War Termination and the Stability of Peace

SIPA INAFU 8561
Columbia University
Spring 2008
meets Mondays 2:10-4:00
IAB room 501A

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Office hours: Tues 3-5pm

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 the prospects for reconciliation among adversaries and for rebuilding after war. We will examine both international and civil conflicts with an eye toward policy choices and dilemmas.

3 credits.

Course Requirements

Class Participation (20% of grade): You are required to have completed the readings before class and to participate in discussion. The assignment for week 9 (on peacekeeping) will be incorporated into the participation grade. You are also expected to contribute information from your own research project (see below) to class discussion, as appropriate.

Short Policy Paper (10% of grade): A 3-4 page policy paper is due in class on February 4.

Research Paper (30% of grade):

A brief statement of your research question and hypotheses, and a preliminary bibliography is due February 25.

The full research paper (20 pages max), is due April 7.

Presentations (20% of grade) will be held April 14 - May 1.

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.

“Revise and Resubmit” (10% of grade): A revision of the longer paper, based on feedback and comments is due May 12. Note this is NOT a rewrite to change the grade of the original submission – the revision will be graded separately.

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 – 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.

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.
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 (30% for the first version of the paper, 20% for the presentation in class, and 10% 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 quantitatively or qualitatively (or both), 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, Iraq; 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-Afganistan, US-Iraq.

Academic Integrity

The School of International & Public Affairs 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. SIPA provides some useful resources online:

http://sipa.columbia.edu/resources_services/student_affairs/academic_policies/code_of_conduct.html
Reading
The following books (marked BC in the syllabus below) are available for purchase at Book Culture (formerly Labyrinth Books), 536 W 112th Street:


We also read several chapters out of *Leashing the Dogs of War: Conflict Management in a Divided World*. Crocker, Chester, Fen O. Hampson and Pamela Aall, eds 2007. Washington: U.S. Institute of Peace, which you may want to purchase.

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).
Week 1. January 28. Introduction and Overview

Part I. Stopping the Fighting

Week 2. February 4. International and Civil War Termination

Assignment: 3-4pp policy paper on ending the war in Iraq

Required:


Recommended:


or the book-length version of Goeman's argument, including a case study of WWI:

Weeks 3-4 February 11 and 18. Negotiation and Mediation

In class: Arcadia-Bucolica negotiation simulation (Feb 11); discussion of simulation (Feb 18)

Required:

Arcadia-Bucolica Background Reader. (on CourseWorks)


Recommended:


Week 5. February 25. Genocide and Intervention

Assignment: Research Question (½ - 1 page) and Preliminary Bibliography Due

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

Required:


Luttwak, Edward N. 1999. Give War a Chance Foreign Affairs 78 (4): 36-44. (EJ)


Recommended:

Part II. Making Peace Last

Week 6. March 3. War Outcomes and Duration of Peace

Required:


Recommended:


Week 7. March 10. Elections and Power-Sharing

Required:


Recommended:


Spring Break

Week 8. March 24. No class meeting
Use this week to work on your research paper. If your research requires interviews, archival work, or extensive data analysis, you might schedule these activities for this week.
Week 9. March 31. Peacekeeping

Note: I will be holding extra office hours this week. Come talk to me about your papers [times TBA]

Assignment: Pick one of the following recent peacekeeping cases: Cambodia, Former Yugolsavia, Somalia, Rwanda, Haiti, East Timor, Kosovo, Sierra Leone. Read the relevant chapter in Berdal & Economides, and come to class prepared to discuss the case. If you prefer to focus on a case not listed here, please discuss it with me first.

Required:


Recommended:

For an overview of the peacekeeping literature see:


the rest of Doyle and Sambanis. 2006, Making War and Building Peace. Princeton UP.
Week 10. April 7. Reconciliation and Justice

Assignment: Research Paper (20pp max) Due

Required:


Recommended:


Week 11. April 14. Presentations and Discussions

Read papers to be presented this week.

Week 12. April 21. Presentations and Discussions

Read papers to be presented this week.
Week 13. April 28. Presentations and Discussions

Read papers to be presented this week.

Week 14. May 1. Presentations and Discussions

Read papers to be presented this week.

**Monday, May 12 by 5pm**

*Research Paper “Revise and Resubmit” (25pp. max) Due*