

Research
Based
Curricula



What is the Biggest Danger That We Face? International Relations

Key Stage 4
Citizenship Studies

2019



Contents

Part 1: Introduction

03	Welcome
04	University Skills
05	Information for Teachers
07	Introduction
10	Meet the PhD researcher
13	Glossary

Part 2: Resources

16	Resource 1
32	Resource 2
46	Resource 3
58	Resource 4
76	Resource 5
90	Resource 6

Part 3: Advice and Guidance

103	University Study Skills: Cornell Notes
105	University Study Skills: Key Instruction Words
107	University Guidance

For Pupils Welcome



To get into the best universities, you must demonstrate that you are intellectually curious, and will make the most of the wonderful academic opportunities available to you.

One of the best ways of demonstrating this, is by going above and beyond what is taught in school and studying something that is not on the curriculum.

This resource will give you exactly such an opportunity. You will have something interesting to write about in your application to university, something interesting to talk about in a university interview, and open whole new areas of study you might be interested in!

You will develop valuable academic skills as you go, that we have marked out with gold badges (see the next page on university skills). As you work through the resource you can look out for these badges so that you can explain which skills you have developed and what you did to demonstrate them. Developing these skills will help you get university ready!

If you have any questions while you are using the resources in this pack, you can contact your teacher or email us directly at schools@access-ed.ngo.

Good luck with your journey to higher education!



For Pupils University Skills



To complete this resource, you will have to demonstrate impressive academic skills. When universities are looking for new students, they will want young people who can study independently and go above and beyond the curriculum. All of these skills that you will see here will demonstrate your abilities as a university student – while you're still at school!

Every time you have to look something up, or write up a reference you are showing that you can work independently. Every time that you complete a challenging problem or write an answer to a difficult question, you might demonstrate your ability to think logically or build an argument. Every time that you evaluate the sources or data that you are presented with, you are showing that you can “dive deep” into an unfamiliar topic and learn from it.



Here are the skills that you will develop in this course:

independent research	your ability to work on your own and find answers online or in other books
creativity	your ability to create something original and express your ideas
problem solving	your ability to apply what you know to new problems
building an argument	your ability to logically express yourself
providing evidence	your ability to refer to sources that back up your opinions/ ideas
academic referencing	your ability to refer to what others have said in your answer, and credit them for their ideas
deep dive	your ability to go above and beyond the school curriculum to new areas of knowledge
source analysis	your ability to evaluate sources (e.g. for bias, origin, purpose)
data interpretation	your ability to discuss the implications of what the numbers show
active reading	your ability to engage with what you are reading by highlighting and annotating

For Teachers

RBC Guide



Programme Aims

The Research-Based Curriculum aims to support student attainment and university progression by providing classroom resources about cutting-edge research at local universities. The resources are designed to:

- ✓ promote intellectual curiosity through exposure to academic research
- ✓ stretch and challenge students to think deeply about content that may be beyond the confines of the curriculum
- ✓ develop core academic skills, including critical thinking, metacognition, and written and verbal communication
- ✓ inform students about how subjects are studied at university, and provide information, advice and guidance on pursuing subjects at undergraduate level

Content

The programme represents a unique collaboration between universities and schools. Trained by AccessEd, PhD Researchers use their subject expertise to create rich resources that help bring new discoveries and debates to students.

The Research-Based Curriculum offers ten modules suitable for either KS4 or KS5 study. The modules span a range of disciplines, including EBacc and A-level subjects, as well as degree subjects like biochemistry. Each module includes six hours of teaching content, supported by student packs, teacher notes and slides. All modules are available online and free of charge for teachers at select schools.

Delivery

Resources are designed to be used flexibly by teachers. The resources can be completed by students individually or in groups, in or out of the classroom.

For Teachers

RBC Guide



Here are five examples of delivery options:

Extra-Curricular Subject Enrichment Clubs

The resources can be completed in small groups (4-8 pupils) across a series of weekly lunch clubs or after-school clubs. Groups can reflect on their learning by presenting a talk or poster on the subject matter at the end of the course.

University Access Workshops

The resources can be used by students to explore subjects that they are interested in studying at university. This can inform their decision making with regards to university degree courses, and allow students to write more effective personal statements by including reflections on the Research-Based Curriculum.

Research Challenge

The resources can be used to ignite curiosity in new topics and encourage independent research. Schools could hold a research challenge across a class or year group to submit a piece of work based on the resources. Pupils could submit individually or in small groups, with a final celebration event.

Summer Project

Resource packs can function as 'transition' projects over the summer, serving as an introduction to the next level of study between KS3 and KS4, or KS4 and KS5. Students could present their reflections on the experience in a journal.

Evidence

The Research-Based Curricula programme builds on the University Learning in Schools programme (ULiS), which was successfully delivered and evaluated through the London Schools Excellence Fund in 2015. The project was designed in a collaboration between Achievement for All and The Brilliant Club, the latter of which is the sister organisation of AccessEd. ULiS resulted in the design and dissemination of 15 schemes of work based on PhD research for teachers and pupils at Key Stage 3. The project was evaluated by LKMCo. Overall, pupils made higher than expected progress and felt more engaged with the subject content. The full evaluation can be found here: [ULiS Evaluation](#).

Questions?

For more information contact hello@access-ed.ngo

Introduction International Relations



A very warm welcome to my Resource Pack 'International Relations and the World We Live in Today : What is the Biggest Danger That We Face?'

This Resource Pack provides an introduction to a subject area which is not only very interesting but is very important and is changing all of the time. This subject is International Relations. As we will discover in the Resources, international relations effects us all and involves lots of different issues in the world. Before we begin to explore this, I would first like to provide some background information about the university courses I studied, and what my research involved.

After completing a university course, the qualification you receive is called a 'degree.' Typically, the first university course lasts for three or four years. This is an 'undergraduate degree.' In my undergraduate degree course, I studied two subjects which were History and International Relations. Half of my lessons (modules) were on different topics in History and the other half were on different topics in International Relations. The course was perfect for me as I was able to study two subjects which I was both interested in.

After completing my three year course, I gained a degree in History and International Relations. However, I wanted to keep studying a particular area in International Relations which I found very interesting. I decided to sign up for a Masters degree. This is a postgraduate course which usually lasts for one year. For joining a new degree, students can take a totally different course, go to a different university or department, or even go to a university in a different country. Or they can continue studying in the same department and in the same subject. My department offered a Masters degree in the course of 'Conflict, Development and Security' which looked perfect for me. With this course, I was able to look more in-depth at issues and topics which I was very interested in, such as conflict resolution, and International Relations and Politics in the Middle East.

Some topics within this
pack will include:

Climate change

Human Rights

Responsibility to Protect

2003 invasion of Iraq

The War on Terror

Introduction

International Relations



After gaining my Masters degree, I left university and found a job. I continued to follow developments which were going on in international relations. On the news there was a particular issue which caught my attention about the Middle East. I decided to apply for funding to enable me to go on a further course at university (a PhD) where I could research this one issue in-depth. I had to write an application about why I thought this research was important and my ideas about it. I was very lucky to be awarded funding from the Economic and Social Research Council and I returned to Lancaster University to begin my PhD.

A PhD is different from an Undergraduate and Masters degree. In an Undergraduate and Masters degree course, students learn about different topics in the subject area and attended lessons given by teachers of the course (lectures and seminars) and are assessed by writing essays, coursework, and exams. In a PhD, students focus on one topic or issue in depth and have to research and plan their own work. In the PhD, I had to write an 80,000 word document (a thesis) about my topic and present new ideas.

My research is concerned with questions of conflict and violence. When we think about it, there are lots of conflict and suffering in the world and divisions between groups of people. These divisions are between people who live in different countries or states, but there are also divisions between people who live in the same country or state. I am interested in why division and conflicts develop and why people use violence against each other and for a particular reason or aim.

Specifically, my PhD is focused on a conflict in the Middle East and fighting over land. I researched why violence has developed between some people and their state, ideas

Introduction International Relations



which people hold, and why they think that they are right to use violence in the fight over land and for their beliefs. I explored why this violence and conflict is important and the effects which it has had.

To learn more about my topic, I travelled to the Middle East and carried out over forty interviews with different people to ask them about their thoughts and experiences regarding this issue and conflict. For me, this was a brilliant experience and being in the country which I was writing about helped me to understand the topic and issues in a stronger way. The thoughts and opinions which these people had were used in my thesis where I was able to present new knowledge and ideas about this topic.

The PhD was a lot of work but was very rewarding and I enjoyed researching and writing my PhD hugely. I was able to research a topic and issue very important in the Middle East and international relations and was able to travel to an interesting place and speak with people about this issue. After completing my PhD, I am now a Doctor of Philosophy in International Relations.

I am passionate about introducing International Relations to more people so that they can know about the different issues and topics which International Relations is concerned with and why International Relations is not only an exciting and interesting subject, but that International Relations is important for all of us, our world, and our future.

Good luck!

Nicola Mathie

Meet the PhD Researcher Nicola Mathie



Hello I am Nicola and I completed my PhD in International Relations in the Department of Politics, Philosophy and Religion at Lancaster University in December 2018.

Before going to University, I grew up in Millom in Cumbria where my family all live. I went to Millom Secondary School and then to Barrow 6th Form to study my AS and A Levels.

Coming from a small and rural town like Millom, I never really thought about going to university. Moving to a different area and studying at university were very daunting ideas. I had never visited a university before and I didn't really know what it was like. No one in my family had been to university and I didn't know anybody who had. The word university itself was daunting and I didn't feel that I would be suited to the environment there. Coming from a small town seemed to be totally opposite to a university and I did not think that I would fit in or be able to manage the lessons.

During my time at school and sixth form, I was given opportunities to visit universities for a day and find out more about different courses which I could study at university. With coming from a rural town, and no one in my family having gone to university before, I was able to apply to take part in summer schools during the school holidays. This meant that I would spend a week staying over at university with other people my age to learn more about university life and take part in activities and try different lessons. This was a really great experience as I got to know what university was about and importantly experience university life, meet people there, and try different courses. I took part in three summer schools altogether: Lancaster University, The University of Cumbria in Carlisle, and Edge Hill University near Liverpool. I particularly liked Lancaster University because it has a very nice campus and accommodation and great facilities. The more time I spent visiting universities, the environment was less daunting and I started to think about the different possibilities and new experiences which university could offer me.

Meet the PhD Researcher Nicola Mathie



At sixth form, history was my favourite subject. However, I was also interested in events happening in the world and conflicts which were occurring. I decided to look at courses which were available at Lancaster University and others which matched my interests. Lancaster University had a course in History and International Relations and the topics it covered in the course suited my interests perfectly.

My family were all very supportive of me applying to go to university and I went to have another look around and speak to staff in the University departments to learn more about the course. My family reminded me that if I did not enjoy the course, there were options of changing it. And if I did not enjoy university, it was ok to leave. The main thing was to give university a go and have an opportunity to continue studying a subject I enjoyed and study a new subject which interested me, plus experience university life.

I settled in to university life well and I hugely enjoyed the course which I selected. At university I learned so much, not just about the subjects, but also learned other important skills such as analytical thinking, critical thinking, planning my time, living independently, and expressing my arguments and ideas in discussions and essays. The classes which I attended were all very interesting and engaging and the staff in my departments were friendly and helpful and encouraged me throughout university. I also had the chance to meet people from around the world, learn about different cultures, and make new friends.

I am very proud to be from Cumbria and whilst I was studying at Lancaster University I came home often. However, I am so glad that I went to university and overcame the worries and fears that I had and I enjoyed the new exciting experiences of university.

Meet the PhD Researcher Nicola Mathie



The main advice I would give is keep an open mind about university and future opportunities which you could go for. Not everyone decides to go to university and there are lots of other options out there. However, if you think that you would enjoy university life, wish to continue studying a subject you enjoy, or are interested in a subject which is not available in school or college and would like to learn more about this, then gain more information.

Look on different university websites and try to visit at least one university you are interested in to see what it is like and speak to staff and students there. There are thousands of different university courses available and over one hundred universities in the United Kingdom, and hundreds around the world, so it is important to find a course which you are interested in and you think will suit you.

I hope you will find this Resource enjoyable and interesting. International Relations is about many serious and impactful issues, and attracts different debates and actions. I hope this Resource attracts your interest in International Relations and raises some interesting and important questions for you to think about and research further.

A-Level Subjects	History, Sociology, German, General Studies
Undergraduate	History and International Relations
Postgraduate	Masters degree in Conflict, Development and Security; PhD in International Relations

Glossary



Term	Definition
Aerial surveillance	Monitor actions on the ground from the sky
Ally	Friend or someone you can work or cooperate with
Anarchic	Without laws or rules or there is nobody or nothing to enforce laws
Anarchy	No one being in charge internationally or to ensure rules/laws are followed
Autonomy	Freedom or independence
Besieged	Under siege or under attack. This means that it is very difficult for things (such as food) to enter an area or for people to leave
Capacity	Ability or capability
Ceasefires	A stop to the violence or fighting from both sides
Civil Liberties	Freedoms people have in society
Coalition	Alliance or partnership. A coalition of states is different states working together on a common goal
Conventions	Rules
Conviction	Belief in something
Counter-terrorism	Against terrorism or acting against terrorism
Covert	Secret or undercover
Deployment	Sending out
Diplomacy	Encourages talks between states and states to work out their disagreement before going into conflict
Discipline	A subject or subject area
Domestically	At home
Embargos	Restrictions or stopping something
Ethnic cleansing	Trying to remove a particular group or people or people from the same ethnic group from a particular area. This could be killing them or removing them from their home or land

Glossary



Term	Definition
Exile	Forced to leave your country
Expel	Get rid of
Genocide	The mass killing of a particular group of people, such as the same race
Idealistic	Impractical, unrealistic, or being very optimistic
Incite	Encourage
Indefinite detention	People locked up for a time without a limit
Interdependence	Heavily connected with each other and reliant on each other
Internally displaced	Not able to return to your home inside your state/ country
Liberty	Freedom
Mediation	Talking to people to try and prevent or stop something happening and find a resolution. Mediations encourage two sides to talk without further violence or hostility
Nuclear proliferation	The spread or increase in nuclear weapons
Political alienation	Feeling left out or ignored by politics and your state
Preventive detainment	Locking suspects up to prevent something happening
Refugee exodus	Refugees fleeing or leaving their country
Rendition	People moved from one country to another or one place to another against their will
Sanctions	Stopping something for an amount of time, e.g. economic sanctions may mean stopping giving a state economic assistance or stop trading with it unless it changes behaviour

Glossary



Term	Definition
Sovereignty	The principle that each state has authority over its own actions inside its own state
State sponsored violence	Violence which a state allows or encourages and is therefore responsible for
Sustainable development	Development which can be maintained or continued
Universal representation	Everyone is represented

TASK: Look up words highlighted in blue as you work through the resource to create your own glossary.

Resource One Overview



Topic	What is International Relations?
GCSE Modules	Rights and responsibilities.
Objectives	<p>After completing this resource you should:</p> <ul style="list-style-type: none">✓ Be able to define 'international relations'✓ Be able to discuss key questions or issues that international relations is concerned with✓ Start thinking about the diversity within international relations✓ Be able to explain why international relations is important
Instructions	<ol style="list-style-type: none">1. Read the data source2. Complete the activities3. Explore the further reading
Context	<p>This Resource provides an introduction to the subject and practice of international relations where it asks 'what is international relations?'</p> <p>The Resource will explore different areas which international relations covers and key issues and activities in international relations.</p> <p>The Resource will also provide an introduction to what the United Nations (an important organisation in international relations) is and focus on one area in international relations: climate change.</p>

Resource One

Data Source



Section A

The importance of international relations

Shahibul Islam, 'The Importance of International Relations',
http://www.academia.edu/30648166/The_Importance_of_International_Relations.pdf



International Relations, also known as IR, is the study of conflict and cooperation by international actors, as furthered by the development and testing of **hypotheses** about international outcomes. The field of international relations concerns the relationships among the various governments of the world. These relationships linked with other actors such as international organisations (IOs), non-governmental organisations (NGOs), transnational corporations (companies) (TNCs) – companies which work in more than one company- and powerful individuals make them **interdependent**. It has become difficult arriving at a **universally acceptable** definition of the subject. However, scholars have persisted in their attempt to define international relations.

Trevor Taylor defines IR “as a discipline that tries to explain political activities across states boundaries.” Another scholar, Seymon Brown, describes that international relations is “the investigating and study of patterns of actions and reactions among **sovereign** states as represented by their governing elites (state rulers, such as prime ministers).”

Quite often, IR **scholars** view international relations as a mix of conflict and cooperation in relationships among states/nations. There is no escaping from world affairs, yet we cannot shape them totally to our will. The discipline of international relations is concerned with the factors and the activities which affect the external policies and power of the basic units into which the world is divided.

International relations are an **exceptionally** important aspect of citizenship in a global society. As our world becomes smaller and smaller through communication technology, rapid air transportation, international economy, and trade, the value of peaceful and cooperative relationships between nations is increasingly important. There are key areas in international relations. These include:

Resource One

Data Source



Peace: Historically, one of the oldest expressions of international relations was the establishment of treaties and agreements between states/nations. Maintenance of these treaties (keeping these treaties) ensured that ordinary people could go about their everyday tasks of earning a living and raising their families rather than dedicating themselves to armed conflict with neighbours. This function of international relations remains just as relevant today.

Economy: Positive international relations also promotes effective trade policies between states, such as importing natural resources and finished products not available in one country and gaining access to the larger market afforded by exports to foreign countries. International relations define the requirements and limitations of cross-border trade (trade across the borders of different countries/ states).

Immigration: Besides the transport of goods over international borders, people also migrate between countries, looking for opportunities to improve their lives. This travel may be temporary or permanent, but in either case it must be regulated (have rules) to ensure the rule of law.

Criminals must be kept out of the country while legitimate business, tourist and immigrant travel is allowed. International relations plays a key role in determining border control policies.

Global Concerns: States often face global issues that are larger than any specific country or even continent, such as concerns over the environment, the spread of diseases and terrorism. Effective international relations are required for states to cooperate effectively to meet these challenges, allowing states to share relevant information quickly and contribute resources needed to benefit all.

Resource One

Data Source



Culture: International relations are not only about regulating and controlling the flow of goods and information, they are also advantageous for promoting the advancement of human culture in a general way. The diversity of world cultures can be promoted and shared through international relations policies, allowing programs such as student exchanges and cultural exhibitions to enhance our understanding of the variety of human culture worldwide.

The scope of international relations

The study of IR is very diverse. The study of IR also involves the mastery of some basic concepts. Some of these concepts are: international politics, international system, foreign policy, domestic politics, defence policy, national interest, sovereignty, diplomacy, international law, international order, security, conflict and conflict resolution.

As a field of study, IR cuts across different boundaries and areas. International Relations has connections with other subject areas, such as international politics, economics, sociology, history, geography, and other subjects.

The core concepts of international relations are foreign policy, International Law, international organisation, international conflicts, international economic relations, military thought and strategy. IR also covers such areas as state sovereignty, ecological sustainability, nuclear proliferation, nationalism, terrorism, economic development, organised crime, foreign intervention, human security and human rights.

Similarly, IR covers other areas like gender studies, peace studies, globalisation, feminism, collective security, diplomacy, crisis management, democracy, integration, and international development.

Resource One Data Source



Concepts in international relations

Sovereignty: Before the concepts of **interdependence** and dependence, International Relations relies on the idea of sovereignty. Sovereignty as being a state, that the sovereign power(s) have absolute power over their territories.

Power: The concept of power in international relations can be described as the degree (amount) of resources, capabilities, and influence in international relations or international affairs. It is often divided up into the concepts of hard power and soft power, hard power relating primarily to coercive power, such as the use of force, and soft power commonly covering economics, diplomacy and cultural influence.

Conclusion: Our world is large and complex. International relations is an interesting topic because it concerns peoples and cultures all over the world. The scope (lor level) and complexity of the interactions among these groups make international relations a challenging subject to master. Indeed, there is always more to learn.

Section B

Mike Sheehan and Helen
Brocklehurst, 'Why
international relations is
the key to all our
futures', The
Independent, 29 July
2006.

<https://www.independent.co.uk/student/magazines/why-international-relations-is-the-key-to-all-our-futures-409792.html>

It was said a few years ago that if the human race is wiped out in the next 50 years it will not be because of disease or an asteroid hitting the earth, but because of foreign policy and international relations. In a world where thousands of nuclear weapons exist and more countries are trying to acquire (get) them, where suicide terrorist strikes come without warning, and thousands die each day from poverty caused by the way the international system operates, we need to know about and understand international relations.

This is what makes international relations such an exciting and interesting - not to mention important - subject to study. It is not usually taught at school, but is a subject that you

Resource One

Data Source



already know something about. Do you remember where you were on 9/11? How you felt? You are already part of international relations because of the choices you make, such as whether you buy Fairtrade, or fast food; because of your identity, religion and cultural background; because of the news you watch (whether that's Sky News, News at Ten or Big Brother's Little Brother); because of the resources you possess, the place you live and so on. Put simply, international relations is about war and peace, conflict and cooperation, wealth and poverty, power and change, and understanding patterns of behaviour between the actors in the world – from states, to presidents, to corporations (companies).

There is no "ideal" type of international relations student. Many issues may inspire your interest in international relations. You may have studied politics or citizenship, history, geography, or sociology for example. You might even be studying science and have now changed direction. You do not need to have the answers to the world's problems, such as terrorism, nuclear proliferation, debt, climate change, the spread of global diseases, and poverty. But you may have lots of questions. Why is international relations important? Is it all about war? Is it really about poverty and big business? Is the United States all powerful or are other states, institutions (like the World Bank and the European Union (EU)), or even ideas (religious ideas or political ideas) crucial in deciding what happens in the world? How should we cope with global issues? Does it really make a difference to have Angelina Jolie as a United Nations goodwill ambassador? Courses in international relations look behind the headlines to the key players in world politics, asking what are the important ideas and how can we solve conflict or achieve cooperation.

Resource One Data Source



Section C

The United Nations (UN)
General Assembly

Photo accessed
<https://news.un.org/en/story/2018/04/1007852>



Section D

The United Nations (UN)
and international
relations

<http://www.un.org/en/sections/about-un/overview/index.html>

Overview: The United Nations is an international organization which was founded in 1945. It is currently made up of 193 member states from around the world. With its unique international character, the United Nations can take action on the issues confronting humanity in the 21st century, such as peace and security, climate change, [sustainable development](#), human rights, disarmament (removing weapons/ arms), terrorism, humanitarian and health emergencies, gender equality, governance, food production, and more.

The UN also provides a forum for its members to express their views in the General Assembly, the Security Council, the Economic and Social Council, and other bodies and committees. By enabling discussion between its members, and by hosting [negotiations](#), the Organization has become a mechanism for governments to find areas of agreement and solve problems together.

Resource One

Data Source



Main Activities: The main activities of the United Nations include: maintaining international peace and security; protecting human rights; delivering humanitarian aid (such as food supplies); promoting [sustainable development](#); and upholding International Law.

The United Nations came into existence in 1945, following the devastation of the Second World War, with one central mission: the maintenance of international peace and security. The UN does this by working to prevent conflict; helping parties in conflict make peace; peacekeeping; and creating the conditions to allow peace to hold and flourish. These activities often overlap and should reinforce one another, to be effective. The UN Security Council has the primary responsibility for international peace and security.

The promotion and protection of human rights is a key purpose and guiding principle of the Organization. The Organization has protected human rights through legal instruments and on-the-ground activities.

One of the purposes of the United Nations is "to achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character." The UN first did this in the aftermath of the Second World War on the devastated continent of Europe, which it helped to rebuild. The Organization is now relied upon by the international community to coordinate humanitarian relief operations due to natural and man-made disasters in areas beyond the relief capacity of national authorities alone (national authorities are unable to provide the level or amount of aid or assistance or help needed).

Resource One

Data Source



Improving people's well-being continues to be one of the main focuses of the UN. The global understanding of development has changed over the years, and countries now have agreed that sustainable development – development that promotes prosperity and economic opportunity, greater social well-being, and protection of the environment – offers the best path forward for improving the lives of people everywhere.

The development of, and respect for International Law has been a key part of the work of the Organization. This work is carried out in many ways – by courts, tribunals, treaties – and by the Security Council, which can approve peacekeeping missions, impose sanctions, or authorize the use of force when there is a threat to international peace and security, if it deems this necessary.

The United Nations has different parts to it, for example the General Assembly (GA) and the Security Council (SC). The General Assembly is the main discussion, policymaking and representative part of the UN. All 193 Member States of the UN are represented in the General Assembly, making it the only UN body with universal representation. Each year, in September, the full UN members meet in the General Assembly Hall in New York for the annual General Assembly session, and general debate, which many heads of state (presidents, prime ministers, or monarchs) attend and address. Decisions on important questions, such as those on peace and security, the inclusion of new members, and the UN's economic budget, require a two-thirds majority of the General Assembly. Decisions on other questions are by simple majority. The General Assembly, each year, elects a GA President to serve a one-year term of office.

Resource One Data Source



The Security Council has primary responsibility for the maintenance of international peace and security. It has 15 Members (5 permanent and 10 non-permanent members). The 5 permanent members of the Security Council are: The United States, China, Russia, the United Kingdom, and France. Each Member has one vote. All Member States are obligated to follow the decisions which are made in the Security Council. The Security Council takes the lead in determining the existence of a threat to the peace or act of aggression. It calls upon the sides to a dispute to settle it by peaceful means and recommends methods solving the dispute. In some cases, the Security Council can resort to imposing sanctions or even authorize the use of force to maintain or restore international peace and security. The Security Council has a Presidency, which rotates, and changes, every month.

Section E

The United Nations and Climate Change

United Nations, 'Global
Issues: Climate Change',
<http://www.un.org/en/sections/issues-depth/climate-change/index.html>



Climate change is a key area and challenge which the United Nations focuses on. The United Nations urges all states to take actions to protect the environment and reduce harmful actions which contribute to climate change. The UN website discusses climate change:

"Climate Change is the defining issue of our time and we are at a defining moment. From shifting weather patterns that threaten food production, to rising sea levels that increase the risk of catastrophic flooding, the impacts of climate change are global in scope and unprecedented (historic) in scale. Without drastic action today, adapting to these impacts in the future will be more difficult and costly."

At a conference in Paris (France) in 2015, most states around the world agreed to **combat** climate change and to speed up and intensify the actions and investments needed for a

Resource One Data Source



sustainable future. This is known as 'The Paris Agreement.' The Agreement was historic. For the first time, the Paris Agreement "brought all nations into a common cause to undertake take ambitious efforts to combat climate change and adapt to its effects, with enhanced support to assist developing countries to do so." As such, it charts a new course in the global climate effort. They do not have any responsibilities historically speaking.

The Paris Agreement's central aim is to strengthen the global response to the threat of climate change by keeping the global temperature rise this century well below 2 degrees Celsius above pre-industrial levels and to pursue efforts to limit the temperature increase even further to 1.5 degrees Celsius.

On Earth Day in 2016, 175 world leaders signed the Paris Agreement at the United Nations. This was by far the largest number of countries ever to sign an international agreement on a single day. There are now 184 countries that have joined the Paris Agreement.

Section F

United States withdraws
from Climate Change
Agreement, 2017

CNBC News, 'US
withdrawal from Paris
agreement many affect
climate change: former
UN chief Ban Ki-Moon,'
11 July 2018,
[https://www.cnn.com/
2018/07/10/i-sincerely-
hope-that-the-us-will-
come-back-says-ban-
ki-moon.html](https://www.cnn.com/2018/07/10/i-sincerely-hope-that-the-us-will-come-back-says-ban-ki-moon.html)

The withdrawal of the United States from the Paris Agreement in 2017 may make it hard to raise the money to fight climate change, former United Nations Secretary-General Ban Ki-Moon warned on Tuesday.

Speaking to CNBC at the Singapore International Water Week, he said: "Now with the United States pulling from this Paris agreement, I'm concerned now how to **mobilize** the necessary financial support for many developing countries who do not have the **capacity** to address this climate change issues.

Therefore it is absolute necessary that the international community uses its political will to work on this matter." He

Resource One

Data Source



added, "I sincerely hope that the U.S. will come back as it realizes it has a global moral political responsibility ...the U.S. is the only country now who is stepping back from this global agreement."

In 2016, the United States and China issued a joint statement confirming that both countries would sign the Paris Climate Agreement, which aims to tackle global warming, among other targets. But U.S. President Donald Trump withdrew from the agreement in 2017, saying the Agreement would have cost America trillions of dollars, killed jobs, and hindered the oil, gas, coal and manufacturing industries.

Ban told CNBC's Oriel Morrison that there may be a need for \$4 trillion annually to cover all 17 sustainable development goals to be reached by 2030. "It is not the amount of money that is at stake," he said. "If there is a political commitment by the important industrialized countries including European Union and also of course United States, then we can mobilize this money."

President Trump received strong criticism from other states, state leaders, and environmental groups for going back on the commitment made by the United States in the Paris Agreement, for not fulfilling a responsibility of global leadership, and for putting the future of the climate and the world at risk.

Section G

Flooding in India

Photo accessed

<https://www.bbc.co.uk/news/world-asia-india-45205516>



Resource One Activities



Activities

1. Read Section A. Provide an example of how our world has become smaller (aim to write 2-3 sentences here).
2. In Section A, list another actor within international relations other than states.
3. Fill in the blanks to complete definitions of International Relations:

International Relations is the study of C_____ and C_____ by I_____. A_____. It also involves the development and testing of H_____ about I_____. O_____. The field of international relations concerns the R_____ among the V_____ G_____ of the W_____.

4. Match each term to the correct definition below. One of these terms is missing a definition. Read Section A to find the missing definition for the term without a definition:

- Terms:

- Immigration; Power; Economy; Global Concerns; Sovereignty; Culture

- Definitions:

- states face global issues that are larger than a specific country or continent, requiring cooperation to meet these challenges
- people frequently migrate between countries, looking for opportunities to improve their lives. International relations plays a key role in determining border control policies
- states have absolute power over their territories
- trade policies between states, such as cross-border trade

Resource One Activities



Activities

- the degree of resources, capabilities and influence in international relations
 - diversity in the world can be promoted and shared through international relations policies, such as student exchanges
 - an expression of international relations has been the creation of treaties and agreements between states or nations, allowing people to go about their everyday tasks
5. Section A discusses that international relations involves lots of different areas or concepts. Which of these areas do you think is the most important for studying International Relations? Explain your answer. Try to write 2 paragraphs or more. If you want to challenge yourself, do some independent research and extend your answer to a short essay of 5-6 paragraphs.
 6. Section B asks a number of important questions. Choose one of these questions and write your thoughts on it. Try to write 2 paragraphs or more. If you want to challenge yourself, do some independent research and extend your answer to a short essay of 5-6 paragraphs.
 7. Read Section D. How many member states does the United Nations have?
 8. Read Source D. How many permanent members does the Security Council have? List these members (states).
 9. Read Source D. Identify what is the main mission of the United Nations is (write 1-2 sentences).

Resource One

Activities



- Activities**
10. After reading sections A-D, identify in what ways the United Nations is important in international relations. Try to write 2 paragraphs or more. If you want to challenge yourself, do some independent research and extend your answer to a short essay of 5-6 paragraphs.
 11. What do you think is the most important issue, area or activity for the United Nations to focus on in international relations? Compile a letter to the United Nations to convince them why this issue, area or activity is important. Try to write 2 paragraphs or more. If you want to challenge yourself, do some independent research and extend your answer to a short essay of 5-6 paragraphs.
 12. Assess Sections E and F. Do all states have a responsibility to act together to address climate change? Or, should state leaders act for their state's own interests first? Provide reasons to support your viewpoint. Try to write 2 paragraphs or more. If you want to challenge yourself, do some independent research and extend your answer to a short essay of 5-6 paragraphs.
 13. Return back to question 1). After reading all of these sources and completing the questions, have your views changed on what 'International Relations' is or what the term 'International Relations' means? If so, in what ways have your views changed? For your answer, try to write 2 paragraphs or more.

Resource One

Further Reading



Explore



1. John Baylis and Steve Smith, Patricia Owens (ed.), The Globalization of World Politics: An Introduction to International Relations, 2016.
2. United Nations website-
<http://www.un.org/en/index.html>
3. <http://www.un.org/en/climatechange/#>

Resource Two Overview



Topic	International Relations Theories
GCSE Modules	Supra-curricular topics.
Objectives	<p>After completing this resource, you should:</p> <ul style="list-style-type: none">✓ Be able to define 'Realism' as an international relations theory✓ Be able to identify main ideas within Realism✓ Be able to define 'Liberalism' as an international relations theory✓ Be able to identify main ideas within Liberalism✓ Be able to summarise the main differences between Realism and Liberalism✓ Have a position of why you agree or disagree with Realism or Liberalism or both
Instructions	<ol style="list-style-type: none">1. Read the data source2. Complete the activities3. Explore the further reading
Context	<p>This Resource covers International Relations Theories. A theory is a set of ideas or approaches which can be used to explain certain behaviours. There are different theories in the subject of International Relations. Each theory provides different explanations about the behaviour of states, how international relations and the international system works, and relations between states.</p> <p>This Resource will discuss the main ideas of two important and central theories in International Relations- Realism and Liberalism .</p>

Resource Two

Data Source



Section A

An introduction to Realism

Sandrina Antunes and Isabel Camisã, 'Introducing Realism in International Relations Theory', February 27 2018, <https://www.e-ir.info/2018/02/27/introducing-realism-in-international-relations-theory/>



Important **theorists** of Realism include Niccolò Machiavelli, Thomas Hobbes, Hans Morgenthau, and Kenneth Waltz.

'In the **discipline** of International Relations (IR), Realism is a school of thought or theory that emphasises the competitive and conflictual side of international relations.

The first assumption of Realism is that the nation-state (usually abbreviated to 'state') is the principle actor in international relations. Other bodies exist, such as individuals and organisations, but their power is limited. Second, the state is a unitary actor. National interests, especially in times of war, lead the state to speak and act with one voice. Third, decision-makers are rational actors in the sense that rational decision-making leads to the pursuit of the national interest. The national interest is the most important concern. Here, taking actions that would make your state weak or vulnerable would not be rational. Realism suggests that all leaders, no matter what their political position, recognise this as they attempt to manage their state's affairs in order to survive in a competitive environment.

Finally, states live in a context of **anarchy** – that is, in the absence of anyone being in charge internationally. The often-used comparison of there being 'no one to call' in an international emergency helps to demonstrate this point. Within our own states, we typically have police forces, militaries, courts and so on. In an emergency, there is an expectation that these institutions will 'do something' in response. Internationally, there is no clear expectation of anyone or anything 'doing something' as there is no established hierarchy or order. Therefore, states can **ultimately** only rely on themselves.

Resource Two

Data Source



As Realism frequently draws on examples from the past, there is a great deal of emphasis on the idea that humans are essentially held hostage to repetitive patterns of behaviour which are determined by their nature. Central to that assumption is the view that human beings are **egoistic** and desire power. Realists believe that our selfishness, our appetite for power and our inability to trust others leads to predictable outcomes. Perhaps this is why war has been so common throughout recorded history. Since individuals are organised into states, human nature impacts on state behaviour.

In the aftermath of the Second World War, Hans Morgenthau (1948) sought to develop a **comprehensive** international theory as he believed that politics, like society in general, is governed by laws that have roots in human nature...In contrast to more optimistically minded idealists who expected international tensions to be resolved through open negotiations marked by goodwill, Morgenthau set out an approach that emphasised power over morality. Indeed, morality was portrayed as something that should be avoided in policymaking. In Morgenthau's account, every political action is directed towards keeping, increasing, and demonstrating power. The thinking is that policies based on morality or idealism can lead to weakness – and possibly the destruction or domination of a state by a competitor (or rival).

In *Theory of International Politics* (1979), Kenneth Waltz focused more on Realism and the structure in the international relations system. States are **constrained** by existing in an international anarchic system (this is the structure). Second, any course of action they pursue is based on their relative power when measured against other states. This explains the behaviour of states.

Resource Two

Data Source



Criticisms of Realism

Realists believe that their theory of approach to the behaviour of states and the international system accurately explains how states and the international system or international relations operate. However, there are a number of different criticisms or objections which Realists face. Critics argue that Realists can help **perpetuate** the violent and confrontational world that they describe. By assuming the un-cooperative and **egoistic** nature of humankind and the absence of hierarchy in the state system, Realists encourage leaders to act in ways based on suspicion, power and force.

Realism is often criticised as **excessively pessimistic**, since it sees the confrontational nature of the international system as **inevitable**. However, according to Realists, leaders are faced with endless **constraints** and few opportunities for cooperation. Therefore, they can do little to escape the reality of power politics. For a Realist, facing the reality of one's **predicament** is not **pessimism** – it is **prudence**. The Realist account of international relations stresses that the possibility of peaceful change, or in fact any type of change, is limited. For a leader to rely on such an **idealistic** outcome would be **folly**. States have to be wise and realistic

Realists are also accused of focusing too much on the state as a solid unit, ultimately overlooking other actors and forces within the state and also ignoring international issues not directly connected to the survival of the state.

Many critics of Realism focus on one of its central strategies in the management of world affairs – an idea called 'the balance of power'. This describes a situation in which states are continuously making choices to increase their own capabilities while undermining the capabilities of others. This generates a 'balance' of sorts as (theoretically) no state is

Resource Two

Data Source



permitted to get too powerful within the international system. If a state attempts to push its luck and grow too much, like Nazi Germany in the 1930s, it will trigger a war because other states will form an alliance to try to defeat it – that is, restore a balance. This balance of power system is one of the reasons why international relations is **anarchic**. No single state has been able to become a global power and unite the world under its direct rule. Hence, realism talks frequently about the importance of flexible alliances as a way of ensuring survival. These alliances are determined less by political or cultural similarities among states and more by the need to find states to form flexible alliances with against others. They can be thought of as ‘enemies of my enemy.’

While Realists describe the balance of power as a **prudent** strategy to manage an insecure world, critics see it as a way of legitimising war and aggression.

Despite these criticisms, Realism remains central within the field of IR theory, with most other theories concerned (at least in part) with critiquing it.’

Section B

Realism and human nature

Sandrina Antunes and Isabel Camisã, ‘Introducing Realism in International Relations Theory’

<https://www.e-ir.info/2018/02/27/introducing-realism-in-international-relations-theory/>

Niccolò Machiavelli (1469–1527) was an Italian diplomat, politician, philosopher, historian, writer and poet. Machiavelli focused on how basic human characteristics influence the security of the state. In his time, leaders were usually male, which also influences the Realist account of politics. In *The Prince* (1532), Machiavelli stressed that a leader’s primary (main) concern is to promote national security. In order to successfully perform this task, the leader needs to be alert and cope effectively with internal as well as external threats to his rule; he needs to be a lion and a fox. Power (the Lion) and deception (the Fox) are crucial tools for the conduct of foreign policy. In Machiavelli’s view, rulers obey the ‘ethics of

Resource Two

Data Source



responsibility' rather than the conventional religious morality that guides the average citizen – that is, they should be good when they can, but they must also be willing to use violence when necessary to guarantee the survival of the state.

Section C

Thomas Hobbes
'Leviathan'

Image accessed
<https://uk.phaidon.com/agenda/art/articles/2018/april/04/how-hobbes-first-pictured-the-monster-of-good-government/>



Section D

Image of historic conflict
between states and
rulers

Image accessed
<https://www.history.com/topics/middle-ages/hundred-years-war>



Resource Two

Data Source



Section E

An introduction to Liberalism

Jeffrey W. Meiser,
'Introducing Liberalism in
International Relations
Theory', February 18
2018, <https://www.e-ir.info/2018/02/18/introducing-liberalism-in-international-relations-theory/>

Liberalism is a defining feature of modern democracy (this is the political system which governs the United Kingdom, for example, today). Liberalism contains a variety of **concepts** and arguments about how institutions, behaviours and economic connections **contain** and lessen the violent power of states.

Liberalism is based on the moral argument that ensuring the right of an individual person to life, **liberty** and property is the highest goal of government. Consequently, Liberals emphasise the wellbeing of the individual as the **fundamental** building block of a just political system. A political system characterised by **unchecked** power, such as a monarchy or a dictatorship, cannot protect the life and liberty of its citizens. Therefore, the main concern of Liberalism is to construct institutions that protect individual freedom by limiting and checking political power. While these are issues of domestic politics, the realm of IR is also important to Liberals because a state's activities abroad can have a strong influence on **liberty** at home.

Liberals are particularly troubled by militaristic foreign policies. The primary concern is that war requires states to build up military power. This power can be used for fighting foreign states, but it can also be used to **oppress** its own citizens. For this reason, political systems rooted in Liberalism often limit military power by such means as ensuring civilian control over the military. Wars of territorial expansion, or imperialism – when states seek to build empires by taking territory overseas – are especially disturbing for liberals. Not only do expansionist wars strengthen the state at the expense of the people, these wars also require long-term commitments to the military occupation and political control of foreign territory and peoples. Occupation and control require large bureaucracies that have an interest in maintaining or expanding the occupation of foreign territory.

Resource Two

Data Source



For Liberals, therefore, the core problem is how to develop a political system that can allow states to protect themselves from foreign threats without threatening the rights and freedoms of its own citizens. The primary institutional check on power in liberal states is free and fair elections where the people can vote for their ruler and remove their rulers from power. This provides a **fundamental** check on the behaviour of the government. A second important limitation on political power is the division of political power among different branches and levels of government – such as a parliament/congress, an executive and a legal system. This allows for checks and balances in the use of power.

Democratic Peace Theory is perhaps the strongest contribution which Liberalism makes to IR theory. It asserts that democratic states are highly unlikely to go to war with one another. This is for two main reasons. First, democratic states are characterised by internal restraints on power, as described above. Second, democracies tend to see each other as legitimate and unthreatening and therefore have a higher capacity for cooperation with each other than they do with non-democracies. Statistical analysis and historical case-studies provide strong support for Democratic Peace Theory.

We currently live in an international system structured by the Liberal world order built after the Second World War (1939–1945). The international institutions, organisations and norms (expected behaviours) of this world order are built on the same foundations as **domestic** Liberal institutions and norms, the desire to restrain the violent power of states. In the international system, power is weakened and **dispersed** internationally than it is within states. For example, under International Law, wars of aggression are **prohibited**. There is no international police force to enforce this law, but an aggressor knows that when breaking this law it risks

Resource Two

Data Source



considerable international backlash. For example, states – either individually or as part of a collective body like the United Nations – can impose economic [sanctions](#) or intervene militarily against the offending state. Furthermore, an aggressive state also risks missing out on the benefits of peace, such as the gains from international trade, foreign aid and diplomatic recognition.

Liberal theory also emphasises other important aspects of a Liberal system.

First, International Law and agreements in international organisations are very important for peace and cooperation between states. A top example of such an organisation is the United Nations, which has resources for common goals (such as addressing climate change), provides for near constant [diplomacy](#) between enemies and friends alike and gives all member states a voice in the international community.

Second, the spread of free trade and capitalism through the efforts of powerful liberal states and international organisations like the World Trade Organization, the International Monetary Fund and the World Bank creates an open, market-based, international economic system. This situation is [mutually beneficial](#) as a high level of trade between states decreases conflict and makes war less likely, since war would disrupt or cancel the benefits (profits) of trade. States with large trade ties therefore have an [incentive](#) to maintain peaceful relations. By this calculation, war is not profitable, but [detrimental](#) to the state.

The third element of the Liberal international order is international norms. Liberal norms favour international cooperation, human rights, democracy and rule of law. When a state takes actions contrary to (different to or against) these norms, they are subject to various types of costs. However, international norms are often [contested](#) because of the wide [variation](#) in values around the globe. In conclusion, for Liberals, states can benefit significantly

Resource Two

Data Source



from cooperation if they trust one another to live up to their agreements. Liberals see a world where states will likely cooperate in any agreement where any increase in prosperity is probable (likely).

A core argument of liberalism is that concentrations of violent power are the fundamental threat to individual liberty and must be **restrained**. The primary means of restraining power are institutions and norms at both domestic and international level. At the international level institutions and organisations limit the power of states by developing cooperation and providing a means for imposing costs on states that **violate** international agreements.

Economic institutions are particularly effective at developing cooperation because of the **substantial** benefits that can be gained from economic **interdependence**. Finally, Liberal norms add a further limitation on the use of power by shaping our understanding of what types of behaviour are appropriate. Today, Liberalism is a strong force in international relations and has a much more positive perspective on international relations and the behaviour of states compared with Realism.

Criticisms

Democratic Peace Theory has a number of issues which continue to be debated. First, democracy is a relatively recent development in human history. This means there are few cases of democracies having the opportunity to fight one another. Second, we cannot be sure whether it is truly a 'democratic' peace or whether some other factors mixed with democracy are the source of peace – such as power, alliances, culture, economics and so on. A third point is that while democracies are unlikely to go to war with one another, some scholarship suggests that they are likely to be aggressive toward non-democratic states – such as when the United States of America (a democratic state) went to war with Iraq (a non-democratic state then) in 2003.

Resource Two

Data Source



from cooperation if they trust one another to live up to their agreements. Liberals see a world where states will likely cooperate in any agreement where any increase in prosperity is probable (likely).

A core argument of liberalism is that concentrations of violent power are the fundamental threat to individual liberty and must be **restrained**. The primary means of restraining power are institutions and norms at both domestic and international level. At the international level institutions and organisations limit the power of states by developing cooperation and providing a means for imposing costs on states that **violate** international

Section F

The United Nations

Photo accessed
<https://www.france24.com/en/20180224-united-nations-security-council-eastern-ghouta-ceasefire-syria>



Section G

Global Trade

Photo accessed
<http://energyinfrapost.com/global-trade-tensions-surge-oil-prices-weigh-indian-market/>



Resource Two

Activities



Activities

- 1) For Realism, who is the main actor in international relations?
- 2) According to Realist theory, what are decision-makers or state leaders mostly concerned with?
- 3) Select which 5 words are appropriate to Realist theory of international relations:

*Friendly Anarchy Rules conflictual calmness
competitive survival unitary cooperation peaceful*

From these options, select 2 words and summarise what Realist theory says about them to describe how international relations and the behaviour of states work. Describe the words separately. As an extension exercise, summarise the 5 correct words. Aim to write 2 sentences to summarise each word.

- 4) Inside states, discuss what prevents anarchy from existing.
- 5) From Sources A and B, examine Realist perspectives on human nature. To what extent do you agree with these perspectives? Aim to write at least 2 paragraphs for your answer.
- 6) Consider Sources C and D. In what ways do they reflect perspectives of Realism discussed in Sources A and B? aim to write at least 1 paragraph for your answer.
- 7) Using one of the criticisms of Realism listed in the text, persuade a Realist to consider their views. Aim to write at least 2 paragraphs for your answer.
- 8) Fill in the blanks to complete this sentence:

'Liberalism is based on the *M* argument that ensuring the *R* of an individual person to *L* , *L* and *P* is the *H* *G* of government.'

Source Analysis

Resource Two

Activities



- Activities**
- 9) A political system characterised by what cannot protect the life and liberty of its citizens?
 - 10) Evaluate why Liberals are troubled by military power or wars. For your answer, aim to write at least 3 sentences
 - 11) In what ways do Sources F and G reflect Liberal perspectives about international relations? For your answer, aim to write at least 4 sentences.
 - 12) Devise your own image or caption which reflects a key idea in Liberalism
 - 13) Select one reason which Liberalist theory gives about why conflict and aggression between states can be limited if there is a Liberal system. Defend whether or not you agree with this reason. Try to write 2 paragraphs or more.
 - 14) Which perspective on International Relations- Realism or Liberalism- do you think best describes international relations? Justify your answer. Try to write 2 paragraphs or more. If you want to challenge yourself, do some independent research and extend your answer to a short essay of 5-6 paragraphs.

Resource Two

Further Reading



Explore 1. ['The Great Debate: Realism vs Liberalism'](#)



2. [Liberalism or Realism?](#)

Resource Three

Overview



Topic	Issues in International Relations: Human Rights
GCSE Modules	Rights and responsibilities.
Objectives	<p>After completing this Resource, you should:</p> <ul style="list-style-type: none">✓ Be able to define what 'Human Rights' are✓ Be able to provide an example of a Human Right✓ Be able to explain why Human Rights are important✓ Be able to discuss key issues and debates in Human Rights and international relations today
Instructions	<ol style="list-style-type: none">1. Read the data source2. Complete the activities3. Explore the further reading
Context	<p>This Resource is concerned with an issue in international relations which is Human Rights. Part One will explore what Human Rights are and how they have featured in international relations with the Universal Declaration of Human Rights. In the Resource, we will consider the importance of Human Rights.</p> <p>Part Two will then look at issues in Human Rights and international relations today. For many people around the world, human rights are not respected and are being threatened. We will look at examples of this and questions to be considered in international relations.</p>

Resource Three

Data Source



Section A

What are human rights?

Amnesty International,
'What are human
rights?',
<https://www.amnesty.org.uk/what-are-human-rights>



'Human rights are the **fundamental** rights and freedoms that belong to every single one of us, anywhere in the world. Human rights apply no matter where you are from, what you believe in, or how you choose to live your life.

Human rights can never be taken away, but they can sometimes be restricted – for example if a person breaks the law, or in the interests of national security. These rights and freedoms are based on values like dignity, fairness, equality, respect and independence. But human rights are not just abstract concepts (ideas) – they are defined and protected by law.

After the horrors of the Second World War, a document was written specifically to outline and protect every single human being's basic rights. In 1948, the United Nations Universal Declaration of Human Rights was established to do exactly that. There are 30 rights and freedoms set out by the United Nations in the Universal Declaration of Human Rights (UDHR). They include the right to asylum, the right to freedom from torture, the right to free speech and the right to education. Seven decades on, and the rights they included continue to form the basics for all Human Rights Law.

Human rights have some key qualities, agreed by the international community. They must be recognised as: Universal: they belong to every single person; Inalienable: they cannot be taken away from us; Indivisible and interdependent: governments should not be able to pick and choose which rights are respected.

Human rights are not just about the law. They are also about the decisions we make and situations we experience on a daily basis. If we feel annoyed with something a politician does, most of us wouldn't think twice about talking about it with our friends online or in a pub. But when you do, you are exercising a human right – your right to free speech.

Resource Three

Data Source



That's the thing about human rights. When they are being respected they go almost unnoticed. Most children in the UK don't wake up on a school day celebrating their ability to exercise their right to education. But those who have fled countries in which they were denied the right to go to school may well appreciate it that bit more. We often take our human rights for granted, because they are based on principles that are **intuitive** – dignity, fairness, equality, respect and autonomy. More often than not, it is only when our rights are being violated that we stand up and take notice.

Unfortunately human rights abuses are **rife** – thousands of people across the world are denied a fair trial, tortured and imprisoned because of what they think or believe. Civilians are targeted at times of war. Children are forced to fight. That is why it's important that we do not take human rights for granted. And why it's important that they are protected under International Law, so that we can hold states and people to account when they commit **atrocities**.

Section B

Image of human rights

Photo accessed
<https://ijrcenter.org/2012/12/10/its-human-rights-day-get-an-i-am-a-human-with-rights-t-shirt-make-twice-the-impact/>



Section C

World Human Rights Day

Photo accessed
<http://www.dailyexcelsior.com/human-rights-and-the-uno/>



Resource Three

Data Source



Section D

The Universal
Declaration of Human
Rights

Amnesty International
UK, 'What is the
Universal Declaration of
Human Rights?'
<https://www.amnesty.org.uk/universal-declaration-human-rights-UDHR>

The traumatic events of the Second World War brought home that human rights are not always **universally respected**. The extermination of almost 17 million people during the Holocaust, including 6 million Jews, horrified the entire world. After the war, governments worldwide made a **concerted** effort to **foster** international peace and prevent conflict. This resulted in the establishment of the United Nations in June 1945.

In 1948, representatives from the 50 member states of the United Nations came together under the guidance of Eleanor Roosevelt (the wife of Franklin D. Roosevelt, President of the United States 1933-1945) to **devise** a list of all the human rights that everybody across the world should enjoy. On 10 December 1948, the General Assembly of the United Nations announced the Universal Declaration of Human Rights (UDHR) – 30 rights and freedoms that belong to all of us. Seven decades on and the rights they included continue to form the basis for all International Human Rights Law.

Eleanor Roosevelt was heavily involved in championing civil rights and social activism. She was appointed chair of the UN Commission on Human Rights which drafted the UDHR. On the tenth anniversary of the UDHR, Eleanor gave a speech at the United Nations called '*Where Do Human Rights Begin?*'. Part of her speech has become famous for capturing the reason why human rights are for every one of us, in all parts of our daily lives:

'Where, after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity,

Resource Three

Data Source



equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.' – Eleanor Roosevelt, 1958

The UDHR marked an important shift by daring to say that all human beings are free and equal, regardless of colour, creed or religion. For the first time, a global agreement put human beings, not power politics, at the heart of its agenda.

The 30 rights and freedoms set out in the UDHR include the right to asylum, the right to freedom from torture, the right to free speech and the right to education. It includes civil and political rights, like the right to life, liberty, free speech and privacy. It also includes economic, social and cultural rights, like the right to social security, health and education.

Section E

Human Rights Principles

Image accessed
<https://www.humanrights.gov.au/our-work/rights-and-freedoms/projects/rights-and-freedoms-right-right>



Section F

Human Rights Watch and The Conversation, 'Human Rights in 2018: Ten Issues That Made Headlines'

<https://www.hrw.org/news/2018/12/10/human-rights-2018-ten-issues-made-headlines>

'On December 10, the world marks 70 years since the adoption of the Universal Declaration of Human Rights. Regrettably, instead of the anniversary signalling the **enduring** impact of human rights, some are fearing the "end of human rights." Here we highlight some of the rights challenges that captured the world's attention this year, revealing the struggle to secure human rights is far from over.

Resource Three

Data Source



1. Australia's first year on the UN Human Rights Council

Australia took its place on the UN Human Rights Council this year for a three-year term. Australia delivered a strong statement about one country (Myanmar) and its [atrocities](#) against Rohingya Muslims. However, Australia itself was criticised for holding refugees and asylum seekers offshore and not allowing them to enter Australia. While Australia supported important country resolutions, it failed to take a leadership role on any key issues.

2. United States' retreat from Human Rights Council

The US faced international condemnation (criticism) when it quit the Human Rights Council, calling it a "protector of human rights abusers and a place of political bias." The US has long complained of the council's perceived bias against the State of Israel. But, by withdrawing, the US decreased its options for confronting and addressing human rights violators. This increases the responsibility of governments like Australia's to ensure the council addresses the world's most serious human rights [violations](#).

3. Violence against women

In Australia, while the #MeToo movement has encouraged women to come forward with their experiences of sexual harassment and abuse, a number of high-profile cases of alleged sexual harassment by actors and politicians highlighted ongoing barriers to justice for victims.

4. Facebook's reckoning

Free speech and privacy came under the microscope in March, when a former employee of Cambridge Analytica blew the whistle on its practice of gaining data from millions of US Facebook users in an effort to influence the 2016

Resource Three

Data Source



presidential elections. Cambridge Analytica was also investigated in the UK for a possible role in the Brexit referendum.

There is also growing criticism of Facebook for not doing enough to stop its use to spread hate speech. For example, in Myanmar (a state in Asia) it has been used as a tool to [incite](#) violence against Rohingya Muslims.

5. Rohingya crisis

In August, a UN Fact Finding Mission on Myanmar, which included Australian human rights expert Chris Sidoti, delivered a report detailing crimes against humanity, war crimes, sexual violence and possible [genocide](#) by Myanmar's security forces against the Rohingya.

The UN Human Rights Council, in response, created a mechanism to collect and preserve evidence to assist future prosecutions for [atrocities](#) in Myanmar. Australia joined other Western nations in imposing targeted [sanctions](#) on military officers named in the UN report. While the Australian government maintains an arms (weapons) [embargo](#) on Myanmar, Australian defense forces continue to provide training to the Myanmar military.

6. Crackdown against Turkic Muslims in Xinjiang

Turkic Muslims in China's northwestern Xinjiang region have long faced [repression](#). In 2018, Human Rights Watch and others reported an escalation in this [repression](#) with the government detaining 1 million people in political re-education camps, with evidence of their torture and mistreatment. Muslims not detained still face large controls on freedom of movement and religion.

Resource Three

Data Source



Section G

Lizzy Buchan,
'Government attacked
over £4.6bn arms sales
to Saudi Arabia',

The Independent,
29-11-2017,
<https://www.independent.co.uk/news/uk/politics/uk-british-arms-weapons-sales-saudi-arabia-billions-snp-ian-blackford-attack-government-a8082181.html>

The British Government has been attacked for allowing £4.6 billion arms (weapons) sales with Saudi Arabia amid calls for the Middle Eastern kingdom to end its blockade of Yemen (a state in the Middle East where Saudi Arabia is fighting in against the Houthi group in Yemen).

One political leader, Ian Blackford, said the Saudi regime must “stop killing children” as he condemned (criticised) the Government for failing to suspend selling arms to Saudi Arabia during the devastating three-year conflict in Yemen.

However, politician Damian Green said the UK had “one of the most **rigorous** and **robust** defence sales regimes in the world”.

It comes as the Prime Minister Theresa May faced pressure to raise the humanitarian crisis during a three-day trip to the Middle East, where she will hold talks with leaders in Saudi Arabia and Jordan (states in the Middle East). Thousands of people have been killed in the conflict in Yemen.

Another politician said “the UK Government has received £4.6 billion in selling arms to Saudi Arabia, since the war in Yemen began.”

“A war which has created a devastating humanitarian crisis. Yemen is now on the brink of famine and UNICEF (the United Nations Children’s Fund) has said 150,000 children will die by the end of this year. Don’t you agree that the best thing the Prime Minister can do with her meetings today is follow the example of the Netherlands and suspend licences for arms sales to Saudi Arabia and stop killing children?”

Mr Green from the Prime Minister’s political party responded that people in the UK depend on money from the arms sales: “You said the Government will receive the money – it will be the companies that receive the money and therefore their workers. And if arm sales are stopped, jobs in the UK will be lost.”

Resource Three

Data Source



Mr Green said that the UK is continuing its humanitarian efforts to try and improve the terrible conditions in Yemen, such as giving humanitarian aid (such as food supplies for the people in Yemen). The UK is the fourth largest humanitarian donor to Yemen and continues to support Saudi involvement in the conflict, which is backed by the UN Security Council, he said.

The Prime Minister was expected to raise the threat of famine in Yemen when she meets Crown Prince Mohammed bin Salman of Saudi Arabia (who has important political power in Saudi Arabia and the Middle East) on Wednesday.

Mark Goldring, Oxfam chief executive, said: "In the midst of the world's worst cholera epidemic on record and with the country on the brink of the worst famine in recent years, the UK needs to do more than talk tough - it needs to exert real pressure and take action.

"As the country responsible for drafting UN Security Council resolutions on Yemen, the UK should be ready to step up international pressure on Saudi Arabia to persuade them to lift the blockade and on all sides push for peace.

"The Government should stop authorizing arms sales which are fuelling the war in Yemen. It is a shameful contradiction that the UK is allowing for profiting out of people's suffering. "If the Prime Minister's pleas fall of deaf ears, sanctions on the Saudi-led coalition should be introduced to force them to face up to their actions, and to prevent countless more people becoming innocent victims of the conflict, starvation and disease."

Section H

Britain and Saudi Arabia
agree \$90 billion trade
deal

Image accessed
<http://www.arabnews.com/node/1261706/business-economy>



Resource Three Activities



Activities

1) What year was the Universal Declaration of Human Rights established?

a) 1928 b) 1938 c) 1948 d) 1958 e) 1968

2) How many rights and freedoms are set out by the United Nations in the Universal Declaration of Human Rights?

a) 10 b) 20 c) 25 d) 30 e) 35

3) Provide an example of a right contained in the United Nations Declaration of Human Rights.

4) Match these definitions to the correct word:

Human rights have qualities recognised by the international community. These are:

UNIVERSAL *they cannot be taken away from us*

INALIENABLE *governments should not be able to pick and choose which rights are respected*

INDIVISIBLE & *they belong to every single person*

INTERDEPENDENT

5) Discuss an example of what ways peoples' rights around the world are violated. Aim to write 2-3 sentences for your answer.

6) Assess what Source B is attempting to show. How does this connect with what is discussed in sources A and D? (can you find similarities?). Aim to write 1 paragraph or more.

Resource Three Activities



Activities

7) Evaluate the connections between Sources B, C and E. Are there any similarities or differences? Aim to write 1 paragraph or more.

8) Draw your own image, write your own phrase, or do both of these to promote what human rights is about.

9) Your state is considering getting rid of the Universal Declaration of Human Rights and the Human Rights Law that your state has signed up to. Compose a letter to persuade your leader and citizens why respecting human rights and Human Rights Law is important. In this letter, think of an example of a human right and assess the implication (effects or consequences) if this human right was removed.

Try to write 2 paragraphs or more. If you want to challenge yourself, do some independent research and extend your answer to a short essay of 5-6 paragraphs by thinking of other human rights and the implications if these were also removed.

10) Read Source F. Evaluate the situation with human rights around the world today. How would you describe it? What challenges are there? Try to write 2 paragraphs or more. If you want to challenge yourself, do some independent research and extend your answer to a short essay of 5-6 paragraphs by thinking about the situation of human rights. Use examples in your answer.

11) Read Source G and observe Source H. Should states cooperate with other states which abuse human rights? And, should the UK stop selling arms (weapons) to Saudi Arabia whilst the conflict in Yemen continues? Give reasons for your answer. Try to write 2 paragraphs or more. If you want to challenge yourself, do some independent research and extend your answer to a short essay of 5-6 paragraphs regarding this question and the issues it is concerned with.

Resource Three

Further Reading



Explore



'The Office of the High Commissioner of Human Rights at the United Nations'

'Who We Are'

<https://www.ohchr.org/EN/AboutUs/Pages/Mandate.aspx>

Human Rights Watch- reporting on and assessing human rights around the world, <https://www.hrw.org/#>

[Human Rights Watch: An Introduction to Human Rights Advocacy](#)

Resource Four Overview



Topic	Issues in International Relations- 'The Responsibility to Protect' And Modern Conflicts
GCSE Modules	Rights and responsibilities.
Objectives	<p>After completing this Resource, you should:</p> <ul style="list-style-type: none">✓ Be able to provide a definition of what the Responsibility to Protect (R2P) is✓ Be able to identify main principles of the Responsibility to Protect✓ Be able to provide an example of a case where the Responsibility to Protect has been applied✓ Be able to identify issues or debates regarding the Responsibility to Protect✓ Be able to discuss key details regarding the Syrian War✓ Be able to identify key impacts of the Syrian War
Instructions	<ol style="list-style-type: none">1. Read the data source2. Complete the activities3. Explore the further reading
Context	<p>This Resource is concerned with an important issue in international relations- 'The Responsibility to Protect' and modern conflicts.</p> <p>The Resource will begin by looking at what The Responsibility to Protect is about and main principles in this. We will then examine an important event in international relations- when NATO intervened in Kosovo in 1999 to protect Kosovar Albanians against Serbian forces.</p> <p>The Resource will end with a case study about a current conflict in international relations- the Syrian War and ask if the Responsibility to Protect applies.</p>

Resource Four

Data Source



Section A

What is 'The Responsibility to Protect' about?

'2008 Parliamentary Hearing at the United Nations New York, 20–21 November, Background document: Session 1–About the Responsibility to Protect'

<http://archive.ipu.org/splz-e/unga08/s1.pdf>

This source is about a presentation given to leaders at the United Nations. The United Nations is an international organisation based in New York where lots of discussions about conflict and protecting people takes place. The presentation provides details about what the Responsibility to Protect is about and why it is important:

'The Responsibility to Protect is a principle which seeks to ensure that the international community never again fails to act in the face of **genocide** and other **gross** forms of human rights abuse. "R2P," as it is commonly abbreviated, was adopted by heads of state and government at the World Summit in 2005 sitting as the United Nations General Assembly.

The principle **stipulates**, first, that states have an **obligation** to protect their citizens from mass **atrocities**; second, that the international community should assist them in doing so; and, third, that, if the state in question fails to act appropriately, the responsibility to do so falls to that larger community of states. R2P should be understood as a **solemn** promise made by leaders of every country to all men and women endangered by mass **atrocities**.

At the very heart of this new norm is the principle that states, with the aid of the international community, must act to prevent mass **atrocities**. Also important is the idea that concerned outsiders should help states prevent these gross abuses through what the United Nations document characterizes as "diplomatic, humanitarian and other peaceful means." This could include strengthening state **capacity** through economic assistance, rule-of-law **reform**, the building of political institutions, and the like; or, when violence has begun or seems imminent, through direct acts of **mediation**. The intense diplomatic engagement following the

Resource Four

Data Source



disputed election in Kenya, or the work of neighbours and of the UN to support the government of Burundi, both demonstrate the **imperative** of cooperative efforts to prevent **atrocities**.

Only when such means have been unsuccessful should the international community, acting through the Security Council at the United Nations, turn to more **coercive** measures. These could include economic **sanctions** or the threat of sanctions, arms **embargoes**, or the threat to refer perpetrators to international criminal prosecution. Should peaceful means be **inadequate** and the state is failing to protect its population, then—and only then— would the Security Council consider the use of military force.

A timely intervention could have stopped, if not prevented, the **genocide** horror in Rwanda (a state in Africa), and perhaps also in Cambodia (a state in Asia) and elsewhere. But in many other cases where the level of abuse reaches the R2P **threshold**, the most effective response is far less clear. Five criteria has been put forward to help guide such decisions: the violence in question must include large-scale actual or threatened loss of life or **ethnic cleansing**; the purpose of the intervention must be to prevent or halt suffering; military force must be the last resort; the means must be **commensurate** with the ends sought; and the intervention must have a reasonable prospect of success.

Crises that threaten large-scale loss of life are bound to continue to arise, and with them debates over issues such as the most appropriate response to the killing of civilians in Darfur (Sudan) for example, and to the violence surrounding the elections in Zimbabwe. The international community of states will encounter extremely difficult and painful questions about the **applicability** of R2P, which only demonstrates the need for **clarity** over the reach and limits of this new principle.

Resource Four

Data Source



The attempt to create political agreement in any given case will depend in part on reaching agreement over exactly what it was that the states agreed to do when they adopted R2P in 2005. But it will depend as well on an evolution of public opinion or feeling.

Leaders will take real risks only if citizens demand it; and publics have only recently begun to demand that their leaders confront the issue of human rights **violations** abroad. As demands for protection grow, so will the likelihood of action.

Section B

Calls for responsibility in
International Relations'

image accessed
<http://www.globalr2p.org/regions/syria>

WE ALL SHARE A RESPONSIBILITY TO DO
MASS ATROCITIES CANNOT
BE UNIVERSALLY IGNORED
AND SOVEREIGNTY IS NOT
A LICENSE TO KILL.
GARETH EVANS

WHATEVER WE CAN TO HELP
PREVENT AND PROTECT
ONE ANOTHER FROM SUCH
VIOLENCE.
DESMOND TUTU

* Note 'sovereignty' is the authority which each state has in its own territory and over its own actions.

Section C

The Responsibility to
Protect and military
intervention in Kosovo

This section provides background details on NATO's intervention in Kosovo in 1998.

Kosovo lies in southern Serbia (a state in Europe) and has a mixed population of which the majority are ethnic Albanians (Kosovar Albanians). Until 1989, the region enjoyed a high degree of autonomy until Serbian leader Slobodan Milosevic altered the status of the region, removing its **autonomy** and bringing it under the direct control of Belgrade, the Serbian capital. The Kosovar Albanians opposed the move.

During 1998, open conflict between Serbian military and police forces and Kosovar Albanian forces resulted in the

Resource Four

Data Source



deaths of over 1,500 Kosovar Albanians and forced 400,000 people from their homes. The international community became increasingly concerned about the escalating (growing) conflict, its humanitarian consequences, and the risk of it spreading to other countries. President Milosevic's **disregard** for **diplomatic** efforts aimed at peacefully resolving the crisis and the **destabilising** role of militant Kosovar Albanian forces was also of concern.



NATO is 'The North Atlantic Treaty Organisation.' It is an international alliance where 29 states from North America and Europe are members. On 28 May 1998, the North Atlantic Council set out NATO's two major objectives with respect to the crisis in Kosovo:

- to help to achieve a peaceful resolution of the crisis by contributing to the response of the international community;
- to promote stability and security in neighbouring countries.

Resource Four

Data Source



On 12 June 1998, the North Atlantic Council asked for an assessment of possible further measures that NATO might take with regard to the developing Kosovo Crisis. This led to consideration of a large number of possible military options.

On 13 October 1998, following a [deterioration](#) of the situation, the NATO Council authorised Activation Orders for air strikes. This move was designed to support [diplomatic](#) efforts to make the Milosevic regime withdraw forces from Kosovo, cooperate in bringing an end to the violence and [facilitate](#) the return of refugees to their homes. At the last moment, following further diplomatic [initiatives](#), President Milosevic agreed to [comply](#) and the air strikes were called off.

UN Security Council Resolution (UNSCR) 1199, among other things, expressed deep concern about the [excessive](#) use of force by Serbian security forces and the Yugoslav army, and called for a [ceasefire](#) by both parties to the conflict. It was agreed, in addition, that the Organisation for Security and Cooperation in Europe (OSCE) would send people to observe if the [ceasefire](#) (known as the Kosovo Verification Mission- the KVM) was being followed on the ground and that NATO would establish an [aerial surveillance](#) mission.

In support of the OSCE, the NATO Alliance established a special military task force to assist with the emergency evacuation of members of people who were monitoring the [ceasefire](#) (the Kosovo Verification Mission- the KVM), if renewed conflict should put them at risk.

Despite these steps, the situation in Kosovo flared up again at the beginning of 1999, following a number of acts of provocation on both sides and the use of [excessive](#) and [disproportionate](#) force by the Serbian Army and Special Police. Some of these incidents were resolved through the [mediation](#) efforts of the OSCE but in mid-January, the situation [deteriorated](#) further after the Serbian offensive against Kosovar Albanian increased.

Resource Four

Data Source



New international efforts were made to give political support to finding a peaceful solution to the conflict. It was agreed to begin urgent [negotiations](#) between the parties to the conflict, under international [mediation](#).

NATO supported these efforts by agreeing on 30 January to use air strikes if required, and by issuing a warning to both sides in the conflict. Initial [negotiations](#) began near Paris, from 6 to 23 February, followed by a second round in Paris, from 15 to 18 March. At the end of the second round of talks, the Kosovar Albanian delegation (side) signed the proposed peace agreement, but the talks broke up without a signature (agreement) from the Serbian delegation (side).

Immediately afterwards, Serbian military and police forces stepped up the intensity of their operations against the ethnic Albanians in Kosovo, moving extra troops and modern tanks into the region, in a clear breach of agreements. Tens of thousands of people began to flee their homes in the face of this [systematic](#) offensive.

On 20 March, the OSCE Kosovo Verification Mission was withdrawn from the region, having faced obstruction from Serbian forces to the extent that they could no longer continue to fulfil their task. US Ambassador Holbrooke then flew to Serbia, in a final attempt to persuade President Milosevic to stop attacks on the Kosovar Albanians or face [imminent](#) NATO air strikes. Milosevic refused to [comply](#), and on 23 March the order was given to begin air strikes. This was called Operation Allied Force.

On 10 June 1999, after an air campaign lasting seventy-seven days, this was suspended.

(In its aftermath, NATO has been criticised by some for its aggression).

Resource Four

Data Source



On 10 June the United Nations (UN) Security Council passed a resolution (UNSCR 1244) welcoming principles on a political solution to the Kosovo crisis, including an immediate end to violence and a rapid withdrawal of its military, police and paramilitary forces. The Resolution announced the Security Council's decision to send international civil and security forces in Kosovo, under the United Nations leadership.

The principles included, among others, an immediate end to violence and **repression** in Kosovo; the withdrawal of the military, police and paramilitary forces of the Federal Republic; sending an effective international and security presence to Kosovo, with large NATO participation; establishment of a new temporary leadership in Kosovo; the safe and free return of all refugees; a new political process for Kosovo to govern itself, the Kosovo Liberation Army (KLA) handing in its weapons; and strong focus on economic development for the region.

Of particular concern to NATO countries and to the international community as a whole, from the beginning of the crisis, was the situation of the Kosovar Albanians remaining in Kosovo, whose situation was described by refugees leaving the province. All indications pointed to organised **persecution** involving mass executions; exploitation as human shields; rape; mass expulsions; burning and **looting** of homes and villages; destruction of crops and livestock; **suppression** of identity, origins and property ownership by confiscation of documents; hunger, starvation and exhaustion; and many other abuses of human rights.

Image of refugees
leaving Kosovo



Resource Four

Data Source



Key Facts from the Conflict

- Between March 1998 and March 1999, before NATO governments decided upon military action, over 2000 people were killed as a result of the Serb government's policies in Kosovo.
- During the summer of 1998, a quarter of a million Kosovar Albanians were forced from their homes as their houses, villages and crops were destroyed.
- In January 1999, evidence was discovered, by a United Nations humanitarian team, of the massacre of over 40 people in the village of Racak.
- By the beginning of April 1999, the United Nations High Commission for Refugees estimated that the campaign of [ethnic cleansing](#) had resulted in 226,000 refugees in Albania, 125,000 in Macedonia, and 33,000 in Montenegro (those were neighbouring countries of Kosovo).
- Assistance given by NATO forces to help the refugee situation included providing equipment and building camps to house 50,000 refugees in Albania; assistance in expanding camps in the former Yugoslav Republic of Macedonia; providing medical support and undertaking emergency surgery on the victims of shootings by Serb forces; transporting refugees to safety; and providing transport for humanitarian aid and supplies.
- By the end of May 1999, over 230,000 refugees had arrived in the former Yugoslav Republic of Macedonia, over 430,000 in Albania and some 64,000 in Montenegro. Approximately 21,500 had reached Bosnia and over 61,000 had been evacuated to other countries. Within Kosovo itself, an estimated 580,000 people had been rendered homeless.
- It is estimated that by the end of May, 1.5 million people, i.e. 90% of the population of Kosovo, had been expelled from their homes. Some 225,000 Kosovar men were believed to be missing. At least 5000 Kosovars had been executed.
- NATO forces have flown in many thousands of tons of food and equipment into the area. By the end of May 1999, over 4666 tons of food and water, 4325 tons of other goods, 2624 tons of tents and nearly 1600 tons of medical supplies had been transported to the area.

Resource Four

Data Source



Section D

Protests in Syria
demanding freedom
and peace

Photo accessed

<https://news.sky.com/video/square-idlib-protest-001-mp4-11492776>



Section E

Syria: key events of the
conflict written in 2016

BBC News, 'Syria: The
story of the conflict', 11th
March 2016,
<https://www.bbc.co.uk/news/world-middle-east-26116868>

Syria is a state in the Middle East. In 2011, Syrian men, women and children began to protest against the ruler of Syria (President Bashar al- Assad) demanding more freedom and rights. This turned into a deadly conflict with so much destruction and violence. The conflict continues today. The source presents key background and details of this conflict:

More than 250,000 Syrians have lost their lives in four-and-a-half years of armed conflict, which began with anti-government protests before [escalating](#) into a full-scale civil war. More than 11 million others have been forced from their homes as forces loyal to President Bashar al-Assad (the President of Syria) and those opposed to his rule battle each other – as well as militants from so-called Islamic State.

Uprising Turns Violent

Pro-democracy protests began in March 2011 in the southern city of Deraa in Syria after the arrest and torture of some teenagers who painted revolutionary slogans on a school wall. After security forces opened fire on demonstrators, killing several, more took to the streets.

Resource Four

Data Source



The unrest triggered nationwide protests demanding President Assad's resignation. The government's use of force encouraged more people to protest against abuses. By July 2011, hundreds of thousands were taking to the streets across the country.

Opposition supporters eventually began to take up arms, first to defend themselves and later to **expel** security forces from their local areas.

This Turns into a Civil War

Violence **escalated** and the country developed into civil war as rebel groups were formed to battle government forces for control of cities, towns and the countryside. Fighting reached the capital Damascus and large Syrian city of Aleppo in 2012.

By June 2013, the United Nations (UN) said 90,000 people had been killed in the conflict. By August 2015, that figure had climbed to 250,000, according to activists and the UN.

The conflict is now more than just a battle between those who support or those who were against Mr Assad. It also divided the country's Sunni majority (one Muslim group) against the Shia Alawite group (another Muslim group) which President Assad is a member of, and regional and world powers (states and groups) have also become involved in the conflict. The rise of the militant group Islamic State (IS) has added a further dimension.

War Crimes

A UN commission of inquiry has evidence that all parties to the conflict have committed war crimes – including murder, torture, rape and enforced disappearances (taking people against their will). They have also been accused of using civilian suffering – such as blocking access to food, water and health services through sieges – as a method of war.

Resource Four

Data Source



The UN Security Council has demanded all parties end the [indiscriminate](#) use of weapons in populated areas, but civilians continue to die in their thousands. Many have been killed by barrel bombs dropped by government aircraft on gatherings in rebel-held areas – attacks which the UN says may constitute massacres.

IS has also been accused by the UN of waging a campaign of terror. The group has carried out hundreds of public executions and amputations. Its fighters have also carried out mass killings of rival armed groups, members of the security forces and religious minorities, and beheaded hostages, including several Westerners.

Chemical Weapons

Hundreds of people were killed in August 2013 after rockets filled with the nerve agent sarin were fired at several areas around Damascus. Western powers said it could only have been carried out by Syria's government, but the government blamed rebel forces.

Facing the prospect of US military intervention, President Assad agreed to the complete removal and destruction of Syria's chemical weapons. The operation was completed the following year, but the Organisation for the Prohibition of Chemical Weapons (OPCW) has continued to document the use of toxic chemicals in the conflict. Investigators found chlorine was used "systematically and repeatedly" in deadly attacks on rebel-held areas between April and July 2014.

IS has also been accused of using homemade chemical weapons, including sulphur mustard. The OPCW said the blister agent was used in an attack on the northern town of Marea in August 2015 that killed a baby.

Resource Four

Data Source



Humanitarian Crisis

More than 4.5 million people have fled Syria since the start of the conflict, most of them women and children. The neighbouring countries of Lebanon, Jordan and Turkey have struggled to cope with one of the largest [refugee exoduses](#) in recent history. About 10% of Syrian refugees have sought safety in Europe, sowing political divisions as countries argue over who should offer the refugees protection.

A further 6.5 million people are [internally displaced](#) inside Syria, 1.2 million were driven from their homes in 2015 alone.

The UN says it will need \$3.2 billion to help the 13.5 million people, including 6 million children, who will require some form of humanitarian assistance inside Syria in 2016. About 70% of the population is without access to adequate drinking water, one in three people are unable to meet their basic food needs, and more than 2 million children are out of school, and four out of five people live in poverty.

The warring parties have [compounded](#) the problems by refusing humanitarian agencies access to civilians in need. Up to 4.5 million people in Syria live in hard-to-reach areas, including nearly 400,000 people in 15 [besieged](#) locations who do not have access to life-saving aid.

Peace Efforts

With neither side able to inflict (cause) a decisive defeat on the other, the international community long ago concluded that only a political solution could end the conflict in Syria. The UN Security Council has called for the 2012 Geneva Communique to be applied, which wants a new governing body in Syria to be "formed on the basis of [mutual consent](#)".

Resource Four

Data Source



Talks in early 2014, broke down after only two rounds, with then-UN special envoy Lakhdar Brahimi blaming the Syrian government's refusal to discuss opposition demands.

Mr Brahimi's successor, Staffan de Mistura, focused on establishing a series of local ceasefires. His plan for a "freeze zone" in Aleppo was rejected, but a three-year siege of the Homs suburb of al-Wair (a town in Syria) was successfully brought to an end in December 2015.

At the same time, the conflict with IS created more motivation to the search for a political solution in Syria. The US and Russia led efforts to get representatives of the government and the opposition to attend talks in Geneva (in Switzerland) in January 2016 to discuss a Security Council-endorsed road map for peace, including a ceasefire and a new political process ending with elections.

Involvement of Other States and Groups

Different regional and world powers have been involved in the Syria war.

Iran and Russia have supported the government of President Assad and gradually increased their support. Iran is believed to be spending billions of dollars a year to support Mr Assad, providing military advisers and weapons, as well as money and oil transfers. Russia has meanwhile launched an air campaign against Mr Assad's opponents. The Syrian government has also enjoyed the support of Lebanon's Shia Hezbollah movement, whose fighters have provided important battlefield support since 2013.

Opposition groups to President Assad have attracted varying degrees of support from international states- Turkey, Saudi Arabia, Qatar and Jordan, along with the US, UK and France.

Resource Four

Data Source



Until late 2015, rebel appeals for anti-aircraft weapons to stop devastating government air strikes were rejected by the US and its allies, amid concern that they might end up in the hands of militants. A US programme to train and arm 5,000 rebels to take the fight to IS on the ground also suffered a series of setbacks before being abandoned.

** note that this conflict is still happening today and many more people have been killed, injured and displaced. The Syrian Observatory for Human Rights (a UK-based monitoring group with a network of sources on the ground), had documented the deaths of 364,371 people by August 2018, including 110,613 civilians.

The figure did not include 56,900 people who it said were missing and presumed dead. The group also estimated 100,000 deaths had not been documented.

Section F

Aftermath of a bombing
in the Syrian city of
Aleppo

Photo accessed
<https://www.aljazeera.com/news/middleeast/2014/11/deaths-reported-syrian-bombing-aleppo-20141118172421972644.html>



Resource Four Activities



Activities

1) What is the main principle of the Responsibility to Protect?

2) Fill in the missing X's from the list to complete the correct principles regarding the R2P:

X _____ have an X _____ to X _____ their citizens
from X ;
The X _____ should X _____ them in doing so;
If the X _____ fails to X _____ , the X _____ to
do so falls to that larger community of states.

Options: *responsibility; obligation; international community;
act appropriately; states; protect; assist; mass atrocities;
state*

3) Provide an example of a 'diplomatic, humanitarian and peaceful means' which may prevent a state from carrying out large abuses. Why may this prevent a state from carrying out large abuses?

4) Provide an example of a 'coercive measure' which may prevent a state from carrying out large abuses. Why may this prevent a state from carrying out large abuses?

5) Elaborate in what ways Source B connects to principles in 'The Responsibility to Protect' (Source A). What are the connections? For your answer, aim to write 3-4 sentences. Following the blurbs in Source B, create your own blurb or phrase which reflects what The Responsibility to Protect is about.

6) Look carefully at the five criteria which have been put forward to help guide decisions about 'The Responsibility to Protect.' Select one of these and explain why it is important for considerations regarding The Responsibility to Protect. Aim to write 3-4 sentences. As an extension exercise, explain how each of these criteria are important for considerations regarding The Responsibility to Protect.

Source Analysis

7) Read Source C. Identify one of the abuses which Kosovar Albanians faced. What does this tell us about the situation in Kosovo? Aim to write 3-4 sentences.

Resource Four Activities



Activities

8) Read the case-study in Source C about NATO's intervention in Kosovo. Was NATO's role military? Explain your answer and use information from the source to support this. Aim to write at least 2 paragraphs.

9) Read the case-study in Source C about what was happening in Kosovo. Using data from the source, write a letter to NATO to justify why NATO should intervene in Kosovo and why the Responsibility to Protect applies. Try to write 2 paragraphs or more. If you want to challenge yourself, do some independent research about the Kosovo intervention and extend your answer to a short essay of 5-6 paragraphs.

10) Examine Source E. Identify one of the abuses which Syrian people have faced and what this tells us about the Syrian conflict. Aim to write 2-3 sentences for your answer.

11) Examine Sources D, E and F. Should The Responsibility to Protect apply in Syria? Use information and assessment of the conflict to support your viewpoint. Try to write 3 paragraphs or more. If you want to challenge yourself, do some independent research about the Syrian conflict and extend your answer to a short essay of 5-6 paragraphs.

Resource Four

Further Reading



Explore Video explaining what the [Responsibility to Protect?](#)

[Documentaty about how the Syrian War began](#)



Resource Five

Overview



Topic	Issues in International Relations: The 2003 United States Invasion of Iraq
GCSE Modules	Rights and responsibilities.
Objectives	<p>After completing this Resource, you should:</p> <ul style="list-style-type: none">✓ Be able to summarise the 2003 Iraq invasion✓ Be able to summarise the justifications given for the invasion✓ Be able to recognise the importance of how language was used to justify the invasion✓ Be able to identify debates about the invasion✓ Have an opinion about which points or arguments about the invasion are more persuasive✓ Be able to summarise what happened in Iraq after the aftermath of the invasion
Instructions	<ol style="list-style-type: none">1. Read the data source2. Complete the activities3. Explore the further reading
Context	<p>This Resource is concerned with issues in the discipline of International Relations: 'military intervention in another state' or going to war against a different state.</p> <p>The Resource will look at a key event in international relations- the 2003 invasion of Iraq by the United States of America (the United States or the US) and its partners. It will look at the justifications given for the invasion, the aftermath of the war, and debates about it.</p> <p>The Resource will also ask key questions in the discipline of international relations such as: Can invasion by a state into another state be justified? and, Should political leaders gain the approval of their citizens before going to war? In this Resource, we will also consider how language and persuasion are used by political leaders.</p>

Resource Five

Data Source



Background Information

In 2003 the United States of America (the US) led an invasion to Iraq, along with states such as the United Kingdom (called 'the Coalition of the Willing'), to remove President Saddam Hussein from power. The invasion and war was called 'Operation Iraqi Freedom.'

President George W. Bush was the President of the United States of America at the time of the Iraq War. Saddam Hussein was the President of Iraq from 1979–2003. Iraq is a state in the Middle East.

The invasion of Iraq was justified by President Bush for three main reasons:

- Saddam Hussein had weapons of mass destruction (WMD) which threatened the safety and security of people in Iraq and people in other countries.
- Saddam Hussein had links to terrorists. The 2003 War came in the aftermath of the United States being the victim of an act of terror on September 11th 2001.
- Saddam Hussein was a brutal dictator who caused suffering to a lot of people in Iraq and under his rule their lives were not free. Removing Saddam Hussein from power in the war would liberate Iraqi people from oppression and tyranny.

After the invasion, no weapons of mass destruction were found. No clear links between Saddam Hussein and terrorists were found. And, when Saddam Hussein fled from power, the Iraqi people would suffer from other forms of violence and oppression.

After the invasion, President Bush and people in his government have been accused of making up claims and lies to provide an excuse to go to war. They had other reasons for invading Iraq.

Resource Five

Data Source



Section A

President George Bush's
speech at the start of
the 2003 Iraq invasion'

Full Text: George Bush's
address on the start of
war,' 20th March 2003

<https://www.theguardian.com/world/2003/mar/20/iraq.georgebush>

"My fellow citizens. At this hour, American and coalition forces are in the early stages of military operations to disarm Iraq, to free its people and to defend the world from **grave** danger.

On my orders, coalition forces have begun striking selected targets of military importance to undermine Saddam Hussein's ability to wage war. These are opening stages of what will be a broad (wide) and **concerted** campaign.

More than 35 countries are giving crucial support from the use of naval and air bases to help with intelligence and logistics to **deployment** of **combat** units.

Every nation in this coalition has chosen to bear the duty and share the honour of serving in our common defence. To all the men and women of the United States armed forces now in the Middle East, the peace of a troubled world and the hopes of an oppressed people now depend on you. That trust is well placed.

The enemies you confront will come to know your skill and bravery. The people you liberate (free) will witness the honourable and decent spirit of the American military.

In this conflict America faces an enemy that has no regard for **conventions** of war or rules of morality. Saddam Hussein has placed Iraqi troops and equipment in civilian areas, attempting to use innocent men, women and children as shields for his own military. A final **atrocity** against his people.

I want Americans and all the world to know that coalition forces will make every effort to spare innocent civilians from harm. A campaign on the harsh terrain of the nation as large as California could be longer and more difficult than some predict and helping Iraqis achieve a united, stable and free country will require our **sustained** commitment.

Resource Five

Data Source



We come to Iraq with respect for its citizens, for their great civilisation and for the religious faiths they practise. We have no ambition in Iraq except to remove a threat and restore control of that country to its own people.

I know that the families of our military are praying that all those who serve will return safely and soon. Millions of Americans are praying with you for the safety of your loved ones and for the protection of the innocent. For your sacrifice you have the **gratitude** and respect of the American people and you can know that our forces will be coming home as soon as their work is done.

Our nation enters this conflict **reluctantly**, yet our purpose is sure. The people of the United States and our friends and allies will not live at the mercy of an **outlaw** regime that threatens the peace with weapons of mass murder.

We will meet that threat now with our army, air force, navy, coastguard and marines so that we do not have to meet it later with armies of firefighters and police and doctors on the streets of our cities. Now that conflict has come, the only way to limit its **duration** is to apply decisive force and I assure you this will not be a campaign of half measures and we will accept no outcome but victory.

My fellow citizens, the dangers to our country and the world will be overcome. We will pass through this time of **peril** and carry on the work of peace. We will defend our freedom. We will bring freedom to others and we will **prevail**.

May God bless our country and all who defend her."

Section B

A statue of Saddam Hussein is pulled down in Iraq during the 2003 US-led invasion as a soldier looks on

(photo accessed <https://nationalpost.com/full-comment/about-that-toppling-of-the-saddam-hussein-statue-in-Baghdad>)



Resource Five

Data Source



Section C

Airstrikes in Iraq during
the US-led invasion in
2003

Photo accessed
<https://www.ibtimes.com/ten-years-baghdad-how-iraq-has-changed-saddam-1138161>



Section D

Foreign soldiers in Iraq
during the US-led
invasion in 2003

Photo accessed
<https://edition.cnn.com/2013/03/18/opinion/iraq-war-hans-blix/index.html>



Section E

15 years after the
invasion of Iraq

Stephanie Savell, '15
years After the Iraq
Invasion, What are the
Costs?' Foreign Policy in
Focus, 21 March 2018,
<https://fpif.org/15-years-after-the-iraq-invasion-what-are-the-costs/>

This source is reflecting on the United States' actions in Iraq and elsewhere 15 years later:

This March marked the 15th anniversary of the U.S.-led invasion of Iraq.

In 2003, President George W. Bush and his advisers based their case for war on the idea that Saddam Hussein, then dictator of Iraq, possessed weapons of mass destruction – weapons that have never been found. Nevertheless, all these years later, Bush's "Global War on Terror" continues – in Iraq and in many other countries. It's a good time to reflect on what this war – the longest in U.S. history – has cost Americans and others around the world.

Resource Five

Data Source



First, the economic costs: According to estimates, the war on terror has cost Americans a staggering \$5.6 trillion since 2001, when the U.S. invaded Afghanistan (a country which the US invaded before Iraq in 2003). It means Americans spend \$32 million per hour.

As of 2015, when the Costs of War project made its latest tallies, up to 165,000 Iraqi civilians had died as a direct consequence of U.S. war, plus around 8,000 U.S. soldiers and military contractors in Iraq. Those numbers have only continued to rise. In addition to those direct deaths, at least four times as many people in Iraq have died from the side effects of war, such as [malnutrition](#), [environmental degradation](#), and [deteriorated](#) infrastructure.

Since the 2003 invasion, for instance, Iraqi health care has [plummeted](#) – with hospitals and clinics bombed, supplies of medicine and electricity jeopardized, and thousands of physicians and healthcare workers fleeing the country.

Meanwhile, the war continues to spread, no longer limited to Afghanistan, Iraq, or Syria, as many Americans think. Indeed, the U.S. military is escalating a network of anti-terror operations all across the world – in at least 76 nations, or 40 percent of countries on the planet.

U.S. activity in Iraq and the Middle East has only spurred greater political [upheaval](#) and unrest. The U.S.-led coalition is seen not as a liberating force, but as an aggressor. there are now more terrorist groups in the Middle East than ever before. After Saddam Hussein was removed from power, violence occurred throughout Iraq as different groups fought against each other and sought to gain power. This caused further destruction and death in the country.

Resource Five

Data Source



Section F

The Iraq war: ten years on, was it worth it?

Emma Nicholson and Simon Jenkins, 'The Iraq war: ten years on, was it worth it?',

The Spectator, 16 March 2013, <https://www.spectator.co.uk/2013/03/was-iraq-worth-it/>

Ten years after the 2003 Iraq War began, the war still divides opinion. Here are two different points of view. Emma Nicholson believes that the war was justified. Simon Jenkins believes the war was not justified. Here are their arguments:

YES- EMMA NICHOLSON

Saddam and his wicked henchmen (people who worked for Saddam) were guilty of war crimes – arguably **genocide** – and **consigning** such evil to the dustbin of history along with the likes of Adolf Hitler and Pol Pot is, in my opinion, justification enough for the US-led invasion of 2003.

But ten years on – and to fully explore the question 'Was it worth it?' – we must examine the post-Saddam era. The high quality of the commanders of US forces, including General Peter W. Chiarelli, right up until America's withdrawal from Iraq last year, was superb, and they achieved amazing results. But generally, the years immediately after 2003 were no credit to governments in either Washington or London.

In 2005 a general election was held in Iraq where the Iraqi people were able to vote for a new parliament. For the first time during the region's 6,000-year history Iraqis were able to vote in a free and fair election. True democracy had arrived because Saddam had been toppled. What a stunning **triumph** for freedom and the human spirit which had for so long been crushed by a madman in Baghdad! Surely people cannot deny this basic human right and say the invasion was not worth it?

During my visits to Iraq, I have witnessed the rebirth of a nation where at least a trillion US dollars is being spent on reconstruction. Planned or actually under way are thousands of kilometres of new roads, ports, schools, hospitals and airports. Work has started on at least three million homes.

Resource Five

Data Source



I must also mention the amazing revival of Iraq's oil industry. Iraq wants and needs foreign investment, and cash from overseas is starting to flood in. Last year it attracted \$56 billion from foreign companies, a 40 per cent increase on 2011. Meanwhile Iraqi banks generally are awash (full) with cash as wages quadruple from a decade ago when Saddam was in power. There are other signs of a true economic [revival](#).

The Iraqi people deserve the best and a decade from the US-led invasion they are seeking assistance from nations, particularly Britain. I believe it is our duty to ensure that after the dark days under Saddam, the steady light of freedom and democracy burns in Iraq.

So was it worth it? Yes, a thousand times yes!

NO- SIMON JENKINS

The 2003 Iraq war was an act of state aggression that had no basis in law or national or international security. It not only [violated](#) Iraq's [sovereignty](#) and toppled its government – which had not been its declared intention – it devastated its economy and traumatised its people, in a way from which they have yet to recover. Some 200,000 Iraqis died, as did some 5,000 foreign troops. Huge sums of money were spent on the fighting and the reconstruction.

As from any disaster, a ragbag of 'good things' can be said to have resulted, but the conflict did nothing to stabilise the region or stop terrorism, much the opposite. Iraq was a country brutally led and a mess, though the mess was in part due to western [sanctions](#). A decade later, the streets of Baghdad (the capital city of Iraq) are reportedly less safe and the civilian death rate higher than before the invasion.

Resource Five

Data Source



After the assault (sanctions), Saddam was no threat to anyone except his more rebellious citizens, despite the **frantic** efforts of the CIA and MI6 to prove otherwise.

Domestically, Saddam was a brutal and sadistic leader. However, for more than a decade, the West had regarded him as an **ally**.

The violence that the United States and its Partners unleashed on Iraq was appalling to any who witnessed the aftermath. It shattered the social structure of the state and communities alike. Neighbourhoods were **plagued** by killings, kidnappings and **vendettas**, with some two million people driving into **exile**. Few have returned. Professional institutions, such as hospitals, universities, the army and government, have collapsed.

An estimated 90 per cent of Iraq's Christian population, resident in Baghdad for a millennium, were driven to Syria by the resulting violence, and still dare not return. Baghdad museum is still not open and archaeological sites are wrecked. Iraqi women are more **repressed** than ever. Militia killings and car bombings continue by the week.

My Iraqi acquaintances are clear. Saddam was bad, but nothing can forgive the violence inflicted (caused) on their country by ten years of the 'coalition of the willing'"

Section G

Protests against the 2003 Iraq invasion

BBC News, "Million'
march against Iraq war',
16th February 2003,
[http://news.bbc.co.uk/1
/hi/uk/2765041.stm](http://news.bbc.co.uk/1/hi/uk/2765041.stm)

Hundreds of thousands of people have taken to the streets of London to voice their opposition to military action against Iraq. Police said it was the UK's biggest ever demonstration with at least 750,000 taking part, although organisers put the figure closer to two million. There were also anti-war gatherings in Glasgow and Belfast – all part of a worldwide weekend of protest with hundreds of rallies and marches in up to 60 countries.

Resource Five

Data Source



They came as UK Prime Minister Tony Blair, in a speech warning of "bloody consequences" if Iraq was not confronted, directly addressed those marching. He did not "seek unpopularity as a badge of honour", he said, "but sometimes it is the price of leadership and the cost of [conviction](#)".

Shortly after he spoke, at around midday, a tide of banner-waving protesters began surging (marching) through central London. They cheered, shouted, sounded horns and banged drums, waving signs with slogans 'No War On Iraq' and 'Make Tea, Not War'. The police estimate of 750,000 people could be an underestimation due to people bypassing official routes or going straight to Hyde Park without joining the main march.

At the rally, Liberal Democrat leader Charles Kennedy told the crowd he was not persuaded by the case for war. With "misleading" evidence provided by the government, "it's no wonder that people are scared and confused", he said.

Former US presidential candidate the Rev Jesse Jackson also spoke and led the crowd chanting "give peace a chance, keep hope alive".

Playwright Harold Pinter made a rare public speech, saying America was "a country run by a bunch of criminal lunatics with Tony Blair as a hired Christian thug". Hollywood actor Tim Robbins, also attending, told BBC News the crowds were "what democracy looks like". If Mr Bush and Mr Blair ignored them "they are not rightful leaders of a democracy", he said.

There was one gesture of support for military action to remove Saddam Hussein elsewhere in London during the rally. Writer Jacques More, 44, from Croydon, south London, stood with a placard outside the Iraqi section of the Jordanian embassy in central London, saying that although a last resort war was necessary "when evil dictators rule and murder their own people".

Resource Five

Data Source



Section H

image of protests
against the 2003 Iraq
invasion

Photo accessed
<https://www.theguardian.com/politics/2008/feb/15/iraq>



Resource Five Activities



Activities

1) In Source A, list the three goals which President Bush gave for military operations in Iraq.

2) How many countries were supporting the United States in the War? Select the answer below and provide an example of a way that these countries supported the United States

a- 15 b- 20 c- 25 d- 30 e- 35 f- 40



3) In Source A, paraphrase (or summarise) the message which President Bush gave to the armed forces fighting in the Coalition against Saddam Hussein in Iraq (such as American forces). How would you describe the message which President Bush was presenting?

4) Look at Sources B, C and D which are all images from the 2003 Iraq War. What do these Sources tell you about what the invasion entailed? Aim to write at least 1 paragraph for your answer.

5) Read Source A. Assess who the speech was addressed to or who the target audience or audiences were. Use quotes from the text to support your answer. Aim to write at least 1 paragraph for your answer.

6) Evaluate how President Bush justified the invasion or war. Consider also the language which he used to explain and justify the war and use quotes from Source A in your answer. For your answer, aim to write 2 paragraphs.

7) Read Source E. In what ways do this assessment of 15 years after the Iraq invasion undermine what President George Bush said in his speech in Source A. For your answer, aim to write 2 paragraphs.

8) Read Source F. Which writer do you think makes the strongest argument about whether the Iraq 'was worth it'? Use information from the source to support your view. Try to write 3 paragraphs or more. If you want to challenge yourself, do some independent research about the Iraq invasion and the situation in Iraq after the 2003 invasion. Extend your answer to a short essay of 5-6 paragraphs.

Resource Five Activities



Activities

9) Read Source G. What reasons are given for why people protested against the war? Aim to write 3-4 sentences for your answer.



10) 'State leaders should only go to war if their citizens support the war.' To what extent do you agree or disagree with this? Express your own argument and use information from the Sources to support your case. Try to write 3 paragraphs or more. If you want to challenge yourself, do some independent research regarding this question and issues of democracy and the consent. Extend your answer to a short essay of 5-6 paragraphs.

Resource Five

Further Reading



Explore

Speech by President Bush after the Iraq invasion-

<http://news.bbc.co.uk/1/hi/world/americas/2994345.stm>



[Documentary about the Iraq War](#)

Video of Iraq 15 years on after the 2003 invasion:

https://www.democracynow.org/2018/3/20/a_criminal_war_15_years_after

Resource Six Overview



Topic	Issues in International Relations: The War on Terror
GCSE Modules	Rights and responsibilities
Objectives	<p>After completing this Resource, you should:</p> <ul style="list-style-type: none">✓ Be able to define what the 'War on Terror' is✓ Be able to discuss different aspects or dimensions of what the War on Terror has involved and their effects✓ Be able to identify debates which the War on Terror attracts✓ Be able to explain why the War on Terror is important for international relations
Instructions	<ol style="list-style-type: none">1. Read the data source2. Complete the activities3. Explore the further reading
Context	<p>This Resource looks at a key feature of International Relations in the 21st Century and in International Relations today- the War on Terror.</p> <p>The resource will explore what the 'The War on Terror' is and what it has involved. It will look at the dramatic event of the September 11th terrorist attacks and how states and leaders responded and the different effects of this response.</p> <p>Part Two will take a closer look at two features of the War on Terror- military Drone attacks and locking up suspects without charge in Guantanamo Bay Prison. We will explore the importance of these in international relations and for people's rights.</p>

Resource Six

Data Source



Section A

September 11 attacks,
United States 2001

Peter L. Bergen,
<https://www.britannica.com/event/September-11-attacks>

The September 11 attacks, also called the 9/11 attacks, were a series of airline hijackings and suicide attacks committed in 2001 by 19 militants associated with the Islamic extremist group Al-Qaeda against targets in the United States. This was the deadliest terrorist attacks on American soil in U.S. history and caused widespread shock around the world.

The attacks against New York City and Washington, D.C., caused **extensive** death and destruction. The attacks then triggered an enormous U.S. effort to **combat** terrorism. Some 2,750 people were killed in New York, 184 at the Pentagon, and 40 in Pennsylvania (where one of the hijacked planes crashed after the passengers attempted to retake the plane); all 19 terrorists died. Police and fire departments in New York were especially hard-hit: hundreds had rushed to the scene of the attacks, and more than 400 police officers and firefighters were killed.

Section B

What is the War on
Terrorism

Richard Jackson, 'War
on terrorism',
<https://www.britannica.com/topic/war-on-terrorism>

'War on terrorism' is a term used to describe the American-led global **counter-terrorism** campaign launched in response to the terrorist attacks of September 11, 2001.

It was intended to represent a new phase in global political relations and has had important consequences for security, human rights, international law, cooperation, and governance.

The war on terrorism was a **multi-dimensional** campaign of almost limitless scope (without limits). Its military dimension involved major wars in Afghanistan and Iraq, **covert** operations in Yemen (a state in the Middle East) and elsewhere, large-scale military-assistance programs for states which cooperate with the US in the War on Terror (such as giving them money or weapons to fight terrorists or suspected terrorists), and major increases in military spending.

Resource Six

Data Source



Its intelligence dimension comprised institutional reorganization and considerable increases in the funding of America's intelligence-gathering capabilities, a global program of capturing terrorist suspects and holding them at Guantánamo Bay prison camp, expanded cooperation with foreign intelligence agencies, and the tracking and [interception](#) of terrorist financing.

Its diplomatic dimension included continuing efforts to construct and maintain a global [coalition](#) of partner states and organizations and an extensive public [diplomacy](#) campaign to counter anti-Americanism in the Middle East.

The domestic dimension of the U.S. war on terrorism entailed new antiterrorism legislation (laws), such as the USA PATRIOT Act; new security institutions, such as the Department of Homeland Security; the [preventive detainment](#) of thousands of suspects; surveillance and intelligence-gathering programs by the National Security Agency (NSA), the Federal Bureau of Investigation (FBI), and local authorities; the strengthening of emergency-response procedures; and increased security measures for airports, borders, and public events.

The USA PATRIOT Act for example significantly expanded the powers of law enforcement and intelligence agencies to search people and use surveillance on people, such as monitoring people's phone calls, emails and bank/ credit cards, and tracking people's movements.

The successes of the first years of the War on Terrorism included the arrest of hundreds of terrorist suspects around the world, the prevention of further large-scale terrorist attacks on the American mainland, the toppling of the Taliban regime in Afghanistan and closure of terrorist-training camps in Afghanistan, the capture or elimination of many of al-Qaeda's senior members, and increased levels of international cooperation in global counter-terrorism efforts.

Resource Six

Data Source



However, critics argue that the failures of America's counter-terrorism campaign were more than its successes. They argue that the war in Afghanistan had effectively scattered the al-Qaeda network, thereby making it even harder to destroy, and that the attacks in Afghanistan and Iraq had increased anti-Americanism among the world's Muslims, thereby giving the message of militant Islam more support and uniting militant groups in a common cause.

Other critics allege that 'the War on Terrorism' was an excuse for the United States to follow other interests or agendas it had, such as controlling global oil reserves, increasing defence spending, expanding the country's international military presence, and increasing its power against other regional states.

By the time of U.S. President George W. Bush's re-election in 2004, the negatives or effects of the War on Terrorism were becoming apparent. In Iraq, U.S. forces had overthrown the government of Saddam Hussein in 2003 (the President of Iraq), and U.S. war planners had underestimated the difficulties of rebuilding Iraq and the violence which would occur throughout Iraq between different groups after President Saddam Hussein was removed from power.

By late 2004 it was clear that Iraq was sinking into chaos and civil war; estimates of the number of Iraqi civilians killed during the period of maximum violence—roughly 2004 to 2007—vary widely but generally are more than 200,000. U.S. casualties during this period far outnumbered those suffered during the initial 2003 invasion. Afghanistan, which for several years had seemed to be under control, soon also fell into chaos and conflict and violence, and the Taliban has become very powerful again.

The Bush administration faced [domestic](#) and international criticism for actions that it deemed necessary to fight terrorism but which critics considered to be immoral,

Resource Six

Data Source



illegal, or both. These included the detention of accused enemies without trial at Guantánamo Bay and at several secret prisons outside the United States, the use of torture against these detainees in an effort to gain information from them, and the use of military drones to kill suspected enemies in countries far beyond the battlefields of Iraq and Afghanistan.

By the last years of Bush's presidency, public opinion had turned strongly negative concerning his handling of the Iraq War and other national security matters. This [discontent](#) helped Barack Obama, an outspoken critic of Bush's foreign policy, win the presidency in 2008. Under the new administration, the expression *War on Terrorism*—still closely associated with Bush policies—quickly disappeared from official communications. Obama made the rejection clear in a 2013 speech in which he stated that the United States would not engage in a [vaguely defined](#) “global war on terrorism” without limits. Instead there would be more focused actions against specific hostile groups. Under President Obama, the wars in Iraq and Afghanistan were gradually wound down, although at the end of Obama's presidency in 2016 there were still U.S. troops in both countries.

It is worth noting that beneath Obama's rejection of the War on Terrorism, there were important similarities with president Bush's actions. The Obama administration, for example, greatly expanded the campaign of targeted killings carried out with drones, even eliminating (killing) several U.S. citizens abroad whom it deemed threatening. Special operations forces were greatly expanded and increasingly sent to conduct low-profile military interventions in countries outside of acknowledged war zones. And U.S. security agencies continued to exercise the wide-ranging surveillance powers that they had [accumulated](#) during the Bush administration despite protests from civil liberties groups.

Resource Six

Data Source



Section C

Summary of key
features of the War on
Terror

Global Policy Forum,
"War on Terrorism",
<https://www.globalpolicy.org/war-on-terrorism.html>

After the terrorist attacks of September 11, 2001, the Bush administration declared a worldwide "war on terror," involving open and **covert** military operations, new security legislation, efforts to block the financing of terrorism, and more. The USA called on other states to join in the fight against terrorism asserting that "either you are with us, or you are with the terrorists." Many governments joined this campaign, often adopting harsh new laws, lifting long-standing legal protections and stepping up domestic policing and intelligence work.

Critics charge that the "war on terrorism" is an ideology of fear and **repression** that creates enemies and promotes violence rather than **mitigating** acts of terror and strengthening security. The worldwide campaign has too often become an excuse for governments to **repress** opposition groups and **disregard** International Law and **civil liberties**. Governments should address terrorism through international cooperation, using International Law and respecting civil liberties and human rights. Governments should also address the root causes of terrorism, notably **political alienation** due to prejudice, **state-sponsored violence** and poverty.

Section D

A military drone strike

Photo accessed
<https://intelligencebriefs.com/at-least-200-people-killed-by-us-mass-casualty-drone-strikes-in-yemen-and-somalia/>



Resource Six

Data Source



Section E

Aftermath of military
drone strike

Photo accessed
<https://www.cfr.org/blog/obama-limits-cia-drone-strikes-pakistan>



Section F

Drone warfare

BBC News, 'Drones:
What are they are how
do they work?' 31
January 2012,
<https://www.bbc.co.uk/news/world-south-asia-10713898>

President Barack Obama has confirmed the US is using unmanned aircraft to target suspected militants in tribal areas of Pakistan. These are known as drones. Drones are small aircrafts which are operated from a distance. The person flying them can be in a room hundreds of miles away, Drones can be loaded with rockets which can be fired at targets by the person flying the drone from a distance.

Drones are used in situations where a person flying an aircraft inside the aircraft is considered too risky or difficult. Drones can also provide forces with surveillance, a 24-hour "eye in the sky", seven days a week. Each aircraft can fly for up to 17 hours at a time, flying over an area for all of this time and sending back live pictures or footage of activities on the ground.

Although the US does not routinely speak publicly about operations involving drones, President Obama has confirmed that they regularly strike suspected militants in Pakistan's tribal areas.

The use of Drones in the area began under President George W Bush during the 'War on Terror', but their use has more than doubled under the Obama administration. As well as Pakistan, they are used in many other countries such as Afghanistan, Yemen and Libya in the Middle East, and Somalia in Africa.

Resource Six

Data Source



Drones are seen by many in the military as delivering precise strikes without the need for more intrusive military action. However, they are not without controversy.

Hundreds of people have been killed by the strikes in Pakistan – civilians as well as militants, causing outrage. One of the deadliest attacks was in March 2011 when 40 were killed, many believed to be civilians at a tribal meeting or wedding.

Section G

Guantanamo Bay and the War on Terrorism

Amnesty International UK, 'Guantanamo Bay: 14 Years of Injustice',

12 January 2018,
<https://www.amnesty.org.uk/guantanamo-bay-human-rights>

Guantánamo Bay detention centre is a symbol of torture, **rendition** and **indefinite detention** without charge or trial and is in its 15th year of existence.

Immediately after his election as president in 2009, Barack Obama promised that he would close the camp within one year. Seven years on, the notorious detention centre remains open.

In the wake of terrorist attacks in the USA on 11 September 2001, the administration – headed by President George Bush – declared a 'War on Terror'. He argued that the need to **counter** terrorism and keep people safe overrode the **obligation** to respect human rights.

Guantánamo Bay was established by the United States in January 2002 as a place for the US authorities to hold people perceived to be 'enemy combatants' or suspected terrorists in this War on Terror. The first detainees were transferred to the prison camp, based in Cuba, on 11 January 2002.

At Guantánamo, the US government sought to hold detainees in a place where neither US nor International Law applied. The facilities at Guantánamo have become a symbol of the large human rights abuses which have been carried out by the US government in the name of terrorism.

Resource Six

Data Source



779 men have been taken to the facility since then. Of these, only seven have been convicted, including five as a result of pre-trial agreements under which they pleaded guilty in return for the possibility of release from the base. The trials did not meet fair trial standards. Only one Guantánamo detainee has been transferred to the US mainland for trial in a civilian court.

There are currently 107 detainees held in the US detention center in Guantánamo Bay, Cuba. Of them, 47 have been cleared for transfer, yet still remain behind bars. Dozens of Guantánamo inmates have resorted to hunger strikes in protest at their conditions and continuing detention. At one time over 100 detainees were on hunger strike.

While governments should of course protect citizens from the threat of terrorism, this threat should never be used to justify the violation of human rights or to remove or limit legitimate opposition and protest.

Section H

Prisoners at Guantanamo Bay Prison

Photo accessed
<https://www.theguardian.com/world/julian-borger-global-security-blog/2012/jan/10/guantanamo-legacy-afghanistan>



Resource Six Activities



Activities

- 1) Why was the September 11th attacks historic?
- 2) Which group were the militants responsible for the September 11th terrorist attack associated with?
- 3) The War on Terrorism represented a new *phase* or *consequences* in different areas. Fill in the gaps to complete the words:

S			
Global P			R
I		L	
C			
G			
H		R	
- 4) As Source B discusses, the War on Terrorism is multidimensional. List 4 of these dimensions. Then, for each of these 4 dimensions, provide an example of what this involved.
- 5) In your opinion, which of these dimensions discussed in Source B is the most important for the War on Terror? Justify your choice. Aim to write at 1 paragraph or more
- 6) Provide an example of a success which the War on Terror had.
- 7) Identify one of the criticisms about the War on Terror which is stated in Source C.
- 8) Draw an image or write a caption which reflects what the War on Terror was about or what it involved.
- 9) After reading Source B, analyse whether the War on Terrorism ended when Barrack Obama became President of the United States. Try to write 3 paragraphs or more. If you want to challenge yourself, do some independent research regarding this question. Extend your answer to a short essay of 5-6 paragraphs.

Resource Six Activities



Activities

10) Examine Sources G and H. Is it justified for people's rights to be violated in the War on Terror? Defend your answer. Try to write 3 paragraphs or more. If you want to challenge yourself, do some independent research regarding this question. Extend your answer to a short essay of 5-6 paragraphs

11) Using all of the sources in this Resource and your own knowledge and thoughts, how would you evaluate the 'the War on Terrorism?' Try to write 3 paragraphs or more. If you want to challenge yourself, do some independent research regarding the War on Terror, the different features of it, and what it as involved. Extend your answer to a short essay of 5-6 paragraphs

Resource Six

Further Reading



Explore

Documentary about the 9/11 decade which speaks to different sides- [The 9/11 Decade - The Intelligence War - Al Jazeera World](#)



The Wide impact of the War on Terror:
<https://www.aljazeera.com/news/2018/11/wars-terror-killed-million-people-study-181109080620011.html>

Final Reflection



Topic	International Relations and Its Diversity, Importance and Effects; What is the Biggest Danger That We Face?
Reflection	<p>International Relations is an exciting and important subject. International Relations deals with issues and challenges which effect us all, whether this is climate change, relations between states, trade between countries, protecting human rights, acts of terrorism, the outbreak of conflict, and how to achieve peace. What happens in International Relations therefore matters. This Resource Pack has explored just some of the issues and topics in International Relations.</p> <p>International Relations is changing all of the time. We see this when we turn on the news. In studying International Relations, this allows you to look closer at issues effecting the world, and have a deeper understanding of them. You are able to explain certain behaviours and assess the consequence of certain actions. In studying International Relations, you are also able to focus on particular interests or areas in the subject and research these through a variety of sources</p>
Instructions	<p>International Relations continues to raise key questions which we should all think about. These include:</p> <ul style="list-style-type: none">• How will International Relations look in ten years time?• Will states continue to cooperate or will there be more conflict?• Will political leaders work together on facing key challenges, such as climate change, poverty, and acts of terrorism? Or, will they place a stronger focus on the politics inside their own state?• What role can people around the world play in shaping how International Relations operate and how issues which face us all are responded to?• What is the biggest danger that the world faces now?• What will be the biggest danger that the world faces in the future? <p>As a final exercise, write a reflective essay that addresses one or more of these questions. Consider what Resources in this Pack have focused on and do your own independent research using a variety of sources. Aim to write 5-6 paragraphs for your essay.</p>

University Study Skills

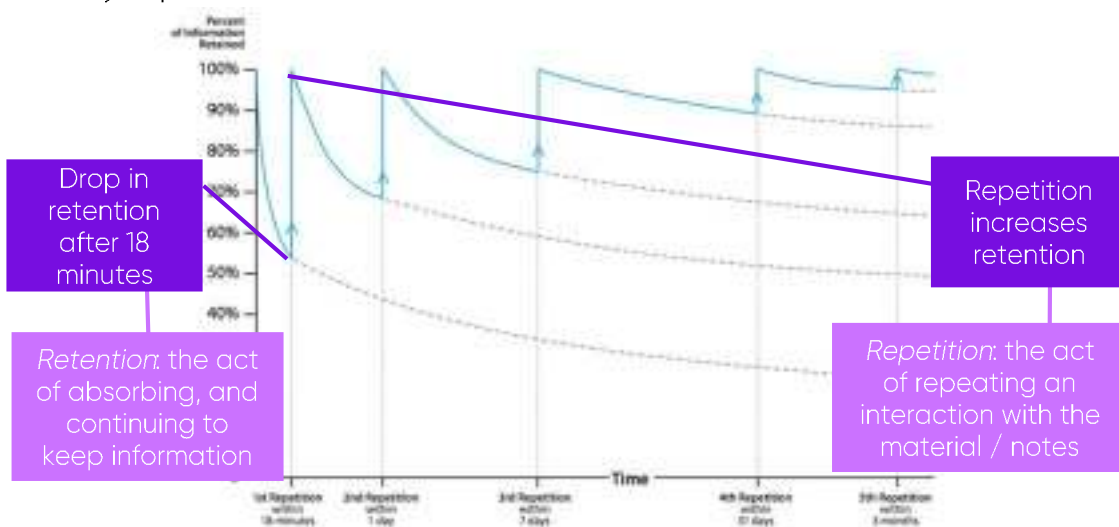
Cornell Notes



Why is good note taking important?

If it feels like you forget new information almost as quickly as you hear it, even if you write it down, that's because we tend to lose almost 40% of new information within the first 24 hours of first reading or hearing it.

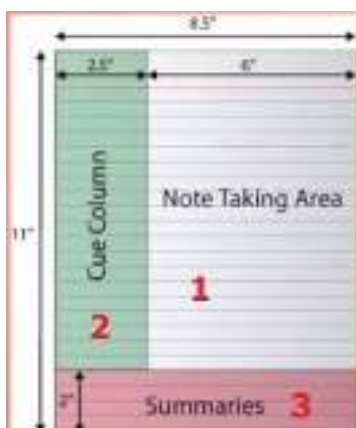
If we take notes effectively, however, we can retain and retrieve almost 100% of the information we receive. Consider this graph on the rate of forgetting with study/repetition:



Learning a new system

The Cornell Note System was developed in the 1950s at the University of Cornell in the USA. The system includes interacting with your notes and is suitable for all subjects. There are three steps to the Cornell Note System.

Step 1: Note-Taking



1. Create Format: Notes are set up in the Cornell Way. This means creating 3 boxes like the ones on the left. You should put your name, date, and topic at the top of the page.

2. Write and Organise: You then take your notes in area on the right side of the page. You should organise these notes by keeping a line or a space between 'chunks' / main ideas of information. You can also use bullet points for lists of information to help organise your notes.



Step 2 Note-Making

1. Revise and Edit Notes: Go back to box 1, the note taking area and spend some time revising and editing. You can do this by: highlighting 'chunks' of information with a number or a colour; circling all key words in a different colour; highlighting main ideas; adding new information in another colour

2. Note Key Idea: Go to box 2 on the left hand side of the page and develop some questions about the main ideas in your notes. The questions should be 'high level'. This means they should encourage you to think deeper about the ideas. Example 'high level' questions would be:

- Which is most important / significant reason for...
- To what extent...
- How does the (data / text / ideas) support the viewpoint?
- How do we know that...

Here is an example of step 1 and step 2 for notes on the story of Cinderella:

Questions:	Notes:
How does C's mother die?	• Cinderella is an only child • Cinderella's dad might <u>spoil</u> her • Cinderella's Step-Mother is jealous of her beauty • Maybe Cinderella becomes the woman of the house
Why does C make the Step-M so angry?	→ But then the Step-Mother wants that <u>position</u>
What language shows this?	• <u>Key point</u> → Fairy takes teach us <u>morals</u>
What is the <u>message</u> of 'C'?	• Cinderella is <u>kind</u> → her Step-M is not
How do I know?	• Is there a <u>reason</u> for C to be badly be treated?
Is this just one side of the story?	

Step 3 Note-Interacting

1. Summary: Go to box 3 at the bottom of the page and summarise the main ideas in box 1 and answer the essential questions in box 2.

Summary:	Because C is an only child, she takes over as 'woman of the house' when her dad M died. Her Step-M is jealous and angry. We only get C's side of the story so it is difficult to know whether C is really badly treated for no reason
----------	---

Give the Cornell Note Taking System a try and see if it works for you!

University Study Skills

Key Instruction Words



These words will often be used when university tutors set you essay questions – it is a good idea to carefully read instruction words before attempting to answer the question.

Analyse – When you analyse something you consider it carefully and in detail in order to understand and explain it. To analyse, identify the main parts or ideas of a subject and examine or interpret the connections between them.

Comment on – When you comment on a subject or the ideas in a subject, you say something that gives your opinion about it or an explanation for it.

Compare – To compare things means to point out the differences or similarities between them. A comparison essay would involve examining qualities/characteristics of a subject and emphasising the similarities and differences.

Contrast – When you contrast two subjects you show how they differ when compared with each other. A contrast essay should emphasise striking differences between two elements.

Compare and contrast – To write a compare and contrast essay you would examine the similarities and differences of two subjects.

Criticise – When you criticise you make judgments about a subject after thinking about it carefully and deeply. Express your judgement with respect to the correctness or merit of the factors under consideration. Give the results of your own analysis and discuss the limitations and contributions of the factors in question. Support your judgement with evidence.

Define – When you define something you show, describe, or state clearly what it is and what it is like, you can also say what its limits are. Do not include details but do include what distinguishes it from the other related things, sometimes by giving examples.

Describe – To describe in an essay requires you to give a detailed account of characteristics, properties or qualities of a subject.

Discuss – To discuss in an essay consider your subject from different points of view. Examine, analyse and present considerations for and against the problem or statement.

University Study Skills

Key Instruction Words



Evaluate – When you evaluate in an essay, decide on your subject's significance, value, or quality after carefully studying its good and bad features. Use authoritative (e.g. from established authors or theorists in the field) and, to some extent, personal appraisal of both contributions and limitations of the subject. Similar to **assess**.

Illustrate – If asked to illustrate in an essay, explain the points that you are making clearly by using examples, diagrams, statistics etc.

Interpret – In an essay that requires you to interpret, you should translate, solve, give examples, or comment upon the subject and evaluate it in terms of your judgement or reaction. Basically, give an explanation of what your subject means. Similar to **explain**.

Justify – When asked to justify a statement in an essay you should provide the reasons and grounds for the conclusions you draw from the statement. Present your evidence in a form that will convince your reader.

Outline – Outlining requires that you explain ideas, plans, or theories in a general way, without giving all the details. Organise and systematically describe the main points or general principles. Use essential supplementary material, but omit minor details.

Prove – When proving a statement, experiment or theory in an essay, you must confirm or verify it. You are expected to evaluate the material and present experimental evidence and/or logical argument.

Relate – To relate two things, you should state or claim the connection or link between them. Show the relationship by emphasising these connections and associations.

Review – When you review, critically examine, analyse and comment on the major points of a subject in an organised manner



Exploring Careers and Study Options

- ✓ Find job descriptions, salaries and hours, routes into different careers, and more at <https://www.startprofile.com/>
- ✓ Research career and study choices, and see videos of those who have pursued various routes at <http://www.careerpilot.org.uk/>
- ✓ See videos about what it's like to work in different jobs and for different organisations at <https://www.careersbox.co.uk/>
- ✓ Find out what different degrees could lead to, how to choose the right course for you, and how to apply for courses and student finance at <https://www.prospects.ac.uk/>
- ✓ Explore job descriptions and career options, and contact careers advisers at <https://nationalcareersservice.direct.gov.uk/>
- ✓ Discover which subjects and qualifications (not just A levels) lead to different degrees, and what careers these degrees can lead to, at <http://www.russellgroup.ac.uk/media/5457/informed-choices-2016.pdf>

Comparing Universities

- ✓ <https://www.whatuni.com/>
- ✓ <http://unistats.direct.gov.uk/>
- ✓ <https://www.thecompleteuniversityguide.co.uk/>
- ✓ Which? Explorer tool – find out your degree options based on your A level and BTEC subjects: <https://university.which.co.uk/>

UCAS

- ✓ Key dates and deadlines: <https://university.which.co.uk/advice/ucas-application/ucas-deadlines-key-application-dates>
- ✓ Untangle UCAS terminology at <https://www.ucas.com/corporate/about-us/who-we-are/ucas-terms-explained>
- ✓ Get advice on writing a UCAS personal statement at <https://www.ucas.com/ucas/undergraduate/getting-started/when-apply/how-write-ucas-undergraduate-personal-statement>
- ✓ You can also find a template to help you structure a UCAS statement, at <https://www.ucas.com/sites/default/files/ucas-personal-statement-worksheet.pdf>
- ✓ How to survive Clearing: <https://university.which.co.uk/advice/clearing-results-day/the-survivors-guide-to-clearing>



International Relations at University

- ✓ International Relations is a diverse subject area. It focuses on relations between states and leaders around the world, and conflict and cooperation between different international actors, as well as important issues facing the world and citizens.
- ✓ International Relations students will need a high level of skill and ability in analytical thinking and critical thinking. They will look beyond the headlines, consult different sources, analyse different ideas or perspectives on issues, have an eye for detail, and express this in writing and discussion.
- ✓ You can find out more about different courses and entry requirements by exploring the UCAS Guide for International Relations online through:
<https://www.ucas.com/ucas/subject-guide-list/social-studies>
- ✓ You can find out more about the different careers by exploring the UCAS International Relations Careers online; <https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs/job-%20profile/international%20relations>

A Deeper Look Into International Relations

- ✓ **Browse:** <http://www.un.org/en/index.html>
- ✓ **Read:** Chris Brown and Kirsten Ainley, *Understanding International Relations*, 2009
- ✓ **Read:** Robert Jackson and Georg Sorensen, 'Introduction to International Relations: Theories and Approaches', 2015
- ✓ **Browse:** <https://www.e-ir.info/2018/02/25/introducing-marxism-in-international-relations-theory/>
- ✓ **Watch:** This documentary on the Iraq War
<https://www.aljazeera.com/programmes/specialseries/2017/01/iraq-deadly-deception-170108082649899.html>
- ✓ **Watch :** The discussion on Democracy Now
<https://www.youtube.com/watch?v=AgcJ7htyV4M>



www.researchbasedcurricula.com



www.access-ed.ngo



[@_AccessEd](https://twitter.com/_AccessEd)



hello@access-ed.ngo



100 Black Prince Road
London, SE1 7SJ



AccessEd is a non-profit company
registered in England (#10383890)