INTL 360: International Conflict and Cooperation
W 2016

Tues/Thurs 4:00-5:20pm
Hedco 220
Instructor: Will Johnson, MA, JD
Office: 371 PLC
Email: williamj@uoregon.edu
Hours: TBD

Violations of humanitarian and human rights laws are not a side effect but the central methodology of new wars.

--Mary Kaldor

Peace cannot be kept by force. It can only be achieved by understanding.

--Albert Einstein

Peace, in the sense of the absence of war, is of little value to someone who is dying of hunger or cold. It will not remove the pain of torture inflicted on a prisoner of conscience. It does not comfort those who have lost their loved ones in floods caused by senseless deforestation in a neighboring country. Peace can only last where human rights are respected, where people are fed, and where individuals and nations are free.

--The XIVth Dalai Lama

COURSE DESCRIPTION
Overview:
“Peacebuilding,” according to the editors of our course text, “has emerged as one of the most critically important, albeit vexing, aspects of international involvement in conflict and postconflict situations.” Conflict--especially violent confrontations--dominates the headlines and our collective attention. History is often perceived as a series of wars. Peaceful resolutions, on the other hand, are often subtle, protracted and fragile. At the front end of the 21st century, nations, groups and individuals still resort to violence and threat of violence to achieve their goals.

**NOTE: Course Grading Requirements and Required Reading Subject to Change. A Final Syllabus will be available the first day of class**
This course explores how both conflict and cooperation shape our highly globalized world. We will focus on conflicts between nation states and para-states while recognizing that violence has a variety of causes and manifestations and must be examined on many scales. Our inquiry ranges from personal stories to official international policy. We will attempt to magnify the root causes of violence, both personal and institutional. We will also seek to articulate the relationships between war and development/underdevelopment. While the course is organized thematically (see schedule below), each theme will be developed with the use of case studies. Some of the cases will be familiar, such as the Israeli-Palestinian conflict and the wars in Iraq and Afghanistan. Others, such as the struggle for indigenous cultural survival are less publicized but no less important in understanding the nature of conflict and cooperation. Finally, the course material will include numerous examples of peoples and organizations (civil society) who have creatively resolved conflicts and by doing so challenge the notion of the inevitability of violence.

The goal of the course is three-fold: (1) to develop a fundamental knowledge and literacy regarding recent and ongoing international conflicts (2) to critically examine how these conflicts are experienced and presented by various stakeholders, and (3) to consider creative and successful attempts to resolve conflicts and build sustainable peace. I will do my best to create an enjoyable atmosphere of respect and intellectual integrity. In turn it is essential that you be committed to taking an active role in your learning process.

Meeting Format:
Monday and Wednesday meetings will be include lectures, videos, some discussion and guest speakers. The final 30 minutes will be dedicated to discussions, small group exercises and guidance on the assignments.

Communication:
The syllabus, course announcements, assignments, project instructions, study guides, some notes and images, additional readings, website links, and contact information will be posted on Canvas. Check the site on a regular basis. If you do not have reliable access to Canvas, please notify the instructor. You may contact the instructor by email or during office hours. I will try to respond within 24 hours with the exception of weekends.

Ethics of our learning environment:
This class examines deeply felt convictions of many individuals. Everyone should respect this as a safe place for learning for everyone in class. Respect includes arriving on time, refraining from the disruptions of early departures. Do your best to contribute to a respectful, supportive learning process while we work through challenging ideas and different viewpoints.

GRADING AND REQUIREMENTS
Course grades will be determined by quality of work in the following exams and assignments.

Exams: 50 % (30%, 20%)
A midterm in-class exam (30%) and take-home final (20%) will determine the majority of your grade. The mid-term exam will be a combination of multiple choice and identification

**NOTE: Course Grading Requirements and Required Reading Subject to Change. A Final Syllabus will be available the first day of class**
of major terms and concepts. Make-up exams will be allowed only for documented medical reasons. A study guide for the exam and instructions for assignments will be accessed through Canvas. The final take-home exam is due by 12:00 noon, Wednesday, March 18.

**Conflict Report or Alternative Project: 30 %**
Students have three options for research:

1) You may research a specific international conflict as depicted in a video or biography. The paper will identify root causes, key participants and prospects for peace. The resulting analytical paper will be 8-10 pages plus bibliography and appendices. You will be required to use at least four different types of sources in the research.

2) You may choose to complete a paper or project focusing on the work of an international peace-building organization or individual.

3) You may propose a well-conceived project involving the arts/humanities and peace. All students will be organized into work groups whose goal is to organize and present your work in a class presentation.

**Oral Presentation of Project: 10%**
**Participation: 10%**

**METHOD OF EVALUATION (GRADING)**
All work will be assessed using the following standards:

- **A** indicates thorough, original, insightful and well-presented work (90% or higher of possible points)
- **B** meets general expectations for 300-level work, is complete and well-presented (80-89%)
- **C** indicates acceptable but sub-par work in comparison to general expectations and peer performance (70-79%)
- **D** does not meet minimum standards and expectations, requires re-submission for credit if time allows except for exams

**REQUIRED READINGS**
Readings will be accessed through the purchase of the course texts and through postings on the Canvas (BB) site. All readings will be posted on BB.

Text (optional purchase):
Beah, I. *Long Way Gone*

**COURSE SCHEDULE**

*January 5, 7*

**1. Course Introduction: Perspectives on Conflict and Cooperation**

*Video: A Child’s Century of War*


**NOTE: Course Grading Requirements and Required Reading Subject to Change. A Final Syllabus will be available the first day of class**


January 12, 14
II. Instruments of Peace: Non-Violent Strategies and Actions
Video: “A Force More Powerful”


Barnes, C. “Weaving the Web”, in People Building Peace II. pp. 7-23.

January 19, 21
III. The Instruments of War: The Military Industrial Complex
Video: “Why We Fight”


Arias, O. “The Imperative of Civil Society in Arms Control” in People Building Peace II. pp. 617-618.


January 26, 28
IV. The Psychology and Ethics of War and Peace
Video: The Mean World Syndrome


**NOTE: Course Grading Requirements and Required Reading Subject to Change. A Final Syllabus will be available the first day of class**

Tuyaga, A. “Jamaa in Burundi” in People Building Peace II. pp. 157-161.


Tinker, S. 2011. pp. 482-497

February 2, 4

V. The International “War on Terrorism”


Clements, K. “The War on Terror”, in People Building Peace II. pp. 71-82.


February 9

MIDTERM EXAM

February 11, 16

VI. Women and War


February 18, 23

VII. Faith Communities’ Roles in Conflict Resolution

Guest Speakers: Henry Disney, Maurice Harris, Ibrahim Hamide

**NOTE: Course Grading Requirements and Required Reading Subject to Change. A Final Syllabus will be available the first day of class**


Smith, C. “On ‘Moralistic Therapeutic Deism’ as US Teenagers’ Actual, Tacit, DeFacto Religious Faith”
“Human Shields to Limit Violence” in People Building Peace II. pp. 382-387.

February 25, March 2

VIII. Culture and Conflict: Music and the Arts
Video: Cultures of Resistance
Guest Speaker: Diane Retallack


Kanyako, V. “Using the Creative Arts to Deglamorize War”, in People Building Peace II. pp.293-300.

Kamara, E. and K. Neal. “Children’s Learning Services in Sierra Leone” in People Building Peace II. pp. 257-263.

March 4
IX. The UN, International Law, and Peacekeeping

March 9, 11
X. Course Overview and Project Presentations: Prospects for Building a Sustainable Peace


**NOTE: Course Grading Requirements and Required Reading Subject to Change. A Final Syllabus will be available the first day of class**
March 18 (Wed.) 12:00 noon
Take-home Exam Due

Peace is not the product of terror or fear.
Peace is not the silence of cemeteries.
Peace is not the silent revolt of violent repression.
Peace is the generous, tranquil contribution
of all to the good of all.
Peace is dynamism. Peace is generosity.
It is right and it is duty.

-- Bishop Oscar Romero

Since wars begin in the minds of men, it is in the minds of men that the defenses of peace
must be constructed.

-- UNESCO Constitution

Congress is not preparing to defend the people of the United States. It is planning
to protect the capital of American speculators and investors.... Incidentally this
preparation will benefit the manufacturers of munitions and war machines....
Strike against war, for without you no battles can be fought! Strike against
manufacturing shrapnel and gas bombs and all other tools of murder! Strike
against preparedness that means death and misery to millions of human beings!
Be not dumb, obedient slaves in an army of destruction! Be heroes in an army of
construction!

-Helen Keller at Carnegie Hall January 5, 1916