

# **INTE-UE 1013 - INTRODUCTION TO PEACE AND CONFLICT STUDIES**

*Fall 2017*

**Instructor: Professor Elisabeth King**

**Lecture time/location:** Mondays and Wednesdays, 11-12:15

**Office hours/location:**

Drop in preferred: Mondays, 12:15-1pm; other times as needed, by appointment  
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## **CATALOG DESCRIPTION**

How can we explain the many violent conflicts around the world today? What is the lived experience of people in conflict-affected contexts? What can international and local actors do to build peace? These are just some of the many questions that undergraduate students will tackle in this introduction to peace and conflict studies. Students will become familiar with theoretical perspectives, real-world examples, and analytical skills to better understand, critically evaluate, and respond to contemporary issues related to peace and conflict.

## **COURSE DESCRIPTION**

This course introduces students to the field of peace and conflict studies in a global context. Students will become familiar with theoretical perspectives, real-world examples, and analytical skills to better understand, critically evaluate, and respond to contemporary issues related to peace and conflict. It is the anchor course for NYU's minor in Peace and Conflict Studies and can alternatively be taken as a stand-alone course.

The course draws principally from political science, but also from anthropology, education, history, psychology, and more. The course begins with a discussion of the causes of conflict. It then examines the consequences of conflict and efforts to build peace. Readings will include academic articles and chapters, news, and policy pieces, and first-hand accounts from perpetrators and victims; online videos will also be included. The course also provides students experience with hands-on tools. We will be fortunate to welcome a number of guest speakers, drawing on multi-disciplinary expertise from across the university and beyond.

## **LEARNING OBJECTIVES**

By the end of the course, students should be able to:

- Identify the main theoretical explanations of the causes of violent conflict, the principal consequences, and the range of peacebuilding responses;
- Analyze the causes and consequences of conflict, evaluating different points of view and framing their own;
- Apply various conflict analysis frameworks to assess and appreciate the complexity of issues such as genocide, terrorism, and violence;

- Critically evaluate historical and contemporary efforts to build peace including diplomacy, humanitarian aid, and economic development;
- Through guest speakers and simulations, experience and reflect upon some of the real-world challenges confronted by peacebuilders;
- Explain contemporary global issues and evaluate if and how academic work in the field illuminates these events;
- Demonstrate analytical thinking, reading, writing and speaking skills.

It is my hope that students will also leave the course with a heightened appetite and ability to engage in the world around them.

## **READINGS & RESOURCES**

We will use NYU Classes as a framework for the course. As you will see below, in addition to readings, resources include videos, a video game, and other simulation material. All readings and resources will be available via the site. Given the real-world, quickly-changing subject matter we are studying, brief additional readings may be added a short notice. Guest speakers may also wish to add preparatory material in advance of their sessions. We may, occasionally, need to switch the order of classes to accommodate real-world opportunities and guest speaker availability.

## **REQUIREMENTS**

All requirements will be further discussed in class.

1. **PARTICIPATION (20%):** The success of the class depends in large part on the willingness of students to carefully prepare by reading all assigned readings. Marks will be awarded to students on the basis of their participation. Please prepare for each session by carefully reading the assigned readings, highlighting key concepts and arguments, and noting questions and contentious issues. The readings and lectures are complementary, but they will not duplicate one another. Each class will proceed on the basis that students have read the required readings for that week and prior weeks.
2. **MINI-ASSIGNMENTS (25%):** There are five “mini-assignments” to be completed during and after class. Details will be provided on NYU Classes. These are:
  - a. Conflict-analysis tool, put to good use
  - b. Peace Maker Game: Completion and reflection
  - c. UN field test
  - d. Pathways to Peace: A simulation on NYU Classes
  - e. Conflict-Sensitive Analysis Tool, put to good use
3. **NEWS PRESENTATIONS (5%):** All students are invited to present a very brief (3 minutes maximum) news update – an article, news story, new report, survey, etc. that relates to one week’s themes and/or readings. In your presentation, please introduce yourself, explain the source (i.e. title, NYTimes, date), the key argument and ideas, and how you think it relates to class. Post your news article to the NYU Classes forum. We

will randomly draw and assign dates during the first class. Please coordinate with your classmates presenting on the same day in order not to duplicate one another. Each student will be responsible for a minimum of one presentation.

4. POINT OF VIEW PAPERS (15%): You will write 2 short response papers over the course of the semester. For each paper, you must attend an event related to peace and/or conflict hosted by the university – a talk, panel, film, etc. – or an organization in New York City, such as the United Nations or the International Peace Institute. (I will post a non-exhaustive list to NYU classes). After attending, please write a 2-page (double-spaced) response that summarizes the content of the event (1 page) and considers if and how it relates to one or more assigned readings from the course (1 page). Your paper must include a thesis statement. For one of the two papers, you may write about a talk by a guest speaker who visits our class. The first paper is due prior to class **October 25th**. The second paper is due prior to the final class, **December 13th**. Assignments are to be uploaded to NYU classes and passed through turnitin.com.
5. FINAL EXAM (35%): The exam will include short-answer and essay length questions and cover all of the themes and material from the course.

## COURSE RULES AND POLICIES

### Grading:

The grading scale is as follows. Additional details appear at the end of the syllabus.

A = 94-100  
A- = 90-93  
B+ = 87-89  
B = 84-86  
B- = 80-83  
C+ = 77-79  
C = 74-76  
D+ = 67-69  
D = 65-66  
F = below 65

Late assignments: Barring serious illness or family emergency (both require documentation), *late papers will be reduced by 1/3 of a grade for each 24-hour period* for which they are turned in after the deadline. For example, a paper turned in one day late with a grade of B would be marked down to a B-. This is a strict policy. Exceptions are granted only in extreme circumstances and require written documentation. Examples of exceptional circumstances include a learning disability (documented by NYU in the form of a written letter from the Center for Students with Disabilities) or hospitalization. Changing topics, regions, countries of study for

an assignment; poor time management; and procrastination *do not count as exceptional circumstances*.

NYU Classes and email will be used to manage and coordinate the course. Much of the reading material and important course announcements will be posted electronically on NYU Classes. You are expected to check your email and the course page regularly to ensure you have access to this material and announcements. While we will endeavor to answer your weekday questions within 24 hours, we do not typically check email on the weekends.

Special Accommodation: Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility, and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at (212) 998-4980, 240 Greene Street, [www.nyu.edu/csd](http://www.nyu.edu/csd).

**SEPTEMBER 6<sup>TH</sup> -- What have you gotten into?**

We will review the syllabus and course expectations and begin to ask questions about peace and conflict studies.

**SEPTEMBER 11<sup>TH</sup> -- What is Peace? What is Conflict? How do we measure them? What are the trends?**

Goldstein, Joshua. 2012. *Winning the War on War: The Decline of Armed Conflict Worldwide*. New York: Plume, pp. 1-22.

Mac Ginty, Roger and Pamina Firchow. 2016. "Top-down and bottom-up narratives of peace conflict". *Politics*.

**SEPTEMBER 13<sup>TH</sup> -- What causes inter-state conflict?**

Frieden, Jeffrey A., David A Lake & Kenneth A Schultz (eds). 2012. *World Politics: Interests, Interactions, Institutions* (Second Edition), pp. 88-129.

**SEPTEMBER 18<sup>TH</sup> -- What causes intra-state conflict?**

Beswick, Danielle and Paul Jackson, 2011. *Conflict, Security and Development: An Introduction*. London: Routledge. Chapter 3, pp. 40-53

Frieden, Jeffrey A., David A Lake & Kenneth A Schultz (eds). 2012. *World Politics: Interests, Interactions, Institutions* (Second Edition), pp.237-253.

**SEPTEMBER 20<sup>TH</sup> – The causes of conflict: Spotlight on Afghanistan**

*Guest Speaker: Barnett Rubin, NYU's Center International Cooperation*

Bio: <http://cic.nyu.edu/people/barnett-rubin>

**Reading TBD**

**SEPTEMBER 25<sup>TH</sup> – Genocide: Spotlight on Rwanda**

Hatzfeld, Jean. 2003. *Machete Season: The Killers in Rwanda Speak*. New York: Farrar, Straus and Giroux (excerpts).

Stanton, Gregory. 1998. *The 8 Stages of Genocide*. New Haven: Yale University Center for International and Area Studies.

Straus, Scott. 2006. *The Order of Genocide: Race, Power, and War in Rwanda*. Ithaca, NY: Cornell University Press, pp. 17-40.

### **SEPTEMBER 27<sup>TH</sup> – Terrorism**

*Guest speaker: Jeff Goodwin, NYU, Sociology*

Bio: <https://as.nyu.edu/faculty/jeff-goodwin.html>

Jaggar, Alison, M. 2005. “What Is Terrorism, Why Is It Morally Wrong, and Could It Ever Be Morally Permissible?,” *Journal of Social Philosophy*, Vol. 36, pp. 202-217

Goodwin, Jeff. 2007. “‘The Struggle Made Me a Non-Racialist’: Why There Was So Little Terrorism in the Antiapartheid Struggle,” *Mobilization*, Vol. 12, No. 2, pp. 193-203.

### **OCTOBER 2<sup>ND</sup> -- Conflict analysis frameworks**

Swiss Agency for Development (SDC). 2005. *Conflict Analysis Tools*

### **OCTOBER 4<sup>TH</sup> -- Putting Conflict Analysis Tools to Work**

Film to be announced

**Mini-assignment A:** Come to class with your best conflict analysis tool (paper copy), modeled after the examples from last week’s SDC reading. During the class, we will watch a film and use your conflict analysis tool to analyze the conflict. *Hand in your completed tool at the end of class.*

### **OCTOBER 9<sup>th</sup> – no class – university closed**

### **OCTOBER 11<sup>TH</sup> -- The consequences of conflict**

Collier, Paul et al. (2003). *Breaking the Conflict Trap: Civil War and Development Policy*.

Washington: The World Bank, 53-78. (online:

[http://books.google.com/books?id=NkzJO\\_84\\_x0C&printsec=frontcover&dq=breaking+the+conflict+trap+paul+collier&source=bl&ots=J1CH3Ho-QX&sig=VfAJXwNshwCoJoXUi3sT9A\\_ZBQg&hl=en&ei=iLiFS9v2GpPWNvWYqDQ&sa=X&oi=book\\_result&ct=result&resnum=1&ved=0CAkQ6AEwAA#v=twopage&q=&f=false](http://books.google.com/books?id=NkzJO_84_x0C&printsec=frontcover&dq=breaking+the+conflict+trap+paul+collier&source=bl&ots=J1CH3Ho-QX&sig=VfAJXwNshwCoJoXUi3sT9A_ZBQg&hl=en&ei=iLiFS9v2GpPWNvWYqDQ&sa=X&oi=book_result&ct=result&resnum=1&ved=0CAkQ6AEwAA#v=twopage&q=&f=false))

Menchu, Rigoberta (2010). *I, Rigoberta Menchu: An Indian Woman in Guatemala, second edition*. Verso. Excerpts.

**OCTOBER 16<sup>TH</sup> -- Refugees**

*Guest speaker TBA*

Rawlence, Ben. (2016). *City of Thorns: Nine Lives in the World's Largest Refugee Camp*, excerpt.

Additional reading TBA

**OCTOBER 18<sup>TH</sup> -- Spotlight on Democratic Republic of Congo**

*Guest Speaker: Q&A with Severine Autesserre*

Bio: <http://www.severineautesserre.com/about/>

Autesserre, Severine. 2010. *The Trouble with the Congo: Local Violence and the Failure of International Peacekeeping*. New York: Cambridge University Press. Introduction.

**OCTOBER 23<sup>RD</sup> -- Researching and Working in Peace & Conflict**

TBA

**OCTOBER 25<sup>TH</sup> – Humanitarian aid, peace and conflict**

Anderson, Mary B. 1999. *Do No Harm: How Aid Can Support Peace – Or War*. Boulder: Lynne Rienner. Chapter 5, pp. 55-66.

Orbinski, James. 2009. *An Imperfect Offering: Humanitarian Action in the Twenty-First Century*. Toronto: Anchor House, pp. 3-15, 397-401.

(I also recommend pp.77-126 for a first-hand account of an effort to provide medical aid during the war in Somalia).

**\*\*First POV paper due to NYU Classes prior to class\*\***

**OCTOBER 30<sup>TH</sup> -- Peacemaking, Negotiations and Diplomacy**

*Guest speaker: Dipali Mukhopadhyay, Columbia Univeristy, to discuss her recent work on Syria.*

Reading TBA

**NOVEMBER 1<sup>ST</sup> -- Simulation: Peacemaker Game**

*Faciliated by PACS Leader*

Background reading TBA

**Mini-Assignment B:** Play the Peace Maker Game. Write and submit a one to two page response detailing what you learned through the experience about peace making in Israel and Palestine? What are your thoughts on games themselves as a peacemaking tool?

<http://www.peacemakergame.com/>

Due: November 6<sup>th</sup> prior to class

### **NOVEMBER 6<sup>TH</sup> – Peacekeeping**

Paris, Roland & Janice Gross Stein. Does Peacekeeping Work? Podcast available at: <http://www.cips-cepi.ca/2014/08/02/does-peacekeeping-work/>

Optional: <https://www.missionzhobia.org/http://www.peacemakergame.com/>

### **NOVEMBER 8<sup>TH</sup> -- Peacebuilding**

Carlin, John. 2009. *Playing the Enemy: Nelson Mandela and the Game that Made a Nation*. New York: Penguin Books (brief excerpts)

Ghali, Boutros-Boutros. 1992. *An Agenda for Peace*

Leymah Gbowee. 2011. *Mighty be Our Powers, Mighty Be Our Powers: How Sisterhood, Prayer, and Sex Changed a Nation at War*, excerpts.

### **NOVEMBER 13<sup>TH</sup> -- Political Institutions & Economic Development**

Paris, Roland. 1997. Peacebuilding and the Limits of Liberal Internationalism. *International Security*. Vol. 22, No. 2, pp. 54-89

King, Elisabeth. Forthcoming. “What Kenyan Youth Want and Why it Matters for Peace.” *African Studies Review*.

### **NOVEMBER 15<sup>TH</sup> -- Working in the field of peace and conflict**

*Faciliated by PACS Leader*

Background reading TBA



**Mini-Assignment C:** Complete the online UN field safety test that anyone going on a UN-sponsored mission has to complete prior to going to the field. Upload your certificate of completion to NYU Classes.

*Due: November 20<sup>th</sup> prior to class*

**NOVEMBER 20<sup>TH</sup> -- Justice, reconciliation and local peacebuilding**

Autesserre, Severine. 2015. *To solve mass violence, look to locals* (Ted Talk, video).

Graybill, Lyn and Kimberly Lanegran. (2004). "Truth, Justice and Reconciliation in Africa", *African Studies Quarterly*, 8(1): 1-18. (online: <http://www.africa.ufl.edu/asq/v8/v8i1a1.pdf>)

Goldstone, Richard. (2000). *For Humanity: Reflections of a War Crimes Investigator* (New Haven: Yale University Press), preface. (print)

**NOVEMBER 23<sup>RD</sup> – NO CLASS – UNIVERSITY CLOSED**

**NOVEMBER 27<sup>TH</sup> -- Education, peace and conflict**

*Guest speaker Dana Burde*

Bio: [http://steinhardt.nyu.edu/faculty/Dana\\_Burde](http://steinhardt.nyu.edu/faculty/Dana_Burde)

Burde, Dana. 2014. *Schools for Conflict or for Peace in Afghanistan*. New York: Columbia University Press, chapter entitled "Jihad Literacy".

King, Elisabeth. 2011. "The Multiple Relationships between Education and Conflict: Reflections of Rwandan Teachers and Students." In Karen Mundy and Sarah Dryden-Peterson (editors), *Educating Children in Conflict Zones: A Tribute to Jackie Kirk*, New York: Teachers College Press.

**NOVEMBER 29<sup>TH</sup> -- Museums and memorialization**

*Guest lecture, Emily Dunlop, PhD student in ASH and former employee of Rwanda Genocide Memorial Museum*

Bio: <http://steinhardt.nyu.edu/humsocsci/international/phd/profiles/emilydunlop>

King, Elisabeth. 2010. "Memory Controversies in Post-Genocide Rwanda: Implications for Peacebuilding". *Genocide Studies and Prevention* 5 (3), 293–309.

**DECEMBER 4<sup>TH</sup> – Scenario: What is the pathway towards peace?**

Russell, Paul. 2012. "Fixing the Middle East, in 75 words or fewer". National Post. Available at: <http://news.nationalpost.com/full-comment/todays-letters-fixing-the-middle-east-in-75-words-or-fewer>

Current reading TBA

**Mini-assignment D:** Pathways to Peace. Let's do the same for a current conflict, to be announced. Submit your 75 words to NYU Classes prior to class and come ready to discuss.

**DECEMBER 6<sup>TH</sup> -- Researching and Working in Peace & Conflict**  
TBA

**DECEMBER 11<sup>TH</sup> -- Scenario: Using Conflict Sensitive Analysis (CSA) tools**  
*Facilitated by PACS Leader*

Inter-Agency Network for Education in Emergencies (INEE). *Guidance Note on Conflict Sensitive Education*, p.12-41

Please also have a look at the *INEE Reflection Tool*

**Mini-Assignment E:** Come to class ready to use the INEE Reflection Tool on a real world scenario. During the class, I will present a scenario and you will use the tool to analyze the post-conflict intervention. Upload your completed tool to NYU Classes.

*Due: December 12<sup>th</sup> prior to class*

**TUESDAY DECEMBER 12<sup>TH</sup> – Researching and Working in Peace & Conflict**  
TBA

**DECEMBER 13<sup>TH</sup> -- Wrap-Up Discussion and Review**

**\*\*Second POV paper due to NYU Classes prior to class\*\***

**EXAM – DATE TO BE ANNOUNCED**

## **GRADING SCHEMA DETAILS**

A: Outstanding Students who earn an A for class participation are consistently present and prepared for class, synthesize course materials, contribute insightfully and analytically, listen well to others, and generally move the discussion forward and are actively engaged each class.

For written work, an “A” applies to outstanding student writing. A grade of “A” indicates not simply a command of material and excellent presentation (spelling, grammar, organization, writing style, etc.), but also sustained intellectual engagement with the material. This engagement takes such forms as shedding original light on the material, investigating patterns and connections, posing questions, and raising issues. An “A” paper is excellent in nearly all respects:

- It is well argued and well organized, with a clear thesis
- It is well developed with content that is specific, interesting, appropriate, and convincing
- It has logical transitions that contribute to a fluent style of writing
- It has few, if any, mechanical, grammatical, spelling, or diction errors
- It demonstrates command of a mature, unpretentious diction

B: Good Students who earn a B for class participation generally contribute consistently and thoughtfully and listen well to other but may be less consistent in their participation and/or their presence in class and may be less likely to move discussion forward with their contributions.

On written assignments, a “B” is given to work of high quality that reflects a command of the material and a strong presentation but lacks sustained intellectual engagement with the material. A “B” paper shares most characteristics of an “A” paper, but

- It may have some minor weaknesses in its argumentation
- It may have some minor lapses in organization and development
- It may contain some sentence structures that are awkward or ineffective
- It may have minor mechanical, grammatical, or diction problems
- It may be less distinguished in its use of language

C: Adequate Students who earn a C for class participation do not contribute regularly and may be absent from class regularly and/or their contributions to class discussion are often tangential and unclear and they do not listen well to others.

Written work receiving a “C” is of fair overall quality but exhibits a lack of intellectual engagement as well as either deficiencies in the student’s command of the material or problems with presentation. A “C” paper is generally competent; it is the average performance. Compared to a “B” paper,

- It may have a weaker thesis and less effective development.
- It may have serious shortcomings in its argumentation
- It may contain some lapses in organization
- It may have poor or awkward transitions

- It may have less varied sentence structures that tend toward monotony
- It may have more mechanical, grammatical, and diction problems

D: Unsatisfactory Students who earn a D for class participation have spotty attendance, come to class unprepared, and make comments that are off-topic. On written work, the grade of “D” indicates significant problems with the student’s work, such as a shallow understanding of the material or poor writing.

- It presents no clear thesis
- It displays major organizational problems
- It lacks adequate support for its thesis
- It includes irrelevant details
- It includes confusing transitions or lacks transitions altogether
- It fails to fulfill the assignment
- It contains ungrammatical or poorly constructed sentences and/or demonstrates problems with spelling, punctuation, diction or syntax, which impedes understanding

F: Failed Students who earn an F for class participation also have spotty attendance, come to class unprepared, fail to participate, demonstrate lack of engagement, and might create a hostile environment in the classroom. On written work, an “F” is given when a student fails to demonstrate an adequate understanding of the material, fails to address the exact topic of a question or assignment, fails to follow the directions in an assignment, or fails to hand in an assignment.

NOTE: Pluses (e.g., B+) indicate that the paper is especially strong on some, but not all, of the criteria for that letter grade. Minuses (e.g., C-) indicate that the paper is missing some, but not all, of the criteria for that letter grade. \*\*

This rubric is borrowed from Prof. Lisa Stulberg and adapted from those developed by Prof. Fabienne Doucet and Prof. Helen Nissenbaum, NYU Steinhardt.