

Unit 8: Responsibility to Protect – Hotbeds of International Crises

(Sek 2: Jahrgangsstufe 13, 9. Lernjahr, B2/C1)

Allgemeine Erziehungsziele:

Medien kritisch analysieren;
Lesekompetenz schulen;
Informationen über komplexe Sachverhalte verarbeiten;
Perspektivenwechsel;
Analyse internationaler Beziehungen;
Standpunkte verstehen und vertreten

Ziele fremdsprachlicher Bildung:

Landeskundliche und interkulturelle Kenntnisse;
Rolle der Vereinten Nationen;
Medien und soziale Netzwerke kompetent nutzen;
Arbeiten mit Texten und Landkarten;
Interessen verstehen und zuordnen;
Regeln und Verfahren der Szenario Methode kennenlernen, anwenden und auswerten

Inhalte und Themen:

Considerations of war or peace;
The World in turmoil;
Arab Spring and Libya;
Syrian Civil War;
The Middle East;
TED Talk (Gordon Brown);
International Relations Theory (IRT);
The UN and human rights;
The Responsibility to Protect (R2P);
Scenario planning

Fertigkeiten, Fähigkeiten, Anbahnung von Kompetenzen:

GeR (Auszüge):

B2: Kann etwas systematisch erörtern und dabei entscheidende Punkte in angemessener Weise hervorheben und stützende Einzelheiten anführen (Europarat 2001: 65); kann eine klare und systematisch angelegte Präsentation vortragen und dabei wesentliche Punkte und relevante unterstützende Details hervorheben (66).

C1: Kann ein breites Spektrum anspruchsvoller, längerer Texte verstehen und auch implizite Bedeutungen erfassen; kann sich spontan und fließend äußern, ohne öfter deutlich erkennbar nach Worten suchen zu müssen; kann sich klar, strukturiert und ausführlich zu komplexen Sachverhalten äußern und dabei verschiedene Mittel zur Textverknüpfung angemessen verwenden (35).

Sachfach-Curriculum Po/Wi:

Globalisierung und Internationale Beziehungen; Einfluss der Medien auf die politische Willensbildung; Rolle internationaler Institutionen; aktuelle internationale Konfliktregionen und die Möglichkeiten kollektiver Friedenssicherung (Interessen, Entstehungsgründe, Konfliktpunkte, Sicherung von Menschenrechten, Terrorismus, Friedenssicherung); Entscheidungsprozesse in internationalen Organisationen

Sprachfokus:

Sprachmittel für *scenario planning*;
thematisch orientierte Redemittel und Strukturen;
CLIL discourse;
reading and listening comprehension;
negotiation of meaning and perspectives;

rules for scenario planning

Lehr- und Lernstrategien:

double circle; comparisons and presentations; plenary discussions*; crib sheets*; word search; guided and independent content-based research*

Evaluation:

formatives Feedback (im Rahmen der Lernaktivitäten mit *comparisons, negotiations, explanations of rules and procedures, plenary discussions, research*); summatives Feedback: Bewertung der Verständnisprüfungen und Ergebnisse der Szenario Methode

Übersicht Unit 8: Responsibility to Protect: Hotbeds of International Crises

Unterrichtsstunde 1

Worksheet 1: War or peace with Calvin and Hobbes

Unterrichtsstunde 2

Worksheet 2: The world in turmoil

Unterrichtsstunde 3

Worksheet 3: Arab Spring and Libya

Unterrichtsstunde 4

Worksheet 4: Syrian Civil War

Unterrichtsstunde 5

Worksheet 5: The Middle East

Unterrichtsstunde 6

Worksheet 6: TED Talk (Gordon Brown)

Unterrichtsstunde 7

Worksheet 7: International Relations Theory (IRT)

Unterrichtsstunde 8/9

Worksheet 8: The UN and human rights

Unterrichtsstunde 10

Worksheet 9: The Responsibility to Protect (R2P) doctrine

Unterrichtsstunde 11/12:

Worksheet 10: Scenario planning

Worksheets 1 bis 10: Anregungen zum Vorgehen

In der Abschlussklasse der gymnasialen Oberstufe ist das Thema „Globalisierung und Internationale Beziehungen“ einer der Hauptschwerpunkte der politischen Bildung. Globale Konflikte sind eine Herausforderung, die in der Entscheidung für Krieg oder Frieden nach Jahrzehnten der relativen Stabilität eine neue Schärfe gewonnen haben und an die Analyseinstrumente der politischen Bildung besondere Anforderungen stellen.

Die Schüler beschäftigen sich mithilfe eines *comic strips* (*Calvin and Hobbes*) zunächst mit dieser Grundfrage (worksheet 1). Der Blick auf die Schlagzeilen der internationalen Presse zeigt, welche besorgniserregenden Entwicklungen sich gegenwärtig abzeichnen und wie diese Auseinandersetzungen globale gesellschaftliche Folgen haben (worksheet 2). Eins der Krisenzentren der Welt ist und bleibt der Nahe Osten (Englisch: Middle East), in dessen jüngerer Geschichte Schüler die Ursachen und Auswirkungen des *Arab Spring* genauer in den Blick nehmen (worksheet 3), wobei der Bürgerkrieg in Syrien in mehreren Dimensionen und unter Einbezug der Akteure lokal und global zu analysieren sein wird (worksheet 4). Historisch gesehen ist dieser Konflikt noch überlagert durch die arabisch-israelischen Spannungen, die bereits zu zahlreichen Kriegen geführt haben und mit einer Timeline insgesamt erfasst werden, um eine genauere Ursachenforschung zu initiieren, wenn schon Lösungen vor wie nach nicht in Sicht sind (worksheet 5). In einer Erweiterung der Perspektiven diskutiert der ehemalige britische Premier Gordon Brown (2007-2010) in einem Ted Talk die vermeintliche Unvereinbarkeit von nationalen Interessen und globaler Verantwortlichkeit (worksheet 6).

Ted Talks sind Film-Aufzeichnungen von internationalen Konferenzen „*converging Technology, Entertainment and Design*“ mit dem Ziel „*to seek out the most interesting people on Earth and let them communicate their passion*“ (www.ted.com, letzter Zugriff Juni 2018). Die Nonprofit-Organisation TED hat auf dieser Plattform bereits Persönlichkeiten wie Isabel Allende, Al Gore und Bill Gates zu Wort kommen lassen, hier nun Gordon Brown.

Mit einem weiteren Perspektivenwechsel werden die wichtigsten Theorien der Internationalen Beziehungen (IRT) einer genaueren Analyse unterzogen. Die Ergebnisse dieser eher theoretischen Überlegungen werden in ihren zum Teil widersprüchlichen Positionen zur Diskussion gestellt (worksheet 7) und bilden eine Grundlage für die spätere Entwicklung der Szenario-Methode.

Die Rolle der UNO rückt bei der Analyse internationaler Krisen in den Vordergrund, weil die Weltgemeinschaft in den seit dem Ende des Kalten Krieges immer unübersichtlicher gewordenen Konfliktzonen die einzige Vermittlungsorganisation bleibt. Ihre Aufgaben in der Regelung internationaler Konflikte werden mit den Friedensmissionen und deren Funktion und Problematik erarbeitet (worksheet 8), um dann in der Auseinandersetzung mit der relativ neuen R2P Strategie (Responsibility to Protect) auch an ganz praktischen und aktuellen Beispielen untersucht werden zu können. Dabei wird mit *reciprocal teaching* (siehe Glossary) ein anspruchsvolles aber zielführendes Verfahren angewandt (worksheet 9). In der Szenario-Methode werden Ergebnisse zusammengeführt, miteinander abgeglichen und in der abschließenden *target activity* einer begründeten Bewertung unterzogen (worksheet 10), die grafisch gestützt auch bei anderen kontroversen Themen der politischen Bildung anwendbar ist.

Im erweiterten sprachlichen Aktionsfeld ist formatives Feedback durchgängig in den worksheets angelegt. Alle worksheets sind so konzipiert, dass sie in rhythmisierten Stunden (90 Minuten-Einheiten) bearbeitet werden.

Worksheet compass

phase	activities of teachers	activities of students	scaffolding
planning; backward design	issues/problems to be solved	analysis, assessment, negotiation, critical thinking	worksheet compass
	guiding questions and outcomes	advance organizer; study objectives, peer-evaluation	...
complex task	scenario planning	think-pair-share, working in groups, group puzzle, creating posters, plenary discussion, presentations and role play	crib sheets*, useful phrases, discourse files
worksheet 1	War or peace with Calvin and Hobbes	task 1: relate, consider, discuss task 2: outline, analyse, create, present task 3: summarise, create, present	newspaper headlines, paraphrase, CLIL discourse, group work
worksheet 2	The world in turmoil	task 4: describe, explain, discuss task 5: complete, define, analyse, research, compare, discuss	newspaper headlines, paraphrase, CLIL discourse, group work
worksheet 3	Arab Spring and Libya	task 6: outline, research, discuss, present task 7: mediate, explain	group research, group puzzle*, placemat activity*
worksheet 4	Syrian Civil War	task 8: watch video, outline, compare	crib sheet*, video analysis, plenary
worksheet 5	The Middle East	task 9: create, present task 10: explain, complete	timeline, group puzzle*, poster, double circle*
worksheet 6	TED Talk (Gordon Brown)	task 11: listen, negotiate task 12: listen, outline, discuss	video clip, double circle*, gallery walk*, rubrics, running sheet
worksheet 7	International Relations Theory (IRT)	task 13: compare, contrast, negotiate, present, discuss task 14: research, delineate	rubrics, Venn diagram*, gallery walk*
worksheet 8	The UN and human rights	task 15: discuss task 16: research, allocate, discuss task 17: outline, discuss task 18: read, compare, summarise	group work, group puzzle*, right/wrong answers
worksheet 9	The Responsibility to Protect (R2P)	task 19: question, summarise, clarify, predict, compare	reciprocal teaching*, group work
worksheet 10	Scenario planning	task 20: practise, discuss task 21: summarise, compare task 22: delineate, decide, research, present	crib sheet*, tandems, true/false answers, role play

Worksheet 1: War or peace with Calvin and Hobbes

Task 1:

In a double circle*, relate the speech bubbles to the two speakers and consider the sequence. Discuss what kind of “game” Calvin and Hobbes are playing.

In this Calvin and Hobbes cartoon the two characters describe the futility of war: <https://www.pinterest.de/pin/525443481504655822/> (last accessed June 2018)

Scaffolding Speech Bubbles

Defender of liberty and democracy – war not peace? – the communist oppressor – stupid game? – hit with a dart, the other side wins – too few role models

Calvin: ...

Hobbes: ...

Task 2:

Outline the discussion between Calvin and Hobbes in your own words. Analyse the cartoon using the following scaffolding and create mind maps in groups of four to be presented in plenary.

Scaffolding:

Analysing a cartoon

Context: Which issue is the cartoon referring to? Explain in some detail.

Content: What are Calvin and Hobbes talking about? Explain their reasoning and comment on their different views.

Target: Describe the message of the cartoon. Which reactions to it can you foresee?

Technique: Discuss whether the cartoon is funny or rather not and how the cartoonist conveys his political message.

Evaluation: Assess how the reader's attention is captured and what you first noticed about this cartoon.

Task 3:

Summarise the main points of the following text and create crib sheets* in tandems for later presentation in plenary.

Calvin and Hobbes: names and origins

“To an editor,” Bill Watterson, the creator of Calvin and Hobbes, wrote in 2001, “space may be money, but to a cartoonist, space is time. Space provides the tempo and rhythm of the strip.” Watterson was right, perhaps in more ways than he knew. Newspaper comics, he wrote, provide a unique space for many readers before they start their day; we get to pass, briefly, through a door into a calmer, simpler world, where the characters often remain largely the same, even down to their clothing. ... The strip follows Calvin, a blonde six-year-old American that Watterson named after the founder of Calvinism. ... An only child, Calvin’s best friend is a tiger named Hobbes, himself named for the author of Leviathan. To everyone but Calvin, Hobbes appears to be a stuffed tiger, while Hobbes is a real, talking tiger to Calvin. In Watterson’s words, Hobbes’s true nature is never fully defined by the strip, which is one of its beauties; Hobbes is a kind of ontological marvel, and yet utterly mundane all the same, for he is whatever he needs to be for whomever is perceiving him. ...

© Gabrielle Bellot, “Why Calvin and Hobbes is Great Literature”; first published at Literary Hub, <https://lithub.com/why-calvin-and-hobbes-is-great-literature/> (last accessed June 2018)

Voc.: Bill Watterson, born 1958, grew up in the US Midwest (Ohio) and drew Calvin and Hobbes cartoons between 1985 and 1995; Calvin: named after John Calvin (1508–1564), a French theologian and reformer, founder of Calvinism; Hobbes: named after Thomas Hobbes (1588–1679), an English philosopher, one of the founders of modern political philosophy; ontological marvel: Wunder des Seins; mundane: alltäglich, banal

Worksheet 2: The world in turmoil

Task 4:

Describe the background of the selected headlines below. **Explain** the issues involved. **Discuss** in plenary what impact these headlines may have on the public opinion in different countries.

Assorted newspaper headlines

- ▶ Terror am Hindukusch
- ▶ Manchester, Minya, Bagdad, Kabul: Ziele von Anschlägen
- ▶ Ausbau der Militärpräsenz
- ▶ Taliban militärisch nicht zu besiegen
- ▶ 80 Tote und Hunderte Verletzte bei Selbstmordanschlag in Kabul
- ▶ Russland und Iran arbeiten mit Taliban zusammen
- ▶ Im Vergleich mit IS ist Taliban das kleinere Übel
- ▶ Plan einer Friedenskonferenz abgelehnt
- ▶ Terror in Afghanistan auf einige Regionen konzentriert
- ▶ Sicherheitslage in Kabul (unverändert)
- ▶ Deutschland sendet Afghanen in ihr Heimatland zurück; kein Grund für Abschiebestopp
- ▶ EU zahlt Millionen an Flüchtlingshilfe an den türkischen Staat
- ▶ Erdogans Keule: Erdogan stellt sich hinter Katar
- ▶ Ob die Freundschaft des Türken ewig währt?
- ▶ At least 80 were killed and hundreds wounded by huge blast near Afghan presidential palace in Kabul
- ▶ The toll is likely to rise
- ▶ Blast during morning rush hour caused panic
- ▶ Windows shattered as far as a mile away
- ▶ Attack one of the bloodiest of the long Afghan war
- ▶ A teenager sent texts urging her friend to commit suicide – guilty of involuntary manslaughter
- ▶ Commando Raids on ISIS Yield Vital Data in Shadowy War
- ▶ Van hits pedestrians near a mosque in London, killing one
- ▶ U.S. Fighter Jet Shoots Down Syrian Warplane
- ▶ An American warplane shot down a Syrian warplane on the same day
- ▶ Iran's Revolutionary Guards Corps also launched missiles into Syria.
- ▶ ISIS, despite heavy losses, still inspires global attacks ...

Voc.: Taliban: terrorist organisation; IS: self-appointed “Islamic State”; huge blast: riesige Explosion

Scaffolding

Newspaper headlines

German headlines: terror in Afghanistan; attacks in Europe and the Middle East; military presence increased; failure to defeat the Taliban; suicide attacks; ...

English headlines: huge blast in Kabul; rising death toll; panic in morning rush; ...

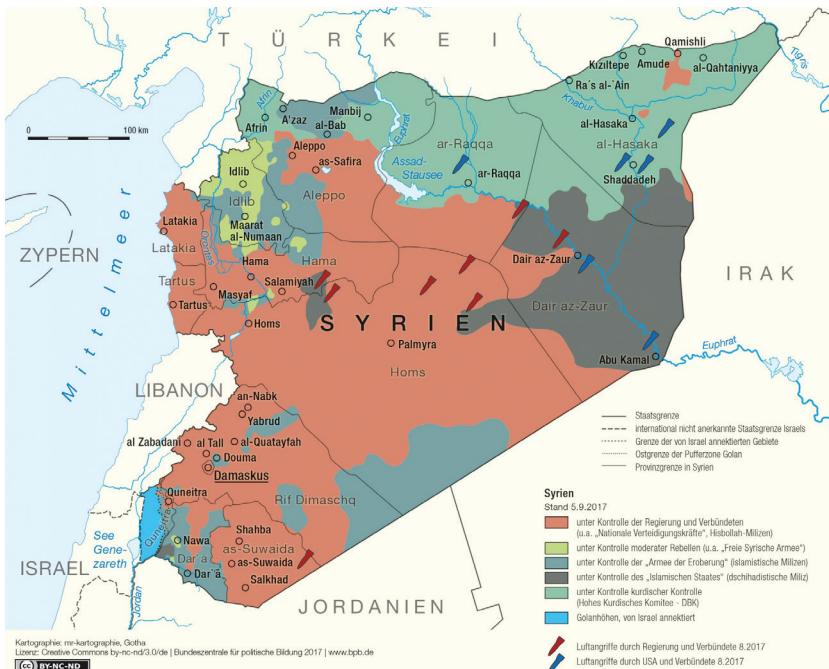
Task 5:

Complete this list of discourse words/phrases and **define** them – individually and in tandems – as they may turn up in your text **analysis** and **research** some of the concepts behind them. **Compare** results in groups (of 4) and **discuss** in plenary.

Scaffolding – CLIL Discourse

English concept	German concept
responsibility to protect (R2)	Schutzverantwortung
panacea	Allheilmittel
(no) boots on the ground	
no-fly zone	
post-conflict rebuilding	
cut-and-run humanitarianism	
acts of omission	Unterlassungshandlungen
accountable for	
responsible for	
intervention missions	
mass atrocity crimes	Massenverbrechen
preventive principle	
non-coercive measures	
peacekeeping	
peacebuilding	
UN Security Council	UNO Sicherheitsrat
UN General Assembly	UNO Vollversammlung
good governance	
global citizenship	Weltbürger
civil rights movement	
enlightened interest	
the pedal hits the metal	to make something go forward or increase as fast as possible
Middle East	Naher Osten
global ethics	
-isms:	
patriotism	
nationalism	
protectionism	
popularism	

Worksheet 3: Arab Spring and Libya



<http://www.bpb.de/internationales/weltweit/innerstaatliche-konflikte/54705/syrien> last accessed (last accessed June 2018)

Task 6:

Outline the dynamics of the events during the so-called Arab Spring and discuss – after a group research of afflicted countries – different reasons and outcomes in selected Arab countries. Present your findings in a group puzzle*.

In various Arab states – in mid-2010 – there were mass demonstrations and uprisings against dictators and monarchs. Reasons were: corruption, self-enrichment, abuse of power, economic and social unrest. Young, educated people without work or job prospects took to the streets. They did not see any perspectives in their own countries and demanded better living conditions, democratic rights, new political systems and freedom of the press. Tunisia, December 2010: regime tries to suppress protest movement, but military sides with protesters, dictatorship collapses; overthrow of rulers starts the Arab Spring.

Egypt, January 2011: unrest and demonstrations; after 30 years of ruling, President Hosni Mubarak is forced to resign; the military takes over; free elections in June 2012, Mohamed Morsi elected president, ensuing protests against his Muslim brotherhood, overthrown by the military under general Abd El-Fattah Saeed Hussein Khalil El-Sisi.

Jordan, January 2011: protests against monarchy of Abdallah II; king cannot be removed.

Saudi-Arabia, January 2011: Shiites protest against ruling Saudi monarchy, allegedly corrupt.

Morocco, February 2011: demonstrations against constitutional monarchy of King Muhammad VI, reforms top-down like in Jordan, monarchy survives.

Syria, March 2011: in the police state of Assad unrest starts, regime cannot be removed, situation deteriorates into ongoing civil war.

Libya, February 2011: uprising against dictator Muammar Gaddafi; ruling for 42 years without constitution, political parties and government institutions; violent unrest and civil war between rebels and Gaddafi's followers; NATO intervenes to protect civilians' lives; October 2011 – Gaddafi killed while trying to escape.

Role of the new media

Films on YouTube showed people worldwide what was going on in the afflicted Arab countries; demonstrations were organized via mobile phones and blogs; with the help of these means of communication and the new media, dictatorships in some countries (e.g. Egypt, Tunisia) could be overthrown. (BK)

Scaffolding

dynamics of events	reasons and outcomes
mass demonstrations and uprisings ...	corruption, self-enrichment, abuse of ...

Task 7:

Mediate* the following short commentary on the consequences of the Arab Spring for Israel – using the target language – and **explain** the Arabian and Jewish perspectives. A placemat activity* will help organize your results.

Consequences for Israel

Die Proteste, Aufstände und Rebellionen in der arabischen Welt bringen in allererster Linie innenpolitische und sozioökonomische Forderungen zum Ausdruck. Der israelisch-arabische Konflikt hat hingegen keine bedeutende Rolle bei den Demonstrationen gespielt. Damit bestimmten auch brennende israelische und amerikanische Flaggen nicht das Bild. Längerfristig könnten die Umbrüche in der Region dazu führen, dass Frieden im Nahen Osten nicht nur ein Geschäft zwischen den politischen Führungen ist, sondern auch von den Bevölkerungen mitgetragen wird. Kurz- bis mittelfristig sieht es allerdings so aus, als ob sie kein Momentum entfalten, das eine Friedensregelung zwischen Israel und seinen arabischen Nachbarn befördern würde. Ganz im Gegenteil: Die Situation im östlichen Mittelmeerraum hat sich seit Anfang 2011 deutlich zugespitzt. Dabei sind die Auswirkungen des Arabischen Frühlings im Zusammenwirken mit dem Stillstand im Nahostfriedensprozess die entscheidenden Faktoren. In Folge ist Israel in der Region isoliert wie seit Langem nicht mehr, und seine Beziehungen zu den Nachbarn sind extrem angespannt. Dies birgt auch die Gefahr einer gewaltsamen Eskalation.

<http://www.bpb.de/internationales/afrika/arabischer-fruehling/52414/nahostkonflikt> (last accessed June 2018)

The following repercussions were a consequence of the Arab upheavals:

- 1 Israel loses former “partners” (like Turkey, Egypt, Syria).
- 2 Influence of Arab population on foreign policies increases and makes further peace initiatives unlikely.
- 3 Israel foregoes chances to redefine relations to Arab neighbours.
- 4 Palestinians prepare their access to the United Nations (compare worksheet 5: The Middle East) (BK)

Arabian perspective	Israeli perspective
protests, uprisings and ...	Arab-Israeli tensions did not play any role in Arab Spring; ...

Worksheet 4: Syrian Civil War

Task 8:

Watch the video about Syria (twice) and **outline** the development of the state in its present borders step-by-step, using a crib sheet* based on the scaffolding below. **Compare** results in plenary.

Video: <http://www.bpb.de/mediathek/178828/syrien-die-urspruenge-der-krise>, (last accessed June 2018)

Scaffolding

Crib sheet: history of the Syrian state

date	event
636	battle of Yarmouk, ...
661	Damascus: ...
750	Bagdad: ...
1148	Damascus attacked, ...
1187	Jerusalem recaptured by ...
1516	Osman Empire annexes ...
1914	Osman-German ...
1916	French-British secret agreement ...
1920	League of Nations (Völkerbund): ...
1926	foundation of ...
1946	Syria becomes ...
1971	(after several coups) Assad ...
2000	Bashar al-Assad ...
2011	...

Worksheet 5: The Middle East

Task 9:

Create a timeline of the events leading to the proclamation of the State of Israel by the United Nations and the ensuing wars in the Middle East. Work in a group puzzle* and present your results in plenary merging the information in one poster to be put up in your classroom.

The Middle East (I)

One of the first important decisions made by the United Nations addressed the fate of thousands of Jewish refugees who, having survived the Holocaust, poured into Jerusalem. The British mandate of Palestine had ended and the UN vote to divide the Palestinian area between Arabs and Jews (1947) meant the beginning of the State of Israel. One day after proclaiming independence (15-5-1948), Arab countries (Egypt, Syria, Jordan, Lebanon and Iraq) attacked the young nation, which not only defended its borders but started a counter attack in the **first Arab-Israeli war**. In the 1949 truce, Israel gained more territory than granted by the UN in 1947. In each of the ensuing wars against the surrounding Arab states, Israel, supported by the USA, came out victorious, although victory seemed harder to gain every time. The **second Arab-Israeli war (1956)** was triggered off by the Suez crisis (Nasser's Egypt had nationalised the Suez Canal and was attacked by Anglo-French troops). In 1964, the Palestinian Liberation Organisation (PLO) was founded, originally a peaceful movement to promote a free and independent Palestinian state. The so-called six-day-war broke out in 1967 as the **third Arab-Israeli war** and resulted in the seizure of West-Jordan-Land, Gaza Strip, Golan Heights and Sinai. The **fourth Arab-Israeli war of 1973** was called the Jom-Kippur-War (after the highest Jewish holiday) and started with an attack of an Egypt-Syria-Jordan alliance, but after initial Arab success Israel broke through the lines of the Egyptian army. A UN truce facilitated peace negotiations and Egypt, as a result, became the first Arab country to recognise the State of Israel (1980). (BK)

Scaffolding: Timeline of the Arab-Israeli conflicts

date	conflict	results
1947	end of British mandate in Palestine	UN vote to divide Palestine; support for an independent State of Israel by majority vote
1948 May 15 th	...	first Arab-Israeli war; ...
1956	Egypt nationalises ...	second Arab-Israeli war
1964	Palestinian Liberation Organisation (PLO) ...	originally a peaceful movement ...
1967	...	third Arab-Israeli war; ...
1973	Jom-Kippur-War; ...	fourth Arab-Israeli war; ...

1980	UN truce ...	Egypt became the first Arab country to recognise the State of Israel
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Task 10:

Explain the two opposing perspectives ruling the Middle East conflict and negotiate the results in a double circle*. Complete the timeline in your classroom.

The Middle East (II)

In 1978, the war phase in the Middle East was ended by the Camp David Accord between Menachem Begin and Anwar El Sadat, mediated by US president Jimmy Carter. In 1980, Israel proclaimed Jerusalem as capital of the Jewish state and the Golan Heights (taken from Syria in 1967) were annexed by Israel (1981) as a protection against Syrian attacks across the border. In 1982, Sinai was given back to Egypt and Jewish settlements on Palestinian territory removed. Palestinians living in Gaza Strip and West-Jordan Land were granted limited authority by Israel. Israeli troops invaded parts of Lebanon – sometimes called the **fifth Arab-Israeli war (1982)** – aiming at destroying the PLO (Palestinian Liberation Organisation); this military intervention was condemned internationally. (BK)

Scaffolding: two perspectives

Israel	Arab states
1978: ...	1982: Sinai given back to Egypt; ... fifth Arab-Israeli war ...
1980: ...	
1981: ...	
1982: ...	

Worksheet 6: TED Talk (Gordon Brown)

Task 11

Listen to the TED talk (Gordon Brown) in plenary and take notes individually. In a double circle*, **negotiate** results as a preparation for task 12.

Ted Talk – Gordon Brown on “Global ethic versus national interest”

The former British Prime Minister raises issues of global ethics and the role of nationally elected politicians weighing national interests with humanity's greater goods, answering questions from TED curator Chris Anderson.

Video: [https://www.ted.com/talks/gordon_brown_on_global_ethic_vs_national_interest_\(last accessed June 2018\)](https://www.ted.com/talks/gordon_brown_on_global_ethic_vs_national_interest_(last accessed June 2018))

Task 12:

After listening again, fill in the rubrics and **outline** the answers. Use a gallery walk* and **discuss** your findings.

questions	answers
Is there a global citizenship?	responsibility ...
How to combine patriotism with global citizenship?	The issue: ...
Richards Nixon's experiences in Ghana (1958)? What is the story?	Nixon's message was out of place: ...
What is enlightened interest?	Tackling poverty and ...
On a nice beach ...? Time to alert one house – Nigerian or British?	... modern communications responsibility that UK people are safe ... communicate across borders ... warning systems ...
The world's future? When the pedal hits the metal?	The life of one American soldier ...

Global ethics?	At the heart of all religions ... How to persuade people ... After WW II ... examples: Apartheid, Berlin Wall ...
Politicians are elected for Britain's interest?	There is the responsibility to protect ... examples Ruanda, Bosnia ... humanitarian interests important ... international institutions ... future of the UN ...
How to support the ethics of global citizenship?	Debate about climate change ... help poorer countries ... benefits for the whole world ... carbon cuts ...
Three world leaders and the advice from God?	Bill Clinton ... Barossa (European Commission) ... UN General Secretary ... God cried.
Conclusion	...

Worksheet 7: International Relations Theory (IRT)

Task 13:

Compare and contrast the three International Relations Theories and enter your results in the rubrics, **negotiating** key terms. Mark similarities and overlaps in a Venn Diagram*. In a gallery walk*, **present** and **discuss** the results. Take notes to be used in the scenario planning* later on.

Realism

Assumptions: nation-states are unitary, geographically based actors in an anarchical international system; there is no authority to regulate interactions between states; states are in competition against each other; relations determined by their levels of power; in pursuit of their own interests; determined by their military, economic and political power; obsessed with security; security dilemma – increasing one's own security might destabilize opponents; building up their own armament; making security a zero-sum game; if a state fails to grant security – R2P as a new doctrine.

Liberalism

Assumptions: associated with Woodrow Wilson (League of Nations after World War I); domestic policy to influence foreign policy – e.g. ending poverty at home would result in tackling poverty abroad; precursor of institution builders after World War II; plurality of state actions based on factors such as culture, economic system, government type; interaction between states is based on security as well as economic and cultural interests; main players are firms, organisations, individuals; opportunities for cooperation; peace can be achieved; international relations are not anarchic, because absolute gains can be made through cooperation and interdependence; democracies have never waged war against each other; economic interdependence makes war between trading partners less likely, but differing interests might also increase the likelihood of conflict.

Institutionalism

Assumptions: within the modern, globalized world states are driven to cooperate to ensure security and sovereign interests; different interpretations of sovereignty and autonomy; autonomy becomes a problem as it shifts from notions of freedom, self-determination but is linked to good governance; sovereignty poses questions on many grounds; to maintain global stability and security and to solve the problems of an anarchic world no overarching global authority is created; instead states are to collectively abandon some rights of full autonomy and sovereignty – as in the European Union or the United Nations; after the end of the Cold War, social forces from below have become agents in international affairs; resulting in failing states, collapse of liberal peace and challenges to global governance; impact of social forces on political power. (BK)

Rubrics of IRT

Realism	Liberalism	Institutionalism

Task 14:

Research current examples and **delineate** key dates according to the rubrics above.

Worksheet 8: The UN and human rights

Task 15:

The UN Charta: Discuss (in groups of 4) the differences between Articles 39, 41 and 42 of the UN Charta.

Charter of the United Nations

Chapter VII – Action with respect to Threats to the Peace, Breaches of the Peace, and Acts of Aggression

Article 39: "The Security Council shall determine the existence of any threat to the peace, breach of the peace, or act of aggression and shall make recommendations, or decide what measures shall be taken in accordance with Articles 41 and 42, to maintain or restore international peace and security."

Article 41: "The Security Council may decide what measures not involving the use of armed force are to be employed to give effect to its decisions, and it may call upon the Members of the United Nations to apply such measures. These may include complete or partial interruption of economic relations and of rail, sea, air, postal, telegraphic, radio, and other means of communication, and the severance of diplomatic relations."

Article 42: "Should the Security Council consider that measures provided for in Article 41 would be inadequate or have proved to be inadequate, it may take such action by air, sea, or land forces as may be necessary to maintain or restore international peace and security. Such action may include demonstrations, blockade, and other operations by air, sea, or land forces of Members of the United Nations."

Scaffolding:

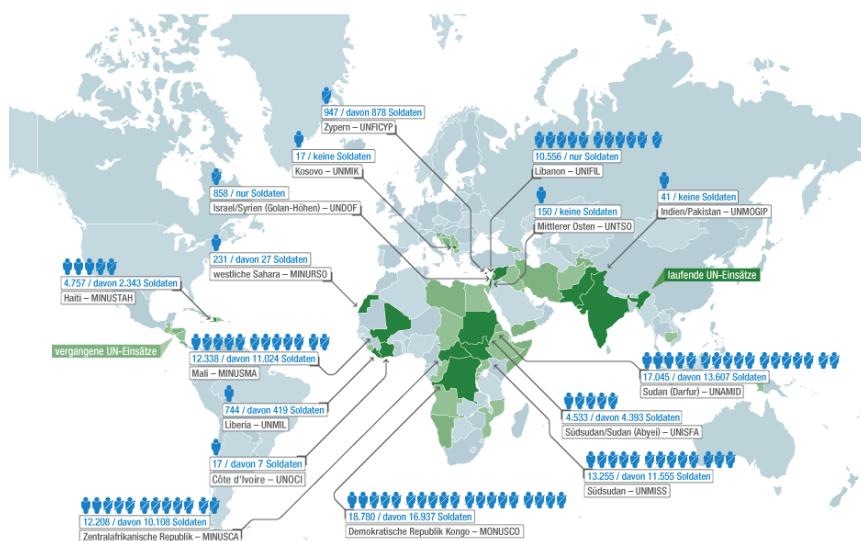
article 39	determines existence of threat to peace, breach of peace, acts of aggression ...
article 41	measures excluding the use of armed force, give effect to decisions, call upon member states to apply such measures, ...
article 42	provided measures under 41 to be in-effective or inadequate, call upon member states ...

Task 16:

Blue Helmet Missions

Research UN peacekeeping missions based on the survey below and allocate your results to different regions. Discuss (in groups of 4) why and where these interventions took place.

UN Friedenseinsätze: Laufende und vergangene Einsätze, uniformiertes Personal in absoluten Zahlen, Stand: März 2017



Task 17:

UN Institutions: Outline the tasks of the UN Security Council as opposed to the General Assembly and discuss the differences. Use a group puzzle* as your working set up.

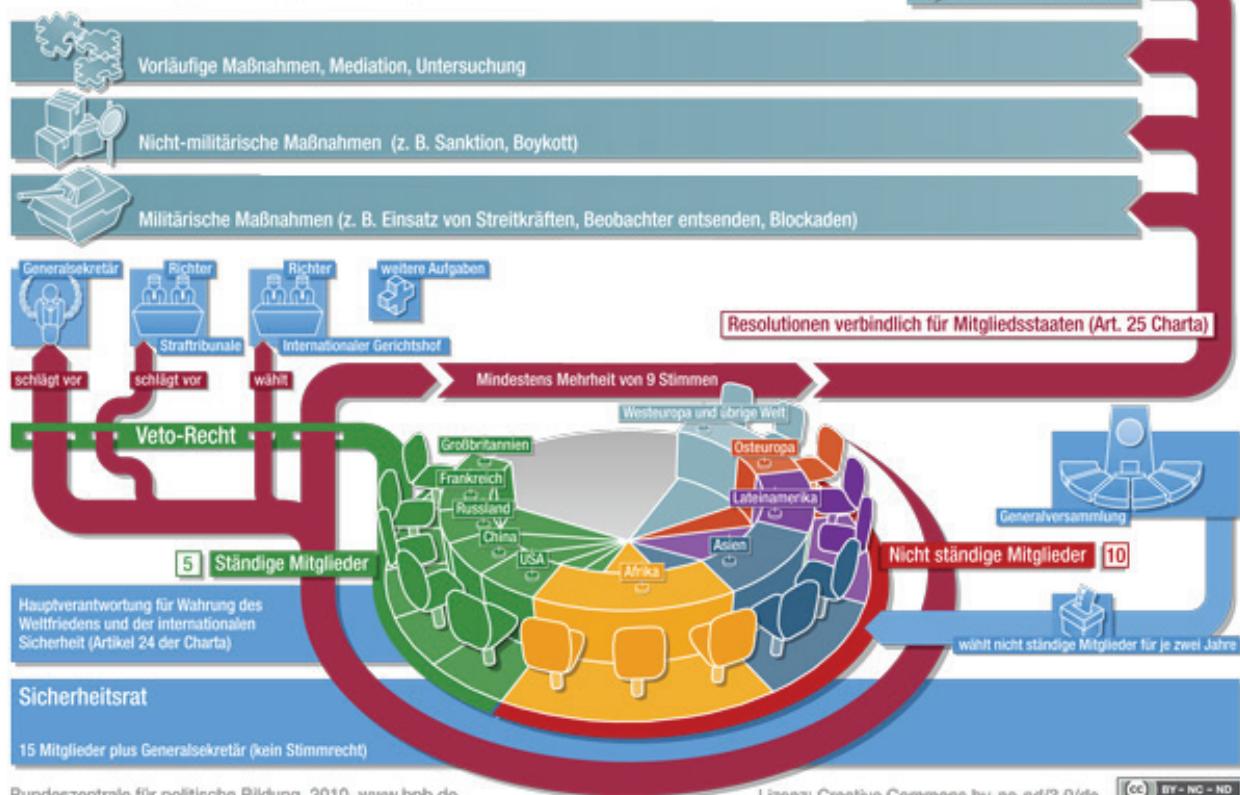
UN Security Council (UNSC)	General Assembly
... permanent members	... member states
... temporary members	... vote (each state ...)
responsible for ...	elects ...
... measures	general resolutions
... interventions	
... decisions	



Der Sicherheitsrat der Vereinten Nationen

Zusammensetzung und Beispiele für Kompetenzen

Weitere Maßnahmen



Bundeszentrale für politische Bildung, 2010, www.bpb.de

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"Wir, die Völker der Vereinten Nationen – fest entschlossen, künftige Geschlechter vor der Geißel des Krieges zu bewahren, die zweimal zu unseren Lebzeiten unsagbares Leid über die Menschheit gebracht hat, [...] haben beschlossen, in unserem Bemühen um die Erreichung dieser Ziele zusammenzuwirken." Mit diesem Satz beginnt die Charta der Vereinten Nationen, die am 25. Juni 1945 in San Francisco von Delegierten aus 50 Ländern einstimmig verabschiedet und am 24. Oktober desselben Jahres ratifiziert wurde.

Vor dem Hintergrund zweier Weltkriege und dem Scheitern des Völkerbundes wollten die Unterzeichner ein Staatenbündnis erschaffen, das künftige Kriege verhindert und Kooperation gewährleisten soll. Dieser Rolle sollten die UN im Laufe ihrer Geschichte nicht immer gerecht werden, wie sich während des Ost-West-Konflikts und in Somalia oder Bosnien-Herzegowina zeigte. Dennoch sind die UN die erste Organisation, welche die über 200-jährige Idee eines Staatenbundes wirkungsvoll umgesetzt hat. Die beiden wichtigsten Organe sind der Sicherheitsrat (5 stimmberechtigte ständige Mitglieder) und die Generalversammlung, in der alle Mitgliedstaaten das gleiche Stimmrecht haben. Bindende Resolutionen werden nur vom Sicherheitsrat verabschiedet (Veto Recht).

<http://www.bpb.de/internationales/weltweit/vereinte-nationen/48577/ziele-und-grundsätze> (last accessed June 2018)

Task 18:

After reading the following text, tick off the right answer. Compare results and write a summary of the text.

UN fact sheet

Peacekeeping and Peacebuilding (the policies of international intervention)

In the 1990s, peacekeeping activities of the United Nations (UN) increased both in number and range. Today, they are part of comprehensive peace missions, which, on the one hand, are based on the presence of blue helmet soldiers in-between conflicting parties and, furthermore, provide an active contribution to implement treaties, the reconstruction of war-torn regions and whole nation-states as peacebuilding.

The outcomes of these missions have shown, however, mixed results. An estimated 1.5 billion people are permanently threatened by violence in areas of crisis and conflicts. Basically, international agents are able to help afflicted countries to achieve stable peace, but unfortunately domestic policies often follow destructive or counterproductive strategies. This is mainly caused by the fact that they often get into the crossfire of domestic demands (which they have to work against) and they are kept busy to manage their own risks as far as their safety is concerned. Little space remains for improving the situation in these countries.

The UN Security Council (UNSC) does not fare much better in their attempts to handle conflicts. The truth is that the UNSC has extended their engagement in intervention dealing with inter-state conflicts after the end of the Cold War in 1989. It characterised severe violations of human rights or the collapse of public order as a threat to international peace and thus enabled Chapter VII of the UN Charter for collective peacekeeping. But in the case of the Rwandan genocide of 1994, the UNSC remained passive and could not agree on an intervention during the Kosovo war either, so that the NATO intervened unilaterally.

These unilateral interventions were the start of a series of further military actions of Western states (NATO based or the so-called coalition of the willing), which also claimed to follow the UN Charter but undermined the imperative of collective peacekeeping once again. In the case of Afghanistan, in 2001, the intervening states invoked the right of self-defence against transnational terrorism and a UN mandate to protect Kabul (ISAF), while in the case of Iraq, they referred, among other things, to the UNSC resolutions of 1991. At no times could these military interventions be controlled by the UNSC. As soon as collective peacekeeping started, these missions soon turned into wars. Also, in Libya military interventions developed a momentum of their own.

Translated and adapted from: <http://www.bpb.de/apuz/29023/die-friedenseinsätze-der-vn?p=all> (last accessed June 2018)

Tick off the right answer (more than one could be correct):

1. UN peacekeeping activities
 - went down in number recently
 - increased both in number and range
 - were not supported by all member states
2. Blue helmet soldiers
 - provide a contribution to implement treaties
 - help to replace authoritarian regimes
 - do not support peacebuilding
3. International agents (like the UN)
 - find a lot of space for learning processes
 - often have to work against domestic policies
 - are never able to help afflicted countries
4. The UN Security Council (UNSC)
 - enabled Chapter VII of the UN Charta
 - was active in Ruanda and the Kosovo war
 - was often blocked by some of its members
5. Military interventions
 - often turned collective peacekeeping into war
 - were always controlled by the UNSC
 - were NATO based and followed the UN Charta

Worksheet 9: The Responsibility to Protect (R2P) doctrine

Task 19:

Get together in groups of 4 and establish the meaning of the R2P doctrine and its implementation using the 4 steps of reciprocal teaching* – the reading strategy focusing on **questioning, summarizing, clarifying and predicting**. In each group, you may take the role of questioner, summariser, clarifier and predictor – after your teacher has demonstrated a worked example. Record and **compare** your results in plenary.

Text 1 – the 2005 UN World Summit Outcome Document

As a result of experiences with UN missions in the 1990s, the General Assembly unanimously accepted a political commitment in the 2005 World Summit Outcome Document: the responsibility to protect. In this policy three principles were agreed upon:

1. Each member state has the responsibility to protect its citizens from genocide, war crimes, ethnic cleansing and crimes against humanity.
2. The international community should encourage and help states to exercise this responsibility.
3. The Security Council, in cases where national authorities fail to protect their populations, is prepared to take collective action in accordance with the UN Charter – including Chapter VII. This includes appropriate diplomatic, humanitarian and other peaceful means if these are not successful, and on a case-to-case basis (in cooperation with relevant regional organisations), the deployment of military action.

Voc.: World Summit: Weltgipfel

Text 2 – UNSC resolutions based on R2P

During the following years, the Security Council has repeatedly made use of the R2P. When, in March 2011, the then Libyan president Gaddafi threatened a massacre on his opponents in Benghazi, the UNSC authorised international use of force to protect the afflicted population. What might have been a precedent for the appropriate implementation of R2P turned out to be a disaster. As the intervening (NATO) states, invoking the Libyan UN mandate, supported a regime change, Russia, China and the African Union reproached the alliance with misusing the authorisation under R2P. Using the same argument, Russia and China blocked an early intervention in the Syrian civil war, where more than 300.000 people were killed and millions made refugees. Apparently, Russia and China followed geo-political and domestic interests as well. But the Syrian conflict also showed that not only conflicting interests were involved but also the complexity of the R2P strategy to intervene in internal conflicts to secure peace.

Text 3 – cases against R2P

At first sight, the R2P doctrine seems to deal with the severest atrocities against humanitarian principles. In deliberate dissociation from humanitarian interventions, R2P (in the 2005 UN World Summit Document) allows military force only in cases of genocide, war crimes, ethnic cleansing and crimes against humanity. Whether its implementation can be seen as a triumph of human security over outdated conceptions of state or national security has been criticised on three grounds:

1. R2P does not work in a neutral domain but is limited by the power politics of superpowers.
2. The suspicious claim to be universal is underlined by selective enforcement depending on geo-political and domestic interests.
3. The contested meanings of R2P's core values (sovereignty versus human security) questions its being a legitimate instrument, in fact leading to early use of force and regime change (as in the case of Libya).

Text 4 – a panacea against the worst atrocities?

There has been an ever-increasing impact of international human rights norms and a growing impact in international discourse of the concept of human security. These concepts are getting into stark contrast with older notions of state sovereignty, supposed to protect the lives and security of its citizens, responsible to their populations internally and in the international community through the UN and accountable for their acts of commission and omission. But at present – especially in regions of crises and conflicts – states' national interests continue to be defined according to motives such as survival, power and influence – not humanitarianism or responsibility. Centuries of evidence prove responsibility is not a component of state behaviour.

The prevailing view is that there are no working criteria for humanitarian intervention under R2P. There are two schools of thought: on the one hand, formal criteria for military intervention are unlikely to be developed and would add little to resolve current issues. On the other hand, guidelines on justified intervention could do much to

take R2P forward. This could include tackling the deadlock surrounding R2P post-Libya and Syria, improving decision making on the use of force, and ultimately leading to more interventions when required.

Voc.: panacea: Allheilmittel

Text 5 – growing attention to internal conflicts

The extension of peacekeeping missions has multiplied. Related tasks are political analysis, surveillance of truce, support of state-building and good governance, protection of human rights and deployment of military force to protect civilians. The lessons from the 1990s catastrophes (genocide in Ruanda 1994, Bosniac Srebrenica 1995) show that peace forces cannot stand by idly when they are able to stop mass atrocities – even using military force. But there remains the issue of protection against the protectors. Blue helmets enjoy immunity and cases of sexual abuse, for instance, occur every so often. Military interventions need to be embedded in a political strategy to end the use of force. This is imperative for a UN attempt to secure human rights. The most important agents to stop using force against civilians are the institutions of the afflicted states. From this responsibility no peace mission how robust it might be can exempt them.

All texts translated and adapted from: <http://www.bpb.de/apuz/168151/schutzverantwortung-als-neues-machtinstrument> (last accessed June 2018)

Worksheet 10: Scenario planning

Task 20:

In order to prepare for the planning of scenarios – as a role play in your class – you can **practise useful phrases** (see below “useful phrases...”) in your group, working on best-case, worst-case and trend scenarios respectively. Also, discuss the strategy your group wants to apply based on the 4 scenario creating steps.

Useful phrases for your scenario planning

expressing your opinion	agreeing
as far as I'm concerned the way I see it in my opinion I'm convinced that it seems to me according to I expect I can't see any reason after all/above all	all right/that's right absolutely, I couldn't agree more yes, that's definitely the case that's how I feel about it, too that's true/possible exactly that's great good point
disagreeing	(rhetorical) questions
I beg to differ I doubt that very much that can't be right on the contrary I hear what you are saying, but I can't agree with you on that point that doesn't convince me at all that's not the problem/the question	I wonder if you could are you implying that excuse me, how are you saying may I request would you like to comment on are you seriously suggesting that
persuading people	rebuttal
you ought to I think we'd better it would be a good idea how can you persuade people to I'd like to propose a motion I'd advise you I'd like to make a suggestion it is generally accepted I assure you	have you ever considered is it right that in my opinion I see what you mean but let's now look at would you mind telling us what about the (next) point I would like to make is I'd like to stress the fact that to sum up I would like to say

Task 21:

Summarise the following text by creating a crib sheet* in tandems and **compare** results in plenary.

Scenario planning

is a technique born from practice and rather based on experience than on scientific evidence. In the area of social science, the future cannot be predicted precisely. This is why a framework of future (or expected) developments needs to be created. Scenario planning is a method by which current positive and/or negative developments in politics, society and the economy can be summarised as models for future situations.

Scenario thinking is about reframing perceptions and persevering uncertainties. There are no static landmarks to map out a fixed future, but – in a flexible way – learning and adjustment are permitted as the future unfolds. Looking at natural states or points of bifurcation in the behaviour of a complex system – like international relations – the process component is integral to scenario planning.

Since September 11 (of 2001), things have changed so that a compass to navigate uncertainty is needed focusing on main forces of international developments, variables and drivers for change. The main advantage of scenario thinking is to avoid the trap of extrapolation (in short terms) and instead to allow for alternatives such as practised in a future workshop (Zukunftswerkstatt). In this way, more variables can be unearthed and the combination of factors may suggest yet other solutions to resolve a crisis or settle a conflict.

To this end, current trends are being analysed and, based on these, extreme scenarios (worst-case, best-case) are being developed within which all future developments take place. Scenario planning, then, is founded in empirical-analytical thinking as well as creative-intuitive elements. The whole procedure can be presented by a so-called scenario tunnel (see graph "Implementation" in Task 22). (BK)

Voc.: bifurcation: Zweiteilung, Gabelung

Task 22:

After studying the following explanations, tick off the checklist and, using think-pair-share*, **delineate** the phases of scenario planning before **deciding** which conflict area is designated to different groups – the list of issues covers the information gained in worksheets 3–5, but might require further **research**. Groups work independently but **present/role play** their scenarios in plenary as the target activity.

The four phases of scenario planning:

As a rule, three different scenarios are developed using models, visuals and/or texts.

- one best-case scenario for the most positive imaginable development;
- one worst-case scenario for the most adverse development;
- one trend scenario to follow up and continue the current situation and its adherent potentials.

Scenario thinking is not confined to analyse possible future situations but effectively evaluates and assesses current opportunities for action in order to influence developments in a positive way. Implementing scenario planning would follow four ensuing phases:

- P 1 → presenting the issue: delineating the problem and defining it;
- P 2 → analysing current trends: determining driving forces;
- P 3 → developing scenarios: updating driving forces and tendencies of development;
- P 4 → discussing political opportunities for action and strategic planning. (BK)

Check your comprehension

Familiarize yourself with the different stages of the scenario method and tick the correct box. Correct the wrong ones in complete sentences.

Three different scenario models are developed

- 1) best-case scenario for most positive development
- 2) trend scenario for current potentials
- 3) worst-case scenario for undesired outcomes
- 4) political opportunities for agents involved
- 5) ignoring driving forces true
- 6) analysing past trends true
- 7) defining the problem true

- true false
 true false
 true false
 true false
 true false
 true false
 true false

Implementation

