PSCI 5650 - SEMINAR IN PEACE SCIENCE RESEARCH:
CIVIL CONFLICT MANAGEMENT AND POST-CONFLICT PEACEBUILDING
Fall 2010
Tuesday 2:00-4:50 - 130 Wooten Hall

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Office hours: MWF 10:00-11:30, 1:30-3:00
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TEXTS:

Required:

Suggested

COURSE OBJECTIVES
Since the end of World War II, there has not been a single day in which there was not an armed conflict of some sort going on somewhere in the world. Of course, war has never been rare. What is different about the last half century is that, first, the most common form of armed conflict since 1945 has not been interstate war between two sovereign nations but civil war within nations. Second, until the disintegration of the Soviet Union in 1991, these wars had occurred almost exclusively in the nations of the Third World. Third, once a nation experiences a civil war, it is highly likely to experience another one: civil war is a chronic condition for a certain subset of nations. On a more positive note, since the end of the Cold War, the number of armed conflicts on-going in the world at any given time has declined, largely as a result of the international community intervening more frequently and actively to broker a negotiated settlement between the warring parties. Moreover, where those peace agreements have been supported by international peacekeeping missions, the risk of renewed civil war is reduced substantially.

This course will focus on those latter phenomena: how do civil wars end and what can be done to build a more durable peace in nations coming out of civil war? As such, this course is designed to complement the International Conflict Management Seminar and the Seminar on Civil War. The purpose of this course is the get you started on preparing a research paper that will be worthy of presentation at a professional conference and (eventually) publication in a refereed journal. In the final week of the class, each of you will be expected to present your paper as if you were at a conference.

COURSE REQUIREMENTS
Your grade in this course will be based on a research paper, a take-home exam and class participation,
including presentation of your final paper.

**A. Class Participation:** 15% of final grade
A minimum of 15 percent of your grade will be determined by in-class participation, including attendance and discussion of each week’s readings. Attendance is expected at all class sessions. You will also be expected to make presentations on the installments of your research paper. And you will be expected to discuss (on occasionally make presentation) on the journal articles assigned as readings. Attendance, presentations, plus my estimate of your contributions to class discussions (in the form of informed participation in class discussion and attentive listening to the contributions of others) will determine your score on this portion of your final grade. "Informed" participation means that it is apparent from your comments that you have completed the assigned readings prior to class.

**B. Final Exam:** 35% of final grade
The final exam will be distributed at the end of the last class session, and you will have one week to complete it. The purpose of the final exam is to get you to bring together the material we cover in the class in several integrative essays. The questions will be designed to help you prepare the sort of essays that you will have to do on your doctoral qualifying exams. You are free to use any books, notes, or journal articles that you have, but you are not to confer with other students on the test questions. Evidence of collaboration with other students or anyone else will be treated as an instance of cheating and dealt with according to University rules on cheating. You will receive a grade of "0" for the exam and an "F" for the course. **There is a 3 point penalty for each day you are late turning in an exam.**

**C. Research Project:** 50% of final grade
Each student is expected to complete a research paper on some topic in the general field of peace science: e.g., conflict mediation, transitional justice, peacebuilding, post-conflict democratization. You should approach this assignment as the first step in a research project that will lead to a conference paper and/or publication. Accordingly, the end product should include a clearly defined research question, a review of the relevant literature in which that research question is grounded, a theoretical argument that addresses that question, and a research design that enables you to test hypotheses derived from a well-articulated theoretical framework that is grounded in the existing literature on the subject.

The purpose of this project is to develop your ability to conduct research, to think and write critically and analytically. This requires that you develop certain skills as well as familiarity with the research production process. Accordingly, you are expected to develop your research paper in three cumulative installments. The due dates and the percent of your final research project grade that is determined by each installment are as follows:

1. **Problem Statement & annotated Bibliography** (10%) - September 30 (Friday)
2. **Literature Review and Research Design** (30%) - November 2 (Friday)
3. **Final Draft** (60%) - December 3 (Friday)

**COMPLETING EACH OF THESE INSTALLMENTS IS NOT OPTIONAL!** You may NOT pass the course by turning in nothing but a final draft. Failure to complete one of the installments will result in a grade of "0" for that portion of your research project grade. You will be penalized three (3) points for every day you are late with any one of the installments.

**Part 1: Problem Statement and Bibliography** (10%) **Due: September 30**
In the first installment you are expected to:

a. **choose a research topic:** you should choose a topic that interests you in the field of peace science. It could deal with conflict mediation, conflict termination, the terms and implementation of peace agreements that end conflicts (those that don’t end in decisive victory), post-conflict peacebuilding, peacekeeping, democratization, post-conflict economic development, peace duration/failure, transitional justice. The topic should be one that is of interest to you. If you have doubts about its fit with the content of the course, just check with me.
b. **Identify and read ten (10) scholarly journal articles that are directly relevant to your topic and present a substantive summary of at least five of them:** For this installment, confine your research to scholarly journals or chapters in scholarly anthologies. Do NOT include in your annotated bibliography articles from newspapers, news magazines, opinion magazines, government documents, or material available on the web. You should list your 10 articles (using the correct citation format) in a “List of References” at the end of your annotated bibliography. For each of the summaries, first provide a full bibliographic citation (from the “List of References”) followed by a summary of the elements of that article that are directly relevant to your research topic. The article summaries should spell out the themes, hypotheses, and findings that are relevant to your research question. Each article summary should spell out the major issues addressed by the authors, the theoretical approach they used, and their analysis, methods, and findings.

c. **Prepare a 1 page summary of each article and a 1-2 page problem statement:** The problem statement should spell out the research question you are addressing and the major aspects of the research question that need to be explored in some detail. This problem statement should provide me with a “road map” of what you plan to do in your research paper and an explanation of why this issue is important. It should be the equivalent of a paper proposal submission to a conference: informative enough to allow the program committee to assess the merits and potential of the research and determine under what panel topics it would fit.

**Installment 2: Literature Review and Theoretical Framework (30%) Due: November 5**

For the second installment you should develop your annotated bibliography into a literature review in which you spell out the major themes found in the relevant literature and detail what each article has to say about each theme. By this time, you should have identified and read additional sources (beyond the first 10) on the subject. The literature review should lead you to the development of a theoretical framework that you will use to explain the phenomenon that is the subject of your paper. You should also describe in more detail the plan by which you will explore this research question, to include a detailed statement of the research question or puzzle that will be the focus of your research paper, what major themes you have gleaned from your review of the relevant articles you have read, and how you plan to approach your analysis of the research question.

**Installment 3: Final Draft Research Design and analysis (60%) Due: December 3**

Drawing on the literature review and theoretical framework you developed in Part 2, articles you summarized in Part 1, you should prepare a final draft of your research design. The research design should spell out testable hypotheses and explain how they are derived from the theoretical framework. If the design is empirically testable, you should also spell out what data would be required to test these hypotheses and what statistical technique you would used to test them.

The keys to writing a good paper are thorough research, careful writing and frequent REWRITING. At each stage you should carefully edit, revise, elaborate and reorganize the parts of the paper that you completed in earlier installments. Revising drafts is especially critical for the final draft.

**IMPORTANT DATES**

You should take note of the following dates. Please note that there will not be a test in this course prior to the last day that you may drop classes. Therefore, you must decide whether or not to drop this course on some basis other than your first test score.

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<thead>
<tr>
<th>Paper installment 1 due</th>
<th>September 30</th>
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<tr>
<td>Paper installment 2 due</td>
<td>November 5</td>
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<tr>
<td>Paper installment 3 due</td>
<td>December 3</td>
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<tr>
<td>Final exam distributed</td>
<td>December 7</td>
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<td>Final exam due</td>
<td>December 13</td>
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**COURSE OUTLINE AND READING ASSIGNMENTS**
Reading assignments are indicated in the course outline that follows. You are expected to keep up with the readings in the sense of having them completed by the time we begin the corresponding section of the course. Class discussion counts 10% of your grade, and informed discussion requires careful reading of the assignments.

1. AUGUST 31- CIVIL WAR ONSET
We will begin the course with a review of recent empirical research on civil war onset: what factors make a nation more or less susceptible to the onset of civil war? Our concern in this course is with the peace process and post conflict peace building, so this review of civil war onset is meant as just a brief review of that literature. The Seminar on Civil Wars covers that part of the field in more depth. Besides a review of the literature, we will look at some of the datasets currently available on various dimensions of the peace process in civil conflicts. Some of those datasets can be found at [www.pcr.uu.se/research/UCDP/data_and_publications/datasets.htm](http://www.pcr.uu.se/research/UCDP/data_and_publications/datasets.htm)

**Readings:**


**Suggested Readings:**

- [Human Security Report 2009](http://www.hsrgroup.org/human-security-reports/human-security-report.aspx) the *Human Security Report* and the several *Human Security Briefs* are publications of the Human Security Project. They present in easily readable for (i.e., non-academics can read and understand them) the findings of a wealth of empirical research on conflict, conflict management.

2. SEPTEMBER 7 - HOW CIVIL WARS END
The focus of this course is on civil conflict resolution and sustaining the peace after civil war. Accordingly, having surveyed the state of the field on civil war onset in the first week, we will devote the second week to exploring what we know about how civil wars end. Civil wars can end in government victory, rebel victory or negotiated settlement. The readings for this week explore the conditions – characteristics of the conflict, characteristics of the nation – that influence how a given civil war will end. The key insight is that the longer a civil war lasts, the less likely it is to end in a decisive victory by either the government or the rebels. What does this imply about the opportunities for the international community to intervene in civil conflicts for the purpose of bringing them to an earlier and less destructive conclusion?

**Readings:**


**Suggested Readings**

- Mason, T. David; Joseph P. Weingarten; and Patrick J. Fett. 1999. “Win, Lose, or Draw: Predicting the
Outcome of Civil Wars.” *Political Research Quarterly* 52 (2): 239-268.

3. SEPTEMBER 14 - MEDIATION
When civil war protagonists become locked in a stalemate so that negotiating a settlement becomes preferable to continuing to fight, they still have a difficult time committing to negotiations, much less to a peace agreement. Third party mediators can help to resolve the information failures and credible commitment problems that prevent them from committing to peace.

**Readings:**

**Suggested Readings**

4. SEPTEMBER 21 - NEGOTIATED SETTLEMENTS AND PEACE DURATION
Since the end of the Cold War, negotiated settlement has been the modal outcome in civil wars. This represents a reversal from the Cold War patterns, where negotiated settlements were relatively rare. The peace established by negotiated settlement has also been depicted as less stable than that established by decisive military victory. Hartzell and Hoddie’s book explores this question and shows how the terms of the settlement agreement – specifically the extent to which power-sharing arrangements are included in the settlement agreement – affect the durability of the post-civil war peace.

**Readings:**

5. SEPTEMBER 28: NEGOTIATING THE PEACE II
With Hartzell and Hoddie’s book as a road map to the literature on how the terms of peace agreements affect the stability of post-conflict peace, we explore some of the recent research on this topic. In particular, Rothchild and Roeder question whether power-sharing institutions are preferable to power-concentrating institutions. And Stedman introduces the notion of spoiler violence as a threat to the durability of peace agreements.

**Readings:**


**Suggested Readings:**

**6. OCTOBER 5: SUSTAINING THE PEACE AFTER CIVIL WAR I**

Once a civil war ends in a nation, that nation is faced with the task of building a post-war economic, political and social order that will sustain the peace. We begin our study of the peacebuilding process with a book that provides an overview of the challenges of post-war peace building.

**Readings**

**7. OCTOBER 12: SUSTAINING THE PEACE AFTER CIVIL WAR II**

About half of the nations that experience one civil war suffer a relapse into renewed armed conflict at a later date. Collier *et al.* spelled out some of the challenges to sustaining the peace after civil war. In this section we will review some of the recent empirical research on what factors explain peace failure in the aftermath of civil war. Among the considerations are characteristics of the nation itself, characteristics of the now-ended civil war, and characteristics of the post-conflict environment.

**Readings:**

**Suggested Readings:**

8. OCTOBER 19: PEACEKEEPING I
A number of works have explored the extent to which the introduction of multinational peacekeeping missions contributes to a more durable peace after civil war. Doyle and Sambanis produced one of the seminal works on this topic, and we will gain an overview of the contribution of peacekeeping operations by reading their book.

Readings

9. OCTOBER 26 - PEACEKEEPING II
With Doyle and Sambanis providing an overview of the literature on peacekeeping in the aftermath of civil war, we will explore some of the recent empirical literature on what predicts where peacekeepers will be used and under what conditions those operations succeed in sustaining the peace after civil war.

Readings

Suggested Readings:
10. NOVEMBER 2: POST-WAR ECONOMIC DEVELOPMENT
Civil wars are destructive. They kill people, destroy infrastructure, disrupt commerce, produce capital flight, among other things. Yet building a sustainable peace is to a large extent contingent on restoring the nation’s economy, if for no other reason than to raise the opportunity costs for people considering participating in a resumption of armed conflict. In this section, we explore the relationship between economic development and peace duration, and the obstacles that nations coming out of civil war confront in their efforts to rebuild a prosperous economy.

**Readings:**

**Suggested Readings:**

11. NOVEMBER 9 POST-CONFLICT DEMOCRATIZATION
The domestic corollary of the “democratic peace” proposition holds that democracies are less likely than non-democracies to experience civil war. Likewise, post-conflict nations that adopt democratic institutions should be less likely to experience a relapse into civil war. The edited volume by Jarstad and Sisk presents a number of articles on the challenges of post-conflict democratization.

**Readings:**

12. NOVEMBER 16 POST-CONFLICT DEMOCRATIZATION AND DURABLE PEACE
Having explored the obstacles to democratization following civil war, we will examine recent empirical research on how and to what extent post-conflict democratization contributes to a more durable peace.

**Readings:**

**Suggested Readings**

13. NOVEMBER 23 TRANSITIONAL JUSTICE I
Post-conflict reconciliation between former enemies can help to heal the wounds that otherwise might make renewed conflict more likely. Since the end of the Cold War, truth and reconciliation commissions have emerged as a mechanism to promote reconciliation. We begin with Patricia Hayner’s seminal work on TRCs.

Readings:

Suggested Readings

14. NOVEMBER 30 TRANSITIONAL JUSTICE II
We conclude the course with a reader that highlights many of the research design and data collection/analysis issues that emerge in the relatively new field of transitional justice. Hopefully, these articles will be of value to those of you interested in transitional justice research.

Readings:

Suggested Readings

15. DECEMBER 7 - PAPER PRESENTATIONS.
We will conclude the course with a session at which each student presents her/his research project for the semester. The presentations should be on the order of a conference presentation with powerpoint and Q&A from the audience.
Additional Resources


POLICY ON ACADEMIC INTEGRITY
The Political Science Department adheres to and enforces UNT’s policy on academic integrity (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). Students in this class should review the policy (UNT Policy Manual Section 18.1.16), which may be located at http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_affairs-Academic_Integrity.pdf.

Violations of academic integrity in this course will be addressed in compliance with the penalties and procedures laid out in this policy. Students may appeal any decision under this policy by following the procedures laid down in the UNT The UNT Policy Manual Section 18.1.16 “Student Standards of Academic Integrity.”
CITATION FORMAT FOR POLICY PAPERS  
(from International Studies Quarterly)

1. Titles
Title, subtitles, and text subheadings should be chosen for succinctness and interest. Primary (an "A Head") and secondary (a "B Head") text headings should be centered with double line spacing above and below. Primary headings should be typed in capitals; secondary headings should have initial capital letters. Subsidiary headings under a secondary heading should be marked by "C Head," "D Head," etc. to indicate the priority level of heading.

2. Quotations
Quotations must correspond exactly with the original in wording, spelling, and punctuation. Short quotations within the text should be noted by quotation marks; longer quotations or extracts should be indented from the left margin and require no quotation marks. Changes and additions to quotations should be identified by bracketing; ellipses (...) should be used to identify omissions; emphasis added should also be indicated.

3. Citations
All citations should be specified in the text in the following manner:

(a) If the author is named in the text, cite by year of publication:
   Emile Durkheim (1966) has suggested...

(b) If the author is not named in the text, cite by last name and year of publication:
   It has been noted (Zinnes 1979) that...

(c) If necessary, pagination should follow the year of publication, separated by a colon:
   It was argued (Modelski 1983, 22) that by...

(d) Dual authors should be joined by "and"; multiple authors should be listed in full on first citation and indicated by et al. thereafter:
   Other approaches (Snyder and Diesing 1977, 392-97) concede...
   Many assume (George et al. 1971, 271-72) that...

(e) If an author has multiple references for any single publication year, indicate specific works by use of lower case letters:
   On the one hand (Lacan 1974a, 45; Derrida 1977b, 22) it is...

(f) Series of references should be enclosed chronologically within parentheses and separated by semicolons with multiple works in the same year listed alphabetically by author:
   Proponents of the position (George 1982; Holsti 1983; Starr 1983)

(g) Citations from electronic sources: Citations for information found on the World Wide Web, an e-mail message, a listserv message or other electronic forms should follow the common in text pattern of author, year and, if available, the page number.
   If the electronic source does not have page numbers, it is appropriate to use internal divisions such as section numbers or chapter heading to assist the reader in finding the original information.
   (CIA 1999, Afghanistan/Government)

(h) Repeat citation each time it is necessary. Avoid "ibid.," "op. cit.," or "supra." Be sure that every cited work is included in the reference section and that the spellings of the authors' names and dates of publications are accurate in both citations and references.

4. References
The reference section should be double-spaced and begin on a new page following the text.

The reference form is modified from the Style Manual of the American Political Science Association (Draft, 1985) prepared by the APSA Committee on Publications. Works should be listed alphabetically by author, or by institution or title of any material not attributed to a specific author or authors. References should conform to the following format:

Books
References to books should list author(s), year, title, place of publication, publisher. Chapter and page numbers should be in the citation, not the reference.:


Journal Articles
References to journal articles should list author(s), year, and title of article, journal name, volume, and inclusive pages:

Articles in Edited Volumes
References to works in edited volumes should list author(s), year, essay title, volume title, volume editor(s), inclusive pages, place of publication, and publisher:

Monographs
Reference to monographs in a series should list author(s), year, title, series title, place of publication, and publisher:

Newspaper and Magazine articles
References to newspaper and magazine articles should list author(s), date of the article, title, and magazine or newspaper.
Use the in-text citation: (Why Vote at All? 1980, 14)

English Translations
References to English Translations should list author(s), date, title, and translator's Name etc. (see example below):

Sources in Foreign Languages
References to sources in foreign languages should list the translated titles of books and long articles (in brackets, not underlined); do not translate the names of well-known periodicals. Romanized or foreign language words after the first work (except for proper names and for nouns in German) ordinarily begin with small letters.

Government Documents
References to Government Documents should list "author(s)" and date, title (underlined) and the term, session, place of publication, and publisher:

Electronic Sources
Web sources: The reference listing for a WWW citation should contain the author's name; date of publication or last revision; title of document; title of complete work (if applicable), underlined; URL, in angle brackets; and date of access, in parentheses:

Email Message:
To document an email message, you need to provide the author's name; the author's email address, in angle brackets; the date of publication; the subject line from posting; the type of communication (personal email, distribution list) in square brackets; and the date of access, in parentheses:

Newsgroup Message:
To document a newsgroup message, you need to provide the author's name; the author's email address, in angle brackets; the date of publication; the subject line from posting; the name of the newsgroup, in angle brackets; and the date of access, in parentheses:

Television and Radio Programs
References to television and radio programs should list the station, date, and title of show:

5. Notes
Notes should be listed double-spaced and on separate sheets at the end of the manuscript with their location in the text clearly marked by superscript numbers