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: 17083508 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 exams will be a combination of multiple choice and essays. I will distribute a study guide a week before the exam date.

Mid-term exam: March 5
Final exam: May 7, 1:30-3:30

PLEASE NOTE: the starting time for the final exam is 30 MINUTES BEFORE THE NORMAL STARTING TIME for this class. Don’t be late: no one will be allowed to start the exam after one person has turned in their exam (and usually someone finishes the exam in 30 minutes)

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.
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 be 4-6 pages (single spaced, including list of references; or about 2500-3500 words). Your assignment is to **identify some policy issue** in peace and conflict, **analyze the causes and consequences of the issue** and the **identify the policy options available to resolve it**, and then **develop your own policy proposal**, and **defend your proposal** (compared to the alternative solutions).

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** (30%) Due: February 19
2. **Final Draft of your paper** (70%) Due: April 4

**PART 1. PROBLEM STATEMENT & ANNOTATED BIBLIOGRAPHY (30% of paper grade) Due: FEBRUARY 19**

The first installment of your policy paper consists of the following:

(a) **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 should demonstrate that you have read the articles in the annotated bibliography (part b); in other words, it should incorporate substantive material from those articles, with citations of the article where you found that material.

(b) **ANNOTATED BIBLIOGRAPHY:** you should then 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. You may not uses articles from news magazines, websites, government documents; confine initial research to scholarly journals.** If you are not sure whether or not a journal is a “scholarly journal”, see the handout on Blackboard, *Rules for Policy Papers.*

(1) a **full bibliographic citation** for each article (see citation format on Blackboard; points will be deducted for using the wrong format); for example:


(2) a **detailed summary** of the material in that article that is relevant to your research problem (¼ 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). Your summaries cannot be simply a restatement of the published abstract of the article. You have to demonstrate that you read the article and grasped its important concepts and findings and their relevance to your particular research problem.

(c) **LIST OF REFERENCES:** at the end of the paper provide a complete citation for each of the 4 articles you summarized plus full citations for **TWO ADDITIONAL ARTICLES** on the subject (which you do NOT have to summarize for this installment but which should be used in your final draft). *Alphabetize the list by author’s last name.*

You MUST use the International Studies Quarterly citation format (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.*

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. *You cannot choose a topic in US domestic politics* (e.g., immigration, gun control, abortion rights, etc.) 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 and human trafficking
* transitional justice (truth and reconciliation commissions, international criminal tribunals) and their impact

-2-
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!

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.

For Part 1,
* use articles from scholarly journals only. For the final draft you can use any source, but not for part 1. If you are not sure what is/is not a scholarly journal, a simple checklist can be found here: https://apus.libanswers.com/friendly.php?slug=faq/2154
* If you need help finding academic journals at the UNT library, Julie Leuzinger at UNT libraries has put together a library page for political science that includes some information on peer-reviewed articles and how to find them: http://guides.library.unt.edu/polisci/erarticles
* you may NOT use articles that are assigned readings for this class (you can use them for the final draf).
* you may not use books or chapters in anthologies
* Each article should be at least 7 pages long (no one-page works).
* Book reviews are not journal articles.

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 that are not academic journals 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.

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.

Part 2. FINAL DRAFT (70% of paper grade) Due: APRIL 4

Use the material from the articles summarized in the first installment PLUS additional sources that your have discovered in your research to develop the final draft of your policy paper. The final draft is NOT an extended summary of articles from Part 1. 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;
- This analysis of the issue should then lead you to a presentation of your policy recommendation on how this issue should be resolved. 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.

Your final paper will be graded according to:
1) how clearly and thoroughly you define and analyze the policy problem;
2) the extent and clarity of your factual understanding of the issue, its causes, and its context, incorporating material from the scholarly articles used in the annotated bibliography and your subsequent research into additional resources, and
3) how well you state and defend your assessment of what the policy options are to resolve this issue and and why your proposal is preferable to the alternatives.
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. No late papers will be accepted more than 10 days after the due date; this applies to both installments.

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.

9. The FILE NAME should include YOUR LAST NAME in it; here’s the format: lastname-psci3500-spring2018-part1.doc. For example, my FIRST installment would be “mason-psci3500-FALL2016-P1.wpd” (the second installment would be mason-psci3500-spring2018-part2.wpd). It is essential that your last name be part of the file name. That is the only way I can distinguish YOUR paper from everyone else’s without having to open each file. The class ID and password for turnitin.com are listed on the first page of this syllabus.

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 5</td>
</tr>
<tr>
<td>Final Exam</td>
<td>May 7, 1:30-3:30</td>
</tr>
<tr>
<td>Policy problem statement &amp; annotated bibliography due</td>
<td>February 19</td>
</tr>
<tr>
<td>Final Policy papers due</td>
<td>April 4</td>
</tr>
<tr>
<td>last day to drop a class with grade of W</td>
<td>April 2</td>
</tr>
</tbody>
</table>

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 may not answer calls, texts, or other messages during the exam.

CLASSROOM ETIQUETTE
All students must treat the instructor, the other students, and the classroom setting with respect. This 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. 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.

Americans with Disabilities Act Statement:
The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. If you believe you have a disability requiring accommodation, you must contact the Office of Disability Accommodation before accommodations can be given. Students who wish to utilize the testing center must first complete an Alternative Test Request form from the Office of Disability Accommodations that must be signed by the instructor for each course and exam that he or she wishing to take at ODA Testing Center. The form must then be turned in to ODA’s main office at the University Union Suite 322A at least 72 hours prior to any regularly scheduled exam and 1 week before a final exam. Please visit http://www.unt.edu/oda/index.html

Academic Misconduct:
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at: http://facultysuccess.unt.edu/academic-integrity

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 Center for Student Rights and Responsibilities 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 https://deanofstudents.unt.edu/conduct

Sexual Discrimination, Harassment, & 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 needs: http://deanofstudents.unt.edu/resources_0. Renee 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.

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.

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
https://policy.unt.edu/policy/06-003
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"

ADDITIONAL RULES ON ACADEMIC INTEGRITY - 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 judicial authorities
for violation of the University's academic honesty policies. If you do not understand what constitutes cheating or
plagiarism, ask me. Specifically, the following are unacceptable:

1. You may not turn in a paper that someone else wrote either in whole or in part.
2. 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 student. YOU are supposed to do the research AND the writing.
3. 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.
4. You may not quote or paraphrase long passages from books, journals, or web sites without attribution. Even with
proper citation, it is not wise to turn in a paper that largely consists of quotes.
5. 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. When you paraphrase a source (so that quotation marks are not needed) you still need to cite the
source. 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.

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. READING 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 wars 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 17:** 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:**

Gleditsch, Nils Petter; Erik Melander; and Henrik Urdal. 2016. “Introduction - Patterns of Armed Conflict Since 1945”. In *What Do We Know About Civil Wars?* T. David Mason and Sara M. Mitchell. Lanham, MD: Rowman & Littlefield

**suggested reading**


**January 22-24:** 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 29-31:** 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 5-7:** Theories of Interstate War: Conflict Between Nations

We will explore theories of interstate war: conflict between nation 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 12-14

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:

*** POLICY PAPER PROBLEM STATEMENT & ANNOTATED BIBLIOGRAPHY DUE FEBRUARY 19 ***

February 19-21: 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 26-28: 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 5

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.

March 7: 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 20-22: 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 27-29: 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 2-4: 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

***FINAL DRAFT OF POLICY PAPER DUE APRIL 4

April 9-11: Transitional Justice: Truth and Reconciliation and International Tribunals
Once a conflict ends, people who (in the words of Roy Licklinder) 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
April 16-18

**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 23-25:

**Arms Control**

During the Cold War, arms control 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*.

April 30-May 2:

**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 DECEMBER 13, 1:30-3:30**

please note:

THE EXAM STARTS 2 HOURS BEFORE THE NORMAL STARTING TIME FOR THIS CLASS
EXAM RULE: NO ONE CAN START THE EXAM AFTER THE FIRST PERSON HAS TURNED IN THEIR EXAM
SO DON’T BE LATE!!!