Universidad de Navarra

Conflict Analysis and Resolutions (RRII)

Guía docente 2026-27

PRESENTATION

- **Character:** Compulsory
- **ECTS:** 3
- **Course and Semester:** 2º (Second Semester)
- **Language:** English
- **Title:** Degree in International Relations
- **Module and subject matter**: Estructuras de las relaciones internacionales, Política Internacional
- **Profesor**: Pro. Dra. María Gabriela Fajardo Mejía
- **Schedule**: TUESDAYS (08:00-10:00)
- **Venue:** AULA S01 - Amigos

INTRODUCTION

Welcome to the CONFLICT ANALYSIS AND RESOLUTION syllabus. Here you will find useful information to navigate through the program and to prepare the lessons.

Conflict in its many different manifestations is ever-present in today's world. It is, therefore, very important that practitioners in the International Relations arena develop a deep knowledge of conflict and its different facets, of its root causes, typology and, very importantly, of the instruments in their hands to handle it in a way that benefits the common interest and minimizes its disruptive effects.

The course seeks to introduce you to the world of conflict and to present some key concepts that may help you understand its dynamics and complexity. It does not intend to make experts in conflict management and resolution. More modestly, it tries to equip the students with some basic tools and, hopefully, to stir their curiosity and interest in this fascinating topic. The course is not an end in itself, but rather a springboard for further study.

The topic is as captivating as the international environment surrounding us. The course will open your eyes to some ideas that will help you to see current or past conflicts under a new light, which is the first step to better understand them and, eventually, to produce workable solutions to them.

The course is articulated in several blocks. Block I (Lessons 1 to 4) will discuss conflict in general, and war in particular, as sociological phenomena that will be dissected to analyze their internal components, together with their causes. Conflicts do not take place in a vacuum, but rather within an environment that influences them. Consequently, this block will tackle the main elements external to conflicts that have an impact on them. Geography, and its ancillary discipline of geopolitics, the international system, the presence of the media, and ethics will be among the factors considered in the block.

Clearly, the focus of this section will be put on the nation-state. Despite the growing importance trans-national, sub-national entities, even isolated empowered individuals have acquired in today' s conflicts, the international arena continues today to be dominated by state entities interacting in the global chessboard.

Block II (Lessons 5 to 8), will present some of the possibilities actors in the international system have in their toolbox to prevent, manage, or solve conflicts. The lessons will discuss the elements of national power -diplomatic, informational, military, and economic-, together with different conflict-resolution methods. War will be given a special emphasis in this block as the ultimate way to solve a conflict.

Finally, Block III (Lessons 9 to 13) is more of a practical nature and builds on the concepts learned in the previous lessons, and on the familiarization with the international environment the students will have gained by following current events along the semester. The block analyzes and discusses some of today's most salient international conflicts.

For all the interest the subject has, it will come to naught if you approach it passively. Many interesting issues will be discussed in the lessons that will require your active contribution to enrich the group with your own ideas or views. All contributions are valuable, so do not hesitate to bring them in to the debate. In this effort, try to develop your toolkit and understanding of international conflicts by regularly following current events. Engage!

To have meaningful discussion, you are expected to prepare the lessons ahead. There is no manual to follow the course. Instead, this syllabus offers you some texts related to the topic of the day you are expected to read beforehand. You will also be asked to hone your critical thinking and communication skills -oral and written-, and to participate in the discussions, helping the teacher to shape the lesson. Above all, come to the lessons with an open mind and ready to enjoy the course. Please, do not hesitate to come to us with your questions, concerns, or suggestions to improve the course. Welcome and good luck!

LEARNING OUTCOMES (Competencies)

CB2	Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio
CB3	Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética
CB4	Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado
CB5	Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía
CG01	Analizar, valorar y razonar las diferentes situaciones internacionales a la luz de los conocimientos adquiridos
CG02	Negociar, mediar, persuadir y comunicar con firmeza en el ámbito de las relaciones internacionales

CG03	Redactar e interpretar textos jurídicos, especialmente en el ámbito del Derecho internacional público
CG05	Saber expresarse oralmente de manera correcta y adecuada sobre temas internacionales
CE16	Analizar los diferentes conflictos internacionales, sus causas, desarrollo y efectos sobre los países y la sociedad internacional
CE21	Evaluar las posibles soluciones a los conflictos internacionales

PROGRAM

Imagen 1.png

IMPORTANT: For further detail, please refer to the .PDF version of SYLLABUS on ADI

FORMATIVE ACTIVITIES

During the course, students are expected to:

- Be present. Students are expected to be physically present in the classes. Unannounced and unjustified absences may be interpreted as lack of commitment to the course. Coming to the classroom implies a disposition to fully participate in the class activities and to show a positive attitude towards the faculty and students alike
- Arrival: Students are expected to arrive on time. The faculty reserves the right to deny access to the classroom to late arrivals. If you come late, give the faculty an explanation before the end of the lesson
- Early release from class: If you need to leave earlier request authorization from the faculty before class starts
- Come prepared to the lesson: Carefully read and understand the assigned texts prior to the session. Complete the tasks assigned for the lesson
- Complete all the course requirements: Failing to complete any of the requirements will result in automatic failure in the subject. The requirements will be adjusted to the standards provided in this syllabus.
- Follow through the media current events relevant to the subject
- Actively participate in the class discussions. Come prepared to raise questions they might have about the material and to express your opinions on the topics discussed

in the session. Express them clearly, openly, politely and in a way always respectful to other's views
- Actively participate in team activities.
- Engage in a personal effort to increase their understanding of the topics under discussion through individual study; monitorization of current International Security issues; exercise of constructive critical thinking; and progressive familiarization with key literature
- Observe basic classroom etiquette rules and policy as dictated by UNAV (food, drinks, dress code, etc.). During the online sessions, avoid eat and drink, and present yourself properly.
- For use of electronics, see "Electronic devices policy" section

These aspects will be pondered in the final assessment.

Regardless of the disciplinary measures that are appropriate depending on the severity of the case, expulsion from class will always result in a zero in the final concept of class participation.

Class activities

As a rule, classes will consist of a combination of lectures by the faculty or a guest lecturer, student's presentations, discussion of current events, debate on the required reading or on another text.

In some cases, the lesson will involve the planning and execution of a team or individual exercise.

Student briefings

Students may be required to deliver a short presentation on a topic assigned by the faculty to broaden knowledge on conflict-related issues, and as training on oral communication skills. Presentations should not be longer than 10 minutes. Briefings may be supported by a presentation. The following will be assessed as part of the "class participation" concept. The following will be assessed:

- Contents
- Oral expression and preparation of the briefing

In Annex B you may find some tips to help you prepare the oral presentation.

Readings

Every lesson includes a selection of readings. There are two categories:

REQUIRED: They must be critically read and understood. They will be used for in-class debate.

RECOMMENDED: Students are encouraged to read them.

All readings (except books) will be posted on ADI under the respective Session folder.

Current Events

Whenever appropriate and convenient, lessons will usually begin with a short discussion of current events related to International Conflicts. The intention here is to foster interest in security-related events and promote an informed in-class debate to enrich the group.

Teams

Some activities are to be performed by teams. Each student will be included in a team and will be required to actively cooperate in the team's activities.

Academic Integrity

Universidad de Navarra

Students must abide by the highest standards of academic integrity. Examples of academic fraud include, among other possibilities:

- Plagiarism: When you use one author's idea without giving him credit for it (through citations), you commit plagiarism. It is a serious academic offense and will not be tolerated. Plagiarized papers will automatically be graded "0".
- Cheating of any kind
- Submitting work of which the student is not the author

Electronic devices policy

NO ELECTRONIC DEVICES are authorized unless indicated by the faculty. Some class activities may require the use of laptops. Keep your electronic devices OFF and out of sight at all times.

Use of Artificial Intelligence: Understanding how and when to use generative AI tools (such as ChatGPT, DALL-E) is quickly emerging as an important skill for future professions.

This course assumes that work submitted by students – all process work, drafts, brainstorming artifacts, final works – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. The use of generative AI tools in this class, however, is acceptable as long as it aligns with the learning outcomes or goals associated with assignments.

The use of Artificial Intelligence is acceptable in the following cases:

- Grammar, style, and language support (e.g., Grammarly).
- Brainstorming ideas, outlines, or drafts (not final text).
- Data analysis support (with data integrity checks).

Each student is fully responsible for the information he submits based on a generative AI query (such that it does not violate academic honesty standards, intellectual property laws, or standards of non-public research you are conducting through coursework). If you use AI to generate ideas:

- Cite the query as a source (Footnote) indicating the tool (ChatGPT, DALL-E…) and the query you did

Add a detailed Annex in your report to DECLARE how you used AI indicating, as a minimum, the specific tool you used; where did you use it; the reason why you used it (to generate ideas, to translate text, to confirm own research, to create an initial outline, etc.); and the queries/questions you asked. You may be asked to forward additional information.

ASSESSMENT

Final Exam (40% and a minimum grade of 4 over 10): Students must successfully complete a final exam of a format to be determined. **A MINIMUM GRADE OF 4** (over 10) in the final exam (May or June) is required to pass the course.

ONLINE EXAMS WILL NOT BE TAKEN UNDER ANY CIRCUMSTANCES

Quizzes (20%): Short-answer (Multiple choice; T/F; etc.) tests. They will be duly announced.

Unjustified absence on the day of a quiz will result in a 0 (ZERO) in the quiz/report. Passing the course requires a minimum of ONE QUIZ. Failure to meet this standard will automatically disqualify the student for the MAY exams.

Conflict Analysis Team Project (30%): This is a team project (team size, TBD). Students will be given a real-life conflict and will be requested to apply conflict analysis methodology to partially analyze that conflict in order to draw conclusions and to forward meaningful recommendations.

The specifics of the project will be presented NLT Session 7. DEADLINE FOR SUBMISSION: APRIL 21, 2026. **NO LATE SUBMISSIONS ACCEPTED.**

The report will include a declaration of the use made of Artificial Intelligence.

Class Participation (10 %): Under this rubric, the faculty will assess aspects like, for example:

- Oral presentations
- Presence and active participation in class discussions
- General attitude towards the course, the class, and the faculty
- Team tasks and activities

IMPORTANT NOTES:

1. To successfully complete the course in May, ALL REQUIREMENTS must be met, regardless of their grading. FAILURE TO SUBMIT ANY ONE OF THE REQUIREMENTS (at least ONE quiz and the COURSE PROJECT) AND TO COMPLETE THE FINAL EXAM WITH, AT LEAST, A GRADE OF 4, WILL RESULT IN FAILURE IN THE COURSE IN MAY.
2. STUDENTS DEMONSTRATING FULL PARTICIPATION IN THE SEMINAR “EVOLUTION OF WARFARE” WILL QUALIFY FOR AN ADDITIONAL EXTRA POINT IN THE FINAL GRADE OF THE COURSE.

CRITERIA FOR JUNE EXAMS: To succeed in the course in JUNE, the following criteria apply:

· Write an exam on the scheduled day (Absolutely no online exams)

· Demonstrate submission of a self-authored CONFLICT ANALYSIS PROJECT

· Get a minimum grade of FIVE (5) in that exam . Below 5 (FIVE) means failure in the course

· Maximum grade possible in the exam: SEVEN (7)

ONLINE EXAMS WILL NOT BE TAKEN UNDER ANY CIRCUMSTANCES

ATTENTION HOURS

IN CAMPUS or ONLINE: By appointment

Requests may be forwarded to the email ssanchezt@external.unav.es

BIBLIOGRAPHY AND RESOURCES

On a weekly basis, the Faculty will provide the students the Faculty Notes, Required Readings and Class Presentations necessary to prepare the subject.

The list that follows has only guiding value. STUDENTS ARE NOT REQUIRED to read them. The titles are offered as basic bibliography that will inspire the contents of the course, and that may be useful for the individual development of the students, and to learn more on specific topics.

MANUALS

AMERICAN PSYCHOLOGICAL ASSOCIATION. *Publication manual of the American Psychological Association, 6th Edition*, Washington DC: American Psychological Association, 2010.

BAYLIS, JOHN, WIRTZ, JAMES J., and GRAY, COLIN S.: *Strategy in the Contemporary World*, Oxford: Oxford University Press, 2010.

BETTS, RICHARD K.: *Conflict After the Cold War: Arguments on Causes of War and Peace*, New York, NY: Routledge, 2013.

GRAY, COLIN S.: *War, Peace and International Relations. A Introduction to Strategic History*, New York, NY: Routledge, 2007.

JORDÁN JAVIER, coord..: *Manual de Estudios Estratégicos y Seguridad Internacional*, Murcia: Plaza y Valdés, 2013.

CONFLICT IN GENERAL

BROWN, SEYOM: *Causes and Prevention of War*, New York, NY: Palgrave, 1994.

HOBBES, THOMAS: *Leviathan*, London: Penguin, 1968.

HUNTINGTON, SAMUEL P.: *The Clash of Civilizations and the Remaking of World Order*, New York, NY: Simon & Schuster, 1996.

RAMSBOTHAN, OLIVER; WOODHOUSE, TOM, AND MIALL, HUGH: *Contemporary Conflict Resolution.* (Fourth Edition), Cambridge: Polity Press, 2016.

WRIGHT, QUINCY. "The Nature of Conflict," *The Western Political Quarterly*, Vol. 4, No. 2, (June 1951): 193-209.

WAR AND THE MILITARY INSTRUMENT OF POWER

COURMONT, BARTHÉLÉMY: *La Guerra. Una Introducción*, Madrid: Alianza Editorial, 2007.

CRUZ PRADOS, ALFREDO: *La Razón de la Fuerza. Concepto y Justicia de la Guerra*, Madrid: Pearson Educación, 2004.

GAT, AZAR: *War in Human Civilization*, Oxford: Oxford University Press, 2006.

JONES, ARCHER: *The Art of War in the Western World*, Oxford: Oxford University Press, 1987.

MACHIAVELLI, NICCOLÒ: *The Art of War*, Cambridge, MA: Da Capo Press, 1965.

MAHAN, ALFRED THAYER: *The Influence of Sea Power Upon History, 1660-1783*, Mineola, NY: Dover Publications, 1978.

MORRIS, IAN: *War! What is it Good for?* New York, NY: Picador, 2014.

SCHELLING, THOMAS C.: *The Strategy of Conflict*, London, Oxford University Press, 1960.

SCHELLING, THOMAS C.: *Arms and Influence*, New Haven, CT, 1966.

SINGER, P. W.: *Wired for War*. New York, NY: Penguin Books, 2009.

SMITH, GENERAL SIR RUPERT: *The Utility of Force*, New York, NY: Vintage Books, 2008.

WRIGHT, QUINCY: *A Study of War*, Chicago, IL: Chicago University Press, 1964.

NON-MILITARY INSTRUMENTS OF POWER

HAAS, RICHARD N., ed.: *Economic Sanctions and American Diplomacy*, New York, NY: Council on Foreign Relations, 1998.

KISSINGER, HENRY: *Diplomacy*, New York, NY: Simon & Schuster, 1994.

NAÍM, MOISÉS: *The End of Power*, New York, NY: Basic Books, 2013.

NYE JR., JOSEPH. S.: *Soft Power. The Means to Success in World Politics*, New York, NY: Public Affairs, 2004.

STRATEGY AND STRATEGIC THINKING

CLAUSEWITZ, CARL VON: *On War*, Edited and Translated by Michael Howard and Peter Paret, Princeton, NJ: Princeton University Press, 1984.

GRAY, COLIN S.: *Modern Strategy*, Oxford, Oxford University Press, 1999.

LIDDELL HART, BASIL HENRY, SIR: *Strategy*, New York, NY: Penguin, 1954.

PARET, PETER, ed.: *Makers of Modern Strategy. From Machiavelli to the Nuclear Age*, Princeton, NJ: Princeton University Press, 1986.

STRASSLER, ROBERT B.: *The Landmark Thucydides. A Comprehensive Guide to the Peloponnesian War*, New York, NY, Free Press, 1996.

FREEMAN, LAWRENCE: *Strategy. A History*, Oxford: Oxford University Press, 2013.

SUN-TZU: *The Art of War*, ed. Translated by Samuel B. Griffith, Oxford: Oxford University Press, 1963.

GEOPOLITICS

BLIJ, HARM DE: *Why Geography Matters. More Than Ever*, Oxford: Oxford University Press, 2012.

BRZEZINSKI, ZBIGNIEW: *The Grand Chessboard*, New York, NY: Basic Books, 1997.

COHEN, SAUL BERNARD: *Geopolitics of the World System*, Lanham, MD, Rowman & Littlefield, 2003.

KAPLAN, ROBERT D.: *The Revenge of Geography*, New York, NY: Random House, 2012.

KISSINGER, HENRY: *World Order*, New York, NY: Penguin, 2014.

MARSHALL, TIM: *Prisoners of Geography*, London: Elliott and Thompson, 2015.

MEARSHEIMER, JOHN J.: *The Tragedy of Great Power Politics*, New York, NY: Norton, 2014.

ETHICS

FINLAY, CHRISTOPHER J.: *Is Just War Possible?*, Cambridge: Polity Press, 2018.

PONTIFICIUM CONSILIUM JUSTITIA ET PAX: *Compendio de la Doctrina Social de la Iglesia*, Madrid: Biblioteca de Autores Cristianos, 2005.

WALZER, MICHAEL: *Just and Unjust Wars*, New York, NY, Basic Books, 1977.

CONFLICT RESOLUTION. NEGOTIATION

ALLISON, GRAHAM, AND ZELIKOV, PHILIP: *Essence of Decision. Explaining the Cuban Missile Crisis*, New York, NY: Longman, 1999.

FISHER, ROGER, AND URY, WILLIAM: *Getting to Yes. Negotiating Agreement Without Giving In* , New York, NY: Penguin Books, 1981.

GALTUNG, JOHAN: *Peace by Peaceful Means. Peace, Conflict, Development and Civilization*, London: SAGE Publications, 1996.

TALEB, NASSIM NICHOLAS: *The Black Swan. The Impact of the Highly Improbable*, New York, NY: Random House, 2007.

ATLAS AND CARTOGRAHPY

DK, *Essential Atlas of the World*, 1997.

ANUARIO AKAL: *El Estado del Mundo*

LEGAL DOCUMENTS

THE UNITED NATIONS CHARTER (1945):

http://www.un.org/en/charter-united-nations/

THE NORTH ATLANTIC TREATY (1949): http://www.nato.int/cps/iw/natohq/official_texts_17120.htm

GENEVA CONVENTIONS OF 1949 (SPANISH):

https://www.icrc.org/spa/assets/files/publications/convenios-gva-esp-2012.pdf

ADDITIONAL PROTOCOLES TO THE GENEVA CONVENTIONS (SPANISH):

https://www.icrc.org/spa/assets/files/publications/icrc-003-0321.pdf

CHINA:

ROLLAND, NADÈGE: *China's Eurasian Century?* Washington, D.C.: Nacional Bureau of Asian Research, 2017.

MIDDLE EAST:

BONINE, MICHAEL, AMANAT, ABBAS, AND GASPER, MICHAEL EZEKIEL, eds.: *Is There a Middle East?: The Evolution of a Geopolitical Concept*, Stanford, CA: Stanford University Press, 2012.

LEWIS, BERNARD: *The Middle East: A Brief History of the Last 2000 Years*, New York, NY: Touchstone, 1997.

LYNCH, MARK: *The New Arab Wars. Uprisings and Anarchy in the Middle East*, New York, NY: Public Affairs, 2016.

RUSSIA:

GARRELS, ANNA: *Putin Country: A Journey into the Real Russia*, New York, NY: Farrar, Straus, and Giroux, 2015.