

PSCI 3500

Introduction to Peace Studies

Summer (5W2) 2019

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Office: 173A Wooten Hall

Office Hours: Wednesdays 10:00-12:00; Thursdays 2:00-4:00; and by appointment

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Course Objectives

We begin with the assumption that most people would prefer to live in a peaceful and secure environment than in one torn by conflict, violence, and war. This assumption must be tempered with the observation that war and other forms of violence 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 purposes of this course: how do we understand the causes and forms of conflict and violence, and how do we understand the conditions and processes that contribute to the resolution of on-going conflicts and violence? 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 groups.

Course Requirements

Graded work is as follows:

- Three short papers (20%) -around 2 pages, font 12, double-spaced- focusing on the main issues on a given date's assigned readings; followed by questions for class discussion. All papers should be submitted via Turnitin and as a hard copy before class. Any paper submitted after class will not be accepted.
- In-class mediation & negotiation simulation (5%) on 07/22.
- A take-home mid-term exam (25%) -around 5 pages, font 12, double-spaced- from a set of prepared questions, focusing on the first half of the class. The exam will be submitted via Turnitin. This is an open-note exam, however, you may not collaborate with your classmates.
- A policy paper (35%) on a subject of your choosing in the field of peace studies. The paper should be around 8-10 pages (font 12, double-spaced, followed by a reference page). Your paper is to identify some policy issue in peace and conflict, analyze the causes and

consequences of the issue and identify the policy options available to resolve it. You should discuss your topic with me no later than 07/18. The research paper is due on 08/07 and will be submitted via Turnitin. You may not use a paper you have written for another class- this is self-plagiarism. You may not write a research paper on an issue in U.S. domestic policy.

- Power-point presentation of your paper (15%). Presentations will take place during the last week of classes.

Course Materials

Selected chapters from the following books are assigned and these chapters will be available on Canvas. Additional readings from scholarly journals are available through UNT's library.

- Mason, T. David and Sara M. Mitchell, eds. 2016. *What Do We Know About Civil Wars?* Lanham, MD: Rowman & Littlefield.
- Douglas Lemke. 2002. *Regions of War and Peace*. Cambridge: Cambridge University Press.
- Mitchell, Sara M., Paul F. Diehl and James D. Morrow, eds. 2012. *Guide to the Scientific Study of International Processes*. West Sussex, UK: Wiley-Blackwell.
- Mason, T. David and James Meernik, eds. 2006. *Conflict Prevention and Peacebuilding in Post-War Societies: Sustaining the Peace*. Routledge: New York, NY.
- Greig, Michael J. and Paul F. Diehl. 2012. *International Mediation*. Polity Press: Malden, MA.
- Mertus, Julie A. and Jeffrey W. Helsing, eds. 2006. *Human Rights and Conflict: Exploring the Links between Rights, Law and Peacebuilding*. United States Institute of Peace Press: Washington, D.C.
- Simic, Olivera, ed. 2016. *An Introduction to Transitional Justice*. Routledge: New York, NY.

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 playing on the computer, reading, 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. 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 the test.

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.

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.

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. 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 in ordinary coursework may, at the discretion of the instructor, be referred to the Undergraduate Studies Committee in the case of undergraduate 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.

CLASS SCHEDULE

Part I: Sources of Conflict

July 8: Peace and Conflict in the Post-Cold War Era

After introduction and going over the course requirements and the outline of the course, we begin with a brief overview of some general terms, and patterns of conflict and peace 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?* edited by T. David Mason and Sara M. Mitchell. Lanham, MD: Rowman & Littlefield.

July 9: Theories of Interstate War: Conflict between Nations I- Realism

We will explore theories of interstate war—conflict between nation states. This body of works is organized around different levels of analysis: Today's readings look into system level analysis: what configurations of the international system (e.g., bipolar, multipolar, unipolar) make war more or less likely.

Readings:

- Douglas Lemke. 2002. *Regions of War and Peace*. Cambridge: Cambridge University Press. Chapters 2&3.

July 10: Theories of Interstate War: Conflict between Nations II- Liberalism

Today's readings focus on state level: 1) what characteristics of a nation-state make it more or less war prone (e.g., "democratic peace"); and 2) the role of international organizations: whether they beneficial in terms of reducing the likelihood of war.

Readings

- Zeev Maoz and Bruce Russett. 1993. "Normative and Structural Causes of Democratic Peace." *American Political Science Review* 87: 624-38.
- John R. Oneal and Bruce M. Russett. 1999. "The Kantian Peace: The Pacific Benefits of Democracy, Interdependence, and International Organizations, 1885-1992." *World Politics* 52 (October): 1-37.

July 11: Conflict within Nations: Civil War

Since the end of World War II, revolution and other forms of war *within* nations have been 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:

- Salehyan, Idean and Clayton Thyne. 2012. "Civil Wars." In *Guide to the Scientific Study of International Processes* edited by Sara McLaughlin Mitchell, Paul F. Diehl, and James D. Morrow. West Sussex, UK: Wiley-Blackwell.
- Young, Joseph K. 2016. "Antecedents of Civil War Onset: Greed, Grievance and State Repression" in *What Do We Know About Civil Wars?* edited by T. David Mason and Sara M. Mitchell. Lanham, MD: Rowman & Littlefield.

July 15: 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 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.

Readings:

- Mason, T. David, Sara McLaughlin Mitchell and Alyssa K. Prorok. 2016. “What Do We Know about Civil Wars? Introduction and Overview.” in *What Do We Know About Civil Wars?* edited by T. David Mason and Sara M. Mitchell. Lanham, MD: Rowman & Littlefield.
- Seymour, Lee J.M. and Kathleen Gallagher Cunningham. 2016. “Identity Issues and Civil War: Ethnic and Religious Divisions.” in *What Do We Know About Civil Wars?* edited by T. David Mason and Sara M. Mitchell. Lanham, MD: Rowman & Littlefield.

Part II- Managing Conflicts

July 16: How Wars End I (Outcomes)

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. How wars end, and which side of the conflict is victorious determine how sustainable peace will be during the post-conflict era.

Readings:

- Walter, Barbara. 1997. “The Critical Barrier to Civil War Settlement.” *International Organization* 51(3): 335-364.
- Mason, David T., Mehmet Gurses, Patrick T. Brandt and Jason Michael Quinn. 2011. “When Civil Wars Recur: Conditions for Durable Peace after Civil Wars.” *International Studies Perspectives* 12: 171-189.

July 17: How Wars End II (Post-War Conditions)

As the outcome of a civil war is an important indicator of whether peace will be durable, today’s readings delve into the conditions that promote peace in post-war societies. We specifically focus on 1) how to sustain peace in the aftermath of civil war; 2) the role of institutions in negotiated settlements; and 3) the influence of war on health, education and economic conditions of a post-conflict society.

Readings:

- Mason, David T. and Jason Quinn. 2006. “Sustaining the Peace: Stopping the Recurrence of Civil Wars.” in *Conflict Prevention and Peacebuilding in Post-War Societies: Sustaining the Peace* edited by T. David Mason and James D. Meernik. Routledge: New York, NY.
- Hartzell, Caroline A. 2006. “Structuring the Peace: Negotiated Settlements and the Construction of Conflict Management Institutions.” in *Conflict Prevention and Peacebuilding in Post-War Societies: Sustaining the Peace* edited by T. David Mason and James D. Meernik. Routledge: New York, NY.

- Thyne, Clayton L. 2016. “The Legacies of Civil War: Health, Education and Economic Development.” in *What Do We Know About Civil Wars?* edited by T. David Mason and Sara M. Mitchell. Lanham, MD: Rowman & Littlefield.

July 18: Mediation & Negotiation I

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, (3) providers: whether the identity of the third party impacts the success of mediation; (4) spoilers: preventing factions on both sides who opposed a negotiated settlement from sabotaging the negotiations by resuming conflict.

Group formation for simulation

Readings:

- Greig, Michael J. and Paul F. Diehl. 2012. International Mediation. Polity Press: Malden, MA. (Introduction & Chapter 4).

Mid-term examination will be distributed after class. You have 24 hours to complete and submit your exam via Turnitin.

July 22: Mediation & Negotiation II

We will conduct a simulation in which each student will be responsible for a role to help achieve peace for a fictitious nation that has been at war for many years. The simulation will be available on Canvas. Students will form groups of 4-5 people and pick their roles from the given script. During the first half of class time, groups will conduct the simulation; and the second half of the class time, each group will share their experience with the rest of the class.

Readings:

- Mediation Simulation available on Canvas.

July 23: Peacekeeping

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:

- Mullenbach, Mark J. 2006. “Reconstructing Strife-Torn Societies: Third Party Peacebuilding in Intrastate Disputes.” in *Conflict Prevention and Peacebuilding in Post-War Societies: Sustaining the Peace* edited by T. David Mason and James D. Meernik. Routledge: New York, NY.

- Fortna, Virginia Page. 2004. “Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace after Civil War.” *International Studies Quarterly* 48: 269-292.

July 24: Peacekeeping & Peacebuilding

Today's readings focus on the impact of peacekeeping operations on post-conflict peacebuilding. Two major themes we will discuss are: 1) the evolution of peacekeeping operations and 2) how the multidimensional nature of peacekeeping operations promote stability in post-conflict societies with regards to democratization.

Readings:

- Diehl, Paul F. 2006. “Paths to Peacebuilding: The Transformation of Peace Operations.” in *Conflict Prevention and Peacebuilding in Post-War Societies: Sustaining the Peace* edited by T. David Mason and James D. Meernik. Routledge: New York, NY.
- Diehl, Paul F. 2016. “Breaking the Conflict Trap: The Impact of Peacekeeping on Violence and Democratization in the Post-Conflict Context.” in *What Do We Know About Civil Wars?* edited by T. David Mason and Sara M. Mitchell. Lanham, MD: Rowman & Littlefield.

Part III: Post-Conflict Peacebuilding

July 25: 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.

Readings:

- Lund, Michael S. 2006. “Human Rights: A Source of Conflict, State Making and State Breaking.” in *Human Rights and Conflict: Exploring the Links between Rights, Law and Peacebuilding* edited by Julie A. Mertus and Jeffrey W. Helsing.
- Schirch, Lisa. 2006. “Linking Human Rights and Conflict Transformation: A Peacebuilding Framework.” in *Human Rights and Conflict: Exploring the Links between Rights, Law and Peacebuilding* edited by Julie A. Mertus and Jeffrey W. Helsing.

July 29: Transitional Justice I

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.

Readings:

- Menkel-Meadow, Carrie. "Restorative Justice: What Is It and Does It Work?" *The Annual Review of Law and Social Science* 3:161-187.
- Kent, Lia. 2016. "Transitional Justice and Peacebuilding." in *An Introduction to Transitional Justice* edited by Olivera Simic. Routledge.
- DeMeritt, Jacqueline H.R. 2016. "Transitional Justice: Prospects for Postwar Peace and Human Rights." in *What Do We Know About Civil Wars?* edited by T. David Mason and Sara M. Mitchell. Lanham, MD: Rowman & Littlefield.

July 30: Transitional Justice II

Today's readings focus on the impact of two transitional justice mechanisms- truth commissions and International Criminal Court (ICC)- on post-conflict peacebuilding.

Readings:

- Gibson, James L. 2006. "The Contributions of Truth to Reconciliation: Lessons From South Africa". *Journal of Conflict Resolution* 50:3: 409-432.
- Jo, Hyeran, and Beth A Simmons. 2016. "Can the International Criminal Court Deter Atrocity?" *International Organization* 70.3: 443-475.

July 31: Peace Movement- Nonviolence

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:

- Chenoweth, Erica and Maria J. Stephan. 2014. "Drop Your Weapons: When and Why Civil Resistance Works." *Foreign Affairs* 93: 94-106.
- Chenoweth, Erica. 2014. "Civil Resistance: Reflections on an Idea Whose Time Has Come." *Global Governance* 20: 351-358.
- Stephan Maria J. and Erica Chenoweth. 2008. "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict." *International Security* 33 (1): 7-44.

August 1: Sustaining Peace in Post-Conflict Societies

Once conflict ends, it is crucial that the post-conflict society adopts the most ideal type of government, or they can fall back into the trap of conflict recurrence. We will discuss the conditions that prolong peace duration in such societies, especially in terms of government formation and representation.

Readings:

- Shair-Rosenfield, Sarah and Reed Wood. 2017. “Governing Well After War: How Improving Female Representation Prolongs Post-Conflict Peace.” *Journal of Politics*. 79(3): 995-1009.
- Salehyan, Idean and Christopher Linebarger. 2015. “Elections and Social Conflict in Africa.” *Studies in Comparative and International Development*. 50(1): 23-49.

August 5 &6 &7: Student Presentations

August 7: Policy Paper Due via Turnitin