

Instructor: Anup Phayal  
Conflict Management and Resolution  
[Department of Public and International Affairs](#)  
269 Leutze Hall  
University of North Carolina at Wilmington  
Wilmington, NC 28403

Office Hours:  
By appointment

*E-mail:* [phayala@uncw.edu](mailto:phayala@uncw.edu)  
*Phone:* 910-962-2952

Face-to-Face class session:  
Randall Library 2005: February 3, 5, 10, 12

## Course Description and Goals

This course introduces students why various political groups use armed violence against a state. Drawing from a variety of research works and case studies, we will consider major questions about armed conflicts and civil wars. Why do political actors choose to use violence? What exactly are armed conflicts, civil wars, and insurgencies? What are causal factors for the onset of an armed conflict? How are state capacity and outside support related to an armed insurgency? Readings will be posted on the course page in Canvas, from where they can be downloaded or printed.

Students are strongly encouraged to stay informed of current events, especially those that relate to conflict and security, by reading a major daily newspaper such as the New York Times or the Washington Post, or a serious weekly news magazine like The Economist. The UNCW library also has a wide variety of current newspapers and magazines freely available to students.

## Pre-requisites:

This class is a graduate-level lecture/seminar hybrid course with a substantial reading load. Although there are no formal prerequisites, it is expected that students have some familiarity with international relations literature, as well as an ability to read and to understand quantitative social science research. It is essential for students to complete the reading prior to the class meeting.

## Student Learning Outcomes

The course is divided into eight modules and we will cover two modules in each of the four face-to-face sessions. It has the following course objectives:

1. Describe the concepts armed conflicts, civil wars and insurgencies.
2. Discuss the causal factors for the onset of an armed conflict in a country.
3. Understand the role of state capacity and outside support in an armed conflict.

## Course Textbook

All assigned readings for this course can be either directly available in the Canvas or available to download from the UNCW library (Student will be provided with links for digital book chapters).

## Minimum Technology Requirement

- Student accessing the class remotely must have regular access to reliable and high-speed internet, microphone and camera
- Computer: PC (Windows 7 or higher) or MAC OS X or higher
- Web Browser: Firefox, Chrome, Safari, Internet Explorer 10 or higher

## Earning Grades

**25%- Reading Assignments** During face-to-face sessions, you will prepare and submit following reading assignments in the discussion boards in Canvas, before the class starts

For session 1 (Feb 3), summarize **any two papers** from readings in module 1 and 2, one from each.

For session 2 (Feb 5), summarize **any one paper** of the two: Byman (2007) or McAdam et al (2003)

For session 3 (Feb 10) - No reading assignment (Student presentations)

For session 4 (Feb 12) summarize **any two papers**, one from module 7 and one from module 8.

In a reading summary, you will include following points (not more than 500 words):

- Main argument of the paper/key theme
- Briefly describe the mechanism presented in the theory OR What is the explanation behind the key argument/theme?
- For empirical papers (has both theory and evidence): Briefly describe what evidence do the authors use to support their theory.
- For theoretical/review papers: Any other points or supporting arguments.
- Do you agree with the author(s) argument? Why or why not?
- Two questions for class discussions (for each reading).

**10%- Classroom Participation.** Participation is much more than being physically present. It is necessary to engage actively in class discussion. Remember, familiarity with the assigned course contents will help you think analytically and contribute towards richer discussion in class.

**15% Student Presentation.** Students will present a case study of an ongoing insurgency/civil war/armed conflict from the list of cases provided below. The presentation will be on the February 10. If you cannot present it in class due to technical or other reasons, you have the option to upload a video recording of the presentation. The aim of the presentation is to discuss and present a case study, which can be helpful for your policy paper. You will include the following in your presentation:

1. Introduction of the case (what, where, when)
2. Research question for this case study
3. Why is this topic important?
4. Background information (Historical timeline; how the conflict started) (2-3 minutes)

5. Main body (Comprehensive report of the events from the perspective of your research question posed earlier)
6. Key finding(s)
7. Conclusion (Briefly state: what was it about? What did you find? What can be done more/what are unanswered questions?)
8. Q & A

*Total presentation time:* 12-15 minutes (not longer than 15 minutes). Around 50% of the presentation time should be devoted to the main body.

*Case study presentation topics:* You will choose your presentation topic by February 3 (first face-to-face session).

- Palestinian conflict
- Conflict in India (North east or Kashmir)
- Conflict in Afghanistan
- Conflict in Iraq
- Conflict in Yemen
- Conflict in Syria
- Conflict in Philippines
- Conflict in Somalia

Note: If students want to focus on any other conflicts, please let me know by first day of class (February 3), but earlier than that is better.

**50%-Policy Paper.** Students will complete a policy paper in any of the ongoing armed conflicts around the world, where armed non-state actors are using insurgency and terrorism against a state. Policy papers come various formats (reports, memo, policy briefs), mainly to inform policy makers. A key difference between academic research paper and a policy paper is that unlike in an academic paper, you are not proposing a new theory. Instead, policy papers are written to inform policymakers about an issue/problem and to suggest what should be done (policy-wise) to address the problem.

There are two submissions for this policy paper assignment: (1) outline of the policy paper, and (2) Main paper. The expectations for the two submissions are explained below.

(1) **Outline of the policy paper, 5%-** Due April 1, 2020. Not more than 1-page, this outline will include the following components:

- **Topic** - Students are encouraged to develop on their case-study presentation. But you can choose an entirely different topic as well.
  - *Case study:* Which country case? Non-state actor? Issue?
  - *Problem:* What is the problem/challenge that the policy paper will examine? This is similar to research question, but oriented to policy problem. For instance, “Should U.S. troop pull out of Afghanistan?” “How should Bangladesh government respond to Rohingya crisis?”
  - *Analysis:* 2-3 sentence on how will you conduct the research/analysis. Mention the sources.

(2) **Main paper, 45%-** Due April 30. Following is a guideline for this assignment:

- **Length** - 12 pages, double space (excluding title page and bibliography), font size-12, 1-inch margin
- Structure of the policy paper:
  - *Introduction*: Presentation of issue (Define the problem) and provide overview of paper structure, content
  - *Literature review*: Shorter than academic paper, only cover key papers on the topic.
  - *Historical background*: Brief background that helps understand the current events/issue.
  - *Analysis*: This section should cover the largest portion of your paper. What is the current status? What are existing policy? Here you will provide what is going on with respect to the problem defined earlier. Provide evidence on why/how the status quo is not working and why a new policy is needed. (Note, this is different from a theory section in an academic paper. There is no theory section in a policy paper.)
  - *Policy solution/recommendation*: This recommendation should be specific and you should give precise instructions on how it could be implemented. Remember as well that feasibility matters for policy so the recommendation you make may not be the most ideal solution and instead might be the best feasible solution.
  - *Conclusion*: Summarize what has been said so that it reinforces what the reader has been presented with.
  - *Bibliography*
- **Target audience for policy report**- be clear on who the policy report is intended for. It could be government of a certain country, United Nations, or the International Community. Your policy recommendation from the analysis should be aimed at the target audience (any key actor in the conflict). Sometimes, you could also have more than one target audience. For example, while writing policy report on the conflict in the Democratic Republic of Congo, target audience of the paper could be the government of the DRC, International community, and even Rwanda (key stakeholder country).
- **Remember**: Your paper is meant to inform policy-makers for decision-making. It should explain the status quo clearly, highlight the main issue (why it is problematic), followed by a list of recommendation. *You paper should be evidence-based.*
- **Some examples** Of policy papers: US-Iran conflict [for U.S. Congress](#); Rohingya crisis for [the EU](#)
- **Resources**: [Stanford policy paper guideline](#), Example policy papers from [Purdue students](#), excellent tips on writing [policy papers](#).

Course grades are assigned according to the following criteria.

## Format of the course

The CMR program is designed for working professionals and reflects a delivery method built to suit the complex and busy lives of working professionals. The primary delivery method for this course is the Distance Education format. The DE format combines UNCW's online course delivery system in Canvas, and one face-to-face lecture block. All students must have access to a computer and check the class site on the Canvas 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.

## Grade Percentage

A	93 or above
A-	90-92.9
B	87-89.9
B-	83-86.9
B	80-82.9
C+	77-79.9
C	70-76.9
F	Below 70

## Course Requirements

It is the student's responsibility to have electronic equipment, in good working order, to participate fully in this course. Students must have at a minimum, a working computer with speakers and 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.

## Participation Policy

This is a graduate level course - there are no prerequisites for graduate students in the CMR program. Qualified undergraduates may enroll with signed permission from their 1) advisor 2) department chair 3) course instructor 4) dean of the college/school 5) the Graduate school.

## Module assignments & face-to-face lecture blocks

The course has 8 modules. All tasks for each module are laid out in Canvas, which include module introduction and objectives, readings and assessments. Students are to read and understand the material posted in the module before attempting the assignments. During the face-to-face block, you are expected to be prepared when coming to class. This means you will have read the chapters before the lectures and be ready to participate. Information for your quizzes and discussions boards will come from both readings, lectures and class discussions. We will cover lectures for all modules in the four face-to-face sessions, as shown below:

- Session 1 - Module 1 & 2
- Session 2 - Module 3 & 4
- Session 3 - Module 5 & 6 (Student Presentations)
- Session 4 - Module 7 & 8

## Late Policy

Having a firm due date is helpful to organize the course both for students and instructor. There is a cost for late submission, although there is also some level of flexibility because of the nature of this course. I am willing to change the assigned due date (for a reasonable amount of time) if you communicate about this need early (at least 24 hours before the submission time). Please state clearly **why** you will not be able to complete the assignment in stated time, and also **when** you will be able to submit it next. Otherwise, there is a penalty of 10% of the assignment grade for every

delayed day. For instance, delaying to submit assignment for 5 days will lose 50% of the grade. Due date will not be extend beyond the last day of the course.

## **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 urreadin @ 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.

## **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 [UNCW Disability Service](#). To obtain accommodations the student should first contact Disability Services and present their documentation to the coordinator for review and verification.

Canvas Accessibility Statement can be found by clicking [here](#).  
Microsoft Office Accessibility Statement can be found by clicking [here](#).

## **Course Texts**

The course does not require textbook, since the reading materials are available through library. I will post all reading materials on Canvas. However, following books can be helpful for research and further study (please note that I have only posted selected digital books that are available in the library and those that focus on regional case studies):

Parlade Jr, L.A.G., 2015. An Analysis of the Communist Insurgency in the Philippines. Pickle Partners Publishing. [UNCW Library LINK](#)

Posocco, S., 2014. Secrecy and insurgency: Socialities and knowledge practices in Guatemala. University of Alabama Press. [UNCW Library LINK](#)

Davis, P.K., Larson, E.V., Haldeman, Z., Oguz, M. and Rana, Y., 2012. Understanding and influencing public support for insurgency and terrorism. RAND NATIONAL DEFENSE RESEARCH INST SANTA MONICA CA. [UNCW Library LINK](#)

Mukherjee, J.R., 2007. An insider's experience of insurgency in India's North-East. Anthem Press. [UNCW Library LINK](#)

D'Souza, S.M. ed., 2019. Countering Insurgencies and Violent Extremism in South and South East Asia. Routledge. [UNCW Library LINK](#)

Keating, M. and Waldman, M. eds., 2019. War and Peace in Somalia: National Grievances, Local Conflict and Al-Shabaab. Oxford University Press. [UNCW Library LINK](#)

## Course Schedule

### Module 1: Violence as political means

Tilly, C., 2003. The politics of collective violence. Cambridge University Press. [Ch. 1]

Jensen, R., 2004. Daggers, rifles and dynamite: anarchist terrorism in nineteenth century Europe. *Terrorism and Political Violence*, 16(1), pp.116-153.

### Module 2: Understanding armed conflicts

Sambanis, N., 2004. What is civil war? Conceptual and empirical complexities of an operational definition. *Journal of conflict resolution*, 48(6), pp.814-858.

Pettersson, T. and Wallensteen, P., 2015. Armed conflicts, 1946–2014. *Journal of peace research*, 52(4), pp.536-550.

### Module 3: Revolutionary wars -Insurgency against state

Central Intelligence Agency. Guide to the Analysis of Insurgency. [n.d.] [Originally this pamphlet was published in the 1980s] (See pages 1-4)

Byman, D., 2007. Understanding Proto-Insurgencies: Rand Counterinsurgency StudyÑPaper 3 (Vol. 3). Rand Corporation. [Pages 1-20]

McAdam D, Tarrow S, Tilly C. 2003. Dynamics of contention. Cambridge University Press. [Chapter 7: [UNCW Library link](#) ]

## Module 4: Stages of Insurgency

Central Intelligence Agency. Guide to the Analysis of Insurgency. [n.d.] [Originally this pamphlet was published in the 1980s] (See pages 5-22)

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

Marighella C. Minimanual of the urban guerrilla. Praetorian Press LLC; 2011. [SKIM the online version [HERE](#)]

## Module 5: Student case study presentations

## Module 6: Why do armed conflicts start? A look at the structural factors

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

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

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.

## Module 7: State/Rebel capacity and armed conflicts

Staniland P. Organizing insurgency: Networks, resources, and rebellion in South Asia. *International Security*. 2012 Jul;37(1):142-77.

Koren O, Sarbahi AK. State Capacity, Insurgency, and Civil War: A Disaggregated Analysis. *International Studies Quarterly*. 2018 Feb 24;62(2):274-88.

## Module 8: Outside support and armed conflicts

Byman, D., Chalk, P., Hoffman, B., Rosenau, W. and Brannan, D., 2001. Trends in outside support for insurgent movements. Rand Corporation. [UNCW Library LINK](#) [Read Chapter 2 only]

Salehyan, I., 2011. Rebels without borders: transnational insurgencies in world politics. Cornell University Press. [UNCW Library LINK](#) [Chapter 2 only]

(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.)