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|  | Department of IR and European Studies Faculty of Social StudiesMASARYK UNIVERSITYJoštova 10, 602 00 Brno, Czech Republic |

**IRE205 Humanitarian Intervention**

**MVZb2005 Humanitarian Intervention**

**Syllabus (Spring 2021)**

**LECTURER**: Mgr. Kateřina Fridrichová, Ph.D. (e-mail: fridrichova@mail.muni.cz)

**OFFICE HOURS:** see IS

**LECTURES**: Thursday 8:00 – 9:40, TEAMS

**LEVEL OF COURSE**: Bachelor

**LANGUAGE OF INSTRUCTION**: English

**CREDITS:** 4 ECTS (Total workload 200 hours – 1 ECTS for class participation, 1 ECTS for presentation and paper, 2 ECTS for preparation for the class and reading)

**TYPE OF COMPLETION: graded course**

**What do I need to know to take the course?**

You are expected to have a good command of English – a minimum of B2 level (CEFR) or equivalent – in order to follow the course. You should be able to understand oral presentations as well as the main ideas of academic texts on different topics. You should also be able to produce intelligible text. You are encouraged to engage in class activities and discussions.

**What do I learn?**

You will be introduced to the concept and practice of humanitarian intervention. It will be presented in the context of international law, history of the international system, history of thought and state practice. It will be also discussed in the terms of contemporary and future developments. Emphasis will be on the historical cases of both humanitarian intervention and non-intervention.

**BY the End of the course, you will be able TO**

* discuss humanitarian intervention in its historical, theoretical, legal, a systemic context
* describe and discuss the basic dilemmas of contemporary HIs
* analyze a severe humanitarian crisis and following intervention/non-intervention in terms of actors, international context and post-conflict consequences

**Course Format**

During this course, you will learn in multiple ways.

* You will acquire factual knowledge from readings, lectures and colleagues' presentations
* You will practice your communication and research skills, together with cooperation with colleague during pair presentation project and subsequent research paper
* You will practice your critical thinking during your research project, engagement with the literature in preparation for the sessions and research for the end-of-term essay

**COURSE REQUIREMENTS**

To pass the course you need to:

* accumulate points for **weekly activities** and optional position paper (3 points per session, 11 sessions with activities, total 33 points)
* to participate in **presenting** a case study on a date when your topic is due according to the syllabus *(in total possible 1O points, failure to present equals X at the end of the semester)* or do an equivalent submitting video presentation or voiced powerpoint presentation.
* and subsequently submit a **research paper** (*in total possible 20 points, failure to submit equals X)*. Research paper can be revised and resubmitted.

**CLASS PARTICIPATION**

Every session you will have an opportunity to obtain 3 points based on engagement with reading assigned for each (short quizzes, short position statements, group work etc.). Therefore, come to the class prepared, having read the assigned text **before** the indicated session.

**CASE study (max. 30 points in total for presentation and paper)**

A case study project is a way how to gain research experience and exercise your cooperation and presentation skills.

Work in pairs or alone, number of points and work is the same.

If you want to work in pairs, choose a partner first and then choose a topic together and sign up.

You will present outcomes of your research in the class on the date indicated in the syllabus for your topic or submit a presentation (video, PowerPoint presentation with slides)

Subsequently, you will submit a pair paper which will discuss both sides of arguments for and against the particular intervention.

The presentation will be maximum of 15 minutes (max 10 points). Do not exceed that time. Do your research thoroughly but report only the most pertinent findings. The required length of the paper is 3.000 words (20 points) due one week after the presentation.

**Structure of the presentation:**

Who are the actors of the crisis and what are their interests/grievances?

What is the international society/status of international law towards this particular intervention/ non-intervention?

What were the consequences of the intervention/non-intervention for the country of the crisis, for international law and for outside actors?

Argue for intervention – argue against intervention based on what the arguments at the time were presented.

**COURSE GRADING**

**A 63-59**

**B 58-55**

**C 54-49**

**D 48-43**

**E 42-37**

**COURSE OUTLINE**

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|  |  | Topic | Assigned readings | Case studies |
| 1 |  | Humanitarian intervention - definition, terminology, dilemmas |  |  |
| 2 |  | Humanitarian intervention - definition, terminology, dilemmas | Fridrichová, K. (2014). Humanitarian Intervention. In Z. Kříž & J. Urbanovská (Eds.), *Examining armed conflict: theoretical reflections on selected aspects* (1st ed., pp. 69–86). Brno: Masaryk University. ISHehir, A. (2009). Humanitarian Intervention: An Introduction. Houndmills, Basingstoke, Hampshire ; New York: Palgrave Macmillan. Chapter 1. IS |  |
| 3 |  | Humanitarian intervention in theories of international theories | Almeida, João Marques de. 'International Political Theory and the Issue of Legitimate Intervention' 2, no. 102 (2002): 15.*Hehir, A. (2009). Humanitarian Intervention: An Introduction. Houndmills, Basingstoke, Hampshire ; New York: Palgrave Macmillan. Chapter 4. IS* |  |
| 4 |  | Humanitarian intervention and development of international law + Just War tradition | Hehir, A. (2009). *Humanitarian Intervention: An Introduction*. Houndmills, Basingstoke, Hampshire ; New York: Palgrave Macmillan. Chapter 2. IS |  |
| 5 |  | 19th century interventionism, civilizing mission, anti-slavery interventions | Explaining Costly International Moral Action: Britain's Sixty-Year Campaign against the Atlantic Slave Trade. (1999). *International Organization*, *53*(4), 631–668. Retrieved from <http://www.jstor.org/stable/2601305>Popular culture reflection: Amazing Grace |  |
| 6 |  | Interventions in the wake of Napoleonic wars Case studies | Bew, John. "Intervention in the Wake of the Napoleonic Wars." In *Humanitarian Intervention: A History*, edited by Brendan Simms and David J. B. Trim. Cambridge [etc.]: Cambridge University Press, 2011.  | War of Greek independenceArmenian genocideIntervention in Ottoman Lebanon and Syria in 1860-1861 |
| 7 |  | Cold War interventions?Case studies | Roberts, Sir Adam (2003). The United Nations and Humanitarian Intervention. In Jennifer M. Welsh (ed.), *Humanitarian Intervention and International Relations* (pp. 71-97). Oxford University Press. IS | India's intervention in East PakistanVietnam's intervention in CambodiaTanzania's intervention in Uganda |
| 8 |  | 1990s and change in international systemCase studies – interventions in Africa | Foley, Conor (2008). The thin blue line. How Humanitarianism went to war. London, New York: Verso, pp. 44 – 67 ISMayall, James (2004). Humanitarian intervention and international society: Lessons from Africa. In Jennifer M. Welsh (ed.), *Humanitarian Intervention and International Relations*. Oxford University Press. pp. 120--41. ISPopular culture reflection: Black Hawk Down  | SomaliaSierra LeoneLiberia |
| 9 |  | Famous non-intervention: Rwanda | Power, Samantha. "Bystanders to Genocide." *The Atlantic*, September 2001. http://www.theatlantic.com/magazine/archive/2001/09/bystanders-to-genocide/304571/?single\_page=true.Kuperman, Alan. (2000) "Rwanda in Retrospect. "Foreign *Affairs,* 79(1), pp. 94-118. http://www.jstor.org/stable/20049616Popular culture reflection: Hotel Rwanda*Opportunity to gain 6 points – Write a position paper answering these two questions: What are the key differences between the authors of the two texts on what was happening in Rwanda and in the world + what are the key questions about genocide or intervention/non-intervention in Rwanda that are necessary to ask? (900 words)* |  |
| 10 |  | The 1990s - case studies | Barnett, Michael. *Empire of Humanity: A History of Humanitarianism*. 2011. ISBN 9780801447136. Chapters 8-9. | Bosnia (1995)East Timor (1999) |
| 11 |  | Kosovo, the post-Kosovo debate and the R2P report | Weiss, Thomas. *Humanitarian Intervention*. Polity, 2012. Chapter 4. IS | Mali (2013)SyriaDarfur |
| 12 |  | R2P development and critique | Morris, Justin. 'Libya and Syria: R2P and the Spectre of the Swinging Pendulum'. International Affairs 89, no. 5 (1 September 2013): 1265–83. <https://doi.org/10.1111/1468-2346.12071>.Kurowska, Xymena. 'Multipolarity as Resistance to Liberal Norms: Russia's Position on Responsibility to Protect'. Conflict, Security & Development 14, no. 4 (8 August 2014): 489–508. <https://doi.org/10.1080/14678802.2014.930589>. |  |
| 13 |  | Worldviews and actors: Islam, China, India, third-world countries | Hashmi, Sohail H. "Is There an Islamic Ethic of Humanitarian Intervention?" *Ethics & International Affairs* 7 (Březen 1993): 55–73. on-line: https://doi.org/10.1111/j.1747-7093.1993.tb00143.x.Lee, Pak Kuen, and Lai-Ha Chan. "China’s and India’s Perspectives on Military Intervention: Why Africa but N...” *Australian Journal of International Affairs* 70, no. 2 (2016): 179–214. <https://doi.org/10.1080/10357718.2015.1121968>. |  |

**Class rules**

Reading any material that is not related to the class, texting, or browsing the internet during the class is rude.

Please refrain from eating during class. Having something to drink is fine.

If you have any question regarding the material being discussed in class, do not hesitate to ask. If you ask such question, it will help to clarify the issue not only for you but for your peers as well!

In class discussions, be respectful of other students’ opinions. You have the right to hold and express whatever opinion on the discussed topic, no matter how unacceptable they may seem to your classmates. They can disagree with you but they must show respect your right to hold your opinion. Likewise, you must respect their right to express their views freely.

**Academic INTEGRITY**

Masaryk University (MU) expects you to abide by the highest standards of intellectual honesty in all academic work. According to the university regulations, you are obliged to maintain academic honesty by refraining from plagiarism and from cheating during exams, homework assignments, etc. The MU assumes that all students do their own work and credit all work or thought taken from others. Violations of academic integrity will result in sanctions ranging from taking off points from the particular part of the grade to a failure of the course. Serious violations of academic honesty will be reported to the MU Disciplinary Committee and can result in an exclusion from studies. The decision about the sanction for academic dishonesty is entirely at the discretion of the lecturer.