

# **INTERNATIONAL CONFLICT RESOLUTION**

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**ADRD/ADRM 6601**

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**Meeting Times:** Wed. 6-9:00pm B 103

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## **COURSE DESCRIPTION**

This graduate seminar has been envisioned as a collective exercise in critical thinking. The course is designed as a broad survey course that draws from the social science disciplines to review conflict Resolution in many settings including national, regional and international. The course explores applications at different levels of conflict both within and between nation states to provide a more indepth understanding of peacebuilding strategies within different arenas in the world context. Specifically, the course aims to introduce participants to some of the major themes and approaches prevalent in the field of international conflict resolution. My goal is to engender an informal participatory class environment where we can collectively assess the relative explanatory power of various theoretical approaches and subject them to rigorous examination

The course emerges from the recognition that the practitioner at the community level needs to adopt and learn from the key concepts, techniques and innovative approaches of conflict resolvers at the international level to develop a more humanistic, transformative approach to conflict analysis and resolution, and peacebuilding. This course is designed to put students in touch with international conflict resolution as it affects our every-day lives. We will discuss:

- 1).Theories and images of International conflict resolution.
- 2).Mechanisms of international conflict resolution.
- 3).International conflict resolution applications.

In order to provide an educational setting congruent with the material under review, the seminar will be structured generally after the manner of a colloquium, where students and instructor will gather to discuss the material in depth and in a critical and systematic manner. The exact nature of this structure, however, will be dynamic and evolving, because it will be defined by the group as a whole. The learning process will be accomplished in several ways, through lectures, readings, class exercises, open class discussions, simulations, homework exercises. Students will also be required to write two thought papers and a research paper.

**In this class we will be utilizing various technologies such as email, electronic library searches, netscape data collection and data base search and retrieval. In addition, this class is designed to incorporate a number of teaching methods to enhance the learning experience. They partially include: seminar discussions, formal lectures, simulation exercises, role playing, slides, videos, and field research.**

## **COURSE REQUIREMENTS**

### Class Participation

This class will be run to a large extent as a seminar. The Professor will briefly lecture at the beginning of the class and set the tone for the discussions. The expectation is that all members will attend regularly. Regular attendance is important for two reasons: first, the classes will help you to identify and absorb nuances inherent in the readings. Secondly, the quality of class discussion is contingent upon your ability to build on previous deliberations and analyses. You cannot build a store of knowledge without a measure of consistency and continuity. Students are expected to participate actively in class discussion and activities.

To this end, please note that attendance is mandatory, and that I shall hold each student personally responsible for consulting with me regarding materials missed in the event of any absence. Anyone exceeding two unexcused absences should not expect to receive an "A" grade in this course. Under School policy three unexcused absences result in an automatic failure.

Success in this class requires that you do all the reading and that you come regularly to class. Students will be expected to have completed the reading assignments for each week prior to seminar sessions. The readings will serve as vehicles for lectures and discussions in the classroom. Class participation should provide some evidence that you are keeping up with the readings and continuing to think about the issues raised in the course. This is a pro-active, hands-on learning approach to improve one's communication skills. Evaluation of your class participation will be based on the following criteria:

- 1) Raising and answering questions related to the assigned readings.
- 2). Sharing ideas and insights.

- 3). Sharing personal experiences and observations.
- 4). Pointing out relevant data.
- 5). Relating and synthesizing ideas of others.
- 6). Providing constructive feedback on processes in the classroom.
- 7). Pointing out relationships to earlier discussion.
- 8). Helping others develop their ideas and views.

Undoubtedly the agenda I have set for the class is a formidable one. However, I believe that it should be well worth your effort, as I have taken care to select readings representative of the most diverse intellectual background. If you study assiduously, you should have a theoretically informed understanding of international conflict resolution by the end of the semester.

#### Class Presentations

Students will be required to do one class presentation, based on the readings for those weeks. The students will be responsible for taking the lead role in our discussion of the reading material. The class presentations each week will act as a catalyst for our broader class discussion. The students leading the discussion must summarize the key points in the reading material and apply it to a case study (develop questions and answers). Note that the case study readings may not include information about all key issues addressed in the principal readings for a given week. In these situations, presentations should identify information that would be needed to analyze the issues appropriately. Students must prepare 3-5 page outlines and bring enough copies for all students. Although both books and other readings provide summaries, these are useful but generally insufficient for the outlines to be distributed to the class. The outlines should use complete sentences and be understandable without reference back to the readings.

For example, if the weekly topic was third party intervention in intercommunal conflicts, it would be the task of the presenters to develop key questions around the issues. Some examples of key questions could be: what is third party intervention? Distinguish between preventative diplomacy, peacemaking, peacekeeping and peace-building? Do recent developments suggest that a stronger legal basis for the international protection of the rights of ethnic groups is evolving?

10% of your grade will be based on your presentation of selected readings for class discussion. Your preparation for the class, the assigned reading outline and your leading of the group discussion. All students should have read the required material and be prepared to discuss them, regardless of whether they are presenting it in a given class.

#### Thought Papers

Students will need to do the reading assignments attentively and in a timely fashion (i.e., completed prior to the class sessions). Students will be expected to write two concise and succinct thought papers of not more than 3 pages during the course of the semester. These papers should synthesize major ideas and themes outlined in the readings, and reflect a critical analysis of the reading assignments for each week. Each student will submit his or her paper on the day of class. The papers will help you to prepare for comprehensive exams and for other classes.

### **How To Read Articles & Books**

Many students may have never received any formal training and/or practice in how to obtain the most from reading assignments in the least amount of time. The most effective approach to this task, in my experience, has been to follow and to practice very particular guidelines in reading the assignments for this course:

- 1). What is the author's thesis? The major point s/he is trying to make?
- 2). What are the major assumptions the author makes (and expects you to accept) in arguing that thesis?
- 3). What are the implications for research or practice if the author's thesis and underlying assumptions are valid or true?
- 4). What are some important or useful concepts the author presents?
- 5). How does the reading relate to previous readings?
- 6). Critically reflect on and assess the article as a whole; what are its strengths and weaknesses?
- 7) Are there any other arguments or perspectives that might explain the topic better than the author's argument?

### **Scholarly Research Paper**

A 15-20 page research paper on a topic of your choice is due at the end of the semester. You should begin to think about the topic of your paper at the beginning of the semester. Possible topics include, but are certainly not limited to, the following:

- \* ethics of international conflict resolution
- \* role of international conflict resolution in business
- \* role of international institutions in managing international conflicts
- \* role of international law in mediating regional conflicts

- \* environmental conflict resolution
- \* third party intervention in intercommunal conflicts
- \* critically evaluate international conflict resolution theory

The expectation of the instructor is that you will employ a full library search strategy to uncover materials for your paper and that you will query (when applicable and appropriate) various persons and agencies regarding their practice and experience in the topic area. The paper will be due the last night of class.

## **GRADING CRITERIA**

Class attendance & participation 10%

Class presentation 10%

Thought papers 30%

Research paper 50%

Late assignments will be marked down if the student fails to notify the instructor in advance of the circumstances surrounding the reason for turning the paper in late. Incomplete or "I" grades may be requested by a student in an emergency situation. Such requests, unless there is an unexpected medical emergency, must be approved before the last regularly scheduled class. A student may request an incomplete, or "I" grade for a period of one semester only. Incomplete grades must be resolved within the following semester. Students must discuss with the professor and obtain their consent and signature before filing the incomplete application form. Faculty will not initiate "I" grades. They must assign a letter grade of "F" if a student has not filed an "I:" request form and has not completed the class assignments by the time grades are due. The school's policy on the "I" grade designation is clearly stated in the Department Handbook and the School Catalogue. For more information and the required form, see Ann Booth.

School policy states that any student who does not attend the first two class sessions and does not provide a satisfactory explanation will be administratively withdrawn from the course. In addition, students may drop a class before completion of 12 hours of class meetings; after that time, students who wish to drop that class must formally withdraw by completing an official withdrawal form that requires the signature of the professor and the Chair of the Department.

## **OFFICE HOURS**

Office Hours: Tuesday, Wednesday and Thursday, 1:00-4:00p.m. and by appointment. Students are encouraged to meet with the instructor to discuss any questions, problems,

issues, thoughts, or concerns which might arise. I urge you to come and see me during office hours. My office is Room 2. Phone: 236-4105.

## **REQUIRED TEXTS**

(1) Collection of required articles (2) Books - the following books are available for purchase at the campus bookstore. Jacob Bercovitch. (1996). Resolving International Conflicts: The Theory and Practice of Mediation. Boulder, Colorado: Lynne Rienner. Michael T. Klare and Daniel C. Thomas. (1994). World Security: Challenges

## **WEEKLY TOPICS AND READING ASSIGNMENTS**

### **I. THEORIES, IMAGES, AND INTERNATIONAL CONFLICT RESOLUTION: AN INTRODUCTION**

#### **September 4: INTRODUCTION-THE NATURE AND STRUCTURE OF THE COURSE**

We shall spend the first class talking about the logistics, trajectory, expectations and goals of the course as well as getting to know one another. Overview of the course and requirements Seminar leader sign-up sheet Slide show presentation with Professor Polkinghorn

#### **September 11: THEORIES OF INTERNATIONAL CONFLICT RESOLUTION: REALISM, IDEALISM & NEOREALISM**

Alternative images of international conflict and levels of analysis

assigned:--- Michael T. Klare and Daniel C. Thomas. (1994). World Security: Challenges For A New Century. New York: St. Martin's Press.

Chapter 1. "World Interests and the Changing Dimensions of Security" pp. 10-26.

Chapter 2. "Great Powers and World Peace" pp. 27-42.

#### **September 18: THEORIES OF INTERNATIONAL CONFLICT RESOLUTION: GLOBALISM**

assigned: --- Michael T. Klare and Daniel C. Thomas. (1994). World Security: Challenges For A New Century. New York: St. Martin's Press.

Chapter 16. "Demographic Change and Ecological Insecurity" pp. 314- 31.

Chapter 17. "Global Debt and Third World Development" pp. 332-55.

Chapter 18. "World Hunger: A Scarcity of Food or a Scarcity of Democracy?" pp. 356-71.

## **September 25: MEDIATION AS INTERVENTION IN INTERNATIONAL CONFLICT RESOLUTION**

assigned: --- Jacob Bercovitch. (1996). *Resolving International Conflicts: The Theory and Practice of Mediation*. Boulder, Colorado: Lynne Rienner.

Chapter 1. "The Structure Study of International Mediation: Theoretical Issues and Empirical Evidence" pp. 11-38.

Chapter 2. "Bias and Impartiality in International Mediation " pp. 39-54.

## **II. MECHANISMS OF INTERNATIONAL CONFLICT RESOLUTION**

### **Thought Paper #1 Due:**

## **October 2: BEYOND THE NATION STATE: INTERNATIONAL INSTITUTIONS**

assigned: --- Jacob Bercovitch. (1996). *Resolving International Conflicts: The Theory and Practice of Mediation*. Boulder, Colorado: Lynne Rienner.

Chapter 4. "The U.N. Secretary-General and the Mediation of International Disputes" pp. 75-106.

--- Michael T. Klare and Daniel C. Thomas. (1994). *World Security: Challenges For A New Century*. New York: St. Martin's Press.

Chapter 19. "Building World Security: The Need for Strengthened International Institutions" pp. 372-98.

## **October 9: MAKING PEACE OR KEEPING PEACE: THE BLUE HELMETS VERSUS INFORMAL MEDIATORS**

assigned: --- Jacob Bercovitch and Jeffrey Rubin. (1992). *Mediation in International Relations: Multiple Approaches to Conflict Management*. New York: St. Martins Press.

Chapter 3. "Informal Mediation by Private Individuals" pp.52-63.

--- Michael T. Klare and Daniel C. Thomas. (1994). *World Security: Challenges For A New Century*. New York: St. Martin's Press.

Chapter 10. "Maintaining International Peace & Security: UN Peacekeeping and Peacemaking" 188-215.

## **October 16: INTERNATIONAL LAW, HUMAN RIGHTS & A GLOBAL CIVIL SOCIETY**

assigned: --- Michael T. Klare and Daniel C. Thomas. (1994). World Security: Challenges For A New Century. New York: St. Martin's Press.

Chapter 12. "International Human Rights After the Cold War" pp.236- 55.

Chapter 13. "Global Violence Against Women: The Challenge to Human Rights and Development" pp. 256-73.

## **October 23: INTERDEPENDENCE & LINKAGES: QUEST FOR PEACE**

assigned: --- Michael T. Klare and Daniel C. Thomas. (1994). World Security: Challenges For A New Century. New York: St. Martin's Press.

Chapter 3. "Democratization Around the Globe: Opportunities and Risks" pp. 43-62.

Chapter 4. "The Dynamics of Revolutionary Change in Russia and the Former Soviet Union" pp. 63-84.

## **October 30: REGIONAL INTEGRATION: BUILDING NEW RELATIONSHIPS**

assigned: --- Jacob Bercovitch. (1996). Resolving International Conflicts: The Theory and Practice of Mediation. Boulder, Colorado: Lynne Rienner.

Chapter 3. "Mediating Conflict in Central America" pp. 75-106.

--- William Zartman and Victor Kremenyuk. (1995). Cooperative Security: Reducing Third World Wars. Syracuse: Syracuse University Press.

Chapter 1. "Systems of World Order and Regional Conflict Resolution" pp. 3-24.

## **III. INTERNATIONAL CONFLICT RESOLUTION: THE RANGE OF APPLICATIONS**

### **November 6: REGIONAL CONFLICT & SUPERPOWERS: THE ROLES OF EXTERNAL GUARANTORS & QUASI MEDIATORS**

#### **Thought Paper #2 Due:**

assigned: --- Jacob Bercovitch. (1996). Resolving International Conflicts: The Theory and Practice of Mediation. Boulder, Colorado: Lynne Rienner.

Chapter 6, "The Limits of Mediation: Lessons From the Syria-Israel Experience, 1974-1994" PP. 129-54.

--- Michael T. Klare and Daniel C. Thomas. (1994). World Security: Challenges For A New Century. New York: St. Martin's Press.

Chapter 8. "Regional Conflicts in the Post-Cold War Era: Causes, Dynamics, and Modes of Resolution" pp. 155-74.

### **November 13: THE ENVIRONMENT, POPULATION GROWTH & RESOURCE SCARCITY**

assigned: --- Jacob Bercovitch. (1996). Resolving International Conflicts: The Theory and Practice of Mediation. Boulder, Colorado: Lynne Rienner.

Chapter 9. "Environmental Mediation in International Relations" pp. 191-218.

--- Michael T. Klare and Daniel C. Thomas. (1994). World Security: Challenges For A New Century. New York: St. Martin's Press.

Chapter 14. "The Environment and International Security" pp. 274-89.

Chapter 15. " Environmental Scarcity and Intergroup Conflict" pp. 290-313.

### **November 20: PROLIFERATION, NON-PROLIFERATION & SECURITY: THE ROLE OF CONTEXT**

assigned: --- Jacob Bercovitch. (1996). Resolving International Conflicts: The Theory and Practice of Mediation. Boulder, Colorado: Lynne Rienner.

Chapter 5. "Cultural Aspects of International Mediation" pp.107-29.

--- Michael T. Klare and Daniel C. Thomas. (1994). World Security: Challenges For A New Century. New York: St. Martin's Press.

Chapter 5. "The Second Nuclear Era: Nuclear Weapons in a Transformed World" pp. 85-105.

Chapter 7. " Adding Fuel to the Fires: The Conventional Arms Trade in the 1990s" pp. 134-54.

### **November 27: ETHNIC EXTREMISM & MICRO NATIONALISM: THE ROAD TO CHANGE**

assigned: --- Jacob Bercovitch. (1996). Resolving International Conflicts: The Theory and Practice of Mediation. Boulder, Colorado: Lynne Rienner.

Chapter 7. "Mediation in Internal Conflicts: Lessons From Sri Lanka" pp. 153-70.

Chapter 8. " The Yugoslavian Conflict, European Mediation and the Contingency Model: A Critical Perspective" pp. 171-90.

--- Michael T. Klare and Daniel C. Thomas. (1994). World Security: Challenges For A New Century. New York: St. Martin's Press.

Chapter 9. "Ethnic & Nationalist Conflict" pp. 175-84.

#### **December 4: INTERNATIONAL CONFLICT RESOLUTION IN CONTEXT**

**Research Paper is Due:**

#### **Simulation**

assigned: --- Jacob Bercovitch. (1996). Resolving International Conflicts: The Theory and Practice of Mediation. Boulder, Colorado: Lynne Rienner.

Chapter 10. "Varieties of Mediating Activities and Mediators in International Relations" pp. 219-34.

Chapter 11. "A Contingency Perspective on Conflict Interventions: Theoretical and Practical Considerations" pp. 235-62.