IR 310—Introduction to Peace and Conflict Studies

Tuesday/Thursday, 12:30-1:50 pm
Online, on Zoom
Douglas Becker
Office: CPA basement 42A, but this semester it will be Zoom Office Hours
Office Hours: Tuesday/Thursday, 3:00-4:00
email (preferred) dfbecker@usc.edu,

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 Jihadism and international terrorism. We then discuss populism and the rise of the Far Right in key areas around the world. We explore it is a potential threat to multi-culturalism, 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 start by examining some new frontiers in conflict. Then we examine peacebuilding measures, international legal interventions, and global governance campaigns, especially the role of UN peacekeeping. Finally we will conclude with an analysis of non-violent movements and their relative success or failure.

The assignments for this course are as follows:

Research paper	35%
mid-term	25%
final	35%
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 will be a take-home and final is in-class. The mid-term will be essay-centric and the final is cumulative with both an objective portion and an essay to engage your critical thinking. Class participation is required, which includes attendance of the class, demonstration of prior completion of the reading, and thoughtful response to questions posed. Cameras should be on. 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.

The Challenge of Online Instruction: This course is online, thanks to the pandemic. A couple of important considerations about online instruction:

a) You are expected to have your cameras on for every session. When I am sharing a screen you can turn them off, but we will have discussions and use breakout rooms. If this is a challenge, please contact me directly. And you must have it on for the exams, which will be online

b) Zoom instructions are posted on Blackboard. I will post links for office hours daily as well. They will be in announcements. I also will have them emailed to you, so ensure your email can receive Blackboard messages.

c) If you have technical issues, you should contact ITS to help. I do understand that connections can be unstable and finding space to attend class without interruption can be a challenge. I am laid-back about these issues. I will work with you if you have them. But if your dog barks or your cat meows audibly, you will need to tell us all their name. I mean, if they are going to participate, we should know who they are!

d) I will post all classes and the powerpoints. The University has a policy to not share this information on platforms outside of USC. If you do want to share any course material outside of class, contact me for permission.

e) When you are not speaking, please mute your microphone. Trust me, you will want to. You can avoid a lot of embarrassment!

f) Finally, we are living in a pandemic. Your safety and the care for you and your loved ones is the primary consideration. If something comes up (heaven forbid someone tests positive for Covid-19 or anything), please let me know. It is always confidential. I will make accommodations.

Some key norms and rules for the classroom. Please be aware of these as we progress throughout the semester:

- **Share responsibility for including all voices in the conversation.**
  - o I know this is a large class. But we would love to hear from all of you this semester. These issues can often carry a significant resonance with us, since the issues we raise can often be contentious. Let's make sure everyone has a chance to speak. If you find yourself being shut out of conversations, please let me know privately and I will make adjustments. And we MUST use the raise hand function in the Zoom window.
- **Listen respectfully.**
  - o A great classroom is a dialogue. It is not simply my thoughts and you trying to remember them for exams. I want to hear from all of you. And I want you to hear from one another. We need to listen respectfully but also actively and critically.
- **Be open to changing your perspectives based on what you learn from others.**
  - o Nothing is more exciting than learning something new. This allows us to evolve our perspectives and develop as scholars. I have learned something new from students every semester I've taught. I change material from semester to semester based on what I have learned. Always be prepared to change your mind.
- **Understand that we are bound to make mistakes in this space.**
  - o I may have been raised Roman Catholic, but I am not infallible. That's a joke I make throughout the semester. I will make mistakes. You will too. We learn from our mistakes, but we can't be afraid to present our work and our thoughts on an issue because we might make one. When we do, we will respectfully update the information and learn from them.
- **Understand that your words have effects on others.**
  - o Respect is based on the understanding that words matter. Freedom of speech means we can express ourselves freely. But it does not mean we don't consider the effects these words have on others in the classroom. Please keep that in mind as we progress this semester. Let's have a rich exploration and discussion of ideas while always remembering to respect one another
- **Understand that others will come to these discussions with different experiences from yours.**
  - o The best thing about a campus like USC is the rich diversity of the student body. We have students from all over the world. And I think I learned as much as an undergraduate from the conversations I had with my classmates than even from class work. Toleration of different experiences is boring. Revel in them! Learn from one another. And be aware of them.
- **Make an effort to get to know other students. Introduce yourself to students in the Zoom.**
  - o When I teach in person, I like a class that's loud and boisterous before I come in. Online, we are all so isolated from our classmates and friends. So, I will take some time and make connections as much as I can. But absolutely spend some times getting to know each other. I will use breakout rooms when I can. Share emails. Let's see if we can recreate the in-person classroom as much as we can.

- **Understand that there are different approaches to solving problems.**
  We approach issues differently. It's truly exciting to see the different ways we solve problems and wrestle with material.

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
Michael Doyle and Nicholas Sambanis. Making War and Building Peace. Princeton University Press, 2011 ISBN: 9786613057990
Khoskokhavar, Farhad, Inside Jihadism: Understanding Jihadi Movements Worldwide.   Paradigm Publishers, 2009, ISBN: 9781594516160
Lazaridis, Gabriella; Campani, Giovanna ; Benveniste, Annie ; Shmith, Michael, editors. The Rise of the Far Right in Europe: Populist Shifts And 'Othering   London: Palgrave Macmillan UK; 2016 ISBN: 9781137556783
Plus readings on Blackboard and audio content from Scholar's Circle (www.scholarscircle.org)

NOTE: Every one of these books is available for online download at the USC Library

January   19:   introductions, Hand out Syllabi, Why is War so Popular?

Chris Hedges, "War is a Force that Gives us Meaning" **Blackboard**

21: Responsibility to Protect

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

Roland Paris" The 'Responsibility to Protect' and the Structural
Problems of Preventive Hum anitarian Intervention **Blackboard**

Part 1: The Greed/Grievance Debate in Peace Studies

26: Greed vs Grievance in Civil War

Paul Collier et al, "Greed vs Grievance" **Blackboard**

Doyle and Sambanis, Part 2

28: Resource-driven conflict

Michael Ross, "Oil, Drugs, and Diamonds" **Blackboard**

Rohan Gunaratna "Sri Lanka: Feeding the Tamil Tigers" **Blackboard**

2: Identity Issues and Ethnic Divides

Stuart Kaufman, "The Symbolic Politics of Ethnic War" **Blackboard**

Stuart Kaufman, "Elite Conspiracy in Moldova's Civil War" **Blackboard**

4: War in Nagorno-Karabakh/Artsakh

Stuart Kaufman, "Karabagh and Fear of Minorities" **Blackboard**

Cagla Gul Yesevi and Burcu Yavuz Tiftikcigil, "Turkey-Azerbaijan Energy
Relations: A Political and Economic Analysis." **Blackboard**

Two Radio Shows on the War in Nagaro-Karabakh:

https://scholarscircle.org/scholars-circle-causes-and-conflict-resolution-of-the-nagorno-karabakh-war-october-18-2020/

https://scholarscircle.org/scholars-circle-azerbaijan-and-armenia-to-end-the-fighting-us-electoral-college-fault-lines-november-8-2020/ **(first half of the show)**

Part 2: The Intellectual and Sociological Dimensions of Jihadism

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

Khosrokhavar, Introduction and Chapter 1, pgs 1-17

Gregory Johnson, "60 Words and a War Without End" **Blackboard**

RadioLab radio show on the "60 Words"

https://www.wnycstudios.org/podcasts/radiolab/episodes/60-words

11:     What is Jihadism?

Khosrokhavar, pgs 18-102

16:     Jihadism and Islamic Hermeneutics

Khosrokhavar, pgs 152-185, 265-314

Saba Mahmood "Islamic Hermeneutics" **Blackboard**

18:     Islam, Jihadism, and Democracy

Khrosrokhavar, pgs 103-151, 186-264

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

Part 3: The Rise of Populism and the Far Right

23:     Historical Memory and "Making the Nation Great Again"

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

Jelena Subotic, "Yellow Star Red Star" Chapter 1 **Blackboard**

Radio Show and Interview of Jelena Subotic and the politics of memory in Eastern Europe

https://scholarscircle.org/scholars-circle-politics-of-memory-and-alterations-of-history-october-13-2019/

25:     What is Populism? The rise of the Right in Italy

Gabriella Lazaridis et al, Chapter 1-2, pgs 1-54

March   2:   The Far Right in France and Austria: Vestiges of a Nazi past?

Lazaridis et al, Chapters 3-4, pgs 55-108

4:     The Far Right in Austria and Denmark: Vestiges of a Nazi past?

Lazaridis, et al, Chapter 4-5, pgs 81-136

9:     Welfare and the Limitations of Community: Denmark and Greece

Lazaridis, et al, Chapters 5, 8, pgs 109-136; 201-237

11:     Post Communist Populism in Bulgaria and Slovenia

Lazaridis et al, Chapter 6-7, pgs 137-200

16   Populism and Brexit

Gabriella Lazaridis, Chapter 9, pgs 239-272 **Blackboard**

Owen Hatherly, "The Ministry of Nostalgia" pgs 1-42 **Blackboard**

Radio Show on the Economic Challenges of Brexit

https://scholarscircle.org/scholars-circle-brexit-explained-august-18-2019/

18:     Populism in South Asia: Indian Nationalism and Kashmir

Rathnam Indurthy, India-Pakistan Wars and the Kashmir Crisis **Blackboard**

Radio Show on Kashmir:

https://scholarscircle.org/scholars-circle-india-and-pakistan-tensions-over-kashmir-july-22-2019/

Mid-Term handed out

23:     Wellness Day, No Class

25:     Syria and Lebanon: Intertwined Cases of Conflict

Jeroen Gunning "Terrorism, Charities, and Diasporas" **Blackboard**

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**

Radio Show on Lebanon:

https://scholarscircle.org/scholars-circle-root-causes-of-political-and-economic-crisis-in-lebanon-aug-9-2020/

Mid-Term Due

Part 4: New Developments in Warfare

30:     The Rise of Children in warfare

P.W. Singer, "Children at War" pgs 3-34, 94-131 **Blackboard**

April   1:   The Weaponization of Social Media

P.W. Singer, "#LikeWar, 181-257 **Blackboard**

Part 5: Third Party interventions and Building Peace

6:     The UN and Peacebuilding

Doyle and Sambanis, Parts 1, 3

8:       Yemen and Third Party Intervention

        Barak Salmoni, Bryce Loidolt, and Madeleine Wells, "The Huthi Phenomenom",
        pgs 111-127, 261-279 **Blackboard**

        Vincenzo Ruggiero, "Yemen: Civil War or Transnational Crime?" **Blackboard**

13:      Testing the UN at Building Peace

        Doyle and Sambanis, Parts 4-6

15:      Could the UN succeed in Western Sahara?

        Doyle and Sambanis, Parts 7-8

        Stephen Zunes and Jacob Mundy "The War for Western Sahara" **Blackboard**

        Stephen Zunes, "The East Timor Model Offers a Way Out for Morocco and
        Western Sahara" **Blackboard**

        Randi Irwin, Contested Language in the Making and Unmaking of Western
        Sahara's Extractive Economy." **Blackboard**

        Radio Show on the Conflict in Western Sahara

https://scholarscircle.org/scholars-circle-western-sahara-conflict-towards-peaceful-resolution-december-20-2020/

Part 6:   **The Success of Non-Violent Movements**

20:      Why Civil Resistance Works

        Chenoweth and Stephan, pgs 1-84

        Radio Show, China and Hong Kong

https://scholarscircle.org/scholars-circle-hong-kong-protest-explained-september-1-2019/

        Research Papers Due

22:      Wellness Day, No Class

27:       Iran and the First Palestinian Intifada

        Chenoweth and Stephan, pgs 92-146

29:      The Philippines and Conclusions on Non-Violent movements

        Chenoweth and Stephan, pgs 147-231

  May   4:   Optional Study Session

Final Exam: Wednesday May 12, 2-4 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