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Spring 2019

DIPL 6004 Peacemaking and Peacekeeping

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DIPL 6004: PEACEMAKING AND PEACEKEEPING Spring 2019¹

SYLLABUS

Instructor: David Wood, Professor of Practice, Peace and Conflict
School of Diplomacy and International Relations, Seton Hall University
Contact: david.wood@shu.edu
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Office hours: Class weeks: Tuesday 0900-1100.
Non-class weeks: Friday 0900-1100 (remote).

COURSE DESCRIPTION

This course examines theories of, and research into, the nature and causes of conflict at sub-national, national and international levels, as well as the practice for preventing, managing or resolving such conflicts.

Students will learn the basic concepts of conflict prevention/management/resolution, with an emphasis on the connection between conflict analysis and intervention design. Learning will extend into the role of peacekeeping and the measures most likely to make peace sustainable. The course will also explore some broader issues, such as:

- Designing conflict management to take account of culture and religion;
- The balance between achieving peace and justice;
- The characteristics of a peacemaker, in terms of attributes, skills and approach.

The course will draw on research and experiences from a range of contexts, but will focus most heavily on contemporary challenges in the Middle East and North Africa.

LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Understand the nature of conflict and conflict escalation, and apply a range of conflict analysis techniques;
2. Assess analytically and apply approaches for conflict prevention, management and resolution;
3. Understand the evolution of peacekeeping practice;
4. Assess the effectiveness of modern mediation practice, including the role gender, culture and religion;
5. Understand the relationship and sequencing between peacebuilding and: (a) development and humanitarian aid (the 'nexus'); and (b) statebuilding;
6. Apply theories, concepts and models of peacemaking and peacekeeping on real life cases;
7. Connect theory to practice through discussion, research and case study analysis.

¹ The instructor reserves the right to modify the syllabus as necessary during the course of the semester

REQUIRED TEXTS:

Primary – required

The following texts should be purchased (from Amazon, SHU Bookstore, addall.com, or any other site) or rented:

- Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall. 2016. Contemporary Conflict Resolution. Cambridge: Polity Press (4th Edition).
- Pruitt, Dean G, Sung Hee Kim, and Jeffrey Z Rubin. 2004. Social Conflict: Escalation, Stalemate, and Settlement. 3rd ed. McGraw- Hill Series in Social Psychology. Boston: McGraw-Hill.

Secondary – recommended

The following texts should NOT be purchased, but are available respectively as an e-book and free document.

- Allen Nan, Susan, Zacharia C. Mampilly, and A. Bartoli, ed. 2011. Peacemaking: From Practice to Theory. Westport, Conn.: Praeger. (e-book available through SHU library). Available as an e-book, do not purchase!
- World Bank and UNDP. 2018. Pathways for Peace: Inclusive Approaches for Violent Conflict: Chapters 3 & 4. Available online, do not purchase: <https://openknowledge.worldbank.org/handle/10986/28337>

All other readings will be made accessible on Blackboard on a weekly basis.

Assessment of Students

Students will be graded based on the following:

1. **Reading, participation and class tasks** (30%)

Students are expected to attend all six class sessions, to read all of the assigned materials prior to each class, and to take part actively in class discussions.

Readings: Each week, students will be provided with required reading and suggested reading (for the student to select from at her/his discretion). Students will be judged on their ability to reference reading and theories contained within them, and to apply the reading/theories to the contexts under consideration.

Participation: Students will be expected to: (1) make a presentation of 5-10 minutes in four classes and 10-15 minutes in the final class, against tasks allocated the week prior; and (2) to provide a 1-2 page written summary of their presentation in advance of the session on blackboard. Presentations will be assessed equally on the quality of preparation (argument) and of presentation (style). Both preparation and presentation skills will be developed during the course.

Grading: Grading for each class will be divided between: (1) each student's contribution to discussion on the basis of their reading (50%); and (2) their presentations (50%).

2. **Reflective papers** (35 %)

Students will submit two seven-page papers that analytically reflect on: (1) the effectiveness of international mechanisms to promote peace in a context of their selection; and (2) mediation in Syria.

Grading: Students will be required to demonstrate: (1) understanding the selected contexts; (2) understanding peacemaking/peacekeeping theories relevant to the selected contexts; and (3) the ability to apply relevant theories to the contexts so as assess existing peacemaking/peacekeeping strategies.

3. **Final paper: analysis of conflict of your choice** (35%)

Students are required to write a final 12-15-page paper that analyses a case study of their choosing (see box). The final paper should be based on at least 15 sources. Students will need to prepare a one-page summary of their paper and send it to the instructor in week 13. The summary should include a paper outline, with the headings that each student plans to have in their paper, as well as a preliminary list of works cited, providing at least eight sources.

- Pick a conflict situation; this can be sub-national, national or international.
- Analyze the conflict: provide a short background of the conflict context, key issues in the conflict and their development.
- Assess the parties: identify the parties and their positions and aspirations on the issues at hand.
- Analyze existing strategies: you should not just describe present peacemaking/peacekeeping strategies, but provide critical reflection supported by theory and argument
- Argue a new approach: Suggest a peacemaking/peacekeeping intervention/strategy, explain why it would work, and unpack the challenges you expect and how to overcome them.

Grading Criteria

Week	Reading and class tasks	Reflective papers	Final paper	Total (Week)
1: Class 1: Introduction to peacemaking and peacekeeping				0
2: Class 2: Understanding conflict dynamics - Libya	5			5
3: Reading Week: Peacemaking strategies				0
4: Class 3: Peacemaking in practice	5			5
5: Reflective Paper 1: Effectiveness of international interventions to promote peace.		17.5		17.5
6: Reading Week: Peacekeeping mechanisms				0
7: Remote reading : International Mediation				0
8: No class: Spring Break				0
9: Reading Week: Reflections on Gender, Culture and Religion in Peacebuilding				0
10: Reflective paper 2: Challenges of good mediation design		17.5		17.5
11: Telephone consultation on final paper				0
12: Final paper summary			5	5
13: No class: Easter				0
14: Class 4: Modern Mediation - Syria	5			5
15: Class 5: The nexus and conflict sensitivity - Yemen	5			5
16: Class 6: Peacebuilding and Statebuilding	10		30	40
Total (Type)	30	35	35	100

Grading Scale

A	94-100
A-	90-93
B+	87-89
B	84- 86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	63-66
D-	60-62
F	< 60

COURSE SCHEDULE:

Week, title and key learning	Activities and Papers
<p>Week 1: 21-27 January Class 1: Friday 25th January (10.15-16.10)</p> <p><u>Introduction to peacemaking and peacekeeping</u> <i>Learning objectives</i></p> <ul style="list-style-type: none"> • Theories of conflict • Models for conflict analysis • Models for understanding parties to a conflict <p><i>Reading (strongly recommended):</i></p> <ul style="list-style-type: none"> - Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall: Chapters 1, 2 & 4 - Pruitt, Dean G, Sung Hee Kim, and Jeffrey Z Rubin: Chapters 1-4. <p><i>Reading (recommended):</i></p> <ul style="list-style-type: none"> - Nested theory of conflict model (Blackboard) - ABC triangle model (blackboard) - PIN model (blackboard) - Actor mapping model (blackboard) 	<p>This week will include an extended Class.</p> <p>In this Class, we will focus on mutual introductions and acquaint ourselves with the topics of peacemaking and peacekeeping.</p> <p>Prior to the class you will be expected to also explore the syllabus, Blackboard online platform and course requirements.</p> <p>As this is the first class of the course, all reading is suggested only rather than required; although ability to reference the reading will be required in later classes.</p> <p>In the class, students will agree on presentations to be delivered in Class 2.</p>
<p>Week 2: 28 January -03 February Class 2: Friday 1st February (10.15-16.10)</p> <p><u>Understanding conflict dynamics – Libya</u> <i>Learning objectives</i></p> <ul style="list-style-type: none"> • Theories of conflict escalation • Understanding political conflict • Theories of local violent conflict • The linkages to international contexts. <p><i>Reading (required)</i></p> <ul style="list-style-type: none"> - Pruitt, Dean G, Sung Hee Kim, and Jeffrey Z Rubin: Chapters 5-8 - World Bank and UNDP. 2018. Pathways for Peace: Inclusive Approaches for Violent Conflict: Chapters 3 & 4. Available online. <p><i>Reading (suggested)</i></p> <ul style="list-style-type: none"> - Wood, David. 2018. A peace and conflict analysis of Libya. Seton Hall University (blackboard) - Molesworth, Tim and Newton, David. 2015. Instability and Insecurity in Libya. 2015 (blackboard) - A quick guide to Libya's main players. 2016. ECFR. https://www.ecfr.eu/mena/mapping_libya_a_conflict 	<p>This week will include an extended interactive class, in which students will be introduced to theories of conflict escalation, and the relationship between political, sub-national and international conflict.</p> <p>Students will take a deep-dive into conflict dynamics in Libya as a live case study.</p> <p>The class will include a group task, in which students will analyze the conflict in Libya using the analysis tools explored in week 1 (<u>5 points</u>). Students may select another case study if they feel they have enough information collectively on that case. Students may select another case study if they feel they have enough information collectively on that case.</p> <p>Groups will include three students, with each student selecting a part of the conflict context to analyze: (1) national context; (2) sub-national context; (3) international context.</p>

<ul style="list-style-type: none"> - International Crisis Group Reports for Libya: https://www.crisisgroup.org/middle-east-north-africa/north-africa/libya 	
<p>Week 3: 04 February- 10 February</p> <p><u>Reading week: Peacemaking strategies</u> <i>Reading (required)</i></p> <ul style="list-style-type: none"> - Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall: Chapters 5, 7& 9 - Pruitt, Dean G, Sung Hee Kim, and Jeffrey Z Rubin: Chapters 9, 10, 11. <p><i>Reading (suggested)</i></p> <ul style="list-style-type: none"> - World Bank and UNDP. 2018. Pathways for Peace: Inclusive Approaches for Violent Conflict: Chapters 6 & 7. - Papers included in the Reflecting On Peace Practice Library. Especially 'Confronting War: Critical Lessons for Peace Practitioners': <p>https://www.cdacollaborative.org/cdaproject/reflecting-on-peace-practice-project/</p> <ul style="list-style-type: none"> - Allen Nan, Susan, Zacharia C. Mampilly, and A. Bartoli: Chapters 36, 38, 40, 67: Available as an ebook in the library. 	<p>Reading on peacemaking to be conducted in advance of class 3.</p>
<p>Week 4: 11-17 February</p> <p>Class 3: Friday 15th February (10.15-16.10)</p> <p><u>Peacemaking in practice</u> <i>Learning objectives</i></p> <ul style="list-style-type: none"> • Models of conflict de-escalation • Theories of interventions in conflicts • Plan model peace interventions – Libya <p><i>Reading (suggested)</i></p> <ul style="list-style-type: none"> - Wood, David. 2018. Strategic Review of the Stabilisation Facility for Libya (Blackboard). - Megerisi, Tarek. 2018. Order from chaos: Stabilising Libya the local way. ECFR. (Blackboard). - Vericat, José s. and Hobrara, Mosadek. 2018. From the Ground Up: UN Support to Local Mediation in Libya. IPI. (Blackboard). 	<p>The 4th week will include an extended interactive class, in which students will be introduced to theories of conflict of de-escalation and different interventions in to promote peace and reduce violence</p> <p>Students will continue their deep-dive into conflict dynamics in Libya as a live case study.</p> <p>The class will include a group task, in which students will propose interventions for the context in Libya using theories on good peace interventions (<u>5 points</u>).</p> <p>Groups will include two students, with each student selecting a part of task: (1) assess existing interventions in Libya; and (2) propose alternative interventions.</p>
<p>Week 5: 18-24 February</p> <p>Reflective paper 1 deadline: Friday 22 February</p>	<p>Students will submit through blackboard one 7-page (double spaced) paper that examines the effectiveness of international peacemaking interventions in a context of</p>

<p><u>Effectiveness of international interventions to promote peace.</u></p>	<p>their choice. This paper will provide an analysis of the conflict, using the theories and methods explored, and will examine the suitability of international interventions against the context (17.5 points).</p>
<p>Week 6: 25 February-03 March</p> <p><u>Reading Week: Peacekeeping mechanisms</u> <i>Reading (required)</i></p> <ul style="list-style-type: none"> - Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall: Chapter 6. <p><i>Reading (suggested)</i></p> <ul style="list-style-type: none"> - Provided in Blackboard. 	<p>Reading on peacemaking to understand available peacekeeping mechanisms and actors (UN regional mechanisms, independent), to understand the comparative approaches taken in Northern Ireland, East Timor, Rwanda and Yugoslavia/Kosovo, and to identify learning from these examples</p>
<p>Week 7: 04 March-10 March</p> <p><u>Reading week: International mediation</u></p> <p><i>Reading (required)</i></p> <ul style="list-style-type: none"> - Brahimi L., S. Ahmed, (2008), In Pursuit of Peace: The Seven Deadly Sins of Mediation, Center on International Cooperation - Palmiano Federer J. (2015) Essential: On Gender – The Role of Norms in International Peace Mediation, Bern: swisspeace - Swiss FDFA Political Affairs Division IV and swisspeace, (2009), "Dealing With the Past in Peace Mediation", Peace Mediation Essentials, Mediation Support Program <p><i>Reading (recommended)</i></p> <ul style="list-style-type: none"> - Fisher R., W. Ury, B. Patton, (1983), Getting to Yes: Negotiating Agreement Without Giving In, New York: Penguin Books. <p>Summary</p> <p><i>Additional material will be made available in Blackboard.</i></p>	<p>Reading in preparation of class 4 and for use in reflective paper 2. The reading will include a number of articles and extracts.</p>
<p>Week 8: 11-17 March</p> <p><i>Spring break</i></p>	
<p>Week 9: 18-24 March</p> <p><u>Reading week: Reflections on Gender, Culture and Religion in Peacebuilding</u></p> <p><i>Reading (Required)</i></p> <ul style="list-style-type: none"> - Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall: Chapter 12 & 15. <p><i>Reading (Recommended)</i></p> <ul style="list-style-type: none"> - Allen Nan, Susan, Zacharia C. Mampilly, and A. Bartoli: Chapters 3, 8, 10, 16, 17, 18, 23, 46 	<p>Reading in preparation of class 4 and for use in reflective paper 2. The reading will include a number of articles and extracts.</p> <p>Extended consultation calls will be made available for each student to talk through the material for their second reflective paper.</p>

<p>Week 10: 25-31 March</p> <p>Reflective paper 2 deadline: Friday 29 March</p> <p><u>Challenges of good mediation design</u></p>	<p>Students will submit through blackboard one 7-page (double spaced) paper that examines the effectiveness of international mediations in a context of their choice. This paper will provide an analysis of the conflict, using the theories and methods explored, and will examine the approach to mediation in that context. Particular consideration will be given to considerations of gender, culture and religion (<u>17,5 points</u>).</p>
<p>Week 11: 01-07 April</p> <p><u>Consultation on proposed final paper</u></p>	<p>Each student will hold a telephone consultation with the course instructor to discuss their proposed final paper.</p>
<p>Week 12: 08-14 April</p> <p>Final paper summary deadline: Friday 29</p>	<p>Students will provide a one-paragraph summary of their final paper for approval. (<u>5 points</u>)</p>
<p>Week 13: 15-21 April</p> <p><i>Easter break</i></p>	
<p>Week 14: 22-28 April</p> <p>Class 4: Friday 26th April (10.15-16.10)</p> <p><u>Modern mediation – Syria case study</u></p> <p><i>Learning objectives</i></p> <ul style="list-style-type: none"> • Explore the development of mediation best practice • Inclusivity in mediation processes • Policy (1325+) and practice of women's role in peace processes • Incorporating religion into peace • Designing a mediation process based on the Syria context <p><i>Reading to be made available in blackboard.</i></p>	<p>Class 4 will include an extended interactive class, in which students learn about the development of international mediation practice, including the role of women and inclusion.</p> <p>Students will undertake a group task in which they roleplay design and delivery of a mediation process focused on Syria (<u>5 points</u>)</p> <p>Agreement of presentation for class 5.</p>
<p>Week 15: 29-05 May</p> <p>Class 5: Wednesday 03rd May (10.15-16.10)</p> <p><u>The nexus and conflict sensitivity – Yemen case study</u></p> <p><i>Learning objectives</i></p> <ul style="list-style-type: none"> • Understanding of the concepts of 'conflict sensitivity' and the role of assistance in conflict contexts • The tensions and opportunities of the nexus between humanitarianism, development and peacemaking • Plan for 'conflict sensitive' assistance into Yemen <p><i>Reading to be made available in blackboard.</i></p>	<p>In class 5 the students will explore research on the role of assistance in conflict contexts, from both a practical and political viewpoint. Students will also explore the relationship between peacemaking and humanitarian and development.</p> <p>Students will make a presentation on how they would plan for assistance to be provided into Yemen (<u>5 points</u>).</p>

<p>Week 16: 06-12 May Class 6: Friday 10 May</p> <p><u>Peacebuilding and Statebuilding</u></p> <p><i>Learning objectives</i></p> <ul style="list-style-type: none"> • International agreements on providing assistance into 'fragile' contexts • The international statebuilding and peacebuilding agenda • Principles of 'fairness' in a society • Stabilisation methodologies. <p><i>Reading to be made available in blackboard.</i></p>	<p>In class 6, students will explore the interaction between peacebuilding and statebuilding; based on research into how assistance should be provided into fragile contexts so as to reinforce both. The course will focus on the principle of 'fairness' and how it can be applied in fragile context.</p> <p>Students will make a presentation analyzing a question of 'fairness' in relation to a contemporary conflict within their a selected context (<u>10 points</u>).</p> <p>Students will hand in their final paper at the end of the class (<u>25 points</u>)</p>
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Important Notes:

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See university and school standards for academic conduct here:

<http://www.shu.edu/offices/student-life/community-standards/community-standards.cfm>

<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>.

Use of electronic devices for any purpose other than taking notes is not appropriate during class time. It distracts other students and the professor and will result in a lowered grade.

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor before the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on

all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "F" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.