

	<b>School of Arts &amp; Science</b> <b>SOCIAL SCIENCES DEPARTMENT</b> <b>PSC 224</b> <b>International Conflict</b> <b>Winter 2016</b>
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## COURSE OUTLINE

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This course examines the sources and nature of major contemporary international and national conflicts, including collective security vs. great power politics, regional conflicts, conflicts resulting from failed states, and the international response to terrorism. The role of international law and organizations in the realm of conflict resolution is also examined.

### 1. Instructor Information

(a)	Instructor:	Mona Brash
(b)	Office Hours:	Mon. 2:30-4, Tues. 4-5, Wed. 2:30-4, Thurs. 4:30-5:30, or by appointment
(c)	Location:	Paul 237
(d)	Phone:	Please use email for contact
(e)	Email:	BrashM@camosun.bc.ca

### 2. Intended Learning Outcomes

Upon completion of this course the student will be able to describe and explain (and in some cases critically assess):

1. Describe the origins and underlying causes of major contemporary international conflicts.
2. Identify potential key issues and players in international conflict situations.
3. Outline major theories on the origins of international conflict and approaches to conflict resolution.
4. Critically evaluate the success and failure of international institutions and international law in the face of international conflict.

### 3. Required Materials

Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*. Vancouver: Douglas & McIntyre, 2007.

Ellis, Deborah. *Three Wishes: Palestinian and Israeli Children Speak*. Toronto: House of Anansi Press, 2004.

Nye, Joseph S. Jr., and David A. Welch. *Understanding Global Conflict and Cooperation: An Introduction to Theory and History*. Boston: Longman, 2013 (ninth edition).

(Other, non-required books that may be of interest to you will be sent in a bibliography next week)

#### **4. Course Content and Schedule**

The topic(s) for each class is noted, along with the required readings to be done **before** each class. While you read, think about the *question(s) posed*.

##### **January 12 Introductory Class**

Description of Course

Syllabus

Brainstorm: current conflict locations

Intro Realism, Liberalism, Constructivism, Marxism

##### **January 14 Theories about Conflict**

**Reading:** Nye, Chapter 1 pp. 1-16

*Q. What are the differences between realist and liberal approaches to International relations?*

##### **January 19 Prisoners Dilemma, Ethical Questions, Just War Doctrine**

**Reading** Nye, Chapter 1 pp. 16-34

*Q. What are the three views of the role of morality?*

##### **January 21 Explaining conflict and cooperation –Concepts and Analysis**

**Reading** Nye, Chapter 2 pp. 38-61

*Q. Define the key concepts. What are the different levels of analysis? Provide an example of each.*

##### **January 26 Paradigms and Theories**

**Reading** Nye, Chapter 2 pp. 62-71

*Q. Where does Canada fit in terms of Table 2.1? The USA?*

##### **January 28 \*\*\*Quiz 1\*\*\* (material covered to date)**

**Introduction to Interstate and Intrastate Conflict**

##### **February 2 International Law and Organization**

**Reading** Nye, Chapter 6 pp. 193-200

UN at a Glance <http://www.un.org/en/aboutun/index.shtml>

UN Main Bodies <http://www.un.org/en/mainbodies/>

NATO <http://www.nato.int/nato-welcome/>

*Q. How do international laws and organizations affect state sovereignty?*

##### **February 4 Quebec Secession Reference Case (application of theories, definitions and concepts)**

**Reading** Reference re Secession of Quebec, [1998] 2 S.C.R. 217, Paragraphs 109 - 146, 154-155.

<http://www.canlii.org/en/ca/scc/doc/1998/1998canlii793/1998canlii793.pdf>

Nye, Chapter 6, pp. 213-215 (Problems of self-determination)

*Q. Does Quebec have a right at international law to secede from Canada?*

*What theory from Chapter 2 characterizes the Court's advice?*

##### **February 9 Intrastate Conflict (Intervention, Responsibility to Protect)**

**Reading** Nye, Chapter 6, pp. 200-218  
*Q. Do you see Canada as Peacekeepers or as Militaristic?  
 When is intervention justifiable?*

**February 11 \*\*\*Quiz 2\*\*\* Material covered since first Quiz  
 Class Discussion about Current events**

**February 16 Intrastate Conflict (Peacekeeping, Responsibility to Protect) Cases studies  
 Rwanda, Libya**

**Reading** Rwanda: Rwanda: How the genocide happened  
<http://news.bbc.co.uk/2/hi/1288230.stm>  
 Rwanda's 100 days of genocide  
<http://news.bbc.co.uk/2/hi/africa/3594187.stm>

*Q. What happened and why?*

**\*\*\*Proposal and Preliminary bibliography due\*\*\***

**February 18 – No class - Reading Break**

**February 23 Child Soldiers**

**Reading:** You should be well into “a long way gone” by Ishmael Beah.  
 Convention on the Rights of the Child, Article 38  
<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>  
 Optional Protocol to the Convention on the Rights of the Child on the  
 involvement of children in armed conflict  
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPACCRC.aspx>

*Q. What has Canada agreed to in terms of Child Soldiers? What are the international  
 resolutions regarding Child Soldiers? How many child soldiers are there currently?  
 Who is Omar Khadr? (we will discuss his court cases in class)*

**February 25 Film “Shake hands with the devil: the journey of Roméo Dallaire”  
 Response to film  
 \*\*\*Outline/Bibliography due\*\*\***

**March 1 Class Discussion re: “a long way gone”**

*Q. What are your reactions to the book? Note anything that stands out and is relevant to  
 discuss.*

**\*\*\*Review of a book review or response\*\*\***

**March 3 Interstate Conflict – Arab Israeli Conflict**

**Reading** Nye, Chapter 6, pp. 218-230  
 Begin “Three Wishes”

*Q. What are some sources of the conflicts in the Middle East?*

**March 8 The Religious Dynamics of War and Peace  
 Lecture based on writing of Eric Patterson**

*Q What role does or can religion play in war and peace? Should it be part of Conflict Studies?*

**March 10 Class Discussion re: “Three Wishes”**

*Q. What are your reactions to the book? Note anything that stands out and is relevant to discuss. What are the generational legacies of the conflict?*

*What relevance do child writings and child art have in understanding conflict?*

**\*\*\*Review of a book review or response\*\*\***

**March 15 Globalization & Interdependence**

**Reading** Nye, Chapter 7, pp. 255-275

*Q. Define globalization and why it might be said to be a “new phenomena.”*

*What impact do major economic institutions and powerful economies have on shaping globalization?*

**March 17 Information Revolution and Transnational Actors**

**Reading** Nye, Chapter 8, pp. 286-308

*Q. How does the information revolution impact national sovereignty and international relations?*

**March 22 Transnational Terrorism and the “War on Terror”**

**Reading** Nye, Chapter 8, pp. 309-312

AMNESTY INTERNATIONAL CANADA ET AL v.

ATTORNEY GENERAL OF CANADA ET AL

“The Authority for Canada’s Military Presence in Afghanistan” at paragraphs 20-52

<http://decisions.fct-cf.gc.ca/cgi-bin/print.pl?referer=http%3A%2F%2Fdecisions.fct-cf.gc.ca%2Fen%2F2008%2F2008fc336%2F2008fc336.html>

*Q. How did 9/11 change international relations, especially for Canada? What was the authority for Canada’s involvement in Afghanistan? Is there terrorism in Canada?*

**\*\*\*Major paper due\*\*\***

**March 24 Oil**

**Reading** Nye, Chapter 7, pp. 275-282

Oil Exports by country:

<http://www.eia.gov/countries/index.cfm?topL=exp>

(be sure to click on Canada to see how our country is analyzed)

*Q. What role does oil play in international conflict? How does the concept of interdependence impact conflict? What are ways to reduce interdependence on oil?*

**March 29 The Role of Nuclear Weapons, Iran, North Korea**

**Reading** Nye, Chapter 5, pp. 172-184

Nye, Chapter 6, pp. 237-240)

Iran, New Developments. Government of Canada

Sanctions: <http://www.international.gc.ca/sanctions/index.aspx?lang=eng>

Nye, Chapter 6, pp. 248-251

*Q. What is the relationship between oil, nuclear weapons, and sanctions in Iran?  
Why is there so much concern about North Korea in the international community?*

**March 31 Women and War**  
Film: "Women, war & peace"

*Q. How does war impact women?*

**April 5 PTSD (Post Traumatic Stress Disorder)**  
**Watch War in the Mind** [https://www.youtube.com/watch?v=QyGAggA0\\_t0](https://www.youtube.com/watch?v=QyGAggA0_t0)  
**War in the Mind Video**

*Q. What is PTSD? Does a country have a social obligation to look after soldiers who have returned from conflict? Who has the authority to send them to conflict zones?*

**April 7 Climate Change**  
**Reading** Nye, Chapter 9, pp. 333-336  
*Q. How might Climate Change affect global security?  
Can Climate Change lead to global conflict?  
First 5 presentations (unless enrolment drops)*

**April 12 \*\*\*Presentations\*\*\***  
**Each student will present their research paper to the class  
Attendance by others is mandatory and will be taken**

**April 14 \*\*\*Presentations\*\*\***  
**Each student will present their research paper to the class  
Attendance by others is mandatory and will be taken**

**What can we expect in the future, Transnational Challenges to Security, New World Order?**

**Reading:** Nye, Chapter 9, pp. 316-333 and 337-346

*Q. What are some of the alternative views of the future? Evaluate them.  
Answer Nye's questions from the last paragraph on p. 345.*

## **5. Basis of Student Assessment (Weighting)**

1) Test # 1	January 28	___/10
2) Test # 2	February 11	___/10
3) Proposal and preliminary bibliography for major assignment	February 16	___/10
4) Review of a Book Review	March 1 or March 10	___/15
5) Response to 2 <sup>nd</sup> Book	March 1 or March 10	___/5
6) Research Paper	March 22	___/25
7) Research Paper		

Presentation	April 12 or 14	___/5
8) Final Exam	Date TBD	___/20
Total:		___/100
(You can keep track of your grades by entering them here		↑)

**All assignments (except tests) will be completed using the following:**

- Use default margins
- Type
- Double-space (except long quotes which are single-spaced and indented)
- Times Roman 12 font
- Include page numbers
- Use Chicago style citations with footnotes or endnotes (your computer is programmed for these – it’s easy –in Word “Help”, just type in “*About Footnotes and Endnotes*”!) <http://camosun.ca.libguides.com/chicago>)
- Include a bibliography
- Include a title page with your name, student number, title of assignment, course name

**Assignment Details**

**1) Test # 1**

**January 28**

On topics covered to date, short answer questions, two long answer questions

**2) Test # 2**

**February 11**

On topics covered since Test #1

**3) Proposal and preliminary bibliography for major assignment February 16**

**(5% + 5%) Read Major Assignment (on p. 8-9)**

- 1) Provide an outline, in point form, Times Roman 12 font, Page numbers
  - Explain what your topic will be
  - What is the objective of the assignment, what do you intend to explore?
  - How did you approach your research?
  - What type of sources will you look at (in general terms)?
- 2) Provide, in Chicago Manual of Style (how-to at: <http://camosun.ca.libguides.com/chicago>)
  - **3 primary sources**
  - **Primary sources** are the basic materials for conducting original research in a given discipline. They include documents such as letters, diaries, autobiographies, newspaper and magazine articles, speeches, eyewitness accounts, photographs and sketches, and census data. Government legislation and reports are important for political science research. Primary sources constitute the best **evidence**. Original research is only made possible by collection, discovery, and recovery of primary documents and materials.
  - **2 secondary sources**

- **Secondary sources** are books, articles, and documentaries that draw on primary sources and interpret them. When you are first researching a topic of interest, the fastest way to come to an understanding of your subject is to read secondary sources. Critical reading of these materials will also give you a sense of how other researchers have approached your research topic, which may give direction to your own argument—either toward or away from established perspectives or conclusions. Academic writing will require you to consult secondary sources to support and direct your own analysis. Most important to the student researcher, good secondary sources will **lead you** to the primary documents and resources noted in a bibliography or footnote. (source: RMC POE 206 CD)

**NOTE: Your marked proposal/bibliography must be attached to your final paper when you submit it.**

#### 4) Review of a Book Review

“a long way gone”

March 1or

“Three Wishes”

March 10

You will *review a Book Review* for either “along way home” or “Three Wishes.”

For “a long way gone,” read the book, then this review

<http://www.nytimes.com/2007/02/25/books/review/Boyd.t.html>

For “three Wishes,” read the book, then this review

<http://www.journal.dnd.ca/vo5/no4/book-livre-05-eng.asp>

For your *review of the review*, complete the assignment as follows:

For this assignment you should, in a properly structured paper of 2-3 pages, include the following:

- Introductory paragraph
- Body (multiple paragraphs)
  - A **very brief synopsis** of the review
  - Provide a clear **explanation** of the reviewer’s thesis
  - What was the **structure** of the reviewer’s argument, how did they arrange their argument
    - For example, were quotes used, was there background to the story, was a chronological or thematic approach used...
  - **Critically review and analyze** the work (did it assume prior knowledge, was the author credible, were there sources...)
  - What is the **value** of the article (in terms of its argument, to whom would it be useful, does it add to the discussion of the issue)?
  - Did you **agree or not** with the reviewer
    - Was it an accurate depiction of book?
      - Could the author (of the book) be interpreted differently?
    - Was anything about the book or the author missed in the review that you think is important to mention?
- Concluding paragraph

- Bibliography

We will discuss each book in class, on the assignment due date, in terms of the above questions.

**5) Response to 2<sup>nd</sup> Book (the one for which you are not doing a *review of a review*) 10%**

**“a long way gone”**

**March 1or**

**“Three Wishes”**

**March 10**

In 1-2 pages, in proper essay format, explain something in the book which caused you to think critically. *If you can incorporate course material, your mark will be higher than if you do not. (For example, this really made me think about realist theory or the lack of enforceability of UN agreements or how deep ethnic divisions are or....choose only one concept/theory for a focus.)*

**6) Research Paper 25%**

**March 22**

**Your paper will follow a specific format.** This way, you need not worry about how to present your work or your citations. The focus can then be on your research, analysis, and writing.

Format for Essays:

- 6-8 pages (TITLE PAGE, FOOTNOTES AND BIBLIOGRAPHY are extra pages)
- A note on being succinct:  
"I have made this letter longer than usual because I lack the time to make it shorter." -- Blaise Pascal
- DEFAULT MARGINS AND INDENT FIRST SENTENCE OF PARAGRAPHS rather than large spaces between paragraphs
- double-spaced
- typed, Times Roman 12 font
- page numbers
- Chicago style citations with footnotes or endnotes (your computer is programmed for these – it's easy –in Help, just type in “About Footnotes and Endnotes”)
- <http://camosun.ca.libguides.com/chicago>
- have a bibliography
- have a title page with your name, student number, title, course name
- have marked proposal/bibliography **attached**

Be sure to keep a copy of your essay on disc or hard drive.

**For all papers, one which incorporates some course content (ex. theory, concepts, terms) and provides some analysis will receive a higher grade than one which simply collects information and presents it.**



**Choose one of the following topics:**

- 1) Who is Boko Haram? What is their agenda, what have they done in terms of conflict, how much coverage do they get in Canada (or not), and why have they not been stopped?
- 2) Who is ISIS/ISIL? What is their agenda, what have they done in terms of conflict, how much coverage do they get in Canada (or not), and why have they not been stopped?
- 3) Examine the role of citizen journalists reporting on conflict. What role does social media play in reporting on conflict? How does this impact journalism in terms of veracity?
- 4) Among the casualties of conflict are journalists. Provide statistics about this. What is the response of the international community and the journalist community to this? Include a discussion of the imprisonment and current release of Al-Jazeera English journalist, Canadian Mohamed Fahmy.
- 5) Choose a transnational organization to study. Explain its history, mission, and recent role in an international conflict. Assess its relationship with the states involved in the conflict. Does it have a role in conflict resolution or not?
- 6) What role do mercenaries (private military companies) play in international conflict? Provide an examination of a specific conflict or of an organization that has “soldiers for hire.” What impact do mercenaries have on conflict? (You could begin with Blackwater /Xi)
- 7) From where do arms (weapons) for international conflict come? Who makes them? Who sells them? Does Canada have a weapons industry or not (include discussion of LAV contract with Saudi Arabia)? What are the international laws governing arms production and trade? (begin with a look at the Stockholm International Peace Research Institute)
- 8) The definition of genocide is often contested. Analyze the UN definition. Describe a situation (not Rwanda) where the UN definition has been or is being applied. Substantiate your application of the term in the situation.
- 9) Examine the current refugee crisis in the World, focusing on specific conflict zone with refugees. Describe the conflict that led to people fleeing their state, where they are living, the numbers involved, and the response of the International Community, including Canada. Analyze the success or failure of that response and the reasons for that response.
- 10) You may choose your own topic related to International Conflict but must discuss it with me, in person, by January 28, before it can be approved. It must be approved to be accepted. No late choices will be accepted.

## 7) Research Paper Presentation 5% April 12 and 14 (depends on class enrolment)

Everyone will provide a 5 minute presentation to the class about their paper.

Explain:

- your topic
- what you were trying to determine
- how you approached your research
  - include a point(s) of interest regarding the process of undertaking research for the paper.
- what you concluded

You will have to time your presentation carefully in order that everyone can complete this assignment. You will be graded on content (**all** points above addressed), timing, and speaking (good clarity and volume).

It is expected that everyone attends class on the days others are presenting their findings.

## 8) Final Exam 20% Date TBD

This will be a question asking you to analyze an article about a current issue in International Conflict. You will be provided with prompts (concepts to discuss).

Note that **none** of these assignments are group work. They are each to be done individually. You are encouraged to ask librarians for help with your research. Be sure to read the College's policy on plagiarism at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.1.pdf>

### Late Policy

Assignments are **due in class, at the start of class**, and will be handed to me in person. (Do not submit papers under my door or show up at the end of class to submit it.)

If you have a serious problem **before the due date**, notify me immediately and we will make alternate arrangements for you to complete your work.

After that, I will only accept your paper if you have a legitimate excuse (*e.g.* medical, family, death of person close to you) and/or bring a Doctor's note or note from Student Services (Counselling).

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## 6. Grading System

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

#### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
<b>I</b>	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)
<b>CW</b>	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.