BU

Washington, D.C. Programs
Boston University Study Abroad

IR 388E - Conflict, Violence, and Peacebuilding

Summer 2018

Tuesday & Thursday evenings – 6:30-9:30 p.m.

BU Washington – 1776 Massachusetts Avenue, NW # 650 (large classroom)

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Office hours: By appointment (via email)

Course Description

To borrow Crocker et al.'s phrase, we live in "a world adrift." Not only do we continue to experience multiple conflicts and crises around the world, but the nature of the threat has also evolved into something more complex, amorphous, and difficult to curtail while operating within traditional security paradigms. If there is one lesson from the post-9/11 period, it is that use of military force alone is unable to bring peace to fragile environments featuring non-traditional enemies. The insufficiency of use of force is widely recognized and professed by policy makers, most of all militaries, but states have struggled to implement coordinated, broader strategies that rely on nonviolent techniques.

This state of affairs frustrates *peacebuilders* immensely. Originally, *peacebuilding* emerged as a major field focused on post-conflict resolution and intrastate fragility after the Cold War. It has broadened significantly since and now includes an array of interventions aimed at promoting social justice as the means of transforming societies toward permanent peaceful coexistence. Peacebuilders recognize that violence is part and parcel of war. And yet, the peacebuilding approach differentiates itself from such disciplines as war-and-conflict studies through its relatively greater emphasis on nonviolent and peaceful interventions to prevent or end conflict and to allow for sustained post-conflict peace.

This course introduces the field of peacebuilding and conflict and examines its various facets to equip students to analyze the social and political dynamics of peace and conflict. Students will learn about the basics of the field, the importance of conflict analysis, and the options for nonviolent responses to prevent and resolve conflicts and ensure sustainable post-conflict transformation. The last part of the course will offer students an opportunity to simulate real-

world conflict negotiations and problem-solving efforts experienced by policy makers involved in conflict resolution.

There are no prerequisites for the course but the ideal student will have an interest and background in international relations and be a keen follower of current affairs.

Learning Outcomes
The course is taught as an undergraduate seminar. Lectures are augmented by instructor-led discussions, peer-to-peer debates, and case studies and simulations.

As a result of completing this course, students will be able to:
1. <u>Grasp</u> the foundational concepts of the field of peacebuilding and learn about the various tools applied by peacebuilders to promote nonviolent conflict prevention, mitigation, and resolution.
2. <u>Examine</u> the field from different theoretical and practitioners' perspectives, while learning how to think like policy analysts who are often required to absorb and synthesize information about peace and conflict dynamics.
3. <u>Comprehend</u> the complexity of real-world issues and the need to remain nuanced and accepting of diverse opinions as analysts and policy makers. This will help students <u>improve their abilities</u> for collective problem solving and getting a feel for policy negotiation and role-playing.
4. <u>Write like policy makers</u> and peace practitioners while <u>improving group presentation and public speaking skills</u>.

Academic Misconduct
All class members are expected to maintain high standards of academic honesty and integrity. Boston University has very strict standards for intellectual integrity, and punishment for plagiarism is severe, and can include permanent expulsion from the university. For more on the definition of plagiarism and the standards to which you will be held, see the CAS Academic Conduct Code, available at http://www.bu.edu/academics/resources/academic-conduct-code/

Students with Documented Disabilities
If you have a disability that requires extra time for exams or any other accommodations, please bring a note from the BU Office of Disabilities Services in time for the instructor to be able to make reasonable arrangements.

Required Texts
The following textbooks are required. These books will also be available on reserve but students are encouraged to purchase them.

All other required reading material is available online (either links are embedded in this syllabus or material is available through BU library online access) or posted to the blackboard.

Oliver Ramsbotham, Tom Woodhouse, and Hugh Miall, *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts – 3rd Edition* (Polity, 2011). ISBN: 978-0-7456-4186-7. **[Ramsbotham]**

Matthew Levinger, *Conflict Analysis: Understanding Causes, Unlocking Solutions* (USIP Press, 2013). ISBN: 978-1-60127-143-3. **[Levinger]**

Erica Chenoweth and Maria J. Stephan, *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict* (Columbia University Press, 2012). ISBN: 978-0-231-15683-7. **[Chenoweth]**

Course Requirements and Grading

Class attendance and participation (10%): Students must attend classes regularly through the semester. This course will be taught in a seminar format and therefore, active class participation will be key to success. The instructor will monitor students' participation levels. The quality of student interventions is always more important than the quantity.

Student-led Case Studies (20% each): This course consists of three student-led case studies on predetermined topics (see weeks 12, 13, and 14 in the weekly schedule below). These exercises are designed to allow students to think and plan like state officials and peacebuilders and to apply the skills of negotiation, mediation, and dialogue that they would have explored in-class. The case studies are stacked towards the end of the semester since they require students to be familiar with the various conflict responses and tools at the disposal of peacebuilders seeking to intervene in troubled environments.

Students will be divided into teams. Each team will represent a country or actor relevant to the conflict/theme at hand. The teams will study the topic, conceive the scenario under which they will operate (the scenario will have to mimic the real-world situation), assign roles to individual members within, and ultimately conduct an actual conflict resolution exercise that will bring their knowledge of peacebuilding tools to bear on the situation. The instructor will moderate the simulation.

Students will be graded on the entire project, from conception of the scenarios to the actual simulation. There will be reward for teamplay as well as individual contributions. Mid term, the instructor will provide more specific instructions, assign the teams, and identify the dos and dont's. A grading plan will also be shared so that students are clear on what to expect.

Policy Memos (10%): Each student will be required to write a memo on one of the three case studies. The memos should be addressed to the U.S. President and students should present their own views on how to resolve the issue being dealt with in the particular case study chosen. Specifically, the memos should clearly list the "context"/ "background" of the topic, the "assumptions" on which the U.S. objectives and strategy ought to be based, the "objectives" of the recommended course, and the specific "strategy" the U.S. should pursue to achieve the objectives. Students must put forth realistic, implementable policy suggestions. Memos should have footnoted references.

Memos will be due before midnight on Monday, May 7.

All assignments will require students to work with their peers and develop consensus positions on addressing policy challenges.

Format: Examples of policy memos will be posted to the blackboard. Students should follow these in terms of style.

The memo should be no more than <u>four single-spaced pages</u> in length. It should be submitted as a MS Word document set in 12-point Times New Roman with regular (default) margins.

Late Memos: Students will lose one-third of a grade (B to B- etc.) for every 24-hour period after the submission deadline. Problems with technology, no matter how genuine, are not a reasonable excuse for the delay.

Final Exam (20%): On the designated exam day for the class, the instructor will administrator an in-class final exam. This will be a qualitative assessment and will require students to write short essays on the questions posed. The questions will be designed to test the students' comprehension of the various concepts and contours of peacebuilding and will be based strictly on the material covered in the class. Students will not be expected to reproduce any texts but knowledge of the key authors and concepts studied through the course of the semester would be required. More instructions will be provided closer to the exam.

Extra Credit (5%): During the first half of the semester (by week 7), students can choose to attend one <u>relevant </u>think tank event/seminar in Washington, D.C. Students will have to submit a <u>two-page</u> critique of the event outlining what they agreed and disagreed with and containing their own thoughts on the way forward on the policy issue debated at the event. Students interested in obtaining this extra credit must get the instructor's prior approval for the event they wish to attend.

The critique must be submitted within seven days of the event.

Format: The critique can be submitted as a MS Word document set in 12-point Times New Roman with regular (default) margins. It requires no referencing.

Grade Scale

94-100	A
90-93.9	A-
87-89.9	B+
84-86.9	B
80-83.9	B-
77-79.9	C+
74-76.9	C
70-73.9	C-

67-69.9   D+

64-66.9   D

Note: Grades will not be awarded on a curve

Weekly Class Schedule

PART I: PEACE AND CONFLICT ANALYSIS

Session 1: Introducing Peacebuilding
Introduction to the course; basic concepts and terms in the field.

Required Reading
Snodderly, D. ed., "Peace Terms: A Glossary of Terms for Conflict Management and Peacebuilding," *USIP*, 2011.

"Introduction," *Introduction to Peacebuilding*, USIP Global Campus course, 2017. Chapter 1. [in-class]

Session 2: The World of Conflict and Peacebuilding
Definitional issues; state of the field; demand for the field and its changing nature.

Required Reading
"What is Peacebuilding?" *Alliance for Peacebuilding*, 2012.

Helsing, J., "Is a Common Definition of Peacebuilding Required?" *SoundCloud,* 2015.

Ramsbotham. Chapter 1.

Greenberg, M., E. Mallozzi, and S. Cechvala. "Peacebuilding 2.0 – Mapping the Boundaries of an Expanding Field," *Alliance for Peacebuilding*, 2012.

Additional Resources
Crocker, C. A., F. O. Hampson, and P. Aall, eds., *Turbulent Peace: The Challenges of Managing International Conflict* (USIP Press, 2001), 407-26.

Kilgour, D. M., "Presidential Address: Peace Engineering," *Conflict Management and Peace Science* 31:2 (2014), 111-18.

Regan, P. M., "Bringing Peace Back In: Presidential Address to the Peace Science Society 2013," *Conflict Management and Peace Science* 31:4 (2014), 345-56.

Pruitt, D. G. and S. H. Kim, *Social Conflict: Escalation, Stalemate, and Settlement – 3rd Edition* (McGraw Hill, 2004). Chapter 1.

Session 3: Analyzing Conflict
Ways to analyze conflicts; analytical frameworks; the conflict cycle; problems in analyzing conflicts; causes and triggers of violent conflict; evidence in conflict.

<u>Required Reading</u>
Ramsbotham. Chapter 3 and pp.111-22.

Levinger. Chapter 4, 8.

Lund, Michael. "Conflict Prevention: Theory in Pursuit of Policy and Practice," in *The Sage Handbook of Conflict Resolution,* 2009, 287-321.

<u>Additional Resources</u>
"Global Peace Index 2017," *Institute for Economics and Peace,* 2017. Executive summary, Chapters 2, 4.

"Conflict Analysis," Certificate Course, *USIP*, January 30, 2008.

Crocker, C. A., F. O. Hampson, and P. Aall, eds., *Managing Conflict in a World Adrift* (USIP Press, 2015). Part II (Chapters 11-15).

"Hot Politics," *PBS Frontline*, April 24, 2007.

Pruitt and Kim, *Social Conflict*. Chapters 2-3.

PART II: RESPONDING TO CONFLICT

Session 4: Conflict Prevention
Is prevention worth it; forecasting violence; early warning and early response; preventive action and political will; prevention and non-intervention; challenges and opportunities.

<u>Required Reading</u>
Ramsbotham. Chapter 5.

Levinger. Chapter 3.

Woocher, L., "Preventing Violent Conflict: Assessing Progress, Meeting Challenges," *USIP*, 2009.

"Preventing Deadly Conflict," *Carnegie Corporation*, 1997. Executive summary.

Palihapitiya, M., "Early Warning, Early Response: Lessons from Sri Lanka," *Building Peace,* 2013.

Additional Resources
Griffin, M., "A Stitch in Time: Making the Case for Conflict Prevention," *Security Dialogue* 32:4 (2001), 481-96.

Woocher, L., "Is a Public Early Warning System Necessary?" *U.S. Holocaust Museum,* 2011.

Moix, B., "A Local First Approach to Early Warning Early Response," *Peace Direct,* 2013.

Chadefaux, T., "Early Warning Signs in the News," *Journal of Peace Research* 51:1 (2014), 5-18.
Crocker et al., *Managing Conflict.* Chapter 27.

Session 5: Crisis Response and Intervention
Mobilizing response; peacemaking and peacekeeping; responsibility to protect; humanitarian interventions; rights and resolution; limitations of intervention.

Required Reading
Ramsbotham. Chapters 6, 14.

Gowan, R. and I. Johnstone, "New Challenges for Peacekeeping," *IPA Coping with Crisis Working Paper*, March 2007.

Albright, M. K. and R. S. Williamson, "The United States and R2P: From Words to Action," *USIP,* July 22, 2013.

Additional Resources
Hultman, L., J. Kathman, and M. Shannon, "Beyond Keeping Peace: United Nations Effectiveness in the Midst of Fighting," *American Political Science Review* 108:4 (2014), 737-53.

Johnstone, I., "Managing Consent in Contemporary Peacekeeping Operations," *International Peacekeeping* 18:2 (2011), 168-82.

Temin, J. and L. Woocher, "Learning from Sudan's 2011 Referendum," *USIP*, March 2012.

"The Responsibility to Protect," *ICISS Report*, December 2001.

Mertus, J., and J. W. Helsing, eds., *Human Rights and Conflict: Exploring the Links between Rights, Law, and Peacebuilding* (USIP Press, 2006). Part II (159-341).

Session 6: Conflict Management and Resolution
Scope of conflict management; ending conflict; role of peace accords and peace processes; management versus resolution.
Required Reading

Ramsbotham. 171-80, 184-97.

Pruitt and Kim, *Social Conflict*. Chapters 9-10.

Look at: Peace Accords Matrix, *Kroc Institute for International Peace Studies*.

Additional Resources
Crocker et al., *Managing Conflict*. Chapter 23.

Toft, M.D., "Ending Civil Wars: A Case for Rebel Victory," *International Security*, 34:4 (2010), 7-36.

Luttwak, E., "Give War a Chance," *Foreign Affairs* 78:4 (1999), 36-44.

Harbom, L., S. Hogbladh, and P. Wallensteen, "Armed Conflict and Peace Agreements," *Journal of Peace Research* 43:5 (2006), 617-31.

Bell, C., *Peace Agreements and Human Rights* (Oxford University Press, 2000).

Session 7: Nonviolence and Civil Disobedience
Nonviolent resistance versus general social and political action; why and when does nonviolence work; organizing principles; power and conflict.

Required Reading
Chenoweth. Part I (Chapters 1-3), Conclusion.

Pagani, C. and J. M. Ramirez, "Violence is Not Biologically Determined – The Seville Statement on Violence Twenty-Five Years Later," *Coloquios Internacionales sobre Cerebro y Agresión (CICA)*, September 2011. Introduction and Abstracts.

Pinker, S., "Violence Vanquished," *Wall Street Journal*, September 24, 2011.

Additional Resources
Chenoweth. Part II and Part III (85-219).

Dudouet, V., "Dynamics and Factors of Transition from Armed Struggle to Nonviolent Resistance," *Journal of Peace Research* 50:3 (2013), 404-13.

Anderson, M. and M. Wallace, *Opting Out of War: Strategies to Prevent Violent Conflict* (Lynn Rienner Publishers, 2012). Chapters 8, 10.

Session 8: Post-Conflict Transformation

Conflict termination versus sustainable peace; durability of peace; reconciliation, justice, and rights; peacebuilding and state building; recovery and reconstruction; challenges to durable peace.

Required Reading
Ramsbotham. Chapters 8, 10.

Fortna, V. P., "Scraps of Paper? Agreements and the Durability of Peace," *International Organization* 57:2 (2003), 337-72.

Haggard, S. and L. Tiede, "The Rule of Law in Post-Conflict Settings: The Empirical Record," *International Studies Quarterly* 58:2 (2014), 405-17.

Cole, B. and E. Hsu., Guiding Principles for Stabilization and Reconstruction (USIP and US Army Peacekeeping and Stability Operations Institute, 2009). Sections 1-5.

Additional Resources
Werner, S. and A. Yuen, "Making and Keeping Peace," *International Organization* 59:2 (2005), 261-92.

Hayner, P. B., *Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions* (Routledge, 2011).

Lederach, J. P., *Moral Imagination, The Art and Soul of Building Peace* (Oxford University Press, 2005). Chapters 8, 9, 10.

Krasner, S. D., "International Support for Statebuilding: Flawed Consensus," *Prism* 2:3 (2011), 65-74.

Samii, C. "Who Wants to Forgive and Forget? Transitional Justice Preferences in Postwar Burundi," *Journal of Peace Research* 50:2 (2013), 219-33.

PART III: PEACEBUILDING TOOLS
Session 9: Negotiation
Components of negotiation; principles and complexities; BATNA; effective versus ineffective negotiation.

Required Reading
Colosi, T., *On and Off the Record* (Kendal Hunt Publishing, 1993), 1-33.

Ghosn, F., "Getting to the Table and Getting to Yes: An Analysis of International Negotiations," *International Studies Quarterly* 54:4 (2010), 1055-72.

Fisher, R., W. L. Ury, and B. Patton, *Getting to Yes: Negotiating Agreement Without Getting In – 3rd Edition* (Penguin, 2011), 97-109.

Shapiro, D., *Negotiating the Nonnegotiable: How to Resolve Your Most Emotionally Charged* (Viking, 2016). Introduction, Chapters 1, 9.

Additional Resources
Ury, W., *Getting Past No: Negotiating with Difficult People* (Bantam, 1993).

Glozman, E., N. Barak-Corren, and I. Yaniv, "False Negotiations: The Art and Science of Not Reaching an Agreement," *Journal of Conflict Resolution* 59:4 (2013), 671-97.

Watkins, M., "In Theory: Negotiating in a Complex World," *Negotiation Journal* 15:3 (1999), 245-70.

Crocker, et al., *Managing Conflict.* Chapter 22.

"Negotiation and Conflict Management," Certificate Course, *USIP*, 2010.

Session 10: Mediation
Why mediate; roles of mediators; timing of mediation; effective versus ineffective mediation.

Required Reading
Crocker, C. F., O. Hampson and P. Aall, eds., *Leashing the Dogs of War* (USIP Press, 2007), 437-54.

Greig, J. M., "Stepping into the Fray: When Do Mediators Mediate?" *American Journal of Political Science* 49:2 (2005), 249-66.

Crocker, C., ed. *Herding Cats: Multiparty Mediation in a Complex World* (USIP Press, 1999). Introduction, chapters 2, 3.

Smith, A. L. and D. R. Smock, "Managing a Mediation Process," *USIP*, 2008.

Brahimi, L. and S. Ahmed, "In Pursuit of Sustainable Peace: The Seven Deadly Sins of Mediation," *New York University*, May 2008.

Additional Resources
Beardsley, K., *The Mediation Dilemma* (Cornell University Press, 2011).

Svensson, I., "Who Brings Which Peace? Neutral versus Biased Mediation and Institutional Peace Arrangements in Civil Wars," *Journal of Conflict Resolution* 53:3 (2009), 446-69.

Eisenkopf, G. and A. Bachtiger, "Mediation and Conflict Prevention," *Journal of Conflict Resolution* 57:4 (2013), 570-97.

Blackstock, M. D., "Where Is the Trust? Using Trust-Based Mediation for First Nations Dispute Resolution," *Conflict Resolution Quarterly* 19:1 (2001), 9-30.

Session 11: Communication, Dialogue and Debate
Models of dialogue; setting up dialogues; dialogue versus debate; the importance of active listening.

Required Reading
Katz, N. and K. McNulty, "Reflective Listening," *Syracuse University,* 1994.

"Why Dialogue Matters for Conflict Prevention and Peacebuilding," *UNDP*, 2009.

Ropers, N., "From Resolution to Transformation: The Role of Dialogue Projects," *Berghof Research Center for Constructive Conflict Management*, 2004.

Buchanan, C., ed., "Conflict Resolution: Learning Lessons from Dialogue Processes in India." *Centre for Humanitarian Dialogue and Delhi Policy Group*, 2011.

Podcast – Vargas, M. B., "How Does Dialogue Differ from Discussion or Debate?" Peace Frequency excerpt, *USIP*.

PART IV: PRACTICING CONFLICT RESPONSE AND PEACEBUILDING

Session 12: Student-led case study on preventing a nuclear holocaust on the Korean peninsula

Session 13: Student-led case study on resolving the conflict in Afghanistan

Session 14: Student-led case study on interfaith dialogue and conflict resolution

Required Reading
"Interfaith Conflict Resolution," Certificate Course, *USIP*, April 18 2011.

Session 15: The Future of Peacebuilding
Recap; the future; what questions still need to be answered; conflict versus nonviolent conflict.

Required Reading
Ramsbotham. Chapters 20.

"Building Peace," *Introduction to Peacebuilding*, USIP Global Campus course, 2017. Chapter 10 [in-class]
Additional Resources
Lederach, *Moral Imagination*. Chapter 15, epilogue.

Final Exam: [Date]