INTE-GE.2173
Contemporary International Relations: Peace, Security and Education
Wednesdays 2:00 – 3:40
Room:
Spring 2012

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Office Hours: Tuesdays 3:00-5:00. Please sign up on my door. Appointments must be scheduled by 12 noon, latest, on the day requested.

COURSE DESCRIPTION
This seminar explores how state and nonstate actors pursue peace and security, and the role that education plays in this process. After a short overview of explanations for the current world order, we assess various tools available to states, organizations, and activists to enforce or change this order. We examine the durability of peace agreements, structure of advocacy networks, tensions within humanitarian aid, and what we know to date about the relationship between education and terrorism. Specific education initiatives include various approaches to peace education, education for democracy, and citizenship education. Case studies include Afghanistan, Israel/Palestine, Guatemala, and the United States. Assignments and discussions in class are intended to prepare students for professional positions designing and implementing education strategies in post-conflict countries as well as for further research in the field.

COURSE OBJECTIVES
- Students will gain a deeper understanding of the tools available to states, organizations, and activists to promote peace;
- Students will acquire the knowledge necessary for conducting future research and for designing and implementing education initiatives in post-conflict countries.

REQUIREMENTS
There are three requirements for this course:

- Course participation and presentation: 30%
- Midterm (5-7 pages): 30%
- Research paper (10-12 pages): 40%
COURSE REQUIREMENTS AND EVALUATION

This is a discussion-based seminar. That means that you must come to class prepared to discuss the readings actively.

Please feel free to take advantage of my office hours to talk about questions concerning assignments and comments you have about course readings and topics.

The specific requirements for the course are as follows:

I. PARTICIPATION (30%):

1) Attendance and participation in discussions (10%): Attendance includes coming to every class on time, commenting on readings, and active listening while in class. The course requires the participation of all class members; lateness or absence disrupts the course plan. In addition, you are expected to come to class prepared to discuss and critique all of the required readings. Please be sure that you understand the reading thoroughly and absorb the main points and arguments the authors make. It is helpful when reading analytically to consider the similarities and differences between the authors’ positions as well as the way the pieces inform each other. You will be expected to offer your insights into these arguments during each class.

2) Discussion questions/comments on Blackboard (10%): I will create discussion boards on Blackboard for all of the class sessions beginning February 1. Post your critical comments or questions about that week’s readings. Weekly reading questions or responses are due every Tuesday by 9pm. You do not need to submit questions via Blackboard on the day that you will be responsible for leading the discussion. Please post approximately three questions OR a 1-paragraph response to the week’s readings to the course Blackboard site. I encourage you to respond to comments made by your classmates. You will not get credit for late submissions.

Asking good questions is a key element of academic inquiry and professional life. Practicing this technique and honing your skills as questioners is a critical aspect of improving your academic work and professional skills.

3) Group presentation/discussion leaders (10%): In addition to participating actively in discussions, you will be asked to lead/facilitate the discussion with a colleague(s) for one session during the first half of one class period (sign-up sheet will be distributed in class on Wednesday February 1). Your goal is to engage your classmates in a lively and critical discussion about the readings. To do so, you may launch the class with a short presentation that includes the following elements: (1) A very brief—NO LONGER THAN 5 MINUTES—overview of the main points you gathered from the reading; (2) a short list of questions designed to critique the readings. You should include references to the questions your colleagues have posted on the discussion board for that week; and (3) You may also use props such as a
short video clip, game or group activity that you have designed, or a compelling image to prompt thought-provoking discussion.

You are required to email your presentation outline to me on the FRIDAY prior to class; I will review it and send comments or suggestions. In the presentation, you will be evaluated for content, creativity, and pedagogy.

II. MIDTERM PAPER (30%) DUE MIDNIGHT MARCH 10th via email

Choose a social justice issue that you care/feel passionate about. Identify an organization or an individual that is working on this issue. Write a critical paper (5-7 pp., double-spaced, 12 pt font, one-inch margins all around) exploring and analyzing this current issue and the strategies your organization/individual uses to address it using the readings that we have discussed in class. You may use readings from other classes as well, but the majority of sources should be academic (i.e., peer-reviewed journal articles, academic books). Please make an appointment to discuss with me during office hours if you have trouble coming up with a topic.

III. FINAL PAPER (40%) DUE MIDNIGHT MAY 5TH VIA EMAIL

Write a 10-12 page essay (double-spaced, 12 pt font, one-inch margins) on a case study within which to explore and analyze a question that is useful for your own work or research. We will discuss this assignment in more detail in class. You will have the opportunity to present your draft work in the last class session, May 2, where you will receive verbal feedback, before turning in the final product on May 5.

Criteria for grading written work: Strength and clarity of arguments, quality of analysis, use of sources.

*Policy on late assignments: Barring serious illness or family emergency (both require documentation), late papers will be reduced by 1/3 of a grade for each 24-hour period for which they are turned in after the deadline. For example, a paper turned in one day late with a grade of B would be marked down to a B-. This is a strict policy. Exceptions are granted only in extreme circumstances and require written documentation. Examples of exceptional circumstances include a learning disability (documented by NYU in the form of a written letter from the Center for Students with Disabilities) or hospitalization. Changing topics, regions, countries of study for an assignment; poor time management; and procrastination do not count as exceptional circumstances.

COURSE SCHEDULE AND READINGS

The required readings are available on line via the NYU Blackboard webpage.
The required readings that are not located on Blackboard are available through the NYU library website ejournals. If you have difficulties locating readings, please ask the NYU library staff, or a classmate to assist you.

Because we are studying education in dynamic international environments, and because much of international work relates directly to current political changes, I may add short readings that will be particularly relevant to the topics that we are studying as the course progresses. Any additional readings will be added several days before the class meets (at minimum), and the syllabus will be updated on Blackboard. Please check for these updates.

**ACADEMIC INTEGRITY**

I take academic integrity very seriously. All assignments must adhere to standards of academic ethics. Your work must reflect your own writing and ideas. According to the Steinhardt School of Education Statement on Academic Integrity, you violate the principle of academic integrity by turning in work that does not reflect your own ideas or includes text that is not your own; when you submit the same work for two different courses without prior permission from the instructor; when you receive help on a take-home examination when you are expected to work independently; when you cheat on exams, and when you plagiarize material.

Any student who submits work that constitutes plagiarism will be subject to disciplinary sanctions, which range from failure of the course to dismissal from the school.

By Monday February 6th, please complete the NYU Wagner Academic Oath form located at: [http://wagner.nyu.edu/current/academicOath.php](http://wagner.nyu.edu/current/academicOath.php) Send the acknowledgement that the form has been completed to me via email. You will receive a “P” for this assignment if you complete the oath. If you do not complete this oath, you will fail the class.
Course Schedule and Required Readings

Part I: Theories and trends in international relations

January 25
Session 1: Contemporary theory in International Relations: Three Traditions

February 1
Session 2: Constructivists’ Explanations of World Order

Recommended:

February 8
Session 3: Network Theories
Discussants:
February 15
Session 4: Peace Studies
Discussants:


Recommended:

PART 2: International Actors

February 22
Session 5: International Organizations, Peace Keeping, and Peace Agreements
Discussants: Guest Speaker: Susan Allee, Senior Political Advisor, Department of Peacekeeping Operations, United Nations


Recommended:
February 29
Session 6: Transnational NGOs and Human Rights Work
Discussants:


Recommended:

March 7
Session 7: Cooperation or Contention? Soldiers, Diplomats, and Aid Workers: Afghanistan
Discussants:


Recommended:

MIDTERM PAPER DUE by midnight March 10th.
March 14 - No Class Spring Break
PART 3: Education Initiatives Linked to Peace

March 21
Session 8: Peace Education: Israel/Palestine
Discussants:


See an example of these initiatives, Seeds of Peace: [http://www.seedsofpeace.org/](http://www.seedsofpeace.org/)

Recommended:


March 28
Session 9: Education and Democracy Building: Bosnia and Iraq
Discussants:


Watch the OSCE Education Representative in Bosnia, Valery Perry, discuss education in Bosnia:  
[http://www.youtube.com/watch?v=oF2CX9ynsaQ](http://www.youtube.com/watch?v=oF2CX9ynsaQ)  
[http://www.youtube.com/watch?v=ms19J0v6-Ns](http://www.youtube.com/watch?v=ms19J0v6-Ns)
Recommended:
- Gurr, Terry Robert. *Peoples Versus States*, ch. 5. Successful democratic transitions have ethnic conflict in the 1990s, but failed transitions exacerbated them.

April 4
**Session 10: Conflict Resolution and Truth Commissions: Guatemala**

**Discussants:**

Recommended:

April 11
**Session 11: Education and Suicide Bombing**

**Discussants:**
- Benmelech, Berrebi, & Klor, Economic Conditions and the Quality of Suicide Terrorism, Working Paper (2009)

Recommended:


**April 18**

**Session 12: Citizenship Education: United States**

**Discussants:**


**May 2**

**Session 13: Class paper presentations**

Short, in-class paper presentations and feedback from classmates.

**MAY 5th FINAL PAPER DUE AT MIDNIGHT**