# UAB
## Universitat Autònoma de Barcelona

**2023/2024**

**Analysis and Resolution of Conflicts**

Code: 101096
ECTS Credits: 6

| Degree | Type | Year | Semester |
|---|---|---|---|
| 2500259 Political Science and Public Management | OT | 3 | 2 |
| 2500259 Political Science and Public Management | OT | 4 | 2 |
| 2503778 International Relations | OB | 3 | 2 |

## Contact

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## Teaching groups languages

You can check it through this link. To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Prerequisites

There are no academic prerequisites.

You must be able to read English regularly and attend classes on a regular basis.

You must have the ability and habit of reading, watching, studying and consulting various general media, as well as following in particular news related to the international agenda and conflict and peace processes.

## Objectives and Contextualisation

The main objective of this optional subject is to familiarise students with the evolution, concepts, theoretical tools and practical application of various subfields of International Relations, in a broad sense, as well as with their main biases or specific approaches for analysing and intervening in conflicts with the aim of managing, resolving or transforming them.

Specifically, the objectives are:

1. To situate the study of international conflicts and how to intervene in the general framework of the social sciences, as well as in a historical and evolutionary perspective.

2. To study the notion of conflict, its types and its logic and dynamics in international politics.

3. To provide conceptual and analytical frameworks for framing social and international conflicts, as well as their nature, recurrence and location, in particular with regional and sub-regional logics. In concrete terms, to apprehend a pattern of analysis applicable to different international conflicts, in particular to armed conflicts, or conflicts that could easily develop into such conflicts.

4. Apply the pattern to several conflicts over the last fifty years.

5. To become succinctly acquainted with the various instruments for conflict prevention, management, resolution and transformation.

## Competences

Political Science and Public Management
- Applying theoretical and analytical knowledge of International Relations to practical and professional cases, in particular to the areas of conflict and cooperation between actors.
- Arguing from different theoretical perspectives.
- Assessing specific distinctive aspects and conceptual and methodological instruments of the different tendencies and analytical approximations of International Relations.
- Demonstrating good writing skills in different contexts.
- Demonstrating they know theoretical tendencies and classical and recent analytical approximations of International Relations.
- Distinguishing the discipline's main theories and different fields: conceptual developments, theoretical frameworks and theoretical approaches underlying the discipline's knowledge and different areas and sub-areas, as well as their value for the professional practice through concrete cases.
- Interpreting and applying English texts in an academic way.
- Managing the available time in order to accomplish the established objectives and fulfil the intended task.
- Producing and planning researches or analytical reports.
- Realising effective oral presentations that are suited to the audience.
- Synthesizing and critically analysing information.
- Using the main information and documentation techniques (ICT) as an essential tool for the analysis.
- Working autonomously.
- Working by using quantitative and qualitative analysis techniques in order to apply them to research processes.
- Working in teams and networking, particularly in interdisciplinary conditions.

International Relations
- Analyse cases and phenomena in the international sphere and interpret different political texts using contemporary political theories.
- Analyse the behaviour of international actors, both state and non-state.
- Analyse the challenges to international security including the conditions that promote peace and generate conflicts and the evolutionary of international security architecture.
- Analyse the structure and operation of international institutions and organisations (political, economic, military and security, environmental, development and emergency aid) both in the universal and regional spheres, with particular emphasis on the European Union, from either real or simulated cases.
- Apply quantitative and qualitative analysis techniques in research processes.
- Identify data sources and carry out rigorous bibliographical and documentary searches.
- Identify the main theories of international relations and their different fields (international theory, conflicts and security, international politics, etc.) to apply them in professional practice.
- Produce and prepare the presentation of intervention reports and/or proposals.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.

## Learning Outcomes

1. Analyse the behaviour of different actors in the main topics and problems related to international security, international conflicts and the promotion of peace.
2. Apply different theories and focuses to the analysis of the main problems related to security, foreign policy and armed conflict and the promotion of peace.
3. Apply quantitative and qualitative analysis techniques in research processes.
4. Applying theoretical and analytical knowledge of International Relations to practical and professional cases, in particular to the areas of conflict and cooperation between actors.
5. Arguing from different theoretical perspectives.
6. Assessing specific distinctive aspects and conceptual and methodological instruments of the different tendencies and analytical approximations of International Relations.
7. Critically assessing the impacts of globalization in several areas: safety, environment, human rights, migrations and peace.
8. Demonstrating good writing skills in different contexts.
9. Demonstrating they know theoretical tendencies and classical and recent analytical approximations of International Relations.
10. Evaluate the conditions that lead to international peace and those which make it more difficult.
11. Explaining the major approximations to the international relations (realism, transnationalism and structuralism).
12. Identify and analyse some of the key challenges in international security and international conflicts from a multidimensional perspective.
13. Identify data sources and carry out rigorous bibliographical and documentary searches.
14. Identify the main institutions with competences and working in international security, international conflicts and the promotion of peace and analyse the specific importance of these.
15. Interpreting and applying English texts in an academic way.
16. Make a reasoned application of different contemporary political theories to phenomena related to international security, international conflicts, foreign policies of the main states and the promotion of peace.
17. Managing the available time in order to accomplish the established objectives and fulfil the intended task.
18. Produce and prepare the presentation of intervention reports and/or proposals.
19. Producing and planning researches or analytical reports.
20. Properly using the theory and concepts of international relations (traditions of Hobbesian, Grotian or Kantian thought).
21. Realising effective oral presentations that are suited to the audience.
22. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
23. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
24. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
25. Synthesizing and critically analysing information.
26. Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.
27. Using the main information and documentation techniques (ICT) as an essential tool for the analysis.
28. Working autonomously.
29. Working by using quantitative and qualitative analysis techniques in order to apply them to research processes.
30. Working in teams and networking, particularly in interdisciplinary conditions.
31. describe the evolution of international security.

# Content

BLOCK I. THE SYSTEMIC AND CONCEPTUAL FRAMEWORK

Lesson 1. War and power in the 20th and 21st centuries: the evolution of war and the international system
a) International relations versus domestic politics
b) Evolution of the international system and armed conflict
c) Changes in the conception, regulation and practice of war and armed conflict and lethal conflict
d) The current situation: post-Cold War, the 'new wars' debate, the new faces of violence

Lesson 2. The changing map of armed conflict
a) Research institutes and the identification of wars: the main criteria
b) International wars, proxy wars, the internationalisation of intra-state conflict
c) Changes in the regional presence of armed conflicts: Latin America, Asia and Africa
d) Changes in the regional presence of armed conflicts: Europe
e) Changes in the regional presence of armed conflicts: the Middle East

Lesson 3. Social science, international conflict and violence
a) IR and explanations of war and violence: broad approaches
b) Individual and social explanatory frameworks in the social sciences; c) Social science explanations of war and violence: the social science approach
d) Structural explanatory frameworks in social science
e) Peace research and peace studies; conflict resolution

Lesson 4. Feminism and conflict analysis
a) Gender mainstreaming in the analysis of conflict and violence
b) The role of women in armed conflict
c) Feminist critique of traditional understandings of war and violence
d) The Feminist Approach to Gender Justice and Reparations in Post-Conflict Contexts

Lesson 5: Understanding the nature and evolution of armed conflict, war, security and peace
a) Terminological and conceptual clarifications: conflict (and types), violence, war, peace, security, management/resolution/ transformation
b) Peace and security, interrelated concepts and new conceptions in the post-Cold War era
c) The evolution of the security dilemma and securitisation: The conception of security as a multidimensional process and human security.
d) Analysis of the causes of wars: i) causal typologies; ii) structural causes, accelerators and triggers; iii) recent explanations: weak and failed states; greed and grievance; opportunity structures and the struggle for resources (differential accumulation); iv) the role of the state as an actor in the security process; v) the role of the state as an actor in the security process; vi) the role of the state as an actor in the security process; vii) the role of the state as an actor in the security process.

CASE STUDIES: EAST TIMOR AND THE WESTERN SAHARA

BLOCK II. CONFLICT ANALYSIS

Lesson 6. How to approach the study of conflicts
a) The elements of conflict: triangles and icebergs
b) Actors and motives of dispute and antagonism
c) Conflict dynamics: phases and cycles of violence
d) An analytical guideline for mapping conflict processes

Lesson 7: Typologies of conflicts
a) Types of conflicts according to the presence of violence (armed and unarmed, non-violent conflicts).
b) Intractable conflicts, protracted social conflicts and/or socio-international conflicts.
c) Conflicts of a political and/or territorial nature
d) Environmental, ethno-political and religious conflicts.

Lesson 8: Typologies of combatants
a) Regular combatants and conventional military forces
b) Insurgent groups and non-state combatants, paramilitary groups
c) Mercenaries and Private Military and Security Companies (PMSCs)
(d) Hybrid actors and criminal groups
e) Terrorist groups

CASE STUDY: WARS IN ALGERIA

Block III: International Societal Action: Containing Violent Conflict and Peacemaking

Lesson 9: The studies and practice of conflict analysis, resolution and transformation
a) Foundations and context of emergence, the institutions
b) Phases and stages of development
c) Comprehensive and Interactive Approaches: Practical Instruments
d) The Liberal Consensus on Peacebuilding

Lesson 10: International Instruments: The United Nations and International Security
a) The provisions of the Charter and international law on collective security and the use/threat of force.
b) The regional dimension of armed conflict and regional security organisations.
c) Post-Cold War: an Agenda for Peace (1992) and its supplement; subsequent developments.
d) Changing notions: "just war", complex emergencies, "responsibility to protect".

Lesson 11: The containment of violent conflict, peacekeeping and peacemaking
a) The use of the Charter. Peacekeeping operations, chap. VI and a half
b) Second and third generation peace operations.
c) The intervention debate. Practice on Libya
(d) Ways of ending violent conflict and preparing for peace: negotiation, facilitation, mediation, arbitration
e) Peace agreements

CASE STUDY: LIBYA

Block IV: Conflict Resolution and Conflict Transformation: Peacebuilding

Lesson 12: Preparing for peace: peace processes and peace agreements
a) Broad and narrow meanings
b) Phases and cycles of peace processes and multilevel diplomacy
c) Current debate on: stumbling blocks, maturity, spoilers...
d) The three 'Rs': reconstruction, resolution and reconciliation

Lesson 13: Post-war reconstruction
a) Intervention, Reconstruction and Withdrawal Operations
b) Disarmament, Demobilisation and Reintegration (DDR)
c) Security Sector Reform
d) The Business of Reconstruction

Lesson 14: Peacebuilding
a) Meanings of the term
b) Peacebuilding from Below and Conflict Transformation
c) Case studies and stocktaking of peacebuilding operations
d) Critiques of the 'liberal peacebuilding consensus'.

Lesson 15. Reconciliation and the resolution of root causes
a) Meanings of Reconciliation
b) Justice in Transitional Periods: From Truth Commissions to Tribunals
c) The International Criminal Court (ICC)
d) Policies of memory and the past: Slavery, colonialism, crimes against humanity
e) Resolving Root Causes: Peace and Development

CASE STUDY: THE WARS IN IRAQ

## Methodology

Teaching methodology and training activities

The student's dedication to the subject is divided into different types of activities, which, in coherence, are materialised in different requirements and differentiated methodologies. This is a 6 ECTS course, therefore 150 hours.
These 150 hours are divided into activities articulated as follows:

a) Face-to-face or directed (50 hours, 33,3 %).
Lectures with the use of ICT and debates: 20 sessions (40 hours).
Classroom seminars: 2 sessions (6 hrs)
Assessable classroom practicals: 2 sessions (4 hrs)

b) Supervised activities: reading controls, text commentaries, 3 practicals, tutorials for assignments, comments on exams and assignments: 25 hrs (16.7%).

c) Evaluation: Block exam, final evaluation work, and remedial evaluation: 7,5 hrs (5%)

d) Autonomous work of the student (study and work at home and/or library): 67,5 hrs (45%)

2. Practical instructions for the virtual campus material and classroom activity
Each theoretical lesson will have: a) a specific outline to guide the face-to-face/directed sessions and other related activities; b) one or two compulsory readings; and c) some additional references.
The readings, compulsory and additional (other than references to books or web pages) will be available on the virtual campus, grouped in specific tabs related to each lesson.
There will be optional additional material, grouped in folders with ad hoc titles: e-books, material on conflict transformation, case studies, etc.
A ppt will be used in each session, of which a pdf copy will be available, per lesson, on the virtual campus.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

| Title | Hours | ECTS | Learning Outcomes |
|---|---|---|---|
| Type: Directed | | | |
| Control of readings and comprehension of literature | 4 | 0.16 | |
| Lectures | 40 | 1.6 | |
| Seminaries | 6 | 0.24 | |
| Type: Supervised | | | |
| Case studies | 25 | 1 | |
| discussion | 7.5 | 0.3 | |
| Type: Autonomous | | | |
| Autonomous work | 67.5 | 2.7 | |

## Assessment

The evaluation of this subject consists of the following parts:
1. A partial exam of the first two blocks of the programme (topics 1-8), which constitutes 35% of the final grade.
2. A partial exam on the rest of the syllabus (topics 9-15), 35% of the final mark, which will be held on the last day of class.
3. Two practicals, each worth 10% of the final mark (20% overall). One of the practicals will consist of a presentation in class and the other of the application of the analysis guideline to an armed conflict.
4. Continuous assessment: class participation and debates, text commentaries, and other activities programmed by the teaching staff, 10% of the final mark.

Important considerations:
In order to pass the course, it will be a necessary condition that it is not sufficient to obtain a minimum mark of 4 in each of the exams of each semester. In this sense, students are required to demonstrate a basic and balanced knowledge of the theoretical contents of both semesters. Once this minimum mark of 4 has been achieved in the exams, the weighted average will be calculated together with the marks for the practicals. When the final weighted mark of both parts (exams and practicals), plus the programmed work and activities is equal to or higher than 5, the course will be considered as passed.
In order to pass the course, it is necessary but not sufficient to obtain a minimum of 4 in both partial exams. If one of the two exams is failed with less than a 4, the course is not passed.
The fact of sitting one of the two exams or having sat ONE of the practicals exempts the student from the grade of "NOT PRESENTED".
Undergraduate students who have not passed the first or second exam (or both exams) will have the opportunity to take the compensatory activities, i.e. they will be able to retake the failed exams on the day determined by the Faculty for the ordinary assessment exam (NOT for the compensatory one), having finished the second term of the second four-month period.
The dates of the practicals, other activities and controls will be specified in the course programme (Virtual Campus). Internships cannot be retaken.
Students on exchange programmes will have the same evaluation conditions as the rest of the students.

Single assessment:

Students who have so requested in due time and form, may take advantage of a single assessment consisting of an exercise consisting of an exam (70% of the mark) and a practical activity (30%).

This exercise will take place on the last day of class at the end of the term. In case of failing this test with a score of 5 out of 10 points, the exercise may be recovered on the date set by the Faculty for the ordinary evaluation (NOT the compensatory one) and will be made public with sufficient notice.

## Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---|---|---|---|---|
| Case studies | 30% | 0 | 0 | 1, 2, 16, 5, 32, 9, 31, 17, 12, 14, 15, 24, 22, 25, 28, 20, 6, 7, 10 |
| Control of readings and comprehension of literature | 20% | 0 | 0 | 4, 5, 9, 11, 21, 17, 15, 25, 28, 30, 7 |
| Final Exam (presential and also with a take-home) | 50% | 0 | 0 | 3, 5, 26, 9, 8, 19, 18, 21, 17, 13, 12, 14, 15, 24, 22, 23, 25, 29, 28, 30, 20, 27, 6 |

## Bibliography

GENERAL LITERATURE

1. Basic Handbooks/Manuales básicos

Compulsory Lecture

MIALL; H; Ramsbotham, O:; Woodhouse, T (2005 segunda edición), C*ontemporary Conflict Resolution.The prevention, management and transformation of deadly conflicts,* Londres, Polity Press, 2005. Edició castellana ICIP/Bellatera, octubre de 2011

GRASA, R. (2010). *Cincuenta años de evolución de la investigación para la paz. Tendencias para observar, investigar y actuar.* Barcelona, Oficina de Promoció de la Pau i dels Drets Humans (versión en castellano y catalán. PDF de ambas en el campus virtual).

Recomenables per alguns temes/Recomendables para algunos temas

BAYLIS, J/ J. Wart, E.Cohen,. C:S. Gray (2002). Strategy in the Contemporary World. An Introducion to Strategic Studies, Oxford, Oxford UP.

BARASH, D. P. (2000). Approaches to Peace. A Reader in Peace Studies, Oxford, Oxford UP.

BERCOVITCH, J/V. Kremenyuk/ W. Zartmann (2009).*The Sage Handbook of Conflict Resolution*, Londres, Sage.

FISAS, V. (2002). *Cultura de paz y gestión de conflictos*, Barcelona, París: Icaria: UNESCO. Introducción general.

GALTUNG, J. (19969). *Peace by peaceful means. Peace and Conflict, Development and Civilization,* Londres, Sage, 1996 (al menos los apartados I y II y las conclusiones) (existe edición castellana a cargo de editorial Bakeaz).

- Ho-Won Jeong, Conflict Management and Resolution. An Introduction, Londres, Routledge, 2010.

.WALLENSTEEN, P. (2007). *Understanding Conflict Resolution.I System War, Peace and the Global Syste..* Londres: Sage. Excelentre presentación, desde la peace research pero con buen conocimiento de los temas de relaciones internacionales

Destacats en groc aquells llibres que són de lectura obligatòria (primer apartat) o bé aquells que tenen un carácter més genèric, de visió global.

Destacados en trama amarilla aquéllos que son de lectura obligatoria (primer apartado) o bien los que tienen un carácter más genérico, de visión global.

2. General literature

BERDAL, M. y MALONE, D. (eds.) (2000). *Greed and Grievance. Economic Agendas in Civil Wars.* Boulder: Lynne Rienner.

BROWN, S., *The Causes and Prevention of War*, Nueva York, St. Martin's Press, 1994.

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4. Additional Literature l

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Anuario Internacional Cidob

African Journal in Conflict Resolution

Arms Control Today

Cooperation and Conflict: Nordic Journal of International Studies.

Foreign affairs

Foreign Affairs Latinoamérica

International Security .

Journal of Conflict Resolution: Research on war and peace between and within nations.

Journal of Peace Research: an interdisciplinary and international quaterly of scholarly work in peace research.

Low Intensity Conflict and Law Enforcement.

Military Review.

Negotiation Journal: on the process of dispute settlement.

Online Journal of Arbitration, Mediation, Negotiation and Complementary Dispute Resolution Techniques

Peace and Conflict Studies

Security Dialogue

Sipri Yearbook

Working Papers ICIP (Institut Català Internacional per a la Pau).Accesibles en www.icip.cat

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International organization

http://www.osce.org/, OSCE

http://www.nato.int/home.htm, OTAN/NATO

http://europa.eu.int/, Unió Europea/European Union

http://www.un.org/, Nacions Unides, ONU

http://www.unhcr.ch/, ACNUR (Alt Comissionat NNUU per als refugiats)/

Research institutes and centers

http://www.opendemocracy.com/home/index.jsp, Open Democracy

http://www.incore.ulst.ac.uk/cds/countries/, Universitat de NNUU i de l'Ulster

http://www.cip.fuhem.es/, ICIP/Madrid

http://www.icip.cat, ICIP, Barcelona

http://www.ecfr.eu/, European Council on Foreign Relations

http://www.ifri.org/F/accueil.htm, Institut Français des Relations Internationales

http://www.iai.it/, Instituto Affari Internazionali

http://www.iecah.org/espanol/home.html, Instituto de estudios sobre conflictos y acción humanitaria/Iecah

http://www.intl-crisis-group.org/, International Crisis Group

http://www.isn.ethz.ch/, International Relations and Security Network

http://www.prio.no/, Peace Research Institute d'Oslo

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http://www.sipri.se/, Stockholm International Peace Research Institute/Sipri

http://www.tni.org/, Transnational Institute of Amsterdam

http://www.stratfor.com/, temas estratègicos

http://www.fsk.ethz.ch/, estudios de seguridad

http://www.cia.gov/, CIA

http://www.hrw.org/, Human Rights Watch


## Software

Without specific software