This graduate seminar will examine theories, hypotheses, and research on a variety of topics involved with ongoing conflict, including international mediation, rational bargaining theory, conflict resolution and termination, third party involvement in conflict resolution, and the duration of peace after conflict. Frequently when we discuss international conflict, we focus on the initiation of militarized conflict. But decisions about when to continue or end conflicts, what strategies are used by those seeking to resolve conflict, and bargaining between the parties to a conflict, are equally important topics. In this seminar we will examine a diverse set of topics related to what happens after conflict begins, focusing on bargaining and conflict termination. We will make a particular point of examining both interstate and internal wars. The focus will be theoretical and research oriented; we will examine whether and how theories of conflict management have been tested, and will seek to develop our own testable hypotheses about conflict management and termination. We will be evaluating existing research on its merits, and also seeking appropriate ways to extend that research. Most often, but not exclusively, we will be looking at the quantitative political science literature on the topic, although we will also consider what types of variables and models can best be employed with different research methods.

As prerequisites, I assume that all students will have had Political Science 560 (or equivalent), and the basic statistics and research design sequence (or equivalent). We will be assuming basic knowledge of the dominant theories and paradigms of the study of international conflict, and assuming basic knowledge of statistical and other evidentiary methods of analysis.

We will ask questions such as:

- How can conflict be managed and resolved?
- When are ongoing conflicts likely to end?
- When is negotiation likely to be successful or break down in violence?
- What negotiation and mediation techniques are effective?
- How can we achieve long-term successful conflict resolution rather than just short term conflict management?
- How do we know when conflict has been resolved? How do we measure conflict termination, or negotiation/mediation success?
- When are states likely to intervene as mediators (or as violent participants) in ongoing conflicts?
- Are internal and interstate wars different? Do we need different theories, models, or approaches to analyze internal conflict and its resolution?
Readings:

Several required books have been ordered for the class:


There is also a set of articles that you are required to read. You may borrow the entire set of articles from my office to photocopy it, or look them up online, or find them at the library.

The reading load is significant, and varies from week to week. You probably want to plan ahead for weeks that look like they will take more time than others.

All participants in the seminar are expected to do all of the required reading. Since the course is a seminar, it is assumed that everyone will have completed the reading before each class. The reading list is broken down into required and supplementary readings. The supplementary readings will be particularly useful when in comes to picking out readings and topics for your research design essay.

I expect this course to have significant discussion, and while I will lead discussion, I do not plan to spend the entire class lecturing. To facilitate discussion, you should each write down questions and important issues coming out of the week's readings and topics ahead of time, and raise them as topics for discussion. These could be real questions (e.g. "What did Zartman mean by the term 'ripeness'?") or merely observations intended to spark discussion (e.g. "I think Larson is exactly right when she said mediators are essential" or "Duffey is totally wrong that culture is relevant"). The more of these points you have written down before class, the more interesting our discussions will be. In addition, as we move through the class, different students will be serving as co-discussion leader with me each week.

Assignments

1) Thought Papers. To help you think critically about the work we cover, you will prepare a number of short (approximately 1 page single-spaced) papers conducting critical analyses of articles or chapters we read (thought papers). These papers should help you to crystallize your thoughts on particular readings and will serve in part as a basis for your contribution to the seminar discussion that week. You must turn in 5 of these over the 15 weeks of the semester. You may choose any piece in a given week to write on, but you can do no more than one analysis per week, and you should not do a critical analysis the same week that you are a discussion leader. These reviews are due to me no later than noon on Monday, that is, before we discuss the piece you are reviewing. I encourage you to turn in the reviews early when you can. By getting the reviews Monday, I hope to be able to use the papers to help structure discussion each week and raise important issues. Students should be prepared to talk about their arguments in the seminar as appropriate.
These reviews should contain a commentary or critique of the work you analyze. It should not summarize the readings each week, but rather engage the material and critically analyze it from the perspective of theory, logic, design, method, evidence, conclusions, other research, and/or its overall contribution to political science. This critique could take several forms. It could directly critique the arguments or methods of the work in a stand-alone fashion, for instance discussing why the measures or methods used do not serve to prove the author’s point, how they misinterpret the evidence, or why their argument omits some important factor(s) that would call into question their conclusions. Alternatively, your critique could compare or tie the work into other literature that we have discussed, and comment on how other literature/insights could improve the piece. You may provide some insight into other readings by showing how the central piece is connected to them, but be careful not to stray too far from a central focus on one piece. Finally, your paper could suggest questions or issues raised by the piece that must be analyzed further, for instance alternative hypotheses, alternative theoretical perspectives, or suggest comparisons to other readings that would prove valuable. This analysis should be written in the spirit of constructive criticism - you should identify a weakness or problem in the piece and then offer suggestions about how to improve it. To be successful, your paper will not just throw stones or raise complaints. The first paragraph of your response paper should make clear the central theme of your response/commentary, and you should continue to work that theme throughout the remainder of the paper.

[Note that in general an academic review contains three sections: 1) a brief summary of the major theory, method(s), and evidence; 2) a critique of the work on its own terms (e.g. does it answer the question it asks, is the method used correctly, is the evidence convincing, what improvements could be made); 3) a critique of the book from a broader perspective (e.g. is the question important, is the method the right one to use, does it tie into other work, what contribution does the book make). Because these are intended to be short reviews, I do not expect you to deal with each of these elements completely, but keep them in mind as another guide.]

2) Discussion Leaders. In order to encourage discussion, facilitate interaction, and make sure we discuss what you find interesting, students will serve as co-discussion leaders with me 2 or 3 times, starting week 3. I will pass around a sign up sheet week 2. Helping with discussion will involve 3 things: 1) writing down questions and important issues coming out of the week’s readings and topics, getting me those questions before class (so that I can copy them for distribution), and raising these questions for discussion; 2) being prepared to give a very brief summary of any the readings for the week (summarizing them and/or placing them in the context of the other readings); 3) starting discussion off by suggesting topics for discussion.

3) Final Project. Finally, as the final semester assignment, students must prepare EITHER a research design of 20-30 pages (double spaced), OR a replication and extension of some paper we have read along with some extension, OR an original analysis paper. We will discuss these options further within a few weeks, and I will require all of you to meet with me to discuss what option you have chosen mid-semester. In general, though, these are the options:

A. Research design. Develop one (or more) hypotheses related to one (or more) of the topics we discuss in class, and lay out a scheme for testing this hypothesis. A research design starts with an introduction to your topic and a brief literature review, progresses to a discussion of your hypothesis/theory, and then presents a plan for thoroughly testing the argument. The design could be for a quantitative analysis, or for a comparative case analysis. If quantitative, a research design includes discussion of the population of cases, unit of analysis, variable conceptualization, variable measurement and operationalization, and statistical method. If comparative case study, a research design includes discussion of
the cases selected, the population they are drawn from, how concepts are operationalized, what case evidence would constitute evidence, and how relationships will be “proved.” Research designs also take into consideration the practicalities of the research project. All of these elements will be defended and justified in the design. You may be able to take this design and actually carry it out someday, so the more thought you give it, the more you will have laid the groundwork for a possible future project.

B. *Replication/extension.* Select one piece we have read for this class. Attempt to replicate the analysis (using data distributed by the author(s), or, if necessary, by reconstructing the data set). Note the difficulties or ease of replicating the results. Then, extend the project by noting some problem or limitation and conducting additional analysis. You might note that one or more variables are operationalized inappropriately and measure them differently. You might note a modification or limitation to the theoretical argument that can be made, or note some possibly collinear explanation that must be controlled for. Or, you might expand the data set temporally or spatially with newly available data. The literature review is likely to be smaller in this type of paper than in a research design, and the attention to operational details (and analysis) greater.

C. *Original analysis.* Develop a new hypothesis or hypotheses concerning one (or more) of the topics we discussed in class, and conduct an analysis testing your argument(s). You might note that two literatures fit together and conduct a unified test, for instance. The difference between this type of assignment and assignment type 2 is that you need not focus your attention on replicating an already published work (it is often useful to start with some other paper’s basic model or research strategy, though). The literature review is also likely to be smaller than in a type 1 paper. However, while you are not tied to a particular project by another scholar in this type of project, you must pay close attention to operational details and research design to ensure that your approach is valid, and your research design, theory, and analysis must fit within the current research in the field.

The final project will be due Wednesday of finals week. We will also try to coordinate a dinner meeting (like Friday, the last day of classes) at which each student will make a brief presentation on the project and get feedback before the final project is turned in.

The allocation of grades will be based on the following distribution:

- **45%** Individual thought papers
- **35%** Research design or analysis paper
- **10%** Submitted discussion questions and discussion weeks’ preparation
- **10%** General class participation and discussion
Academic Dishonesty

The Department of Political Science, along with the College of the Liberal Arts and the University, takes violations of academic dishonesty seriously. Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the community are required to subscribe.

All course work by students is to be done on an individual basis unless an instructor clearly states that an alternative is acceptable. Any reference materials used in the preparation of any assignment must be explicitly cited. In an examination setting, unless the instructor gives explicit prior instructions to the contrary, whether the examination is in-class or take-home, violations of academic integrity shall consist of any attempt to receive assistance from written or printed aids, or from any person or papers or electronic devices, or of any attempt to give assistance, whether the one so doing has completed his or her own work or not.

Other violations include, but are not limited to, any attempt to gain an unfair advantage in regard to an examination, such as tampering with a graded exam or claiming another’s work to be one's own. Violations shall also consist of obtaining or attempting to obtain, previous to any examinations, copies of the examination papers or the questions to appear thereon, or to obtain any illegal knowledge of these questions. Lying to the instructor or purposely misleading any Penn State administrator shall also constitute a violation of academic integrity.

In cases of a violation of academic integrity it is the policy of the Department of Political Science to impose appropriate penalties that are consistent with University guidelines.

1Much of the text above has been directly obtained from the sections of the Princeton University website http://www.princeton.edu/pr/pub/rrr/99/pages/Ol.htm concerning academic integrity (Rights, Rules, Responsibilities introductory text as well as pages 55-69) as well as from the website of the Department of Economics at The Pennsylvania State University.

Disabilities

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible. Reasonable accommodations will be made for all students with disabilities, but it is the student's responsibility to inform the instructor early in the term. Do not wait until just before an exam to decide you want to inform the instructor of a learning disability; any accommodations for disabilities must be arranged well in advance.
Week 1: Introduction, Definitional Issues, and Approaches: Conflict Management, Conflict Resolution, Conflict Termination (August 28)

Topic: Contradictory arguments in the literature; frameworks for conflict resolution and the conflict escalation/de-escalation processes; the Rice “Multiple Paths” project

Required Reading:


Gerner, Deborah, and Philip Schrodt. 1999. “Analyzing the Dynamics of International Mediation Processes.” Unpublished NSF proposal. **Focus your reading on the summary and pages C-1 through C-3, looking carefully at the conflicting claims presented early in the justification.**

Kegley, Charles W. Jr., and Gregory A. Raymond. 1999. Figure 1.1 from How Nations Make Peace. New York: St. Martin’s/Worth.

Week 2: Negotiation and Process (September 4)

Topic: Fisher and Ury as “Wisdom Literature” and the view of the practical negotiator;

Required Reading:


Supplementary Reading:


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**Week 3: Rational/Formal Models of Bargaining and Negotiation I (September 11)**

*Topic: Why is it useful to think about rationality in conflict? The importance of incomplete information, audiences, and leaders.*

**Required Reading:**


- Raiffa, Howard. *Art and Science of Negotiation*, Parts I and II.

**Supplementary Reading:**


**Week 4: Rational/Formal Models of Bargaining and Negotiation II (September 18)**

*Topics: The bargaining model of war; practical issues of bargaining and negotiation; how does bargaining over multiple issues differ from bargaining over 1 issue?*

*Required Reading:*


Raiffa, Howard. *Art and Science of Negotiation*, Part III. (skim)
Week 5: War Termination I (September 25)

Required Reading:


Supplementary Reading:


Week 6: War Termination II (October 2)

Required Reading:


Supplementary Reading:


**Week 7: Negotiation and Mediation I (October 9)**

*Topic: Why might mediators be useful? What type of mediator do you want?*

*Required Reading:*


*Supplementary Reading:*


Bercovitch and Regan, “Mediation and International Conflict Management: A Review and Analysis.” Chapter 9 of Multiple Paths to Knowledge.


Bercovitch, Jacob, and Jeffrey Z. Rubin, eds. Mediation in International Relations: Multiple Approaches to Conflict Management. St. Martin’s Press.


**Week 8: Negotiation and Mediation II (October 16)**

**Topic:** Different methods, different examples of testing the effects of mediation; Do you want a biased mediator?

**Required Reading:**


**Supplementary Reading:**


**Week 9: Settling Internal Wars I (October 23)**

*Key discussion question: should civil and international wars be different?*

**Required Reading:**


**Supplementary Reading:**


Fearon, James D. and David D. Laitin. 2003. “Ethnicity, Insurgency, and Civil War.” *American Political Science Review* 97:75-90. ** This piece concerns the causes of civil war, and so it is really just background to the question of civil war settlement.


**Week 10: Settling Internal Wars II: Intervention, Partition, Negotiation, and Power Sharing (October 30)**

**Required Reading:**


**Supplementary Reading:**


**Week 11: Peace Duration, Conflict Outcomes, and Continuing Peace (November 6)**

*Topics: Different mechanisms proposed for the breakdown of peace after a settlement.*

**Required Reading:**


**Supplementary Reading:**


**Week 12: Peacebuilding and Peacekeeping (November 13)**

**Required Reading:**


**Supplementary Reading:**


November 20: No Class. Thanksgiving week.

Week 13: Domestic Politics and Conflict Settlement (November 27)

Topic: Regime type, internal vs. external negotiations; internal actors and divergent preferences

Required Reading:


Supplementary Reading:


Week 14: Conflict and Culture (December 6)

Topics: Should culture matter? How?

Required Reading:


Supplementary Reading:


Week 15: Presentations (December 13)
Other issues we could have covered but didn’t

*Intervention in Crises*


*Recurrent/repeated conflict, bargaining over repeated crises, and how outcomes affect subsequent conflict*


*Issues and Conflict*


*Enduring Rivalries and Rivalry Termination*


