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. Students write a research paper and present it to the class.

COURSE REQUIREMENTS

Class Participation (20% of grade): You are required to have completed the readings before class and to participate in discussion. The discussion 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, 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 February 11.

Research Paper (30% of grade):
A brief (1-3 paragraph) statement of your research question and hypotheses, and a preliminary bibliography is due February 18.

A 2-3 page summary of the case(s) or issue you are researching, as well as a draft outline of your paper is due March 3.

The full research paper (12-15 pages), is due March 31.

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 9. 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 (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.

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, 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-Afghanistan, US-Iraq.

Academic Integrity

Plagiarism will not be tolerated. 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).
**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 Butler 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

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

Assignments:

Short Paper: 3-4pp paper due in class February 11

Research Question: Short statement (1-3 paragraphs) of your research question and a preliminary bibliography, due in class February 18

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

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

Required:


Recommended:

Part II. Making Peace Last

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

Assignment: 2-3 pp. summary of your case(s) or issue, as well as an outline, due in class

Required:


Recommended:


Week 7. March 10. Elections and Power-Sharing

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

Required:


Recommended:


Spring Break

Week 8. March 24. No class meeting
Use this week to work on your research paper, which is due next week.
Week 9. March 31. Peacekeeping

Assignments:

Research Paper (12-15 pp) Due in class

Class Discussion Assignment: Pick one of the following recent peacekeeping cases: Cambodia, Former Yugoslavia, 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

Required:


Recommended:


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

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.

Friday May 9 by 5pm
Research Paper “Revise and Resubmit” (15pp. max) Due