

# POSC 123: Conflict Resolution

University of California, Riverside

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Summer Session B, 2022

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Office Hours: T/Th 1:00 - 2:00 PM

Office (Physical): Watkins Hall 2121E

Office (Online): [Link to Zoom](#)

Course Site: [Link to Canvas \(eLearn\)](#)

Class Hours: T/Th, 10:00 AM - 12:50 PM (PST)

Class Room: Sproul Hall 2355

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## Course Safety Protocols

In response to the current COVID-19 pandemic, the course format may be subject to change with little to no notice, depending upon state, local, and University guidelines. The University of California, Riverside's mandatory safety measures may be stricter than local, state or federal guidelines and may be subject to change at any time. The COVID-19 pandemic requires all of us to accept the possibility that changes in how this course is taught may be required and that some changes may occur with little or no notice. If any changes occur, you will be given clear instructions as to how to proceed. The uncertainty of the pandemic situation is not ideal for any of us, but we must all try to approach this situation with good-will, flexibility, and mutual understanding.

## Course Description

Since the Cold War ended there have been more peace agreements than in any period, although especially since World War II. Many of these accords curtailed violence successfully and transformed conflicts into more constructive relations between states, people, and groups. Others completely failed and remained signatures on paper with no effect on the lives of human beings exposed to the dangers of warfare. Others still may continue in practice, if not on paper. We therefore a need to understand conflict resolution in a novel manner. It is not enough for the outside world to ask for negotiations and contacts between warring parties. There is also a need to suggest what the parties should discuss, how they may agree, how agreements can be turned into reality and, not least, how settlements can be made durable and free new generations from repeating bitter war experiences. Furthermore, it is important to ask what can be learned for effective conflict prevention, allowing for just aspirations to develop without systematic and deliberate violence.

This course explores how and why conflicts develop, decay, and end. Part of this entails an understanding of the causes of armed conflicts in general, which ranges from inter-state wars, civil wars, limited wars, and so forth. This course will introduce and explore theories of war origination, conflict termination, *jus war* theoretical approaches against the backdrop of historical case studies, and ongoing conflicts.

## Course Objectives

An understanding of conflicts preceding (and which may eventually replace) any peace agreement is essential. This requires some tools for understanding the extent of armed conflict and types of outcome. We thus focus on the following objectives in the course:

1. Gaining information on patterns of conflict and peacemaking.
2. Developing the theoretical underpinnings of contemporary conflict theory relevant for peacemaking.
3. Understanding basic conflict analyses and the trichotomy of conflict based on different types of agreements.
4. An understanding of peace agreements since the end of the Cold War, with a highlight of which features provide for the most durable agreements.
5. Developing an understanding of complex issues in conflict analysis within regions, with or without major power involvement.
6. Assessing the roles of the United Nations and regional organizations in conflict resolution as peacekeeping tools.
7. Developing an independent research project on conflict resolution.

## Prerequisites

Upper-division standing or consent of instructor.

## Course Structure

### Overview

As this is a 4-unit course, grading is facilitated through one free response exam, two written assignments (Conflict Reports), an interactive discussion component in the form of three lecture discussions, and the Final Paper. All assignments will be submitted via Canvas. All dates and deadlines follow University of California, Riverside scheduling times and thus assume Pacific Standard Time (PST).

## Assignments

The weights associated with each of the course assignments are as follows:

- Lecture Attendance (5%)
- Lecture Discussion Attendance (2.5%)
- Lecture Discussion Participation Questions (2.5%)
- Conflict Report 1 (Assigned Week 1, Due Week 2: 15%)
- Conflict Report 2 (Assigned Week 3, Due Week 4: 15%)
- Midterm Exam (Week 3: 25%)
- Final Paper (Assigned Week 3, Due Week 5: 35%)

There are guaranteed opportunities for extra credit in the course as follows:

- Weekly Lecture Questions (via Canvas, due by 11:59 PM PST the day after each scheduled Lecture: 5% Total Extra Credit)

## Lectures, Lecture Discussions, and Attendance

Regular Lecture Attendance will be taken each Tuesday. As there are five (5) weeks during the Summer, this amounts to 1% per week for a total of 6%.

During three specific Lecture Discussion days, students will be presented with questions relating to the material that week. Students will need to answer these questions in groups and be asked to present their responses in class. These questions are open-book and require critical thinking rather than definitional knowledge. Attendance will be taken on these Lecture Discussion days. As there are three (3) Lecture Discussions, this amounts to 2% per meeting for a total of 6%. It is necessary to attend Lecture Discussions on scheduled days to receive the full 6% of that grade. If you are following along with the lectures and supplemental readings, it is suggested you read and review *before* Lecture Discussion days.

All Lecture notes will be posted to Canvas online by Noon PST the day before they are scheduled under the Weekly Schedule section unless stated otherwise.

## Extra Credit: Weekly Questions

Each week during Lectures, students will be presented with questions relating to the material (Weekly Questions). These questions are open-book and require critical thinking rather than definitional knowledge. Should students choose to answer these questions, they are expected to do so on Canvas before the deadline. It is the student's responsibility to answer these questions in a timely manner. Deadlines for Weekly Questions are 11:59 PST the day following a scheduled Lecture as seen in the Weekly Schedule section of the syllabus. As these are extra credit, *no responses will be allowed after the deadline has passed.*

## Final Paper

Information on the final paper will be distributed at the start of Week 1.

## Grading Policy

This course adopts the typical University of California, Riverside grading scale. The instructor reserve the right to adjust the scale dependent on overall class grades at the end of the quarter (not before it). Any adjustments will only ever make it easier to obtain a certain letter grade.

The grade grading scale is as follows:

A+	=	100%	B+	=	87 - 89.99%	C+	=	77 - 79.99%	D+	=	67 - 69.99%
A	=	94 - 99.99%	B	=	84 - 86.99%	C	=	74 - 76.99%	D	=	64 - 66.99%
A-	=	90 - 93.99%	B-	=	80 - 83.99%	C-	=	70 - 73.99%	D-	=	60 - 63.99%

Grades 59.99% and lower will receive an F.

## Textbooks

There are no required textbooks for this course. Instead, all information will be provided in lecture and supplemented with academic articles.

For those who wish to follow along with a textbook, lectures will be based on the following:

- Wallensteen, Peter. 2019. *Understanding Conflict Resolution* (5th Edition). Sage Publications.

You are not required to purchase this textbook as we will not be exploring every chapter, and not all information presented in lecture will be taken from the textbook.

## Course Policies

### The Syllabus

The syllabus is a contract between the instructor and the students enrolled in this course. If you decide to remain in the class, you accept the course requirements and thereby agree to abide by them. It is important that you know what this class entails, that you acknowledge its requirements and evaluation criteria, and that you make a commitment to finishing the work in a timely and responsible fashion. If necessary, the syllabus and its contents are subject to revision; students are responsible for any changes or modifications distributed in class or posted on Canvas.

### Lectures

As this is a summer course, we are moving through material twice as fast as we would otherwise. Moreover, the material is complex and may become overwhelming if you do not review lectures notes and readings in a timely manner. As such, you are expected to review lectures notes and readings before Lecture Discussion days. While I cannot explicitly force you to do anything, you will not fare well on Lecture Discussions if you fail to do this in a timely manner.

## Audio and Video During Lecture Discussions

You must have access to a computer with audio capabilities for the class should changes in delivery arise. Should this occur, we will move to Zoom. In such a case, you are not required to turn on your video camera, but should be able to ask questions verbally should the need arise. If you have a disability that prevents you from expressing yourself verbally, you are welcome to participate using text via the Chat feature on Zoom instead. In all cases, please mute your microphone on Zoom unless you have a question or wish to comment on the material. In fact, you are welcome to interject at any point should you have a question or wish to comment on the material. Otherwise, please mute your microphone until you are ready to speak so as to not unnecessarily disturb others. Be courteous of others.

## Late Assignment Policy

As this is a Summer course, deadlines are strict. Any late assignments will be deducted one (1) whole letter grade for every twelve (12) hours it is late, up to a maximum of forty-eight (48) hours. After forty-eight (48) hours, the student will receive a grade of zero (0) for the assignment.

## Emergencies and Exceptional Circumstances

Should an emergency arise, a student must contact the Instructor as soon as possible, and preferably before a course session. Any emergencies must be accompanied by evidence (i.e., note from a Doctor as evidence of having been in a hospital). Routine checkups are not considered medical emergencies and should thus be discussed with the Instructor as soon as possible and at least one (1) week *before* they occur. Any accidents must be accompanied by photographic evidence by email. Failure to contact the Instructor in a timely manner will result in a judgment call on the Instructor's part and is completely dependent on the gravity of the situation. In all cases, the Instructor's decision on the matter is final.

## Challenging a Grade

Students who wish to challenge a grade are required to submit a written grievance, which includes: the reasons for their dissatisfaction, the grade received, and what grade they believe is merited. Reasons why the requested grade is merited should be supported by evidence from the assignment in question to justify this appeal. The written grievance should be submitted at least two business days before meeting with the Instructor to discuss the assignment. If you choose to appeal your grade, the Instructor reserves the right to issue a grade that is lower than the existing grade. This second, post-appeal decision is final. *The deadline to challenge and possibly change a grade is within forty-eight (48) hours after the posting of the grade on Canvas.*

## Academic Integrity and Honesty

UCR has a detailed and strict academic dishonesty policy. Please review **Section 6 of the Appendix of the Riverside Division Academic Senate Bylaws**. There is zero tolerance for any type of academic dishonesty (note: using your own past work is plagiarism if it is not cited appropriately). **If you violate this policy, you will receive an "F" in the course, and be reported to the Office of Student Conduct.**

## Students with Disabilities

Students with disabilities seeking accommodation services should contact the Student Disability Resource Center (SDRC) as soon as possible for accommodations. While they are located at 125 Costo Hall, it is encouraged that students reach out at (951) 827-3861 due to the pandemic, or request an appointment at [sdrc.ucr.edu](http://sdrc.ucr.edu). Accommodations take time and should be done well in advance. We cannot accommodate you at the last minute so it necessary you seek accommodations well in advance. For this reason, you should contact the SDRC within the first week of the course if you do need accommodations of any sort.

## UCR Academic Resource Center

The Academic Resource Center (ARC) provides tutoring and other academic support services to UCR's undergraduate students. Resources provided by the ARC include Tutoring, Supplemental Instruction, Study Skills Workshops, as

well as several peer mentoring programs. Students are strongly encouraged to visit the ARC, which is staffed by professional and student employees who are well trained to provide academic support and dedicated to fostering academic excellence. Staff work with all students, at all skill levels, in all stages of their undergraduate careers. Participating in these services is most useful to students when used regularly and proactively through the term. Visit [arc.ucr.edu](http://arc.ucr.edu) or call (951) 827-3721 for more information about hours, location, and the schedule of services.

## **Respect for Others**

Discriminatory/hateful/pejorative and/or demeaning language will not be tolerated. All participants must feel comfortable asking questions and speaking, as voicing one's ideas is essential to the learning experience. Please be respectful of all questions, ideas and views. You will be asked to leave the classroom (or Zoom meeting if/when applicable) if you disrespect anyone and/or exhibit any form of the above, and you will automatically receive a zero (0) for any attendance or graded assignments due that day. This zero (0) grade cannot be made up under any circumstances.

## **DISCLAIMER: This Course Contains Mature Content**

Like most university-level courses, this course deals with material that may be controversial and sensitive for some people. Often, these topics may invoke strong responses based on political affiliation, religious beliefs, personal identity, and experiences. While we will need to engage with such details at times, they will not be the focus of our inquiry. You should nevertheless be prepared to encounter these references. If you have any concerns about any of the material we will be covering in this course at any time, please see do not hesitate to come see me.

## Weekly Schedule

The schedule is tentative and subject to change. As this is a Summer course, every course session is equivalent to approximately one (1) week's worth of material during the regular quarter session, so be wary of falling behind on the material or missing a class day. Be aware that all deadlines posted are in Pacific Standard Time (PST).

### Week 01, 07/25 - 07/29: Introduction, Patterns of Conflict and Peacemaking, Contemporary Conflict Theory

Tuesday, July 26

- Agenda:
  - Introduction
  - Patterns of Conflict and Peacemaking
- Readings:
  - Chapter 1: Understanding Conflict Resolution
  - Chapter 2: Armed Conflicts and Peace Agreements
- Supplemental Readings:
  - Galtung, Johan. 1969. Violence, Peace and Peace Research. *Journal of Peace Research*, 6(3): 167-191.
  - Höglund, Kristine, and Mimmi Söderberg Kovacs. 2010. Beyond the Absence of War: The Diversity of Peace in Post-settlement Societies. *Review of International Studies*, 36(2): 367-390.
  - Eck, Kristine. 2005. A Beginner's Guide to Conflict Data: Finding the Right Dataset, Uppsala University, Sweden, *UCDP Papers No 1*.
  - Gleditsch, Nils Petter, Steven Pinker, Bradley A. Thayer, Jack S. Levy, and William R. Thompson. 2013. The Forum: The Decline of War. *International Studies Review*, 15(3): 396-419.
  - Harbom, Lotta, and Peter Wallensteen. 2005. Armed Conflict and its International Dimensions, 1946-2004. *Journal of Peace Research*, 42(5): 623-635.
- Assignments:
  - **Final Paper Assigned (Online via Canvas)**

Wednesday, July 27

- Assignments:
  - **Extra Credit: Lecture Question 1 Due by 11:59 PM (PST)**

Thursday, July 28

- Agenda:
  - Contemporary Conflict Theory
- Readings:
  - Chapter 2: Armed Conflicts and Peace Agreements (Cont.)
  - Chapter 3: Approaching Conflict Resolution
- Supplemental Readings:
  - Fisher, Ronald J. 1983. Third Party Consultation as a Method of Intergroup Conflict Resolution: A Review of Studies. *Journal of Conflict Resolution*, 27(2): 301-334.
  - Galtung, Johan. 1965. Institutionalized Conflict Resolution. *Journal of Peace Research*, 2(4): 348-397.
  - Kelman, Herbert C., and Stephen P. Cohen. 1976. The Problem-solving Workshop: A Social-psychological Contribution to the Resolution of International Conflicts. *Journal of Peace Research*, 13(2): 79-90.
- Assignments:
  - **Conflict Report 1 Assigned (Online via Canvas)**

**Week 02, 08/01 - 08/05: Conflict Analysis and the Trichotomy of Conflict, Peace Agreements and Durability***Tuesday, August 2*

- Agenda:
  - Conflict Analysis and the Trichotomy of Conflict
  - The Cold War
- Readings:
  - Chapter 4: Analyzing Conflict Resolution
  - Chapter 5: The Resolution of Conflicts between States
- Supplemental Readings:
  - Harbom, Lotta, Stina Höglbladh, and Peter Wallensteen. 2006. Armed Conflict and Peace Agreements, *Journal of Peace Research*, 43(5): 617-631.
  - Kreutz, Joakim. 2010. How and When Armed Conflicts End: Introducing the UCDP Conflict Termination Dataset. *Journal of Peace Research*, 47(2): 243-250.

*Wednesday, August 3*

- Assignments:
  - **Extra Credit: Lecture Question 2 Due by 11:59 PM (PST)**

*Thursday, August 4*

- Agenda:
  - Peace Agreements and Durability
  - The Cold War
- Readings:
  - Chapter 5: The Resolution of Conflicts between States (Cont.)
- Supplemental Readings:
  - Diehl, Paul F. 1983. Arms Races and Escalation: A closer Look. *Journal of Peace Research*, 20(3): 205-212.
  - Koubi, Vally, Gabriele Spilker, Tobias Böhmelt, and Thomas Bernauer. 2014. Do Natural Resources Matter for Interstate and Intrastate Armed conflict? *Journal of Peace Research*, 51(2): 227-243.
  - Vasquez, John A. 1995. Why Do Neighbors Fight? Proximity, Interaction and Territoriality. *Journal of Peace Research*, 32(3): 277-293.
  - Wallace, Michael D. 1979. Arms Races and Escalation: Some New Evidence. *Journal of Conflict Resolution*, 23: 3-16.
  - Wallensteen, Peter. 1981. Incompatibility, Confrontation and War: Four Models and Three Historical Systems, 1816-1976. *Journal of Peace Research*, 18: 57-90.
  - Wallensteen, Peter. 1984. Universalism vs. Particularism: On the Limits of Major Power Order. *Journal of Peace Research*, 21(3): 243-257.
- Assignments:
  - **Lecture Discussion 1**
  - **Conflict Report 1 Due (Online via Canvas) by 5:00 PM**
  - **Midterm Exam Assigned (Online via Canvas)**



**Week 03, 08/08 - 08/12: Peace Agreements and Durability (Cont.)***Tuesday, August 9*

- Agenda:
  - Peace Agreements and Durability
- Readings:
  - Chapter 6: Conflict Resolution in Civil Wars
  - Chapter 7: Conflict Resolution in State Formation Conflicts
- Supplemental Readings:
  - Fjelde, Hanna. 2009. Buying Peace? Oil Wealth, Corruption and Civil War, 1985-99. *Journal of Peace Research*, 49(2): 199-218.
  - Hegre, Håvard, and Håvard Mokleiv Nygård. 2014. Governance and Conflict Relapse. *Journal of Conflict Resolution*, 59(6): 984-1016.
  - Mason, T. David, and Patrick J. Fett. 1996. How Civil Wars End: A Rational Choice Approach. *Journal of Conflict Resolution*, 40(4): 546-568.
  - Nilsson, Desirée. 2008. Partial Peace: Rebel Groups Inside and Outside of Civil War Settlements. *Journal of Peace Research*, 45(4): 479-495.
  - Walter, Barbara F. 2004. Does Conflict Beget Conflict? Explaining Recurring Civil War. *Journal of Peace Research*, 41(3): 371-388.

*Wednesday, August 10*

- Assignments:
  - **Extra Credit: Lecture Question 3 Due by 11:59 PM (PST)**

*Thursday, August 11*

- Agenda:
  - Peace Agreements and Durability
  - The Case of Hong Kong
- Readings:
  - Chapter 7: Conflict Resolution in State Formation Conflicts (Cont.)
- Supplemental Readings:
  - Carment, David. 1993. The International Dimensions of Ethnic Conflict: Concepts, Indicators and Theory. *Journal of Peace Research*, 30(2): 137-150.
  - Chenoweth, Erica, and Orion A. Lewis. 2013. Unpacking Nonviolence: Introducing the NAVCO 2.0 Dataset. *Journal of Peace Research*, 50(3): 415-423.
  - Lowe, John, and Eileen Yuk-ha Tsang. 2017. Disunited in ethnicity: the racialization of Chinese Mainlanders in Hong Kong. *Patterns of Prejudice* 51(2): 137-158.
  - Chow, Siu-lun, King-wa Fu, and Yu-Leung Ng. 2020. Development of the Hong Kong Identity Scale: Differentiation between Hong Kong 'Locals' and Mainland Chinese in Cultural and Civic Domains. *Journal of Contemporary China*, 29(124): 568-584.
- Assignments:
  - **Lecture Discussion 2**
  - **Conflict Report 2 Assigned (Online via Canvas)**

*Friday, August 12*

- Assignments:
  - **Midterm Exam (Due via Canvas) by 11:59 PM (PST)**

**Week 04, 08/15 - 08/19: The Role of Major Powers, The United Nations and Regional Organizations**

*Tuesday, August 16*

- Agenda:
  - The Role of Major Powers
  - The United Nations and Regional Organizations
  - The Case of Taiwan
- Readings:
  - Chapter 8: Conflict Complexes and Conflict Resolution
  - Chapter 9: International Organizations in Conflict Resolution
- Supplemental Readings:
  - Wallensteen, Peter, and Margareta Sollenberg. 1998. Armed Conflict and Regional Conflict Complexes, 1989-1997. *Journal of Peace Research*, 35(5): 621-634.

*Wednesday, August 17*

- Assignments:
  - **Extra Credit: Lecture Question 4 Due by 11:59 PM (PST)**

*Thursday, August 18*

- Agenda:
  - Peacemaking Tools
  - The Case of Taiwan
- Readings:
  - Chapter 10: Coercion and Enforcement
  - Chapter 11: Prevention and Peacebuilding
- Supplemental Readings:
  - Wallensteen, Peter. 1994. Representing the world: A security Council for the 21st Century. *Security Dialogue*, 25(1): 63-75.
  - Weiss, Thomas G., and Karen E. Young, K. 2005. Compromise and Credibility: Security Council Reform? *Security Dialogue*, 36(2): 131-154.
  - Melander, Erik. 2009. Selected to Go Where Murderers Lurk? The Preventive Effect of Peacekeeping on Mass Killings of Civilians. *Conflict Management and Peace Sciences*, 26(4): 389-406.
- Assignments:
  - **Lecture Discussion 3**
  - **Conflict Report 2 Due (Online via Canvas) by 5:00 PM**

**Week 05, 08/22 - 08/26: Peacemaking Tools, Challenges to Come**

*Tuesday, August 23*

- Agenda:
  - Peacemaking Tools (Cont.)
  - Challenges to Come
- Readings:
  - Chapter 15: Quality Peace and World Order
- Supplemental Readings:
  - Svensson, Isak. 2009. Who Brings which Peace? Neutral Versus Biased Mediation and Institutional Arrangements in Civil Wars. *Journal of Conflict Resolution*, 53(3): 446-469.
  - Schahczenski, Jeffery J. 1991. Explaining Relative Peace: Major Power Order, 1816-1976. *Journal of Peace Research*, 28(3): 295-309.
  - Morton, Jeffery. S., and Harvey Starr. 2001. Uncertainty, Change, and War: Power Fluctuations and War in the Modern Elite Power System. *Journal of Peace Research*, 38: 49-66.

*Wednesday, August 24*

- Assignments:
  - **Extra Credit: Lecture Question 5 Due by 11:59 PM (PST)**

*Thursday, August 25*

- Agenda:
  - Challenges to Come (Cont.)
  - Concluding Thoughts
  - Paper Questions?
- Readings:
  - Chapter 15: Quality Peace and World Order (Cont.)
- Assignments:
  - **None. Last day of class!**

*Friday, August 26*

- Assignments:
  - **Final Paper Due (Online via Canvas)**