

Political Science 3516 L01
Conflict Analysis and Resolution
Fall 2017

Professor: Sarah P. Lockhart, Ph.D.

Class Time: Mondays and Thursdays, 2:30-3:45 pm

Class Location: LL 1002

Office Hours: Mon. 4:00-5:00 p.m.; Wed. 2:30-3:30 p.m.; Thurs. 12:30-2:15 p.m.

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Course Description:

This course examines the related fields of conflict analysis (why and how conflicts occur) and conflict resolution (how groups and individuals can end and recover from conflict). More broadly, conflict analysis and conflict resolution studies can address conflicts ranging from the interpersonal to the international. In addition, these conflicts can be approached through a wide range of disciplinary perspectives, including political science, sociology, psychology, history, and economics. This class will primarily focus on civil conflicts within countries from a political science perspective while drawing on insights from other disciplines.

The course is structured to follow the conflict cycle, exploring competing explanations of the causes of conflict, conflict escalation, conflict termination, and post-conflict reconstruction.

Throughout the semester, students will be applying what they learn through in-depth research on a particular case of civil war. Students will be responsible for educating the class about their cases through a series of class presentations and discussions. Each student will also write a series of short papers on components of his or her case, culminating in a polished, 20-30 page research paper that uses conflict and conflict resolution theories to understand and explain a particular case of civil war.

This course seeks to provide students with a theoretical understanding of conflict and conflict resolution as well as empirical knowledge about a variety of civil wars, past and present.

Course Objectives:

- (1) To provide students with a theoretical understanding of the causes and processes of civil conflict and post-conflict peacebuilding.
- (2) To provide students with an empirical understanding of conflict processes both in the aggregate and in specific cases.
- (3) To develop students' analytical and critical reading skills.
- (4) To develop students' analytical writing and research abilities.
- (5) To develop students' oral presentation skills.

Course Policies:

- Class attendance is required. Students that choose to miss class will lose participation credit, miss important announcements and/or assignments, and miss lecture and discussion content. Tardiness and leaving the classroom during a class session are also discouraged.

- Laptop and other computer use is not permitted during class. It is my experience that even the most dedicated students cannot resist the temptations to multi-task when they can. This detracts from your ability to be fully present during class discussions and lectures, and it is extremely distracting to others. Furthermore, research shows students actually retain more information when they handwrite notes instead of type them (see Mueller and Oppenheimer 2014, posted on the Blackboard).

- We will utilize the course Blackboard throughout the semester. Regularly check the Blackboard for announcements, course resources, and lecture slides. I strongly recommend that students make use of the discussion board to discuss the course with classmates. We will also use the Blackboard gradebook; check it frequently to make sure there are no typographical errors in your grades.

- Email is best used for short, administrative or procedural questions. If you have substantive questions, please come to office hours or make an appointment with me. I will attempt to answer emails promptly, during normal business hours.

- There will be no separate study guide for the exam. If you come to class, take effective notes, do the reading carefully, and immediately ask questions as they arise, you should do very well on the exam. I encourage you to work with your classmates to make your own study guides.

- If you are a student with a documented disability and require academic accommodations, you need to register with the Office of Disability Services for Students (ODS) in order to request academic accommodations for your courses. Please contact the main ODS office at Rose Hill at (718) 817-0655 to arrange services. Staff at ODS can walk you through the process and arrange appointments depending on which campus you take courses. Accommodations are not retroactive, so you need to register with ODS prior to receiving your accommodations. Please see me during office hours if you have questions or would like to submit your academic accommodation letter to me. It is your responsibility to make arrangements with me at least ONE WEEK before the relevant assignments or exams are due.

- The final exam may be made up if you can provide proof of a *demonstrated incapacity* to take the exam on the set date. It is your responsibility to notify me as soon as physically possible if you need a make-up. If you do not do this, you may be denied the opportunity to make up the exam. For example, if you miss the exam and do not contact me for 48 hours, you would have to provide evidence that you were physically unable to make contact for the entire 48 hours. Paper extensions will not be granted except in extreme circumstances. Talk to me *as soon as possible* if you find yourself struggling with the class or unable to complete assignments as assigned. The longer you wait, the less likely it will be that we will be able to find solutions to your problem. Final decisions about if and how make-ups and extensions will be granted are left to my discretion.

- Cheating and plagiarism will be punished to the fullest extent possible. Papers will be submitted to Turnitin.com as a safeguard against cheating and plagiarism. For more information, see the Fordham University Undergraduate Policy on Academic Integrity:

http://www.fordham.edu/academics/handbooks_publicati/undergraduate_academ/index.asp

- When citing sources, please use American Political Science Association (APSA) style. See this website for guidelines: <http://www.csuchico.edu/lref/pols/APSA.pdf>.

Course Requirements:

- Case Study Paper (40%)
 - o Part 1: 10%
 - o Part 2: 10%
 - o Final Paper: 20%
- Case Study Presentations and Participation (30%)
- Final Exam (30%)

Readings:

Required –

Weinstein, Jeremy M. 2007. *Inside Rebellion: The Politics of Insurgent Violence*. New York: Cambridge University Press.

Stearns, Jason K. 2011. *Dancing in the Glory of Monsters: The Collapse of the Congo and the Great War of Africa*. New York: PublicAffairs.

Various assigned articles. These will be posted on the Blackboard.

Assignments:

Please read carefully! Failure to properly format and submit assignments will result in a point deduction!

All papers should be typed in Times or Times New Roman 12-pt. font with 1-inch margins. Papers should be double-spaced. You must use APSA citation style, which uses in-text citations (see course policies).

All papers must be submitted via SafeAssignment on the course Blackboard, as well as in hard copy. If you have a problem with these methods, you can email me your paper to ensure that it is marked on time, but I will not grade the paper until I receive the hard copy and see it on SafeAssignment. **Be sure to check the box to submit your paper to the Global Reference Database.**

Late papers will be accepted with a 10% penalty per day. Papers will be considered late if submitted after class begins. Late papers will not be accepted more than five days after the due date.

There are multiple documents with general paper writing tips and guidelines on the Blackboard.

- **Case Study Paper:** The largest component of the class is the case study paper, in which you will apply the theories and concepts learned during the course in analyzing one specific civil war of your choice. The paper is submitted in three parts, with each part graded separately. In addition to including the end of your case study (conflict termination and post-war construction), the final installment involves integrating the first two parts with your third part, finalizing your thesis and theoretical framework, writing conclusions, and incorporating critiques from both classmates and the instructor. Additional details for the assignment can be found at the end of the syllabus. A grading rubric can be found on the course Blackboard.
- **Case Study Presentations:** Each case study paper segment is accompanied by a short (ten minute) class presentation of your case. You will partner with the other person in the class who is researching the same case to make your presentations. These presentations provide the class with a contextual understanding of a variety of specific conflicts to which we can apply various theories of conflict and conflict resolution. The presentations are followed by class discussion of both content and presentation style. You will be graded on both substance and style, by both the instructor and your peers. A grading rubric can be found on the course Blackboard.
- **Final Exam:** The final exam is in class and open book/open note. It will consist of one mandatory essay question, a second essay question selected from two options, and a choice of four out of six short answer/ID questions.

Class Schedule and Reading Assignments:

Readings should be read before class on the day listed.

Week 1: Introduction

Thurs. 8/31: NONE

Week 2: Civil War: The Human Experience

Mon. 9/4: **LABOR DAY HOLIDAY – NO CLASS**

Wed. 9/6: - Baker, Catherine. 2014. “Disturbing Material in the Classroom: On Content Notes and Trigger Warnings in Teaching.”

Note: There are several hyperlinks within this blog post. I encourage you to read the ones that interest you, so you can bring that material into the class discussion as well.

- *Inside Rebellion*, Introduction and Chapter 1 (pp. 1-60).

Thurs. 9/7: - Fearon, James D. 1995. “Rationalist Explanations of War.” *International Organization* 49 (3): 379-414.

Week 3: Theoretical and Empirical Foundations of Conflict Analysis

Mon. 9/11: *Dancing in the Glory of Monsters*, Introduction – Chapter 4 (pp. 3-67).

Thurs. 9/13: **CASE STUDY SELECTION DUE**
- *Inside Rebellion*, Chapters 2 and 3 (pp. 61-126).

Week 4: Causes of Civil Conflict: Collective Grievances and Individual Incentives

Mon. 9/18: - Stewart, Frances. 2000. “Crisis Prevention: Tackling Horizontal Inequalities.” *Oxford Development Studies* 28 (3): 245-262.

Thurs. 9/21: - Collier, Paul, and Anke Hoeffler. 2004. “Greed and Grievance in Civil War.” *Oxford Economic Papers* 56: 563-595.

Week 5: Causes of Civil Conflict: The Rebels and The State

Mon. 9/25: - Humphreys, Macartan, and Jeremy Weinstein. 2008. “Who Fights? Determinants of Participation in Civil War.” *American Journal of Political Science* 52 (2): 436-455.

Thurs. 9/28: *Dancing in the Glory of Monsters*, Chapter 5 – 10 (pp. 69-152).

Week 6: Case Study Presentations: Causes of Conflict

Mon. 10/2: **CASE STUDY PAPER AND PRESENTATIONS PART 1 DUE**

Thurs. 10/5: - *Inside Rebellion*, Chapters 4 and 5 (pg. 127-197).

Week 7: Active Conflict: Containment and Peacekeeping

Mon. 10/9: **NO CLASS: COLUMBUS DAY**

Thurs. 10/12: - *Inside Rebellion*, Chapter 6 (pg. 198-259).

Week 8: Active Conflict: Containment and Peacekeeping

Mon. 10/16: - Regan, Patrick M., and Aysegul Aydin. 2006. "Diplomacy and Other Forms of Intervention in Civil Wars." *Journal of Conflict Resolution* 50 (5): 736-756.

Thurs. 10/19: - *Dancing in the Glory of Monsters*, Chapters 11 – 15 (pp. 153-233).

Week 9: Case Study Presentations: Active Conflict and Conflict Termination

Mon. 10/23: **CASE STUDY PAPER AND PRESENTATION PART 2**

Thurs. 10/26: - *Inside Rebellion*, Chapters 7, 8, and 9 (pg. 260-350).

Week 10: Active Conflict: Termination and Political Settlement

Mon. 10/30: - Walter, Barbara F. 1997. "The Critical Barrier to Civil War Settlement." *International Organization* 51 (3): 335-364.

Thurs. 11/2: - Fortna, Virginia Paige. 2004. "Does Peacekeeping Keep the Peace? International Intervention and the Duration of Peace after Civil War." *International Studies Quarterly* 48 (2): 269-292.

Week 11: Political Settlements for Divided Societies

Mon. 11/6: - Downes, Alexander B. 2004. "The Problem with Negotiated Settlements to Ethnic Civil Wars." *Security Studies* 13 (4): 230-279.

Thurs. 11/9: - *Dancing in the Glory of Monsters*, Chapters 16 – 19 (pp. 235-304).

Week 12: Peacebuilding: Track 1 and Track II Diplomacy

Mon. 11/13: - Kaufman, Stuart J. 2006. "Escaping the Symbolic Politics Trap: Reconciliation Initiatives and Conflict Resolution in Ethnic Wars." *Journal of Peace Research* 43 (2): 201-218.

Thurs. 11/16: - *Dancing in the Glory of Monsters*, Chapter 20 & Conclusion (pp. 307-337).

Week 13: Peacebuilding: The Grassroots

Mon. 11/20: - Mendeloff, David. 2009. "Trauma and Vengeance: Assessing the Psychological and Emotional Effects of Post-Conflict Justice." *Human Rights Quarterly* 31 (3): 592-623.

Thurs. 11/23: **NO CLASS: THANKSGIVING BREAK**

Week 14: Case Study Presentations: Post-War Reconstruction

Mon. 11/27: - Lambourne, Wendy. 2009. "Transitional Justice and Peacebuilding after Mass Violence." *The International Journal of Transitional Justice*: 1-21.

- Hoffman, Elisabeth. 2008. "Reconciliation in Sierra Leone: Local Processes Yield Global Lessons." *The Fletcher Forum of World Affairs* 32 (2): 129-141.

- Review the following website, particularly the "stories" section:
<http://www.theforgivenessproject.com>

Thurs. 11/30: - **CASE STUDY PRESENTATIONS PART 3 DUE**

Week 15: Case Study Presentations: Post-War Reconstruction

Mon. 12/4: NONE

Thurs. 12/7: **LAST DAY OF CLASS – FINAL PAPER DUE**

FINAL EXAM: Thursday, December 14 at 1:30 pm

Case Study Assignment

Selecting Your Case

You may choose to examine any case of civil war since the end of World War II. The definition of a civil war varies, as you may discover, so consult with the instructor if you are unsure your case qualifies. You can find a useful database of civil wars, or "intra-state wars," on the Correlates of War website (<http://www.correlatesofwar.org>). Each case should be studied by two students in the class. Use the Blackboard discussion board assigned for case selection to post the case you would like to study and find another person who would like to study the same case. Each student will write a separate, unique paper, but pairs will work together to do their in-class presentations.

Part 1: Causes of Conflict (6 – 8 pages)

In this paper, you should provide a detailed account of the events leading up to the war. Your paper should have a thesis/argument that you support with evidence from at least ten sources (provide in-text citations and a reference list, following APSA style). Consider the following questions as you write your paper:

- Who are the actors in this conflict? Identify groups and important individuals.
 - o Were there important international actors outside of the state?
- What were the issues that purportedly led to the conflict?
- What was the sequence of events that led to the outbreak of violence?
- What theories of conflict do you think best explain the development of this conflict?
 - o Does this also explain the outbreak of violence?
 - o If existing theories don't apply to your case, why not?

Part 2: Active Conflict (6 – 8 pages)

In this paper, you should provide a detailed account of the war from the outbreak of war through the cessation of violence. Your paper should have a thesis/argument that you support with evidence from at least ten sources, which may overlap with those from your previous paper (provide in-text citations and a reference list, following APSA style). Consider the following questions as you write your paper:

- Who are the actors in this conflict?
 - o Did these remain the same throughout the period of war, or did they change over time? How? Why?
 - o What role, if any, did actors outside the state have in the war?
- Did the objectives of the parties to the conflict remain the same or change over time?
- Did the escalation of conflict change or create new grievances among the involved parties?

Part 3: Conflict Termination and Post-War Reconstruction (6 – 8 pages)

This installment is integrated into your final paper (you will not submit it separately). You should provide a detailed account of how the war ended and how the reconciliation/reconstruction process

(if any) progressed. If the war is not yet over, you will need to examine current or past attempts to end the conflict, suggestions for how to end it, and a prognosis for how and when it will end. Consider the following questions as you write your paper:

- How did the war end: victory by a particular side, a negotiated settlement, or stalemate?
- What factors led to this outcome?
- Were the factors that led to the war addressed at the end? Were new conflicts/grievances/problems generated by the war addressed?
 - o Why? How? Was this successful?
- If the outcome was negotiated, what were the terms of the agreement?
 - o How was the security dilemma overcome? Was it overcome? Why or why not?
- What role, if any, did other states and international actors play in terminating the conflict?

Elements of the Final Paper (20-30 pages)

In this paper, you should integrate your first two papers with your third installment to draft a new, cohesive paper that addresses your case in its entirety: the development/causes of conflict, the outbreak of violence and the progression of the war, and war termination and post-war reconstruction and/or reconciliation. As in the other papers, you will need to present a thesis/argument, which may have several related components. Depending on what you learned over the course of the semester about conflict more generally and your case in particular, this argument may be similar to what you already wrote in earlier papers. Or, in light of new information or thinking, you may decide to change your argument. You will want to make sure that your final paper more prominently connects your case to the theories of conflict that we studied in the class. Your paper should also include a well-developed conclusion. Be sure to address any critiques offered by the instructor on previously submitted parts as well as any critiques offered by classmates during your presentations.

As always, your paper should have a thesis/argument that you support with evidence from at least ten sources, which may overlap with those from your previous papers (provide in-text citations and a reference list, following APSA style).

POSC 3516 Signature Page

This certifies that I have read and understood the contents of the syllabus for POSC 3516, Conflict Analysis and Resolution, for the Fall 2017 semester. I understand that late article briefs will not be accepted under any circumstances. I understand that there may be some changes in dates, readings, and/or assignments. I understand that it is my responsibility to keep track of these changes by listening to announcements in class and/or noting any announcements made via the course Blackboard and/or email.

Signature: _____

Printed Name: _____

PLEASE COMPLETE THIS FORM AND RETURN TO PROF. LOCKHART NO LATER THAN
THE SECOND WEEK OF CLASSES.