



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

PSC-224-001
International Conflict
Winter 2018

COURSE OUTLINE

The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/psc.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Mona Brash	
(b) Office hours	M: 9:30-10:20, Tues: 1-2:20, W: 9:30-10:20, 2:30-3:00, Th: 4:30-5:30 or by appointment	
(c) Location	Paul 237	
(d) Phone	3352	Alternative: ---
(e) E-mail	brash@camosun.bc.ca	
(f) Website	N/A	

2. Intended Learning Outcomes

Upon completion of this course a student will be able to:

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

(a) Texts

Nye, Joseph S. Jr. and David A. Welch. *Understanding Global Conflict and Cooperation: An Introduction to Theory and History Tenth Edition.* Boston: Pearson, 2017.

(b) Other

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.

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 8 **Introductory Class**

Description of Course

Syllabus

Brainstorm: current conflict locations

Intro Realism, Liberalism, Constructivism, Marxism

January 10 **Theories about Conflict**

Reading: Nye, pp. 1-17

Prisoners Dilemma, Ethical Questions, Just War Doctrine

Reading Nye, Chapter 1 pp. 17-36

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

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

January 15 **Explaining conflict and cooperation –Concepts and Analysis**

Reading Nye, pp. 39-65

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

January 17 **Paradigms and Theories**

Reading Nye, pp. 65-74

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

January 22 **International Law and Organization**

Reading Nye, pp. 200-208

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?

January 24 *****Quiz 1*** (material covered to date)**

Introduction to Interstate and Intrastate Conflict

January 29 **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?

January 31 Intrastate Conflict (Intervention, Responsibility to Protect)

Reading Nye, pp. 208-224

Q. Do you see Canada as Peacekeepers or as Militaristic?

When is intervention justifiable?

**February 5 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?

February 7 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 12 - 16 Family Day and READING BREAK: NO CLASSES

February 19 Film “Shake hands with the devil: the journey of Roméo Dallaire”

Response to film

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

February 21 *Quiz 2*****

On material covered since Quiz 1

February 26 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*****

February 28 Interstate Conflict – Arab Israeli Conflict

Reading Nye, pp. 231-232 and 243-257

Begin “Three Wishes”

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

March 5 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 7 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 12 Globalization & Interdependence

Reading Nye, pp. 298-319

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 14 Information Revolution and Transnational Actors

Reading Nye, pp. 328-352 and 375-376

Q. How does the information revolution impact national sovereignty and international relations? What is Fake News?

March 19 Transnational Terrorism and the “War on Terror”

Reading Nye, pp. 352-357 and 372-375

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?

March 21 Oil

Reading Nye, pp. 257-263 and 319-325

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 26 The Role of Nuclear Weapons, Iran, North Korea

Reading Nye, pp. 263-268 (Iran)

Nye, pp. 290-295 (DPRK)

Iran, New Developments. Government of Canada

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

Nye, 369-371

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 28 Women and War
Film: "Women, war & peace"

Q. How does war impact women?

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

April 4 Climate Change

Reading Nye, p. 300 (last paragraph) and 377-381

Q. How might Climate Change affect global security?

Can Climate Change lead to global conflict?

*****First 5 presentations (unless enrolment drops) *****

April 9 *Presentations*****

Each student will present their research paper to the class

Attendance by others is mandatory and will be taken

April 11 *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, 359-365 and 382-392

Q. What are some of the alternative views of the future? Evaluate them.

5. Basis of Student Assessment (Weighting)

1) Quiz # 1	January 24	___/10
2) Proposal and preliminary bibliography for major assignment	February 19	___/10
3) Quiz # 2	February 21	___/10
4) Review of a Book Review	Feb. 26 or March 7	___/15
5) Response to 2 nd Book	Feb. 26 or March 7	___/5
6) Research Paper	March 28	___/25
7) Research Paper Presentation	April 4, 9, or 11	___/5
8) Final Exam	Date TBD	___/20
Total:		___/100

(You can keep track of your grades by entering them here ↑)

(a) Assignments

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

2) Proposal and preliminary bibliography for major assignment Feb. 19 (10%)

(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 find your sources?
- How will you find more sources?

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”

“Three Wishes”

Feb. 26 or

March 7 (15%)

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.forces.gc.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
 - **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 2nd Book (the one for which you are not doing a *review of a review*)

“a long way gone”

“Three Wishes”

February 26 or

March 7 (5%)

In 1-2 pages, in proper essay format, explain something in the book which caused you to think critically.

Incorporate some course material/ concept/theory in your response.

(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

March 28 (25%)

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) On October 22, 2014, a lone gunman killed a ceremonial sentry at the National War Memorial and then went to Parliament, where he was subsequently killed. This has been called a terrorist attack. Explain what happened. Does it fit the definition of terrorism? What was the immediate response/explanation to the event? Did the immediate response prove to be true? Does this incident illustrate a continuing terrorist threat to Canada?

2) Examine the role of citizen journalists reporting on a specific, current conflict. What role does social media play in reporting on this conflict? How does this impact journalism in terms of veracity?

3) 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 release of Al-Jazeera English journalist, Canadian Mohamed Fahmy.

4) The definition of genocide is often contested. Analyze the UN definition. Can the UN definition be applied to the current Myanmar conflict? Why or why not?

5) Choose a transnational organization to study. Explain its history, mission, and current role in a specific international conflict. Assess its relationship with the states involved in the conflict. Does it have a role in conflict resolution or not?

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 current contract with Ukraine)? What are the international laws governing arms production and trade? (begin with a look at the Stockholm International Peace Research Institute)

8) Examine the current refugee crisis in the World, focusing on a specific conflict zone in Africa. 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.

9) Examine PTSD in terms of the Canadian Forces. PTSD is an issue with Canadian veterans. Describe what is known about the numbers of people involved, the treatment options open to them, and the politics surrounding PTSD and Canadian veterans? Is the current government meeting the needs of those living with PTSD?

10) You may choose your own topic related to International Conflict but must discuss it with me, in person, by January 31, before it can be approved. It must be approved to be accepted. No late choices will be accepted.

7) Research Paper Presentation (5%) April 4, 9, or 11 (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.

(b) Quizzes

1) Quiz # 1	January 24	___/10
3) Quiz # 2	February 21	___/10

(c) Exam

8) Final exam: date to be determined (20%)

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

Students are expected to follow world events, especially regarding their paper topic, in reputable media sources.

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<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.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<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.