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Conflict Management and Resolution
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Office Hours:
By appointment

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Face-to-Face class session: TBD

Course Description and Goals

This course provides a study of international humanitarian crises due to armed conflicts or natural disasters, which are often referred to as complex humanitarian emergencies. Vital institutions of a country in such contexts are often destroyed and recovery efforts involve external interventions. What are the challenges faced by governments and external intervening actors when assessing the needs for vulnerable groups in such crises? What are the obstacles to recovery? What might be underlying ethical issues faced by policymakers and practitioners when making policy decisions? These are the key questions examined in this course. In sum, the course offers students various approaches to understand the dynamics of complex emergencies worldwide and the existing approaches to respond to such crises.

1. Examine characteristics and consequences of various types of complex humanitarian emergencies.

2. Study prevalent approaches among international community members for addressing the need for immediate relief and the long term human security.

3. Assess challenges and ethical dilemmas for international intervention in such contexts.

4. Study the role of political institutions in sustainable rebuilding effort.

Pre-requisites:

None

Student Learning Outcomes

By the end of this course, students should be able to:

1. Discuss and problematize the risk and vulnerability of modern societies to natural and man-made disasters.

2. Understand the complexity and challenge for mobilizing cooperation among the actors due to their conflict of interests.

3. Critically analyze existing approaches to disaster response and propose researchable hypotheses.

4. Critique and comment on peer's work. This entails that the student discuss contributions of a paper and criticize the weaknesses or research gaps.

5. Conduct a research and present the findings.

Course Textbook

All assigned readings for this course can be either directly available in the Canvas or available to download from the UNCW library (Student will be provided with links for digital book chapters).

Minimum Technology Requirement

- Student accessing the class remotely must have regular access to reliable and high-speed internet, microphone and camera

- Computer: PC (Windows 7 or higher) or MAC OS X or higher

- Web Browser: Firefox, Chrome, Safari, Internet Explorer 10 or higher

Earning Grades

25%- Reading summaries During face-to-face sessions, you will provide a summary of any two papers/chapters from the assigned readings.

For the first session, summarize **any two papers** from readings in module 1 and 2. You will then post these summaries in the discussion boards, and later start the discussion by reading what you have written. In the reading summary, you will include following points (not more than 500 words):

- Main argument of the paper/key theme

- Briefly describe the mechanism presented in the theory-What is the explanation behind the key argument of the author(s)?

- For empirical papers (has both theory and evidence): Briefly describe what evidence do the authors use to support their theory.

- For theoretical/review papers: Any other points or supporting arguments

- (Optional) Do you agree? Do you find any weakness in the study?

10%- Classroom Participation. Participation is much more than being physically present. It is necessary to engage actively in class discussion. Remember, familiarity with the assigned course contents will help you think analytically and contribute towards richer discussion in class.

55%- Analytical essays The bulk of course grading will be from the assessed essays (2000 words each). Students will write essays on any of the topics listed on the module readings. Students will research on the topic using proper reference method and build essay around a central argument. The details of the essays are as follows:

Essay 1: (20%) Due date :TBD. Any one topic module 1 to 4. Students will discuss the topic (question) with me anytime before the second face-to-face session.

Essay 2: (35%) Due date: TBD. Any one topic, module 5 to 7. Discuss your proposed question before the end of face-to-face session.

10%- Student Presentation. Students will present a research project proposal towards the end of the face-to-face session (Date and time of the presentation will be confirmed on day 1 of face-to-face phase) . If students cannot present it in class due to technical or other reasons, they have the option to upload a video recording of their presentation.

The aim of the presentation is to research and discuss a case study. You will include the following in your presentation:

1. Your research question (A quick intro that uses example to draw audience to your research question).

2. Why is this topic/area important?

3. Key literature review (If any. Use readings.)

4. What is your key argument and why? (What is your proposed theory). What is the case study you are analyzing?

5. Detailed description of you case study. What was the issue and the outcome? Your findings? (Around 75% of the alloted time to case study).

Total presentation time: 10-12 minutes (not longer than 12 minutes).

Course grades are assigned according to the following criteria.

Grade	Percentage
A	93 or above
A-	90-92.9
B	87-89.9
B-	83-86.9
B	80-82.9
C+	77-79.9
C	70-76.9
F	Below 70

Format of the course

The CMR program is designed for working professionals and reflects a delivery method built to suit the complex and busy lives of working professionals. The primary delivery method for this course is the Distance Education format. The DE format combines UNCW's online course delivery system in Canvas, and one face-to-face lecture block. All students must have access to a computer and check the class site on the Canvas regularly. Plan to check the site several times a week, not only on the day work is due. All work is due by the date and time EST. It is the responsibility of the student to access the materials, note any due dates, and ask the instructor questions as soon as possible. All work is to be submitted and graded via Canvas. No work will be accepted via email.

Course Requirements

It is the student's responsibility to have electronic equipment, in good working order, to participate fully in this course. Students must have at a minimum, a working computer with speakers and microphone. Students without personal electronic equipment must make arrangements to use equipment at the university or other location. Lack of access to equipment will not be accepted as a reason for not participating in the course requirements.

Participation Policy

This is a graduate level course - there are no prerequisites for graduate students in the CMR program. Qualified undergraduates may enroll with signed permission from their 1) advisor 2) department chair 3) course instructor 4) dean of the college/school 5) the Graduate school.

Module assignments & face-to-face lecture blocks

The course has 7 modules. All tasks for each module are laid out in Canvas, which include module introduction and objectives, readings and assessments. Students are to read and understand the material posted in the module before attempting the assignments. During the face-to-face block, you are expected to be prepared when coming to class. This means you will have read the chapters before the lectures and be ready to participate. Information for your quizzes and discussions boards will come from both readings, lectures and class discussions. We will cover lectures for all modules in the four face-to-face sessions, as shown below:

- Session 1 - Module 1 & 2
- Session 2 - Module 3 & 4
- Session 3 - Module 5 & 6
- Session 4 - Module 7 & student presentations

Late Policy

Having a firm due date is helpful to organize the course both for students and instructor. There is a cost for late submission, although there is also some level of flexibility because of the nature of this course. I am willing to change the assigned due date (for a reasonable amount of time) if you communicate about this need early (at least 24 hours before the submission time). Please state clearly **why** you will not be able to complete the assignment in stated time, and also **when** you will be able to submit it next. Otherwise, there is a penalty of 10% of the assignment grade for every delayed day. For instance, delaying to submit assignment for 5 days will lose 50% of the grade. Due date will not be extend beyond the last day of the course.

Communications Netiquette

Carefully consider your tone when posting messages to canvas. Since there are no visual clues, other than the message posted, pay careful attention to the manner in which messages are posted so that messages will not be taken out of context. Also, remember that even if you disagree with another person's idea, opinion or solution, do not attack the person. Simply state that you disagree with the person's idea, opinion or solution, and defend your alternative response with logical, coherent, and non-judgmental statements. Refrain from continuing a discussion that simply rehashes what has already been stated. Please refrain from using "e slang" when posting messages (i.e."I no urreadin

@ home" is not acceptable). Please use complete and coherent thoughts with appropriate punctuation and capitalization. Threaded discussions should be used for comments relative to the topic for discussion only.

I will engage students only through Canvas and the UNCW's email system. If you do not use your UNCW email address normally, you may miss important information about the class.) The course material is available at any time during the week, barring equipment failure, which is one of the great benefits of online courses. I, on the other hand, will not be available 24/7. I will do my best to reply to emails is quickly as possible but allow me 48 hours to get back to you.

Academic Honor Code

All members of UNCW's community are expected to follow the academic Honor Code. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook). Academic dishonesty in any form will not be tolerated in this class. Please be especially familiar with UNCW's position on plagiarism as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else's ideas and represent them as your own.

Student Disabilities

UNCW Disability Services supplies information about disability law, documentation procedures and accommodations that can be found at UNCW Disability Service.To obtain accommodations the student should first contact Disability Services and present their documentation to the coordinator for review and verification.

Canvas Accessibility Statement can be found by clicking here.
Microsoft Office Accessibility Statement can be found by clicking here.

Course Schedule

Module 1: Introduction to complex humanitarian emergencies

What is complex humanitarian emergencies?

Duffield, M., 1996. The symphony of the damned: racial discourse, complex political emergencies and humanitarian aid. Disasters, 20(3), pp.173-193.

Cliffe, L., 1999. Complex political emergencies and the state: failure and the fate of the state. Third World Quarterly, 20(1), pp.27-50.

Goodhand, J., 1999. From wars to complex political emergencies: understanding conflict and peace-building in the new world disorder. Third World Quarterly, 20(1), pp.13-26.

Module 2: Common practical and conceptual problems in complex humanitarian emergencies

Menkhaus, K., 2010. Stabilisation and humanitarian access in a collapsed state: the Somali case. Disasters, 34(s3).

Prunier, Gérard. 1995. *"Somalia: Civil War, Intervention and Withdrawal 1990 - 1995."* [Read pages chapter 6, pages 156-186]

Module 3: External interventions

ICRC, "The Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations (NGOs) in Disaster Relief" (1994).

Pattison, J., 2011. The ethics of humanitarian intervention in Libya. Ethics & International Affairs, 25(3), pp.271-277.

Pape, R.A., 2012. When duty calls: a pragmatic standard of humanitarian intervention. International Security, 37(1), pp.41-80.

Clarke, W. and Herbst, J., 1996. Somalia and the future of humanitarian intervention. Foreign Affairs, 75, p.70.

Module 4: External interventions-Actors and interests?

Eizenstat, S.E., Porter, J.E. and Weinstein, J.M., 2005. Rebuilding weak states. Foreign Aff., 84, p.134.

Drury, A.C., Olson, R.S. and Belle, D.A.V., 2005. The politics of humanitarian aid: US foreign disaster assistance, 1964–1995. Journal of Politics, 67(2), pp.454-473.

Seybolt, T.B., 2009. Harmonizing the humanitarian aid network: Adaptive change in a complex system. International Studies Quarterly, 53(4), pp.1027-1050.

Module 5: Responsibility to Protect

Williams, P.D. and Bellamy, A.J., 2005. The responsibility to protect and the crisis in Darfur. Security dialogue, 36(1), pp.27-47.

Evans, G., Thakur, R. and Pape, R.A., 2013. Correspondence: Humanitarian intervention and the responsibility to protect. International security, 37(4), pp.199-214.

Module 6: Approaches: Responsibility to protect/Do no harm

Williamson, J.A., 2011. Using humanitarian aid to 'win hearts and minds': a costly failure? International review of the Red Cross, 93(884), pp.1035-1061.

Golebiewski, D., 2012. The Humanitarian Interventions of the UN.

De Waal, A. and Omaar, R., 1994. Can Military Intervention Be" Humanitarian"?. Middle East Report, 24, pp.3-3.

Module 7: Linking crisis management with sustainable development

Birdsall, N. and Fukuyama, F., 2011. The Post-Washington Consensus: development after the crisis. Foreign Affairs, pp.45-53.

Büscher, K. and Vlassenroot, K., 2010. Humanitarian presence and urban development: new opportunities and contrasts in Goma, DRC. Disasters, 34(s2).

Ahrens, J. and Rudolph, P.M., 2006. The importance of governance in risk reduction and disaster management. Journal of contingencies and crisis management, 14(4), pp.207-220.

Zimmermann, F. and Smith, K., 2011. More actors, more money, more ideas for international development co-operation. Journal of International development, 23(5), pp.722-738.

Donais, T., 2009. Empowerment or Imposition? Dilemmas of Local Ownership in Post-Conflict Peacebuilding Processes. Peace & Change, 34(1), pp.3-26.

(Disclaimer: As the class proceeds, I reserve the right to modify the syllabus, the assignments, and the grading structure if I see fit to better accommodate the course. Modifications will be communicated via e-mail and in class.)