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Office Hours
Monday 1-2 pm
Wednesday 1-2 pm (or by appointment)

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Course Description and Goals

This course provides students the intellectual tools to understand armed conflicts and current approaches to build post-conflict peace using the theories of peace and conflict literature. The course is divided into two distinct modules. The first module focuses on intra-state armed conflicts and civil wars—understanding concepts, causes, processes and the incentive of actors involved. The second modules starts with the concept of peace, before examining other aspects of the peace-building process. Students will learn about UN peacebuilding and debates surrounding outside interventions to build peace. Focusing mainly on the United Nations peacekeeping missions, the second module of the course will also include the role of NGOs, humanitarian aid, gender and political institutions in building sustainable peace.

Course Objectives and Student Learning Outcomes

By the end of this course, students should be able to:

1. Understand foundational theories of conflict and peace studies.
2. Understand procedures and challenges of post-conflict peacebuilding
3. As an outcome of conflict-case presentation, gain sound knowledge of a country-case that underwent armed conflict in the recent past.

In addition, students should be able to develop following academic/transferable skills:

1. Critically evaluate a theory and examine various approaches to explain causation.
2. Work in teams to research a topic, discuss issues and deliver oral presentation.
3. Written communicative skills.

Course Texts

The course does not require textbook, since the reading materials are freely available through library. I will post all reading materials on blackboard. However, following texts can be helpful:

Salehyan, Idean, and Clayton L. Thyne. 2012. "Civil Wars." In *Guide to the Scientific Study of International Processes*. Sara McLaughlin Mitchell, Paul F. Diehl, and James D. Morrow, eds. West Sussex, UK: Wiley Blackwell. Available at http://www.uky.edu/clthyne2/salehyan_thyne.pdf

Kaldor, M. (2012). *New and old wars: Organised violence in a global era*. Third Edition. John Wiley & Sons.

Paris, R., & Sisk, T. D. (Eds.). (2009) *The dilemmas of statebuilding: confronting the contradictions of postwar peace operations*. Routledge.

Doyle, M. W., & Sambanis, N. (2006). *Making war and building peace: United Nations peace operations*. Princeton University Press.

Earning Grades

Course grades are assigned according to the following criteria.

Grade	Percentage
A	90 or above
B	80-89
C	70-79
D	60-69
E	Below 60

Essays 50%

The bulk of course grading will be from the two assessed essays (2000 words each). Essays are to be written on any of the topic questions listed on the weekly readings. The details of the essays are as follows:

Essay 1: (20%) Due date : March 2, 2015. Any one question from module 1.

Essay 2: (30%) Due date: April 27, 2015. Any one question from module 2.

See guideline and grading rubric for both the essays at the end of this syllabus.

Student group presentation (15%)

Students will be divided in groups of 4/5 and each group will make a 12-15-minutes long presentations before the class. Groups will get to choose the presentation topic before the end of second week of classes. Group presentations are evaluated by peers according to the rubric provided. I will explain the rubric and presentation expectations on the day when you all are signing up for the presentation topic.

Participation (10%)

There will be many group discussion sessions and other group activities based on the readings. Participation will be assessed in groups primarily. However, individual level participation will also affect participation grade. For instance, you will be expected to do the readings before you come to class. If you come to class unprepared, you will lose participation grade.

Quizzes (20%)

In addition to participation during discussions, you will have 4 sets of quizzes in order to make sure that you are keeping up with the readings.

- Quiz 1: week 3
- Quiz 2: week 6
- Quiz 3: week 10
- Quiz 4: week 13

Quizzes will be administered via blackboard and will remain there until midnight of the seventh day. If not due on time, then quiz dates will **not** be extended.

Attendance (5%)

You will lose 20% of attendance grade for each unexcused absence. In other words, 5 unexcused absences will result in 0 for attendance grade, while also losing the participation grade.

Academic Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

Plagiarism and Cheating

Students are advised to retain all notes and drafts for all work until after they receive their final grade. Students should also be aware that the instructor takes matters of plagiarism and cheating very seriously and is prone to imposing the most severe penalty allowed by university rules, which includes, but is not limited to, issuing an automatic grade of 0.0 for the entire course. All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others work as ones own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2). The Ombud site also has information on plagiarism

Student Conduct

Students are expected to maintain decorum that includes respect for other students and the professor, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Cell phones and laptops: Students will not use cell phones and laptops during the class. If you have issues that needs immediate attention, please simply remove yourself from the class and take care of the issue. I will provide you with the lecture note of each class.

Food: I do not mind you eating in class, but make sure not to disturb others.

Late Assignments

If papers are submitted late, students will lose 10 % of their assigned grade for each day after the due date and time.

Appealing Grades

If a student wishes to appeal a grade, they must first provide a written statement explaining why additional points should be given. This statement must be typed and does not mean a simple request for more points. The student must tell why s/he believes some specific aspect of his/her answer is correct or of more value. The instructor reserves the right to subtract points as well as to add points during the review process and to regrade the entire assignment, not just the portion under appeal.

Absences

An absence will be considered unexcused unless you give me documentation of the absence as defined by the University (Senate Rule 5.2.4.1 and 5.2.4.2).

- Students must notify me of their absence prior to the absence. If absent due to health reason, you must bring the doctor's note within 1 week after you join the class.
- Students must submit any written documentation supporting their excused absence within one week after the absence.
- Absences for major religious holidays require advance written notification. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-25-2754).

Class Preparation

The readings for the course are introductory. Each week, I will first introduce a topic and present its key theories and debates. This will be followed by discussion class that will focus on the weekly readings. You are to read the assigned materials and come to class prepared on the discussion days. Discussion will be followed by other class activities such as debates and simulations. Information for your quizzes will come from both assigned readings, lectures and discussions.

Module 1: Armed Conflict - concept, causes, actors and conflict termination

Week 0: Course Intro (Jan 14-16)

Luttwak, E. N. (1999). Give war a chance. *Foreign Affairs*, 36-44.

Watch: Ghani, Ashraf. 2005. How to rebuild a broken state. *TED talk*.

Week 1: Armed conflict (Jan 21-23)

Jan 19 - ML King Day (Academic holiday)

Question: What is a civil war?

Themnr, Lotta, and Peter Wallensteen. Armed conflicts, 1946-2013. *Journal of Peace Research* 51(4): 541-554.

Gersovitz, Mark, and Norma Kriger. (2013) What is a civil war? a critical review of its definition and (econometric) consequences. *The World Bank Research Observer*.

Week2: Causes-greed grievance (Jan 26-30)

Question: In the greed and grievance debate, which one do you choose as the cause of armed conflict? Why?

Gurr, Ted. (1968) Psychological factors in civil violence. *World Politics* 20(2): 245-278.

Collier, Paul, and Anke Hoeffler. (2004) Greed and grievance in civil war. *Oxford economic papers* 56(4): 563-595.

Case Study: Sudan: <http://www.beyondintractability.org/casestudy/yousif-rothbart-sudan-south-sudan>

Week3: Goals: Ethnic, and ideological conflicts (Feb 2-6)

Question: Are ethnic conflicts different from ideological conflicts?

Weitz, Richard. (1986) Insurgency and counterinsurgency in Latin America, 1960-1980. *Political Science Quarterly*: 397-413.

Huntington, Samuel P. (1993) The clash of civilizations?. *Foreign affairs*: 22-49.

Lake, David A., and Donald Rothchild. (1996) Containing fear: The origins and management of ethnic conflict. *International security* 21(2): 41-75.

Case Study Rwanda: <http://www.beyondintractability.org/casestudy/fornace-rwandan>

Week 4: Individual level explanation for violence (Feb 9-13)

Question: In civil wars, incentives of individuals and groups are often different when it comes to perpetrating violence. Do you agree? Explain.

Kalyvas, S. N. (2003). The ontology of “political violence”: action and identity in civil wars. *Perspective on Politics*, 1(03), 475-494.

Weinstein, J. M. (2005). Resources and the information problem in rebel recruitment. *Journal of Conflict Resolution*, 49(4), 598-624.

Posen, B. R. (1993). The security dilemma and ethnic conflict. *Survival*, 35(1), 27-47.

Week 5: Conflicts termination, third party intervention (Feb 16-20)

Question: What is bargaining failure in civil wars? How can third party help prevent such failures?

Dixon, J. (2009). Emerging consensus: Results from the second wave of statistical studies on civil war termination. *Civil Wars*, 11(2), 121-136.

Hegre, H. (2004). The duration and termination of civil war. *Journal of Peace Research*, 41(3), 243-252.

Zartman, I. William. "Ripeness." Beyond Intractability. Eds. Guy Burgess and Heidi Burgess. Conflict Information Consortium, University of Colorado, Boulder. Posted: August 2003 .

Walter, B. F. (2009). Bargaining failures and civil war. *Annual Review of Political Science*, 12, 243-261.

Module 2: Building post-conflict Peace Purpose, processes and actors

Week 6: Concept of peace, human security and UN Peacebuilding (Feb 23-27)

Question (For week 6 and 7): What is peace? How can outside intervention help to achieve this in armed conflicts?

Galtung, J. (1969). Violence, peace, and peace research. *Journal of peace research*, 6(3), 167-191.

Alkire, S. (2003). A Conceptual Framework for Human Security. (Pages 2-22)

Fortna, V. P., & Howard, L. M. (2008). Pitfalls and Prospects in the Peacekeeping Literature*. *Annual Review of Political Science*, 11, 283-301.

Week 7 Evaluating Success and failures (Mar 2-6)

Call, Charles T. 2008. Knowing Peace When You See It: Setting Standards for Peacebuilding Success. *Civil Wars* 10(2): 173-194.

Sambanis, N. (2008). Short-and long-term effects of United Nations peace operations. *The World Bank Economic Review*, 22(1), 9-32.

Druckman, D., Stern, P. C., Diehl, P., Fetherston, A. B., Johansen, R., Durch, W., & Ratner, S. (1997). Evaluating peacekeeping missions. *Mershon International Studies Review*, 151-165.

Week 8: UN Peacebuilding-Intro (Mar 9-13)

De Soto, A., & Del Castillo, G. (1994). Obstacles to peacebuilding. *Foreign Policy*, 69-83.

Holt, V. K., Earle, C. R., & Shanahan, M. K. (2003). *The Brahimi report and the future of UN peace operations*. Washington, DC: Henry L. Stimson Center. (Read Executive Summary p. XV-XXVII)

Chapter 6 and 7 missions: <http://www.un.org/en/peacekeeping/operations/pkmandates.shtml>

Spring break Mar 17-20. Note: Class on monday, Mar 16, 2015

Week 9: Counter insurgency- Stability operations-Peace building (Mar 23-27)

Question: Compare counter-insurgency operations with UN peacebuilding operations.

FM 3-24 Army, U. S. (2006). *FM 3-24 Counterinsurgency*. Washington, DC: Headquarters of the Army. (Aspects of Counter-insurgency ; p1-19 to 1-29)

Army, U. S. (2008). *FM 3-07 stability operations*. (Strategic context: p. 1-1 to 1-10)

UN PKO (2008). *Principles and Guidelines. United Nations Peacekeeping Operations*.

Ruggeri, A., Gizelis, T. I., & Dorussen, H. (2013). Managing Mistrust An Analysis of Cooperation with UN Peacekeeping in Africa. *Journal of Conflict Resolution*, 57(3), 387-409.

Week 10: Nation building (Mar 30- Apr 3)

Question: What do you understand by nation building? Evaluate strength and challenges of nation-building by intervention?

Stephenson, Carolyn M. (2005) "Nation-Building" Beyond Intractability, Ed. Guy Burgess and Heidi Burgess. *Conflict Resolution Consortium*, University of Colorado, Boulder, Colorado, USA. www.beyondintractability.org/essay/nation_building

Dobbins, J., Jones, S. G., Crane, K., & DeGrasse, B. C. (2007). *The beginner's guide to nation-building*. Rand Corporation. (Read Summary only, p. xxvii- xxxviii)

Chesterman, S. (2007). Ownership in theory and in practice: Transfer of authority in UN statebuilding operations. *Journal of Intervention and Statebuilding*, 1(1), 3-26.

Suhrke, A. (2013). Statebuilding in Afghanistan: a contradictory engagement. *Central Asian Survey*, 32(3), 271-286.

Week 11: Humanitarian NGOs (Apr 6-10)

Question (Week 11 and 12): what is the main contention between humanitarian organizations and security organizations working in a country to build peace? Argue from either one of the positions on why the argument is valid.

Natsios, A. S. (1995). NGOs and the UN system in complex humanitarian emergencies: conflict or cooperation?. *Third World Quarterly*, 16(3), 405-420.

Franke, V. (2006). The peacebuilding dilemma: Civil-military cooperation in stability operations. *International Journal of Peace Studies*, 11(2), 5.

Gheciu, A. (2011). Divided Partners: The Challenges of NATO-NGO Cooperation in Peacebuilding Operations. *Global Governance: A Review of Multilateralism and International Organizations*, 17(1), 95-113.

Week 12: Humanitarian NGOs-continue (Apr 13-17)

Lischer, S. K. (2003). Collateral Damage: Humanitarian assistance as a cause of conflict. *International Security*, 28(1), 79-109.

Moran, M. H. (2010). Gender, militarism, and peace-building: projects of the postconflict moment. *Annual Review of Anthropology*, 39, 261-274.

Dijkzeul, D., & Wakenge, C. I. (2010). Doing good, but looking bad? Local perceptions of two humanitarian organisations in eastern Democratic Republic of the Congo. *Disasters*, 34(4), 1139-1170.

Week 13: Gender and peacebuilding (Apr 20-24)

Question: Explain gender perspective in peacebuilding. Summarize how resolution 1325 has contributed to gender role in peacebuilding.

Pankhurst, D. (2003). The 'sex war' and other wars: Towards a feminist approach to peace building. *Development in Practice*, 13(2-3), 154-177.

UN Resolution 1325: http://www.peacewomen.org/assets/file/BasicWPSDocs/annotated_1325.pdf

Tryggestad, T. L. (2009). Trick or Treat? The UN and Implementation of Security Council Resolution 1325 on Women, Peace, and Security. *Global Governance: a review of multilateralism and international organizations*, 15(4), 539-557.

Week 14: Capacity Building: DDR and elections (Apr 27-May 1)

Questions: What is DDR? What are challenges to implementing DDR?

Hanson Stephanie 2007. Disarmament, Demobilization, and Reintegration (DDR) in Africa [Online]. <http://www.cfr.org/world/disarmament-demobilization-reintegration-ddr-africa/p12650>

Muggah, R. (2006). Emerging from the shadow of war: A critical perspective on DDR and weapons reduction in the post-conflict period. *Contemporary Security Policy*, 27(01), 190-205.

Schroeder, M. (2013). The Politics of Change: The Evolution of UN Electoral Services, 1989-2006. *Global Governance: A Review of Multilateralism and International Organizations*, 19(2), 207-226.

Disclaimer

As the class proceeds, I reserve the right to modify the syllabus, the assignments, and the grading structure if I see fit to better accommodate the course. Modifications will be communicated via e-mail and in class.