**Course Objectives**

We begin with the assumption that most people would prefer to live in a peaceful environment than in one torn by conflict, violence, and war. This assumption must be tempered with the observation that war and other forms of armed conflict are all too common features of politics within and between nations: since the end of World War II, there has not been a single day in which there was not a war of some sort going on somewhere in the world. This paradox defines the core purpose of this course: how do we understand the causes and forms of conflict, and how do we understand the conditions and processes that contribute to the resolution of ongoing conflicts and the prevention of future conflicts? Since this is a political science course, we will focus more on political questions such as the forms and causes of armed conflict, means of conflict resolution, and the conditions that contribute to a durable peace within and between nations. However, the field of peace studies encompasses theories from sociology, anthropology, philosophy, and psychology as well as political science. Insights from these other disciplines will broaden our understanding of the conditions of peace.

**COURSE REQUIREMENTS**

Your final grade will be based on two exams (a mid-term and a final, combined worth 65% of your final grade) and an policy paper (worth 25% of your final grade), with 10% being determined by class participation.

You are required to submit both installments of your policy paper to turnitin.com. You MUST register under this class at www.turnitin.com during the first week of class. Registering is the only way you will be allowed to submit your paper as required. The course id and password are: class ID: 14312263 password: mason

**A. EXAMS:** (65%)

There will be two exams during the course of the semester, and together they will determine 65% of your grade. The first exam will cover Part I Sources of Conflict/Methods of Conflict Management and the final exam will cover Part II on Challenges to Peace in the New Millennium. The mid-term exam will be administered on MARCH 6 and the final exam will be on MAY 8 (10:30am-12:30pm). The exams will be a combination of multiple choice and essays. I will distribute a study guide a week before the exam date. PLEASE NOTE: THE STARTING TIME FOR THE FINAL EXAM IS 30 MINUTES BEFORE THE NORMAL STARTING TIME FOR THIS CLASS. DON’T BE LATE.

**B. CLASS PARTICIPATION:** (10%)

A minimum of 10 percent of your grade will be determined by in-class participation, including attendance. Attendance is expected at all class sessions, and I will check the roll on a regular basis. An attendance score will be calculated, consisting of the percent of class sessions that you attend. The only excused absences are for University-sponsored events where your attendance is required; absence for illness and all other matters counts as an absence. (If you have a chronic medical condition that requires you to miss class on a regular basis, come to see me to make special arrangements). Your attendance score, plus my estimate of your contributions to class discussions (in the form of informed participation in the discussion of the issues under consideration and/or 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 that you have read the assigned readings prior to coming to class. Freely exchanging your ideas and arguments is necessary to having a successful class. You can’t exchange ideas about the topic if you haven’t done the readings. Whatever your views on an issue being discussed, you are expected to be tolerant and polite in your exchanges with classmates who may hold differing views on the subject. You are responsible for all material covered in class and for all other tasks assigned for completion outside of class. Absence from class does not excuse ignorance of the material covered or failure to complete assignments.
made that day or failure to turn in assignments due that day. It is your responsibility to find out what you missed when you are absent and to keep up with the course.

C. POLICY PAPER (25%)
The remaining 25 percent of your grade will be determined by a policy paper on a subject of your choosing in the field of peace studies. The essay should consist of a 4-6 page (single spaced) analysis of some issue in the area of peace and conflict in the contemporary world. The purpose of this paper is to identify some policy issue in peace and conflict, analyze the causes and consequences of the issue and the policy options available to resolve it, develop your own policy proposal, and defend your proposal (compared to the alternative solutions). Your analysis should be based on some theoretical understanding of the causes and critical dimensions of the problem and its solution, which you gain by reading scholarly journal articles on the subject. Your essay should clearly indicate that you have read enough scholarly sources that your understanding of the issue exceeds that of the average "person on the street".

You should select a topic that involves an issue in peace and conflict in the world today. It could focus on specific threats to peace and how they can be resolved or on specific conflicts (or forms of conflict) and how they can be resolved or prevented from erupting in the first place. Examples of legitimate topics would be

- conflict resolution in Iraq, Syria, Colombia, Afghanistan, DRC or any other nation currently involved in an armed conflict;
- nuclear proliferation generally, on the Korean peninsula, in Iran, between India and Pakistan, or elsewhere;
- peacekeeping and post-conflict peace building, generally or in specific cases;
- the role of human rights guarantees in preserving the peace, human trafficking
- what can be done to prevent gross violations of human rights, including genocides
- transitional justice (truth and reconciliation commissions, international criminal tribunals) and their impact on post-conflict reconciliation
- building democracies in the aftermath of events such as the Arab Spring or in the aftermath of war

Scan the syllabus and the readings if you need additional ideas on possible paper topics. If you have doubts about the appropriateness of your topic or the sources you are using, check with me!

In order to get you started thinking about your paper early, you are required to complete this project in two installments:

1. Problem statement and annotated bibliography (25%) Due: February 13 (Monday)
2. Final Draft of your paper (75%) Due: April 17 (Monday)

1. PROBLEM STATEMENT AND ANNOTATED BIBLIOGRAPHY (25% of paper grade) Due: FEBRUARY 13
You should begin by reading at least eight (8) articles from at least three different scholarly journals on the topic of your policy issue. (note: you have to summarize only four in the annotated bibliography, but you must demonstrate that you used at least eight in your final draft). Don’t settle for the first 8 you happen to stumble upon. Part of the research process is identifying from the vast number of articles on the subject those that are directly relevant to the subject of your paper. All of the articles you cite and summarize should be directly relevant to the policy issues, not merely on the same general topic or nation (i.e., the first eight that some search engine happens to cough up). Your problem statement should cite those articles to a degree sufficient to demonstrate clearly that you have read them, understand the concepts they present, and have used their analyses to enhance your understanding of the issue that is the topic of your paper.

What you turn in should be:
(a) a one page POLICY PROBLEM STATEMENT: a statement of the issue that you plan to analyze, its major elements, and why it is important to the study of peace and conflict; the problem statement your demonstrate that you have read the articles in the annotated bibliography (part b);
(b) Annotated Bibliography: summarize the major themes and findings on the subject from each of four (4) journal articles from scholarly journals that are directly relevant to your topic. You may NOT use articles that are assigned readings for this class. The format for each of these summaries is:

(1) A Full bibliographic citation for each article (see the format for citations at the end of this syllabus); for example:
(2) a detailed summary of the material in that article that is relevant to your research problem (½ page to one
page for each article, single spaced. Do NOT put each one on a separate page; just double space between summaries – SAVE PAPER.

(c) **List of References** that contains a complete citation for each of the 4 articles you summarized plus full citations for **four additional articles** on the subject (which you do NOT have to summarize for this installment but which should be used in your final draft). You MUST use the International Studies Quarterly citation format (appended to this syllabus and posted on Blackboard). *Failure to use the correct citation format in the text and in the list of references will result in a 5 point penalty on your grade.*

For this installment, you are restricted to **SCHOLARLY JOURNALS ONLY**, a sample list of which is included at the end of this syllabus (there are others as well). A partial list would include: *Peace and Change, Journal of Peace Research, World Politics, Comparative Politics, Comparative Political Studies, Current History, International Studies Quarterly, Journal of Conflict Resolution, International Security, Foreign Affairs, Foreign Policy, Political Science Quarterly* or any number of other journals. Any journal in the JSTOR archive is acceptable.

*News magazines, (such as Time, Newsweek, U.S. News and World Report, the Economist) DO NOT COUNT as scholarly journals. Nor do encyclopedias (including Wikipedia) or websites, government documents, blogs or other sources count for the first installment. These are fine for adding factual information, and you may use them in your final paper. However, scholarly journals will allow you to develop a more rigorous analytical understanding of the issue. Your sources must be cited in a bibliography at the end of the paper, and you should USE A STANDARD BIBLIOGRAPHIC CITATION FORMAT DESCRIBED LATER IN THIS SYLLABUS and posted on Blackboard.*

The idea is to demonstrate that your understanding and analysis of the issue surpasses in depth and rigor that of the average citizen. You will be graded on how clearly you state your topic, how thoroughly you have mastered the nuances of the issue by reading the articles in your bibliography, and how well the four articles fit together to advance your understanding of the policy issue. The purpose of this installment is to get you thinking about the topic early and gathering the relevant research on the topic for your final draft. This assignment is not optional. Failure to turn in this part of the assignment will result in failing grade for the course, regardless of what your numerical average is for the other elements of your final grade.

2. **FINAL DRAFT** (75% of paper grade)  
**Due: APRIL 17**

Use the material from the articles summarized in the first installment PLUS additional sources that you have discovered in your research to develop a factual description of the issue and its context. This background analysis should be of sufficient breadth and depth to define the policy issue, its critical dimensions, and its relevance to peace and conflict in the contemporary world. This analysis of the issue should then lead you to a presentation of your **policy recommendation** on how this issue should be resolved. The policy analysis part of your paper could involve suggestions of policies the U.S., the international community in general, or the leaders of the subject county or countries should pursue in order to resolve the problem you have defined. You must also explain why you think your policy recommendations and not some alternative is the preferred solution to the problem. This implies that you must discuss explicitly the alternative policy recommendations, including their strengths and weaknesses.

*The final draft is NOT an extended summary of articles.* Your final paper should include:
- a revised problem statement that incorporates the additional research you have done since part 1;
- an analysis of the critical elements and dimensions of this policy problem and the causal processes that give rise to this policy problem;
- your proposed solution to the policy issue, including an analysis of how it resolves the problem and why it is a better solution than alternative policy options (which means you must spell out what the alternatives for solving the problem would be).

Your paper will be graded according to:
1) how clearly and thoroughly you define the issue,
2) the extent and clarity of your factual understanding of the issue, its causes, and its context, and
3) how well you state and defend your assessment of what policy should be pursued to resolve this issue and why your proposal is preferable to the alternatives.

*There will be a penalty of 3 points for every day that your final paper or the problem statement/annotated bibliography is late* (weekends count). Students who turn their final paper in late may receive an incomplete for the course, with the paper being graded after the end of the semester at a time that is convenient for the instructor.
For both installments you **MUST** turn in a **PRINTED COPY** (single-spaced) **AND** an **ELECTRONIC VERSION** in MSWord, Word Perfect, or pdf format. You should submit the electronic version to **www.turnitin.com**. The “late” clock keeps ticking until BOTH versions are submitted. This assignment is not optional, and regardless of your average on the two exams, you will receive a failing grade for the course if you fail to turn in both parts of this research paper assignment.

**RULES FOR POLICY PAPERS:**
1. Completing both installments is not optional! You cannot pass the course if you fail to turn in one or both paper installments, regardless of your test scores.
2. **YOU MAY NOT USE A PAPER THAT YOU HAVE WRITTEN (OR ARE WRITING) FOR ANOTHER CLASS.** If you do, this will be treated as an instance of plagiarism, and you will receive a “0” for the assignment, and “F” for the course, and you will be referred to the appropriate student disciplinary office.
3. **YOU MAY NOT DO A PAPER ON AN ISSUE IN U.S. DOMESTIC POLICY OR U.S. DOMESTIC POLITICS** (such as gun control, abortion, budget deficits, health care reform). If you do, you will receive a grade of “0” for the paper assignment. If you have the any doubt concerning the legitimacy of your paper topic, clear it with me.
4. **YOU MAY NOT CHANGE TOPICS AFTER YOU COMPLETE THE FIRST INSTALLMENT** without my permission. If I do approve a topic change, you will have to complete the first installment on the new topic and take a late penalty.
5. **DEADLINES WILL BE ENFORCED!** You will be penalized **3 points for every day you are late** with either one of the installments. The late clock continues to tick until BOTH printed and electronic versions are submitted. Weekends count: you can stop the clock on the weekend by submitting the electronic copy to turnitin.com and turning in your printed copy on Monday.
6. Both installments should be typed, single spaced with 1 inch margins on all four sides with 12 point font.
7. **CITATION FORMAT:** you should use the citation format for the *International Studies Quarterly* (posted on Blackboard and in this syllabus). **DO NOT USE MLA format. FAILURE TO USE THE CORRECT CITATION FORMAT WILL RESULT IN A 5 POINT PENALTY.**
8. **YOU MUST SUBMIT A PRINTED COPY AND AN ELECTRONIC COPY** (to **www.turnitin.com**) **OF EACH INSTALLMENT.** You are not counted as having completed the assignment until BOTH versions are submitted. The **FILE NAME should include YOUR LAST NAME in it;** here’s the format: lastname- psci3500-FALL2016-part1.doc. For example, my FIRST installment would be “mason-psci3500-FALL2016-P1.wpd” (the second installment would be mason-psci3500-FALL2016-part2.wpd). **It is essential that your last name be part of the file name.** That is the only way I can identify any person’s paper without having to open each file. The class ID and password for turnitin.com are listed on the first page of this syllabus.

**ACADEMIC INTEGRITY - CLASS POLICY ON PLAGIARISM AND CHEATING**

You are expected to do your own work for this course, and it must be original work for this course. Unfortunately, some students cheat and some students plagiarize other people’s work. If you plagiarize or turn in as your own work something that someone else did either in its entirety or in large part, or if you turn in work that does not properly cite the sources from which you got your material (thereby creating the impression that the work is your original work), you will receive a grade of "F" for the course, and you will be referred to the appropriate student disciplinary authorities for violation of the University’s academic integrity policies. If you do not understand what constitutes cheating or plagiarism, ask me. Specifically, the following are unacceptable and will be treated as instances of plagiarism:

1. **You may not turn in a paper that someone else wrote either in whole or in part.** That includes papers written in whole or in part by a friend, relative, classmate, roommate, or any other human being, including those working for term paper services. You may not turn in a paper that you have purchased from a term paper/research service. Nor may you turn in your paraphrased or otherwise rewritten version of a paper you obtained from one of these services or from another human being. YOU are supposed to do the research AND the writing.
2. **You may not turn in a paper that you have turned in for another class,** regardless of whether that other class is this semester or some previous semester.
3. **You may not quote or paraphrase long passages from books, journals, or web sites without citing your source** (including page number where the quoted passage can be found). Even with proper citation, it is not wise to turn in a paper that is largely a collection of quotes.
4. **Plagiarism also includes using passages from the works of others without citing the source.** Any time you use more than TEN CONSECUTIVE WORDS from a source, you should **PUT THAT PASSAGE IN QUOTATION MARKS** and **CITE THE SOURCE** (including the PAGE NUMBER where the quoted passage is found). When you paraphrase a source (so that quotation marks are not needed) you still need to cite the source (including
the page number). **WHEN IN DOUBT, PROVIDE A CITATION.** Otherwise, you may be guilty of plagiarism, and I consider that a very serious offense.

If you are unsure whether you need to cite a source, cite it. You will not be penalized for having too many citations. You will be penalized for failure to cite sources. Plagiarism of any form will not be tolerated. If you have any doubts about whether what you are doing amounts to plagiarism, see me. Turnitin.com provides me with a report on the percent of each paper that is lifted verbatim from other sources, and it provides the citation of the source. Plagiarism will be detected, so avoid it.

UNT Policies on academic dishonesty:
http://www.vpaa.unt.edu/academic-integrity.htm

3. **IMPORTANT DATES:** You should take note of the following dates. **Test dates are subject to change by the instructor; they may be postponed at the instructor’s discretion.**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid Term Exam</td>
<td>March 6</td>
</tr>
<tr>
<td>Final Exam</td>
<td>May 8, 10:30-12:30</td>
</tr>
<tr>
<td>Policy problem statement &amp; annotated bibliography due</td>
<td>February 13</td>
</tr>
<tr>
<td>Final Policy papers due</td>
<td>April 17</td>
</tr>
<tr>
<td>last day to drop a class with grade of W</td>
<td>February 24</td>
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**CLASSROOM ETIQUETTE**
All students must treat the instructor, the other students, and the classroom setting with respect. This includes arriving on time and staying for the entire class (or notifying the instructor in advance if this will not be possible), turning off cell phones and similar devices during class, and refraining from reading, passing notes, talking with friends, and any other potentially disruptive activities. This also means showing respect for alternative opinions and points of view, listening when either the instructor or a fellow student is speaking to the class, and refraining from insulting language and gestures. Repeated or egregious instances of classroom disruption will result in referral to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The Code of Student Conduct can be found at www.unt.edu/csrr.

Other rules:
1. As a courtesy to your fellow students (and the instructor) get to class on time every day and remain in the classroom for the duration of the class.
2. Make your bathroom and food/drink visits BEFORE class. It is disruptive and distracting to get up and wander in and out of the room while class is in session. If you must leave early for some reason, let me know ahead of time and sit near the door so that you can leave with a minimum of disruption.
3. Turn off your cell phone and if you use an electronic device to take notes, refrain from using it for activities that might be distracting to other students sitting near you. I strongly encourage you to take notes by hand and then type them up after class; you will retain more of the material that way and end up with a better set of notes to prepare for tests.

**EXAM RULES**
1. put your name and id number on BOTH the exam and answer sheet.
2. Turn in BOTH your answer sheet AND the exam questions.
3. Remove hats, caps, sunglasses. Remove all books, notes, electronic devices from your desk top
4. **You cannot leave the the room during the exam;** if you leave, you must turn in your exam. NO EXCEPTIONS.
5. **Be on time for the exam. No exams will be distributed after the first person has turned in a completed exam. NO EXCEPTIONS.** If you come in after someone has turned in the exam, you will receive a grade of 0 for the exam.
6. Turn off all cell phones and other electronic devices. Put them and all backpacks, notebooks, and other material/devices under your desk. You many not answer calls, texts, or other messages during the exam.

University of North Texas -- Department of Political Science

POLICY ON CHEATING AND PLAGIARISM
The UNT Code of Student Conduct and Discipline defines cheating and plagiarism as the use of unauthorized books, notes, or otherwise securing help in a test; copying others’ tests, assignments, reports, or term papers; representing the work of another as one’s own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty. Normally, the minimum penalty for cheating
or plagiarism is a grade of "F" in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the field faculty in the case of departmental exams. Cases of cheating or plagiarism on graduate departmental exams, theses, or dissertations shall automatically be referred to the departmental Graduate Studies Committee. Cases of cheating or plagiarism in ordinary coursework may, at the discretion of the instructor, be referred to the Undergraduate Studies Committee in the case of undergraduate students, or the Graduate Studies Committee in the case of graduate students. These committees, acting as agents of the department Chair, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case. Students may appeal any decision under this policy by following the procedures laid down in the UNT Code of Student Conduct and Discipline.

University of North Texas -- Department of Political Science

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 Policy Manual Section 18.1.16 "Student Standards of Academic Integrity

Department Statement of ADA compliance

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

UNIVERSITY OF NORTH TEXAS - DEAN OF STUDENTS POLICIES

ACCEPTABLE STUDENT BEHAVIOR:

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

COURSE OUTLINE AND READING ASSIGNMENTS

What follows is the outline of the course, including the assigned readings and the dates we will discuss particular topics. This schedule is subject to change. The required readings for each week are listed. READINGS NOT IN THE ASSIGNED BOOK ARE POSTED ON THE BLACKBOARD PAGE FOR THIS COURSE. They are in a folder marked READINGS and in that folder there is a separate folder for each week of the class, containing that week's readings. You are expected to have completed the readings by the time that week begins. In this manner, you will be prepared to participate in class discussions in an informed manner. Failure to do so will result in a lower participation grade, which makes up 10% of your final grade for the course.
PART I: SOURCES OF CONFLICT/METHODS OF CONFLICT MANAGEMENT

The first half of the course will focus on the major forms of armed conflict in the world today: war between nations, civil war within nations, ethnic conflict between and within nations, and terrorism. We will study the major schools of thought that have evolved to explain these forms of conflict. For each form of conflict, we will also examine the methods that have evolved to resolve and prevent those forms of conflict.

January 18-20: Peace and Conflict in the Post-Cold War Era
After going over the course requirements and the outline of the course, we begin with a brief overview of the patterns of conflict in the last half century. The big changes that have occurred are 1) wars within nations have replaced wars between nations as the predominant conflict modality, 2) the locus of most conflict has shifted from the major power system (Europe, North America, China, Japan) to the Third World (Asia, Africa, and Latin America), and 3) the number of on-going conflicts in the world rose steadily from 1945 through 1994, then declined to about thirty a year. That decline is largely a function of the international community becoming more successful at brokering peace agreements to end on-going wars.

Readings:

suggested reading

January 23-27: When is Violence Justified?
Under what conditions is violence of any sort justified? Pacifist doctrine contends that violence is not justified under any circumstances. At the other end of the spectrum are “realist” theories that war grows out of human nature. We will explore three perspectives on this question that grow out of the nonviolent resistance movements in the U.S. civil rights movement and the South African anti-apartheid movement.

Readings:

Martin Luther King, Jr. “Letter from a Birmingham Jail”
http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf

Nelson Mandela, “I Am Prepared to Die”

January 30 - February 3 Just War Doctrine
Under what conditions is war between nations justified? What has evolved in the modern international system is “just war doctrine”: a set of criteria that specify conditions under which the resort to war is justified. Calhoun’s article spells out the basic principles of just war doctrine and discusses the extent to which it represents a constraint on leaders’ ability to make war. Kegley and Raymond apply just war doctrine to the case of the U.S. decision to go to war with Iraq in 2003 and contrast “preventive war” with “preemptive war” and the implications of those two concepts for just war doctrine.

Readings:


February 6-10 Theories of Interstate War: Conflict Between Nations
We will explore theories of interstate war: conflict between nations states. This body of works is organized around different levels of analysis: 1) system level: what configurations of the international system (e.g., bipolar, multipolar,unipolar) made war more or less likely, 2) nation state level: what characteristics of a nation-state make it more or less war prone (e.g., “democratic peace”); and 3) individual level: what characteristics of a leader and a crisis situation make war more or less likely. likely or more peaceful.

Readings:
February 13-17: Conflict within Nations: Civil War

Since the end of World War II, revolution and other forms of war within nations has been far more common than interstate war between nations. In this section we will examine the forms of civil war (revolution vs. secession) and the factors that make a nation more susceptible to civil war as well as the conditions that make individuals willing to participate in organized armed violence against their own government.

Readings:

February 20-24: Ethnic Conflict

The other predominant form of armed conflict within nations is ethnic conflict. Ethnic identity and ethnic conflict are especially prevalent in many regions of the Third World because the formal boundaries of the nation-states (especially in Africa and parts of Asia) were drawn by European powers during the colonial era, and they were drawn with little or no regard for the geographic distribution of "nations" of people who shared a common language, religion, culture and heritage. Thus many Third World nations are characterized by multiple ethnic groups coexisting (uneasily) as citizens of a single nation state and/or identifiable ethnic groups being divided between two or more nation states. In this section we will examine ethnic divisions contribute to conflict in the Third World.

Readings:

February 27-March 3: Terrorism

The events of September 11 brought home to the U.S. the destructive potential of terrorist violence. Terrorist violence has been used by opposition groups and by states for centuries. During the Cold War, it became a favored tactic of ethnonationalist groups that lacked the capacity to mount a full-scale revolutionary challenge. With the end of the Cold War it has become a favored tactic of transnational groups opposed to U.S. hegemony. In this section we will examine the types of terrorist groups, their motives, and why they choose terrorist violence to achieve their goals.

Readings:

Mid Term Exam follow completion of this section: March 6

PART II: CHALLENGES TO PEACE IN THE NEW MILLENNIUM

In the second half of the course, we will examine some of the emerging approaches to conflict resolution and peacekeeping/peace-making. We begin by examining how the international community can intervene in ways that bring wars to a quicker and less destructive end. We will then explore what is required to build a sustainable peace.
in nations previously torn by war. We will then examine the dangers of nuclear proliferation and nuclear war in the post-Cold War era. We will then consider how arms control has evolved as a means of preventing war. The course will conclude with a consideration of citizen activism in the form of the peace movement and the role that enforcing guarantees of basic human rights can have on the prospects for peace in the future.

**March 6-10: How Wars End**

One promising trend in the post-Cold War era has been the frequency with which civil wars have been brought to a conclusion through mediation and negotiated settlements. In this section we will explore the conditions that make wars “ripe for resolution” and the initiatives that third parties can take to bring conflicts to a peaceful conclusion. We will contrast this research with Luttwak’s “give war a chance” thesis.

**Readings:**


**March 20-24: Negotiating Peace**

A critical barrier to bringing conflicts to an end is getting the protagonists to the bargaining table in the first place. We will examine the question of (1) “ripeness”: when a conflict is ripe for third party mediation, (2) credible commitments: getting the protagonists to disarm and demobilize, and (3) spoilers: preventing factions on both sides who opposed a negotiated settlement from sabotaging the negotiations by resuming conflict.

**Readings:**


**March 27 - 31 Peacekeeping and Post-Conflict Peacebuilding**

Ending the war is only the first step in building peace. Building a sustainable structure of peace requires measures that resolve the issues that led to conflict in the first place and reconciling the former combatants to a future of peaceful coexistence. In this section we will explore the steps that the international community can take to build a sustainable peace in the aftermath of war.

**Readings:**


**April 3-7: Human Rights**

We consider the question of how peace can be supported (and conflict constrained) by international guarantees of basic human rights. Enforcing those guarantees would remove the major sources of grievances that motivate civil wars, including ethnic conflicts. And human rights guarantees would represent another constraint on nations’ willingness to engage in armed aggression against other nations.

**Readings**

Universal Declaration of Human Rights

April 10-14: Transitional Justice: Truth and Reconciliation and International Tribunals

Once a conflict ends, people who (in the words of Roy Licklider) have been killing each other with considerable success and enthusiasm now have to learn to live together under a single government. Part of the process of post-war peacebuilding, then, is achieving some degree of reconciliation between former enemies. Transitional justice mechanisms have evolved for this purpose. We will examine two such mechanisms: truth and reconciliation commissions and international criminal tribunals.

Readings


***FINAL DRAFT OF POLICY PAPER DUE APRIL 17***

April 17-21 Nuclear Weapons

The end of the Cold War defused the long-standing nuclear stand-off between the U.S. and the Soviet Union. Today the global community is faced with a different challenge: how to prevent the proliferation of nuclear and other weapons of mass destruction. In this section, we shall examine the danger posed by WMDs and the strategies for controlling their spread.

Readings:


April 24-28 Arms Control

During the Cold War, arms controlled emerged as a means of stabilizing the deterrence regime between the U.S. and the Soviet Union. With the end of the cold war, we should consider how arms control might contribute to peace in the new global environment, whether it be a multi-polar world or one in which the U.S. attempts to assert its dominance.

Readings:


U.S. Department of State. Nuclear Non-Proliferation Agreement.

May 1-3: The Peace Movement:

One theme in the “democratic peace” literature is that democracies are less likely to fight each other precisely because elected officials fear the electoral costs of committing their nation to war; it is voters who have to bear the costs of war. With this in mind, we conclude the course by examining the role that grassroots social movements can play in constraining national leaders from engaging in war.

Readings:


FINAL EXAM WILL BE ADMINISTERED MAY 8, 10:30-12:30
please note: the exam starts 30 MINUTES BEFORE the normal starting time for this class

-10-
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