



INTL-I 499, Fall 2013: International Conflict Resolution

Instructor:

Adrian Florea, florea@indiana.edu

Course section: 37294

Time: Fri (select dates): 1:00-3:00pm, Simon Hall 101

Office: Woodburn Hall 215

Office Hours: Fri 10:30-12:30am (and by appointment)

1 Course Overview

Conflicts change, and so do the approaches required to deal with them. This course provides an overview of academic and policy debates on core topics in conflict resolution, including the settlement or termination of disputes, the process of reconciliation after conflict, and the creation and maintenance of institutions for conflict resolution. Throughout the semester, we will explore a multi-disciplinary literature on conflict resolution and learn the techniques of peacemaking through careful study of specific cases. By the end of the semester, we will:

- become familiar with current theories on the causes of conflict
- gain factual and theoretical knowledge of several conflicts
- understand why some conflicts are more amenable to resolution than others
- learn about issues of justice, neutrality, and mediation involved in conflict interventions
- get acquainted with techniques of negotiation and trust-building
- assess the strength and weakness of various methods used in conflict resolution.

2 Requirements

2.1 Required Readings

There are no textbooks for this class. Most of the readings will be posted on Oncourse in pdf format. If you are unable to access them, please contact us as soon as possible at florea@indiana.edu. Only one book is required for purchase online (you can find it on amazon.com at \$15 and above):

- Nelson, Diane M. 2009. *Reckoning: The Ends of War in Guatemala*. Durham, NC: Duke University Press.

2.2 Attendance

Attendance will be taken and is worth **10%** of your grade. Each student starts the class with 10 attendance points. You will lose 2 points from your attendance grade every time you are absent. So, if you choose to miss 2 classes over the course of the semester, you will receive 6 attendance points. Only documented absences (doctor's note, religious holiday etc.) will be accepted.

2.3 Participation

Your sustained engagement with the readings and class discussions is crucial to your taking something meaningful away from this course. Therefore, you are expected to be active in this class — participation is a strong indication of your intellectual engagement with this course. Participation is worth **30%** of your grade and includes two components:

I. **Class participation (10%)**

Read critically and be prepared to discuss the readings. I encourage you to ask questions and make germane comments at any time during class. For this component of the participation grade, you will be assessed on the quality of your questions, opinions, and contribution to in-class group work.

II. **Oncourse posts (20%)**

Before each meeting, I will open on Oncourse a “discussion forum” that comprises one “discussion thread” for *every* assigned reading. A discussion thread is simply a question or comment drawn from the theme and readings. You are required to post one comment (between 300 and 500 words) on *each* discussion thread at least **48** hours prior to class time. For each discussion thread that you do not post a comment, you lose 2 points from your participation grade.¹ For this component of the participation grade, you will be assessed on the quality of your posts.

¹You will not receive any credit if you post your comment after the 48-hour deadline.

2.4 Policy report

The **policy report** is the most important assignment in this class and represents 60% of your final grade. The assignment will allow you to apply the concepts of conflict resolution in a creative way, with direct application to real-world situations. You will be assigned to teams of 5 people and will be tasked with crafting a policy document (similar to those produced by think-tanks such as the International Crisis Group or the Center for Strategic and International Studies) on how to respond to an ongoing civil war. Team assignments will be made randomly. Using their background in international studies, knowledge of relevant cases, and analytical skills acquired throughout the semester, the six teams will make a 15-minute presentation and will produce a 12-page report that includes clear policy recommendations. Each team member will be graded on the quality of the presentation and policy document. The policy report will be uploaded on Oncourse at least 6 hours before our last meeting. The grade for the policy report will also take into consideration each member's contribution to the collective effort (each of you will produce a document with detailed information about the tasks that every team member completed). Details about this assignment appear at the end of the syllabus.

3 Course policies

3.1 Grade assignment

Grades are assigned on the following point scale: A+=97-100; A=93-96; A-=90-92; B+=87-89; B=83-86; B-=80-82; C+=77-79; C=73-76; C-=70-72; D+=67-69; D=63-66; D-=60-62; F=59 and below. You are entitled to an explanation of your grades. If you wish to challenge your grade, you must write a detailed memo explaining why you think you deserved a better grade. Once the memo has been received, an appointment will be scheduled to discuss the matter in detail.

3.2 Classroom civility

Arriving late for class, using smartphones/tablets in class, packing up bags prior to the end of class are disruptive activities. You may use a laptop for taking notes, but please refrain from browsing the internet or checking email. Incivility will not be tolerated. You are strongly encouraged to ask questions, think freely and openly, and be critical towards the readings and lectures. In interactive environments, it is absolutely natural for students to approach topics from different perspectives and belief systems. You are encouraged to challenge the instructor's, authors', and your peers' ideas, but derogative statements will not be tolerated. Unacceptable behavior in class includes (but is not limited to): (a) Personal attacks. This includes attacks on a person's appearance, demeanor, or political beliefs. (b) Interrupting your instructor or other students. Raise your hand and wait to be called on. (c) Using the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed as scholarly endeavors. (d) Using raised tones, engaging in arguments with other students, and being aggres-

sive. Failure to abide by these common-sense principles can result in academic penalties ranging from a lowered grade, to dismissal, to failing the course.

3.3 Plagiarism

Plagiarism is defined by Indiana University as “the use of the work of others without properly crediting the actual source of ideas, words, sentences, paragraphs, entire articles, music, or pictures.” The university’s position is that “plagiarism, a form of cheating, is a serious offense and will be severely punished.” Oncourse posts or policy reports which contain plagiarized sections will automatically receive an F, and may lead to disciplinary action by IU.² Plagiarism can be easily avoided by properly citing all references that you use. When in doubt about a source, be on the safe side and use the proper citation.

4 Schedule

4.1 Introduction to causes of war; Concepts of conflict resolution (9/27)

- Chapter 1 (“Introduction to the Study of War”) in Jack S. Levy and William R. Thompson. 2010. *Causes of War*. Malden, MA: Wiley-Blackwell, pp. 1-27. (*Oncourse*).
- Levy, Jack S. 2007. “International Sources of Interstate and Intra-state War.” In *Leashing the Dogs of War*, edited by Chester A. Crocker, Fen Osler Hampson, and Pamela Aall. Washington, D.C.: United States Institute Press, pp. 17-38. (*Oncourse*).
- Chapter 2 (“Principles and Approaches”) in Jacob Bercovitch and Richard Jackson. 2009. *Conflict Resolution in the Twenty-first Century: Principles, Methods, and Approaches*. Ann Arbor: University of Michigan Press, pp. 19-31. (*Oncourse*).

4.2 Case Study: Guatemala (10/11)

- Chapter 1 (“How to Play a Weak Hand”) and Chapter 2 (“Negotiating an End of an Asymmetrical War”) in William Stanley. 2013. *Enabling Peace in Guatemala: The Story of MINUGUA*. Boulder, CO: Lynne Rienner, pp. 9-62. (*Oncourse*).
- Chapter 8 (“Truth-Telling”) in David Bloomfield, Teresa Barnes, and Luc Huyse (eds.). 2003. *Reconciliation after Violent Conflict: A Handbook*. Stockholm: IDEA, pp. 122-44. (*Oncourse*).
- Nelson, Diane M. 2009. *Reckoning: The Ends of War in Guatemala*. Durham, NC: Duke University Press. (*purchase online*).
- Chapter 6 (“Conflict Resolution in Civil Wars”) in Walensteen, Peter. 2007. *Understanding Conflict Resolution*. Thousand Oaks, CA: Sage, pp. 121-52 (*Oncourse*).

²Please note that policy reports will be scanned for plagiarism with Turnitin.

4.3 Case Study: The Philippines (10/25) with Sen. Lugar

- Fenton, James. 1988. *All the Wrong Places: Adrift in the Politics of the Pacific Rim*. New York: The Atlantic Monthly Press, pp. 113-233. (Oncourse).
- Lugar, Richard N. 2004. *Letters to the Next President*, pp. 106-182. (Oncourse).
- 2011. "Armed Violence in Mindanao: Militias and Private Armies." Geneva: The Centre for Humanitarian Dialogue. (Oncourse).
- Stephan, Maria J., and Erica Chenoweth. 2008. "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict." *International Security* 33(1): 7-44. (Oncourse).

4.4 Case Study: South Sudan (11/8)

- Chapter 7 ("Conflict Resolution in State Formation Conflicts") in Walensteen, Peter. 2007. *Understanding Conflict Resolution*. Thousand Oaks, CA: Sage, pp. 153-89. (Oncourse).
- Fearon, James D. 2004. "Separatist Wars, Partition, and World Order," *Security Studies* 13: 394-415. (Oncourse).
- Kuperman, Alan J. 2004. "Is Partition Really the Only Hope? Reconciling Contradictory Findings about Ethnic Civil Wars," *Security Studies* 13: 314-349. (Oncourse).
- Scroggins, Deborah. 2002. *Emma's War*. New York: Vintage. (available here)

4.5 Case Study: Iraq (11/22) with Rep. Hamilton

- Barton, Frederick D., and Bathsheba N. Crocker. 2003. *A Wiser Peace: An Action Strategy for A Post-Conflict Iraq*. Washington, D.C.: Center for Strategic and International Studies. (Oncourse).
- Hamre, John et al. 2003. *Iraq's Post-Conflict Reconstruction*. Washington, D.C.: Center for Strategic and International Studies. (Oncourse).
- Rathmell, Andrew. 2005. "Planning Post-Conflict Reconstruction in Iraq: What Can We Learn?," *International Affairs* 81: 1013-1038. (Oncourse).
- The White House. 2006. *The National Security Strategy of the United States of America*. (Oncourse).
- Baker, James A. III, and Lee H. Hamilton (co-chairs). 2006. *The Iraq Study Group Report*. (Oncourse).

4.6 Conclusions and class presentations (12/6)

Policy report (60% of the final grade)

The main assignment for this class includes both a policy report and a presentation.

Report (50% of the final grade)

Each team will select an unresolved civil war from a different region (South America, Europe, North Africa, the Middle East, Sub-Saharan Africa, Asia) and will produce a 12-page report (1 inch margins, Times New Roman, single or 1.5 line spacing) that offers clear policy prescriptions for resolving the respective conflict. The report will be based on at least 12 sources (books, scholarly articles, other policy reports, newspaper articles or commentaries, documentaries, academic blogs) cited in footnotes,³ and will include the following sections:

- a. An executive summary—1 page (5%).
- b. A map of the conflict area—1 page.
- c. A table of contents—1 page.
- d. A background of the conflict with information about: the onset of hostilities; the actors involved in violence; the local and broader strategic context in which the conflict unfolds—2 pages (10%).
- e. An assessment of existing efforts at resolving the conflict peacefully and of the factors that have prevented its resolution—3 pages (15%).
- f. A detailed set of recommendations for solving the conflict. The policy suggestions should speak to larger debates in the conflict resolution literature, and should offer plausible courses of action—3 pages (15%).
- g. A conclusion summarizing the main policy prescriptions—1 page (5%).

Presentation (10% of the final grade)

Each team will designate 1 or 2 members to present to the entire class the core ideas in their report. The presentation will begin with a brief overview of the conflict of interest, will continue with an analysis of the key recommendations for solving that conflict, and will end with a survey of the main policy suggestions. The presentation logistics are as follows:

- a. Dress professionally.
- b. Distribute a handout with the main points.

³You are encouraged to use the *International Security* citation style. No matter what style you use, please be consistent.

- c. Plan for a 12-minute Powerpoint presentation.⁴
- d. Email the presentation to the instructor at least 6 hours in advance.

Grade overview

Your final grade will be composed of the following:

- I. Attendance—10%
- II. Class participation—10%
- III. Oncourse posts—20%
- IV. Report—50%
- V. Presentation—10%

⁴You may use other presentation software, such as Beamer, Keynote, or Prezi.