

INR 3006 Conflict, Violence, and Peace
Spring 2011, Thursdays 5:30-8:15 p.m., 51/152
Instructor: Dr. Cuzán
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50/119, x 2345

Office Hours:

(It is best if you make an appointment ahead of time by calling 474-2337)

M&W, 12:30-2:30 p.m., 4:00-5:00 p.m.

Thursdays (by appointment for members of this class only): 5:00-5:30 p.m.

F, 2:30-5:00 p.m.

Violent political conflicts *within* nation-states, or civil wars, take a frightful toll of human life and contribute to much human suffering. By some estimates, since the end of World War II, five times more people have died in civil wars than in interstate wars (16 million vs. 3 million). Additional millions have been forced to flee their homes and resettle somewhere else within or outside the country of their birth on account of large-scale, even genocidal or polycidal violence perpetrated by their own governments, revolutionary organizations, or hostile ethno-cultural groups. In this course, we will examine the trends in civil wars over the last several decades, look into the principal sources of internecine conflicts in today's world, review a number of proposed remedies, and assess the justice and feasibility of several prescriptions for restoring or keeping domestic tranquility within nations.

The course will address, *inter alia*, the following questions: Is inter-group violence something that is of relatively recent origin in humanity's history, or is it something that has been around since pre-historic times? What are the sources of violence among groups? Is inter-group violence something that can break out at any time and place, without rhyme or reason, or are there patterns, temporal and spatial, that are accounted for by ecological, economic, cultural or civilizational, geopolitical and political factors? What causes have been identified as responsible for civil wars? Under what conditions do they appear to break out, persist, and come to an end? Where or under what conditions do civil wars have an ethno-cultural dimension, and where or under what conditions do they take an ideological coloration? How can political conflict be controlled, managed, or alleviated? What policy tools are available to stem internal violence once it breaks out, or to prevent its recurrence after it has run its course? What contribution, if any, can outside actors such as the UN or regional organizations make to the prevention, amelioration or conclusion of internal conflicts? Specifically, what can the U.S.A. do to help?

The principal learning outcomes anticipated from this course are (1) that at the end of the semester students should have a good understanding of the

elements that make up possible answers to these and similar questions, and (2) that in the process of attaining this understanding, the students will acquire or sharpen reading, research, analytical, evaluative, communication, and project management skills.

Requirements

The grade for the course is the product of five components, to wit: Preparation and Contribution, or P&C, an exam, two essays, and a group presentation associated with one of them.

Preparation & Contribution (P&C).

You are expected to come to class having read the assignment. To insure that this requirement is met, you will write a summary of the readings scheduled for each week. The weekly summaries shall consist of a series of one paragraph-length abstracts, one each per chapter or article assigned for reading and reflection, in which you convey the principal points made therein. Don't leave any doubt in the reader's mind as to what this chapter or article is all about. (For what, exactly, it is that you should summarize of an essay, a book chapter, or a book review, [see](#) "Tips for Studying.") Every abstract begins with a dense sentence that telegraphs the author's thematic idea. The rest of the paragraph expands on the opening sentence, detailing the author's argument, supporting ideas, and evidence, if any. Think of the abstract as a tree in which the opening sentence stands for the trunk and those that follow as the branches. The summaries are due in the electronic drop box found on the e-learning page for this course no later than 5:25 p.m. on Thursdays.

After class you need to compare your summary of the readings with those done by me. By design mine are longer than yours, because I want to be sure you get certain points. But pay special attention to the structure and, above all, to the opening sentence and paragraph of my summaries. Strive to model future summaries according to what I have done. This will help you develop analytical and communication skills.

Every week you will be assigned a P&C grade of between 0 and 100 as follows. Starting from a base of 80, I will (1) subtract 40 points if you're absent, 40 points if you do not upload a summary, and 80 points if both are true; and (2) *if* you come to class and *if* you posted a summary of the reading, I will add up to 20 points depending on the quantity and, especially, the quality of your contributions to the discussion of the readings for the week. The discussion will be carried on in class and in a forum opened for the purpose. (If you're shy about speaking up in class, you should try to overcome this shyness little by little but, in any case, you will not suffer if you make full use of the forum, where shyness is no excuse, which I monitor and where I intervene selectively.) In short, if you attend class and do your summary satisfactorily, you earn 80 points that week. If, in

addition, you make a meaningful contribution to the discussion, in class or on-line, you can earn up to a total of 100 points per week.

Exam.

There will be a midterm exam. It will be administered on-line at 7:00 p.m. on Thursday in which we will not hold class. It will consist of mostly or all True and False questions. You will have only a limited time in which to complete the exam. Details will follow.

Essays.

The first essay will be a “review of reviews essay.” There you will summarize and evaluate reviews of one of the texts assigned to this course in light of your own reading and understanding of the same.

The second essay will be a “case study essay.” Here you will evaluate some of the hypotheses about settling civil wars in the context of an actual case, historical or contemporary. The case will be assigned by me, although I will take into account your preferences. To that end, I will post a list of eligible civil wars, and you will upload into the dropbox your top five preferences by the date listed in the schedule of assignments, below.

Formats and an outlines for both essays will be distributed in due course.

Group Presentation. Associated with the second essay is a group presentation in which between three and five civil wars are compared. The presentations will be scheduled for the last two or three weeks of the course (including finals week). I will form groups on the bases of commonalities across civil wars, and assign you to a group accordingly. It is a well-known fact that one of the qualities that employers value is the ability of employees to work well with others, is to pull their weight in shared tasks. When you enter employment, you will join a pre-established group, and you will need to fit in. If you do not fit in, you or your employer will realize it soon enough, and you will by choice or necessity have to find a better fit elsewhere. In the course of a short semester, that option is not available. You will have to make every effort to get along with your group mates and to pull your share of the load. Accordingly, I will require every member of the group to grade the contributions of his mates, assigning a numerical grade from 0 to 100, with a sentence or two justifying the evaluation. I will take the average of the group grade into consideration.

Grading. The factors going into the final grade as weighted as follows:

Exam-----	15%
Essay #1 (the review essay)-----	20
Essay #2 (case study essay)-----	30
Group presentation-----	15
P&C-----	20

Total-----100%

Texts. The texts for the course are: Daniel L. Byman, *Keeping the Peace. Lasting Solutions to Ethnic Conflicts* (Baltimore: The Johns Hopkins University Press, 2002); Barbara F. Walter, *Committing to Peace. The Successful Settlement of Civil Wars* (Princeton: Princeton University Press, 2002). Additional readings will be placed on the e-learning site for the course.

A schedule of assignments is appended at the end of the Syllabus. Be it noted that the instructor reserves the right to revise it after timely notice.

Writing

No one should graduate from UWF (or from any college, for that matter) who does not write well. That's one of the skills you come here to acquire or perfect, and it is part of my job to require that you work toward that goal. Accordingly, if you know that your writing is not up to snuff, well before they are due you need to take drafts of your essays to the Writing Lab. (If you're an undergraduate, an adequate rule of thumb for judging the quality of your writing is the grades you earned in Comp I and II. If it was less than a solid B in either course, you probably need to improve it. If you're a graduate student, an equivalent rule would be having earned less than 550 in the Verbal section of the GRE.) To make sure that you do, if I encounter a badly written essay I will assign a provisional grade of 0 and set a deadline by which you need to return it, having sought help from the Writing Lab. Moreover, I will check your Comp I and II grades (or the GRE score if you're a graduate student), and if you earned less than a B in either of them I will then take 10 points off what you actually earn in the second draft for not having taken it to the Writing Lab in the first place. Needless to say, you need to start scheduling your appointments with the Writing Lab *right now*, and you need to start working on your essays at least a week in advance. If you wait until the last day, you probably won't be able to get an appointment and you will suffer the consequences.

Integrity

It goes without saying, but it bears repeating anyway, that anyone enrolled in this course makes a commitment to act with integrity. As the home page of the Department of Government puts it, this means "conducting ourselves honorably, conspicuously refraining from lying or cheating about our work. There can be no phony excuses for failing to complete an assignment, no turning in another's work as one's own, no plagiarism." Anyone found to have plagiarized is subject to being assessed a penalty up to and including being assigned an F in the course and reported to university authorities for additional measures.

Regarding the last-named offense, here is UWF's plagiarism policy: "The UWF Student Handbook, Code of Student Conduct, Academic Misconduct, states: 'Plagiarism. The act of representing the ideas, words, creations or work of

another as one's own.' Plagiarism combines theft with fraud, and the penalty is correspondingly severe: failure for the assignment and, in some cases, for the entire course. At the instructor's discretion, she/he may recommend that the student be suspended from the university. Ignorance of the rules about plagiarism is no excuse for it, and carelessness is just as bad as purposeful violation. Students who have plagiarized have cheated themselves out of the experience of being responsible members of the academic community and have cheated their classmates by pretending to contribute original ideas." (For additional information on plagiarism, go the UWF's home page, click on keyword search, and enter "plagiarism policy" (in quotation marks), which allows you to download a word document several pages long.)

Just to be sure there remains no doubt in anyone's mind what plagiarism is, I require *everyone* to take the Library's Tutorial on Plagiarism *and* to pass a test, missing no more than 1 question. You need to e-mail me the results the first night of class, January 6th (see schedule of assignments).

The module and test are available at http://library.uwf.edu/eli2/new_tutorials/module_plagiarism/outcomes.shtml

Student Conduct

It is the students' responsibility to read the Student Code of Conduct, available at <http://www.uwf.edu/judicialaffairs>. Please know that anyone violating its provisions may be penalized by expulsion from a course or the university.

Disability Services

Students with special needs who require specific examination-related or other course-related accommodations should contact Barbara Fitzpatrick, Director of Disabled Student Services (DSS), dss@uwf.edu, (850) 474-2387. DSS will provide the student with a letter for the instructor that will specify any recommended accommodations.

SCHEDULE OF ASSIGNMENTS (subject to change with notice)

- Week 1 (January 6) Introduction to the course. I will be away at a conference on this day. Read this syllabus very carefully, as you are responsible for its content. Familiarize yourself with the e-learning page, take the library module on plagiarism, pass the test on the same, and e-mail me the results no later than 8:00 a.m. the next day (Friday, January 7). If you miss more than one question, you need to take the test over again until you get it right.
- Week 2 (January 13) L. Keely, "Conflict and War, Archaeology of," in *International Encyclopedia of the Social & Behavioral Sciences*, Elsevier: Science Direct, 2001, on the course e-learning page.
- C. R. Nordstrom, "War: Anthropological Aspects," in *International Encyclopedia of the Social & Behavioral Sciences*, Elsevier: Science Direct, 2001, on the course e-learning page.
- P. M. [Regan](#), "Internal Warfare: Civil War, Insurgency, and Regional Conflict," *International Encyclopedia of the Social & Behavioral Sciences*, on the course e-learning page.
- Week 3 (January 20) F. W. [Boal](#), "Ethnic Conflict, Geography of," in *International Encyclopedia of the Social & Behavioral Sciences*, on the course e-learning page.
- A. Varshney, "Ethnic Conflicts and Ancient Hatreds," in *International Encyclopedia of the Social & Behavioral Sciences*, on the course e-learning page.
- R. M. [Williams](#), "Ethnic Conflicts," in *International Encyclopedia of the Social & Behavioral Sciences*, on the course e-learning page.
- Week 4 (January 27) There will be NO CLASS today. Instead, you will take an exam. It will be available at 7:00 p.m. You will have a limited amount of time in which to complete it. Be sure you are at a working, reliable computer. No excuses allowed for non-completion of the exam.
- Week 5 (February 3) Byman, *Keeping the Peace*, "Preface" and Chs. 1-3.

Week 6 (February 10)	Byman, <i>Keeping the Peace</i> , Chs. 4-6.
Week 7 (February 17)	Byman, <i>Keeping the Peace</i> , Chs. 7-9.
Week 8 (February 24)	NO CLASS. Essay 1 due in the dropbox no later than 8:00 a.m. tomorrow, February 25. No late submissions accepted, no excuses allowed.
Week 9 (March 3)	Walter <i>Committing to Peace</i> , Introduction and Chs. 1-3. List of preferred civil wars due. Upload it in the dropbox and bring a copy to class. If you do not have a strong preference, just indicate it on the sheet.
Week 10 (March 10)	Walter, <i>Committing to Peace</i> , Chs. 4, 5 and 8. Cases and groups assigned. Groups meet in separate areas of the classroom. Questions on case study you need to answer by March 24. See entry after Spring break.
Week 11 (March 17)	SPRING BREAK
Week 12 (March 24)	Individual consultations with the Instructor. I will be available from noon through the end of the class period. Contact Sheila to schedule a 10-minute appointment with me within that time-frame. You must come prepared with written answers to questions on your case study which I will have posted ahead of time.
Week 13 (March 31)	NO CLASS. Work on Essay 2.
Week 14 (April 7)	Group consultations with Instructor. A schedule of time slots for each group will be posted.
Week 15 (April 14)	Essay 2 due in drop box no later than tomorrow, Friday, April 15 at 8:00 a.m.
Week 16 (April 21)	Group presentations.
Week 17 (April 28)	Group presentations.