

PAPM 4000A
International Studies Capstone Seminar
FALL 2018

Class Time: Thursday, 11:35 – 14:25

Location: D199 Loeb Building

First Class: September 6, 2018

Office hours: River Building 5106

Wednesday 9:30 am–11:30 am

Instructor: Prof [Alex Wilner \(NPSIA\)](#)

Email: alex.wilner@carleton.ca

OVERVIEW

The consequences of the conflict in Syria have reverberated across the world, and preoccupied policy makers across diverse areas – fragile states, humanitarian, migration, security, and intelligence. This course will reflect on international engagement in the region, using the lens of theories on international engagement in fragile and conflict affected states to examine how international actors engaged and influenced the dynamics of conflict both before and after the Arab Spring.

One of the challenges associated with such a Capstone seminar course is to strike a balance between breadth and depth: to ensure that the course helps frame and connect the themes explored in previous courses while also adding layers of substance to this framing exercise. The course will use group work to help achieve this balance – which will enable students to both apply the themes that they have explored throughout their BPAM undergraduate experience to contemporary case studies, as well as to explore those issues in more detail.

OBJECTIVES

Review the major objectives of the international community in their engagement in a complex and changing world, namely:

- Efforts to promote socio-economic development;
- Tools to prevent the emergence of violent conflict and the dissolution of states;
- Efforts to manage the emergence of violent conflict;
- Tools to contain the consequences of that conflict; and,
- Potential tools to rebuild fragile states.

COURSE/CLASS FORMAT

- Each class will begin with a discussion of about 15-30 minutes on current affairs related to the topic at hand. Students are to come to class ready to engage with these “weekly update” discussions.
- The class will then review the critical concepts related to the week’s topic and readings.
- Groups will then discuss how this topic manifests itself within Syria in particular.
- The class will conclude with a 30 minute discussion where all groups share their findings, and the class reflects on the topic in relation to Canada’s global engagement.

COURSE REQUIREMENTS

| | | DUE DATE |
|-----------------------------------|------------|--------------------|
| Literature Review | 35% | October 18 |
| Research Essay | 35% | November 15 |
| Group Project/Presentation | 20% | December 6 |
| Participation | 10% | |

Literature Review on Specific Topic (35%)

Length: 3,500 words (footnotes included)

You will critically review the academic literature on a given topic, with a systematic search strategy. This review will undertake the following:

- Develop a central research question;
- Undertake a search of peer-reviewed and grey literature, and document the search strategy;
- Undertake a search of “policy” literature – the positions of the various UN organizations, other key multilateral agencies, donors, private foundations, non-governmental organizations, etc., and document the search strategy;
- Through an analysis of the peer-reviewed and grey literature, identify the key themes in the literature, analyse the key research findings as well as knowledge gaps, and assess the policy implications of this research.

**** Prior to beginning the review, verify with me that your selected topic and research question are appropriate. Not doing so will affect your final mark. ****

Documenting Your Search Strategy

It is common practice in literature reviews in some fields (especially within the natural sciences) to carefully document how you approached the search for relevant documents. I would like to encourage students in social sciences to adopt this practice. Documentation of literature reviews encourages discipline and structures the process. This is done for a number of reasons – to ensure rigour; to enable replicability of research findings; to document for other researchers the comprehensive nature of your review process; and to identify knowledge gaps.

As part of this process, the Literature Review’s “inclusion and exclusion” criteria are clearly defined. This outlines what articles will be analysed as part of your review, and what articles you did not analyse. This will impact on your analysis, while being transparent about this process enables those reading your article to understand its strengths and limitations, and to evaluate whether your assessment of knowledge gaps is accurate.

This search strategy and the subsequent findings are presented in tables, such as the ones outlined below.

Exclusion/Inclusion Criteria (Example)

| | Included | Excluded |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Article Type | <ul style="list-style-type: none"> • Peer reviewed • From International Organizations with review process | <ul style="list-style-type: none"> • Web page data • Opinion pieces |
| Methodology | <ul style="list-style-type: none"> • Qualitative studies • Quantitative studies | |
| Geographic Scope | <ul style="list-style-type: none"> • Developing Countries | <ul style="list-style-type: none"> • Developed Countries |
| Time Frame | <ul style="list-style-type: none"> • After 2000 | <ul style="list-style-type: none"> • Before 2000 |

Search Strategy

| Date of Search | Database Used | Search Terms | Total # Articles | Reviewed Articles |
|-----------------------|----------------------|---------------------|-------------------------|--------------------------|
| | | | | |
| | | | | |

Research Essay: Application of Literature Review to Selected Topic/Cases Study (35%)

Length: 3,000 Words (footnotes included)

You will apply the findings of the literature review to your case study.

- Briefly summarize the results of the literature review, including the policy responses/instruments;
- Apply the themes identified in your literature review to the case study, showing how this issue manifested itself within the case;
- Examine the actual policy responses to this issue – and evaluate if and how these responses are evidence/research based; and,
- Provide recommendations on how these responses could conform more closely to the research/existing evidence base.

Group Project: December 6 (20%)

The class will be divided up into five groups of five to six people each. The professor will subdivide the class in week two. The groups will meet during the course of the semester to apply the various themes of each week to their case study.

For the group project, the group will select a particular facet of international engagement and present their findings on December 6, 2018, during the class “Putting Humpty Dumpty Back Together.” The group will argue that the issue they have selected is critically important for international engagement, and provide a plan for how the international community (Canada included) can use this particular facet of engagement to help build stability within Syria.

The groups will present a **15 minute** Power Point presentation that will include the following:

- Brief overview of the key findings within their selected area;
- Overview of how that issue has manifested itself in their case study; and,

- Details on how the international community can engage in that particular area using evidence based approaches.

Participation (10%)

You will receive a mark for participation in this course. If you are shy or reserved, please speak with me about techniques to enhance your participation.

ACADEMIC ACCOMMODATION

You may need special arrangements to meet these academic obligations during the term. The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first assignment requiring accommodation. Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.

WEEKLY SUMMARY

| | Topic | Relevance to Course Objectives | Group Work | Assignments |
|------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Week One <i>September 6</i> | Introduction: International Engagement | Identify the various actors who make up the ‘international community’; Discuss the various and possibly divergent goals of various international actors for their engagement in diverse societies; Discuss how globalization has influenced those goals; Discuss if and why these goals differ among various international actors; and, Examine the tools used by international actors to achieve these goals. | Identify the goals of international engagement of major actors and international institutions. Are these goals complementary? Are the tools to achieve those objectives complementary? | |
| Context & Prevention | | | | |
| Week Two <i>September 13</i> | Pre-Arab Spring: Governance and Economy | Analyse the signs of fragile states; Examine how the international community can effectively support good governance to stabilize fragile states; Assess how economic conditions are related to fragility; and, Examine the policy levers available to promote good governance and equitable economies. | Identify the historical fault lines in the region – religious divisions, allied relationships; What were the indicators of fragility in Syria pre-Arab spring? | |
| Week Three <i>September 20</i> | Pre-Arab Spring: Demography, Gender and Human Rights | Examine the impact of demographic pressures on social and political conditions within countries; Analyse how gender and human rights issues are related to socio-economic development and fragility; Examine how the international community engages to support human rights issues; and, | Examine the demographic situation in Syria – was there a youth bulge, issues with unemployment or underemployment? Describe the human rights situation in Syria; and also describe gender relations – if and how the rights of women were respected. | |

| | Topic | Relevance to Course Objectives | Group Work | Assignments |
|-----------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| | | Examine the policy levers utilized by the international community to promote human rights and equitable gender relations. | | |
| Week Four <i>September 27</i> | Bad Neighbourhoods and Rebellions | Examine how and why the Iraq war (2003) reverberated throughout the Middle East; Analyse if and how international theory predicted such a contagion effect from international military and governance engagement in Iraq. | Examine how the Iraq war impacted on Syria– political dynamics, external support, etc. | |
| Week Five <i>October 4</i> | The Arab Spring: Responding to Revolution | Examine the international community’s reaction to the Arab Spring; Analyse if and how international relations theory predicted/anticipated such a contagion effect from international, military and governance engagement in Iraq. | Examine how Syrian civil society reacted to the Arab spring and how the two countries’ political/security apparatuses responded. | |
| Management | | | | |
| Week Six <i>October 11</i> | Diplomacy and Mediation | Examine how the tools of diplomacy and mediation are employed to prevent and curtail conflict; Identify various types of mediation and diplomacy, different types of actors involved in mediation, and the tools that they can utilize to influence outcomes. | As protests spread throughout Syria, and violence erupted, examine the response of the international community; As violence spread, examine the diplomatic and mediation tools deployed by the international community. | |
| <i>October 18</i> | NO CLASS | | | Literature Review Due |
| <i>October 22-26</i> | Reading Week Break | | | |
| Week Seven <i>November 1</i> | Military Engagement War by Proxies Chemical Weapons | Identify the tools the international community utilizes to engage in violent conflicts and insurgency; | Examine armed insurgent groups and how the international community engages with them; | |

| | Topic | Relevance to Course Objectives | Group Work | Assignments |
|------------------------------------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| | | Examine the principles of deterrence, compellence and containment, and analyse how applicable these concepts/tools are to contemporary conflicts; and, Examine how the international community worked to influence the use of chemical weapons. | Examine the issue of chemical weapons and their use in Syria. | |
| Week Eight <i>November 8</i> | Failed States Civilian Suffering | Examine how the international community engages in states without effective government in control; Analyse the legacy of the R2P (responsibility to protect) agenda, and discuss how the international community engages to protect civilians; Discuss and debate the question of when civilian deaths (and lives) matter to the international community – is there a red line? | Examine how these states were ‘governed’; Discuss the issue of civilian deaths – did Syria kill R2P? | |
| Week Nine <i>November 15</i> | Humanitarian Engagement | Examine the basic principles and objectives of humanitarian engagement; and, Analyse what forces threaten these principles and objectives. | Analyse and assess if and how the principles of humanitarian independence, neutrality and impartiality were adhered to or violated in the case of Syria. | Research Essay Due |
| Week Ten <i>November 22</i> | Containing the Refugee Crisis | Examine how the international community responds to international refugee movements; and, Analyse the responsibilities of states under international law. | Examine international responses to refugee flows from Syria, and if and how the international community is meeting their obligations under international law. | |
| Week Eleven <i>November 29</i> | Counterterrorism; Containing the threat | Analyse the tools used by the international community to engage to contain terrorist groups. | Examine the emergence of terrorist groups within Syria, and assess if and how the | |

| | Topic | Relevance to Course Objectives | Group Work | Assignments |
|------------------------------------------------|-------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------|---------------------|
| | of ISIS and other groups | | international community worked to mitigate their impact. | |
| Week Twelve <i>December 6</i> | Putting Humpty Dumpty Back Together | What are the options for international engagement in Syria? | Group Presentations on key areas of international engagement. | Group Presentations |

WEEK ONE: INTRODUCTION - INTERNATIONAL ENGAGEMENT

- Identify the various actors who make up the ‘international community’;
- Examine the various and possibly divergent goals of various international actors for their engagement in diverse societies;
- Analyse how globalization has influenced those goals;
- Assess if and why these goals differ among various international actors; and,
- Examine the tools used by international actors to achieve these goals.

Compulsory Course Material

Readings:

Daniel Byman and Stephen Van Evera, "Why They Fight: Hypotheses on the Origins of Contemporary Deadly Conflicts," *Security Studies* 7, no. 3 (Spring 1998): 1-50. Byman, Van Evera and Brown together offer an impressive inventory of the causes of internal war. Which seem the most common and compelling?

James D. Fearon and David D. Laitin, "Ethnicity, Insurgency and Civil War," *American Political Science Review* 97, no. 1 (February 2003): 75-90. How important are economic and political grievances or ethnic and cultural differences in explaining civil war? Not very, say Fearon and Laitin.

Barry Posen, "The Security Dilemma and Ethnic Conflict," *Survival* 35, no. 1 (Spring 1993): 27-35 (skim the rest). The classic application of the security dilemma to internal, identity-based conflict.

Stephen Krasner and Jeremy Weinstein, "Improving Governance from the Outside In," *Annual Review of Political Science*, 2014. 17:123–45

Other Information to Review:

Max Fisher, "Syria's Paradox: Why the War Only Ever Seems to Get Worse," *The New York Times*, August 26, 2016.

Available at: <http://www.nytimes.com/2016/08/27/world/middleeast/syria-civil-war-why-get-worse.html?smprod=nytcore-iphone&smid=nytcore-iphone-share>

Max Fisher, "The Middle East Explained in one (Sort-of Terrifying) Chart," *The Washington Post*, August 26, 2013.

Available at: <https://www.washingtonpost.com/news/worldviews/wp/2013/08/26/the-middle-east-explained-in-one-sort-of-terrifying-chart/>

Max Fisher, "9 Questions about Syria you were too embarrassed to ask." August 29, 2013.

Available at: <https://www.washingtonpost.com/news/worldviews/wp/2013/08/29/9-questions-about-syria-you-were-too-embarrassed-to-ask/>

Eric Goldstein, "Before the Arab Spring, the Unseen Thaw," Human Rights Watch 2012.

<https://www.hrw.org/world-report/2012/country-chapters/global-middle-east/north-africa>

Jeffrey Goldberg, "The Obama Doctrine," *The Atlantic Monthly*, April 2016. Available at: <http://www.theatlantic.com/magazine/archive/2016/04/the-obama-doctrine/471525/>

Group Work:

- Identify the goals of international engagement of major actors and international institutions. Are these goals complementary?
- Are the tools to achieve those objectives complementary?

WEEK TWO: PRE-ARAB SPRING – GOVERNANCE AND ECONOMY

- Analyse the signs of fragile states;
- Examine how the international community can effectively support good governance to stabilize fragile states;
- Assess how economic conditions are related to fragility; and,
- Examine the policy levers available to promote good governance and equitable economies.

Compulsory Course Material:

Readings:

"Indivisible Territory, Geographic Concentration, and Ethnic War" *Security Studies* 12, no. 2 (Winter 2002/03): 82-119.

Blattman, C., & Miguel, E. (2010). Civil war. *Journal of Economic literature*, 3-57.

World Bank Middle East and North Africa Region, *Inequality, Uprisings and Conflict in the Arab World*, MENA Economic Monitor, October 2015. Please read pp 1-35, and section on Syria p 52. Available at: <http://www.worldbank.org/en/region/mena/publication/mena-economic-monitor-october-2015-inequality-uprising-conflict-arab-world>

Jeanne Gobat and Kristina Kostial, "Syria's Conflict Economy" *IMF Working Paper* June 2016. Available at: <https://www.imf.org/external/pubs/ft/wp/2016/wp16123.pdf>

Other Information to Review:

Adeel Malik, "The Economics of the Arab Spring," *Aljazeera* 13 October 2011.

Available at: <http://www.aljazeera.com/indepth/opinion/2011/10/20111010142425419849.html>

Xan Rice *et al.*, "Women have emerged as key players in the Arab Spring," *The Guardian* 22 April 2011.

Available at: <https://www.theguardian.com/world/2011/apr/22/women-arab-spring>

Videos:

A discussion on the World Bank Report *Inequality, Uprisings and Conflict in the Arab World*.

Available at: <http://www.worldbank.org/en/events/2015/11/04/economics-of-the-arab-spring-and-its-aftermath>

Group Work:

- Identify the historical fault lines in the region – religious divisions, allied relationships;

- What were the indicators of fragility in Syria pre-Arab spring?
- Were there signs of fragility in terms of governance and the economy?

WEEK THREE: PRE-ARAB SPRING – DEMOGRAPHY, GENDER AND HUMAN RIGHTS

- Examine the impact of demographic pressures on social and political conditions within countries;
- Analyse how gender and human rights issues are related to socio-economic development and fragility;
- Examine how the international community engages to support human rights issues; and,
- Examine the policy levers utilized by the international community to promote human rights and equitable gender relations.

Compulsory Course Material:

Readings:

Goldstone, J. A., Marshall, M. G., & Root, H. (2014). Demographic growth in dangerous places: Concentrating conflict risks. *International Area Studies Review*, 17(2), 120-133.

UN Secretary General's Report, "Report on Women, Peace and Security," 16 September 2015. Available at: http://www.securitycouncilreport.org/atf/cf/%7B65BF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/s_2015_716.pdf

Barry Mirkin, *Arab Spring: Demographics in a Region in Transition*, Arab Human Development Report Research Paper, UNDP Research in Transition Series, 2013. Available at: <http://www.arab-hdr.org/publications/other/ahdrps/AHDR%20ENG%20Arab%20Spring%20Mirkinv3.pdf>

Sahar Kamis, "The Arab 'Feminist' Spring?" *Feminist Studies*, Vol. 37, No. 3, FEMINIST HISTORIES AND INSTITUTIONAL PRACTICES (Fall 2011), pp. 692-695.

The Council on Foreign Relations, *The Global Human Rights Regime: Issue Brief*, June 19, 2013. Available at: <http://www.cfr.org/human-rights/global-human-rights-regime/p27450>

Other Information to Review:

Abdalahi Alijla, "Women and the Arab Spring: A Dream Turned into a Nightmare," *OpenDemocracy* 20 March 2015, Available at: <https://www.opendemocracy.net/arab-awakening/abdalahi-alijla/women-and-arab-spring-dream-turned-nightmare>

Group Work:

- Examine the demographic situation in Syria – was there a youth bulge, issues with unemployment or underemployment?
- Describe the human rights situation in Syria;
- Describe gender relations – if and how the rights of women were respected.

WEEK FOUR: OF BAD NEIGHBOURHOODS AND REBELLIONS

- Examine how and why the 2003 Iraq war reverberated throughout the Middle East;
- Examine the international community's reaction to the Arab Spring;
- Analyse if and how international theory predicted such a contagion effect from international military and governance engagement in Iraq.

Compulsory Course Material:

Readings:

Halvard Buhaug, Kristian Skrede Gleditsch, "Contagion or Confusion? Why Conflicts Cluster in Space" *International Studies Quarterly*, 2008, 52, 215-233.

Dursun Peksen & Marie Olson Lounsbury, "Beyond the Target State: Foreign Military Intervention and Neighboring State Stability," *International Interactions*, 2012 38:3, 348-374

Alex Braithwaite, "Resisting Infection: How State Capacity Conditions Conflict Contagion," *Journal of Peace Research*, 47 (3) pp. 311-319.

Jack Goldstone, "Understanding the Revolutions of 2011: Weakness and Resilience in Middle Eastern Autocracies," *Foreign Affairs*, May/June 2011, pp. 8-16.

William Spanos, "A Symptomatic Reading of the Revolution (to the Memory of Edward Said)," *Symploke*, Vol 20, No 1-2, pp. 83-119.

Group Work:

- Examine how the Iraq war impacted on Syria – political dynamics, external support, etc.

WEEK FIVE: RESPONDING TO REVOLUTION

- Assess how the 'international community' can support democracy movements in complex societies, and navigate the various domestic political and social forces driving such movements;
- Examine how the 'international community' can manage revolution and the outbreak of civil war.

Compulsory Course Material:

Readings:

Buchanan, A., & Keohane, R. O. (2004). The preventive use of force: a cosmopolitan institutional proposal. *Ethics & International Affairs*, 18(1), 1-22.

David Cunningham, "Preventing Civil War: How the Potential for International Intervention Can Deter Conflict Onset" *World Politics*, Vol 68, No 2, April 2016, pp. 307-340.

Todd S. Sechser (2010). Goliath's Curse: Coercive Threats and Asymmetric Power. *International Organization*, 64, pp 627-660.

Todd H. Hall (2011) We will not Swallow This Bitter Fruit: Theorizing a Diplomacy of Anger, *Security Studies*, 20:4, 521-555.

Group Work:

- Examine how Syrian civil society reacted to the Arab spring, and how the two countries' political/security apparatuses responded.

WEEK SIX: DIPLOMACY AND MEDIATION

- Examine how the tools of diplomacy and mediation are employed to prevent and curtail conflict;
- Identify various types of mediation and diplomacy, different types of actors involved in mediation, and the tools that they can utilize to influence outcomes.

Compulsory Course Material:

Readings:

Abbott, K. W., & Snidal, D. (1998). Why states act through formal international organizations. *Journal of conflict resolution*, 42(1), 3-32.

George, A. L. (1984). Crisis management: The interaction of political and military considerations. *Survival*, 26(5), 223-234.

Zartman, I. W. (1995). *Elusive peace: negotiating an end to civil wars*. Brookings Institution Press. [Introductory and Concluding Chapters].

James Pattison, "The Ethics of Diplomatic Criticism: The Responsibility to Protect, Just War Theory, and Presumptive Last Resort," *European Journal of International Relations*, December 2015, Vol 21, No 4, pp. 935-957.

Group Work:

- As protests and violence spread throughout Syria, examine the response of the international community;
- As violence spread, examine the diplomatic and mediation tools deployed by the international community.

WEEK SEVEN: MILITARY ENGAGEMENT, WAR BY PROXIES

- Identify the tools the international community utilizes to engage in violent conflicts and insurgency;
- Examine the principles of deterrence, compellence and containment, and analyse how applicable these concepts/tools are to contemporary conflicts; and,
- Examine how the international community worked to influence the use of chemical weapons.

Compulsory Course Material:

Readings:

James D. Fearon, "Bargaining, Enforcement, and International Cooperation," *International Organization*, 52, 2 (1998): 269-305.

Betts, R. K. (2013). The Lost Logic of Deterrence: What the Strategy That Won the Cold War Can-and Can't-Do Now. *Foreign Aff.*, 92, 87.

Andrew Mumford (2013) “Proxy Warfare and the Future of Conflict,” *The RUSI Journal*, 158:2, 40-46.

Corinna Jentzsch et al., “Militias in Civil Wars,” *Journal of Conflict Resolution*, 2015, Vol. 59(5) 755-769.

Group Work:

- Examine the armed insurgent groups and how the international community engaged with them;
- Examine the issue of chemical weapons and their use in Syria.

WEEK EIGHT: FAILED STATES AND CIVILIAN SUFFERING

- Examine how the international community engages in states without effective government in control;
- Analyse the legacy of the R2P agenda, and discuss how the international community engages to protect civilians;
- Discuss and debate the question of when civilian deaths (and lives) matter to the international community – is there a red line?

Compulsory Course Material:

Readings:

Olivier Nay, “Fragile and Failed States: Critical Perspectives on Conceptual Hybrids” *International Political Science Review*, 34 (3) pp. 326-341.

Robert Pape, “When Duty Calls: A Pragmatic Standard of Humanitarian Intervention,” *International Security*, Vol. 37, No. 1 (Summer 2012), pp. 41–80.

Reed Wood and Jacob Kathman, “Too much of a bad thing? Civilian Victimization and Bargaining in Civil War,” *British Journal of Political Science*, 2013, 44, 685–706.

Gerald Schneider, Margit Bussman, “Accounting for the dynamics of one-sided violence: Introducing Kosved” *Journal of Peace Research*, 2013, 50(5) 635–644.

Jessica Stanton, “Regulating Militias: Governments, Militias and Civilian Targeting During War,” 2015, Vol. 59(5) 899-923.

Other Information to Review:

Optional Readings

Reed Wood, Jacob Kathman, Stephen Gent, “Armed intervention and civilian victimization in intrastate conflicts,” *Journal of Peace Research*, 2012, 49(5) pp. 647–660.

Group Work:

- Examine how these states were ‘governed’;
- Discuss the issue of civilian deaths – did Syria kill R2P?

WEEK NINE: HUMANITARIAN ENGAGEMENT

- Examine the basic principles and objectives of humanitarian engagement; and,
- Analyse what forces threaten these principles and objectives.

Compulsory Course Material:

Readings:

OCHA on Message, “What are Humanitarian Principles?” June 2012.

Available at:

https://docs.unocha.org/sites/dms/Documents/OOM-humanitarianprinciples_eng_June12.pdf

Dorothea Hilhorst and Bram J Jansen, “Humanitarian Space as Arena: A Perspective on the Everyday Politics of Aids,” *Development and Change*, 2010 41(6): 1117–1139.

Alex de Waal, “The humanitarians’ tragedy: escapable and inescapable cruelties,” *Disasters*, 2010, 34(S2): S130–S137.

Christina Bennett, *Time to let go: Remaking humanitarian action for the modern era*, Humanitarian Policy Group, April 2016.

Available at:

<https://www.odi.org/sites/odi.org.uk/files/resource-documents/10422.pdf>

Amanda Murdie, Dursun Peksen, “The Impact of Human Rights INGO Shaming on Humanitarian Interventions,” *The Journal of Politics*, Vol 76, No 1, pp. 215-228.

Video:

ICRC, Principles in action: How do neutrality and independence contribute to humanitarian effectiveness?

Available at: <https://www.youtube.com/watch?v=sxf-uRIYpM>

Humanitarian Policy Group, “Remake Aid,”

<https://www.odi.org/hpg/remake-aid/>

Group Work:

- Analyse and assess if and how the principles of humanitarian independence, neutrality and impartiality were adhered to or violated in the cases of Syria.

WEEK TEN: CONTAINING THE REFUGEE CRISIS

- Examine how the international community responds to international refugee movements; and,
- Analyse the responsibilities of states under international law.

Compulsory Course Material:

Readings:

Idean Salehyan and Kristian Skrede Gleditsch (2006). Refugees and the Spread of Civil War. *International Organization*, 60, pp 335-366.

Idean Salehyan, "No Shelter Here: Rebel Sanctuaries and International Conflict," *The Journal of Politics*, Vol. 70, No. 1, January 2008, Pp. 54–66.

Alexander Betts and Paul Collier, "Help Refugees Help Themselves: Let Displaced Syrians Join the Labour Market," *Foreign Affairs* November/December 2015 pp. 84-92.

Margaret Marshall, "Syrian Refugees: A Primer on International Legal Obligations," *Freedom House*, November 24, 2015. Available at:
<https://freedomhouse.org/blog/syrian-refugees-primer-international-legal-obligations>

Amnesty International, *Eight Ways to Solve the World Refugee Crisis*, September 2015.
Available at:
<https://www.amnesty.org/en/latest/campaigns/2015/10/eight-solutions-world-refugee-crisis/>

Group Work:

- Examine international responses to refugee flows from Syria, and
- If and how the international community is meeting their obligations under international law.

WEEK ELEVEN: CONTAINING THE THREAT OF ISIS AND OTHER GROUPS

- Analyse the tools used by the international community to engage to contain terrorist groups.

Compulsory Course Material:

Readings:

Crenshaw, M. (2000). The psychology of terrorism: An agenda for the 21st century. *Political psychology*, 21(2), 405-420.

Andrew Kydd and Barbara Walter, "The Strategies of Terrorism," *International Security* International Security, Vol. 31, No. 1 (Summer 2006), pp. 49–80.

Max Abrams, "What Terrorists Really Want: Terrorist Motives and Counter-Terrorism Strategy," *International Security*, Vol. 32, No. 4 (Spring 2008), pp. 78–105.

Daniel Byman, "ISIS goes global: Fight the Islamic State by Targetting its Affiliates," *Foreign Affairs*, March/April 2016, pp. 76-85.

Stephen Walt, "ISIS as Revolutionary State" *Foreign Affairs* November/December 2015, pp. 42-51.

Group Work:

- Examine the emergence of terrorist groups within Syria, and assess if and how the international community worked to mitigate their impact.

WEEK TWELVE: PUTTING HUMPTY DUMPTY BACK TOGETHER

- What are the options for international engagement in Syria?

Compulsory Course Material:

Readings:

Doyle, M. W. (2016). The politics of global humanitarianism: The responsibility to protect before and after Libya. *International Politics*, 53(1), 14-31.

Alexander Downes and Jonathan Monten, “Forced to be Free: Why Foreign Imposed Regime Change Rarely Leads to Democratization,” *International Security* Vol 37, No 4 pp. 90-131.

Kenneth Pollack, “Fight or Flight: America’s Choice in the Middle East,” *Foreign Affairs*, March/April 2016, pp. 62-75.

Group Work:

- Group Presentations on key areas of international engagement.

SYRIA SPECIFIC INFORMATION

Academic Articles:

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