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or by appointment

## **POLS 974: International Mediation & Conflict Resolution**

**Course description.** This graduate seminar will examine the theory about, research on, and practice of international mediation and other forms of non-militarized third party intervention used to resolve interstate and nonstate disputes. This is going to be a challenging course. The literature is diverse and multi-disciplinary, the underlying concepts quite different from those typically associated with political science, and the empirical evidence contradictory. My goals for the class are that participants gain:

- a solid grounding in the theoretical and empirical literatures of the field — both classic and contemporary — that will support subsequent work (including preparation for qualifying examinations and participation in conferences)
- a clearer understanding of the interrelationship between theory and the "real world," and
- a deeper awareness of the multiplicity of perspectives about mediation and conflict resolution that exist in various parts of the world.

In our increasingly interdependent, post-Cold War world, this is essential knowledge for anyone who envisions a career in the international arena (whether in business or diplomacy or as a professor, a staff person with a relief agency or other nongovernmental organization, or a member of the military).

In addition to gaining specific knowledge about the theories and practice of international mediation, course members will have numerous opportunities to:

- develop problem-solving and analytical skills,
- improve their capacity to think independently and to work through intellectual puzzles,
- strengthen their proficiency in reading, listening, speaking, and writing, and
- scrutinize policy choices in politically and ethically difficult situations.

As the above implies, the method of instruction will stress student-based active learning, supplemented by short lectures. This reflects my philosophy that *what individuals teach themselves through practical experience and intellectual struggle stays with them far longer than what is merely memorized and regurgitated during class*. Unlike traditional lectures, where the material presented by the professor may find its way into a scholar's notebook with little conscious intervention on the listener's part, active learning demands student ideas and student involvement.

*Please note: POLS 870 is a prerequisite for enrollment in this seminar.*

**Office hours.** You should feel free to stop by during office hours — or make an appointment for another time if that is more convenient — if you would like feedback on your performance or if you have questions or comments that you prefer not to raise in class.

**Writing assistance.** KU has satellite writing centers called Writer's Roosts. The consultants there will work with you as you prepare drafts of papers; they do not edit your papers, but they do help you meet the goals of your assignments. Writer's Roosts are open in several locations across campus. Please check [www.ukans.edu/~writing](http://www.ukans.edu/~writing) for current locations and hours. Drop-ins and appointments are welcomed and there is no charge for services. For more information, call 864-2399.

**Keeping informed:** To facilitate your knowledge of international politics, you should make it a practice to read a high quality, internationally-oriented news source such as *The New York Times*, *Economist*, *Christian Science Monitor*, *Washington Post*, or *Wall Street Journal* on a regular basis. Alternatively, National Public Radio's daily news shows, "Morning Edition" and "All Things Considered" (91.5 FM KANU or 89.3 FM KCUR), are excellent, as is the "The New Hour" on public television.

**Course expectations and evaluation:** As an instructor, I have a responsibility to come to class prepared, provide the focus and basic conceptual underpinnings of the seminar, be accessible when you have questions, and provide you with professional feedback on your performance. This is a two-way street, however. For the seminar to be successful, you need to come to class having read the assigned materials carefully and with an open mind to consider a diversity of perspectives. *Active participation in classroom discussions is a critical part of this course and will account for 30% of your grade.* Students whose religious obligations or a major family emergency require them to miss class may speak with me privately about the material missed.

*Written assignments* are designed to aid in preparation for preliminary examinations as well involve you in the types of activities that will be part of your future academic or nonacademic career. *You are required to do two of the following projects, each worth 35% of your grade, and present the results to the class for discussion and critique.* I will draw from your written assignments to create a bibliography of materials on international mediation and conflict resolution and will make it available to each of you via email at the end of the semester.

*Option 1: Case writing.* Write a Pew- or Kennedy-style case study, including teaching notes, that illuminates an important concept from the international mediation and conflict resolution literature. Write up a one page proposal to present your case at the 2002 ISA conference or a 2001 ISA regional conference.

*Option 2: Teaching.* Create a syllabus, including specific reading assignments, for an undergraduate course on international mediation and conflict resolution (or a narrower topic within this area if you prefer). Include a lesson plan for teaching four class sessions of this course, including the "goal" for each session (i.e., what the students are supposed to get out of it).

*Option 3: Propositional inventory.* Pick one broad topic within the international mediation/ conflict resolution literature (such as the determination of mediation outcomes) and create a comprehensive list of the competing hypotheses about the topic. Summarize the relevant theoretical and empirical literature on the topic with particular attention to work published in the past ten years.

*Option 4: Substantive literature review.* Identify a substantive area about which you want to learn more (e.g., mediation across cultures, the role of the United Nations in the next century). Conduct a thorough literature review, assess this literature in terms of its contribution to knowledge, and indicate areas that need additional theoretical development or study.

*Option 5: Grant proposal.* Identify one very specific question within the international mediation and conflict resolution literature about which there are competing hypotheses. Write a grant proposal, including a literature review and research design, for a specific foundation/agency to attempt to obtain funding to research this question.

*Option 6: Scholarly reflection.* Write seven short (each 3-4 double-spaced typed pages) papers over the course of the semester that summarize and reflect upon the issues raised by the assigned readings, point out intellectual puzzles that the readings raise, indicate any key flaws in an author's analysis, suggest a research strategy that could be used to investigate aspects of a theory presented, or in some other way illustrate your intellectual engagement with the material. These short papers are due at 9:00 am on the day the material is to be discussed.

Any student with a disability that prevents the fullest expression of her or his abilities should see me as soon as possible so that we can discuss course requirements and determine the appropriate accommodation needed to ensure full participation.

**Academic misconduct.** Cheating and plagiarism in all forms is a serious matter and will be treated as such. The minimum penalty is a zero for the assignment or exam; depending on the circumstances, cases of academic misconduct may also be prosecuted at the college-level and could result in an "F" in the course. If you have *any* questions about what constitutes academic misconduct, please talk with me.

**Course materials.** The following items are available for purchase from the KU Bookstore:

- Crocker, Chester, Fen Osler Hampson, and Pamela Aall, eds. 1999. *Herding Cats: Multiparty Mediation in a Complex World*. Washington, D.C.: U.S. Institute of Peace Press. [Cats in syllabus]
- Greenberg, John H. Barton, and Margaret E. McGuinness, eds. 2000. *Words Over War: Mediation and Arbitration to prevent Deadly Conflict*. Boulder: Rowman & Littlefield Publishers. [WoW in syllabus]
- Hampson, Fen Osler. 1996. *Nurturing Peace: Why Peace Settlements Succeed or Fail*. Washington, D.C.: U.S. Institute of Peace Press. [Hampson in syllabus]
- Lederach, John Paul. 1997. *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, D.C.: U.S. Institute of Peace Press. [Lederach in syllabus]
- Zartman, I. William, and J. Lewis Rasmussen, eds. 1997. *Peacemaking in International Conflict: Methods a& Techniques*. Washington, D.C.: U.S. Institute of Peace Press. [Z&R in syllabus]

In addition, you should purchase one book directly from me:

- Kleiboer, Marieke. 1998. *The Multiple Realities of International Mediation*. Boulder: Lynne Rienner, Publishers. [Kleiboer in syllabus]

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## **Discussion topics and reading assignments**

### **Week 1 (17 January): Course introduction**

*Reading:* None

### **Week 2 (24 January): Mapping the field: concepts, issues, and actors, part I**

*Reading:* Z&R, Introduction, chapters 1-2 and 9-10 (pp. 3-77 and 319-361)  
Cats, chapters 1-3 (pp. 1-62)  
WoW, Introduction (pp. 1-11)

*Questions to think about:* What do we mean by mediation? Is its practice an art or a science? Can mediation be studied systematically? What are the differences between structuralist and social-psychological approaches to mediation? Can these be integrated? How has the field of conflict resolution changed over time?

### **Week 3 (31 January): Mapping the field: concepts, issues, and actors, part II**

*Reading:* Kleiboer, chapter 1 (pp. 1-10)  
Z&R, chapters 3-7 (pp. 81-272)

*Questions to think about:* How is mediation different from other forms of non-militarized peace building and conflict resolution? What advantages and disadvantages does each bring? Under what circumstances would you anticipate each of these approaches would be likely to succeed? How does third-party bias or impartiality influence the conduct of each type of third-party intervention discussed?

**Week 4 (7 February): Conditions for mediation success**

*Reading:* Kleiboer, chapters 2-5 (pp. 11-179) and appendices  
Hampson, chapter 2 (pp. 27-51)

*Cases:* Camp David accords, Falkland-Malvinas islands, Cyprus

*Questions to think about:* How useful is Kleiboer's adaptation of the Burrell-Morgan typology? Which model do you find most compelling? What constitutes mediation success? Was Camp David a success? What about Haig's mediation activities over the Falkland-Malvinas islands? What accounts for the lack of successful mediation in Cyprus? What unanswered questions about mediation do these examples raise for you?

**Week 5 (14 February): Mediated national integration after protracted civil conflict**

*Reading:* *Cats*, chapters 8, 12, 14 (pp. 159-179, 275-323; 345-386)  
Hampson, chapters 5-6 (pp. 129-204)  
WoW, chapters 5-6, 8 (pp. 139-181; 213-236)

*Cases:* Cambodia, El Salvador, Rwanda, Tajikistan

*Here is a general list of questions that you should keep in mind for all of the case studies we will be discussing in the coming weeks:*

Who were the main conflicting parties? When did the conflict begin? What major issues were at stake? When did the mediation occur? Who were the principle mediators? What form(s) did the mediation activity take? Were there any key turning points in the mediation process? Was the mediation "successful"? By what criteria? How do various authors explain the success or failure of the mediation activities? What role, if any, did international law play? What role, if any, did mediation play in the *implementation* of the mediated agreement? What hypotheses about mediation does this case suggest? Are there any general lessons or insights you can gain from this case?

**Week 6 (21 February): No class (ISA conference)**

*Between 14 February and 28 February, you should meet with me individually to discuss your two written projects.*

**Week 7 (28 February): Mediated settlements & implementation, part I**

*Reading:* *Cats*, chapters 13, 21 (pp. 325-344, 547-586)  
Hampson, chapter 1 (pp. 3-27)  
WoW, chapters 1-3 (pp. 15-108)

*Case:* The Balkans

**Week 8 (7 March): Mediated settlements & implementation, part III**

*Reading:* *Cats*, chapters 9, 17-18, 20 (pp. 183-206, 431-502, 527-546)  
*WoW*, chapters 4, 7 (pp. 109-136, 182-212)

*Cases:* Northern Ireland, Arabs and Israelis

**Week 9 (14 March): Mediated settlements & implementation, part II**

*Reading:* *Cats*, chapters 10-11, 22-24 (pp. 207-274; 587-662)  
Hampson, chapters 3-4 (pp. 53-128)  
*WoW*, chapter 9 (pp. 237-260)

*Cases:* Angola, Mozambique, Namibia, South Africa

**Week 10 (21 March): No class (Spring Break)**

**Friday, 23 March Penultimate draft of written project 1 due**

*You should provide everyone in the class with a copy of your first written project (two copies for me, one to comment on, one to keep).*

**Week 11 (28 March): Presentation of projects**

*Reading:* Propositional inventories by Ömür, Taehyun, and Jeany  
Grant proposals by Pooch and Erin  
Syllabus and teaching assignments by Rajaa

*Questions to think about:* What are the strengths of this project? How could it be improved?

*Propositional inventories:* What literature that is not currently included might illuminate the issues discussed? Which piece(s) of the puzzle are the most important for scholars to understand further? Are the linkages between theory and empirical research clear?

*Grant proposals:* Would this proposal make sense to someone who didn't know much about the topic? Are the research question(s) and design clear? Is the relevant literature cited? Are the linkages between theory and empirical research explicit and appropriate?

*Teaching project:* How would you react to this syllabus as an undergraduate student? Would it make you excited about taking the class? What information is not included that you would find useful? Do the lesson plans make sense?

**Week 12 (4 April): Conflict prevention and proactive management**

*Reading:* *Cats*, chapters 4-7 (pp. 63-158)  
*WoW*, chapter 10-12 (pp. 263-340)

*Cases:* North Korean nuclear proliferation, the Beagle Channel, the Aral Sea Basin, Zaire, Burundi, and the South China Sea

**Friday, 6 April Final version of project 1 due by 3:00 pm**

**Week 13 (11 April): No class – Work on your second project**

*Between 4 April and 18 April, you should meet with me individually to discuss your second written project.*

**Week 14 (18 April): A transformative approach**

*Reading:* Lederach, all

**Week 15 (25 April): Future directions for the field**

*Readings:* *Cats*, chapter 25 (pp. 665-700)  
Hampson, chapter 7 (pp. 205-234)  
*WoW*, chapter 13 (pp. 343-370)  
*Z&R*, chapters 9-11 (pp. 319-387)

**Friday, 27 April Penultimate draft of written project 2 due**

*You should provide everyone in the class with a copy of your second written project (two copies for me, one to comment on, one to keep).*

**Week 16 (2 May): Presentation of projects**

*Reading:* Grant proposals by Rajaa and Katie  
Cases by Ömür and Jeany  
Literature review by Erin

*Questions to think about:* What are the strengths of this project? How could it be improved?

*Grant proposals:* Would this proposal make sense to someone who didn't know much about the topic? Are the research question(s) and design clear? Is the appropriate literature cited? Are the linkages between theory and empirical research explicit and appropriate?

*Teaching cases:* How would you react to this case as a student? Is it clear? Does it engage you? Is there sufficient detail for the desired class discussion (as reflected in the teaching notes) while avoiding analysis within the case itself?

*Literature review:* Does this review adequately review and assess the relevant literature? Is it clear to the reader what we know about the topic and what we still need to learn?

**Wednesday, 9 May Final version of project 2 due by 3:00 pm**