

POL347A: Global Conflict Management

Fall 2018, Gettysburg College

<p><u>Time and Place</u>: Wednesday, 1:10-3:40pm, McCreary Hall 309</p> <p><u>Office hours</u>: Wed 4-5pm, Thu 11am-12pm, and by appointment at Glatfelter Hall 310</p>	<p><u>Instructor</u>: Prof. Franziska Boehme</p> <p><u>email</u>: fboehme@gettysburg.edu</p>
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Class Objectives

Conflict seems to be everywhere. We constantly hear about it in the news. Reason enough to take on some of the scholarship and practitioners' perspectives on how to manage and mitigate conflict in the world. What are the causes of conflict? What are different types of conflict? How does gender influence conflict outbreak, conduct, and management? How effective are peacekeeping and peace building initiatives? By examining these and other questions, the class will not only increase your knowledge of conflict and its management around the world but also hone your skills in understanding and critically discussing political science research on this topic.

Learning Outcomes:

In Political Science, this course contributes to several learning goals. 300-level courses “engage the students in a critical examination of the core set of themes they explore as well as of the manner in which Political Science has sought to address these themes. Students taking courses at this level are regularly involved in the practice of finding, reading and critically dissecting sophisticated material published in peer-reviewed political science journals and scholarly books, searching for databases, using primary resources, and constructing original analyses.”

Upon completion of a Political Science major/minor, students will:

- 1. Understand the global context of politics, government, and citizenship. (all class assignments)
- 2. Demonstrate a critical understanding of substantive knowledge in the areas of concentration they select. (research paper, response papers, class discussions, book reviews)
- [for majors: 3. Produce qualitative or quantitative research that includes a research design with original theses, research questions and hypotheses.] (research paper)
- 4. Communicate effectively both in written and oral form. (book reviews and presentations, research poster and final paper, response papers)
- 5. Understand the importance of engaging in politics (book reviews, response papers, class discussions)

Expectations: REI (Responsibility, Effort, Inquisitiveness)

We will likely be covering material that is touching on a very personal level and/or is controversial. Students should expect vigorous discussion and debate! This means that I place a premium emphasis on collegiality in class. We can engage in debates, but this needs to be constructive and without resorting to personal attacks. Rude and inappropriate comments or disruptive behavior can result in students being asked to leave the classroom or in a reduced grade.

To succeed in this class (and in college overall), I expect you to commit to the three principles of “REI”: Responsibility, Effort, and Inquisitiveness. This means that you commit to be responsible adults. This includes respecting classroom policies (be on time, no cellphones, no disruptions, etc.), doing the

assigned readings *before* class, and that you seek my consent and advice when you know you will be absent beyond the one allowed absence, when you have a scheduling conflict, or when you have any concerns or feedback about the class or your performance. You also commit to invest significant effort into this class. This means that you will perform to the best of your ability to learn relevant material. This can include rereading assigned texts, seeing me during office hours to clarify material, forming study groups with fellow students, or seeking out extra material to help you do well in the class. It also means you will participate as much as possible during class because it makes it more fun for all of us and we all have viewpoints to contribute! The third principle is inquisitiveness, which means a commitment to knowledge. It means that you will be ready to ask questions during class and ask questions of the readings. Be critical of what you read! Challenge each other and me with other perspectives!

Requirements

Think about your final grade in terms of points: You can get up to 100 points for this class. The requirements for successful completion are:

- **Attendance and Participation: 20 points**
 - Participation is an important part of your contribution to this class. This score includes attendance and participation in class discussions, occasional homework assignments, in-class group work, short writing prompts, etc.
 - You can miss 1 class a semester without prior consultation or explanation. Any absence beyond this (except for illnesses with a doctor’s note, class trips), will result in a lower score, two points per missed class!
 - Option for reluctant speakers: If you are very uncomfortable speaking in class, please feel free to email me analytical reflections on the class readings and questions it raised *consistently* and *before* class. Please note that you are still expected to participate in group work and active listening during class. Nevertheless, I highly encourage you to push yourself to participate in class discussions based on your emailed reflections. This should give you some comfort in your statements.

Possible points	Level of participation (assumes perfect attendance)
18-20 (A)	Contributes to class discussions frequently, critical thinking, shows respect for everyone. Frequent email reflections.
16-17.5 (B)	Occasional participation, some engagement with the material. Occasional email reflections.
14-15.5 (C)	Rare participation, some engagement with the material. Rare email reflections
12-13.5 (D)	No engagement or interest in the class, student is on phone, disrupts class etc. No email reflections.

- **Exams: 20 points**
 - We will have 2 exams in this class, each exam concludes a thematic unit.
 - Please note there is no final exam in this class but a final paper (see below).
- **Book Reviews and Discussion Leadership: 20 points**
 - Throughout the semester, we will have 4 book sessions in which we discuss one scholarly book in detail.
 - The assignment consists of two parts:
 - A written review of the book (10 points), which is due on Sunday *BEFORE* the presentation. This paper, which should be 5-7 pages (1.5 spacing, 12 ft Times New Roman, 1 inch margins), reflects your personal analysis of the book.
 - You will also collaborate with the other students who signed up for the same book to lead a class discussion on it (10 points). That day you are the experts on

that book! To prepare, you should coordinate with the others, i.e. which issues do you want to address, who will bring up what, how will you involve the class?

- For more details, please see the assignment sheet “Book Review” on Moodle.
- **Conflict Analysis Paper: 25 points**
 - Your main seminar paper asks you to analyze a conflict in more detail through a common conflict analysis tool of your choosing. Practitioners in conflict settings commonly use these conflict analysis tools.
 - The assignment consists of four parts:
 - 10 points: a proposal and annotated bibliography
 - 5 points: a presentation at the end of the semester
 - 10 points: final paper
 - You can choose from eight conflict cases.
 - For more details, please see the assignment sheet “Conflict Analysis” on Moodle.
- **Response Papers: 15 points (Fourth Hour Requirement)**
 - You have to submit 3 papers throughout the semester responding to the course readings for a given week of class. *At least one of your papers needs to be written during Part I.*
 - These papers are one-page reflections (between 500 and 700 words) and you should address the authors’ arguments and main points. You should not simply summarize the text but make connections to other class material and compare and contrast the readings. Beyond that feel free to either agree (or disagree) with main points (and why), or connect the readings to a recent news story.
 - *Please end your response paper with two questions that you would like us to discuss in class that connect to the reading and your response to it.*
 - Please submit the papers on Moodle (under the respective week) by Tuesday midnight before the class session.
 - Two great guides to reflection papers can be found here:
 - <https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/response-paper.original.pdf>
 - <https://leo.stcloudstate.edu/acadwrite/reaction.html>

Grading

“A range” indicates an outstanding performance in which there has been distinguished achievement in all aspects of the course.

- A: 93-100
- A-: 90-92

“B range” indicates a good performance in which there has been a high level of achievement in some aspects of the course.

- B+: 87-89 points
- B: 83-86
- B-: 80-82

“C range” indicates an adequate performance in which a basic understanding of the subject has been demonstrated.

- C+: 77-79 points
- C: 73-76
- C-: 70-72

“D range” indicates a minimal performance in which despite recognizable deficiencies there is enough to merit credit. D: 60-69

Electronic Etiquette Policy

Most of you won’t like this, but I do not allow the use of computers or cell phones during class. The temptation to just check your email or look up something is just too strong! Studies have also consistently

shown that students without computer perform better on tests. So please spare us the trouble and bring a nice notebook and pen/pencil. If you violate this policy, I will exercise my right to lower your participation points. Please come talk to me as soon as possible if you absolutely need it for note-taking purposes.

Academic Honesty

The Gettysburg College Honor Code will apply to all work for the course. At the start of the course we will discuss the role of academic integrity, the nature of course assignments, and specific instructions for how academic integrity can be maintained in course assignments. All assignments submitted should include the Honor Pledge.

Readings and Late Work and Make-up Exams

In the course schedule (below), I have indicated the readings to be completed each week. Students are required to keep up with the weekly course material listed below. The required books for the course are

1. Chester A. Crocker, Fen Osler Hampson, and Pamela Aall. Editors. 2015. *Managing Conflict in a World Adrift*. United States Institute of Peace Press.
2. Matthew Levinger. 2013. *Conflict Analysis: Understanding Causes, Unlocking Solutions*. USIP Press.

I ask you to read between 60-80 pages per week. Additional course materials (journal articles and book chapters) will be available through Moodle. Please contact me if you have any problems.

Unless otherwise specified, assignments are due at the beginning of class on the date listed on the syllabus. **For the semester, you have '2 penalty-free late days' which you can either use for one assignment or split up for two assignments.** Note that this applies to the paper components BUT NOT to the presentation components and response papers. Beyond this policy, any assignment not turned in at the specified time will be considered late except in the case of an extraordinary situation and will result in a lower grade (1/3 letter grade per day). Make-up examinations for the first exam will be granted only for documented medical or family emergencies.

Accommodations for Students with Disabilities

Students with learning or physical issues which may affect performance in the course should come and see me as soon as possible. Bring your Individual Educational Accommodation Plan with you and we will discuss what are the reasonable accommodations give the structure, content, and philosophy of the course. You must have an IEAP to receive accommodation in this course.

Religious Observances

Gettysburg College is fully committed to diversity, equity, and inclusion. If they choose, all students, faculty, administrators, and support staff have the right to engage in essential practices of their faith while minimizing conflict with work, academic or athletic requirements. As soon as possible but no later than the end of the drop/add period, each student has the responsibility to inform me about religious observances that are likely to conflict directly with academic, campus, or other required extracurricular activities. Once the [Religious Observance Accommodation Form](#) has been submitted, the student and faculty member, coach, or supervisor must converse and agree upon what would constitute a reasonable accommodation (i.e., missing a class, extending an assignment deadline, rescheduling an exam or assignment without penalty, etc.) for holidays (examples could include Good Friday, Yom Kippur, Eid al Adha, etc.).

Mental Health

Life can be difficult sometimes. Gettysburg College Counseling Services is committed to creating a safe and comfortable environment for all students and aiding the exploration of personal, social, and academic concerns. They provide free confidential counseling, emergency services, psychiatric services,

consultations, self-help resources, educational programs, and workshops to help students gain the skills and insights they need to overcome adversity and thrive in their life and learning.

For more information, browse http://www.gettysburg.edu/about/offices/college_life/counseling/index.dot or call 717-337-6960 to arrange to speak with a counselor.

For help with assignments, please consider using the Writing Center: Staff members practice collaborative learning techniques as they work one-on-one with their peers, stressing a "process approach" to writing and promoting techniques that involve steps and stages. For example: Prewriting activities like brainstorming, list making, and discovery drafts, writing (with multiple drafts), revision and editing. All students are welcomed to take advantage of the Writing Center. Students may receive help with organizational or stylistic problems, or may work with a tutor to resolve specific grammatical errors that recur in their papers.

Key Dates to Remember:

- Sun, 9/1: email preferences for book review and conflict topics
- Wed, 10/3: proposals are due
- Wed, 10/10: first exam
- Wed, 10/31: Update on conflict paper progress
- Wed, 11/14: second exam
- Wed, 11/18 and 12/5: presentation dates
- Thu, 12/13: final papers are due

Part I: TRENDS IN CONFLICT STUDIES AND ACTORS

W	Day	Themes	Readings
1	Wed, 8/29	<u>Introduction: Why study conflict management?</u>	Getting to know the content, one another, and the syllabus Sign up for response paper dates <i>Please email me until Sunday with you top 3 book review choices and conflict choices for the conflict analysis paper.</i>
2	Wed, 9/5	<u>What is conflict and how has it developed?</u> Response papers	<ul style="list-style-type: none"> • Chapter 2, “The Shifting Landscape of Conflict Management” (22 pg.) • Chapter 5, “The Changing Normative Environment for Conflict Management” (18 pg.) • Chapter 10, “National Self-Determination Conflicts” (18 pg.) • Levinger, Chapter 1 (18 pg.)
3	Wed, 9/12	<u>What causes conflict? Deep causes and triggers</u> Response papers	<ul style="list-style-type: none"> • Ch. 11 “A Not So Great Awakening?” (12 pg.) • Ch. 12 “Economic and Political Causes of Conflict” (30 pg.) • Levinger, Ch. 2 “Causes of Conflict and Peace” (32 pg.) • Watch <i>The Square</i> (available through Kanopy via library, Netflix) on Egypt and the Arab Spring

4	Wed, 9/19	<u>Actors and Institutions I: international organizations</u>	<ul style="list-style-type: none"> Chapter 18, “The UN Security Council and Crisis Management” (20 pg.) Chapter 19, “Regional Arrangements and the Use of Force” (14 pg.) Vines, “A decade of African Peace and Security Architecture” (21 pg.) Kuperman, “Obama’s Libya Debacle” (12 pg.) Daalder and Stavridis, “NATO’s Victory in Libya” (6 pg.)
		Response papers	
5	Wed, 9/26	<u>Actors and institutions II: gender and civil society</u>	<ul style="list-style-type: none"> Book Review: Matfess, <i>Women and the War on Boko Haram</i>, all students “Introduction” (7 pg.) Ch. 21, “Understanding the Gendered Nature of Power” (16 pg.) Tucker, “How do women affect conflict, peace, and security?” Monkeycage Sept. 2017 (4 pg.) Ch. 20, “Civil Society and Conflict Management” (16 pg.) Nielsson, “Anchoring the Peace” (22 pg.)
		Response papers	
6	Wed, 10/3	<u>Conflict Analysis Tools</u>	<ul style="list-style-type: none"> Levinger Ch. 4 “Conflict Assessment Frameworks” (26 pg.), Ch. 6 “Conflict Mapping and Systems Mapping” (12 pg.), Ch. 5 “Narrative Analysis” (22 pg.) Center for Security Studies, “Conflict Analysis Tools” (15 pg.)
		Proposals are due!	
7	Wed, 10/10	First EXAM	

Part II: CONFLICT MANAGEMENT ISSUES

W	Day	Themes	Readings
8	Wed, 10/17	<u>Mediation and Negotiation</u>	<ul style="list-style-type: none"> Ch. 22, “The Tools of Negotiation” (20 pg.) Ch. 23, “The Diplomacy of Engagement in Transitional Politics” (12 pg.) Ch. 24, “Three Roads to Conflict Management” (20 pg.) Kriesberg, “Mediation and the Transformation of the Israeli-Palestinian Conflict” (19 pg.)
		Response papers	
9	Wed, 10/24	<u>Peacekeeping</u>	<ul style="list-style-type: none"> Book Review: Fortna, <i>Does Peacekeeping Work?</i> (2008), all students read Chapter 1 (18 pg.) Hultman et al., “United Nations Peacekeeping and Civilian Protection in Civil War” (16 pg.) Karim and Beardsley, “Explaining sexual exploitation and abuse in peacekeeping missions” (14 pg.) Pugh, “Peacekeeping and Critical Theory” (17 pg.)
		Response papers	

10	Wed, 10/31	<u>How to make Peace last?</u> Response papers Update on conflict paper progress	<ul style="list-style-type: none"> • Book Review: Autesserre, <i>Peaceland</i>, all students read Introduction (17 pg.), GC reserves • Shair-Rosenfield and Wood, “Governing Well after War: How Improving Female Representation Prolongs Post-conflict Peace” (14 pg.) • Ch 28, “Rebuilding War-Torn Societies” (14 pg.) • Ch 32, “The Long Decade of State Building” (16 pg.)
11	Wed, 11/7	<u>How do countries come to terms with their violent pasts?</u> Response papers	<ul style="list-style-type: none"> • Book Review: Lind, <i>Sorry States</i> (2008), all students read Introduction (8 pg.), GC has ebook • Ch 33, “Peacebuilding and Transitional Justice” (24 pg.) • Sikkink and Kim, “The Justice Cascade: The Origins and Effectiveness of Prosecutions of Human Rights Violations” (16 pg.) • Prorok, “The (In)compatibility of Peace and Justice? The International Criminal Court and Civil Conflict Termination” (30 pg.)
12	Wed, 11/14	Second Exam	
13	Wed, 11/21	THANKSGIVING BREAK	
14	Wed, 11/28	<u>15 Presentations</u>	
<p><u>Short essay homework:</u> Please write a short essay (500-600 words) reflecting on the following questions: What do you think are going to be the big challenges in global conflict in the future? Why? What can different international actors do to reduce the likelihood of future conflict?</p>			
15	Wed, 12/5	<u>5 Presentations and response papers due!</u> Response papers <u>The Future of Conflict and Evaluation and Conclusion</u> <ul style="list-style-type: none"> • Malloch-Brown, “Rethink Refugee Policy before the Next Emergency” • Williams, “Fighting the Digital Wars of the Future” • Obe, “Environmental Degradation, Climate Change and Conflict: The Lake Chad Basin Area” Papers are due next Thu, 13 December at noon!	