

POE 410: International Conflict Management Winter Term 2020

Instructor: Jane Boulden

Office: Cavalry House 301
Phone: 6742
Email: jane.boulden@rmc.ca

Office Hours: by appointment

Course Objectives

This course introduces students to the theory and practice of international conflict management, with a focus on third-party intervention. Students are introduced to conflict analysis, and the use of diplomatic, economic, military and non-governmental intervention by international organizations involved in prevention and management of violence and post-conflict reconstruction.

Learning Outcomes

At the end of the course, students will demonstrate:

1. An understanding of how the field of study and the practice of conflict management has evolved;
2. A deeper understanding of the challenges of conflict management;
3. Critical judgement skills in assessing strategies and options for dealing with conflict;
4. Deeper knowledge of particular conflicts.

Absences from Class

The College's SOPs for unauthorized absences apply. Prior notice must be given and explicit authorization must be obtained for any absence from class.

Academic Integrity

Violations of academic integrity include plagiarism, cheating, and other violations of academic ethics. These are serious academic infractions for which penalties may range from a recorded caution to expulsion from the College.

You are strongly encouraged to read the appropriate academic regulations, which can be found here:

<https://www.rmcc-cmrc.ca/en/registrars-office/academic-regulations#ai>

Turnitin.com

Assignments in this course are subject to submission for textual similarity review to the commercial plagiarism detection software under license to the Royal Military College of Canada. All assignments submitted will be retained as source documents in the reference database for the purpose of ascertaining the originality of current and future assignments submitted to the system.

The written assignments must be submitted through turnitin.com using the course website on Moodle.

No hard copies will be accepted.

Learning Rhythm

This is a seminar course.

Class participation is crucial to making the class successful. Students are expected to do the readings prior to coming to class, and to be prepared to discuss them during class. The participation grade reflects the extent, scope and nature of the student's participation in class.

<https://www.nytimes.com/interactive/2020/07/18/world/asia/china-india-border-conflict.html?action=click&module=Top%20Stories&pgtype=Homepage>

Textbooks

Michael J. Butler, *International Conflict Management*, New York, Routledge, 2009.

Paul F. Diehl, Alexandru Balas, *Peace Operations*, 2nd edition, 2014.

Course Evaluation

Critical Analysis - 5 pages – 10%

Conflict Map 15%

Research paper 25%

Class Presentation on Conflict – 10%

Class Participation – 10%

Final Exam – 30%

Deliverables by Date

Course Requirement	Mark Weighting	Due Date
Critical Analysis	10%	31 January
Conflict Map	15%	14 February
Class presentation – conflict map	10%	In class date to be determined
Research Essay	25%	27 March
Class Participation	10%	Throughout term
Final Exam	30%	6-7 April 2020

Late Submissions

Assignments submitted after the deadline will be subject to a penalty of 10% per day until the value of the assignment goes to zero. Thereafter, students will still be required to submit the assignment in good form that fulfills the parameters of the assignment. Failure to do so will result in the student being barred from writing the final exam in accordance with Academic Regulation 10.2.

Critical Analysis of a Podcast (10%) – Due 31 January

Choose one of the following podcasts. Provide a 5 page double-spaced response to the content of the podcast. Your response should take a *critical analysis* approach to the content, using the context of the course – international crisis management – and the material covered so far to inform your analysis.

- Jan Egeland (former undersecretary General for Humanitarian Affairs at the UN, negotiator for humanitarian access during Syrian civil war) – on how to broker the worlds' most challenging peace agreements.

<https://www.rescue.org/displaced-podcast/jan-egeland-how-broker-worlds-most-challenging-peace-agreements>

Patrick Milton, A Westphalia Peace for the Middle East

<http://podcasts.ox.ac.uk/westphalia-middle-east>

Podcast reflects this article: <https://www.foreignaffairs.com/articles/europe/2016-10-10/westphalian-peace-middle-east>

Benjamin Jones, Shawna Metzger, Evaluating Conflict Dynamics

<https://journals.sagepub.com/page/jcr/podcasts/index>

-a quantitative approach to conflict stages in territorial disputes

Conflict Map, Presentation and Research Paper

Choose one of the following conflicts. (One student per conflict – choose early!)

Saudi Arabia -Iran

Yemen

Afghanistan

Syria

Mali

Democratic Republic of Congo

Ukraine-Russia

Nigeria

South Sudan

Burundi

Venezuela

Central African Republic

Western Sahara

India-Pakistan-Kashmir
Libya
Lebanon

This assignment has three sections or phases. When taken together, the whole of the three-phase exercise constitutes 50% of your final grade.

1. Conflict Map

The first phase is to develop a conflict map for the conflict you have chosen. Instructions for how to do this are in the Conflict Analysis Tools reading from the Centre for Security Studies.

The link is: <https://www.files.ethz.ch/isn/15416/CSPM%20Tipp%20Conflict%206.3.pdf> and on the full text is also on the Moodle course site.

Look for “Tool 3: Conflict Map” (p. 5).

Similar information can be found in part two the GSDRC report titled Conflict Analysis. <https://gsdrc.org/topic-guides/conflict-analysis/core-elements/> or in the pdf on the Moodle site.

Although this is meant to be a “map” use footnotes were necessary, as well as explanatory text.

2. Present the Conflict Map to class.

Each student will give a 15-minute presentation to the class. The focus of the presentation is the conflict for which the student developed the conflict map. The student should provide a clear and concise summary of the conflict according to the categories used in the conflict map. Use a “here is the key things you need to know” approach as if you were providing a briefing to a decision-maker.

Class presentations will take place in class during the second half of term (after Reading Week).

3. Research Essay

Using the “core analytical elements” in section 2 (beginning on page 12) of the GSDRC report as a guide, provide a conflict analysis of your conflict. In particular, use Table 1: Guiding questions for conflict analysis as your guide.

In the last section of the essay, using other tools from the course, provide an analysis of where you think the conflict is heading, and what conflict management tools could usefully be implemented at this or later stages with what possible result.

This is a research essay. Footnotes should be used, and a bibliography provided. Take a scholarly approach to the exercise.

The essay should be double-spaced using 12 point font. Length – 15-20 pages. (3750-5000 words).

Course Outline & Readings

6 January – Introduction – Definitions; What is International Conflict Management?

Butler, Chapter 1

13 January – War, Security and their evolution, Foundation of Conflict Resolution as a field of study

Butler, Chapter 2

20 January – Understanding Conflict

Butler, Chapter 3

27 January – Peacekeeping as a Conflict Management Tool

Butler, Chapter 4.

Diehl & Balas, Chapter 1.

3 February – Peace Enforcement – Cold War

Butler, Chapter 8

Boulden, ONUC chapter.

10 February – Peace Enforcement – Post-Cold War

Butler, Chapter 8

Boulden, Somalia chapter (provided)

Baumann, Armed Peacekeepers, Drvar Riot, pp. 158-168.

***17 February – Reading week**

24 February – Conflict Analysis Tools

Class Presentations

SGDRC, Conflict Analysis Topic Guide, May 2017, chapters 1-2 (pages 5-21).

2 March – Class Presentations

Class Presentations

9 March – Guest Speakers

16 March – Case Study - Burundi

Class presentations

Jessica Piombo, “Peacemaking in Burundi: Conflict Resolution versus Conflict Management Strategies,” *African Security*, 2010, vol. 3, no. 4, pp. 239-272.

23 March – Security Council Simulation

30- March – Recap and Review for the Exam

Butler, Chapter 12

6-7 April – Take Home Exam