

# Political Science 3366E: International Conflict Management (Summer 2021)

An examination of theories and strategies of international conflict and conflict management, including the causes of war, arms control, and various methods of reducing or eliminating conflict. This year, the main sections of the course focus on: (i) the study of war, (ii) the cycle of violence, (iii) political and economic sanctions, (iv) peacekeeping (v) international courts, (vi) the laws of war, (vii) the use of force (e.g., peace enforcement operations), (viii) various case studies involving the use of force, and (ix) humanitarian interventions.

## Instructor / Contact Information

**Instructor:** Dr. Mark Yaniszewski

**E-Mail:** myanisze@uwo.ca

### Contact

Since this is a Distance Education course, there are no formal office hours. Instead, e-mail will be the primary method of contact except, perhaps, for more complex consultations (e.g., discussing the writing assignment) when phone or video conferencing maybe an option. In any event, e-mails will be answered within 24 hours during the week and within 48 hours over the weekend — although in practice most e-mails will be answered much, much faster than this.

- Please use your UWO e-mail account when communicating with the instructor as the University's anti-spam software may treat e-mails from other accounts as spam.
- Students should check their UWO e-mail regularly for messages, updates, and other important information from the instructor.

## Distribution of Marks

Students will be graded on the basis of the following components:

- First Midterm Examination = 20%
- Second Midterm Examination = 20%
- Writing Assignment = 30%
- Final Exam = 30%

## Midterms and Exams

In previous years, this Distance Education course held live, in-person midterms and examinations at various points in the term. These midterms and examinations were held on the campus of the University of Western Ontario and at Remote Exam Centres located in Barrie, Ottawa, Sudbury, Toronto, Vancouver, and Calgary. **At the time this syllabus was prepared, live, in-person midterms and examinations were not being scheduled for this course.** Since live, in-person midterms and/or examinations are not possible, an alternative testing format will have to be employed. Please watch your e-mail and the OWL announcements page closely for any updates.

## Lecture Format

This course is being taught as a “distance education” course. The instructor will, however, endeavour, as much as possible, to maintain the structure and format of a conventional course.

This term, lectures will be delivered as video files. Additional materials (e.g., maps, charts, and diagrams associated with individual lectures) will regularly be posted to **Owl**. In most cases, lectures will be posted at a rate faster than would normally be the case with a live,

in-person class. Students can then judge for themselves how fast to access this material.

## Writing Assignment

A detailed list of topics and requirements will be posted separately to OWL.

The writing assignment is due by **Friday July 9<sup>th</sup> at 8:00 pm (EST)**. Completed assignments must be uploaded to an OWL drop box by this deadline. Late assignments will be accepted until **Friday July 16<sup>th</sup> at 8:00 pm (EST)**. Late assignments must be uploaded to a (second) OWL drop box by this deadline. **Late assignments are automatically penalized by a reduction of 15% and assignments not submitted by this time will automatically receive a grade of 0%.**

**Note that the -15% late penalty is a flat rate penalty.** Papers five minutes late, one day late, five days late, or any variation therein receive the same penalty. These penalties will only be waived in the case of illness (or similar serious circumstances) and will require proper documentation (e.g., a doctor's note). Otherwise, extensions will not normally be granted (e.g., forgetting to back-up your files before your hard drive crashes or having the dog eat your homework and so on does not constitute a legitimate excuse for not completing the assignment on time).

## Copyright

The copyright for the intellectual property created for this Western University course, including, but not limited to, audio, video, and/or written lectures, handouts, exams and tests, assignments, and all other materials created for this course, is held by the instructor. These materials are designed for the personal use of students registered in this course only and may not be recorded or used or reproduced or otherwise be re-transmitted in any other form or for any other purpose without the express written consent of the instructor. Providing these materials to a third party, including, but not limited to, a third party website, constitutes a violation of the instructor's intellectual property rights and/or a violation of the Canadian Copyright Act. Individuals in violation of these intellectual

property and/or copyright restrictions will be prosecuted and may be subject to academic and/or civil penalties. By participating in this course, all parties agree to be bound by these conditions as well as by any or all relevant Western University regulations and any or all provisions of the Canadian Copyright Act.

## Lectures and Course Readings

There is no textbook for this course. Instead, most readings are available through the library's e-journal/e-book collection. If you are having trouble accessing these readings, consult the instructor or any reference librarian.

Below is the list of topics that will be covered this term. It is recommended that students read the associated course readings before they download the associated lecture.

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### Section 1

## The History and Evolution of War

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### Section 1: Unit 1 — Course Introduction

(No readings)

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### Section 1: Unit 2 — Proto-War

Lawrence H. Keeley and Daniel Cahen, "Early Neolithic Forts and Villages in NE Belgium: A Preliminary Report," *Journal of Field Archaeology*, Vol. 16, No. 2 (Summer 1989), pp. 157-176.

[Pay particular attention to pp. 168-176 and skim the rest of this article.](#)

M. Mirazón Lahr *et al*, "Inter-Group Violence among Early Holocene Hunter-Gatherers of West Turkana, Kenya," *Nature*, Vol. 529, No. 7586 (January 21, 2016), pp. 394-398 [plus non-paginated methodology section].

[Pay particular attention to pp. 394-398 and skim the rest of this article.](#)

Jared Diamond, "Easter Island Revisited," *Science*, Vol. 317, No. 5845 (September 21, 2007), pp. 1692-1694.

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### **Section 1: Unit 3 — The Evolution of War**

Claudio Cioffi-Revilla, “Origins and Evolution of War and Politics,” *International Studies Quarterly*, Vol. 40, No. 1 (March 1996), pp. 1-22.

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### **Section 1: Unit 4 — The Future of War?**

Christian Brose, “The New Revolution in Military Affairs: War’s Sci-Fi Future,” *Foreign Affairs*, Vol. 98, No. 3 (May-June 2019), pp. 122-134.

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## **Section 2**

# **Breaking the Cycle of Violence**

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### **Section 2: Unit 1 — Pacifism, Nonviolent Resistance, and Their Critics**

Michael L. Gross, “Backfire: The Dark Side of Nonviolent Resistance,” *Ethics & International Affairs*, Vol. 32, No. 3 (Fall 2018), pp. 317-328.

Paul Wehr, “Nonviolent Resistance to Nazism: Norway, 1940-45,” *Peace & Change*, Vol. 10, Nos. 3-4 (October 1984), pp. 77-95.

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### **Section 2: Unit 2 — Mediation and Related Diplomatic Initiatives**

William B. Quandt, “Camp David and Peacemaking in the Middle East,” *Political Science Quarterly*, Vol. 101, No. 3 (1986), pp. 357-377

[Pay particular attention to pp. 357-367 and skim the rest of this article.](#)

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### **Section 2: Unit 3 — The Logic of Arms Control**

Stuart Croft, “In Defence of Arms Control,” *Political Studies*, Vol. 44, No. 5 (December 1996), pp. 888-905.

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### **Section 2: Unit 4 — Arms Control Case Study: Nuclear Non-Proliferation**

Joseph M. Siracusa and Aiden Warren, “The Nuclear Non-Proliferation Regime: An Historical Perspective,” *Diplomacy & Statecraft*, Vol. 29, No. 1 (March 2018), pp. 3-28.

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### **Section 2: Unit 5 — Alternative Defence Postures**

John Grin and Lutz Untersher, “The Spiderweb Defense,” *Bulletin of the Atomic Scientists*, Vol. 44, No. 7 (September 1988), pp. 28-30.

Stephen J. Flanagan, “Nonoffensive Defense is Overrated,” *Bulletin of the Atomic*

*Scientists*, Vol. 44, No. 7 (September 1988), pp. 46-48.

These two items are not in the UWO e-journal collection. Under the terms of the “fair use” doctrine, they have been posted to the course website.

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### Section 3

## Political and Economic Sanctions and Conflict

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### Section 3: Unit 1 — Political and Economic Sanctions

Edward Fishman, “Even Smarter Sanctions: How to Fight in the Era of Economic Warfare,” *Foreign Affairs*, Vol. 96, No. 6 (November-December 2017), pp. 102-110.

“Financial Carpet-Bombing,” *The Economist*, Vol. 433, No. 9171 (November 30, 2019), pp. 41-42.

“You’re Sanctioned,” *The Economist*, Vol. 437, No. 9222 (November 28, 2020), pp. 46-47.

Note that *The Economist* is very oddly indexed by the UWO library. To find these items, do the following:

- Go to the UWO library homepage
- Select **Catalogue**
- Click **Journal Search**
- Enter “**The Economist**” — *without the “ ” marks* — in the search box and hit **Search**
- Scroll down to the 4<sup>th</sup> result (it will say *The Economist* and have the date **1843**) and click on that item
- Click on the **Canadian Business & Current Affairs Database**
- Browse to the issue you want

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### Section 3: Unit 2 — Sanctions Case Study: Iraq

David Rieff, “Were Sanctions Right?” *New York Times Magazine* (July 27, 2003), pp. 40-46.

This item is not in the UWO e-journal collection. Under the terms of the “fair use” doctrine, it has been posted to the course website.

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### Midterm #1

### Saturday May 29<sup>th</sup>

A detailed template (covering the exact format of the midterm) will be posted to OWL approximately a week before the scheduled test date.

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## Section 4

# Resolving Conflict with Peacekeeping

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### Section 4: Unit 1 — Antecedents to Modern Peacekeeping

(No readings)

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### Section 4: Unit 2 — The History and Evolution of Modern Peacekeeping

Séverine Autesserre, “The Crisis of Peacekeeping: Why the UN Can’t End Wars,” *Foreign Affairs*, Vol. 98, No. 1 (January-February 2019), pp. 101-118.

A. Walter Dorn and Robin Collins, “Peacekeeping Works: The UN can Help End Civil Wars,” *International Journal: Canada’s Journal of Global Policy Analysis*, Vol. 75, No. 1 (March 2020), pp. 95-103.

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### Section 4: Unit 3 — Getting Peacekeeping to Work

Paul F. Diehl, “Peacekeeping Operations and the Quest for Peace,” *Political Science Quarterly*, Vol. 103, No. 3 (Summer 1998), pp. 485-507.

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### Section 4: Unit 4 — The Cost of Peacekeeping

(No readings)

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### Section 4: Unit 5 — Peacekeeping’s Unintended Consequences

Matthew LeRiche, “Unintended Alliance: The Co-option of Humanitarian Aid in Conflicts,” *Parameters: Journal of the US Army War College*, Vol. 34, No. 1 (Spring 2004), pp. 104-120.

Odomovo S. Afeno, “The Exploitation of Civilians by Peacekeeping Soldiers in Africa: The Motivation of Perpetrators and the Vulnerability of Victims,” *Conflict Trends*, No. 2 (2012), pp. 49-56.

Go to the e-journal homepage (<http://www.accord.org.za/publications/ct/>) and browse to the appropriate issue.

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### Section 4: Unit 6 — Peacekeeping Case Study: Rwanda

Jean-François Caron, “Exploring the Extent of Ethical Disobedience through the Lens of the Srebrenica and Rwanda Genocides: Can Soldiers Disobey Lawful Orders?” *Critical*

*Military Studies*, Vol. 5, No. 1 (January 2019), pp. 1-20.

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#### **Section 4: Unit 7 — The Myths and Realities of Canadian Peacekeeping**

Graeme Young, “Political Decision-Making and the Decline of Canadian Peacekeeping,” *Canadian Foreign Policy Journal*, Vol. 25, No. 2 (2019), pp. 152-171.

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#### **Section 4: Unit 8 — The Future of Peacekeeping: What Is to Be Done?**

(No readings)

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### **Section 5**

## **Judicial Limits to War**

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#### **Section 5: Unit 1 — International Courts**

Thomas Buergenthal, “Lawmaking by the ICJ and Other International Courts,” *Proceedings of the Annual Meeting (American Society of International Law)*, Vol. 103, Special Issue on International Law As Law (March 25-29, 2009), pp. 403-406.

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#### **Section 5: Unit 2 — The International Court of Justice**

(No readings)

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#### **Section 5: Unit 3 — The International Criminal Court**

Catherine Gegout, “The International Criminal Court: Limits, Potential and Conditions for the Promotion of Justice and Peace,” *Third World Quarterly*, Vol. 34, No. 5 (June 2013), pp. 800-818.

Omar G. Encarnación, “International Justice on Trial,” *Current History*, Vol. 110, No. 732 (January 2011), pp. 32-37.

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### **Section 6**

## ***Jus in bello***

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#### **Section 6: Unit 1 — *Jus in bello* (The Laws of War)**

Detlev F. Vagts, “The Hague Conventions and Arms Control,” *American Journal of International Law*, Vol. 94, No. 1 (January 2000), pp. 31-41.



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### **Section 6: Unit 2 — Case Study: Chemical and Biological Weapons**

Catherine Jefferson, “Origins of the Norm Against Chemical Weapons,” *International Affairs*, Vol. 90, No. 3 (May 2014), pp. 647-661

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### **Section 6: Unit 3 — Canada and the Laws of War**

Tim Cook, “The Politics of Surrender: Canadian Soldiers and the Killing of Prisoners in the Great War,” *Journal of Military History*, Vol. 70, No. 3 (July 2006), pp. 637-665.

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### **Midterm #2**

**Saturday June 26<sup>th</sup>**

**Covers Sections 1-6 inclusive (with a focus on Sections 4-6)**

A detailed template (covering the exact format of the midterm) will be posted to OWL approximately a week before the scheduled test date.

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## **Section 7**

# **Using Force to Manage Conflict**

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### **Section 7: Unit 1 — *Jus ad Bellum* before the Advent of the UN Charter**

(No readings)

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### **Section 7: Unit 2 — Art. 2(4) of the UN Charter**

(No readings)

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### **Section 7: Unit 3 — Using Force in Self-Defence**

(No readings)

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### **Section 7: Unit 4 — *Jus ad Bellum* and the Security Council**

Gabriël H. Oosthuizen, “Playing the Devil’s Advocate: The United Nations Security Council is Unbound by Law,” *Leiden Journal of International Law*, Vol. 12, No. 3 (January 1999), pp. 549-563.

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**Section 7: Unit 5 — *Jus ad Bellum* Miscellany**

Eric Grove, “UN Armed Forces and the Military Staff Committee: A Look Back,” *International Security*, Vol. 17, No. 4 (Spring 1993), pp. 172-182.

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**Section 8*****Jus ad Bellum: Case Studies***

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**Section 8: Unit 1 — The United Nations Goes to War**

(No readings)

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**Section 8: Unit 2 — *Jus ad Bellum* and the War in Afghanistan**

Sean D. Murphy, “Terrorism and the Concept of ‘Armed Attack’ in Article 51 of the UN Charter,” *Harvard International Law Journal*, Vol. 43, No. 1 (Winter 2002), pp. 41-51.

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**Section 8: Unit 3 — Canada and the 2003 War with Iraq**

Eric Lerhe, “Task Force 151,” *Canadian Military Journal*, Vol. 14, No. 2 (Spring 2014), p. 5.

Go to <http://www.journal.forces.gc.ca/arc/index-eng.asp> and browse to article.

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**Section 9****Humanitarian Interventions**

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**Section 9: Unit 1 — War Outside the UN System: Kosovo**

Steven Haines, “The Influence of Operation Allied Force on the Development of the *jus ad bellum*,” *International Affairs*, Vol. 85, No. 3 (May 2009), pp. 477-490.

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**Section 9: Unit 2 — R2P/Humanitarian Interventions: Evolution**

Gareth Evans and Mohamed Sahnoun “The Responsibility to Protect,” *Foreign Affairs*, Vol. 81, No. 6 (November-December 2001), pp. 99-110.

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**Section 9: Unit 3 — R2P/Humanitarian Interventions: Critiques**

Ellen Brun and Jacques Hersh, “Faux Internationalism and Really Existing Imperialism,”

*Monthly Review*, Vol. 63, No. 11 (April 2012), pp. 36-48.

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### **Section 9: Unit 4 — Humanitarian Interventions and the Case of Libya**

Mohammed Nuruzzaman, "Rethinking Foreign Military Interventions to Promote Human Rights: Evidence from Libya, Bahrain, and Syria," *Canadian Journal of Political Science*, Vol. 48, No. 3 (September 2015), pp. 531-552.

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### **Section 10**

## **Final Thoughts**

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### **Section 10: Unit 1 — Are We Winning the War on War?**

Nils Peter Gleditsch *et al*, "The Forum: The Decline of War," *International Studies Review*, Vol. 15, No. 3 (September 2013), pp. 396-419.

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**Final Exam Period — August 4<sup>th</sup> through 7<sup>th</sup>**  
**The Exam Date will be determined by Registrar's Office**

A detailed template (covering the exact format of the final exam) will be posted to OWL approximately a week before the scheduled test date.

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## **Important Notices**

Students must complete all course requirements. Failure to do so (e.g., missing an examination without cause) will subject the student to the relevant Departmental and University regulations (e.g., possibly failing the course.)

All students should also keep a duplicate copy of their assignments. Students must also note that it is a serious academic offense to hand in the same assignment to two or more courses or to pass off another person's work as their own (i.e., plagiarism). At the discretion of the instructor, students may be required to pass a brief oral examination on their assignment and/or show their rough work before a final grade is assigned. (A detailed statement on plagiarism follows.)

Final examinations will be held during the regular examination period as set by the Registrar's Office. Except in the case of medical (or similar) problems, substitute examinations will normally not be given.

## Plagiarism

Students must also note that it is a serious academic offense to hand in the same assignment to two or more courses or to pass off another person's work as their own (i.e., plagiarism). The University of Western Ontario "Handbook of Academic and Scholarship Policy" defines plagiarism as follows:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

At the discretion of the instructor, students may be required: (i) to pass a brief oral examination on their assignment before a final grade is assigned and/or (ii) provide an electronic copy of their assignment so that their work can be checked using plagiarism-checking software (e.g., Turnitin.com). As stated in the University of Western Ontario "Handbook of Academic and Scholarship Policy:"

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

If students have any doubt as to what constitutes plagiarism, there are various resources available to them including (but not limited to) the Student Development Centre and the instructor (e.g., during office hours). If in doubt — ASK!!!

As a general guide consider the following. When you make a direct quote — Yes, you need a footnote. When you closely paraphrase ideas (e.g., following a text that someone else wrote while changing a small number of words) — Yes, you need a footnote.

What about basic facts and dates? Do you still need a footnote? Say, for example, you are asked to write a paper on the Franco-Prussian War and you have never heard about that particular conflict. And then you write in your paper that the war started in 1870 and that France was led by Louis Napoleon. Would you need a footnote for that sort of information?

No. Generally, basic facts and dates are covered by the “Common Knowledge Exception.” If you picked up any general history of that conflict, they would all relate how the war started in 1870 and that France that led by Louis Napoleon. (Another way to think of the “Common Knowledge Exception” is to call it the “Rule of Three” — if a basic fact is reported in three separate general academic sources, you need not provide a footnote.)

At the same time, if one general source was particularly influential in helping you write a section of your paper (even if you did not need to footnote specific passages from it directly), you can add a footnote like the following.<sup>1</sup>

<sup>1</sup> The following paragraph is based on P. Jones, *History of the Franco-Prussian War* (Toronto: Penguin Press, 1999), pp. 20-25.

And what about material covered in class (e.g., basic facts and dates). Generally this material falls under the “Common Knowledge Exception” (i.e., no footnote needed), HOWEVER if students really want to use material from the lectures they should go back to original sources whenever possible — especially where specific facts or data are presented or if the words of individual theorists or other experts are presented. For example, imagine the instructor states in class that “some historians consider Louis Napoleon’s strategy during the war to be similar to that used by Alexander the Great.” If you wanted to use that idea in your lecture, you should ask the instructor “which historians said this” and “where did that idea come from” BEFORE you use it in your paper. In other words, you always want to go back to the original source rather than rely solely on the material covered in class. For one thing, as a conscientious academic, you want to make sure that your professor has not made a mistake!