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 9th 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 16th 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.

Section 1
The History and Evolution of War

Section 1: Unit 1 — Course Introduction
(No readings)

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
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
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.
Section 1: Unit 3 — The Evolution of War

Section 1: Unit 4 — The Future of War?

Section 2

**Breaking the Cycle of Violence**

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


Section 2: Unit 2 — Mediation and Related Diplomatic Initiatives
Pay particular attention to pp. 357-367 and skim the rest of this article.

Section 2: Unit 3 — The Logic of Arms Control

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

Section 2: Unit 5 — Alternative Defence Postures

Section 3
Political and Economic Sanctions and Conflict

Section 3: Unit 1 — Political and Economic Sanctions


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 4th 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

Section 3: Unit 2 — Sanctions Case Study: Iraq

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 29th**

A detailed template (covering the exact format of the midterm) will be posted to OWL approximately a week before the scheduled test date.
Section 4
Resolving Conflict with Peacekeeping

Section 4: Unit 1 — Antecedents to Modern Peacekeeping
(No readings)

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


Section 4: Unit 3 — Getting Peacekeeping to Work

Section 4: Unit 4 — The Cost of Peacekeeping
(No readings)

Section 4: Unit 5 — Peacekeeping’s Unintended Consequences


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

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

Section 4: Unit 8 — The Future of Peacekeeping: What Is to Be Done?
(No readings)

Section 5
Judicial Limits to War

Section 5: Unit 1 — International Courts

Section 5: Unit 2 — The International Court of Justice
(No readings)

Section 5: Unit 3 — The International Criminal Court


Section 6
Jus in bello

Section 6: Unit 1 — Jus in bello (The Laws of War)
Section 6: Unit 2 — Case Study: Chemical and Biological Weapons

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

Midterm #2
Saturday June 26th
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.

Section 7
Using Force to Manage Conflict

Section 7: Unit 1 — *Jus ad Bellum* before the Advent of the UN Charter
(No readings)

Section 7: Unit 2 — Art. 2(4) of the UN Charter
(No readings)

Section 7: Unit 3 — Using Force in Self-Defence
(No readings)

Section 7: Unit 4 — *Jus ad Bellum* and the Security Council
Section 7: Unit 5 — *Jus ad Bellum* Miscellany

Section 8

*Jus ad Bellum: Case Studies*

Section 8: Unit 1 — The United Nations Goes to War
(No readings)

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

Section 8: Unit 3 — Canada and the 2003 War with Iraq
Go to http://www.journal.forces.gc.ca/arc/index-eng.asp and browse to article.

Section 9

*Humanitarian Interventions*

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

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

Section 9: Unit 3 — R2P/Humanitarian Interventions: Critiques
Ellen Brun and Jacques Hersh, “Faux Internationalism and Really Existing Imperialism,”
Section 9: Unit 4 — Humanitarian Interventions and the Case of Libya

Section 10
Final Thoughts

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

Final Exam Period — August 4th through 7th
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.

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 and 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.¹


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!