Class time to prepare oral presentation

22 June 2015, 1300 - 1600 hrs

Video on Peacekeeping Mission - Discussion
Return of Tests
Class time to prepare oral presentation

23 June 2015, 1300 - 1600 hrs
Canada’s involvement in Peacekeeping
- Beginning – Lester B. Pearson
- Rwanda
- Bosnia
Canada’s Evolving Role in Peacekeeping
The Transition from Peacekeeping to Military Operations

Required Readings:
The Canadian Contribution to United Nations Peacekeeping, United Nations Association in Canada, pages 1-15
We can help in Mali without putting ‘boots on the ground’ – Ret. General Lewis Mackenzie, Globe & Mail, 23 Jan. 2013
How Canada has abandoned its role as a peacekeeper - Michelle Shephard, The Toronto Star, Oct. 2014
Canada evolves from peacekeeper to war-fighter - A. Walter Dorn, The Star, 21 December 2013
Anti-ISIS mission in Syria built on shaky legal ground, critics say, Lucas Powers, CBC News Canada, 26 March 2014
ON TARGET: Libyan fiasco should be a warning, Scott Taylor, The Chronicle Herald, 9 November 2014

24 June 2015, 1300 - 1600 hrs
Reform of peacekeeping
What is R2P?
R2P vs. UN Mandates

Required Readings:
Responsibility to protect: timely and decisive response Report of the Secretary-General, 25 July 2012
Selective Use of R2P to Secure Regime Change: India, OutlookIndia.com, 22 February 2012
Western liberations are grotesque experiments – just look at Libya, Anthony Loewenstein, The Guardian, 31 July 2014
Libya May Not Be A Case Study in Intervention After All, Conor Friedersdorf, The Atlantic, 29 July 2014
A New Partnership Agenda: Charting a New Horizon for UN Peacekeeping, DPKO, New York 2009, pages 1-25
Libya arms fueling conflicts in Syria, Mali and beyond: U.N. experts, Michelle Nichols, Reuters, 9 April 2013
Flying Blind on ISIS, Scott Taylor, Now Toronto, 25 March 2014

25 June 2015, 1300 - 1600 hrs
The future of Peacekeeping – The Way Forward
Careers in Peacekeeping – A discussion
Required Readings:

*A New Partnership Agenda: Charting the New Horizon for UN Peacekeeping*, pages 1-15, 26-43

2nd half of class – **Student Oral Presentations**

**26 June 2015, 1300 - 1600 hrs**

**Student Oral Presentations**

**Important Information**

**Grading**

Grades will be assigned on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Grade</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100</td>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>A</td>
<td>90-95</td>
<td>C</td>
<td>60-66</td>
</tr>
<tr>
<td>A-</td>
<td>86-89</td>
<td>D</td>
<td>50-59</td>
</tr>
<tr>
<td>B+</td>
<td>80-85</td>
<td>F</td>
<td>&lt;50</td>
</tr>
<tr>
<td>B</td>
<td>70-79</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grades will be applied as applicable within the ranges and in keeping with the University of Winnipeg policies. *Final grades are subject to departmental approval, therefore above cut-offs can be subject to revision.*

1. Unless otherwise noted, all written assignments for this course are to be submitted electronically via Nexus. When submitting assignments via Nexus, please observe the following protocols:
   - **Documents must be submitted in either Word (.doc or .docx) or Rich Text Format (.rtf). Documents submitted in other formats will not be accepted.**
   - *Always* include your name, Student ID and date on the first page of all documents.

2. Please type and double space all written work. Keep a hard copy of all course work that you submit.

3. A standard (e.g., MLA, APA, Chicago) Academic Writing Style should be used for references in all coursework. *Consult a style manual before you write.*

4. Do not assume that extensions will be granted for incomplete work. Last-minute computer glitches, illness, etc. are a normal part of life. Aim to complete work in
advance of “Last Date Due,” so that these routine events do not become disasters. If you are encountering difficulty in keeping up with course work, talk to me sooner rather than later so that we can discuss what to do. **Marks will be deducted for late submissions (initial 5% of assignment value, plus 1% per day late).**

5. The last date to withdraw without academic penalty is June 15, 2015.

6. Academic standards – Section VII of the *University of Winnipeg General Calendar* provides important information on academic standards, such as academic misconduct (including plagiarism). Note that plagiarism can be inadvertent as well as intentional. If you have any questions about what is appropriate, please check with me.

   Section VII also contains valuable information, such as procedures for appealing grades. Please discuss with me any questions or concerns about your grade in the course. If there is no resolution to your concerns, you have the option to make a formal appeal of the grade.

7. Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or accessibilityservices@uwinnipeg.ca to discuss appropriate options. All information about a student’s disability or medical condition remains confidential. http://www.uwinnipeg.ca/accessibility.

8. Students who plan to conduct research interviews, focus groups, surveys, or any other method of collecting data from any person, even a family member, must obtain the approval of the UHREB before commencing data collection. Exceptions are research activities in class as a learning exercise. See http://www.uwinnipeg.ca/index/research-human-ethics for submission requirements and deadlines."

9. All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at [www.uwinnipeg.ca/respect](http://www.uwinnipeg.ca/respect).

10. UWinnipeg promotes a scent-free environment. Please be respectful of the needs of classmates and the instructor by avoiding the use of scented products while attending lectures. Exposure to perfumes and other scented products (such as lotion) can trigger serious health reactions in persons with asthma, allergies, migraines or chemical sensitivities.

**The University of Winnipeg Global College**

The University of Winnipeg Global College examines global citizenship and engagement in human rights through interdisciplinary teaching, research, dialogue, and action in local and global communities. Global College:
• Administers degree programs: B.A. in Human Rights and Joint MA in Peace and Conflict Studies;
• Hosts research and public education institutes
• Sponsors a variety of conferences and educational activities.

For more information, visit www.globalcollege.ca or our offices at 520 Portage Avenue.

Check out all the activities sponsored by the Global College Student Advisory Council! Facebook https://www.facebook.com/groups/126218200712/