

## Seminar on International Conflict Management

### Faculty

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### Course Schedule

**Note:** This is an intense and very short course—encompassing only **two weeks**, with only five sessions over four days in each of those weeks. Students in this course should be prepared to attend **each** class session. Students are also strongly encouraged to begin the assigned readings *before the start of the course*.

Monday, April 27	16:00-17:40	FSS Room M117
Tuesday, April 28	16:00-17:40	FSS Room M117
Wednesday, April 29	14:00-17:40	FSS Room M117 [ <i>note double period</i> ]
Thursday, April 30	14:00-15:40	FSS Room U43
Monday, May 4	16:00-17:40	FSS Room M117
Tuesday, May 5	18:00-19:40	FSS Room M117
Wednesday, May 6	16:00-19:40	FSS Room M117 [ <i>note double period</i> ]
Thursday, May 7	14:00-15:40	FSS Room U41

### Course Objective

This course examines the changing nature of conflict in the 21<sup>st</sup> century and the unique challenges of managing those conflicts in the interests of international security. Through reading, lecture, seminar discussion, and case studies, we will explore the following questions:

- What is the historical nature of conflict and how has it changed in the 21<sup>st</sup> century?
- Ranging from great power competition to transnational terrorism, what are the challenges of managing 21<sup>st</sup> century conflict?
- Are there effective political and military strategies for managing 21<sup>st</sup> century conflicts?
- What is the role of international institutions in a system of sovereign states?
- What lessons can we learn to avoid cataclysmic conflict in the 21<sup>st</sup> century?

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

1. Describe the principal causes of conflict in the world.
2. Compare conflict in the 21<sup>st</sup> century with conflicts in previous centuries.
3. Describe the range of conflicts that characterize the first quarter of the 21<sup>st</sup> century.
4. Explain how international strategies for managing conflict have evolved over time and analyze their respective strengths and limitations.
5. Through case studies, analyze various approaches to conflict management and resolution and assess their effectiveness.
6. Think critically about the nature of international conflict and tools to manage it.
7. Communicate your understanding of these issues effectively, both verbally and in writing.

## Course Requirements

This course focuses on understanding complex concepts and applying them to the real world of policy. Because the course is so short, there is no midterm or final examination.

Students are expected to complete a reasonable—but not excessive—amount of reading; to engage intellectually with the course material; to participate actively in seminar discussions; to write clearly in an essay addressing key issues in the course; and to work in a team to research a case study and make a class presentation.

## Attendance

Because of the intensity of the course over a short period of time, attendance at each class session is critical.

- **Unexcused absences are unacceptable.** If you are absent for one class session without being excused by your professor, your grade may be reduced by one letter grade. If you are absent for more than one class session without being excused by your professor, it will be difficult to recommend a passing grade in the course. (Note that a double session on the two Thursday's counts as 2 class sessions.)
- **If you are absent for reasons beyond your control** (e.g., illness), you are required to submit a note of explanation to your professor. Otherwise, it will be considered an unexcused absence.
- **If you have a conflict that absolutely requires you to miss class**, let your professor know in advance. Otherwise, it will be considered an unexcused absence.

## Grading

Based on 100 possible points in the course, your will receive a final letter grades as follows:

A: 90-100	D: 60-69
B: 80-89	E: 50-59
C: 70-79	F: 0-49

Your grades will be determined by your performance in the following course requirements:

Written essay	30 points
Case Study research & presentation	30 points
Lessons Learned point paper & oral exam	25 points
Preparation, engagement & participation	15 points

- **Written essay (30 points):**

On **Monday of the second week of the course (4 May)**, you will submit a written essay to answer both of the following questions:

- ✓ *How has the nature of conflict changed over the past century? In answering this question, discuss at least three factors (for example: changing weapons technologies, changing geopolitical conditions, or changing political and sociological motivations for war) that have shaped the changing nature of conflict.*
- ✓ *What are the implications of this changing nature of warfare for the ability of states or the international community at large to manage conflict in the 21<sup>st</sup> century?*

Your essay should be approximately 750-1,000 words, typed, double-spaced.

In addition to accuracy and completeness in answering the question, you will be graded on (1) clarity of your thesis statement and organization of the essay; (2) the quality of the analysis; (3) the use of evidence or examples; and (4) proper use of the English language.

***Your essay must be your own work.*** Faculty of Social Studies policies on plagiarism apply. You may discuss the essays with your classmates, but the writing of your essay must be your own individual effort. *If you have questions, ask!*

You may use outside sources in your essay, but document them properly. Materials from course assignments may be cited with a simple shorthand reference, *e.g.* Freedman, p. \_\_.

Your essay will be due in class—in hard copy—no later than the beginning of class on Monday, 4 May. Unexcused late submissions will be penalized by a *10% reduction in grade for every 12 hours that it is late.*

- **Case Study Research and Presentation (30 points):**

By ***Wednesday of the first week of the course (29 April)***, students will select one of the following six conflict issues in which they will work as a TEAM (approximately five students per team) to conduct research and make a class presentation:

1. Case Study in International Terrorism – Afghanistan & Al-Qaeda
2. Case Study in International Terrorism – Syria & ISIS
3. Case Study in Sectarian Conflict – Iraq
4. Case Study in Sectarian Conflict – Libya
5. Case Study in Nuclear Proliferation – Iran
6. Case Study in Nuclear Proliferation – North Korea

On ***Tuesday and Wednesday of the second week of the course (5-6 May)***, each TEAM will present the results of its research in a 30-minute presentation, with slides, including:

- (1) A brief description of the conflict and why it is important;
- (2) An overview of attempts by the international community, regional organizations, and states to manage this conflict; and,
- (3) The results of those conflict management efforts.

By ***1400 on the day of its class presentation***, each TEAM will also email a brief point paper (no more than 3 pages) summarizing the main points of its presentation, plus its PowerPoint slides. Both the point paper and the slides will be posted on IS before class.

- **Lessons Learned Point Paper and Oral Examination (25 points)**

On ***Thursday of the second week of the course (7 May)***, each student will submit a point paper (no more than 1 page) answering the following question:

- ✓ *What do you believe are the three most important lessons for states and international institutions in managing international conflict? Briefly explain why, with examples.*

Students should email their point paper to your professor ***by 1000 on that day*** and bring a hard copy of their point paper to class.

During class, there will be an oral examination to explore these lessons learned more deeply. More details will be available in class.

- **Seminar preparation, engagement and participation (15 points):**

This course is a combination of lecture, discussion, and presentations; it requires your active participation. The classroom is an environment of academic freedom. You should feel free to challenge the ideas set forth by your professor and your peers in a respectful and well-mannered fashion. Support your positions with sound analysis, evidence, and reason. Demonstrate critical thinking. Focus on developing better arguments. In politics and policy, there are few “correct” answers; understanding the questions is critical.

To succeed, students should:

- ✓ *Prepare* beforehand by completing (and digesting) the assigned readings;
- ✓ *Engage* in class, by actively paying attention to lecture and discussion, taking comprehensive notes on the class, and asking questions if you need assistance in understanding the course material;
- ✓ *Participate* in class discussions by offering thoughtful insights in a courteous manner; by asking good questions during class that aid the discussion or out of class with your professor; and by active participation in the simulations.

In this category, each student can earn up to **15** points, which your professor will determine using the following rubric:

- ✓ **13-15 points:** Regular and courteous engagement and participation; asking good questions; answering questions intelligently and thoughtfully; contributing insight; clearly keeping up with the readings.
- ✓ **10-12 points:** Clear engagement in class discussion by taking good notes, even if only occasionally participating actively in discussion; generally able to answer questions; keeping up with most of the reading; asking questions—either in or out of class—to help with understanding of the course material.
- ✓ **7-9 points:** Some engagement or participation in class; only occasional evidence of having understood the reading material; argumentative with little reason or evidence of one’s position
- ✓ **4-6 points:** Little or no participation; little or no evidence of having done the reading; passive demeanor or uncivil behavior in class
- ✓ **0-3 points:** No engagement in the course or evidence of preparation for class.

### **Resources**

In the first week, students will read the following book (available in the FSS library):

Freedman, Lawrence, *The Future of War: A History* (Hachette Book Group, 2017)

You may also want to consult the following, which includes resources useful for your research:

Crocker, Hampson, Aall (eds). *Rewiring Regional Security in a Fragmented World* (US Institute of Peace, 2011) – available in the FSS library

All other reading assignments will be available to you electronically, posted on IS as .pdf documents, or as links to the Internet.

### **Assignments**

Specific assignments for each session of the course are on the following page.

Class	Date	Subject & Assignment
<b>WEEK 1</b>		
<b>1</b> <b>M117</b>	<b>Mon 27.4</b> <b>1600-1740</b>	<b><u>Factors Shaping the Future of International Conflict</u></b> <ul style="list-style-type: none"> <li>✓ <i>Global Risks 2035: The Search for a New Normal</i>, Atlantic Council Strategy Paper, November 2016 <b>[posted in IS]</b></li> <li>✓ <i>Global Trends 2035: The Paradox of Progress</i>, U.S. National Intelligence Council Report, January 2017 <b>[posted in IS]</b></li> </ul>
<b>2</b> <b>M117</b>	<b>Tue 28.4</b> <b>1600-1740</b>	<b><u>The “Century of Total War” and its Legacy</u></b> <ul style="list-style-type: none"> <li>✓ Freedman, Chapters 1-9</li> </ul>
<b>3 &amp; 4</b> <b>M117</b>	<b>Wed 29.4</b> <b>1400-1540</b> <b>1600-1740</b>	<b><u>International Conflict in the 21<sup>st</sup> Century</u></b> <ul style="list-style-type: none"> <li>✓ Freedman, Chapters 10-19</li> <li>✓ Freedman, Chapters 20-25</li> </ul> <p style="text-align: center;">❖ <b>Selection of Case Study and Teams due in class</b></p>
<b>5</b> <b>U43</b>	<b>Thu 30.4</b> <b>1400-1540</b>	<b><u>From Westphalia to R2P: Sovereignty &amp; International Conflict</u></b> <ul style="list-style-type: none"> <li>✓ Charter of the United Nations, <a href="http://www.un.org/en/sections/un-charter/un-charter-full-text/">www.un.org/en/sections/un-charter/un-charter-full-text/</a> <b>[also posted in IS]</b></li> <li>✓ <i>The Responsibility to Protect: Background &amp; 2005 UN Summit Document</i>, <a href="http://www.un.org/en/genocideprevention/about-responsibility-to-protect.shtml">www.un.org/en/genocideprevention/about-responsibility-to-protect.shtml</a> <b>[also posted in IS]</b></li> <li>✓ Bellamy, <i>The Responsibility to Protect and the Problem of Military Intervention</i>, <i>International Affairs</i> (RIIA, July 2008) <b>[posted in IS]</b></li> </ul>
<b>WEEK 2</b>		
<b>6</b> <b>M117</b>	<b>Mon 4.5</b> <b>1600-1740</b>	<b><u>Managing Conflict: Peacekeeping—Peacemaking—Peacebuilding</u></b> <ul style="list-style-type: none"> <li>✓ Grieg &amp; Diehl, “The Peacekeeping-Peacemaking Dilemma,” <i>International Studies Quarterly</i>, December 2005 <b>[posted in IS]</b></li> <li>✓ UN Peacekeeping Operations: Principles &amp; Guidelines, Chapters 2-3 (pp. 17-41) <b>[posted in IS]</b> <i>[For a list and relevant links for past and present UN Peace Operations, see <a href="http://www.unmissions.org">www.unmissions.org</a>.]</i></li> </ul> <p style="text-align: center;">❖ <b>Essay #1 due no later than the beginning of class</b></p>
<b>7</b> <b>M117</b>	<b>Tue 5.5</b> <b>1800-1940</b>	<b><u>Case Studies in Conflict Management I</u></b> <ol style="list-style-type: none"> <li>1. Case Study in Terrorism – Afghanistan &amp; Al-Qaeda</li> <li>2. Case Study in Terrorism – Syria &amp; ISIS</li> </ol> <p style="text-align: center;">❖ <b>TEAMS email point paper and slides by 1400</b></p>
<b>8 &amp; 9</b> <b>M117</b>	<b>Wed 6.5</b> <b>1600-1740</b> <b>1800-1940</b>	<b><u>Case Studies in Conflict Management II</u></b> <ol style="list-style-type: none"> <li>3. Case Study in Sectarian Conflict – Iraq</li> <li>4. Case Study in Sectarian Conflict – Libya</li> <li>5. Case Study in Nuclear Proliferation – Iran</li> <li>6. Case Study in Nuclear Proliferation – North Korea</li> </ol> <p style="text-align: center;">❖ <b>TEAMS email point paper and slides by 1400</b></p>
<b>10</b> <b>U41</b>	<b>Thu 7.5</b> <b>1400-1540</b>	<b><u>Lessons Learned: Managing Future International Conflict</u></b> <ul style="list-style-type: none"> <li>❖ <b>Email “Lessons Learned” point paper by 1000</b></li> <li>❖ <b>Bring “Lessons Learned” point paper hard copy to class</b></li> <li>❖ <b>Oral examination/discussion in class</b></li> </ul>

**DR. SCHUYLER FOERSTER  
VISITING PROFESSOR**

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Dr. Schuyler Foerster is founding principal of CGST Solutions, a consulting firm specializing in national security policy and civic education. A graduate of the U.S. Air Force Academy, he received his doctorate from Oxford University in politics and strategic studies; holds master's degrees in public administration and international relations from The American University and the Fletcher School of Law and Diplomacy, Tufts University, respectively; and was a post-doctoral National Security Fellow at the John F. Kennedy School of Government, Harvard University.

With 27 years teaching experience at both the graduate and undergraduate levels, he currently teaches courses in political science and national security policy as a visiting professor at Colorado College, Colorado Springs CO, and at Masaryk University, Brno, Czech Republic. From 2010-2016, he served as the Brent Scowcroft Professor of National Security Studies at the U.S. Air Force Academy, and, in Spring 2017, as the Fulbright Commission's Distinguished Chair in Social Studies at Masaryk University in Brno, Czech Republic.

During his 26-year Air Force career, from which he retired with the rank of colonel, Dr. Foerster served in numerous assignments as an intelligence officer and then as a principal political-military policy advisor to senior civilian and military leaders, including the U.S. Ambassador to Negotiation of the Conventional Armed Forces in Europe Treaty, U.S. Ambassador to the Organization for Security and Cooperation in Europe, U.S. Ambassador to the North Atlantic Treaty Organization, and the Commander in Chief, U.S. Strategic Command.

Following retirement from the Air Force, Dr. Foerster served for 13 years as President of the World Affairs Council of Pittsburgh, receiving national and local awards for establishing the Council as a leader in secondary school and grass roots education on important global issues. He has continued to volunteer in the field of civic education, serving on the board of directors and as president of the Colorado Springs World Affairs Council, on the national board and executive committee of the World Affairs Councils of America, on the board of Citizens Project in Colorado Springs, and as a member of the Colorado Springs Rotary Club.

Dr. Foerster has co-authored two books and written several articles on international politics and security issues. His most recent research work focused on the prospects for strategic stability in Europe. He regularly addresses academic, professional, and civic audiences across the United States and abroad on a wide range of political and global issues, and has been a frequent guest commentator in print, radio, and television. He is the recipient of numerous military decorations and community awards, including an honorary Doctor of Humane Letters from La Roche College in Pittsburgh PA.