Political Science 360
Security Studies

Fall Term, 2019-2020

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M, W, F: 09:00 – 09:50 AM
Buchanan B-215

Instructor

Brian Job
Buchanan C406
Office Hours: Wednesday 2:00-3:30 PM
and by arrangement
Email: brian.job@ubc.ca
Phone: (604) 822-0237

TA

Kaleigh Heard
TBA
TBA
Email: kaleigh.heard@alumni.ubc.ca

If you are registered in the course, go to www.canvas.ubc.ca. Access to the website is essential, as all reading material is provided, as well as the assignments, video, links, class power points, etc.

Acknowledgement
UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Overview
This course considers “internal conflict,” (intrastate conflict, regional conflict, civil war, ethnic conflict.) We will explore dimensions of internal conflicts: the issues at stake, the role and strategies of leaders and followers, the motivations of people who engage in violence and in the commitment of atrocities (including sexual violence), and the dilemmas confronting humanitarians and post-conflict peace builders. After examining broad conflict trends and causes of conflicts and violence, attention will be focused on four case studies. Each will be investigated to expose a different aspect of today’s civil conflicts: Bosnia (ethnic cleansing, genocide, gender-based violence), South Sudan (secession, armed groups, natural resources, gender-based violence), the Boko Haram of Nigeria (non-state armed groups, strategies of terror and atrocities, followers-leaders), and the Rohingya of Myanmar (refugees, stateless persons, ethnic conflict, dilemmas of policy.)

The course will place an emphasis on student engagement—in class sessions, working in small groups, and independently. Assignments will place students in different roles and contexts.

Course requirements will include attention to required readings and video clips, writing four short responses to questions provided, participation in two small group problem-solving exercises (conducted in class time), and a final exam.

Grades will be determined on the following basis: 30% short paper or student-designed project, 30% final exam, 10% for “movie review” assignment, 15% policy brief, and 15% rebel group strategy exercise.

All required readings and optional material will be provided through the Canvas course website.

Course Objectives
This course is designed with the following goals in mind:

• To provide students with analytical tools and perspectives to facilitate their understanding of the nature of intrastate, civil violence, i.e., beyond the context of the course setting;
• To provide students with an overview of four prototypic conflicts;
• To encourage focused debate of key questions that arise in considering responses to conflicts;
• To expose, through assigned and recommended resources, a variety of opinions and a range of information sources;
• To foster critical analysis through course assignments.
Course Requirements and Assignments

- Students are responsible, for assignment and examination purposes, materials covered in the required readings, lectures, and guest speaker presentations.

- **Class attendance** is expected on a regular basis, and is required for assignments on November 6 and November 25.

- **Power point decks of class sessions** will be posted to Canvas after class.

- **Assignments:**
  - **“Movie Review,”** comparing and contrasting the depiction of conflict in a commercial movie with the post-Cold War historical record. Due on **September 20,** 750 word max (3 pages) Counts for 10% of course grade.
  
  - **Analytic Paper or Student-devised Project:** The purpose of this assignment is to provide an answer to a question you have regarding one of the conflicts studied in the course. A wide range of questions may be considered, e.g. What is the role of social media in xx conflict? How are the insurgent groups in xxx funding themselves? See the Gray Matter sections in the syllabus for ideas. Students may work singly or in pairs. The answer may be presented in a 15-page (including references) paper or through other media, e.g. 2 minute video clip, 5 minute podcast, graphic display, etc. Students need to submit a preliminary outline by **October 18,** and final version, **November 18.** A satisfactory outline receives 3%; the final product accounts for 27% of the course grade.
  
  - **Armed Group Strategy Analysis** You are to provide an analysis of the survival strategy of an armed group, in a hypothetical scenario situation. Scenario circumstances will be provided in advance, but problem to be answered revealed in class. Answer written in class period. **November 6 - attendance required.** Counts for 15% of course grade.
  
  - **Policy Brief:** You are to provide a short policy brief to the “Minister”, analysing three different policy responses to alleviate the Rohingya crisis, and providing a justification for recommendation of one option. List of three options to be provided; answer to be written in class period. **November 25 – attendance required.** Counts for 15% of course grade.
  
  - **Final Examination:** Date and Time, TBA; **as scheduled by the University.** 2 hours, closed book, closed notes. Counts for 30% of the course grade. The exam will involve a set of short, paragraph-length answers (4, with choice) and two essay-length answers (4 or 5 paragraphs, with choice). General study questions will be provided. Depending on the scheduled exam date, a separate review session may be scheduled. The exam will be held on the date scheduled by the university; students are advised to make their plans accordingly.

- **Assignment policies:** Late assignments for the movie review and paper/project will be penalized the equivalent of 5 percent of the assignment value, per day. For assignments 3 and 4 above, failure to attend on the assignment dates noted will yield a zero grade. Following department policy, assignments (not 3 and 4 listed above) will need to be run through Turnitin. Excused absences may require a note from Arts Advising. Concerns about grades on assignments should first be taken up with whoever assigned the original grade. Next steps would include addressing the instructor or the department undergraduate advisor or department chair.
**Cautionary note regarding course material:** This course will deal with a number of challenging and emotionally charged issues, specifically concerning commitment of atrocities during conflict, including gender-based violence. You should feel free to leave a class session if you find the material or discussion makes you uncomfortable. If you are distressed, please take advantage of the supports on campus and in the community, which are described at [http://www.students.ubc.ca/livewelllearnwell/counselling-services/](http://www.students.ubc.ca/livewelllearnwell/counselling-services/)

**UBC and Department Policies and Student Resources**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here [https://senate.ubc.ca/policies-resources-support-student-success](https://senate.ubc.ca/policies-resources-support-student-success)

Please see the appendix to the syllabus regarding:

- General Academic Policies
- Academic Integrity and Responsibility
- Illness and Absence
- Respectful University Environment
- Equity and Harassment Concerns

**Academic Concessions**

The University uses the term “academic concession” to refer to situations where students request alterations to course requirements because medical or other difficulties prevent their meeting scheduled assignments or required in-class attendance. UBC’s policies regarding academic concessions have been clarified, giving instructors two options: direct referral to the Arts Advising office, or leaving a first request for a concession to be determined by the instructor. For this course the second option will be utilized, on an experimental basis, described below.

A student must contact me (the instructor) via email as soon as he/she/they is aware of the need for an in-term concession. I will adjudicate the request. Please include a Student Self-Declaration form, found on the [Arts Advising website](http://www.canvas.ubc.ca). If you request a second concession, you must make your request to your Faculty Advising Office.

**How to Use the Syllabus: Course Readings and Other Materials**

For each course section/case study, a number of types materials are provided. All are available on the course website. For access to the website, sign in through [www.canvas.ubc.ca](http://www.canvas.ubc.ca).

- **Class Power Point Slides:** The power point presentations used in class sessions will be posted to the course website a day or two later.
- **Readings:** Items noted as “required” readings are necessary for examination and assignment purposes. In most case specific pages are flagged to your attention. Items tagged as “browse” are to be skimmed for general content. In some instances, specific pages are flagged; the remainder of such items may be browsed. You might consult the very helpful piece by Amelia Hoover-Green of Drexel University, “How to Read Political Science: A Guide in Four Steps.”
- **Maps and Timelines** for each case study are provided.
- **Video Clips:** Video clips, as shown in lectures, and others as new and relevant will be posted to the course website. Some videos will be “required” viewing, as noted in the syllabus, others are optional.
- **Grey Matter Boxes:** Throughout the syllabus you will notice a number of “boxes” with gray backgrounds. All of these contain optional material. Most are provided to give you ideas for your paper/project question.
LIST OF READINGS AND TOPICS

Introduction (September 4)

I. Understanding Contemporary Conflict

Key Themes: Trends, Explanations, Representation of Conflict in Media
(September 6 - 18)

A. Trends (September 6 and 9)
   - "Andrew Mack on Islamic Violence and the Decline of Conflict" https://www.youtube.com/watch?v=8H2SiwHflFE

A.1. Quick Looks

B. Debates Over Causes (September 11 and 13)

C. Who fights and why? (September 16 and 18)

D. If you are interested: The Role of the Internet and Social Media
**FIRST ASSIGNMENT (MOVIE REVIEW) DUE: SEPTEMBER 20**

II. Bosnia – Herzegovina

Key Themes: Ethnic Cleansing, Gender Related Conflict Violence, Genocide, Armed Groups (September 20 – October 4)

Readings: Note select portions of items to be read; all available on course website.

A. Background: The Breakup of Yugoslavia – the Bosnia-Herzegovina conflict (Sept 20 -23)

Timelines and Narratives

B. Explanations (September 25 and 27)
   - Genocide. Wikipedia. Read Sections 1 and 2, 3 (browse), and read 4.4.1-4.4.1, 4.2, and 5. [https://en.wikipedia.org/wiki/Genocide](https://en.wikipedia.org/wiki/Genocide)

Required Videos (6) for Sept 25
On the Canvas website there are six short videos, which portray various participants in the Bosnian conflict. View each with attention to discovering the motivation to "fight" displayed by the persons involved. Note that this is "real" footage, not enactments.

Required Video for Sept 30:
On the Canvas website. MSF video on Conflict Related Sexual Violence.

OR
C. Sexual and Gender-Based Conflict Violence (Sept 30 and October 2)


D. Female Combatants (October 4)


E. For Your Interest: Bosnian Conflict: The Aftermath—news and videos


F.1 If You Are Interested: GBV Female Combatants


F.2 If You Are Interested: Women as Combatants

- CFR report ... Women and terrorism ... https://www.cfr.org/report/women-and-terrorism a general review – some mention of BK, a background reference
III. South Sudan

Key Themes: Secession, Armed Groups, Natural Resources, and Protection of Civilians (October 7 – 21)

A. Background to the Current War (Oct 7 and 9)

Suggestion: Review BBC Timelines, then Mamdani, etc. below

- Al Jazeera ... recent stories .. Check 3 or 4 latest ones of interest. https://www.aljazeera.com/topics/country/south-sudan.html

Timelines and FAQs

- UNHCR refugees 1-page map... https://data2.unhcr.org/en/situations/southsudan

B. Explaining the Violence

1.b. Competing explanations (October 11)

- Rolandsen, Oystein H.; Breidlid, Ingrid Marie. 2012. “A Critical Analysis of Cultural Explanations for the Violence in Jonglei State, South Sudan.” ACCORD. Read pg. 49 - 56. (Short - Reconsideration of stereotypic explanations of the S. Sudan conflict)
- de Waal, Alex. 2014. “When kleptocracy becomes insolvent ...” African Affairs, 347-369. Read to understand kleptocracy, also “dooms-day machine,” not budget/financial details

2.b. Armed groups (October 14)

C. The Role of Resources (October 16 and 18)


D. Sexual and Gender-Based Violence (October 21)


D.1. For Further Reading: Gender-Based Violence: South Sudan

- Sommers, Marc; Schwartz, Stephanie. 2011. “Dowry and Division: Youth and State Building in South Sudan.” US Institute of Peace Special Report (Read to get a sense of the relevance of “bride price” for social and economic relations).
- https://www.rescue.org/article/early-marriage-price-childhood Rescue story about young girl being sold for cows.

E. Videos: View as Interested

- Al Jazeera. “Saving South Sudan,” (full length) https://www.youtube.com/watch?v=lDSu8wlQG6c (October 12)
- South Sudan: A rare look at both sides of the civil war, useful look at Southern area, i.e., above Uganda, and conflict with views of both sides 2017 https://www.youtube.com/watch?v=MOWlmz20iqkU0
- Ambushed in South Sudan … 2014 … 5 parts https://www.youtube.com/watch?v=bmZBgZfGbhhM
- “How rape is used as a weapon in South Sudan’s war.” 2017. PBS. https://www.youtube.com/watch?v=veDZfz7QmT8
F. If You Are Interested  Juba Incident re UN PK, Chinese PK in South Sudan


G. If You Are Interested

F.1. Climate change and conflict: South Sudan


F.2. The Internet and Violence

- Social Media and Conflict in South Sudan: A Lexicon of Hate Speech Terms. Peacetech Lab. https://static1.squarespace.com/static/54257189e4b0ac0d5fca1566/t/5b0f0c321ae6cf10719712e/156308852571/South+Sudan+Lexicon+++PeaeTech+Lab

F.3. Popular music culture: South Sudan

- Introduction with several clips on different styles: https://www.musicinafrica.net/magazine/popular-music-south-sudan
- Anna Taban. https://www.youtube.com/watch?v=59OVU-5Bzt4
- Emmanuel Jal, politically charged video and song, from his War Child album. https://www.youtube.com/watch?v=e1gjywnNtoE&index=15&list=PLTSMqr37xmVhvH1ghh48vCVWlgerF54m
- WJ DE King featured in “human look” with Australian correspondent: https://www.youtube.com/watch?v=6W5zPa1MoE

G.3. Popular music culture: South Sudan

- Introduction with several clips on different styles: https://www.musicinafrica.net/magazine/popular-music-south-sudan
- Anna Taban. https://www.youtube.com/watch?v=59OVU-5Bzt4
- Emmanuel Jal, politically charged video and song, from his War Child album. https://www.youtube.com/watch?v=e1gjywnNtoE&index=15&list=PLTSMqr37xmVhvH1ghh48vCVWlgerF54m
- WJ DE King featured in “human look” with Australian correspondent: https://www.youtube.com/watch?v=6W5zPa1MoE

IV. Nigeria: Boko Haram

Key Themes: Armed Groups, Extremist Movements, and Humanitarian Assistance (October 23 – November 6)

A. Background (October 23 and 25)

B. Timeline and Incident Trackers  (Review to get a sense of chronology)


B. Organization, Strategy, Tactics (Oct 28 and 30)

Note: For Beardsley (both) and O’Grady ... read for concepts: roving bandit, predatory organization, "Robin Hood" ... not case details.

- O’Grady, Siobhan. “Boko Haram turns Robin Hood strategy on its head.” Foreign Policy. March 5, 2015. (Regarding extortion policies of Boko Haram, which are particularly targeted towards the poor).

B.1. If You Are Interested: Rebel Governance


C. Boko Haram and Civilian Populations (November 1 and 4)

- OR

**** ASSIGNMENT (NON-STATE ARMED GROUP STRATEGY) IN CLASS
– ATTENDANCE REQUIRED – NOVEMBER 6
D. Worth Looking At: New York Times series on Boko Haram


E. Videos and Updates (Optional)


- “The War against Boko Haram.” Vice News. April 13, 2015. Available at https://www.youtube.com/watch?v=1kimbo5c0Ak (29:52 minutes. The journalist is embedded with the Nigerian military so this video is from the military’s perspective). https://video.vice.com/en_us/video/the-war-against-boko-haram/560a8dfde1f88de62751e8


- Ethnic violence in Mali – not Boko Haram ... https://www.theguardian.com/world/2019/jun/18/mali-attack-shooting-voro-gangafani-2-villages-latest?utm_term=RW5PdO9yAFsX0dYXJhKWFuVGV9kYYXLYg19XZWWzZGFsvyOcONvMTk%3D &utm_source=esp&utm_medium=Email&utm_campaign=GuardianTodayUK&CMP=GTUK_email

F. If You Are Interested: Boko Haram and Social Media, Women and Terrorism


V. Myanmar/Burma: The Rohingya

Key Themes: Conflict and Refugees, IDPs, Stateless Persons; Ethnic Cleansing; Policy Responses (November 13 – 15)

A. The International Refugee Crisis (November 14)
- CFR No Refuge – refugee crisis ... 3 short part visual series Review all three parts: ...
  https://www.cfr.org/interactive/refugee-crisis/#!/a-system-under-strain
  https://www.cfr.org/interactive/refugee-crisis/#!/causes-of-displacement
  https://www.cfr.org/interactive/refugee-crisis/#!/where-they-settle
  https://www.unhcr.org/5d08d7ee7.pdf
- “How to Solve the Refugee Crisis,” The Economist. Short video.
  https://www.youtube.com/watch?v=EFBBQ4Gocfl

B. The Rohingya (November 18 and 20)
- “Who are the Rohingya?” Al Jazeera. Review FAQ’s, Watch long video (45 mins) if you have a chance, especially at 15:40 for militant Buddhist monk.
- Latest news .... Al Jazeera ... Check out 3 or 4 recent stories.
  https://www.aljazeera.com/topics/subjects/rohingya.html

C. What’s to be Done: Policy Response (Material for Policy Brief) - (November 23 – 25)
  https://www.worldrefugeecouncil.org/sites/default/files/documents/WRC_Call_to_Action.pdf

D. Additional Background (for reference, optional)
- Council on Foreign Relations. Backgrounder: Rohingya Crisis:FAQ, charts, maps, etc.
- “The Rohingya.” IRIN, Note: IRIN gateway for the Rohingya crisis, links on separate items.

**** FOURTH ASSIGNMENT (POLICY BRIEF) NOVEMBER 25
— IN CLASS — ATTENDANCE REQUIRED

E. As You Are Interested: Burmese military, refugees and social media

VI. Review: (November 27 and 29)

FINAL EXAMINATION – AS SCHEDULED BY UNIVERSITY
APPENDIX: University and Department Policies and Student Resources

General Academic Policies

Regular attendance in lectures and tutorials and participation (in tutorials) is expected. All assignments must be completed and handed in. Students who do not attend regularly or fail to hand in an assignment may be disallowed from writing the final exam.

Read the university calendar so that you are aware of no-penalty drop dates, requirements for medical authorization (to defer an exam, for example) and other procedures that may affect you.

Students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made to the TA or course instructor. If the student remains unsatisfied with this process, he/she may proceed to the head of the department or further to a formal committee established in accordance with University policies.

Religious holidays – UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructor in advance of these days and their wish to observe them by absenting themselves from class or examination. Instructors provide opportunity for students to make up work or examinations missed without penalty. (Policy # 65.)

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Students with a disability should first meet with an Access and Diversity advisor to determine what accommodations/services you are eligible for.

Academic Integrity and Responsibility

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your work on essays, exams, and other projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others’ work as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person’s permissible contribution. If you are uncertain, consult your instructor or TA.

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others’ work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean’s Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean’s Office. After an interview in the Dean’s Office, your case may be forwarded to the President’s Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Academic communities also depend on their members' living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines, and attending class and engaging in class activities. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor or TA before the deadline or before your absence.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor’s prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

In addition to handing in hard copies of the assignments to the TA, students must submit an electronic copy of each assignment to TurnItIn, other than the First Paper. TurnItIn is an internet-based service to which UBC subscribes that checks textual material for originality, and it is Political Science policy to utilize it concerning student papers. More information about the use of TurnItIn at UBC is available at http://vpacademic.ubc.ca/integrity/turnitin-at-ubc/.

Illness and Absence

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

Reach out and ask for help if you need it.

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or by dropping by my office. I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer student’s support.
and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record.

For more information: https://facultystaff.students.ubc.ca/systems-tools/early-alert

For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit: https://students.ubc.ca/health-wellness

Respectful University Environment

UBC recognizes that "the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued." The full UBC Statement on Respectful Environment for Students, Faculty and Staff can be found at http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC's Equity and Inclusion Office (http://equity.ubc.ca), or the UBC Ombudsperson for Students: https://ombudsoffice.ubc.ca

Equity and Harassment

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC's Policy #3 on Discrimination and Harassment defines harassment as: “unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents.” Such behavior is not acceptable and will not be tolerated at UBC. If you or someone you know has encountered sexual violence or harassment, you can find confidential support and resources at the AMS Sexual Assault Support Centre, (SASC), and the Equity and Inclusion Office. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life.

Resources are available at: Sexual Assault Support Centre, (SASC), 249M, Student Union Building, 604-827-5180. sasc@ams.ubc.ca. and Equity and Inclusion Office, 2306 – 1874 East Mall (Brock Hall), 604.822.6353. equity@equity.ubc.ca.