

Instructor: Anup Phayal
Course Information: Online (Blackboard)
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OAP 1 (1/21-3/10)
Lectures (MW 2/6-2/18)

Course Description and Goals

This course provides students the intellectual tools to understand armed conflicts and current approaches to building post-conflict peace. There are seven modules in the course and they can be divided into two distinct phases. The first phase, module 1 and 2, focuses on intra-state armed conflicts—understanding their causes and consequences. The second phase, module 3 to 7, starts with the concept of peace and introduction to the United Nations before delving into the question, how can peacekeeping interventions help in building sustainable peace? The second phase also includes discussions on the role of military and non-military components of peacekeeping as well as examining the challenges.

Prerequisites:

None

Course Objectives and Student Learning Outcomes

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

1. Analyze the process of conflict termination in an armed conflict.
2. Explain the role of external intervention in armed conflicts.
3. Describe the evolution of UN peacekeeping.
4. Evaluate the challenges to peacekeeping in building sustainable peace.

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

1. Critically analyze a problem and examine various approaches to explain causation.
2. Research a topic using proper reference method.
3. Enhance written communicative skills.

Format of the course

This is an online course with all activities and materials in the Learning Management System (LMS) Canvas. All students must have access to a computer and check the class site on the LMS regularly. Plan to check the site several times a week, not only on the day work is due. All work is due by the date and time EST. It is the responsibility of the student to access the materials, note any due dates, and ask the instructor questions as soon as possible. All work is to be submitted and graded via Canvas. No work will be accepted via email.

Module Assignments

The course has 7 modules. There are graded module quizzes, discussion posts and short answer type assignments after each module. Quizzes are single-attempt, due at the end of the module. Students are to read and understand the material posted in the module before attempting the assignments.

Course Requirements

To fully participate in the course, it is the student's responsibility to have electronic equipments in good working order. Students must have at a minimum, a working computer with speakers and a microphone. Students without personal electronic equipment must make arrangements to use equipment at the university or other location. Lack of access to equipment will not be accepted as a reason for not participating in the course requirements.

Students should have following minimum technical skills:

- Use computer and internet for basic operations such as use email with attachment
- Use Canvas
- Use word processing programs like Microsoft word and powerpoint

Course Readings

Students **do not need to buy textbook** for this course since course readings are based on online journal articles and book chapters that are available from uncw library. All reading materials will be posted on Canvas. While some readings use statistical analyses, our focus will be on the substantial contribution of the research (What are various explanations behind certain political events/behavior? What are the mechanisms?).

Following books can be helpful for research and further study:

Guehenno, J. M. (2015). *The Fog of Peace: A Memoir of International Peacekeeping in the 21st Century*. Brookings Institution Press.

Autesserre, Severine. 2010. *The trouble with the Congo: Local violence and the failure of international peacebuilding*. Cambridge University Press.

Howard, L. M. (2008). *UN peacekeeping in civil wars*. Cambridge: Cambridge University Press.

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.

Bellamy, Alex J. & Paul D. Williams. 2010. *Understanding peacekeeping*. Polity, 2010.

Earning Grades

Course grades are assigned according to the following criteria.

Grade	Percentage
A	93 -100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
F	Below 70

There are two main essays which students will submit on canvas (in folder “Assignments”). In addition to the essays, there are module assessments for each module in the form of discussion boards, quizzes and short answers. Links to these assignments will be in the module page in Canvas and are explained below.

Module assignments (35%)

Module assignments include reading quizzes, short answers and/or discussion forums, instructions for which are in course modules in Canvas. For each module, these are due before the start of the lecture day when the modules are covered (see the schedule section below). These assignments are meant to guide students when reading the assigned texts in a module.

Note that all your contributions to the online discussion forums/boards are graded. Some discussion boards require you to contribute first, before you can see posts by others. Here are some ways to make a meaningful contribution in discussion boards.

- Make use of the module’s reading materials to support your responses
- Make use of real world examples (news sources, provide hyperlink to sources if possible)
- Make it less about your intuition and more about evidence-based argument
- Questions/critiques that seek to engage the module topic also adds quality contribution to the discussion.
- While frequency of engagement has some added value, responses like ”I agree with the above” counts less (if at all) than quality responses (see above).

Analytical essays 55%

The bulk of course grading will be from the assessed essays (2000 words each). Students will write essays on any of the topic questions listed on the module readings. Students will research on the topic using proper reference method and build essay around a central argument. The details of the

essays are as follows:

Essay 1: (20%) Due date :February 15, 2019. Any one question from module 1 to 2.

Essay 2: (35%) Due date: March 10, 2019. Any one question from module 4 to 7.

Late Policy

Module assignments will not be visible in canvas after their due date & time. I suggest that you submit a module assignment at least a few minutes early, so that you can re-submit it, if in case of any technical errors.

Essay 1: Given the nature of this course, I am willing to extend the due date for essay 1 (once), if you communicate with me early (at least one day before the due date). But, you should aim to submit the first paper fairly early and get my timely feedback/comment, so that it can be helpful in writing the second paper.

Essay 2: The due date for the second essay is non-negotiable. Students must complete both essays by the end of OAP 1 (March 10).

Class attendance and participation (10%)

Participation is much more than being physically (or virtually) present. This is a graduate level course and students are encouraged to come to class prepared. When we meet in class for lecture days, students will provide a summary of the assigned readings as a way to break the ice, before starting a more in-depth class discussions. I encourage students to question and critique the readings, and bring them up during the class discussions.

Communications Netiquette

Carefully consider your tone when posting messages to canvas. Since there are no visual clues, other than the message posted, pay careful attention to the manner in which messages are posted so that messages will not be taken out of context. Also, remember that even if you disagree with another person's idea, opinion or solution, do not attack the person. Simply state that you disagree with the person's idea, opinion or solution, and defend your alternative response with logical, coherent, and non-judgmental statements. Refrain from continuing a discussion that simply rehashes what has already been stated. Please refrain from using "e slang" when posting messages (i.e. "i no unreadin @ home" is not acceptable). Please use complete and coherent thoughts with appropriate punctuation and capitalization. Threaded discussions should be used for comments relative to the topic for discussion only.

I will engage students only through Canvas and the UNCW's email system. If you do not use your UNCW email address normally, you may miss important information about the class.) The course material is available at any time during the week, barring equipment failure, which is one of the great benefits of online courses. I, on the other hand, will not be available 24/7. I will do my best to reply to emails as quickly as possible but allow me 48 hours to get back to you; similarly, I will

grade/post grades as soon as I am able (after module/test closes). I am usually very prompt in both communicating and grading, however, my schedule is busy just like your schedule is busy!

Academic Honor Code

All members of UNCW's community are expected to follow the academic Honor Code. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook). Academic dishonesty in any form will not be tolerated in this class. Please be especially familiar with UNCW's position on plagiarism as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else's ideas and represent them as your own.

Student Disabilities

UNCW Disability Services supplies information about disability law, documentation procedures and accommodations that can be found at <http://www.uncw.edu/stuaff/disability/>. To obtain accommodations the student should first contact Disability Services and present their documentation to the coordinator for review and verification.

Class Preparation

The readings for the course are introductory. 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 readings. You are to read the assigned materials and come to class prepared on the discussion days.

Course Schedule

In-class sessions:

- Day 1 (2/6): Modules 1 & 2
- Day 2 (2/11): Modules 3 & 4
- Day 3 (2/13): Modules 4 & 5
- Day 4 (2/18): Modules 6 & 7

Module 1: Armed Conflicts and Actors

- **What is civil war? What causes its onset?**

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

Buhaug, H., Cederman, L. E., & Gleditsch, K. S. (2014). Square pegs in round holes: Inequalities, grievances, and civil war. *International Studies Quarterly*, 58(2), 418-431.

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

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

[*Optional readings*]

Themnér, 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*.

Buhaug, H., 2006. Relative capability and rebel objective in civil war. *Journal of Peace Research*, 43(6), pp.691-708.

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

Ross, M.L., 2004. What do we know about natural resources and civil war?. *Journal of peace research*, 41(3), pp.337-356.

Module 2: Conflict Termination and Recurrence

- **How do conflicts terminate? Critically evaluate the existing literature on civil war termination.**
- **Can a third party help end an armed conflict and prevent its recurrence?**

Walter, B.F., 1999. Designing transitions from civil war: Demobilization, democratization, and commitments to peace. *International Security*, 24(1), pp.127-155.

Weinstein, J.M., 2005. Autonomous recovery and international intervention in comparative perspective.

Collier, P., Hoeffler, A. and Soderbom, M., 2008. Post-conflict risks. *Journal of Peace Research*, 45(4), pp.461-478.

[*Optional readings*]

Buhaug, H., Gates, S. and Lujala, P., 2009. Geography, rebel capability, and the duration of civil conflict. *Journal of Conflict Resolution*, 53(4), pp.544-569.

Cunningham, D.E., Skrede Gleditsch, K. and Salehyan, I., 2009. It takes two: A dyadic analysis of civil war duration and outcome. *Journal of Conflict Resolution*, 53(4), pp.570-597.

de Rouen Jr, K.R. and Sobek, D., 2004. The dynamics of civil war duration and outcome. *Journal of Peace Research*, 41(3), pp.303-320.

Greig, J.M., 2015. Nipping them in the bud: The onset of mediation in low-intensity civil conflicts. *Journal of Conflict Resolution*, 59(2), pp.336-361.

Module 3: The United Nations

- **The UN and UN peacekeeping operations**

Hartzell, C. and Hoddie, M., 2003. Institutionalizing peace: power sharing and post-civil war conflict management. *American Journal of Political Science*, 47(2), pp.318-332.

Richmond, O.P., 2004. UN peace operations and the dilemmas of the peacebuilding consensus. *International peacekeeping*, 11(1), pp.83-101.

Segal, D.R., 1995. Five phases of United Nations peacekeeping: An evolutionary typology. *JPMS: Journal of Political and Military Sociology*, 23(1), p.65.

UN Security Council website: <http://www.un.org/en/sc/> [Research this website to understand the role of Security Council]

[Optional readings]

Annan, K.A., 2000. We the peoples: The role of the United Nations in the 21st century. [READ p. 1-17]

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

Walter, B.F., 1997. The critical barrier to civil war settlement. *International organization*, 51(3), pp.335-364.

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

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)

Module 4: UN Peacekeeping Mandate, Success and Failure

- **What is peacekeeping? How can we assess the success of a peacekeeping mission?**

Mandates and the Legal Basis for UN Peacekeeping, Available [HERE](#) [Research this website for Module quiz]

Evans, G., 2006. From humanitarian intervention to the responsibility to protect. *Wis. Int'l LJ*, 24, p.703.

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.

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

[Optional readings]

[Ongoing UN Peacekeeping website](#) See this to check peacekeeping mandates of various ongoing missions

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

Bellamy, A.J., 2008. The Responsibility to Protect and the problem of military intervention. *International Affairs*, 84(4), pp.615-639.

Module 5: Military troops in peacekeeping

- Can (more) militarization of UN peacekeeping better serve its goal?

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

Friis, K. (2010). Peacekeeping and Counter-insurgency—Two of a Kind?. *International Peacekeeping*, 17(1), 49-66.

Berdal, M. and Ucko, D.H., 2015. The use of force in UN peacekeeping operations: Problems and prospects. *The RUSI Journal*, 160(1), pp.6-12.

Fjelde, H., Hultman, L. and Nilsson, D., 2019. Protection through presence: UN peacekeeping and the costs of targeting civilians. *International Organization*, pp.1-29.

[Optional readings]

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)

Howard, L.M. and Dayal, A.K., 2018. The Use of Force in UN Peacekeeping. *International Organization*, 72(1), pp.71-103.

Module 6: Non-military components in peacekeeping

- Explain challenges associated with disarming former combatants
- Evaluate the role of first election after the end of armed conflicts in building sustainable peace

What is DDR? Available [HERE](#) [Research this website for Module quiz]

Spear, J., 2006. From political economies of war to political economies of peace: The contribution of DDR after wars of predation. *Contemporary Security Policy*, 27(01), pp.168-189.

Muggah, R. and O'Donnell, C., 2015. Next generation disarmament, demobilization and reintegration. *Stability: International Journal of Security and Development*, 4(1).

Flores, T.E. and Nooruddin, I., 2012. The effect of elections on postconflict peace and reconstruction. *The Journal of Politics*, 74(2), pp.558-570.

Fjelde, H. and Höglund, K., 2016. Electoral institutions and electoral violence in Sub-Saharan Africa. *British Journal of Political Science*, 46(2), pp.297-320.

[Optional readings]

Mbaku, J.M., 2018. What is at Stake for the DRC Presidential Election? (News blog on recent election in DR Congo) Available: [HERE](#)

Phayal, A., Khadka, P.B. and Thyne, C.L., 2015. What makes an ex-combatant happy? A micro-analysis of disarmament, demobilization, and reintegration in South Sudan. *International studies quarterly*, 59(4), pp.654-668.

Muggah, R., 2005. No magic bullet: A critical perspective on disarmament, demobilization and reintegration (DDR) and weapons reduction in post-conflict contexts. *The Round Table*, 94(379), pp.239-252.

Knight, W.A., 2008. Disarmament, demobilization, and reintegration and post-conflict peacebuilding in Africa: an overview. *African security*, 1(1), pp.24-52.

Al Jazeera News. 2019. SADC calls emergency meeting over disputed DC Congo election. Available: [HERE](#)

Module 7: Prospects and Challenges

- **Are peacekeeping interventions worth the cost? Why or why not?**

De Oliveira, R.S., 2011. Illiberal peacebuilding in Angola. *The Journal of Modern African Studies*, 49(2), pp.287-314.

Autesserre, S. (2007). DR Congo: Explaining Peace Building Failures, 2003-2006. *Review of African Political Economy*, 34(113), 423-441.

Paris, R., 2010. Saving liberal peacebuilding. *Review of international studies*, 36(2), pp.337-365.

Curran, D., 2017. Muddling on through? Cosmopolitan peacekeeping and the protection of civilians. *International Peacekeeping*, 24(1), pp.63-85.

[*Optional readings*]

Paris, R., 2014. The 'Responsibility to Protect' and the structural problems of preventive humanitarian intervention. *International Peacekeeping*, 21(5), pp.569-603.

(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.)