The study of war in international relations has traditionally focused on its causes, but less attention has been paid to ending wars once they begin, and to keeping peace in their aftermath. This course will address: the process by which belligerents in international and civil wars reach cease-fires and negotiate peace; why peace sometimes lasts and sometimes falls apart and what can be done to make peace more stable; as well as the longer-term prospects for reconciliation among adversaries and for rebuilding after war. We will examine both international and civil conflicts. Students write a research paper and present it to the class.

3 credits

Course Requirements

Class Participation (20% of grade): You are required to have completed the readings before class and to participate in discussion. You are also expected to contribute information from your own research project (see below) to class discussion, as appropriate, and to keep up on relevant world events by reading the New York Times or another reputable source of international news.

Short Essay (10% of grade): A 3–4 page paper is due in class on September 20.

Research Paper (60% of grade in total):

A brief statement of your research question and hypotheses (1 page max), and a preliminary bibliography is due October 4. (Ungraded).

Full research paper (15–18 pages), is due November 5. (25% of final grade)

Presentations will be held November 22 - December 13. (20% of final grade)

“Revise and Resubmit” A revision of the research paper, based on feedback and comments is due December 17. Note: this is NOT a rewrite to change the grade of the original submission – the revision will be graded separately. (15% of final grade)

Discussant (10% of grade): In addition to preparing your own presentation, you will be responsible for reading each other’s papers, and for serving as discussant (writing and presenting comments) for one of your classmates’ papers during the presentations at the end of term.

There will be no final exam.
**Course Policies**

**Assignments**
No late papers or incompletes. Except in cases of documented medical or family emergency, late papers will be penalized a third of a grade per day (i.e, an A paper turned in one day late is an A-, two days late a B+, etc.).

**Class Discussion**
Obviously, to participate in class discussion, you have to be present. You do not have to inform me if you will miss class, but absences will be reflected in your participation grade, except under extraordinary circumstances (documented medical or family emergency).

Participation will be graded on the frequency and especially the quality of your contributions to our class discussion. Ideally, everyone should say something every week we meet. I do not expect you to be brilliant every time you open your mouth; interesting and thought-provoking questions are as important as knowledgeable answers. In general, I am looking for you to show that you have done the reading thoughtfully, that is, that you have considered how the authors’ arguments relate to each other (within a week’s readings, and between weeks), have thought about how the readings relate to the topic or cases you are researching for your own paper, have formed your own opinion about the arguments, etc. Some of the assigned readings are difficult (often even for graduate students) – it’s ok to say you didn’t understand some of the reading, chances are others in the class didn’t either. I take the difficulty of the material we are discussing into consideration when grading participation.

While I take the frequency of class contributions into consideration, dominating the conversation (e.g., lengthy speeches, failure to get to the point, interrupting your classmates, etc.) is frowned upon and will lower your participation grade.

If you are not someone who feels comfortable talking in class, please come talk to me about this in office hours so that we can find strategies for helping you to succeed in classroom discussion.

Most important, I expect all of us in this class to treat each other with respect and courtesy. Discussion should be lively, not heated or barbed. Some of the topics we cover are difficult and even emotional, and some in the class may have a personal connection to some of the conflicts we are discussing. The classroom is a place for open minds and open debate. I expect all of us to adhere to principles of academic freedom in an atmosphere of mutual respect.
Academic Integrity

SIPA does not tolerate cheating and/or plagiarism in any form. Those students who violate the Code of Academic & Professional Conduct will be subject to the Dean's Disciplinary Procedures. The Code is available online at:

http://sipa.columbia.edu/resources_services/student_affairs/academic_policies/deans_discipline_policy.html

Please familiarize yourself with the proper methods of citation and attribution. Provide citations for all ideas that are not your own, as well as for facts unless they are general knowledge (a good rule of thumb for citation of facts is that if you didn’t know it before you started working on the paper, provide a citation). SIPA provides some useful resources online:

http://sipa.columbia.edu/resources_services/student_affairs/academic_policies/code_of_conduct.html

Research Project

As noted above, the research project has several elements. You will research and write the paper, then present it to class, then “revise and resubmit” the paper. All told, the project accounts for 60% of your grade (25% for the first version of the paper, 20% for the presentation in class, and 15% for the “revise and resubmit”).

Your research project should focus on a specific research question or hypothesis, should draw on concepts and themes of the course, and should employ empirical evidence from war termination or post-conflict cases. You may examine a number of cases drawing comparisons among them, or you may focus on a single case.

Either way, the best way to set up your research is to consider variation, either among cases or across time (or regions) within a single case. For example, why was peacekeeping successful in Mozambique but not in Angola? Why did a power sharing agreement emerge in Northern Ireland when it did and not earlier? Why did Israel and Egypt conclude a peace agreement while Israel and Syria only managed a cease-fire? Variation on the dependent variable – the outcome you wish to explain (success/failure, agreement/no agreement, etc.) gives you leverage to answer your question.

Cases you might consider for your research project include, but are not limited to: the civil wars in El Salvador, Nicaragua, Northern Ireland, Bosnia, Cyprus, Israel-Palestine, Rwanda, Sudan, Mozambique, Angola, South Africa, Afghanistan, Chechnya, Sri Lanka, Cambodia, Kosovo, East Timor, Sierra Leone, Liberia, the Democratic Republic of Congo, Iraq, Afghanistan; and/or the following interstate wars: World War I or II, Honduras-El Salvador (Football War), Israel-Syria, Israel-Egypt, Korea, Vietnam, India-Pakistan, Iran-Iraq, the Gulf War, US-Afghanistan, US-Iraq.
Reading
The following books (marked BC in the syllabus below) are available for purchase at Book Culture (formerly Labyrinth Books), 536 W 112th Street:

ISBN: 9780745640334

ISBN: 9780691136714

ISBN: 9780231136679

ISBN: 9780674048133

ISBN: 9780801489747

Most of the other required readings are available through Columbia’s E-Journals (marked EJ). Login at www.columbia.edu/cu/lweb/eresources/ejournals/ and search by journal title, or follow the links in the syllabus on CourseWorks. All readings (books, chapters, and articles) are also available on reserve at Lehman Library (many through electronic reserves).

Recommended readings:
I list recommended readings for each week of the course. I do not expect you to read all or even any of these for most weeks (although of course you are welcome to), but if the week’s topic relates to your research paper, these readings are a good place to start.
WEEK 1. SEPTEMBER 13. INTRODUCTION AND OVERVIEW

WEEK 2. SEPTEMBER 20. INTERNATIONAL AND CIVIL WAR TERMINATION

Assignment: Short paper (3-4pp) due in class

Required:


Recommended:


WEEKS 3-4 SEPTEMBER 27 AND OCTOBER 4. NEGOTIATION AND MEDIATION

In class: negotiation simulation (Sep 27); discussion of simulation (Oct 4)

Assignment: short statement of research question (1-3 paragraphs, 1 page max), and preliminary bibliography, due in class Oct. 4.

Required:

Negotiation Simulation Background Reader. (CourseWorks)


Recommended:


**WEEK 5. OCTOBER 11. GENOCIDE AND INTERVENTION**

In class: PBS Frontline: *Triumph of Evil* on Rwanda.

**Required:**


De Waal, Alex. 2007. Darfur and the Failure of the Responsibility to Protect. *International Affairs*, 83(6): 1039-1054. (e-reserves)

**Recommended:**


**WEEK 6. OCTOBER 18. WAR OUTCOMES, PARTITION, AND DURATION OF PEACE**

**Required:**


**Recommended:**


**WEEK 7. OCTOBER 25. PEACEKEEPING**

Note: Extra office hours this week. Come talk to me about your papers (times TBA)

### Required:


### Recommended:

For an overview of the peacekeeping literature see:


Assignment: Research Paper (15-18 pp) Due Friday November 5, by 5pm
(deliver to my mailbox in SIWPS, IAB 13th floor – note: Institute doors close by 5pm)


Required:


Recommended:


WEEK 10. NOVEMBER 15. RECONCILIATION AND JUSTICE

**Required:**


**Recommended:**


Special Issue on Transitional Justice of *Journal of Conflict Resolution* 50(3) June 2006.

Biggar, Nigel, ed. *Burying the Past* Washington: Georgetown University Press, esp. chapter 11, pp.207-222 on South Africa’s TRC.

Week 11. November 22. Presentations and Discussions
Read papers to be presented this week.

Week 12. November 29. Presentations and Discussions
Read papers to be presented this week.

Week 13. December 6. Presentations and Discussions
Read papers to be presented this week.

Week 14. December 13. Presentations and Discussions
Read papers to be presented this week.

Research Paper “Revise and Resubmit” (15-20pp.) Due Friday December 17 by 5pm
(to my mailbox in SIWPS – note: doors to the Institute close by 5pm)