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Spring 2016

DIPL 6201 United Nations Security Council Issues

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SCHOOL OF DIPLOMACY AND INTERNATIONAL RELATIONS
SETON HALL UNIVERSITY

UNITED NATIONS SECURITY COUNCIL ISSUES
(DIPL 6201)

Instructor: Hugh Dugan

Spring 2016
Thur 7:35-9:45pm

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COURSE DESCRIPTION

This course is designed to provide an academic and practical understanding of the impact of United Nations Security Council considerations and actions based on its writ to promote international peace and security.

The properties, processes, policy menu, politics, performance, and products of the United Nations Security Council will be assessed in light of post-Cold War dynamics in international relations.

The course is designed to impart sound knowledge of the Council's

- Role as established by the United Nations Charter and as evolved over time,
- Legal framework and institutional properties (to include the background creation of the Council),
- Decision making processes, from both conceptual and practical perspectives,
- Menu of policy topics, and
- Products, outputs, and outcomes of the Council's considerations.

In the course of discussion, policy topics will include peacekeeping, human rights, humanitarian intervention, post-conflict peace building, Secretary-General selection process, weapons of mass destruction and UN reform. Other issues would include children in armed conflict, conflict mediation, conflict prevention, disarmament, drug trafficking, energy, security and climate change, justice, impunity and rule of law, the protection of civilians, regional arrangements, sanctions, small arms, terrorism and women peace and security.

Please note that as interesting as each of these topics may be, this course is not about those topics, rather the Security Council.

More specifically, the course is designed

- to examine the Security Council's structure in detail, and to understand the roles of its machinery,
- to explore the challenges faced by the Security Council, both political and structural (such as its capabilities for impact in international matters) to as to appreciate the difficulties inherent in its ongoing reform,
- to appreciate the need and effort needed to formulate policy oriented recommendations about issues related to the legitimacy and effectiveness of the Security Council,
- to study the policies of nations and groups of nations at the UN Organization as regards peace and security so as to understand better the process of deliberations and agreements by UN member states and their translation into programs and activities by the Secretariat,
- to become familiar and be able to appraise critically academic and political debates about the workings of the Security Council,
- to recognize and apply relevant theoretical approaches to the study of the Security Council,
- to appreciate the Security Council within the larger UN System, UN Organization, and relevant other entities, to include a mental mapping

of the United Nations system as regards its core pillar for peace and security. This implies an understanding of the Council's historical foundations, current structures, operations and functionalities, the nature of representation in the Council, and the Council's capacity for addressing contemporary issues;

- to re-imagine international machinery for international cooperation, specifically the UN Security Council, by surveying challenges encountered by it and considering enhanced approaches for international cooperation into the future given trends in threats to peace and security, the phenomenon of globalization, and global governance matters.

PEDAGOGICAL PURPOSES

The course will promote students' understanding of global issues from a range of perspectives so as to develop viewpoints on how international cooperation might better address those issues.

With the Security Council as its basis for discussion, the course is designed to develop an analytical framework and student fluency to discuss with academics and practitioners the state of the world in terms relating to more effective and efficient international public sector management of evolving topics and trends relevant to the principles of the United Nations Charter.

It is programmed to develop critical analytical skills regarding the elaboration and stewardship of international machinery as a function of the key issues of peace and security as considered by the UN Security Council (without prejudice to other key UN issues related to development in the economic and social spheres, humanitarian matters, and human rights). It seeks

- to encourage students to develop critical analysis on the future of global governance given high uncertainties on the international scene,
- to debate future perspectives for international cooperation,
- to examine related questions from the perspectives of other nations;

- to locate and use effectively major sources of information, in this case, for the study of the United Nations and the Security Council.

Essentially, while always striving to know more, the student must come away from the course (1) knowing at least enough about the subject to be skeptical on certain claims and statements made by others, and (2) with the confidence and material to pursue discussions with other thoughtful stakeholders.

This course seeks to assist the student in developing the following:

- A capacity to describe explain causes and nature of major questions in the international system (e.g., economic development, conflict, the environment, human rights),
- The capacity to engage with serious stakeholders so as to contribute to the implementation of the UN Charter's purposes, specifically as regards the Security Council,
- An understanding and appreciation of the opportunities and constraints posed by inter-governmental conference diplomacy in an era of continued globalization and related developments and trends in global governance,
- A grasp of networking within UN-relevant spheres beyond the classroom,
- Important citizenship skills such as participation, cooperation and collaboration, negotiation, diplomacy, conflict resolution, and stewardship of international machinery;
- Effective and efficient composition of thought in writing and speaking on these matters.

COURSE MODALITIES

The class meeting will begin with a discussion of current events relevant to the UN Security Council, and then proceed to a lecture /discussion of that week's topic.

The success of a course in large part hinges on the **sustained participation** of students. Active participation in class discussions is a requirement as well as an important component of the final grade. Students are thus expected to come to class well prepared to discuss and critique the required readings. *Class time will fly by or it will drag by, depending upon students' level of preparation and participation.*

After an introductory lecture, a seminar-like format will occur throughout the term. It will depend upon student participation through the assigned presentations of topics as laid out in the weekly schedule (below).

Sessions will be organized around **student-led presentations** of the readings to kick off the discussion. Each student will have an opportunity to be a discussion leader several times during the term. The presentations should not exceed 20 minutes, briefly summarize the readings (i.e. key arguments, methods, theoretical underpinnings, etc.) *and* offer a critique/commentary on their strengths and weaknesses. The student may incorporate additional materials, such as those relating to current events of the Security Council, than those assigned into the presentation. Discussion leaders will be asked to provide one or two discussion questions which will serve as a springboard for the seminar's review of the question on hand.

We will maintain a complete record of **class notes**. For each class a student will be responsible for preparation of the class notes. They must be written by the Monday following the class and emailed to all colleagues. Class notes should not be longer than three pages to include

- Main points of the topic discussed in class;
- Key views expressed.

The **final examination** will be in essay format. The student will choose one of two questions during the first half of the exam time period. The same format will apply during the second half of the exam time period with two different questions from those posed earlier.

If students must e-mail the professor, please note that responses would be delivered in the subsequent class meeting for the benefit of all students: duganhug@shu.edu.

PLEASE NOTE: Out of courtesy to others and to avoid disruption, all personal electronic devices must be silenced during class time. Personal emails and texts may be reviewed during the mid-class break (10 minutes), not during class, so as to maintain effective classroom participation. Discussion in class will be on “Chatham House Rule” to facilitate both free exchange of views and confidentiality of classroom discussion as a learning environment. Therefore, students may not record or broadcast any part of the class time.

PERFORMANCE METRICS

Students will be evaluated and graded on these opportunities for demonstrating their facility with the subject matter.

As this class only meets once a week, attendance is of paramount importance and absolutely required. Students should contact the professor about each absence to class. Unexcused absences will result in a reduced grade according to the circumstances.

Students will be tasked to read course materials, make presentations in class as assigned, prepare class notes as assigned, sit for the final written exam (essay); and participate in class. Participation is active involvement in discussion which includes careful listening, consideration, and respect for the opinions of others.

Writing clearly and succinctly is an important skill for those who progress in careers in international public service. Therefore, it will be a key component among the performance metrics.

Again, this class is heavily participatory. Participation shall reflect careful reading and consideration of each week’s materials. There will be lectures by the instructor and speakers, but much learning occurs through active

engagement rather than through passive listening. For this reason, your presence and active participation will be expected at all sessions.

Grading will be based on

Class attendance: 10%
Presentations: 30%
Participation: 15%
Note-talking: 5%
Final Exam: 40%

Grading Scale

F	0 through 55
D-	56-59
D	60 through 63
D+	64 through 67
C-	68 through 71
C	72 through 75
C+	76 through 79
B-	80 through 83
B	84 through 87
B+	88 through 91
A-	92 through 95
A	96 through 100.

READING

The required reading for the course:

“The UN Security Council in the 21st Century”, Editors Sebastian von Einsiedel, David M. Malone, and Bruno Stagno Ugarte, a project of the International Peace Institute, Lynn Rienner Publishers, 2016. This is the most authoritative and recent compilation of the finest writers on a myriad of topics related to the Security Council. It is available at [Amazon](#) and elsewhere for about \$35.

Security Council Report newsletter, <http://www.securitycouncilreport.org/>.

These will be complemented by other materials keyed to the dynamic nature of the class discussions and identified as we go along.

WEEKLY PROGRAM

January 14: Introduction to the Course

The following headings correspond directly to the chapters of “The UN Security Council in the 21st Century” listed above. They are to be read in advance of the class.

January 21: The UN Security Council: Decisions and Actions

January 28: Competing Interests on the Security Council

National perspectives

The United States

China

Russia

France and the United Kingdom

February 4: Competing Interests on the Security Council

Power Dynamics Between Permanent and Elected Members

Council Reform and the Emerging Powers

Working Methods of the Security Council

The Security Council for seventy years: ever changing or never changing?

February 11: Addressing Thematic Issues

Humanitarian Action and Intervention

Promoting Democracy

Acting on Human Rights

Responding to Terrorism

Confronting Organized Crime and Piracy

Weapons of Mass Destruction: Managing Proliferation

February 18: Enforcing Security Council Mandates

The Use of Force

Robust Peacekeeping and the Limits of Force

The Security Council and NATO

The Role of Sanctions

February 25: Evolving Institutional Factors

Relations with the UN Secretary-General, including
selection of the Secretary-General

March 3: No Class - Spring Break

March 10: Evolving Institutional Factors

Special Representatives of the Secretary-General

Collaborating with Regional Organizations

Groups of Friends

International Courts and Tribunals

March 17: Arria Exercise

March 24: No class - Holy Thursday

March 31: (Instead of meeting, day trip to the UN – date to be determined)

April 7: Country Cases

The Arab-Israeli Conflict

Iraq

The Balkans

Somalia

Sudan

April 14: Country Cases

Afghanistan

The Democratic Republic of the Congo

Cote d'Ivoire

Libya

Syria

April 21: The Security Council and International Order

The Security Council and Peacekeeping

The Security Council and International Law

The Security Council and the Changing Distribution of Power

The Security Council in a Fragmenting World

April 28: Conclusion: The Security Council and a World in Crisis

May 5: Exam; final class meeting

ACADEMIC INTEGRITY

All students are reminded to conform to the standards of the Whitehead School of Diplomacy and Seton Hall University regarding academic conduct and integrity: <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See university and school standards for academic conduct here:

- <http://www.shu.edu/offices/student-life/community-standards/community-standards.cfm>
- <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

ACCOMMODATIONS

*** Under the Americans with Disabilities Act and Section 504 of the Civil Rights Restoration Act, students at Seton Hall University who have a disability may be eligible for accommodations in this course. Should a student require such accommodation, he or she must self-identify at the Office of Disability Support Services (DSS), Room 67, Duffy Hall, provide documentation of said disability, and work with DSS to develop a plan for accommodations. The contact person is Ms. Diane Delorenzo at [\(973\) 313-6003](tel:(973)313-6003). ***

Why an education in diplomacy and international relations?

When foreign affairs are ruled by autocracies or oligarchies the danger of war is in sinister purpose.

When foreign affairs are ruled by democracies the danger of war will be in mistaken beliefs.

The world will be the gainer by the change, for, while there is no human way to prevent a king from having a bad heart, there is a human way to prevent a people from having an erroneous opinion.

That way is to furnish the whole people as a part of their ordinary education, with correct information about their relations to other peoples, about the limitations upon their own rights, about their duties to respect the rights of others, about what has happened and is happening in international affairs, and about the effects upon national life of the things that are done or refused as between nations; ...

...so that the people themselves will have the means to test misinformation and appeals to prejudice and passion based upon error.

-Secretary of State Elihu Root, "Foreign Affairs", I, 5 (September, 1922).