

Peace and Conflict Processes
Government and Politics 409A

Fall 2022
University of Maryland
Architecture Bldg 1104 TuTh 9:30-10:45AM

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Course Description

How do we conceptualize conflict? Why do armed actors fight and how do they fight? What are the ways in which conflicts end? This course focuses on the central concepts in peace and conflict research and the key theoretical assumptions on the causes, dynamics, and resolution of armed conflict. We begin by examining the root causes of interstate and intrastate conflicts. Close attention will be paid to identifying the armed actors and understanding how they strategically interact with each other. We then turn to the various ways in which armed actors resolve their conflict and achieve peace. We will explore and assess the effectiveness of bilateral and multilateral approaches of conflict management and the role of third-party actors such as international organizations, mediators, and peacekeepers in bringing about peace.

Course Reading

In this course, we will use a mix of academic papers, news articles, and a textbook.

Please purchase the following text:

International Conflict Management by J. Michael Greig, Andrew P. Owsiak, and Paul F. Diehl. You can purchase this through the University's bookstore or Amazon. If you have trouble obtaining a copy, please email me.

Rest of the readings will be provided and available on ELMS. Students should take notes on the article to enable class participation and bring either a printed copy of the article or a digital copy (on a tablet) to class. Needless to say, participation in this seminar will depend on coming to class prepared to discuss the contents of the reading. Students may be asked questions on the concepts and scholarly debates that are introduced in the readings.

Course Structure

This is a seminar course, and as such, each class will consist of a lecture component followed by small-group discussion. Students should be prepared to ask questions and respond to questions that will be posed during the lecture component. We will then break up into small groups to discuss the questions that I will prepare in advance. Finally, we will convene and the group leader will lead a plenary discussion, sharing what they have discussed as a group.

Course Requirements

Students are required to complete the following assignments:

- 1) Class participation (20%)
- 2) Reading response papers (30%)
- 3) Final paper (30%)
- 4) Case study and presentation (20%)

Class Participation

This is a seminar course. As such, students should come prepared to actively discuss the assigned readings and contribute to the classroom discussion. Students will ask insightful questions and respond to questions posed by others. Participation grade will be evaluated based on class attendance, small group discussion, and preparedness of class materials. This means that you cannot earn full credit if you are not engaged or prepared. For students who find participation challenging, please reach out early in the course to talk about your concerns so that I can work with you on developing strategies to overcome this. If students have questions about their performance, it is their responsibility to proactively seek feedback.

Participation grades will be assigned according to the following scale:

- 9-10 = highly effective participant; insightful questions/comments; always prepared for class.
- 8-9 = consistent participant; thoughtful questions/comments; frequently prepared for class.
- 7-8 = occasional participant; regularly attends class, sporadic involvement in discussions, often based more on personal opinion than careful reading and analysis of the material.
- 6-7 = observer; regularly attends class but usually does not get involved in class discussions.
- <6 = occasional visitor to the class; sporadic attendance, no participation.

We will utilize a mix of academic papers, textbook, and current event articles as our class material. Consider the following questions as you read through the assigned articles.

- What are the important and new concepts in this article?
- What is the author(s)' research question and do they effectively answer that question?
- What is the author(s)' argument and do you find their logic convincing?
- How would you relate the readings and findings to the current events?
- What are the policy implications of the author(s)' argument?

After the lecture component, students will break up into small groups of 5-6 to have a discussion about that week's class material. One person will be designated a discussion leader to facilitate the discussion in their small groups. Every class, we will try to designate a new discussion leader so that by the end of the semester, each student will have served as a leader at least once. I will go around asking follow-up questions and pitch in occasionally when needed. After small group discussion component, we will re-convene, and the group leader will share with the class what they have discussed in their own group.

Reading Response Papers

Students will complete three short response papers based on the course readings and class discussion. Topics are provided below in the course schedule. These essays should be about 3-4

pages double-spaced in length (strictly enforced) and do not require outside research, though they should demonstrate comprehension of the course material.

First response paper due September 25th

Second response paper due October 16th

Third response paper due November 27th

Final Paper

Students will write a final paper at the end of the semester. Strong papers will integrate the theoretical materials from the course, analysis of cases, and include outside research. Papers should be 8 pages double-spaced in length (strictly enforced). A detailed handout with paper prompt and specific information about formatting, citations, etc. will be provided separately. The final paper is due by December 16th.

Case Study and Presentation

Students will write a short case study analysis (10% of grade) applying the themes that we covered in class to any interstate or intrastate conflict. In their analysis, students will discuss the cause of war (applying the theories that we covered) and the management tactic used in termination of the conflict. If the conflict is still ongoing, students will talk about which management tactic has been employed and failed. The analysis should be no more than 3 pages in length, double-spaced. This assignment is intended to be short and concise, so in analyzing their cases, students should select one theory as the cause of war and one management tactic involved in the termination and explain how they apply to their chosen case.

We will then spend last three classes with student presentations (10% of grade) of the case study analysis. Students will prepare a short powerpoint presentation that is no more than 5-6 minutes in length (strictly enforced). Through this presentation, students will learn how to deliver presentations in a professional setting, interact and communicate with an audience, and present abstract ideas succinctly and coherently. During presentations, students will not be allowed to use their laptops or tablet devices. Students are expected to listen to their peers' presentation and offer constructive feedback as part of their participation grade. The case study analysis is due by the end of the day of student presentation.

Grading

Grades will be based on the following scale and there will not be a curve.

<i>97 and above = A+</i>	<i>77 to 79 = C+</i>
<i>93 to 96 = A</i>	<i>73 to 76 = C</i>
<i>90 to 92 = A-</i>	<i>70 to 72 = C-</i>
<i>87 to 89 = B+</i>	<i>67 to 69 = D+</i>
<i>83 to 86 = B</i>	<i>63 to 66 = D</i>
<i>80 to 82 = B-</i>	<i>60 to 62 = D-</i>
	<i>59 and below = F</i>

If students have questions about the grade they receive, please schedule an office hour appointment to discuss their grade breakdown and what they can do in the future to improve their grade.

Campus polices

Copyright

Course materials that exist in a tangible medium, such as written or recorded lectures, PowerPoint presentations, handouts and tests, are copyright protected. This means that class lectures are copyrighted. You may not copy and distribute such materials except for personal use, and with my express permission. This means you may not audio-record or video-record class sessions without my permission, and you may not sell course materials or post them on a website. Be aware that copyright infringements may be referred to the Office of Student Conduct.

Absence Policy

Students are expected to attend classes regularly. Students claiming an excused absence must notify the course instructor in a timely manner, preferably prior to the excused absence, and provide appropriate documentation. For an excused absence, students are responsible for information and material missed on the day of excused absence, and within reason are entitled to receive materials provided to the class during the excused absence. The Undergraduate Catalog defines an excused absence as follows:

“Events that justify an excused absence include religious observances; mandatory military obligation; illness of the student or illness of an immediate family member; participation in university activities at the request of university authorities; and compelling circumstances beyond the student’s control (e.g., death in the family, required court appearance). Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems do not typically qualify for excused absence.”

In the case of religious observances, athletic events, and planned absences known at the beginning of the semester, the student must inform the instructor during the schedule adjustment period (the first 10 days of class).

Medically Necessary Absences

For every medically necessary absence from class, a reasonable effort should be made to notify your instructor in advance of the class. For one such absence—except in the case of a Major Scheduled Grading Event as identified on the syllabus—students may bring a self-signed note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate. For all other medically necessary absences, or if the absence occurs on the date of a Major Scheduled Grading Event such as a midterm, exam, or paper deadline, documentation by a health care professional is required. Students must provide documentation from a physician or the University Health Center for the absence to be recorded as an excused one and to receive accommodation. In cases where students are asked to provide verification, the course instructor may request the dates of treatment or the time frame that the student was unable to meet academic responsibilities, but may not request diagnostic information.

Policy for Late Papers

Due dates for assigned papers are listed on the syllabus. Papers that are submitted late, without arranging with the instructor for an extension based on a university-approved excuse, will be penalized a third of a grade per day.

Academic Integrity

The University has an active Student Honor Council. The Honor Council sets high standards for academic integrity, and I support its efforts. It has a nationally recognized Honor Code, involving the Honor Pledge. The Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures.

Compliance with the code is administered by the Student Honor Council, which strives to promote a community of trust on the College Park campus. Allegations of academic dishonesty should be reported directly to the Honor Council by any member of the campus community. For additional information, consult the Office of Student Conduct.

Students with Disabilities

Students with disabilities who will need accommodations must contact the Accessibility and Disability Service (ADS) to discuss accommodations and obtain documentation applicable to the current semester. (For updated policies, see <https://counseling.umd.edu/ads/>.) Students are responsible for presenting this documentation to the instructor in a timely fashion to discuss and obtain signed approval for accommodations, so that appropriate accommodations can be arranged.

Course Schedule

Section 1: Foundations of Conflict

Week 1: Field Introduction

August 30th: Syllabus Review

September 1st: What is Peace Research?

ICM Chapter 1

Paul Diehl. 2016. "Exploring Peace: Looking Beyond War and Negative Peace". *International Studies Quarterly*. 60(1):1-10.

Tanisha Fazal and Paul Poast. 2019 "War is not Over What the Optimists Get Wrong About Conflict" in *Foreign Affairs*

Week 2: War as a Bargaining Problem

September 6th:

James Fearon. 1995. "Rationalist explanations for war". *International Organization* 49: 379-379.

David A. Lake. 2011. "Two Cheers for Bargaining Theory: Assessing Rationalist Explanations of the Iraq War." *International Security* 35(3): 7-52.

James Fearon. 2013. "Obstacles to ending Syria's Civil War" *Foreign Policy*.

September 8th

Toby Rider and Andrew Owsiak. 2015. "Border settlement, commitment problems, and the causes of contiguous rivalry" *Journal of Peace Research* 52(4) 508–521

Monica Toft. 2002. "Indivisible territory, geographic concentration, and ethnic war". *Security Studies*,12: 82-119

Week 3: Domestic Sources of Conflict

September 13th:

James Fearon. 1994. "Domestic Political Audiences and the Escalation of International Disputes". *American Political Science Review*. 88(3): 577-592

Sarah Croco. 2011. "The decider's dilemma: Leader culpability, war outcomes, and domestic punishment" *American Political Science Review* 105(3): 457-477

September 15th:

Stephen Van Evera. 1994. "Hypotheses on nationalism and war" *International Security* 18(4): 5-39

Amy Oakes. 2006. "Diversionary war and Argentina's invasion of the Falkland Islands" *Security Studies* 15(3): 431-463

Andrei Kolesnikov. 2022. "Putin's Captives How a Ruinous Imperial War Has Strengthened His Rule at Home" in *Foreign Affairs*

Week 4: Leaders, Psychology, and Misperceptions

September 20th:

Michael C. Horowitz and Matthew Fuhrmann. 2018. "Studying Leaders and Military Conflict: Conceptual Framework and Research Agenda." *Journal of Conflict Resolution* 62(10): 2072-2086.

John Harden. "Looking Like a Winner: Leader Narcissism and War Duration". *Journal of Conflict Resolution* Forthcoming.

September 22nd:

Joshua Kertzer and Dustin Tingley. 2018. "Political Psychology in International Relations: Beyond the Paradigm". *Annual Review of Political Science* 21:319-339

Ngairé Woods. 2022. "What the Mighty Miss: The Blind Spots of Power", in *Foreign Affairs*

Response Paper 1, Due Sept 25: What are the main theoretical explanations that political scientists put forward to explain the cause of war? What are the strengths and weaknesses of these explanations?

Section 2: Approaches to Manage and Resolve Conflict

Week 5: Military Intervention

September 27th:

ICM Chapter 3

Alex J Bellamy. 2014. "From Tripoli to Damascus? Lesson learning and the implementation of the Responsibility to Protect". *International Politics* 51(1): 23-44.

September 29th:

David Cunningham. 2010. "Blocking resolutions: How external states can prolong civil wars". *Journal of Peace Research* 47(2): 115-127

Lise Morjé Howard and Alexandra Stark. 2018. "Why Civil Wars are Lasting Longer" in *Foreign Affairs*.

Week 6: Negotiations

October 4th:

ICM Chapter 5

William J. Dixon and Paul D. Senese. 2002. "Democracy, disputes, and negotiated settlements". *Journal of Conflict Resolution* 46(4): 547-571

October 6th

Matthew Hoddie and Caroline Hartzell. 2003. "Civil War Settlements and the Implementation of Military Power-Sharing Arrangements" *Journal of Peace Research* 40(3): 303-320

Nicholas Sambanis and Jonah Schulhofer-Wohl. 2009. "What's in a Line? Is Partition a Solution to Civil War?" *International Security* 34(2): 82-118

Bilal Y. Saab and Andrew J. Tabler. 2013. "No Settlement In Damascus The Danger of a Negotiated Peace" in *Foreign Affairs*.

J. Michael Quinn and Madhav Joshi. 2013. "Settling Syria Why a Negotiated Peace is Possible -- And Likely" in *Foreign Affairs*.

Week 7: Mediation

October 11th:

ICM Chapter 6

Beardsley et al. 2006. "Mediation Style and Crisis Outcomes" *Journal of Conflict Resolution* 50(1):

Eugene Chausovsky. 2022. "Why Mediation Around Ukraine Keeps Failing" in *Foreign Policy*

October 13th:

Stephen Gent and Megan Shannon. 2011. "Bias and the Effectiveness of Third-Party Conflict Management Mechanisms". *Conflict Management and Peace Science* 28(2): 122-144.

Isak Svensson. 2009. "Who Brings Which Peace? Neutral versus Biased Mediation and Institutional Peace Arrangements in Civil Wars" *Journal of Conflict Resolution* 53(3): 446-469

Response Paper 2, Due Oct 16: Why is it difficult for warring parties to reach a negotiated settlement on their own? What conditions facilitate the negotiation process?

Week 8: Domestic Institutions

October 18th:

Todd Allee and Paul Huth. 2006. "Legitimizing Dispute Settlement: International Legal Rulings as Domestic Political Cover" *American Political Science Review* 100(2): 219 - 234

Joshua Kertzer. 2021. "American Credibility After Afghanistan" in *Foreign Affairs*.

October 20th:

Michaela Mattes and Jessica Weeks 2019. "Hawks, Doves, and Peace: An Experimental Approach". *American Journal of Political Science* 63(1): 59-66.

Michael Kimmage and Maria Lipman. 2022. "Putin's Hard Choices Why the Russian Despot Can Neither Mobilize Nor Retreat" in *Foreign Affairs*.

Week 9: Legal Approaches

October 25th:

ICM Chapter 7

Paul Huth, Sarah Croco, and Benjamin Appel. 2013. "Bringing law to the table: Legal claims, focal points, and the settlement of territorial disputes since 1945" *American Journal of Political Science* 57(1): 90-103

Mira Rapp-Hooper. 2016. "Parting the South China Sea How to Uphold the Rule of Law," in *Foreign Affairs*.

October 27th:

Stephen Gent and Megan Shannon "The Effectiveness of International Arbitration and Adjudication: Getting Into a Bind" *Journal of Politics* 72(2):

Michael Tomz, "Reputation and the Effect of International Law on Preferences and Beliefs" Working Paper:

https://web.archive.org/web/20180503130615id_/https://web.stanford.edu/~tomz/working/Tomz-IntlLaw-2008-02-11a.pdf

Week 10: Peace Operations

November 1st:

ICM Chapter 8

Lisa Hultman, Jacob Kathman, and Megan Shannon. 2013. "United Nations Peacekeeping and Civilian Protection in Civil War" *American Journal of Political Science* 57(4): 875-891

Ryan McCarrel. 2016. "The United Nations and Sexual Abuse Why Peacekeeping Reform Has Failed" in *Foreign Affairs*.

November 3rd:

Guest Speaker
Reading TBD

Week 11: International Condemnation and Intersection of Approaches

November 8th:

ICM Chapter 9

Kyle Beardsley, David Cunningham and Peter White. 2019. "Mediation, Peacekeeping, and the Severity of Civil War" *Journal of Conflict Resolution* 63(7)

November 10th:

Michelle Benson and Colin Tucker, 2022. "The Importance of UN Security Council Resolutions in Peacekeeping Operations" *Journal of Conflict Resolution* 66(3)

Hyunki Kim. "Law and Order: How Legal Opposition Impacts Crisis Escalation" Working Paper.

Week 12: Economic Sanctions

November 15th:

ICM Chapter 4

Daniel Drezner. 2021. "The United States of Sanctions The Use and Abuse of Economic Coercion" in *Foreign Affairs*.

Edward Fishman and Chris Miller. 2022 "The New Russian Sanctions Playbook Deterrence Is Out, and Economic Attrition Is In" *Foreign Affairs*.

November 17th:

Mitchell Radke and Hyeran Jo. 2018. "Fighting the Hydra: United Nations Sanctions and Rebel Groups"

Edward Fishman. 2017. "Even Smarter Sanctions How to Fight in the Era of Economic Warfare" in *Foreign Affairs*.

Week 13: Non-violent Conflict and Resolution

November 22nd:

Stephan, M.J. and Chenoweth, E. 2008. "Why civil resistance works: The strategic logic of nonviolent conflict". *International security* 33(1): 7-44.

Erica Chenoweth. 2014. "Drop Your Weapons When and Why Civil Resistance Works" in *Foreign Affairs*.

November 24th: No Class-- Thanksgiving Break

Response Paper 3, Due Nov 27: What are the competing explanations and approaches to managing conflict? Which do you find most compelling and why?

Week 14: Non-violent Conflict and Resolution (Cont'd)

November 29th:

Sirianne Dahlum. 2019 "Students in the streets: Education and nonviolent protest" *Comparative Political Studies* 52(2): 277-309.

Erica Chenoweth and Zoe Marks, 2022. “Revenge of the Patriarchs Why Autocrats Fear Women” in *Foreign Affairs*.

December 1st:

Case study presentations

Week 15: Case study presentations

December 6th

December 8th: Last day of class