

	<p>School of Arts &amp; Science  <b>SOCIAL SCIENCES DEPARTMENT</b>  PSC 224  <b>International Conflict</b>  <b>Winter 2012</b></p>
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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:	Wednesday and Friday, 11:30-12:30, Tues 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, 2011.

### 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 posed*.**

**January 11: Introductory Class**

Introductions

Description of Course

Syllabus

Brainstorm: current conflict locations

Intro Realism, Liberalism, Constructivism, Marxism

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**January 13 Theories about Conflict**

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

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

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**January 18 Prisoners Dilemma, Ethical Questions**

**Reading** Nye, Chapter 1 pp. 16-30

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

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**January 20 Explaining conflict and cooperation –Concepts and Analysis**

**Reading** Nye, Chapter 2 pp. 33-53

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

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**January 25 Paradigms and Theories**

**Reading** Nye, Chapter 2 pp. 55-68

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

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**January 27 International Law and Organization**

**Reading** Nye, Chapter 6 pp. 181-188

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

UN Main Bodies <http://www.un.org/en/aboutun/index.shtml>

NATO Brochure, pp. 4-6

[http://www.nato.int/welcome/brochure\\_WhatIsNATO\\_en.pdf](http://www.nato.int/welcome/brochure_WhatIsNATO_en.pdf)

NATO Member Countries [http://www.nato.int/cps/en/natolive/nato\\_countries.htm](http://www.nato.int/cps/en/natolive/nato_countries.htm)

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

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**February 1 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>

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

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

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**February 3 Midterm**

*Material covered to date*

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**February 8 Intrastate Conflict (Peacekeeping, Responsibility to Protect)**

**Reading** Nye, Chapter 6, pp. 188-205

*Q. Do you see Canada as Peacekeepers or as Militaristic?  
When is intervention justifiable?*

**February 10 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>  
Libya, NATO in Libya, New York Times  
[http://topics.nytimes.com/top/reference/timestopics/organizations/n/north\\_atlantic\\_treaty\\_organization/index.html?inline=nyt-org](http://topics.nytimes.com/top/reference/timestopics/organizations/n/north_atlantic_treaty_organization/index.html?inline=nyt-org)

*Q. What happened and why?*

**February 15 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://www2.ohchr.org/english/law/crc.htm>  
Optional Protocol to the Convention on the Rights of the Child on the  
involvement of children in armed conflict  
<http://www2.ohchr.org/english/law/crc-conflict.htm>

*Q. What has Canada agreed to in terms of Child Soldiers?  
Who is Omar Khadr? (we will discuss his court cases in class)*

**February 22 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.*

**February 24 Interstate Conflict – Arab Israeli Conflict**

**Reading** Nye, Chapter 6, pp. 205-225  
Begin “Three Wishes”

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

**February 29 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?*

**March 2 Globalization**

**Reading** Nye, Chapter 7, pp. 239-259

*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 7 Information Revolution and Transnational Actors**

**Reading** Nye, Chapter 8, pp. 268-289

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

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**March 9**      **Transnational Terrorism and the “War on Terror”**  
**Reading**      Nye, Chapter 8, pp. 289-292  
 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?*

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**March 14**      **Oil**  
**Reading**      Nye, Chapter 7, pp. 259-265  
 Oil Exports by country from CIA World Factbook  
<https://www.cia.gov/library/publications/the-world-factbook/rankorder/2176rank.html>

*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?*

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**March 16**      **The Role of Nuclear Weapons**  
**Reading**      Nye, Chapter 5, pp. 161-173  
 Nye, Chapter 6, pp. 225-227  
 Reuters Report, “U.S. hopes new Iran sanctions more scalpel than ax”  
<http://www.reuters.com/article/2012/01/02/us-iran-usa-sanctions-idUSTRE8010Q220120102>

*Q. What is the relationship between oil, nuclear weapons, and sanctions in Iran? (this story will be updated as we go through the course)*

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**March 21**      **Korea**  
**Reading**      Nye, Chapter 6, pp. 233-236  
 Current Reading to be added

*Q. Why is there so much concern about North Korea in the international community?*

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**March 23**      **Open – catch up on material that needs to be reviewed, essay preparation, presentation preparation**

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**March 28**      **Presentations – each student will present their research paper to the class**  
**Attendance by others is mandatory and will be taken**

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**March 30**      **Presentations – each student will present their research paper to the class**  
**Attendance by others is mandatory and will be taken**

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**April 4**      **What can we expect in the future?**

**Reading:**    Nye, Chapter 9, pp. 296-307

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

**April 11**      **Transnational Challenges to Security**

**Reading**      Nye, Chapter 9, pp. 307-316

**April 13**      **New World Order?**

**Review of concepts for final exam**

**Reading**      Nye, Chapter 9, pp. 316-324

*Q. Answer Nye's questions from the first paragraph on p. 324.*

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

<b>1) Midterm</b>	<b>February 3</b>	<b>___/20</b>
<b>2) Review of a Book Review</b>	<b>February 22 or February 29</b>	<b>___/15</b>
<b>3) Response to 2<sup>nd</sup> Book</b>	<b>February 22 or February 29</b>	<b>___/5</b>
<b>4) Outline and preliminary bibliography for major assignment</b>	<b>March 2</b>	<b>___/10</b>
<b>5) Research Paper</b>	<b>March 28 or 30</b>	<b>___/25</b>
<b>6) Research Paper Presentation</b>	<b>March 28 or 30</b>	<b>___/5</b>
<b>7) Attendance for 3 Presentations (no partial marks)</b>		<b>___/5</b>
<b>8) Final Exam</b>	<b>Date TBD</b>	<b>___/15</b>
<b>Total:</b>		<b>___/100</b>

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

### Assignment Details

**1) Midterm**                                      **February 3**                                      **\_\_\_/20**  
On topics covered to date, short answer questions, two long answer questions

**2) Review of a Book Review**  
       **“a long way gone” February 22 or**  
       **“Three Wishes”    February 29**                                      **\_\_\_/20**

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)
  - Brief **synopsis** of the article
  - Provide a clear **explanation** of the reviewer's thesis and the structure of the reviewer's argument
    - For example, were quotes used, background to the story, chronological or thematic approach...
  - **Critically review and analyze** the work (was it properly organized, were there errors in it, 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?
    - Was there a bias in the review?
- Concluding paragraph

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

### 3) 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”                      February 22 or  
 “Three Wishes”                              February 29

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 for a focus.)*

### 4) Outline and preliminary bibliography for major assignment March 2 (5% + 5%) Read Major Assignment (on p. 7-8)

- 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?
  - What are some of the sources you intend to use (in general terms)?
- 2) Provide, in Chicago Manual of Style (how-to at:
  - <http://camosun.ca.libguides.com/chicago> or
  - [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) )
    - 3 primary sources
    - **Primary sources** are the basic materials for conducting original research in a given discipline. For the historian, they include

documents such as letters, diaries, autobiographies, newspaper and magazine articles, speeches, eyewitness accounts, photographs and sketches, and census data. For the scientist, primary sources might be notes on an experiment or a sheet of calculations. For the literary critic, the primary source is the text of the poem, play, or story. In the art of argument—the business of the critical essay—fair and compelling evidence is needed in order to substantiate any claim, whether it be the interpretation of a poem or a judgment on a historical figure. 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 and 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)

## 5) Research Paper 25%                      March 28 or 30

**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.

- 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**
- USE DEFAULT MARGINS AND INDENT FIRST SENTENCE OF PARAGRAPHS rather than large spaces between paragraphs
- be double-spaced
- be typed, Times Roman 12 font
- have page numbers
- use 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>
  - [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)
- have a bibliography
- have a title page with your name, student number, title, course name

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) will receive a higher grade than one which simply collects information and presents it.

Choose one of the following topics:

- 1) Was Moammar **Gadhafi**, Libya's dictator for 42 years, assassinated, accidentally killed, or was he a casualty of war? Provide a brief description of the origins of the conflict. Examine the relevant UN and Geneva Convention documents, along with coverage of his death and the days following, to answer the question. Analyze whether his death furthered resolution of the conflict or not.
- 2) Why did Canadian Forces (CF) members on Canadian Navy ships not arrest and detain pirates off the coast of Somalia in recent deployments to the region? Provide a brief description of the Somalian conflict/situation. Explain why the CF were there (under whose auspices) and what their rules of engagement were. Analyze the effectiveness of their presence in resolving the conflict.
- 3) Choose a transnational organization to study. Explain their history, mission, and recent role in an international conflict. Assess their relationship with the states involved in the conflict. Do they have a role in conflict resolution or not?
- 4) Has Canada (differentiate between the government and the citizens) become more militaristic in the last decade or not? Provide an analysis of the Conservative government's (2006-present) policies regarding conflict, the military, and Canada's role in international conflict compared to the previous 3 decades.
- 5) Explain the role of sanctions in international conflict. Do they work or not in resolving conflict? Choose some cases to examine and analyze in substantiating your answer.
- 6) Describe and analyze the role of Peacekeeping (PK) and Canada. What is its history and what is Canada's involvement in PK now compared to other decades? Analyze why it has changed.
- 7) Choose a region currently experiencing conflict. Provide:
  - a brief history of the underlying causes of the conflict,
  - the role (or lack thereof) of states (including Canada), international organizations and transnational actors in approaches to conflict resolution
  - analysis of the success of failure of the above in resolving the conflict
- 8) You may choose your own topic related to International Conflict but must discuss it with me, in person, by February 13, before it can be approved. It must be approved to be accepted.



### 6) Research Paper Presentation 5% March 28 or 30

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, what you concluded, and any points of interest regarding the process of completing the paper. 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).

### 7) Attendance for Presentations (no partial marks) 5% March 28 and 30

It is expected that everyone attends class on the days others are presenting their findings. No partial marks will be given (unless you have a Doctor's or Counsellor's note). You must attend all presentations to receive the mark. Attendance will be taken.

### 8) Final Exam 15%

**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).

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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-&-support/e-2.5.pdf>

#### Late Policy

Assignments are due in class and will be handed to me in person.

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). Please notify me of a problem immediately and we will make alternate arrangements for you to complete your work.

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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	1

		as a prerequisite.	
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** 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.