

PEACE AND CONFLICT RESOLUTION

IE University

Professor: **ELSA VOYTAS**

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Academic year: 23-24

Degree course: THIRD

Semester: 2^o

Category: **COMPULSORY**

Number of credits: 6.0

Language: English

PREREQUISITES

There are no prerequisites for this course. It will build upon concepts and themes from many of your previous courses, including history, economics, IR theory, international law, international political economy, comparative politics, etc.

Students are expected to come to class having read and reflected on the course materials assigned for the session in advance.

SUBJECT DESCRIPTION

In this course, you will be introduced to the main concepts and theoretical frameworks for understanding peace, violence, and justice. We will cover the theories, methods, findings, and shortcomings in canonical and cutting-edge analyses of conflict resolution, transitional justice, and reconciliation. Throughout the process, students will learn the basic tools and knowledge to understand the realities and complexities of contemporary conflict from a theoretical, practical, and critical perspective. The course will draw on students' acquired knowledge of international security, comparative politics, international organizations, and democratic governance.

The course consists of several overarching components. First, we will review major forms and trends in contemporary conflict. Next, we will discuss the modern theory of war and violence, focusing on how conflict begins. We will proceed by covering certain dimensions of violence and then discuss strategies of conflict resolution. The final component of the course considers the legacy of violence and ways it can be addressed during peacetime. Throughout, we will focus on systematic, scientific explanations that draw on rigorous theoretical foundations and rich evidence bases (both quantitative and qualitative in nature).

Supplemental readings may be assigned to enhance learning.

OBJECTIVES AND SKILLS

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

- identify the major themes and debates in the study of conflict resolution, peacebuilding, and transitional justice;
- critically analyze policies in peace and justice areas, identifying their strengths and shortcomings as a response to human rights violations;

- write and speak about peace and conflict resolution based upon evidence and logical validity.

METHODOLOGY

This course aims to introduce students to the theoretical, empirical, and practical study of conflict and peace with a mix of lectures, case discussion, reading discussion, and individual study.

The course is structured with a variety of assignments to attend to students with varying strengths and to provide opportunities for growth throughout the semester.

There is no assigned textbook; readings are culled from articles authored by a diverse set of authors.

Students should plan to read each assignment carefully and thoroughly and come to class prepared to discuss it.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	24.0 %	36 hours
Discussions	24.0 %	36 hours
Exercises	13.33 %	20 hours
Group work	14.67 %	22 hours
Other individual studying	24.0 %	36 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Overview and motivation: trends in contemporary conflict, violence, and peace

Multimedia Documentation: "The top 10 crises the world can't ignore in 2022." (International Rescue Committee)

Article: "Should political science research influence politics?" (The Washington Post, 2014)

Article: Organized violence, 1989–2017 (Journal of Peace Research, 2018, Vol. 55, No. 4, pp. 535-547) (CED)

SESSION 2 (LIVE IN-PERSON)

Causes of war: human nature

Book Chapters: Why War? (in War studies from psychology, sociology, anthropology, pp. 71-80) (ced)

Book Chapters: Warfare is Only an Invention -- Not a Biological Necessity (in War studies from psychology, sociology, anthropology, 5 pages) (ced)

Book Chapters: Blood Rites: Origins and History of the Passions of War (1997, Chapter 1) (available at NYTimes.com)

Article: War is not part of human nature (Scientific American, September 1, 2018)

SESSION 3 (LIVE IN-PERSON)

Causes of war: bargaining failures

Article: *Rationalist explanations for war* (*International Organization*, 1995, Vol. 49, No. 3, pp. 379-414)* (CED)

SESSION 4 (LIVE IN-PERSON)

Causes of war: psychological explanations

Article: *In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries* (*International Security*, 2013, Vol. 38, No. 1, pp. 7-51)* (ced) (Optional)

Article: *Honor and War: Southern US Presidents and the Effects of Concern for Reputation* (*World Politics*, 2016, Vol. 68, No. 2, pp. 341-381)* (ced)

Article: *WHAT AMERICAN CREDIBILITY MYTH? HOW AND WHY REPUTATION MATTERS* (*War on the Rocks*, OCTOBER 4, 2016)

SESSION 5 (LIVE IN-PERSON)

Causes of war: greed and grievance

Article: *Greed and Grievance in Civil War* (*Oxford Economic Papers*, Volume 56, pp. 563-595) (CED)

Article: *Natural Resources, Conflict, and Conflict Resolution** (*Journal of Conflict Resolution*, 2005, Volume 49, Issue 4, pp. 508-537) (CED)

SESSION 6 (LIVE IN-PERSON)

Causes of war: ethnicity

Article: *Why do ethnic groups rebel? New data and analysis** (*World Politics*, 2010, Vol. 62, No. 1, pp. 87-119) (CED)

Article: *Ethnicity, Insurgency, and Civil War** (*The American Political Science Review*, 2003, Vol. 97, Issue 1, pp. 75-90) (CED)

SESSION 7 (LIVE IN-PERSON)

Dimensions of violence: terrorism and kidnapping

Article: *The Strategies of Terrorism** (*International Security*, 2006, Vol. 31, No. 1, pp. 49-80) (CED)

Article: *The Logic of Kidnapping in Civil War: Evidence from Colombia** (*The American Political Science Review*, 2022) (CED)

SESSION 8 (LIVE IN-PERSON)

Dimensions of violence: gender

Article: *Variation in Sexual Violence During War** (*Politics and Society*, 2006, Vol 43, No. 3, pp. 307-342) (CED)

Article: *Female Combatants and the Perpetration of Violence: Wartime Rape in Sierra Leone** (*World Politics*, 2013, Vol. 65, No. 3, pp. 383-415) (ced)

SESSION 9 (LIVE IN-PERSON)

Dimensions of violence: protest/repression/nonviolence

Watch 1 case in the "A Force More Powerful" - there are 3 per episode

Article: Why civil resistance works (International Security, 2008, Vol. 33, No. 1, pp. 7-44) (ced)*
Video: A Force More Powerful (ICNC)

SESSION 10 (LIVE IN-PERSON)

Midterm review

SESSIONS 11 - 12 (LIVE IN-PERSON)

Midterm exam

SESSION 13 (LIVE IN-PERSON)

International Intervention

Article: Can Economic Assistance Shape Combatant Support in Wartime? Experimental Evidence from Afghanistan (The American Political Science Review, 2020, Vol. 114, No. 1, pp. 126-143) (ced)*

Article: How Does International Intervention Work to Secure Peace Settlements After Civil Conflicts? (British Journal of Political Science, 2022, pp. 1-21) (ced)*

SESSION 14 (LIVE IN-PERSON)

Terminating conflict and peace agreements

Article: Worlds Apart: Conflict Exposure and Preferences for Peace (Journal of Conflict Resolution, 2019, Vol. 63, No. 4, pp. 1053-1076) (ced)*

SESSION 15 (LIVE IN-PERSON)

Peace operations

Article: Trouble in Peaceland (Foreign Policy, OCTOBER 6, 2015)

Article: The Astonishing Success of Peacekeeping (Foreign Affairs, November 29, 2021)

Article: Building Democracy While Building Peace (Journal of Democracy, 2011, Vol. 22, No. 1, pp. 81-95) (ced)*

SESSION 16 (LIVE IN-PERSON)

The aftermath of conflict

Article: Governing Well After War: How Improving Female Representation Prolongs Post-conflict Peace (The Journal of Politics, 2017, Vol. 79, No. 3, pp. 995-1009) (ced)*

Article: Community counts: The social reintegration of ex-combatants in Colombia (Conflict Management and Peace Science, 2018, Vol. 35, No. 2, pp. 132-153) (ced)*

SESSION 17 (LIVE IN-PERSON)

The legacy of violence

Article: The legacy of violence across generations (American Journal of Political Science, 2017, Vol. 64, No. 4, pp. 836-851) (ced)*

Article: From Violence to Voting: War and Political Participation in Uganda (The American Political*

Science Review, 2009, Vol. 103, No. 2, pp. 231-47) (ced)

SESSION 18 (LIVE IN-PERSON)

What is transitional justice, and what is it supposed to do?

Article: What is transitional justice? (ICTJ)

Article: Transitional Justice and Theories of Change: Towards evaluation as understanding (International Journal of Transitional Justice, 2020, Vol.14, pp. 280–299) (ced)*

SESSION 19 (LIVE IN-PERSON)

Establishing reparations

Article: The case for reparations (The Atlantic, 2014)

Book Chapters: Repairing the Past: Compensation for Victims of Human Rights Violations (in The Handbook of Reparations, 2006, Oxford University Press) (ced)

SESSION 20 (LIVE IN-PERSON)

Consequences of reparations

Article: More than money: the political consequences of compensation (Princeton University) (ced)*

SESSION 21 (LIVE IN-PERSON)

Establishing trials

Article: Retribution or Reconciliation? Post-Conflict Attitudes toward Enemy Collaborators (American Journal of Political Science, 2022) (ced)*

Article: Exposure to Violence and Attitudes Towards Transitional Justice (Political Psychology, 2018, Vol. 39, pp. 345-363) (ced) (Optional)*

Article: Can We Afford to Forgive Atrocities? (NYTimes, MARCH 4, 2013)

SESSION 22 (LIVE IN-PERSON)

Consequences of trials

Article: Reconciling after civil conflict increases social capital but decreases individual well-being (Science, 2016, Vol. 352, Issue 6278, pp. 787-794) (ced)*

Article: Democracy and Retribution: Transitional Justice and Regime Support in Postwar West Germany (Comparative Political Studies, 2019, Vol 54, No. 3-4, pp. 399-433) (ced) (Optional)*

Article: The USA Needs a Reckoning. Does “Truth and Reconciliation” Actually Work? (Mother Jones, MARCH 5, 2021)

SESSION 23 (LIVE IN-PERSON)

Memory (note: read full online debate)

Article: Online Debate: Does Collective Remembrance of a Troubled Past Impede Reconciliation? (ICTJ, 05/04/2016)

Article: Do Transitional Justice Museums Persuade Visitors? Evidence from a Field Experiment (The Journal of Politics, 2022, Vol. 84, Issue 1, pp. 496-510) (ced)*

SESSION 24 (LIVE IN-PERSON)

Restorative justice. Case: Colombia

Article: WHY COLOMBIA IS A PIONEER IN RESTORATIVE JUSTICE (JusticeInfo, 2021)

Article: Justice after war: innovations and challenges of Colombia's Special Jurisdiction for Peace (LSE, April 3rd, 2020)

SESSION 25 (LIVE IN-PERSON)

Student presentations

SESSION 26 (LIVE IN-PERSON)

Student presentations

SESSION 27 (LIVE IN-PERSON)

Student presentations

SESSION 28 (LIVE IN-PERSON)

Final exam review

SESSIONS 29 - 30 (LIVE IN-PERSON)

Final exam

EVALUATION CRITERIA

CRITERIA

Five main criteria will be used in assessing your class participation:

A) Participation (in-class)

1. Depth and quality of contribution: This is the most important criterium and centers on what you say when you participate. A high quality comment is relevant to the course material and moves learning forward - for yourself and probably for others.
2. Engaging with and helping classmates: High quality participation also requires that ideas are communicated clearly and concisely so that others may engage with and benefit from the ensuing discussion. It also requires that contributions are well-timed, relevant, and thoughtful.
3. Frequency: More contributions does not necessarily mean better participation. Sometimes, less is more. However, you must contribute with sufficient frequency that your contributions can be assessed. You should strive to be a regular and productive participant in class discussions.

B) Midterm exam

There will be one in-class, closed-book/closed-note midterm exam. We will hold an in-class review the session before the midterm exam.

C) Final exam

There will be one in-class, closed-book/closed-note final exam. We will hold an in-class review the session before the final exam.

D) Group presentation

Students will work in small groups to present on ongoing or recent violent events. This assignment will 1) allow you to explore a certain case more in-depth and, in doing so, familiarize the class with timely, real-world topics in peace and conflict, 2) require you to apply analytical thinking to consider how topics and themes discussed in class have played out in your chosen case study, and 3) help you develop transferable skills including working collaboratively and public speaking.

During the 20-minute presentation, your group should use the course framework and readings to situate the conflict. You should assess the effectiveness of any strategies to promote conflict resolution, peace, and/or reconciliation and offer policy recommendations to advance these goals. Presentations will take place in sessions 25-27 and should also prepare a one-page fact sheet for class distribution. A list of suggested cases is below; students can present on others if discussed with me ahead of time.

Possible cases:

- El Salvador Civil War (1980-1992)
- Cambodian genocide (1975-1979)
- Brazil military dictatorship (1964-1985)
- Argentine military dictatorship (1976-1983)
- Liberian Civil War (1989-2003)
- Sudan (2003-present)
- Francoist Spain (1936-1975)
- Indonesia (1965-1998)
- Nepalese Civil War (1996–2006)
- Former Soviet Union states
- Lebanese Civil War (1975-1990)
- Tunisian dictatorship (1987-2010)
- Troubles in Northern Ireland (1968-1998)
- Afghanistan (2001-present)
- Ethiopia (2020-present)

E) Critical response papers

Throughout the course of the semester, you will write **two** 1-page response papers to an academic article. You may choose which articles to respond to and when, but you must respond to an academic research article (indicated with a * on the syllabus; news articles will not be eligible). Though you should briefly summarize the author(s)' motivation and argument, these papers are meant to go beyond summarizing. You should assess the argument made by the author(s) and the evidence provided to evaluate their argument. The paper should include a discussion of the article's strength and weaknesses and an overall evaluation of its quality. To improve on the second response paper, students should integrate the feedback received on their first response paper.

GENERAL OBSERVATIONS

Each student has four attempts over two consecutive academic years to pass this course.

For every BIR Program mandatory class aside from the IR Unplugged and BIR Electives, students are required to obtain the minimum grade of 5 required to pass the course. Students whose grade in the Final Exam (or the largest assignment) is below 5 will fail the course. The rule applies to whichever assignment carries the greatest weight to the final grade. Dates and location of the final exam will be posted in advance and will not be changed.

Students must attend at least 70% of the sessions. Students who do not comply with the 70% attendance rule will receive a 0.0 on their first and second attempts and go directly to the third one (they will need to enroll in this course again the following academic year).

Students who are in the third or fourth attempt must contact the professor during the first two weeks of the course.

The Bachelor's in International Relations pursues to develop the knowledge, skills and attitudes for bringing transformative and sustainable change in today's world. Therefore, all the courses follow the principles of sustainability and diversity. Firstly, this course considers the agenda 2030 and builds upon the Sustainable Development Goals 8, 16 & 17. Secondly, this course is committed to an inclusive learning environment and looks to be enriched and enhanced by diversity along numerous dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion.

ATTENDANCE

In-person attendance is **mandatory** at IE University, as it is an essential factor of IE's learning methodology. While we do closely monitor attendance in each course, we also consider our students responsible for their own agenda and commitments, as adult university students. With that in mind, each student may miss up to 30% of the sessions within a given course and still maintain the possibility of passing that given course. This 30% "buffer" is to be used for any absences, such as: illnesses, personal emergencies, commitments, official/governmental matters, business and/or medical appointments, family situations, etc. Students should manage their various needs, and situations that may arise, within that 30% buffer. If a student is absent to more than the allowed 30% of the sessions (regardless of the reason), s/he will obtain a 0.0 grade for that course in both the ordinary and extraordinary calls of the current academic year, and s/he will have to retake the course during the following academic year.

Please pay close attention to your attendance. The program strongly encourages attending 100% of the sessions as it will improve your learning outcomes, it will increase the class performance and it will benefit your participation grade. Noncompliance with deadlines for Non-Classroom Learning activities or assignments will result in an absence for the session.

Extreme cases involving emergencies such as: extended hospitalizations, accidents, serious illnesses and other cases of force majeure, are to be consulted with the Program Management (bir.biemadrid@ie.edu) for assessment of the situation and corresponding documentation, in order to support and guide each student optimally.

For more information about the university attendance policy, please check; <https://www.ie.edu/student-guide/bir/policies-and-guidelines/attendance/>

THIRD CALL RETAKE POLICY

Any student in their third call of a course, also known as a "Retaker", is obliged to observe the following rules:

- Third call students must contact their professors before or during the first session to ask which work and or *sessions will be required to obtain a passing grade. The professor will determine which work will be required in their course.
*(e.g. when presenting group work, sitting for examinations or other work done in class)
- Retakers are exempt from failing the call due to absences; however, they are not exempt from work the professor designates as necessary to obtain a passing grade. This means some sessions may be mandatory to attend in order to complete the work within.
- Students in their third call are responsible for managing the conflicts in their schedule, should students need advice on how to manage their conflicts they should visit the program office.

EXTRAORDINARY EXAMINATION POLICY:

Any student whose weighted final grade is below 5 will be required to sit for the extraordinary exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The extraordinary call will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.

- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

PLAGIARISM / ACADEMIC HONESTY

Plagiarism is the dishonest act of presenting another person's ideas, texts or words as your own. This includes in order of seriousness of the offense:

- providing faulty sources;
- copy-pasting material from your own past assignments (self-plagiarism) without the instructor's permission;
- copy-pasting material from external sources even while citing them;
- using verbatim translations from sources in other languages without citing them;
- copy-pasting material from external sources without citing them;
- and buying or commissioning essays from other parties.

IEU students must contact the professor if they don't know whether the use of a document constitutes plagiarism. For help with your academic writing, contact the Writing Center (writingcenter@faculty.ie.edu). The professor will also advise the student on how to present said material. All written assignments must be submitted through Turn-it-in, which produces a similarity report and detects cases of plagiarism. Professors are required to check each student's academic work in order to guarantee its originality. If the originality of the academic work is not clear, the professor will contact the student in order to clarify any doubts. Students using external tutorial support should report it to the professor and the BIR Program from the moment they began receiving this support. In the event that the meeting with the student fails to clarify the originality of the academic work, the professor will inform the Director of the Bachelor Program about the case, who will then decide whether to bring the case forward to the BIR Academic Review Panel. Very high similarity scores will be automatically flagged and forwarded to the Academic Review Panel. Plagiarism constitutes a very serious offense and may carry penalties ranging from getting a zero for the assignment to expulsion from the university depending on the severity of the case and the number of times the student has committed plagiarism in the past.

Criteria	Percentage	Comments
Class Participation	10 %	
Midterm Exam	25 %	
Final Exam	30 %	
Group Presentation	15 %	
Written response spapers	20 %	10% each

PROFESSOR BIO

Professor: **ELSA VOYTAS**

E-mail: evoytas@faculty.ie.edu

ELSA VOYTAS

Elsa Voytas received a dual PhD in Politics and Social Policy from Princeton University and the Princeton School for Public and International Affairs. She was a post-doctoral research associate in Quantitative Social Science at Dartmouth College from 2021-2022. Her research focuses on human rights, political violence, and transitional justice and has been published in the Journal of Politics, the Oxford Handbook series, the Washington Post, and other outlets.

OTHER INFORMATION

Office hours: to be determined and by appointment (evoytas@faculty.ie.edu)

Acknowledgements: This syllabus was influenced directly and indirectly by others who generously shared their syllabus and class materials, including Henry Pascoe. Thank you!

Mental health and wellness: This is a course on responses to human rights violations and violence. As such, much of the content we engage with is sensitive in nature and will be emotionally and intellectually taxing. We will address topics including: violence, sexual assault, abuse, racism, ethnic discrimination, religious discrimination, sexism, genocide, and torture. I will try my best to create a classroom environment conducive to thoughtful and respectful discussion and expect students to abide by these norms. Still, engaging with this content can be challenging. Please let me know if there are any topics you wish to avoid, and I will make accommodations.

