Overview
This course takes you on a global journey, examining conflict with an emphasis on those characterized by violence. We begin by familiarizing ourselves with the territory, discussing concepts related to conflict, terrorism and human rights. Our academic excursion will then take us to Africa where we will shed light on the horrors of genocide by looking at Rwanda. Then we travel to the United States where we will delve into issues of indigenous peoples by surveying the historic and contemporary plight of Native Americans. From there, we move to the state of Israel and the occupied Palestinian territories analyzing issues connected to occupation and resistance. Then, we are off to Russia, in the North Caucasus region, where we assay the intersection of human rights violations, historic genocide, terrorism and perceptions of occupation and resistance. We end the semester in the United Kingdom, first in Northern Ireland where we examine a conflict and its transformation, very much in progress, away from violence. Our last class is settled in Scotland, which although less than settled, is nonviolent in nature.

Learning Objectives
At the end of this course, you should understand and be able to thoughtfully discuss:
- Concepts related to conflict, with an emphasis on violent, intrastate conflicts;
- The significance of context, empathy, choices and constructed narratives in understanding different types of conflicts and responses to them;
- Distinctions between different types of actors and why they are important;
- The roles of grievances, motivations and goals in fomenting (and ending) conflict;
- The importance of human rights in fomenting (and ending) conflict;
- The value of comparative case studies (within and beyond a conflict); and,
- The impact of conflict on proximate victims and survivors within zone and in broader global contexts.
**Skills**

By the conclusion of the term, you will have had the opportunity to:

- Improve critical thinking, reading and writing abilities;
- Enrich your understanding of how to conduct research utilizing diverse perspectives;
- Develop your public speaking and presentation skills; and,
- Enhance your ability to engage collaboratively in group work.

**Course Materials**

- This course actively uses our Blackboard (BB) page.
- Weekly readings and other course documents are posted there.
- In addition to the BB readings, you are asked to read Elizabeth Dauphinee’s *Politics of Exile*, available at the book store.

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**My Contact Information**

Office: 210A Renaissance Park (RP)  
Email: k.jones@northeastern.edu  
Phone: 617.373.8203  
Office Hours: M/TH 2.30-4

**The best way to reach me is during office hours or via email.**
**International Conflict**  
**Class Schedule – Overview**

**Welcome!**  
TH, 10 September – Introductions

**Module 1: Conflict and International Law**  
M, 14 September – Conflict - Frameworks and Concepts  
TH, 17 September – Conflict and International Law  
M, 21 September – International Law and Conflict Transformation

**Module 2: Terrorism**  
TH, 24 September – Defining Terrorism  
M, 28 September – The Trouble with Terrorism

**Module 3: Genocide (in Rwanda)**  
TH, 1 October – Overview of Genocide and the Rwandan Context  
M, 5 October – Genocide, the Search for Justice, and “Never again”  
→ For class, please read: *Hotel Rwanda*  
Extra credit film: *Hotel Rwanda*

**Module 4: Indigenous Peoples (in the U.S.)**  
TH, 8 October – The International Framework  
M, 12 October – No Class – Columbus Day  
TH, 18 October - The Historical Context in the U.S.  
The Colonial Legacy and Contemporary Conflict  
Extra credit film: TBA

**Module 5: Occupation (Israel and the occupied Palestinian Territories)**  
M, 19 October – Setting the Historical Stage  
TH, 22 October – Settlers, Settlements and the West Bank  
M, 26 October – The (In)Security Barrier  
TH, 29 October –  
Extra credit film: *Five Broken Cameras*

**Module 6: Re(Humanization) Choice, Empathy and Violence**  
M, 2 November – Gaza Demonization and Humanization (in-class film)

**Module 7: Genocide, Terrorism and Contemporary (In)Security (in Russia’s North Caucasus)**  
TH, 5 November – An Uncivil War  
M, 9 November – Human Rights and Wrongs

**Module 8: From Bullets to the Ballot Box (in Northern Ireland)**  
TH, 12 November – Bloody Sunday  
M, 16 November – The Troubles  
TH, 19 November – Transforming the Conflict  
M, 23 November – The “Dissidents”  
Extra credit film: *Hunger*

TH, 26 November – No Class – Thanksgiving

**Group Presentations**  
M, 30 November - Presentations  
TH, 3 December - Presentations

**Module 9: Nonviolent Conflict (in Scotland)**  
M, 7 December – Sovereignty, Secession and Independence in Scotland

**Due Dates**

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<thead>
<tr>
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<th>Due Date</th>
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<tr>
<td>Conflict selection</td>
<td>14 September (in class)</td>
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<td>Paper no. 1</td>
<td>14 October (by 11PM by email)</td>
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<td>Paper no. 2</td>
<td>10 November (by 11PM by email)</td>
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<td>Paper no. 3 (group)</td>
<td>11 December hardcopy in the box at reception on the 2nd floor of RP by 3PM</td>
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<tr>
<td>Final exam</td>
<td>16 December (by 11PM by email)</td>
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*Drafts of papers (if you choose to submit one) are due one week prior to the final paper.*

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*Afghanistan; Source: Nat’l Geographic*
# Class Schedule - Detailed

## Welcome

**TH, 10 September – Introductions – to each other and the course**

## Module 1: Conflict and International Law

**M, 14 September – Conflict - Frameworks and Concepts**

→ **For class, please read:**
   1. “Armed Conflicts” (Themner and Wallenstein)
   2. “Introduction” (Demmers)

→ **Also on the agenda... in-class conflict selection**

**TH, 17 September – Conflict and International Law**

→ **For class, please read:**
   1. “The UN Human Rights System” (UN)
   2. International Covenant on Civil and Political Rights
   3. Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

→ **Also on the agenda... review first paper assignment**

**M, 21 September – International Law and Conflict Transformation**

→ **For class, please read:**
   1. "International Humanitarian Law and International Human Rights Law - Similarities and Differences" (UN)
   2. “HR in Armed Conflict” (UN), pp 5-27
   3. “Conflict Transformation” (Lederach)

→ **Also on the agenda... engaging sources – researching conflict**

## Module 2: Terrorism

**TH, 24 September – Defining Terrorism**

→ **For class, please read:**
   1. “Terrorism – How to Respond (English, ch. 1)
   2. “The Study of Terrorism (Jenkins)

**M, 28 September – The Trouble with Terrorism**

→ **For class, please read:**
   1. “Why Consider the Terrorists' POV” (Moghaddam)
   2. “The Psychology of Terrorism” (Kruglanski and Fishman)

## Module 3: Genocide (in Rwanda)

**TH, 1 October – Overview of Genocide and the Rwandan Context**

→ **For class, please read:**
   1. The Genocide Convention
   2. “The Eight Stages of Genocide” (Stanton)

**M, 5 October – Genocide, the Search for Justice, and “Never again”**

→ **For class, please read:**
   3. “Rwanda – Lessons Learned” (HRW)
   4. “Preventing Genocide – Threats and Responsibilities” (ICRC)
Module 4: Indigenous Peoples (in the U.S.)
TH, 8 October – The International Framework
→ For class, please read:
  1. Declaration of the Rights of Indigenous Peoples
  2. “Mounting the Big Horse” (chapter excerpt, Echo-Hawk)

M, 12 October – No Class – Columbus Day
→ DUE: Paper no. 1 on 14 October (by 11PM by email)

TH, 15 October - The Historical Context in the U.S.
→ For class, please read:
  1. “Introduction – This Land” (chapter excerpt Dunbar-Ortiz)
  2. Selected essays from *Rethinking Columbus* (see BB for specifics)
  3. TBD

Extra credit film: TBA

Module 5: Occupation (Israel and the occupied Palestinian territories)
M, 19 October – Setting the Historical Stage
→ For class, please read:
  1. “Palestine and Israel – a Primer” (Beinin and Hajjar)
  2. “Contested Narratives” (Dajani)

TH, 22 October – Settlers, Settlements and the West Bank
→ For class, please read:
  1. “Implications of Settlements” (UNHRC)

M, 26 October – The (In)Security Barrier
→ For class, please read:
  1. “Five Years after the ICJ Opinion” (UNOCHA)

TH, 29 October - Gaza
→ For class, please read:
  1. “Hamas, Ideological Flexibility” (USIP)
  2. “Hamas – Talk to them,” (Gunning)
  3. “Gaza in 2020” (UN)

Extra credit film: *Five Broken Cameras*

Module 6: Re(Humanization) Choice, Empathy and Violence
M, 2 November – Demonization and Humanization (in-class film)
→ For class, please read:
  1. “Terrorism, Signaling...” (Hoffman)
Module 7: Genocide, Terrorism and Contemporary (In)Security (in Russia’s North Caucasus)

TH, 5 November - An Uncivil War
→ For class, please read:
   1. “Prisoners of the Caucasus” (King and Menon)
   2. “The Forgotten War” (Trenin)

M, 9 November – Human Rights and Wrongs
→ For class, please read:
   1. “The War on Terror and the Chechen Conflict” (Cornell)
   2. “Placing Blame - Making Sense of Beslan” (O’Tuathail)
   3. “Her Own Death Foretold” (Politkovskaya)
   4. “Natalia Estemirova - Champion of Chechens” (Amnesty)

→ DUE: Paper no. 2 on 10 November (by 11PM by email)

Module 8: From Bullets to the Ballot Box (in Northern Ireland)

TH, 12 November – Bloody Sunday
→ For class, please read:
   1. “Set the Truth Free” (BST)
   2. “Getting It Wrong” (Thornton)

M, 16 November – The Troubles
→ For class, please read:
   1. “Background to the Conflict” (chapter excerpt) (McEvoy)
   2. “The Troubles Is My Life” (chapter excerpt) (Fay and Smith)

TH, 19 November – Transforming the Conflict
→ For class, please read:
   1. The Good Friday Agreement
   2. “A Just and Lasting Peace” (Adams)

M, 23 November – The “Dissidents”
→ For class, please read:
   1. “They Haven’t Gone Away, You Know” (Tonge)
   2. “When Terrorism as a Strategy Fails” (Edwards)

TH, 26 November – No Class – Thanksgiving

Extra credit film: Hunger

Group Presentations
M, 30 November - Presentations
TH, 3 December - Presentations
Module 9: Nonviolent Conflict (in Scotland)
M, 7 December – Sovereignty, Secession and Independence in Scotland
→ For class, please read:
1. “The Case for Scottish Independence” (Ewing and Erickson)
2. “Towards Scottish Independence” (McEwan)
3. “International Reactions to the Scottish Referendum” (Walker)
→ Please review:
4. “Yes – Choice” (SNP)
5. Scottish Independence Referendum Results (2014)

-> DUE: Paper no. 3 on 11 December - hardcopy in the box at reception on the 2nd floor of RP) by 3PM

-> DUE: Final exam on 16 December (by 11PM by email)

Assignments
✓ Attendance and participation – 10 POINTS
Your success in this course requires your participation. Participation is based on your thoughtful and constructive contributions to the class discussions on a regular basis. Note that the point is not to put you on the spot, but rather to get you to become actively involved in your education. Students who are not normally “chatty” in class should be in touch with me during the first few days of the course so we can work together to get you involved.

Attendance is required. If you need to miss class due to illness or emergency, prior notice should be given by email when possible. If you miss class, it is your responsibility to connect with a classmate and go over the material. Students who miss more than two class meetings, without very good cause and appropriate notice, will not be able to pass the class. Additionally, note that your participation grade may be diminished if you do not attend.

✓ Opposition/non-state actor profile – 20 POINTS
This is a research paper formatted as a profile (6 pp, double-spaced (DS)), written as if you are a media relations officer for the militant/terrorist group from one of the specified conflicts (see separate sheet).
Due: by 14 October by 11 PM by email

✓ State advisor memo – 20 POINTS
You are a policy advisor to the specified state government directly impacted by, and dealing with the group you profiled in the first paper. This paper, (6 pp, DS), advises your state about how to best deal with the threat(s) posed by that group.
Due: 10 November by 11PM by email

✓ Conflict - group presentation 10 POINTS
You work for “Transformation International” (TI), a fictitious NGO providing options to actors engaged in violent conflict. Your group will provide a twelve-minute presentation, offering a brief overview of your conflict as well as recommendations about how to transform the conflict away from violence, particularly that associated with terrorism and counterterrorism. Oral presentation time must be divided (relatively evenly) amongst all group members.
To be scheduled (November 30 and December 3)
✓ **Group paper - 10 POINTS**
*Also as TI,* your group will provide a short (5-6 pp, DS) paper that advises those in the conflict how to best transform their situation away from violence, particularly that associated with terrorism and counterterrorism, and toward sustainable peace.  
*Due: 11 December (1 hardcopy in the box at reception on the 2nd floor of RP) by 3PM.*

✓ **Critical book discussion group - 10 POINTS**
Groups of 4-6 students will arrange a time to meet with me outside of class (via a Doodle poll), in the latter half of the term for approximately 45 minutes to 1 hour. During this time, you will lead a thoughtful and substantive discussion of Elizabeth Dauphinee’s *Politics of Exile.*

✓ **Take home exam – 20 POINTS**
This will be an essay and short answer exam that covers the material from the term including lectures/discussions, readings, and in-class films. Note that you will be asked to cite to specific lectures, readings and films.  
*Due: by 16 December by 11 PM by email*

**How to Make the Most of Our Class**

✓ In addition to the learning objectives and skills stated above, the goals for this class include creating a positive, constructive and engaging environment in which we can grapple with and learn about some very difficult issues related to conflict.

✓ To do this, we use readings (from a range of sources), images, video clips, films and lots of discussion.

✓ To make the most of our 100 minute sessions, note that the readings are meant to be done before class - they are preparation for our discussions.

✓ These readings serve as a foundation upon which we will build our in-class lectures and discussions. In other words, during most classes, we will not normally walk through each of the readings, but rather treat them as a jumping off point. So, while I don’t assume any prior knowledge of conflict or the countries we visit, I do assume you’ve done the readings.

✓ The due dates (listed above) are to help you to plan your semester. If you have concerns about your papers in advance of the deadline, please see me sooner rather than later, so that you make the most of each assignment.

✓ Don’t forget to use the assignment sheets for each paper - they will be handed out in class as we progress through the term and posted on Blackboard.

✓ Drafts of papers are welcome, particularly because this is a writing intensive course. Practice (writing!) and feedback are two of the best ways to improve. This class provides both. If you are turning in a draft of a paper, it is *due the week before the*
**final paper.** Drafts need not be complete papers – they can be an outline or a section of a paper.

✓ Note that the group paper and presentation will require significant coordination outside of the classroom. If your group is having difficulty getting together or a member isn’t “showing up,” let me know and we’ll see if can remedy the situation.

**Grading**

Grading is based on an A - F scale. To earn an “A,” you need to do excellent work - not just turn in something that meets the basic criteria of the assignment. A “B+” is very good work, a “C” average - nothing terribly wrong with the work, but it does not exhibit excellence, and so on.

**Extra Credit**

Students will be able to earn up to four extra credit points over the course of the semester. Extra credit may be earned by writing responsive essays to select films, some of which will be shown in class, and others, outside of our meeting time, arranged by a Doodle poll. Each essay will be worth up to two points, so two excellent essays will earn you the total of four. The purpose of the essays (the specifics of which will be announced at the time of the film showing) is to have you engage and reflect on the content of the film through answering a a few guided questions in a short (2pp max) paper. Also, as this is a writing intensive class, it offers an another opportunity to exercise your writing muscles!

**Other Important Bits**

✓ All assignments must be proofread and generally free of typographical errors.
✓ All assignments must:
  o Use Times New Roman font, sized 11 point
  o Use 1” (inch) margins
  o Be paginated
  o Contain your name and the date (upper left, SS, first page).
✓ Research papers must use either Chicago *endnote* citation and a bibliography or MLA parenthetical citation and a bibliography to cite your work.
✓ Anything that is not a common fact requires a citation.
✓ All quotations require citation.
✓ Your work should be thoughtfully organized and thoroughly researched.
✓ All questions or concerns about your writing are welcome and encouraged.
✓ Assignments will be turned in via email (unless otherwise announced) and in the form of an attached Word or Pages (NOT PDF) document in the following sample format: KimberlyJ.Talibanprofile.doc (using your name and topic)
✓ Late assignments: work not turned in at the designated time/date (and in the specified manner) will be reduced by a partial letter grade per day (example: A to A- or B+ to B (1 day late)).
✓ Comments appear on your work; grades are available on Blackboard.
✓ *No laptops, e-tablets or phones in class.*
Help and Resources
If you have questions about the class, content or assignments, please feel free to talk with me, either after class (when I usually have a few minutes), during office hours, or via email. I can also be available by appointment.

Please know that if you overwhelmed - by something in or out of the class - talk with me - I can only help you if I know there’s a problem.

Other resources:
Northeastern U Writing Center
http://www.northeastern.edu/english/writing-center/

Northeastern U Library
Subject Librarian for International Affairs
Roxanne Palmatier
Phone: (617) 373-4968 / Email: r.palmatier@neu.edu

Websites for citation:
Chicago Manual of Style (available for purchase or via the library)
http://www.chicagomanualofstyle.org/tools_citationguide.html

MLA Handbook (available for purchase or via the library)
http://www.mlahandbook.org/fragment/public_index;jsessionid=CC8CCD2448AF643DA353E514B43B24EB

Northeastern Library –
http://library.northeastern.edu/get-help/citations-bibliographies

Diana Hacker’s Research and Documentation Online (Chicago and MLA) -
http://bcs.bedfordstmartins.com/resdoc5e/

Academic Integrity
You are responsible for being familiar with and complying with Northeastern’s Academic Integrity Policy (http://www.northeastern.edu/osccr/academic-integrity-policy/). Violations of academic integrity include but are not limited to plagiarism, fabrication, cheating, and unauthorized collaboration. The link provided can tell you more about what constitutes a violation, along with examples of violations, as well as possible academic sanctions you may incur if you do not comply. Additionally, the website provides a very helpful citation and academic integrity checklist that can help you avoid running afoul of the rules. If you have any questions about this, please feel free to be in touch.