

POLS 322: Conflict and Peace Studies
Spring 2022
M/W/F 12:00-12:50pm (Section 1) and 1:00-1:50pm (Section 2)
McMurrans 312

Professor: Dr. Francesca Parente
Office: McMurrans 363
E-mail: francesca.parente@cnu.edu
Office Phone: 757-594-7623
Office hours: Wednesdays and Thursdays, 2:00-3:30pm; and by appointment

Course Description

This course will focus on the causes and consequences of civil conflict. We will focus on four related questions: (1) Why does conflict break out? (2) What happens during conflict? (3) How does conflict end? (4) What happens after conflict? These questions will be answered both generally, and in the context of three specific civil conflicts: the Rwandan genocide, the "Dirty War" in Argentina, and the breakup of Yugoslavia.

Course Objectives

At the end of this course, students who successfully complete the course will be able to:

- Summary key theories about the causes of civil conflict, conduct during civil conflict, and the aftermath of conflict.
- Develop skills in analyzing current conflict situations, with an aim on making policy recommendations toward achieving and sustaining peace.

Required Texts

All required texts will be posted on the Scholar website for the course. Articles and book chapters that are available through CNU Library will be linked to the appropriate page for downloading (you will need to be logged into your CNU credentials to access these readings). Reading instructions accompany each text.

Course Requirements

1. **Class Participation (10%)** – Class will be interactive. Attendance and engaged participation are essential both to your ability to absorb the information and to effective functioning of the classroom environment. Merely showing up and taking notes in silence will garner you a C (7/10). You can improve your participation score through (1) speaking in class and/or (2) attending related events outside of class to supplement your in-class learning.
2. **Quizzes (10%)** – Most classes will begin with a short, open-notes, fact-based quiz. You are expected to complete all readings prior to attending class; this quiz is meant to check whether you did the reading. If you have read attentively and taken good notes, the quiz should be very easy. ***There are no make-up quizzes.*** Instead, the lowest 4 quiz scores

throughout the semester will be dropped. Your quiz will not be graded unless you are in class at the end of the period (i.e., you can't just take the quiz and leave).

3. **Policy Memos (20%)** – Throughout the semester, you will work on a series of brief (2 pages, single-spaced, max.) policy memos about your chosen conflict. All memos are due in class, via hard copy, on the following dates:
 - Memo 1 (causes of conflict): DUE Wednesday, February 2
 - Memo 2 (conduct during conflict): DUE Monday, February 21
 - Memo 3 (conflict termination): DUE Friday, April 1
 - Memo 4 (conflict aftermath): DUE Monday, April 25

In addition, you must submit your selected conflict for approval by **Friday, January 21**. This will be part of your Memo 1 grade. The conflict must currently be *ongoing* as of January 2022. Historical conflicts like the ones studied in class are not suitable for this assignment.

4. **Midterm Exam (25%)** – **in class on Friday, February 25**. A mix of short-answer and multiple choice. A list of topics will be provided in advance.
5. **Final Exam (35%)** – **at the date and time set by the Registrar's Office**. A mix of short-answer and multiple choice. A list of topics will be provided in advance.

Course Policies

- Although attendance *per se* is not an element of your grade, failure to attend class regularly will be reflected poorly in (1) your participation grade and (2) your quiz grades. Your attendance is a necessary but insufficient condition to success in this class.
- Because this course is designed to be interactive, it will be much more successful if everyone comes prepared. This is a safe space where no ideas or questions are dumb. I expect each of you to respect the opinions of others, even if you vehemently disagree with them. You all come into this class with different backgrounds and experiences, and while those may color the way that you feel about certain arguments, they should not preclude you from listening to and respecting the views of others.
- You will be penalized for late assignments / missed exams, unless the absence/delay is due to serious illness or otherwise excused in advance. The penalty for late memos is one full letter grade each day late, e.g. A to B, etc. Regardless of why you are missing class, you will receive a 0 on the quiz for that day. Remember that your lowest 4 grades are dropped; plan your absences accordingly.

University Statement on Diversity and Inclusion

The Christopher Newport University community engages and respects different viewpoints, understands the cultural and structural context in which those viewpoints emerge, and questions the development of our own perspectives and values, as these are among the fundamental tenets of a liberal arts education.

Accordingly, we affirm our commitment to a campus culture that embraces the full spectrum of human attributes, perspectives, and disciplines, and offers every member of the University the opportunity to become their best self.

Understanding and respecting differences can best develop in a community where members learn, live, work, and serve among individuals with diverse worldviews, identities, and values. We are dedicated to upholding the dignity and worth of all members of this academic community such that all may engage effectively and compassionately in a pluralistic society.

If you have specific questions, suggestions or concerns regarding diversity on campus please contact Diversity.Inclusion@CNU.edu

Disabilities

In order for a student to receive an accommodation for a disability, that disability must be on record in the Office of Student Affairs, 3rd Floor, David Student Union (DSU). If you believe that you have a disability, please contact Jacquelyn Barnes, Student Disability Support Specialist in Student Affairs (594-7160) to discuss your needs.

Students with documented disabilities are to notify the instructor at least seven days prior to the point at which they require an accommodation (the first day of class is recommended), in private, if accommodation is needed. The instructor will provide students with disabilities with the reasonable accommodations approved and directed by the Office of Student Affairs. Work completed before the student notifies the instructor of his/her disability may be counted toward the final grade at the sole discretion of the instructor.

Success

I want you to succeed in this course and at Christopher Newport. I encourage you to contact me during office hours or to schedule an appointment to discuss course content or to answer questions you have. During the Coronavirus pandemic, our conversations may need to be via electronic means. If I become concerned about your course performance, attendance, engagement, or well-being, I will contact you first. I also may submit a referral through our Captains Care Program. The referral will be received by the Center for Academic Success as well as other departments when appropriate (Counseling Services, Office of Student Engagement). If you are an athlete, the Athletic Academic Support Coordinator will be notified. Someone will contact you to help determine what will help you succeed. Please remember that this is a means for me to support you and help foster your success at Christopher Newport.

Academic Support

The Center for Academic Success offers free tutoring assistance for Christopher Newport students in several academic areas. Center staff offer individual assistance and/or workshops on various study strategies to help you perform your best in your courses. The center also houses the Alice F. Randall Writing Center. Writing consultants can help you at any stage of the writing process, from invention, to development of ideas, to polishing a final draft. The Center is not a proofreading service, but consultants can help you to recognize and find grammar and punctuation errors in your

work as well as provide assistance with global tasks. Contact them as early in the writing process as you can!

You may contact the Center for Academic Success to request a tutor, confer with a writing consultant, obtain a schedule of workshops, or make an appointment to talk with a staff member about study skills and strategies. The Center is located in Christopher Newport Hall, first floor, room 123. You may email academicsuccess@cnu.edu or call (757) 594-7684.

Safety Protocols Specific to COVID-19 and Academic Instruction

Offering in-person instruction on campus requires everyone to take individual responsibility for reducing the risk of exposure for all campus community members both inside and outside the classroom. Irresponsible behavior jeopardizes not only your own health, but also that of your fellow students, friends, professors and advisors, and members of our staff. Therefore, you are expected to learn and diligently follow the safety protocols required by the University at all times. The following protocols apply specifically to instructional spaces and academic buildings.

Prior to leaving their residence hall room or home, students should:

- conduct daily health screenings; and
- pack CDC-approved face covering(s)

Students cannot enter instructional spaces or academic buildings if they:

- are experiencing symptoms of any illness, regardless of whether they believe the illness to be COVID-19;
- are in isolation while waiting for COVID-19 test results;
- have been directed to quarantine by a University or health department official; or
- have been diagnosed with COVID-19 and have not been approved to return to campus by a healthcare provider.

All students must comply with safety protocols established by the university while inside instructional spaces, common areas, and offices. These protocols are subject to change, but as of 16 August 2021 include:

- attend only the classes and sections in which they are officially enrolled;
- sit in their assigned seats or work at their assigned stations every class period;
- wear a CDC approved face covering at all times* (face coverings should cover the nose and mouth, be secured under the chin, and fit snugly against the sides of the face);
- use additional personal protective equipment as required for specific classes;
- refrain from sharing personal materials, such as pens, textbooks, etc., with others;
- follow all directional signs; and
- follow directives regarding office hours and advising appointments.

**Students who have received an exemption from the face covering requirement for health reasons must present the proof of the exemption provided by the Office of Student Affairs to the instructor upon entering the instructional space.*

Because non-compliance potentially endangers others, faculty members:

- are authorized to instruct anyone in non-compliance with safety protocols to correct the non-compliance or immediately leave the instructional space; and
- may submit referrals to CHECS to report non-compliance with safety protocols.

Faculty members may submit referrals through the Captain's Care Program to report absences as a way of identifying students who may have become ill. It would be appropriate to do so when students have not attended class or communicated with the faculty member in any way for a period of one week or longer.

Course Materials

All content created and assembled by the faculty member and used in this course is to be considered intellectual property owned by the faculty member and Christopher Newport University. It is provided solely for the private use of the students currently enrolled in this course. To ensure the free and open discussion of ideas, students may not make available any of the original course content, including but not limited to lectures, discussions, videos, handouts, and/or activities, to anyone not currently enrolled in the course without the advance written permission of the instructor. This means that students may not record, download, screenshot, or in any way copy original course material for the purpose of distribution beyond this course. A violation may be considered theft. It is the student's responsibility to protect course material when accessing it outside of the physical classroom space.

Academic Integrity

The work that students submit must be their own, and students must follow CNU's Honor Code (which can be found on pgs. 58-64 of the student handbook). All sources in all students' written work must be properly cited. Plagiarism and cheating will not be tolerated. Academic dishonesty will result in students receiving a failing grade on the assignment and will be reported to the university.

Class Schedule

I. INTRODUCTION

Monday, January 10

- Class introduction (no reading)

Wednesday, January 12

- "What Makes it a War?" November 9, 2013, *The Economist*.
- Sambanis, Nicholas. 2004. "What is Civil War? Conceptual and Empirical Complexities of an Operational Definition." *Journal of Conflict Resolution* 48(6): pgs. 814-858.
 - Read pages 820-825 ONLY

II. CAUSES OF CONFLICT

Friday, January 14

- Sriram, Chandra Lekha, Olga Martin-Ortega, and Johanna Herman. 2017. "Conflict: Fundamentals and Debates." From *War, Conflict, and Human Rights*, 3rd edition. Routledge, pgs. 15-33.
 - Read pages 15-19 ONLY
- Collier, Paul, Anke Hoeffler, and Nicholas Sambanis. 2005. "The Collier-Hoeffler Model of Civil War Onset and the Case Study Project Research Design." From *Understanding Civil War: Evidence and Analysis*. World Bank, pgs. 1-34.
 - Read pages 2-8 ONLY

Monday, January 17 - NO CLASS (MLK Day)

Wednesday, January 19

- Fearon, James. 2010. "Governance and Civil War Onset." *World Development Report 2011*, pgs. 1-70.
 - Read pages 2-14 ONLY

Friday, January 21

- Conflict proposal DUE
- Fearon, James. 2010. "Governance and Civil War Onset." *World Development Report 2011*, pgs. 1-70.
 - Read pages 14-24 ONLY

Monday, January 24

- Fearon, James. 2010. "Governance and Civil War Onset." *World Development Report 2011*, pgs. 1-70.
 - Read pages 24-36 ONLY

Wednesday, January 26

- Niazi, Tarique. 2005. "Global Inaction, Ethnic Animosity, or Resource Maldistribution? An Ecological Explanation of Genocide in Rwanda." From *Genocide: Approaches, Case Studies, and Responses*, edited by Graham C. Kinloch and Raj P. Mohan. Algora Publishing, pgs. 163-193.
 - Read pages 163-179 ONLY

Friday, January 28

- Lewis, Paul H. 2001. "The 'Oligarchy' and the 'People.'" From *Guerrillas and Generals: The "Dirty War" in Argentina*. Greenwood Publishing Group, Inc., pgs. 1-17.

Monday, January 31

- Oberschall, Anthony. 2000. "The Manipulation of Ethnicity: From Ethnic Cooperation to Violence and War in Yugoslavia." *Ethnic and Racial Studies* 23(6): pgs. 982-1001.

III. WHAT HAPPENS DURING CONFLICT?

Wednesday, February 2

- Memo 1 DUE
- Kalyvas, Stathis N. 2006. "Violence." From *The Logic of Violence in Civil War*. Cambridge University Press, pgs. 19-23.

Friday, February 4

- Kalyvas, Stathis N. 2006. "Scope Conditions." From *The Logic of Violence in Civil War*. Cambridge University Press, pgs. 23-31.

Monday, February 7

- Valentino, Benjamin, Paul Huth, and Dylan Balch-Lindsay. 2004. "'Draining the Sea': Mass Killing and Guerilla Warfare." *International Organization* 58(2): pgs. 375-407.
 - Read pages 375-387 ONLY

Wednesday, February 9

- Valentino, Benjamin, Paul Huth, and Dylan Balch-Lindsay. 2004. "'Draining the Sea': Mass Killing and Guerilla Warfare." *International Organization* 58(2): pgs. 375-407.
 - Read pages 393-404 ONLY

Friday, February 11 - CLASS CANCELLED

- EXTRA CREDIT ONLY: Humphreys, Macartan, and Jeremy M. Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War." *American Journal of Political Science* 52(2): pgs. 436-455.
 - Extra credit questions related to this article on midterm exam

Monday, February 14

- Kellow, Christine L., and H. Leslie Steeves. 1998. "The Role of Radio in the Rwandan Genocide." *Journal of Communication* 48(3): pgs. 107-128.

Wednesday, February 16

- Lewis, Paul H. 2001. "The Inferno." From *Guerrillas and Generals: The "Dirty War" in Argentina*. Greenwood Publishing Group, Inc., pgs. 147-162.

Friday, February 18

- Calic, Marie-Janine. 2012. "Ethnic Cleansing and War Crimes: 1991-1995." From *Confronting the Yugoslav Controversies: A Scholars' Initiative*, edited by Charles Ingrao and Thomas A. Emmert. Purdue University Press, pgs. 115-153.
 - Read pages 115-130 ONLY

Monday, February 21

- Memo 2 DUE
- "The Uses and Abuses of the G-Word." June 4, 2011, *The Economist*.
- "It Seems Like a Handy Word." June 6, 2011, *The Economist*.

Wednesday, February 23

- Review day for midterm

Friday, February 25 – MIDTERM (IN-CLASS)

[SPRING BREAK FEBRUARY 28 – MARCH 4]

IV. HOW DOES CONFLICT END?

Monday, March 7

- "How to Stop the Fighting, Sometimes." November 9, 2013. *The Economist*.
- International Commission on Intervention and State Sovereignty. 2001. "Synopsis" and "The Policy Challenge." From *The Responsibility to Protect*, pgs. XI-XIII and 1-9.

Wednesday, March 9

- International Commission on Intervention and State Sovereignty. 2001. "A New Approach: The Responsibility to Protect." From *The Responsibility to Protect*, pgs. 11-18.

- Finnemore, Martha. 2013. "Changing Norms of Humanitarian Intervention." From *The Purpose of Intervention: Changing Beliefs about the Use of Force*. Cornell University Press, pgs. 52-84.
 - Read pages 52-57 ONLY

Friday, March 11 – CLASS CANCELLED

Monday, March 14

- Finnemore, Martha. 2013. "Changing Norms of Humanitarian Intervention." From *The Purpose of Intervention: Changing Beliefs about the Use of Force*. Cornell University Press, pgs. 52-84.
 - Read pages 66-84 ONLY

Wednesday, March 16

- International Commission on Intervention and State Sovereignty. 2001. "The Responsibility to React." From *The Responsibility to Protect*, pgs. 29-37.
- Paris, Roland. 2014. "The 'Responsibility to Protect' and the Structural Problems of Preventive Humanitarian Intervention." *International Peacekeeping* 21(5): pgs. 569-603.
 - Read pages 569-579 ONLY

Friday, March 18 – EXTRA CREDIT CLASS

- EXTRA CREDIT ONLY: Paris, Roland. 2014. "The 'Responsibility to Protect' and the Structural Problems of Preventive Humanitarian Intervention." *International Peacekeeping* 21(5): pgs. 569-603.
 - Read pages 579-593 ONLY

Monday, March 21 – CNU Teach-In on Ukraine

- Must attend panel during class time
- Submit a 1-page reflection and summary

Wednesday, March 23

- Vik, Cathinka. 2015. "The US Response to Rwanda." From *Moral Responsibility, Statecraft, and Humanitarian Intervention*. Routledge, pgs. 31-66.
 - Read pages 45-61 ONLY

Friday, March 25

- Daalder, Ivo H. 1998. "Decision to Intervene: How the War in Bosnia Ended." *Brookings*.

Monday, March 28 – NO CLASS

Wednesday, March 30

- Lewis, Paul H. 2001. "The Regime Crumbles." From *Guerrillas and Generals: The "Dirty War" in Argentina*. Greenwood Publishing Group, Inc., pgs. 179-197.

V. AFTERMATH OF CONFLICT

Friday, April 1

- Memo 3 DUE
- Leebaw, Bronwyn Anne. 2008. "The Irreconcilable Goals of Transitional Justice." *Human Rights Quarterly* 30(1): pgs. 95-118.

Monday, April 4

- Minow, Martha. 1998. "Trials." From *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Atrocities*. Boston: Beacon Press, pgs. 25-51.

Wednesday, April 6 – CLASS CANCELLED

Friday, April 8

- Burnet, Jennie E. 2008. "The Injustice of Local Justice: Truth, Reconciliation, and Revenge in Rwanda." *Genocide Studies and Prevention: An International Journal* 3(2): 173-193.

Monday, April 11 – REVIEW DAY FOR FINAL EXAM

Wednesday, April 13

- **Guest Lecturer:** Mack Eason, J.D.
- Sriram, Chandra Lekha, Olga Martin-Ortega, and Johanna Herman. 2017. "Ad Hoc Tribunals." From *War, Conflict, and Human Rights*, 3rd edition. Routledge, pgs. 179-200.

Friday, April 15

- **Guest Lecturer:** Dana Watters, M.A.
- Touquet, Heleen, and Peter Vermeersch. 2016. "Changing Frames of Reconciliation: The Politics of Peace-Building in the Former Yugoslavia." *East European Politics and Societies and Cultures* 30(1): pgs. 55-73.
- Watters, Dana. "Facing the Facts: The Struggle for Truth, Reconciliation, and Memory in the Western Balkans." *Unpublished manuscript*.

Monday, April 18

- **Guest Lecturer:** Mack Eason, J.D.
- Sriram, Chandra Lekha, Olga Martin-Ortega, and Johanna Herman. 2017. "The International Criminal Court." From *War, Conflict, and Human Rights*, 3rd edition. Routledge, pgs. 241-258.

Wednesday, April 20

- **Guest Lecturer:** Dr. Andrea Vilán
- Sikkink, Kathryn. 2008. "From Pariah State to Global Protagonist: Argentina and the Struggle for International Human Rights." *Latin American Politics and Society* 50(1): pgs. 1-29.

Friday, April 22

- **Guest Lecturer:** Dr. Debbie Sharnak
- Olsen, Tricia D., Leigh A. Payne, Andrew G. Reiter, and Eric Wiebelhaus-Brahm. 2010. "When Truth Commissions Improve Human Rights." *International Journal of Transitional Justice* 4(3): pgs. 457-476.

Monday, April 25 – NO CLASS

- Memo 4 DUE via email by 11:59pm
 - Note: Memo 4 is optional and can either hurt or harm your grade.

FINAL EXAM AT DATE AND TIME SET BY REGISTRAR'S OFFICE