

IR 310—Introduction to Peace and Conflict Studies

Tuesday/Thursday, 2:00-3:20 pm VKC 100

Douglas Becker

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Office Hours: Tuesday/Thursday, 5:00-7:00

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This course serves as the introduction to the broad and diverse field of peace and conflict studies. The field is rooted in international relations, and is in fact the oldest question that international relations asks: what causes war and what produces peace. But the approach in this course is multi-faceted. We will spend a great deal of time on empirical and theoretical works on the outbreak of war, with a special emphasis on civil wars. Lack of state capacity, economic motivations for war, and ineffective global responses will be a direct area of inquiry.

The goals of the course are as follows:

- 1) What is the relationship between conflict and war? What is the difference between conflict management, conflict prevention, and conflict resolution?
- 2) What are the ultimate causes of war? How can these causes be addressed earlier in conflicts before wars break out, when the options are considerably more appealing? How does national sovereignty complicate these campaigns?
- 3) What role does international intervention play in the outbreak and expansion of wars? Should states seek to avoid intervening in the conflicts of other states, or do they have a responsibility to intervene to end these conflicts?
- 4) What are the transnational threats that international actors face? What specifically is the impact of religion and religious differences in conflicts, with a particular eye toward the Global War on Terror? Are these “globalized” violent trends transforming the nature and the impact of wars?
- 5) How has the rise of ethno-nationalism, populism, fascism, and other right-wing political movements threatened peace and democratization throughout the world? Is this a sustained political movement? Is it a reaction to globalization? Is this a reaction to multi-culturalism? What does it suggest about race, class, gender, and “othering” as a cause of conflict in the world?
- 6) What constitutes successful peacekeeping and peacebuilding? What is the difference between the two? How can international actors strengthen the capacity and the impact of international peacekeeping and peacebuilding campaigns?
- 7) How do non-violent campaigns succeed, often with greater success rates than violent campaigns? What does the new empirical evidence about the rates of success of these non-violent campaigns suggest about popular movements and the impact of peace rather than violence campaigns?

After a brief introduction to the popularity of war historically as well as in popular culture, we will turn to the issue first of civil wars. What makes civil war so prevalent in the current international system? What generally do we perceive as the causes of these civil wars? How can we as peace researchers

advocate earlier interventions in these wars to increase the odds of an intervention's success? What is the relationship between economics, identity, human rights, domestic governance, and civil conflict? Then, we will turn our attention to transnational threats. We will examine the role of the populism and the rise of the Far Right in key areas around the world as a potential threat to multi-cultural, democracy, and peace. This will bring us to the midterm. In the second half of the class, we will focus much more directly on potential means of conflict resolution. We will examine peacebuilding measures, international legal interventions, and global governance campaigns (such as the growing norm of R2P) and assess their success. Finally we will conclude with an analysis of non-violent movements and their relative success or failure

The grades for this course are as follows:

Research paper	35%
mid-term	25%
final	30%
Short written assignments	5%
class participation	5%

The research paper is a piece of empirical research on a topic that we mutually agree upon. This means that you should plan to come in and see me during office hours to discuss your topic. It is a 15 page paper and intends to take one of the topics we raise (or potentially one we have not addressed but you believe we should) in the broad study of how wars break out and how to produce peace. The mid-term and final are in-class, with both an objective portion and an essay which should engage your critical thinking. We will conduct several simulations and in-class exercises. I will post a question about the simulation to Blackboard. You will write a no more than one page, single spaced answer to that question as a debrief, due in the next class meeting. Class participation is required, which includes attendance of the class, demonstration of prior completion of the reading, and thoughtful response to questions posed. The penalty for late work is 5 points a day. The only excuses accepted are University sanctioned excuses and must be documented. Also, this course will follow all of the guidelines for reasonable accommodations laid out in the University Handbook.

Grading Scale

Course final grades will be determined using the following scale

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Grading and Correction of Grades Excerpts for this section have been taken from the University Grading Handbook, located at <http://www.usc.edu/dept/ARR/grades/gradinghandbook/gradingpolicies.html> Please see the link for the course before the semester ends. All missing grades must be resolved by the instructor through the Correction of Grade Process. One calendar year is allowed to resolve a MG. If an MG is not resolved [within] one year the grade is changed to [Unofficial Withdrawal] UW and will be calculated into the grade point average a zero grade points. A grade of Incomplete (IN) “is assigned when work is not completed because of documented illness or other ‘emergency’ occurring after the twelfth week of the semester (or 12th week equivalency for any course scheduled for less than 15 weeks).” for more details on grading concerns. A grade of Missing Grade (MG) “should only be assigned in unique or unusual situations... for those cases in which a student does not complete work

The books for this class are as follows:

Chenoweth, Erica and Maria J. Stephan. Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict. Columbia University Press, 2012, ISBN: 9780231156837

Integrated Peacebuilding: Innovative Approaches to Transforming Conflict. Edited by Craig Zelizer. Westview Press, ISBN: 9780813345093

Khosrokhavar, Farhad, Inside Jihadism: Understanding Jihadi Movements Worldwide. Paradigm Publishers, 2009, ISBN: 9781594516160

What Do We Know About Civil Wars? Edited by T. David Mason and Sara McLaughlin Mitchell. Rowman and Littlefield. ISBN: 9781442242258

Plus audio content from Scholar’s Circle (www.scholarscircle.org)

August 27: introductions, Hand out Syllabi

Part 1: The Greed/Grievance Debate in Peace Studies

29: Greed vs Grievance in Civil War

Mason and Mitchell, pgs 1-42

Paul Collier et al, “Greed vs Grievance” **Blackboard**

3: State Capacity, Regime Type, and Civil War

Mason and Mitchell, pgs 59-90

In-Class Simulation: Negotiating the End of a Civil War

5: Resource-driven conflict

Mason and Mitchell, pgs 215-230

Michael Ross, “Oil, Drugs, and Diamonds” **Blackboard**

10: Identity Issues and Ethnic Divides

Mason and Mitchell, pgs 43-57

Stuart Kaufman, “The Symbolic Politics of Ethnic War” **Blackboard**

In-class simulation on Identity

Part 2: The Intellectual and Sociological Dimensions of Jihadism

12: The 60 words: Authorization of the Use of Force Resolution and the US War on Terror

Khosrokhavar, Introduction and Chapter 1, pgs 1-17

“60 Words and a War Without End” **Blackboard**

“60 Words” from RadioLab, **Podcast link On Blackboard**

Assignment Due

17: What is Jihadism?

Khosrokhavar, pgs 18-58

19: Jihadism and the “Culture of Death”

Khosrokhavar, pgs 59-102

24: Jihadism and Islamic Hermeneutics

Khosrokhavar, pgs 152-185, 265-314

Saba Mahmood “Islamic Hermeneutics” **Blackboard**

26: Islam, Jihadism, and Democracy

Khrosrokhavar, pgs 103-151, 186-264

Ian Buruma, Murder in Amsterdam, pgs 141-185 **Blackboard**

October 1: Charities, Disaporas, and Funding Terrorism

Jeroen Gunning “Terrorism, Charities, and Diasporas” **Blackboard**

Rohan Gunaratna, “Sri Lanka: Feeding the Tamil Tigers” **Blackboard**

Part 3: The Rise of Populism and the Far Right

3: Historical Memory and “Making the Nation Great Again”

Douglas Becker “Memory and Trauma as Elements of Foreign Policymaking” **Blackboard**

Willfried Spohn “National Identities and Collective Memory in an Enlarged Europe” **Blackboard**

Christian Karner and Bram Mertens, “The Use and Abuse of Memory” **Blackboard**

8: The Rise of the Far Right in Europe: Italy and France

Gabriella Lazaridis et al, Chapter 1, pgs 1-80 **Blackboard**

- 10: Populism in South Asia: Indian Nationalism and Kashmir
 Rathnam Indurthy, India-Pakistan Wars and the Kashmir Crisis **Blackboard**
 Scholar's Circle, Kashmir (Guests TV Paul and Mona Bhan) July 23, 2019
<http://www.armoudian.com/scholars-circle-india-and-pakistan-tensions-over-kashmir-july-22-2019/>
- 15: Checking in with Brexit and the Irish Backstop
 Gabriella Lazaridis, Chapter 8, pgs 239-272 **Blackboard**
 Owen Hatherly, "The Ministry of Nostalgia" pgs 1-42 **Blackboard**
 Scholar's Circle, Brexit (Guests Paul Craig, Russell Foster, Simon Radford)
 August 19, 2019
<http://www.armoudian.com/scholars-circle-brexit-explained-august-18-2019/>
- 17: Fall Recess
- 22: Mid-Term

Part 4: New Developments in Warfare

- 24: Negotiating Peace and Democratizing post-Conflict States
 Mason and Mitchell, pgs 121-156
 Zelizer, pgs 3-54
In-Class Simulation: Peace for Westeros?
- 29: The Rise of Children in warfare
 P.W. Singer, "Children at War" pgs 3-34, 94-131 **Blackboard**
Assignment Due
- 31: The Weaponization of Social Media
 P.W. Singer, "#LikeWar, 181-257 **Blackboard**

- November 5: Drones and Warfare
 P.W. Singer, "Wired for War" pgs 19-93 **Blackboard**

Part 5: Third Party interventions and Responsibility to Protect

- 7: Syria
 Ted Galen Carpenter "Tangled Web: The Syrian Civil War and its Implications"
Blackboard
 Roy Allison "Russia and Syria: Explaining Alignment with a Regime in Crisis"
Blackboard

Gareth Evans, Responsibility to Protect pgs 1-76 **Blackboard**

12: Yemen and Third Party Intervention

Mason and Mitchell, pgs 93-120

Barak Salmoni, Bryce Loidolt, and Madeleine Wells, "Regime and Periphery in Northern Yemen", pgs 111-127, 261-279 **Blackboard**

Part 6: Peacebuilding Priorities and Implementing Peace Agreements

14: Gender, Human Priorities, and Peacebuilding

Mason and Mitchell, pgs 157-175, 197-214, 231-246

Zelizer, pgs 103-126, 173-198, 249-274

19: The Rule of Law and Transitional Justice

Mason and Mitchell, pgs 179-196

Zelizer, pgs 275-296

In-Class Simulation: Truth Commission: Who Started the War?

21: International Development, Security and the Private Sector

Zelizer, pgs 57-102; 127-150; 199-248

Assignment Due

Part 7: The Success of Non-Violent Movements

26: Why Civil Resistance Works

Chenoweth and Stephan, pgs 1-84

Scholars Circle, China and Hong Kong (recorded August 28, 2019)

Link to be posted on Blackboard when available

Research Papers Due

28: No Class, Thanksgiving

December 3: Iran and the First Palestinian Intifada

Chenoweth and Stephan, pgs 92-146

5: The Philippines and Conclusions on Non-Violent movements

Chenoweth and Stephan, pgs 147-231

10: Optional Study Session

Final Exam: Thursday December 12; 2:00-4:00 pm

Support Systems Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/> National Suicide Prevention Lifeline - 1-800-273-8255 Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

<http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

<https://engemannshc.usc.edu/rsvp/> Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

<https://equity.usc.edu/>

Bias Assessment Response and Support Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710 Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.

<https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/> Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Department of Public Safety – UPC: (213) 740-4321 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

Academic Conduct USC seeks to maintain an optimal learning environment. Students are expected to submit original work. They have an obligation both to protect their own work from misuse and to avoid using another's work as their own. All students are expected to understand and abide by the principles of academic honesty outlined in the University Student Conduct Code (see University Governance, Section 11.00) of SCampus (www.usc.edu/scampus or <http://scampus.usc.edu>). The recommended sanctions for academic integrity violations can be found in Appendix A of the Student Conduct Code.

Emergency preparedness/course continuity If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

Students with Disabilities USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register

with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu