

Seton Hall University

eRepository @ Seton Hall

Diplomacy Syllabi

School of Diplomacy and International
Relations

Fall 2021

DIPL 6004 WB Peacemaking and Peacekeeping

David Wood PhD
Seton Hall University

Follow this and additional works at: <https://scholarship.shu.edu/diplomacy-syllabi>

Recommended Citation

Wood, David PhD, "DIPL 6004 WB Peacemaking and Peacekeeping" (2021). *Diplomacy Syllabi*. 565.
<https://scholarship.shu.edu/diplomacy-syllabi/565>

DIPL 6004WB: PEACEMAKING AND PEACEKEEPING Fall 2021 (online)¹

Instructor: David Wood, Professor of Practice, Peace and Conflict
School of Diplomacy and International Relations, Seton Hall University
Contact: david.wood@shu.edu
Office hours: Wednesdays & Thursdays 10 am -12 pm EST.
Appointments are conducted over Microsoft Teams.
Appoints are booked in advance via email.

COURSE DESCRIPTION

This course examines the nature of conflict, how conflict escalates and de-escalates, and the role of peacemaking and peacekeeping in assisting de-escalation. The course will draw on research and experiences from a range of contexts. The course is 'practice-focused' in that it will provide students with practical tools for assessing conflicts and planning peacemaking and peacekeeping interventions.

While the course is online, two live lectures will be made available to students in the weeks 13-19 Sep.s and 08-14 Nov. Precise dates and times will be agreed in an online poll.

LEARNING OUTCOMES

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

Part 1: Conflict and peace

1. Articulate the nature and sources of conflict, and assess conflicts for issues and relationships, and strategies and tactics.
2. Explain conflict escalation models and articulate the conditions that encourage/discourage escalation

Part 2: Peacekeeping

3. Explain the main tenants of peacekeeping practice and articulate the evolution from traditional to cosmopolitan models.
4. Identify the different types of peace operations, and the challenges for contemporary peacemaking.

Part 3: Peacemaking

5. Explain conflict de-escalation models and assess whether a conflict is 'ripe' and/or 'ready' for negotiated peace.
6. Identify the role of conflict parties and third-party peacemakers and articulate the three tracks of conflict interventions.
7. Argue contentious questions in the field of peacemaking: (a) approaches to making peace with violent extremism; (b) balancing peace and justice.

REQUIRED TEXTS:

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

- 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.
- Bellamy, Alex J, and Stuart, Williams, Paul D Griffin. 2010. *Understanding Peacekeeping*. Cambridge: Polity Press.

Other reading and resources will be made available on Blackboard on a weekly basis as required by each class. Classes will not be open before, and you will not be able to post material earlier than the week it is due.

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

COURSE POLICIES

Submission format

All submissions will be online via blackboard and should be written in arial, font size 10, with 1.5-line space between lines. This format takes precedence over any other format guidance available to students.

Late Work

All blogs, discussion postings and papers are due by 6 pm EST on the noted day and will be considered late if submitted after this time. Failure to complete an assignment by the 6 pm deadline on the due date will result in a grade penalty, unless an extension is agreed in advance with the instructor. All late assignments will be penalized by one-third letter grade per day (i.e., an A assignment turned in one day late is an A-, two days late a B+, etc.) except in cases of medical/family emergency or COVID-related issues. I understand that emergencies happen – **please** contact me ASAP if you find it difficult to keep up with your work, if you are falling behind in the class, or if you are having problems and difficulties of any kind.

Assessment of Students

Students participating in the course will be graded in the following manner:

- 1. Active participation in the class activities** (group discussions and blogs) (50%)
 - A weekly forum will be open Monday until 6 pm Sunday each week, during which time you will be expected to contribute towards online discussions and submit blog posts.
 - Please note that your first contribution to online discussions is due on the respective Wednesday (6 pm EST), and you are required to make at least two responses to colleagues' posts by Sunday of the same week. You **must** do both for your assignment to be considered complete. If you do not provide at least two responses to colleagues' posts, you will receive an F for the assignment.
 - You are not required to respond to other students' blogposts. However, thoughtful reflection on other students' blogposts will be taken into account in grading.
 - Students will also be graded on the quality and thoughtfulness of their contributions as per the discussion board and blog assignment rubrics posted on blackboard.
 - Your responses to others' blog and discussions submissions will be judged on their critical engagement with arguments made. Bland responses or empty expressions of support will be marked low.
 - Since our class does not meet in person, it is your contributions on the material, your reflections around the subject matter and your engagement on these issues with each other that will greatly enhance the course.
 - Both discussion and blog posts **must** reference class readings for that week with proper citations.
- 2. Mid-term paper and presentation** (20%) One 7-page paper in which you should evaluate a peacekeeping mission of your choice. Your mid-term paper should cite a minimum of six sources on the conflict context and the selected peacekeeping mission. You will be required to present your paper in a 30 min session, with 15 mins given for your presentation, and 15 mins questioning from the instructor on learning to date.
- 3. Final paper: analysis of conflict of your choice** (30%)
 - Students are required to write a final 12-15-page paper that analyses peacemaking in a conflict dynamic of your choice. The final paper should be based on at least 15 sources.
 - The final paper should cover the content of the box below:

- Pick a conflict situation: this can be communal, sectarian, or interstate. It can also be contemporary or historical.
- Analyze the conflict: provide a short background of the conflict context in terms of: (1) the issue and relationships; (2) strategies and tactics; and (3) escalation
- Analyze existing peacemaking strategies: you should not just describe peacemaking strategies, but provide critical reflection supported by theory and argument
- Argue a new approach: Suggest a peacemaking intervention, explain why it would work, and unpack the challenges you expect and how to overcome them

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

Summary schedule of assignments and grading

Date 2021	Class	Discuss.	Blogs	Papers	Total %
30 Aug-05 Sep	Reading week				
06 Sep-12 Sep	Week 1: Introduction and key concepts <ul style="list-style-type: none"> ▪ Blog 1 (5 points): Introductions. ▪ Blog 2 (5 points): What is most important for peacemaking? 		10		10
13 Sep-19 Sep	Week 2: Escalation towards violence <ul style="list-style-type: none"> ▪ Blog 3 (5 points): Why do conflict escalate towards violence? 		5		5
20 Sep-26 Sep	Week 3: Peacekeeping – concepts and origins <ul style="list-style-type: none"> ▪ Discussion 1 (5 points): The purpose of peacekeeping, and the evolution from traditional to cosmopolitan models. 	5			5
27 Sep-03 Oct	Week 4 Peacekeeping evolution – operations and challenges <ul style="list-style-type: none"> ▪ Discussion 2 (5 points): Modern peace operations, challenges, and limitations. 	5			5
04 Oct-10 Oct	Reading week				
11 Oct-17 Oct	Fall Break – no classes				
18 Oct-24 Oct	Week 5 Mid-term paper: peacekeeping case study <ul style="list-style-type: none"> ▪ Mid-term paper (10 points): Evaluation of a select peacekeeping operation 			10	10
25 Oct-31 Oct	Week 6 Presentation of peacekeeping case study <ul style="list-style-type: none"> ▪ Online presentation of mid-term paper (10 points): 15 min session per student 			10	10
01 Nov-07 Nov	Week 7: Stalemate and de-escalation <ul style="list-style-type: none"> ▪ Discussion 3 (5 points): De-escalation. 	5			5
08 Nov-14 Nov	Week 8: Peacemaking approaches <ul style="list-style-type: none"> ▪ Discussion 4 (5 points): Third-party peacemaking. 	5			5
15 Nov-21 Nov	Week 9: Making peace with violent extremists <ul style="list-style-type: none"> ▪ Blog 4 (7.6 points): Can and should we ever make peace with violent extremists? 		7.5		7.5
22 Nov-28 Nov	Thanksgiving – no classes				
29 Nov-05 Dec	Week 10: Balancing peace and justice <ul style="list-style-type: none"> ▪ Blog 5 (7.5 points): When does justice make peacemaking harder? 				
06 Dec-12 Dec	Reading week		7.5		7.5
13 Dec-19 Dec	Week 11: Final paper <ul style="list-style-type: none"> ▪ Final paper (30 points): Evaluation the effectiveness of peacemaking in an international conflict context. 			30	30
Total %		20	30	50	100

COURSE SCHEDULE

	<u>Learning, material, and tasks</u>	<u>Instructions</u>
06-12 Sep	<p>Week 1: Introduction and key concepts</p> <p><u>Learning objectives</u> At the end of this week students should be able to:</p> <ul style="list-style-type: none"> ▪ Articulate the nature and sources of conflict. ▪ Assess conflicts for issues and relationships, and strategies and tactics. <p><u>Required material</u></p> <ul style="list-style-type: none"> ▪ Pruitt, Dean G, Sung Hee Kim, and Jeffrey Z Rubin Chapter 1: Overview Chapter 2: Nature and sources of conflict Chapter 3: Strategic Choice Chapter 4: Contentious tactics ▪ Dugan, Maire, 'A nested theory of conflict', <i>A Leadership Journal: Women in Leadership</i>, Vol. 1, 1996 (BB) <p><u>Tasks</u></p> <ul style="list-style-type: none"> ▪ Blog 1 (5 points): introductions. Word limit: 100-150 words Deadline: Wednesday 08 Sep. 2021 (1800 EST) ▪ Blog 2 (5 points): 'What is conflict, violence and peace?' Word limit: 500-650 words Deadline: Sunday 12 Sep. 2021 (1800 EST) <p><u>Class interaction</u></p> <ul style="list-style-type: none"> ▪ Pre-recorded lecture 	<p>This week we will focus on mutual introductions, understanding the course and syllabus, and exploring the basic idea of conflict. This week you will also be expected to also explore the Blackboard online platform and ensure you are able to use the required technology.</p> <p><u>Blog 1 Instructions</u> Post a blog entry to introduce yourself to the instructor and the other students in the course. Include answers to the following questions:</p> <ul style="list-style-type: none"> ▪ Where do you call home? ▪ What name do you go by in this school? ▪ What experiences do you have with peacemaking and peacekeeping? ▪ What related classes have you taken in the past or are taking now? ▪ What do you expect to learn in this course? ▪ Have you ever taken an online course before? If so, what tips do you have for other students? <p><u>Blog 2 Instructions</u> Answer the question: What is most important for peacemaking in [enter conflict], resolving an issue, strengthening relationships, or influencing strategies and tactics?</p> <p>Choose an international conflict context outside the U.S. The conflict context could be local (e.g., between two communities), intra-state (e.g., between the government and rebels) or inter-state (e.g., between two countries).</p> <p>Place the conflict context in the question and answer it by examining the context and using theories/concepts from the reading. For example, you could select: <i>What is most important for peacemaking in the India-Pakistan conflict over Kashmir: resolving an issue, strengthening relationships, or influence strategies and tactics?</i></p> <p>Make sure you cite the reading, and also sources for information on the selected context.</p>

<p>13 – 19 Sep</p>	<p>Week 2: Escalation towards violence</p> <p><u>Learning objectives</u> At the end of this week students should be able to:</p> <ul style="list-style-type: none"> ▪ Explain conflict escalation models and apply them to real-world conflicts. ▪ Articulate the conditions that encourage/discourage escalation at a theoretical level and identify such conditions in real-world conflicts. <p><u>Required material</u></p> <ul style="list-style-type: none"> ▪ Pruitt, Dean G, Sung Hee Kim, and Jeffrey Z Rubin Chapter 5: Escalation and Its Development Chapter 6: Structural Change Model Chapter 7: Conditions that encourage and discourage escalation Chapter 8: The persistence of escalation <p><u>Tasks</u></p> <ul style="list-style-type: none"> ▪ Blog post 3 (5 points): Why do conflicts escalate towards violence? Word limit: 500-650 words Deadline: Sunday 19 Sep. 2021 (1800 EST) <p><u>Class interaction</u></p> <ul style="list-style-type: none"> ▪ Optional live lecture. Recording will be made available to students afterwards. 	<p>This week we will explore how conflicts escalate, as well as the conditions that lead to the use of violent strategies by those in conflict.</p> <p><u>Blog 3 Instructions</u> Answer the question, ‘Why did [insert conflict context] escalate towards violence?’</p> <p>Choose an international conflict context. The conflict context could be local (e.g., between two communities), intra-state (e.g., between the government and rebels) or inter-state (e.g., between two countries). You can choose the same context for blog post 2, or a different context; there will be no difference in marks.</p> <p>Place the conflict context in the question and answer it by providing an assessment of why and how this conflict escalated. Use at least one of the escalation models in the reading as well as other concepts introduced. Ensure your analysis provides commentary on the application of Conflict Escalation Models (e.g., which are stronger and why?).</p> <p>Make sure you cite the reading, and also sources for information on the selected context.</p>
--------------------	---	--

20 – 26 Sep	<p>Week 3: Peacekeeping – concepts and origins</p> <p><u>Learning objectives</u> At the end of this week students should be able to:</p> <ul style="list-style-type: none"> ▪ Explain peacekeeping as a concept. ▪ Articulate the distinct approaches and potentials of traditional to cosmopolitan peacekeeping <p><u>Required material</u></p> <ul style="list-style-type: none"> ▪ Bellamy, Alex J, and Stuart, Williams, Paul D Griffin Part I: Concepts and Issues Part II: Historical Development <p><u>Tasks</u></p> <ul style="list-style-type: none"> ▪ Discussion 1 (5 points): The purpose of peacekeeping, and the evolution from traditional to cosmopolitan models. Word limit: 250-350 words Deadline: Wednesday 21 Sep. 2021 (1800 EST) ▪ Discussion replies Word limit: two replies of 100-150 words each Deadline: Sunday 26 Sep. 2021 (1800 EST) <p><u>Class interaction</u></p> <ul style="list-style-type: none"> ▪ Pre-recorded lecture 	<p>This week we will shift our focus to the concepts and origins of peacekeeping, and its development from traditional to cosmopolitan models.</p> <p><u>Group discussion 1 instructions</u> Using concepts and insights from the material, submit to the discussion board by answering one of the following three questions:</p> <ul style="list-style-type: none"> ▪ ‘How has peacekeeping been used?’ ▪ ‘What is the traditional model and why is it important?’ ▪ ‘What is the cosmopolitan model and why is it important?’ <p>Make sure you use real-world cases in your arguments. Submissions that do not reference real-world cases will receive a maximum C grade.</p> <p>Make sure your respond <u>meaningfully</u> to at least two other discussion posts. ‘Meaningfully’ means that you do not provide pithy congratulations or support, but that you examine, challenge, or complement (not compliment) the analysis provided. Students that do not respond to at least two other posts will receive an F grade.</p> <p>Make sure you cite the reading, and also sources for information on real world cases discussed.</p>
-------------	--	--

27 Sep – 03 Oct

Week 4: Peacekeeping evolution – operations and challenges

Learning objectives

At the end of this week students should be able to:

- Identify different types of peace operations.
- Assess the challenges facing peacekeeping missions, through analysis of real-world case studies.

Required material

- Bellamy, Alex J, and Stuart, Williams, Paul D Griffin
Part III: The Purposes of Peace Operations
Part IV: Contemporary Challenges
- Report of the Panel of the United Nations Peace Operations ('Brahimi Report'), August 21, 2000 (Website).

Tasks

- Discussion 2 (5 points): Modern peace operations, challenges, and limitations.
Deadline: **Wednesday 29 Sep. 2021 (1800 EST)**
- Discussion replies
Word limit: two replies of 100-150 words each
Deadline: **Sunday 03 Oct. 2021 (1800 EST)**

Class interaction

- Pre-recorded lecture.

This week we continue to explore peacekeeping by understanding the different purposes of contemporary peace operations, and by identifying some of the principal challenges facing peacekeeping missions.

Group discussion 2 instructions

Using concepts and insights from the material, submit to the discussion board by answering one of the following three questions:

- **'How are the main purposes of modern peacekeeping?'**
- **'What challenges do peacekeeping missions face?'**
- **'What are the limitations of peacekeeping?'**

Make sure you use real-world cases in your arguments. Submissions that do not reference real-world cases will receive a maximum C grade.

Make sure you respond meaningfully to at least two other discussion posts. 'Meaningfully' means that you do not provide pithy congratulations or support, but that you examine, challenge, or complement (not compliment) the analysis provided. Students that do not respond to at least two other posts will receive an F grade.

Make sure you cite the reading, and also sources for information on real world cases discussed.

18 Oct – 24 Oct	<p>Week 5: Mid-term paper: peacekeeping case study</p> <p><u>Learning objectives</u> At the end of this week students should be able to:</p> <ul style="list-style-type: none"> ▪ Assess the effectiveness of a peacekeeping mission <p><u>Advisory material</u> No reading material is provided. It will be up to students to find relevant material. Examples include:</p> <ul style="list-style-type: none"> ▪ For a Lebanon case study: Murphy, R., 2008, 'UN Peacekeeping in Lebanon a Case Study', International Relations and Security Network (ISN), Zurich. ▪ For a Kosovo case study: Scheye, E., 2008, 'UNMIK and the Significance of Effective Programme Management: The Case of Kosovo' in <i>Security Sector Reform and UN Integrated Missions: Experience from Burundi, the Democratic Republic of Congo, Haiti, and Kosovo</i>, eds. H. Hänggi & V. Scherrer DCAF, Geneva, Switzerland, pp. 169-228 <p><u>Tasks</u></p> <ul style="list-style-type: none"> ▪ Mid-term paper (15 points): Evaluation of a select peacekeeping operation Word limit: Seven 1.5-line spaced pages, Arial 10 Deadline: Sunday 24 Oct. 2021 (1800 EST) 	<p>This week students will assess a peacekeeping case study.</p> <p><u>Mid-term paper instructions</u> Submit a 7-page paper on the following topic: 'Assess the success of [insert name of peacekeeping mission]'?</p> <p>Choose an international peacekeeping mission. The peacekeeping mission could be in an intra-state (e.g., between the government and rebels) or inter-state (e.g., between two countries) conflict.</p> <p>Place the peacekeeping mission in the question and answer it by analyzing the purpose and type of mission, its objectives, and its ultimate success in preventing violence and using peace.</p> <p>Make sure you cite the reading, and also sources for information on the selected context. You should cite a minimum of <u>six</u> sources on the conflict context and the selected peacekeeping mission.</p> <p>The paper should be written in 1.5-line spaced pages in Arial 10.</p>
25 Oct – 31 Oct	<p>Week 6: Presentation of peacekeeping case study</p> <p><u>Learning objectives</u> At the end of this week students should be able to:</p> <ul style="list-style-type: none"> ▪ Assess the effectiveness of a peacekeeping mission <p><u>Advisory material</u> <i>None</i></p> <p><u>Tasks</u></p> <ul style="list-style-type: none"> ▪ Online presentation of mid-term paper (10 points) Duration: 15 mins Deadline: Sunday 31 Oct. 2021 (1800 EST) 	<p>This week students will present their peacekeeping case study.</p> <p><u>Instructions</u> Students will book a 30 mins individual online session with the instructor. In the first 15 mins the student will present their case study, using a PPT.</p> <p>In the second 15 mins, the instructor will quiz the student on learning from weeks 1-4.</p> <p>The student will be marked on: (1) the quality of the presentation (including visual presentation and verbal skills); and (2) their ability to answer questions on the learning from weeks 1-4.</p>

01-07 Nov	<p>Week 7: Stalemate and de-escalation</p> <p><u>Learning objectives</u> At the end of this week students should be able to:</p> <ul style="list-style-type: none"> ▪ Explain theories of conflict de-escalation and apply them to real world cases. ▪ Assess whether a conflict context is 'ripe' or 'ready' for negotiated peace. <p><u>Required material</u></p> <ul style="list-style-type: none"> ▪ Pruitt, Dean G, Sung Hee Kim, and Jeffrey Z Rubin Chapter 9: Perceived Stalemate and De-escalation ▪ Pruitt, Dean G, 'Whither Ripeness Theory', working paper no. 25. <p><u>Tasks</u></p> <ul style="list-style-type: none"> ▪ Discussion post 3 (5 points): De-escalation Word limit: 250-350 words Deadline: Wednesday 03 Nov. 2021 (18 EST) ▪ Discussion replies Word limit: two replies of 100-150 words each Deadline: Sunday 07 Nov. 2021 (18 EST) <p><u>Class interaction</u></p> <ul style="list-style-type: none"> ▪ Pre-recorded lecture. 	<p>This week we will explore how conflicts de-escalate, the importance of ripeness and readiness.</p> <p><u>Group discussion 3 instructions</u> Using concepts and insights from the readings, submit to the discussion board an entry responding to the video by answering one of the following three questions:</p> <ul style="list-style-type: none"> ▪ 'What is required for a conflict to de-escalate?' ▪ 'What is ripeness and why it is it important?' ▪ 'What is readiness and why is it important?' <p>Make sure you use real-world cases in your arguments. Submissions that do not reference real-world cases will receive a maximum C grade.</p> <p>Make sure your respond <u>meaningfully</u> to at least two other discussion posts. 'Meaningfully' means that you do not provide pithy congratulations or support, but that you examine, challenge, or complement (not compliment) the analysis provided. Students that do not respond to at least two other posts will receive an F grade.</p> <p>Make sure you cite the reading, and also sources for information on real world cases discussed.</p>
-----------	--	---

08 – 14 Nov	<p>Week 8: Peacemaking approaches</p> <p><u>Learning objectives</u> At the end of this week students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify the role of the conflict parties and third parties in making peace. ▪ Articulate the difference between Track I, II and III interventions. <p><u>Required material</u></p> <ul style="list-style-type: none"> ▪ Pruitt, Dean G, Sung Hee Kim, and Jeffrey Z Rubin Chapter 10: Problem Solving and Reconciliation Chapter 11: The Intervention of Third Parties ▪ Julia Palmiano Federer, Julia Pickhardt, Philipp Lustenberger, Christian Altpeter, Katrina Abatis. 2019. Beyond the Tracks? Reflections on Multitrack Approaches to Peace Processes. HD Centre. ▪ Beyond Right and Wrong Documentary: http://beyontrightandwrong.com <p><u>Tasks</u></p> <ul style="list-style-type: none"> ▪ Discussion 4 (5 points): Third-party peacemaking Word limit: 250-350 words Deadline: Thursday 10 Nov. 2021 (1800 EST) ▪ Discussion replies Word limit: two replies of 100-150 words each Deadline: Sunday 14 Nov. 2021 (1800 EST) <p><u>Class interaction</u></p> <ul style="list-style-type: none"> ▪ Optional live lecture. Recording will be made available to students afterwards. 	<p>This week we will look in more depth at peacemaking by exploring how parties move beyond violence, the nature of third-party interventions, and the different tracks of intervention.</p> <p><u>Group discussion 4 instructions</u> Using concepts and insights from the learning material, submit to the discussion board an entry answering one of the following three questions:</p> <ul style="list-style-type: none"> ▪ ‘How can conflict parties overcome violence?’ ▪ ‘How can third parties make peace?’ ▪ ‘What are the different tracks, and how can they be used to make peace’ <p>Make sure you use real-world cases in your arguments. Submissions that do not reference real-world cases will receive a maximum C grade.</p> <p>Make sure your respond <u>meaningfully</u> to at least two other discussion posts. ‘Meaningfully’ means that you do not provide pithy congratulations or support, but that you examine, challenge, or complement (not compliment) the analysis provided. Students that do not respond to at least two other posts will receive an F grade.</p> <p>Make sure you cite the reading, and also sources for information on real world cases discussed.</p>
-------------	---	--

15 – 21 Nov	<p>Week 9: Making peace with violent extremists</p> <p><u>Learning objectives</u> At the end of this week students should be able to:</p> <ul style="list-style-type: none"> ▪ Articulate norms and standards on violent extremists and proscribed groups. ▪ Articulate the arguments for and against making peace with violent extremists, and best practice in engagement. <p><u>Required material</u></p> <ul style="list-style-type: none"> ▪ R. Ricigliano (ed.). 2005. <i>Choosing to engage: Armed groups and peace processes</i>. Conciliation Resources. ▪ P. E. Duhart. 'Talking with terrorists, talking with governments: insurgent perspectives on legitimisation and engagement', <i>Critical Studies on Terrorism</i>, Volume 12, 2019 - Issue 3 ▪ C. Nembr and S. Savage. 2019. <i>Integrative Complexity Interventions to Prevent and Counter Violent Extremism</i>. Additional reading on the Taliban peace deal will be made available on Blackboard. <p><u>Tasks</u></p> <ul style="list-style-type: none"> ▪ Blog post 4 (5 points): Can and should we ever make peace with violent extremists? Word limit: 1,000-1,200 words Deadline: Sunday 21 Nov. 2021 (1800 EST) <p><u>Class interaction</u></p> <ul style="list-style-type: none"> ▪ Pre-recorded lecture. 	<p>This week we will explore the reasons and risks of making peace with violent extremists.</p> <p>Blog 4 Instructions Answer the question, 'Can and should we ever make peace with violent extremists?'</p> <p>Make sure you use real-world cases in your arguments. Submissions that do not reference real-world cases will receive a maximum C grade.</p> <p>Make sure you cite the reading, and also sources for information on real world cases discussed.</p> <p>This is an extended blog post, with a length of 1,000-1,200 words (not 500-650).</p>
-------------	---	---

29 Nov – 05 Dec	<p>Week 10: Balancing peace and justice</p> <p><u>Learning objectives</u> At the end of this week students should be able to:</p> <ul style="list-style-type: none"> ▪ Understand the interaction of justice inside peacemaking. ▪ Articulate the ‘no peace without justice’ and ‘peace first’ perspectives. <p><u>Required material</u></p> <ul style="list-style-type: none"> ▪ H Muller, <i>Justice and Peace: Good Things Do Not Always Go Together</i>, PRIF Working paper (2010). ▪ P. Williams (et al), ‘The Peace vs. Justice Debate and the Syrian Crisis’, <i>ILSA Journal of International & Comparative Law</i>, Vol. 24, No. 3, 2018 ▪ H. Gutbrod and D. Wood. ‘Turkey Will Never Recognize the Armenian Genocide’, <i>Foreign Policy</i>. June 14, 2021. <p><u>Tasks</u></p> <ul style="list-style-type: none"> ▪ Blog post 4 (5 points): When does justice make peacemaking harder? Word limit: 1,000-1,200 words Deadline: Sunday 05 Dec. 2021 (1800 EST) <p><u>Class interaction</u></p> <ul style="list-style-type: none"> ▪ Pre-recorded lecture. 	<p>This week we will explore the peace vs. justice debate and what it means for peacemaking.</p> <p><u>Blog 4 Instructions</u> Answer the question, ‘When does justice make peacemaking harder’</p> <p>Make sure you use real-world cases in your arguments. Submissions that do not reference real-world cases will receive a maximum C grade.</p> <p>Make sure you cite the reading, and also sources for information on real world cases discussed.</p> <p>This is an extended blog post, with a length of 1,000-1,200 words (not 500-650).</p>
-----------------	---	---

13 – 19 Dec	<p>Week 11: Finals Paper</p> <p><u>Learning objectives</u> At the end of this week students should be able to:</p> <ul style="list-style-type: none"> ▪ Evaluate the effectiveness of peacemaking in an international conflict context <p><u>Advisory material</u> No reading material is provided, as relevant material will depend on the selected case study. It will be up to students to find relevant material. The final paper must cite at least 15 sources on the conflict context and peacemaking actions.</p> <p><u>Tasks</u></p> <ul style="list-style-type: none"> ▪ Final paper (30 points): Evaluate the effectiveness of peacemaking in a select conflict context Word limit: 12-15 1.5-line spaced pages, Arial 10 Deadline: Sunday 19 Dec. 2021 (1800 EST) 	<p>This week students will assess the effectiveness of peacemaking in a select conflict context.</p> <p><u>Final paper instructions</u> Students are required to write a final 12-15-page paper that analyses peacemaking in one international conflict context.</p> <p>The final paper should cover the following content:</p> <ul style="list-style-type: none"> - Pick a conflict situation: this can be communal, sectarian, or interstate. It can also be contemporary or historical. - Analyze the conflict: provide a short background of the conflict context in terms of: (1) the issue and relationships; (2) strategies and tactics; and (3) escalation - Analyze existing peacemaking strategies: you should not just describe peacemaking strategies, but provide critical reflection supported by theory and argument - Argue a new approach: suggest a peacemaking intervention, explain why it would work, and unpack the challenges you expect and how to overcome them <p>The final paper must cite at least <u>15</u> sources on the conflict context and peacemaking actions.</p> <p>The paper should be written in 1.5-line spaced pages, Arial 10.</p>
-------------	--	--

GUIDANCE AND RESOURCES

Blackboard

We will use Blackboard for the course. Additional guidance on individual assignments and discussion questions will be posted there. Use the Blackboard assignment drop box to submit your work for grading. Please visit our Blackboard site regularly.

Technical Help

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at servicedesk@shu.edu.

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. Outside of these hours, the Technology Service Desk phone is answered by an external technology support service that provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite.

For more tips and technical information, go to Seton Hall's Tech Help Community.

Special Library Resources for Online Students

Seton Hall online students have electronic access to vast information resources of the University Libraries. Students have immediate access to collections of databases, articles, journals, and ebooks from the library homepage. Access to most electronic materials requires the use of a Seton Hall PirateNet ID and password. If the Seton Hall University Library does not include a certain article, the library will obtain a digital copy from another library and email it within 24 to 48 hours of request. Additionally, online instructors post items from the library's collection to the course's Blackboard site.

Online students and faculty receive personal assistance from our expert library faculty in a number of ways. General queries can be handled by the Reference Desk, at (973-761-9437) or through our Ask a Librarian page. Subject librarians offer in depth assistance via phone by appointment. The library's research guides provide guidance to finding subject-specific electronic materials.

Communication, Feedback and Email

The instructor will respond to student's emails within 48 hours. If instructor is away from email for more than one day, she will post an announcement in the Blackboard course folder.

Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

- Syllabus
- Frequently Asked Questions (FAQs)
- Help forum (Feel free to respond to other students in the Help forum if you know the answer.)
- Blackboard videos on how to use Blackboard features
- Blackboard Q&A, and
- Technology Requirements.

Grades and feedback will either be posted to Blackboard (see My Grades) or as a general announcement to all students, within 5 to 7 days for blogs and discussions and within two weeks for papers after the assignment is due. I will post feedback using the announcement feature when the feedback is one that can benefit all students equally.

It is expected that you use your SHU email address; emails from non-SHU accounts will not be returned.

Netiquette

Netiquette refers to the good manners we use when communicating online. For online discussion netiquette:

1. Think of your comments as printed in the newspaper... your online comments will be seen, heard and remembered by others in this class. Before you make an emotional, outrageous, or sarcastic remark on-line, think about whether or not you would care if it was seen in your local newspaper.
2. Don't be overcome by your emotions. Take a few breaths and step away from your computer if need be.
3. Sign your real name. It is easier to build a classroom community when you know to whom you are responding.
4. Avoid self-centered comments. If you have a great idea, great. If you want to contribute to an ongoing discussion, terrific. But, don't just tell others about your problems ("I'm frustrated", "My audio doesn't work today") unless it contributes in some way to the class.
5. Avoid negativity. You can disagree. You should disagree. You can challenge ideas and the course content but avoid becoming negative online. It will impact you negatively, hinder the class discussion, and may give the wrong impression of you to others.
6. There is no need to be aggressive online. No [flaming](#), all caps, or !!!!, or ?????
7. Be polite, understate rather than overstate your point, and use positive language. Using bold, frank, overstated language conveys an emotional aggressiveness that hinders your message.
8. Disagree politely. When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
9. Don't disrupt. Online dialogue is like conversation. If there is a dialogue or train of thought going on, join in, add to it, but, if you have something entirely different to bring up, wait or post it in another thread.
10. Don't use acronyms that not everyone would understand and know.

Graduate services

Graduate Services Guide (General for all programs): <https://library.shu.edu/gradservices/>
Diplomacy Graduate Remote Research Guides: <https://library.shu.edu/diplomacy-remote>
Data Services Guide (with form to request data support): <https://library.shu.edu/data-services>

Coronavirus Safety

As of right now, our mask mandate is mandatory for indoors (unless you're alone or eating) and in effect until further notice. The language was clear last year: No mask, no class. Updates can be found here: <https://www.shu.edu/health-intervention-communication/>

CAPS

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychologicalservices/index.cfm>

Disability Services Statement

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.

Policy on Incompletes

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 "FI" (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.

Academic Integrity & Dishonesty

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:

<https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf> and

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

Resources for academic integrity are on the course Blackboard page.

Citation Formats

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.

University Writing Resources

The University Writing Center located on the 3rd floor of the library offers a number of resources to help you succeed. These include the following:

One-on-one meetings with a tutor to discuss your writing. You can meet with a graduate student or a professor. Sign up for appointments here: <http://blogs.shu.edu/studenttoolkit/the-writing-lab/>

An Online Writing Lab (OWL) in which you submit a paper and receive written feedback on it within 48 hours. For more information: <http://academic.shu.edu/owl/front.htm>