

**PPE3008**  
**THE UN SECURITY COUNCIL AND WAR**

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**1. ABOUT THE PROFESSOR**

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Office: H603 (Bldg H, 6<sup>th</sup> Floor)  
Office Hours: Monday & Wednesday, 2-4pm  
*Please stick to these days and times. If you really cannot make them, please email me in advance to arrange an appointment. Thank you.*  
Classes: Tuesday, 4.30pm-7.20pm  
Qualifications: LLB (Trento), PhD (Auckland), MPhil (Oxford), PhD (Wales)  
Areas of Expertise: International Politics  
United Nations  
International History  
Human Rights  
Diplomacy and International Law  
Profile: Herman Tutehau Salton was educated at the universities of Trento, Auckland, Oxford and Wales. A Senior Fellow at the Ralph Bunche Institute, City University of New York (CUNY), he was also a visiting scholar at Sciences-Po, Paris (France) and TUJ, Tokyo (Japan); a human rights officer at the Icelandic Human Rights Centre, Reykjavík (Iceland); and an Associate with the Under-Secretary-General for Political Affairs, United Nations Headquarters, New York (USA). He publishes in the areas of international politics, international law, global history and human rights, and is fluent in English, French, Italian and Spanish.

**2. COURSE DESCRIPTION**

This course explores the role of the United Nations Security Council (UNSC) in addressing the age-old problem of military conflict, both civil and international. The UNSC is the world's most powerful international body—the only one responsible for international peace and security—and has arguably played an important role in reducing international conflict since 1945. However, the UNSC has also operated in a highly selective manner and its actions (as well as its inaction) have resulted in failure and, tragically, in war. The Council's very composition—especially the presence of Five Permanent members (P-5) alongside Ten Elected ones (E-10)—is also often criticized as anachronistic and inadequate to tackle the global challenges of today's world. Through a series of case-studies that will have both a regional and thematic focus—and with the help of in-class simulations of UNSC sessions—the course considers the advantages and the disadvantages of some of the UNSC's key deliberations.

### 3. LEARNING OUTCOMES

By the end of the course, students should be able to:

- Understand the role and functions of the UNSC;
- Be familiar with the historical context in which the UNSC was set up;
- Understand the underlying logic of some pivotal UNSC decisions;
- Understand the roles of the P-5 and E-10 members of the UNSC;
- Appreciate the limits as well as the potential of the UNSC's work;
- Examine how national leaders use (and abuse) the UNSC;
- Appreciate the changing character of war;
- Understand the debate about—and the stakes involved in—UNSC reform.

### 4. CLASS SCHEDULE

#### **Week 1 | 15 Jan: Introduction**

Class 1 – Introducing the course, professor and class

*Readings: None*

Class 2 – Introducing the subject matter

*Readings: None*

#### Part I: Context

#### **Week 2 | 20 Jan: Creation and Relevance**

Class 1 – Overview of the UNSC

*Readings: Chapter 1 (pp. 1 to 58)*

Class 2 – Creation and Relevance of the UNSC

*Readings: Chapter 2 (pp. 61 to 85)*

#### **Week 3 | 27 Jan: Limitations**

Class 1 – Limits on the Use of Force

*Readings: Chapter 3 (pp. 86 to 98)*

Class 2 – A UN Standing Army?

*Readings: Chapter 4 (pp. 99 to 130)*

#### Part II: Functions

#### **Week 4 | 3 Feb: Great Powers & General Assembly**

Class 1 – The Role of Great Powers

*Readings: Chapter 5 (pp. 133 to 153)*

Class 2 – The 'Uniting for Peace' Resolution

*Readings: Chapter 6 (pp. 154 to 174)*

#### **Week 5 | 10 Feb: Peacekeeping & Sanctions**

Class 1 – The UNSC and Peacekeeping

*Readings: Chapter 7 (pp. 175 to 204)*

Class 2 – The UNSC and Sanctions

*Readings: Chapter 8 (pp. 205 to 225)*

### Part III: Case Studies

#### **Week 6 | 17 Feb: The Korea & Suez Crises**

- Class 1 – The UNSC and the Korean War  
*Readings: Chapter 11 (pp. 265 to 279)*
- Class 2 – The UNSC and the Suez Crisis  
*Readings: Chapter 12 (pp. 280 to 297)*

#### **Week 7 | 23 Feb: Arab/Israeli Wars & India/Pakistan Conflict**

- Class 1 – The UNSC and the Arab/Israeli Conflict  
*Readings: Chapter 13 (pp. 298 to 323)*
- Class 2 – The UNSC and the India/Pakistan Conflict  
*Readings: Chapter 14 (pp. 324 to 345)*

#### **Week 8 | 3 Mar: FIRST SIMULATION - ISLAMIC STATE**

- Class 1 – Simulation on ISIS: Preparation  
*Readings: TBA*
- Class 2 – Simulation on ISIS: Simulation  
*Readings: TBA*

#### **Week 9 | 10 Mar: East Timor & Iran/Iraq War**

- Class 1 – The UNSC and East Timor  
*Readings: Chapter 15 (pp. 346 to 367)*
- Class 2 – The UNSC and the Iran/Iraq War  
*Readings: Chapter 16 (pp. 368 to 383)*

#### **Week 10 | 24 Mar: The Iraqi & Afghan Conflicts**

- Class 1 – The UNSC and Iraq  
*Readings: Chapter 17 (pp. 384 to 405)*
- Class 2 – The UNSC and Afghanistan  
*Readings: Chapter 20 (pp. 452 to 465)*

#### **Week 11 | 31 Mar: The Former Yugoslavia**

- Class 1 – The UNSC and the Former Yugoslavia  
*Readings: Chapter 18 (pp. 406 to 441)*
- Class 2 – The UNSC and the Bosnia Conflict  
*Readings: Chapter 19 (pp. 442 to 451)*

### Part III: The Changing Character of War

#### **Week 12 | 7 Apr: Humanitarianism**

- Class 1 – The UNSC and Humanitarian Law  
*Readings: Chapter 23 (pp. 519 to 534)*
- Class 2 – The UNSC and Humanitarian Intervention  
*Readings: Chapter 24 (pp. 535 to 562)*

#### **Week 13 | 14 Apr: SECOND SIMULATION – EBOLA CRISIS**

- Class 1 – Simulation on Ebola Crisis: Preparation  
*Readings: TBA*
- Class 2 – Simulation on Ebola Crisis: Simulation  
*Readings: TBA*

**Week 14 | 21 Apr: FINAL ESSAY**

Class 1 – FINAL ESSAY (i)

Readings: None

Class 2 – FINAL ESSAY (ii)

Readings: None

**Week 15 | 28 Apr: Terrorism & Conclusion**

Class 1 – The UNSC and Terrorism

Readings: Chapter 27 (pp. 608 to 623)

Class 2 – The Future of the UNSC

Readings: None

**5. CLASS FORMAT**

The course involves a mixture of lectures and debates. All classes are interactive: in my view, the role of the teacher is not to offer the right answers but to ask probing questions, especially in a course like this that deals with controversial topics which rarely have definitive answers. So it will not be enough for you to come to class: you will need to be proactive and participate in the discussion. Naturally some of you will be shy than others, which is fine (the best students are not always the most talkative). But you do need to interact with me and with your peers.

The subjects discussed are hotly debated and some of you will have strong opinions about them. Others will find the materials alien. Both situations are normal—the UNSC’s work continues to be highly contested. Yet this is also why I expect you to come to class **after** having done the readings and ready to ask questions about materials or concepts that are unclear to you. I make a conscious effort to invite discussion, so I will raise provocative questions and you should be prepared to engage with them.

During our discussions, it is imperative that you interact respectfully with your peers. As we will be covering topics for which there are no easy answers, it is important that you understand that we all come to the class with different life experiences which shape our beliefs and different levels of prior exposure to the ideas and events discussed in this class. I will thus expect—and will not condone anything other than—an attitude of collegial respect.

**6. TEXTBOOK**

The book from which the readings are taken is:

V. Lowe, A. Roberts, J. Welsh and D. Zaum (eds.)

*The United Nations Security Council and War:**The Evolution of Thought and Practice Since 1945*

Oxford: Oxford University Press, 2008.

This is a superb but demanding book. Because it is written by several authors with different writing styles and areas of expertise, it is essential that you acquire a good understanding of the basic facts and concepts considered in this course. While I and the above book will certainly help you in this, you may also want to consult search engines such as ‘Google’, ‘Yahoo’ and ‘Wikipedia’, if and when you have doubts about a certain concept. Bear in mind, however, that online info on some of the topics covered in this course is highly politicized.

## 7. ASSESSMENT

- 1) Presentation (20%): This will be a short, 10-minute presentation that each of you will deliver to the class on any issue of your choice related to the Security Council. This is your chance to explain a UNSC problem that you find interesting or problematic. After the presentation, the class and I will ask questions (Q&A). While some students are understandably nervous about speaking in public, this is a critical part of your development and the sooner you start, the better you will become at it. So do not be afraid, for you are here to learn!
- Date:* One presentation per class, beginning from Week 3. You will be able to sign up for a slot in Week 1 and 2.
- 2) First Simulation (20%) During this event, which will be open to the public, we will simulate a Security Council session on the threat posed by ISIS to international peace and security. Regardless of whether you will be assigned the role of ambassador to a certain nation, or of an official of an international organization, you will be asked to defend a given position rather than your own views. In preparation for the debate, you will also submit a 500-word memo summarizing the points that you will raise during the debate. Your grade will reflect the quality of your memo, your 5-minute initial statement and your participation to the debate, as well as by your ability to be persuasive. Your specific role and more information for preparation will be given closer to the date.
- Date:* 3 March 2015
- 3) Second Simulation (20%) Similarly to the above, we will simulate a UNSC session but this time we will consider the threat posed to international security by the Ebola crisis. Again, you will be assigned the role of ambassador to a nation, or of an official of an international organization, but in either case you will be asked to defend a certain position rather than your own. In preparation for the debate, you will submit a 500-word memo summarizing the points that you will raise during the debate. Your grade will reflect the quality of your memo, your 5-minute initial statement and your participation to the debate, as well as by your ability to be persuasive. Your role and information for preparation will be given closer to the date.
- Date:* 14 April 2015
- 4) Final Essay (20%) This in-class essay will test the depth and breadth of your knowledge of key topics covered in the course. Your abilities to analyse the issues considered in class will be assessed. You will be given a choice of ten essay questions, of which you will have to answer three. This is a pre-seen assessment, so the ten questions will be emailed to you 24 hours before the scheduled event.
- Date:* 21 April 2015

5) Participation (20%)

Your participation grade will depend on the regularity of your class attendance, on your timely arrival to class and on your contribution to the debate (such as engaging with me when I ask questions and asking questions when your colleagues present). Unjustified absences will result in penalties as per AUW’s policy.

Date: Though your performance will be monitored from Day 1, your final participation grade will only be finalized in late April.

**8. KEY DATES**

Spring Break: 15-19 March 2015 (no classes)

Individual Presentations: One per class from Week 3 (sign up in Weeks 1 and 2)

First Simulation (ISIS): 3 March 2015

Second Simulation (Ebola): 14 April 2015

Final Essay: 21 April 2015

Participation: Monitored from Week 1

Attendance: Monitored from Week 1

**9. GRADING SCALE**

97 to 100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
93-96 = A	83-86 = B	73-76 = C	63-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-
			< 60 = F (Fail)

**Important:** While marks do matter and you should strive to obtain the best possible grade, the way you study is even more important. In this course, factual knowledge is essential but insufficient to perform well; critical thinking is what will make the difference not only in terms of marks but also—and more importantly—in terms of your development. Consequently, the mere regurgitation and memorization of facts will not take you far—only the critical assessment of them will. What I am interested in is *your* approach to a problem. However, you will only be able to acquire this analytical capacity if you do the readings **before** coming to class and if you participate in the debate. Remember: analytical reasoning without facts is impossible, but facts without any analytical framework are useless! Both are needed and will be required.

**10. PLAGIARISM**

Academic honesty is critically important and is expected of all of you at all times. For your information, definitions of and policies about academic honesty are detailed in the AUW Hand-out. Please read *carefully* the section on academic integrity on pages 13-16. Violations of academic honesty will result in failing grades for assignments and/or the entire course.

**11. CLASS BEHAVIOUR**

My assumption will be that each student in this class is motivated, intelligent and considerate of the opinions of others, and my expectations of you reflect this assumption.

I would like to ask you to please come to class on time and participate while you are there. Sometimes circumstances may prevent your timely arrival—in these cases, please enter quietly and sit by the door. If you need to leave early, please sit by the door and leave quietly. If you

will frequently need to arrive late or leave early, please speak to me about it. I am committed to starting and ending every class *exactly* on time, so please do not prepare to leave before I have ended class. It is disrupting to your colleagues and to myself.

Also, please ensure that you do not read, use electronic devices or sleep in class, nor talk to students around you without good reason. Please also be sure to turn off all phones and beepers. It is not appropriate to leave class in order to answer a call: if you feel that you have extenuating circumstances (e.g., a family emergency), please see me before class to discuss it.

I strongly encourage you to stop me during class if you have a question or relevant comment. If you feel uncomfortable talking during class, please approach me after class. It is my job to help you understand the material and I will do whatever I can to make sure that you do.

## **12. RELEVANT PUBLICATIONS**

'International Ethics'

'Foreign Affairs'

'Global Governance'

'The Economist'

'International Politics'

'Survival'