

POLI 4885/4885G
CONFLICT & DIPLOMACY
FALL 2012

Class Meeting: TuTh 1:30-2:45pm
Classroom: ML 211
Office Hours: M/W/Th 3-5pm
and by appointment

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Course Description

This class explores one of the most difficult questions facing states and their citizens—when is violence necessary? From ancient Greece to today’s Afghanistan the use of conflict and/or diplomacy is at the heart of foreign policy. This course addresses a number of fundamental questions. Can force be used justifiably to achieve peace and security? Is the carrot or the stick more effective in getting what you want? When is negotiation effective and when it is a waste of time? Was Churchill right that it is always “better to jaw-jaw than to war-war”? When and how can alliances be trusted? How can states credibly commit to not attacking other states or even its own citizens?

In addressing these questions, this class examines the uses of conflict and diplomacy in both the international and domestic political spheres. It looks at how states and their citizens act to forward their perceived interests and security and how these interests can clash and lead to conflict. It also surveys how strategic bargaining and political institutions can both help and hinder cooperation.

Class Meetings

This class meets Tuesdays and Thursdays from 1:30 to 2:45pm. While I will be giving lectures, the course will ideally revolve around class discussion. Reading the assigned readings prior to class is essential, as is attendance and attentiveness.

Student Learning Objectives

After successfully completing this course, students will be able to define key concepts in international and civil conflict and diplomacy, engage in a constructive debate about the theoretical and empirical implications of force and diplomacy, and compose coherent essays about issues relating to both.

Course Requirements

Participation is essential to a successful class, as is an engagement with the material. You do not have to agree with the material presented either by me or by the authors we will read. I do expect you to engage with the material and the class discussion, think about the issues they raise, come to your own conclusions, and be able to convey these conclusions to others.

Undergraduates

The undergraduate’s course grade will be determined by six components: 1) class attendance participation, 2) a daily online quiz question, 3) a midterm, 4) a paper proposal, 5) a research paper, and 6) a final exam. Your grade will be calculated as follows:

15%	Class attendance and participation
10%	Daily online quiz question

5%	Paper proposal (2-3 pages)
15%	Midterm
25%	Research paper (12-25 pages)
30%	Final exam

All submitted quizzes and writings will be graded according to the following grading scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F.

The participation grade is determined by whether 1) you attend class and 2) you make a useful contribution to the class discussion.

I grade written works according to the following criteria: Does the writer make an argument and back up the argument with coherent and well organized evidence? Does the paper have a clear introduction that lays out the paper's 1) topic, 2) motivating question, 3) main argument, 4) and evidence?

If you are unhappy with any grade in this class, you may submit a written one-page explanation of why you think your grade is unwarranted twenty-four hours after the grade has been submitted.

Graduate students

Graduate students' grades will be calculated as follows:

15%	Class attendance and participation
10%	Class lecture and discussion
15%	Midterm
5%	Daily online quiz question
5%	Research proposal (2-3 pages)
25%	Research paper (18-30 pages)
25%	Final exam

Students taking this course for graduate credit will be required to produce an 18-30 page research paper. It should address a theoretically informed question relevant to the course subject matter and outline an argument that answers this question and the means for testing this argument. Details will be discussed during class.

Graduate students will also have to choose a week to do extra readings and give the class lecture for that day. We will talk about the additional readings and presentation days after the first class meeting as well as during the semester.

Attendance and participation

To do well in this class (like any upper-level class) it is necessary to actively participate in class discussion. It should go without saying that attendance is a necessary condition for participation. I expect students to arrive before the class time and avoid tardiness. Repeated tardiness will negatively affect your participation grade.

I realize that situations do crop up that may make it necessary to miss class. Thus, I will not deduct from your participation grade if you miss class twice. However, if you miss more than two classes and you do not have a letter from a doctor or other excuse you have spoken to me about in advance and that I accept, I will take 2 points out of the 15 possible participation points for each additional absence.

Please be in class on time, and turn off your cell phones before class. I will ask any student I see using a cell phone to leave the classroom for that day and that student will not receive credit for attending that day's class.

Daily quizzes

For every class (after week 1) there will be two questions posted on Moodle relevant to the readings assigned for that class. One question is required; the second is extra credit. These questions are meant to encourage you to keep up with the reading as well as trying to provoke a reaction to the reading that you can bring into the class discussion. The extra credit questions can add up to an extra 5 points on your final course grade.

Exams

This class has two exams: a midterm and a final exam. Their focus is assessing the extent that you have understood the lecture, reading, and discussion and the extent that you can think and write critically about the material presented. They should be straightforward as long as you are keeping up with the reading and are paying attention in class. No makeup midterms are allowed unless you have a very good (and documented) excuse that I accept in advance. There are no make-up final exams.

Research paper

You will be required to write a research paper for this class. Indeed, 30% of your final grade will be determined by your proposal and final research paper. This report should relate to the material covered in this class, but more importantly it should be of interest to you. The earlier you start to think about possible topics the lower your stress level and the more time you can spend finding sources, honing your argument, and revising your writing.

You must choose your conflict/case and turn in a 2-3 page paper proposal by September 27th. This proposal should summarize 1) the *motivating question* your paper will address, 2) the *argument* that you think answers this question, and 3) the *sources* you are planning to use. No changes of paper topic will be accepted after the proposal has been submitted.

Your report should have standard margins, a 12 point standard font, footnotes, a bibliography of works cited, and be in a consistent format (APSA, Chicago, etc.). All sources must be credited. Wikipedia and its ilk will not be accepted as sources. If you have any question about the acceptability of a source, please ask me. The 12-25 page requirement refers to the length of your paper's text not the total length. All papers are due at the beginning of class on the due date. Late papers will incur a half-letter grade penalty for every 24 hours in which they are late. Please see the handout I will give you for more specifics about what I expect in a senior-level paper.

Course Communication

Students are encouraged to contact me with any questions about the course material or ways of approaching the final paper. I am available during my office hours, before and after class, or via email. Email is a relatively new form of communication; however, I expect students to treat email like previous forms of correspondence. Your writing whether in a paper, quiz, or email is a reflection on you as a student, and you should treat it as such by using correct capitalization, punctuation and traditional letter structure.

Moodle

Moodle is a useful tool that will be used extensively for this course for announcements, readings, and grades. During the course I will make some readings available in the *Documents* section. I will also post lecture slides there (after class). It is advisable to check Moodle and your UNO email account often.

Academic Integrity

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information. The Code is available online at: <http://studentaffairs.uno.edu/pdfs/AcademicDishonestyPolicy.pdf>.

This is an upper-level class, and I expect you to be familiar with proper citation techniques. If you have any questions about the appropriate means of quoting others' words or citing their general arguments please ask me. We will be going over how to correctly cite others' words and ideas in class. I consider enrollment in this class as an acceptance of the university's academic dishonesty policy and the course's requirements as outlined in this syllabus.

You will submit a digital copy of all your written work to Turnitin software in Moodle, which traces whether sentences originate in other works. If there is evidence of plagiarism it will be punished to the fullest extent possible. Neither ignorance of what constitutes plagiarism nor a lack of intent to plagiarize are acceptable defenses.

Accommodations for Students with Disabilities

Students who qualify for services will receive the academic modifications for which they are legally entitled. It is the responsibility of the student to register with the Office of Disability Services (UC260) each semester and follow their procedures for obtaining assistance.

Assigned Readings

There are (4) assigned books available from the UNO Bookstore or from online booksellers. Online stores are usually significantly cheaper, but you need to plan ahead so as to receive them in time to discuss them in class.

Beah, Ishmael. 2007. *A Long Way Gone: Memoirs of a Boy Soldier*. New York: Farrar, Straus and Giroux. ISBN: 978-0374531263

Craig, Gordon A. and Alexander L. George. 1995. *Force and Statecraft: Diplomatic Problems of our Time*. Fourth Edition. New York: Oxford University Press. ISBN: 0195162498

Crocker, Chester A., Fen Osler Hampson, and Pamela Aall. 2007. *Leashing the Dogs of War: Conflict Management in a Divided World*. Washington DC: US Institute of Peace Press. ISBN: 9781929223961

Schelling, Thomas. 2008(1966). *Arms and Influence*. New Haven: Yale University Press. ISBN: 978-0300143379.

In addition to the above books, I have assigned a number of scholarly journal articles. All articles are available through Blackboard, the library's website, or on the internet. It is in your self interest to learn how to access online journal articles from the library's website. If you have any questions about accessing e-journals, please let me know.

Further, it is useful to keep up to date about current events relevant to this course. Several sources that might be useful are listed on my webpage: <http://richardwfrank.com>. I also have links to a number of blogs and other websites that are relevant to this course.

Reading Schedule

This reading list is subject to change. Updates to this syllabus will be posted on Moodle and on my website. All reading must be completed before the start of class. To help you plan your reading time, the amount of pages in each reading is given in [brackets].

PART I: International Conflict

WEEK 1

AUG. 21—Course introduction

- Class Overview
- Go over syllabus

AUG. 23—The Lessons and Missed Lessons from History

- Lauren et al. 2007. *Force and Statecraft*. Intro.-Ch. 2: xii-46 [48].
- Drezner, Daniel. 2010. “Night of the Living Wonks: Towards an International Relations Theory of Zombies.” *Foreign Policy* 34-38 [5].

WEEK 2

AUG. 28—From 1919-1945

- Lauren et al. 2007. *Force and Statecraft*. Chapters 3-4: 46-87 [41].
- Schelling, Thomas. 2008 (1966). *Arms and Influence*. Ch. 1: 1-34 [34].

AUG. 30—No Class—APSA

WEEK 3

SEP. 4—The Cold War

- Lauren et al. 2007. *Force and Statecraft*. Ch. 5: 88-109 [22].
- Schelling, Thomas. 2008 (1966). *Arms and Influence*. Ch. 2-3: 35-125 [57].

SEP. 6—After the Cold War

- Lauren et al. 2007. *Force and Statecraft*. Ch. 6: 110-133 [24].
- Schelling, Thomas. 2008 (1966). *Arms and Influence*. Ch. 4: 126-189 [64].

WEEK 4

SEP. 11—Sources of Conflict I

- Thucydides. 1959. *The Peloponnesian War*. Thomas Hobbes, trns. David Grene, ed. Ann Arbor: University of Michigan Press: Book 1.67-88; Book 2.59-65: 37-51; 121-127 [20].
- Grotius, Hugo. 1949. *The Law of War and Peace*. Louise R. Loomis, trns. New York: Walter J. Black. Book 2, Ch. 22-26: 244-268 [25].
- Machiavelli. 1995. *The Prince*. David Wootton, ed. and trns. Indianapolis, IN: Hackett Publishing Co. Ch.14-17 [9].
- Lauren et al. 2007. *Force and Statecraft*. Ch. 7:137-151 [15].
- Schelling, Thomas. 2008 (1966). *Arms and Influence*. Ch. 5: 190-220 [31].

SEP. 13—Sources of Conflict II

- Schelling, Thomas. 2008 (1966). *Arms and Influence*. Ch. 6: 221-259 [39].
- Kemp, Geoffrey. “Arms Acquisition and Violence: Are Weapons or People the Cause of Conflict?” In Crocker et al. 2007: 53-65. [12]
- Levy, Jack S. “International Sources of Interstate and Intrastate War.” In Crocker et al. 2007: 17-38 [22].

WEEK 5

SEP. 18—Negotiation I

- Lauren et al. 2007. *Force and Statecraft*. Chapter 8: 152-174 [12].
- Schelling, Thomas. 2008 (1966). *Arms and Influence*. Ch. 7, Afterward: 260-303 [44].
- Zartman, I. William, and Saadia Touval. 2007. "International Mediation." In Crocker et al.: 437-454. [17]

SEP. 20—Negotiation II

- Druckman, Daniel. 2007. "Negotiating in the International Context." In I. William Zartman, ed. *Peacemaking in International Conflict: Methods and Techniques*. Washington DC: United States Institute of Peace: 111-162 [52].
- Bercovitch, Jacob. 2007. "Mediation in International Conflicts: Theory, Practice, and Developments." In I. William Zartman, ed. *Peacemaking in International Conflict: Methods and Techniques*. Washington DC: United States Institute of Peace 163-194 [32].

WEEK 6

SEP. 25—Deterrence I

- Lauren et al. 2007. *Force and Statecraft*. Chapter 9: 175-197 [22].
- Achen, Christopher H., and Duncan Snidal. 1989. "Rational Deterrence Theory and Comparative Case Studies." *World Politics* 41(2): 143-169 [27].
- Kennan, George F. 1947. "The Sources of Soviet Conduct." *Foreign Affairs* 25(4): 566-582 [17].

SEP. 27—Deterrence II

- Schelling, Thomas. 2008 (1966). *Arms and Influence*. Ch. 4-5: 126-220 [95].
- Maxwell, Stephen. 1968. "Rationality in Deterrence." *Adelphi Papers* 8(50): 1-19 [19].

➤ Proposal due Sept. 27th before class

WEEK 7

OCT. 2—Coercive Diplomacy

- Lauren et al. 2007. *Force and Statecraft*. Chapter 10: 198-219 [22].
- Urquhart, Brian. 2007. "Limits on the Use of Force." In Crocker et al.: 265-276 [12].
- Art, Robert J. and Patrick M. Cronin. 2007. "Coercive Diplomacy." In Crocker et al.: 299-318 [20].
- Reiter, Dan. 1995. "Exploding the Powder Keg Myth: Preemptive Wars Almost Never Happen." *International Security* 20(2): 5-34 [30].

OCT. 4—Midterm

WEEK 8

OCT. 9—Appeasement

- Richardson, J.L. 1988. "New Perspectives on Appeasement: Some Implications for International Relations." *World Politics* 40(3): 289-316 [28].
- Rock, Stephen R. 2000. *Appeasement in International Politics*. Lexington, KY: University Press Kentucky Ch. 1, 6: 1-23; 127-153.

OCT. 11—No class—Midsemester break

WEEK 9

OCT. 16—Domestic and International Politics

- Walt, Stephen M. 1992. "Revolution and War." *World Politics* 44(3): 321-368 [48].
- Lake, David A. 2009. "Hobbesian Hierarchy: The Political Economy of Political Organization." *Annual Review of Political Science* 12: 263-283 [21].

OCT. 18—Case Study: Afghanistan

- Nahavandi, Firouzeh. 2004. "Afghanistan." In Bogdan Szajkowski, ed. *Revolutionary and Dissident Movements of the World*. 4th edition. London, UK: John Harper Publishing: 1-3 [3].
- *Other current readings to be determined*

Part II: Civil Conflict

WEEK 10

OCT. 23—The Causes of Civil Conflict, Pt. 1

- Kalyvas, Stathis N. 2007. "Civil Wars." In Carles Boix and Susan C. Stokes. *The Oxford Handbook of Comparative Politics*. New York: Oxford University Press: 416-434 [19].
- Collier, Paul, V.L. Elliott, Håvard Hegre, Anke Hoefler, Marta Reynal-Querol, Nicholas Sambanis. 2003. *Breaking the Conflict Trap: Civil War and Development Policy*. Washington DC: World Bank and Oxford University Press. Ch. 3: 53-91 [39].
- Keen, David. 2000. "Chapter 2: Incentives and Disincentives for Violence." In Berdal and Malone: 19-41 [23].

OCT. 25— The Causes of Civil Conflict, Pt. 2

- Collier, Paul. "Economic Causes of Civil Conflict and Their Implications for Policy." In Crocker et al.: 197-217 [21].
- Stewart, Frances, and Graham Brown. 2007. "Motivations for Conflict: Groups and Individuals." In Crocker et al.: 219-241 [23].
- Kemp, Geoffrey. 2007. "Arms Acquisition and Violence: Are Weapons or People the Cause of Conflict?" in Crocker et al.: 53-65 [12].
- Rotberg, Robert I. 2007. "The Challenge of Weak, Failing, and Collapsed States." In Crocker et al.: 83-94 [12].

WEEK 11

OCT. 30—The Diplomacy of Domestic Politics

- Mason, T. David. 2004. "Theories of Revolution: The Evolution of the Field." In *Caught in the Crossfire: Revolution, Repression, and the Rational Peasant*. Landham, MD: Rowman and Littlefield: 28-57 [30].
- Gurr, Ted Robert. 2000. *People Versus States: Minorities at Risk in the New Century*. Washington DC: US Institute of Peace Press. Ch 2: 27-56 [30].

NOV. 1—Negotiation/Deterrence Institutions

- Kriesberg, Louis. 2007. "Contemporary Conflict Resolution Applications." In Crocker et al.: 455-476 [22].
- Walter, Barbara. 2009. "Bargaining Failures and Civil War." *Annual Review of Political Science* 12: 243-261 [19].
- Chigas, Diana. 2007. "Capacities and Limits of NGOs as Conflict Managers." In Crocker et al.: 553-581 [19].
- Rotberg, Robert I. 2010. "Mugabe Uber Alles." *Foreign Affairs* 89(4): 10-18 [9].

WEEK 12

NOV. 6—Coercive Diplomacy/Intervention

- Jentleson, Bruce W. 2007. "Yet Again: Humanitarian Intervention and the Challenges of 'Never Again.'" In Crocker et al.: 277-297 [21].
- Serwer, Daniel and Patricia Thomson. 2007. "A Framework for Success: International Intervention in Societies Emerging from Conflict." In Crocker et al.: 369-387 [19].
- Freedman, Lawrence. 2007. "Using Force for Peace in an Age of Terror." In Crocker et al.: 245-263 [19].
- O'Hanlon, Michael. 2007. "Expanding Global Military Capacity to Save Lives with Force." In Crocker et al.: 319-333 [15].

NOV. 8—Peacekeeping

- Fortna, Virginia and Howard. 2008. "Pitfalls and Prospects in the Peacekeeping Literature." *Annual Review of Political Science* 11: 283-301 [19].
- Cater, Charles. 2003. "The Political Economy of Conflict and UN Intervention." In Karen Ballentine and Jake Sherman, eds. *The Political Economy of Armed Conflict: Beyond Greed and Grievance*. Boulder, CO: Lynne Rienner: 19-45 [27].
- Jentleson, Bruce W. 2007. "Yet Again: Humanitarian Intervention and the Challenges of 'Never Again.'" In Crocker et al.: 277-297 [21].

WEEK 13

NOV. 13—Crisis Management

- Ottaway, Marina. 2007. "Is Democracy the Answer?" In Crocker et al.: 603-617 [15].
- Malone, David M. and Jake Sherman. 2007. "Economic Factors in Civil Wars: Policy Considerations." In Crocker et al.: 637-651 [15].
- Collier, Paul, V.L. Elliott, Håvard Hegre, Anke Hoeffler, Marta Reynal-Querol, Nicholas Sambanis. 2003. *Breaking the Conflict Trap: Civil War and Development Policy*. Washington DC: World Bank and Oxford University Press. Ch. 6:173-188 [16].
- Aal, Pamela. 2007. "The Power of Nonofficial Actors in Conflict Management." In Crocker et al.: 477-494 [18].

NOV. 15—Economic Intervention

- Moyo, Dambisa. 2009. *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*. New York: Farrar, Straus and Giroux. Ch. 1-2: 3-28 [26].
- Mallaby, Sebastian. 2010. "The Politically Incorrect Guide to Ending Poverty." *The Atlantic* (July/August 2010) [10].
- Severino, Jean-Michel, and Olivier Ray. 2010. "Taking the Measure of Global Aid." *Current History* 109(723): 35-39 [5].

WEEK 14

NOV. 20—Case Study: Sierra Leone

- Sagar, DJ. 2004. "Sierra Leone." In Bogdan Szajkowski, ed. *Revolutionary and Dissident Movements of the World*. 4th edition. London, UK: John Harper Publishing: 439-441 [3].
- Beah, Ishmael. 2007. *A Long Way Gone: Memoirs of a Boy Soldier*. New York: Farrar, Straus and Giroux. Ch. 1-12 : 1-114 [114].

NOV. 22—No Class—Thanksgiving

Case Study: Sierra Leone

- Beah, Ishmael. 2007. *A Long Way Gone: Memoirs of a Boy Soldier*. New York: Farrar, Straus and Giroux. Ch. 13-21: 115-218 [104].

WEEK 15

NOV. 27—Limitations/Future Challenges

- Lauren et al. 2007. *Force and Statecraft*. Chapter 12: 245-268 [24].
- Kaplan, Robert D. 2009. “The Revenge of Geography.” *Foreign Policy*: 96-105 [10].
- Mahbubani, Kishore. 2008. “The Case Against the West: America and Europe in the Asian Century.” *Foreign Affairs* 111-124 [14].
- *Economist, The*. 2007. “The Long March to Be a Superpower.” August 4, 2007. *The Economist* [9].

NOV. 29—Putting it all together

- Lauren et al. 2007. *Force and Statecraft*. Conclusion: 269-279 [11].
- National Intelligence Council. 2008. *Global Trends 2025: A Transformed World*. Available from: http://www.dni.gov/nic/PDF_2025/2025_Global_Trends_Final_Report.pdf . Executive Summary: vi- xiii [8].
- Zakaria, Fareed. 2008. “The Rise of the Rest.” May 3, 2008. *Newsweek*. Available from: <http://www.newsweek.com/2008/05/03/the-rise-of-the-rest.html>[9].

- Final papers due at the beginning of class on November 29th