

INTR 501 (S02) (Advanced Seminar in International Relations the Present and Future of Conflict)

Pre/Co-Requisites: Admission to the International Relations program and completion of at least 60 units including International Relations 301

Instructor: Dr. Maureen S. Hiebert	Lecture Location: EDC 172
Phone: 403 220-5633	Lecture Days/Time: W 2:00pm – 4:45pm
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Office: SS 722	
Office Hours: Mondays 1:00 – 2:00pm; Thursdays 11:00-12:00noon via Zoom. Link to be provided on D2L course website under Content/Office Hours Zoom link.	

COURSE DESCRIPTION

This course is about conflict broadly understood, both its present and future with an emphasis on the latter. We will cover four interrelated global changes that are to some extent already underway and examine how and in what ways they could trigger and shape contentious politics and violent conflict in the decades to come. The themes to be covered in the following order are: climate change; growing cyber capabilities; the advent of artificial intelligence and systems with autonomy (civilian and military); and technologically enhanced human beings (civilian and military).

The course is based on the premise that if we are to respond as a society and global community to the opportunities and challenges posed by these far-reaching changes, we must begin to think through how conflict – domestic and international, non-violent and violent – might be induced, shaped, and ameliorated by a warming planet and significant technological change now. While some of the course material and discussion will necessarily be speculative, this speculation will be logically derived from what scholars, investigative journalists, activists, and others already know about near to medium future plans and likely outcomes and consequences related to climate change and technological transformations. We will also draw on two works of speculative and science fiction to try to envision what the future of conflict might look like together with historical works and case studies to understand what aspects of the future may replicate at least to some degree the past versus what is likely to be truly “new.”

Throughout the course we examine the four themes through a critical lens, acknowledging and exploring how existing and evolving systems of hierarchy, oppression, and exploitation based on (but not limited to) gender, gender expression, sexual orientation, ethnicity, race, religion, class at multiple levels do, and are expected to, shape conflict and its know-on effects. These systems will likely be integral to the generation, manifestation, and consequences of the future of conflict in ways that will almost certainly affect individuals, organizations, communities, nations, and regions in complex and varied ways – enabling and enriching some while (further) marginalizing and immiserating others.

COURSE OBJECTIVES & LEARNING OUTCOMES

By the end of the course students will have a very basic grasp of the science of climate change, cyber capabilities, artificial intelligence, machines with some degree of autonomy, and how humans may be chemically and physically enhanced temporarily or permanently. Students will also be familiar with how these factors are expected to drive and shape various kinds of conflicts, and how we can reasonably speculate about the future by drawing logical inferences from the past to identify what is a continuation of existing trends versus phenomena that are truly new. In so doing students will further develop their analytical and critical thinking skills through weekly readings and class discussions. These skills will be further enhanced by the written assignments in which students are asked to use their own initiative to identify and analyze relevant works on the topics up for discussion (the short papers) and their own investigation of a topic of their choice for their long paper. The papers and class discussion will strongly encourage and indeed emphasize students' creativity and imagination along with more conventional skills such as effective verbal and written communication.

REQUIRED TEXTBOOK(S)

There are three required texts for this course. They are available for purchase at the University of Calgary Book Store in physical and electronic form. All other readings are available online through the University of Calgary Library.

Alex Alvarez, *Unstable Ground: Climate Change, Conflict, and Genocide* (Rowan and Littlefield, date)

Robert A. Heinlein, *Starship Troopers* (Penguin Publishing Group, [1959] 2006)

Paul Schafer, *Army of None: Autonomous Weapons and the Future of War* (Norton & Company, 2019)

P. W. Singer and August Cole, *Ghost Fleet: A Novel of the Next World War* (Harper Collins, 2016).

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Participation	20%	
Papers	65%	
Short Papers (2x15%)		
Long Paper (35%)		Wednesday, December 7 by 11:59pm
Mock Conference Presentation	15%	
Total	100%	

1. Participation (20% of final grade)

Since the class is a seminar, it is imperative that students come to each class having read all of the readings and prepared to discuss the readings in detail. Assessment of student participation will be based on both the quality and quantity of students' interventions, including the ability of the student to show that they have read all of the assigned readings for the week.

2. Papers (65% of final grade)

a) Short Papers (2 x 15%)

Each student must write two short papers.

Maximum 2000 words

1st short paper between Weeks 2 and 6; 2nd short paper between Weeks 7 and 11.

Each paper will be based on 3 short online news article or blogs of the student's choosing (minimum approximately 500 words, maximum 1,500 words) that deal with current examples of contemporary and/or future conflicts we are studying during the weeks selected by the student to write a short paper (e.g. if one of the topics for a week is the knock-on effects of climate change and conflict, find 3 sources that deal with this issue somewhere in the world now).

Students should try to answer the following questions for each source: (i) what is the main practical issue at stake? (ii) how does the article or blogpost enhance our understanding of the issue; (iii) what do you find convincing about the article or blogpost and what are its shortcomings.

Short papers are due via the Dropbox on D2L by 1:59pm on the day the topic of the paper is discussed in class. Please use the following file naming format: your last name, paper number, course number - e.g. Hiebert1INTR501; Hiebert2INTR501.

b) Long Paper (1 x 35%): due Wednesday, December 7 by 11:59pm (Week 13)

Each student must also write a research paper.

Maximum 4500 words (excluding bibliography)

Students will write a research paper on a topic related to some aspect of the present and future of conflict selected by the student in consultation with the professor.

Students are expected to include a (i) clear research question and (ii) thesis statement in the introduction and to (iii) provide sufficient evidence to illustrate their case study (or cases if doing a comparative analysis) and arguments.

The long paper is due via the Dropbox on D2L by 11:59pm on the due date. Please use the following file naming format: your last name, paper number 3, course number - e.g. Hiebert3INTR501.

3. Mock Conference Presentation (15% of final grade): November 30, December 7(Weeks 12, 13)

The last 2 weeks of the course will be taken up with student presentations of their long papers. These presentations will take the form of a mock academic conference in which students present their long research paper on a panel with other students presenting on similar themes. Each presentation will be approximately 15 minutes in length.

If a student misses a required course component, please get in touch the instructor as soon as possible.

COURSE SCHEDULE & TOPICS

All readings are required.

DATE	TOPIC	READINGS
Week 1 September 7	Introduction to the Course	No readings
Week 2 September 14	Climate Change and Conflict I: the science and history of climate and conflict	<ul style="list-style-type: none"> • <i>Unstable Ground</i> Introduction, chapter 1 • <i>Ghost War</i> pp. 3-50
Week 3 September 21	Climate Change and Conflict II: political implications, protest, and unrest	<ul style="list-style-type: none"> • Jonathon P. Schuldt and Adam Pearson, "The Role of Race and Ethnicity in Climate Change Polarization: Evidence from a U. S. National Survey Experiment," <i>Climate Change</i>, Vol. 136, pp. 495-505 • Francesca De Châtel, "The Role of Drought and Climate Change in the Syrian Uprising: Untangling the Triggers of Revolution," <i>Middle Eastern Studies</i>, Vol. 50, No. 4, 2014, pp. 521-535 • Arita Holmberg and Aida Alvinus, "Children's Protest in Relation to the Climate Emergency: A Qualitative Study on a New Form of Resistance Promoting Political and Social Change," <i>Childhood</i>, Vol. 27, No. 1, pp. 78-92. • <i>Ghost War</i> pp. 51-97
Week 4 September 28	Climate Change and Conflict III: warfare and atrocities	<ul style="list-style-type: none"> • <i>Unstable Ground</i> chapters 3, 4 • Jurgen Scheffran, Tobias Ide, and Janpeter Schilling, "Violent Climate or Climate of Violence: Concepts and Relations with Focus on Kenya and Sudan," <i>International Journal of Human Rights</i>, Vol. 18, No. 3, 2014, pp. 369-390. • <i>Ghost War</i> pp. 51-144
Week 5 October 5	Climate Change and Conflict IV: the knock-on effects of climate-driven conflicts	<ul style="list-style-type: none"> • <i>Unstable Ground</i> chapter 5, 6 • Anna Ginty, <i>Climate Change Solutions and Environmental Migration: The Injustice of Maladaptation and the Gendered "Silent Offset" Economy</i>, (Routledge, 2021) chapters 2-5 (available through the University of Calgary Library) • <i>Ghost War</i> pp. 145-191
Week 6 October 12	Cyber I: the science and history of cyber and communications technology and conflict	<ul style="list-style-type: none"> • <i>Army of None</i> chapter 14 • Thomas Rid, <i>Active Measures: The Secret History of Disinformation and Political Warfare</i> (Farrar, Straus and Giroux, 2020), chapters 21, 22 (available through the University of Calgary Library) • <i>Ghost War</i> pp. 146-238
Week 7	Cyber II: cyber operations	<ul style="list-style-type: none"> • Ashley Deeks, Noam Lubell, Daragh Murray,

October 19	and cyber warfare	<p>“Machine Learning, Artificial Intelligence, and the Use of Force by States,” <i>Journal of National Security Law and Policy</i> (2019) Vol. 10, pp. 1-25</p> <ul style="list-style-type: none"> • Babak Rahimi, “The Agonistic Social Media: Cyberspace in the Formation of Dissent and Consolidation of State Power in Postelection Iran,” <i>The Communication Review</i>, Vol. 14, No. 3, 2011, pp. 158-178 • Thomas Rid, <i>Active Measures: The Secret History of Disinformation and Political Warfare</i> (Farrar, Straus and Giroux, 2020), chapters 28, 31 • <i>Ghost War</i> pp. 239-285
Week 8 October 26	AI and Autonomous Weapons I: the science and history of technological innovation and warfare	<ul style="list-style-type: none"> • <i>Army of None</i> chapters 1-3, 11 • Max Boot, <i>War Made New: Technology, Warfare, and the Course of History 1500 to Today</i> (Gotham Books, 2006), chapter 8 (available through the University of Calgary Library) • <i>Ghost War</i> pp. 286-332
Week 9 November 2	AI and Autonomous Weapons II: the evolving and future battlefield	<ul style="list-style-type: none"> • <i>Army of None</i> chapter, 12, 17, 19; • Heather M. Roff and David Danks, “‘Trust but Verify:’ The Difficulty of Trusting Autonomous Weapons Systems,” <i>Journal of Military Ethics</i>, Vol. 17, No. 1, 2018, pp. 2-20. • <i>Ghost War</i> pp. 334-379
Term Break November 6–12	No Class	<ul style="list-style-type: none"> • <i>Starship Troopers</i>, chapters 1, 7, 8 (omit chapters 2-6)
Week 10 November 16	Human Enhancement I: the science and history of human enhancement in society and the military	<ul style="list-style-type: none"> • Anke Snoek, “Among Super Soldiers, Killing Machines and Addicted Soldiers: The Ambivalent Relationships Between the Military and Synthetic Drugs,” in <i>Super Soldiers: The Ethical Legal and Social Implications</i>, Jai Galliot and Mianna Lotz (eds) (Routledge, 2015), pp. 95-108 (available through the University of Calgary Library) • Additional reading TBA • <i>Starship Troopers</i>, chapters 9-11
Week 11 November 23	Human Enhancement II: “Super Soldiers” as warriors and citizens	<ul style="list-style-type: none"> • Maxwell J. Mehlman, Patrick Lin, Keith Abney, “Enhanced Warfighters: Risk Ethics, and Policy,” Case Research Paper Series in Legal Studies Working Paper 2013-2, January 2013, chapters 2, 6, 7 (available at: https://case.edu/law/sites/case.edu.law/files/2021-01/mehlman%20CLE%202-2021.pdf) • <i>Starship Troopers</i>, chapter 12-13
Week 12 November 31	Mock Conference Panels I & II	No Readings

Week 13 December 7	Mock Conference Panels III & IV	No Readings
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Please note that the above schedule is tentative and may change as the need arises.

WRITING STATEMENT

Written assignments in this course are in part graded on the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

GRADING SCALE: The following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

LATE PENALTIES

Both short papers must be submitted by 1:59pm on the day the topic covered in the paper are discussed in class. No late short papers will be accepted. Students can choose another week on which to write their short paper(s) if they cannot make the deadline for their original choice. The late penalty for the long paper is: -5% including weekends.

INSTRUCTOR GUIDELINES

If you require assistance or have questions about any aspect of the course, please feel free to speak to me during class, office hours or if office hours don't work for you, by appointment.

Students may also email me with questions and concerns. I encourage students to send emails during the week from the morning until around 8:00pm. Emails received after this time or during the weekend will be answered the next business day although a more immediate response will be provided in case of emergency (e.g. unforeseen circumstances during the D2L tests/the final exam; illness requiring an extension for an assignment due imminently etc.).

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at

<https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your

classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.