

**Political Science 3516 EP3 L01
Conflict Analysis and Resolution
Fall 2019**

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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, 20–25 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 who 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). I will make an exception for referring to assigned readings only when we are actively discussing them.

- 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, and I will attempt to answer emails promptly, during normal business hours. If you have substantive questions, please come to office hours or make an appointment with me. Office hours are a time when you can ask me for assistance in understanding course material or assignments, or they can merely be an opportunity to chat about the course or how the course relates to current events, college more generally, or anything else you want to talk about with me. Do not feel like you need to have a “good” question or reason to come to office hours—you can just pop in to say hello if you want.

- 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 are due.

- The Department of Political Science affirms as part of our mission that we value and accord respect to all of our students. Therefore, as a matter of policy, instructors in our department are asked to call students by their preferred names and preferred pronouns. Please let me know your preferred name and preferred pronouns in person or over email.

- Cheating and plagiarism will be punished to the fullest extent possible. Papers will be submitted via SafeAssign on Blackboard 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. This is similar to Chicago style with in-text citations and a reference list. See this website for guidelines: <http://www.csuchico.edu/lref/pols/APSA.pdf>.

Course Requirements:

- Case Study Paper (55%)
 - o Annotated Bibliography and Data Tables (10%)
 - o Part 1 (20%)
 - o Final Paper (25%)
- Case Study Presentations (20%)
- Participation (25%)

Readings:

Required –

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

Mason, T. David, and Sara McLaughlin Mitchell. 2016. *What Do We Know About Civil Wars?* 0Lanham, MD: Rowman & Littlefield.

One Village, Six People. Workable Peace: Ethnic Conflict and Genocide in Post-Colonial Africa. Role-playing simulation. Purchase from professor: \$3.00.

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 assignments will be accepted with a 10% penalty per day. Assignments 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 Blackboard.

- **Annotated Bibliography and Data Table:** The first part of your case study project involves creating an annotated bibliography of at least ten sources and a data table of descriptive statistics. At least four of your sources must be books and four must be peer-reviewed journal articles. The remaining two or more sources may be from elsewhere. Creating the data table involves finding and extracting data from various Internet archives. Additional guidelines for the annotated bibliography and data table can be found at the end of the syllabus.
- **Case Study Paper Part 1 and Part 2:** The largest component of the class is the case study paper. The paper assignment is submitted in two installments, with each part graded independently. The first installment should be the first half of your paper. It should include an introduction, a clear thesis, an explanation of how the paper is organized, and a narrative and analysis covering the build-up to the war and its outbreak. This should include a discussion of the important actors in the war, their interests, and their power. Part 1 should end with a brief outline of the remainder of the paper.

Part 2 should include revisions to Part 1 and then pick up where it left off. It should cover the conduct of the war, its termination, and post-conflict reconstruction. The paper should have a strong conclusion that reinforces the paper's thesis. Additional details for the assignment can be found at the end of the syllabus. Note: If you read this, write my birthday along with your signature on the signature page: Oct. 20, 1980. This is a test ☺.

- **Case Study Presentations:** Each case study paper installment 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. 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. *Presentations should be practiced, polished, and within the time limit.* A grading rubric can be found on the course Blackboard.
- **Participation:** Class participation comprises a large portion of your grade. Attendance is a prerequisite for participation, but good attendance alone is not enough to earn participation credit. I expect all students to participate actively in both large and small group discussions, complete Learning Log assignments competently, and work collaboratively with their case study partners. *Students should seek out opportunities to demonstrate that they are engaging with the course material.* Additionally, students may earn participation credit by posting relevant comments, questions, and links to related resources on the Blackboard discussion page. Active and appropriate participation in the role-playing simulation during Week 11 will also factor into the participation grade. If, at any point, I find that students are not prepared to discuss assigned readings productively and participate effectively, I will reevaluate the possibility of in-class exams.
 - o **Learning Logs:** Each student is expected to bring a Composition Book in which to complete short assignments during class. I will collect these for review periodically.

Class Schedule and Reading Assignments:

Readings should be read before class on the day listed.

Week 1: Introduction

Wed. 8/28: NONE

Fri. 8/30: **NO CLASS – APSA Annual Meeting**

Week 2: Theoretical and Empirical Foundations of Conflict Analysis

Wed. 9/4: **NO CLASS – Monday Schedule**

Fri. 9/6: - *Civil Wars*, Introduction and Overview, pp. 1–12.

- *Civil Wars*, Chapter 1: Introduction – Patterns of Armed Conflict Since 1945, pp. 15–32.

Week 3: Causes of Civil Conflict: Collective Grievances & Individual Incentives

Wed. 9/11: - *Civil Wars*, Chapter 2: Antecedents of Civil War Onset, pp. 33–57.

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

Fri. 9/13: - *Civil Wars*, Chapter 3: Identity Issues and Civil War, pp. 43–57.

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

Week 4: Causes of Civil Conflict: The State

Wed. 9/18: - *Civil Wars*, Chapter 4: State Capacity, Regime Types, and Civil War, pp. 59–74.

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

Fri. 9/20: **CASE STUDY SELECTION DUE**

- *Inside Rebellion*, Introduction; Chapters 1 and 2, pp. 1–95.

Week 5: Violence in Civil War

Wed. 9/25: - *Inside Rebellion*, Chapters 3, 4, and 5, pp. 61–126.

Fri. 9/27: - *Inside Rebellion*, Chapters 6 and 7; Chapter 9, pp. 198–296; 327–350.

Week 6: Containment and International Intervention

Wed. 10/2: - *Civil Wars*, Chapter 5: Transnational Dimensions of Civil Wars, pp. 75–90.

Fri. 10/4: - *Civil Wars*, Chapter 6: Third Party Intervention and the Duration and Outcomes of Civil Wars, pp. 93–108.

Week 7: Termination and Political Settlement

Wed. 10/9: **ANNOTATED BIBLIOGRAPHY & DESCRIPTIVE STATISTICS DUE**

Fri. 10/11: - *Civil Wars*, Chapter 7: Ripe for Resolution, pp. 109–120.

- Walter, Barbara F. 1997. “The Critical Barrier to Civil War Settlement.” *International Organization* 51 (3): 335-364.

Week 8: Termination and Political Settlement

Wed. 10/16: - *Civil Wars*, Chapter 8: Negotiated Peace, pp. 121–137.

- Downes, Alexander B. 2004. “The Problem with Negotiated Settlements to Ethnic Civil Wars.” *Security Studies* 13 (4): 230-279.

Fri. 10/18: - *Civil Wars*, Chapter 9: Breaking the Conflict Trap, pp. 139–156.

- 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 9: Case Study Presentations

Wed. 10/23: **CASE STUDY PAPER AND PRESENTATION PART 1 DUE**

Fri. 10/25: NONE

Week 10: Political Settlements for Divided Societies

Wed. 10/30: - *Civil Wars*, Chapter 10: The Legacies of Civil War, pp.157–175.

Fri. 11/1: - *Civil Wars*, Chapter 11: Transitional Justice, 179–195.

Week 11: Role Play Negotiation: One Village, Six People

Wed. 11/6: Role-play preparation reading and assignments.

Fri. 11/8: NONE

Week 12: Peacebuilding: Track 1 and Track II Diplomacy

Wed. 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.

Fri. 11/15: - Mendeloff, David. 2009. "Trauma and Vengeance: Assessing the Psychological and Emotional Effects of Post-Conflict Justice." *Human Rights Quarterly* 31 (3): 592-623.

Week 13: Peacebuilding: The Grassroots

Wed. 11/20: - Lambourne, Wendy. 2009. "Transitional Justice and Peacebuilding after Mass Violence." *The International Journal of Transitional Justice*: 1-21.

Fri. 11/22: - 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:

Week 14: NO CLASS: THANKSGIVING BREAK

Wed. 11/27 & Fri. 11/29: **NO CLASS – Thanksgiving Break**

Week 15: Case Study Presentations

Wed. 12/4: NONE

Fri. 12/6: **LAST DAY OF CLASS – FINAL PAPER DUE**

FINAL EXAM SESSION PRESENTATIONS: Friday, December 13, at 9:30 am

Case Study Assignment

Selecting Your Case

A list of cases of civil war from which you may choose is posted on the Blackboard. Each case should be studied by two students in the class. Use the Blackboard discussion feature to post the case you would like to study and find another person who would like to study the same case (cases will be assigned on a first-come, first-served basis). Each student will write separate, unique annotated bibliographies, data tables, and papers, but pairs will work together to do their in-class presentations.

Annotated Bibliography

Your annotated bibliography should provide at least 10 citations sources that will be helpful for your case study. At least four citations must be for books; at least four citations must be for academic, peer-reviewed articles; and the remaining two may be from elsewhere.

In addition to the citations (listed in APSA format), each entry should include an annotation, or summary of what the source says and how it might be useful. I do not require a standard template, but something like this, especially for a journal article, might be helpful:

- Research Question:
- Thesis/Argument:
- Data/Evidence:
- Conclusion:
- Notes on usefulness for the paper:

For book citations, you do not have to read the entire book. But, you should read the introductory chapter and perhaps the conclusion, skimming over the rest for useful information. Your annotation might include brief chapter summaries.

Data Table

Your data table should display summary, quantitative data about your case of civil war. There are many data resources available, such as the UCDP/PRIO Armed Conflict Dataset, the Correlates of War, the United Nations Development Program (UNDP), the World Bank, WomenStats, etc. Links for these sources are posted on the Blackboard. An Internet search will return even more options. Check out Chapter 15, "Trends in Civil War Data," in the Mason and Mitchell book for more information about civil war data.

Part 1: Introduction, Pre-War Background, and Outbreak

- **10-12 pages. Minimum 10 citations.**

In this paper, you should provide a detailed account of the war's origins and outbreak. You should start with an introduction in which you present a thesis/argument that you support with evidence from at least ten sources (provide in-text citations and a reference list, following APSA style). Conclude with a brief outline of what will be in the second half of your paper (Part 2).

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?
- How would you characterize the rebel forces?
 - o Who were they?
 - o How many fighters were there?
- 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: War Progression, Termination, and Post-Conflict Reconstruction

- **10-12 pages, plus Part 1 revisions. Minimum 20 citations.**

This is your final paper. In addition to revising Part 1 based on instructor feedback, you should finish the paper by writing about the war's progression, termination, and post-war reconstruction/reconciliation efforts. You should conclude with a reiteration of your thesis and summary of your support for it.

- 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, its termination, and post-war reconstruction?
- 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?
- How did rebel forces behave?
 - o Did they commit civilian atrocities? Where? How? Provide details.
- How did the government forces behave?
 - o Did they commit civilian atrocities? Where? How? Provide details.
- How did the war end? 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 happened after the war? Were there post-conflict reconstruction and/or reconciliation efforts?

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 2019 semester. This is not a contract. 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 THIRD WEEK OF CLASSES.