VESALIUS COLLEGE

Spring 2019

POL422M

Mediation, Negotiation and Conflict Resolution in Theory and Practice

Number of ECTS credits: 6

Classes on Fridays, 17:00-19:00 (Room: VeCo 1).

Contact Details – Professor Zafer KIZILKAYA
E-mail: Zafer.Kizilkaya@vub.be
Office hours: Fridays, 16:00-17:00 (please, schedule an appointment).

Course Description

This elective module provides students with a comprehensive overview of the main theories and approaches to mediation, negotiation and conflict resolution. The course draws on major case studies of successful resolution of different types of conflicts across the globe and challenges students to assess and practice themselves core approaches to mediation and negotiation of conflicts in different scenarios with emphasis on the role of culture. The course brings together different strands of the sub-disciplines of conflict resolution, negotiation and mediation in order to provide students with a solid grounding in diplomatic and non-violent approaches to peacemaking. The course also includes sessions provided by mediation experts and practitioners from, inter alia, the EU, NATO, and non-governmental organizations. The focus will be more on political questions such as the forms and causes of armed conflict and the means of conflict resolution. However, insights from other disciplines such as sociology, anthropology, philosophy, psychology as well as business administration will broaden our understanding of the methods of conflict resolution.
**Major Learning Objectives, Teaching Methods, Testing and Feed-back Questionnaire (MA GPSSS)**

*Course code and course name:* POL422M Mediation, Negotiation and Conflict Resolution in Theory and Practice  
*Instructor:* Zafer KIZILKAYA

**Summary:**  
Number of assignments used in this course: 3  
Number of Feedback occasions in this course (either written or oral): 3  
Number and Types of Teaching Methods: 3  
Does your course require graded student oral presentations? Yes (Part of the negotiation and mediation exercise)

<table>
<thead>
<tr>
<th>Major Learning Objectives (see Categories A-F) – please write down each required Learning Objective</th>
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</table>
| A.3 Conceptual & theoretical explorations of the 2 concepts and related debates and controversies from a global perspective, particularly in the context of globalization and anti-globalization | To learn the core theories of negotiation, mediation and conflict resolution with a particular focus on the role of culture. To learn how to apply theoretical and conceptual tools to historical and contemporary policy issues. | Lecture, discussion, student essays | • First essay on the role of culture in conflict resolution (CR) theory and practice (2,500 - 3,000 words);  
• Second essay (policy paper) on applying theories of CR to a concrete policy issue (2,500 - 3,000 words) | • Written feedback to student essays  
• Informal feedback throughout the course during the seminar |
| A.4 Core actors, organizations and players at the national, regional and global level – both in the state-centric and non-state actor realm- capable of influencing major issues of global governance through the tool of diplomacy (including the role of the individual and transnational networks) | To learn the levels of analysis and core actors in international conflict resolution. To learn how to theoretically analyze the roles of different actors. | Lecture, discussion, student essays and ‘Mediation and Negotiation’ Simulation | • Mediation and Negotiation Simulation in Weeks 5 and 6 (40 %);  
• First essay on the role of culture in conflict resolution (CR) theory and practice (2,500 - 3,000 words) (30 %);  
• Second essay (policy paper) on applying theories of CR to a concrete policy issue (2,500 - 3,000 words) (30 %) | • Oral feedback during the simulation exercise  
• Written feedback to the students’ simulation presentations and reports  
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<td><strong>A.5</strong> Major processes, developments &amp; dynamics related to the emergence of core global policy challenges (in the areas of trade, development, environment, peace and security, human rights, global justice, science &amp; technology, strategic communications) from both a historical and contemporary perspective</td>
<td>To learn different perspectives on what causes conflict and under what conditions cooperation is more likely.</td>
<td>Lectures will cover key concepts and issues, and readings will provide specific examples.</td>
<td>• Mediation and Negotiation Simulation in Weeks 5 and 6 (40 %); • First essay on the role of culture in conflict resolution (CR) theory and practice (2,500 - 3,000 words) (30 %); • Second essay (policy paper) on applying theories of CR to a concrete policy issue (2,500 - 3,000 words) (30 %)</td>
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<td><strong>A.8</strong> Broadening &amp; complementing students’ multidisciplinary knowledge on theoretical &amp; applied issues and debates of global governance and diplomacy</td>
<td>To learn the gap between academia and the policy world. To learn major academic and policy debates. To learn how to process complex information through theoretical frameworks.</td>
<td>Lectures will cover key concepts and issues, and readings will provide specific examples.</td>
<td>• Mediation and Negotiation Simulation in Weeks 5 and 6 (40 %); • First essay on the role of culture in conflict resolution (CR) theory and practice (2,500 - 3,000 words) (30 %); • Second essay (policy paper) on applying theories of CR to a concrete policy issue (2,500 - 3,000 words) (30 %)</td>
<td>• Oral feedback during the simulation exercise • Written feedback to the students’ simulation presentations and reports • Written feedback to student essays • Informal feedback throughout the course during the seminar</td>
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<td><strong>B.1</strong> apply their multidisciplinary knowledge &amp; understanding to concrete challenges and issues of policy-making in the areas of diplomacy and global governance</td>
<td>To apply theoretical concepts to concrete policy issues.</td>
<td>Lecture, discussion, student essays and ‘Mediation and Negotiation’ Simulation</td>
<td>• Mediation and Negotiation Simulation in Weeks 5 and 6 (40 %); • First essay on the role of culture in conflict resolution (CR) theory and practice (2,500 - 3,000 words) (30 %); • Second essay (policy paper) on applying theories of CR to a concrete policy issue (2,500 - 3,000 words) (30 %)</td>
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| **B.2** Develop and apply multi-disciplinary insights to concrete ‘real-life’ issues and tasks individually and in a team | To apply multi-disciplinary insights to concrete policy issues. | Lectures will cover how negotiation, mediation and conflict resolution are covered in other disciplines such as business administration, psychology and etc. Lecture, discussion and ‘Mediation and Negotiation’ Simulation | Mediation and Negotiation Simulation in Weeks 5 and 6 | • Written feedback to the students’ simulation presentations and reports  
• Informal feedback throughout the course during the seminar |
| **B.4** Develop and apply professional skills related to the field of diplomacy and global governance through simulations or other forms of experiential learning, professional skills workshops, internships or the Capstone Practicum Course | To learn how to apply professional skills related to the fields of negotiation and mediation through a simulation | Lecture, discussion and ‘Mediation and Negotiation’ Simulation | Mediation and Negotiation Simulation in Weeks 5 and 6 | • Written feedback to the students’ simulation presentations and reports  
• Informal feedback throughout the course during the seminar |
| **C.1** Developing and applying critical thinking skills and a critical mindset to the synthesis, comparing and contrasting and evaluation of competing theories of IR, FPA, Diplomacy and Global Governance | To learn how to compare and evaluate different perspectives in a critical manner. | Lecture, discussion, student essays | • First essay on the role of culture in conflict resolution (CR) theory and practice (2,500 - 3,000 words);  
• Second essay (policy paper) on applying theories of CR to a concrete policy issue (2,500 - 3,000 words) | • Written feedback to student essays  
• Informal feedback throughout the course during the seminar |
| **C.2** Analyzing and evaluating the ethical dimension and societal implications of key approaches, policies and paradigms related to the practice of diplomacy and global governance and policy-making and related debates and issues | To learn how culture, religion and identity influence conflict resolution strategies. | Lecture, discussion, student essay | • First essay on the role of culture in conflict resolution (CR) theory and practice (2,500 - 3,000 words);  
• Second essay (policy paper) on applying theories of CR to a concrete policy issue (2,500 - 3,000 words) | • Written feedback to the student essay  
• Informal feedback throughout the course during the seminar |
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| C.3 Based on the evaluation of ethical and social dimensions, advance policy solutions that take into consideration feasible and ethically sound policy implications | To learn how culture, religion and identity influence conflict resolution strategies  
To learn how to write a policy paper based on the evaluation of ethical and social dimensions in resolving international conflicts | Lecture, discussion, student essays | • First essay on the role of culture in conflict resolution (CR) theory and practice (2,500 - 3,000 words);  
• Second essay (policy paper) on applying theories of CR to a concrete policy issue (2,500 - 3,000 words) | Written feedback to student essays  
Informal feedback throughout the course during the seminar |
| D.1 Demonstrate and develop the ability to communicate arguments, recommendations and research results in a confident, convincing, precise, effective and engaging manner in written form | To learn how to carry out independent research.  
To write clearly and effectively. | First and second essays. | • First essay on the role of culture in conflict resolution (CR) theory and practice (2,500 - 3,000 words);  
• Second essay (policy paper) on applying theories of CR to a concrete policy issue (2,500 - 3,000 words) | Written feedback to student essays  
Informal feedback throughout the course during the seminar |
| D.2 Demonstrate and develop the ability to communicate arguments, recommendations and research results in a confident, convincing, precise, effective and engaging manner through the spoken word and oral presentations | To learn how to carry out independent research.  
To learn how to carry out research within a team.  
To speak and present clearly and effectively | Lecture, discussion and ‘Mediation and Negotiation’ Simulation | Mediation and Negotiation Simulation in Weeks 5 and 6 | Written feedback to the students’ simulation presentations and reports  
Informal feedback throughout the course during the seminar |
| D.5 Demonstrate and develop the ability to communicate complex subject-matters to a predominantly policy-oriented and professional audience | To learn how to carry out research within a team.  
To communicate subject-matters to a predominantly professional audience | Lecture, discussion and ‘Mediation and Negotiation’ Simulation | Mediation and Negotiation Simulation in Weeks 5 and 6 | Written feedback to the students’ simulation presentations and reports  
Informal feedback throughout the course during the seminar |
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<tr>
<td>E.1 Develop the ability to critically reflect on one’s strengths and weaknesses with a view to continuously improve and enhance one’s knowledge, skills and capacities</td>
<td>To critically reflect on one’s own assumptions about international conflict resolution.</td>
<td>Lecture, discussion, student essays and ‘Mediation and Negotiation’ Simulation</td>
<td>• Mediation and Negotiation Simulation in Weeks 5 and 6 (40 %); • First essay on the role of culture in conflict resolution (CR) theory and practice (2,500 - 3,000 words) (30 %); • Second essay (policy paper) on applying theories of CR to a concrete policy issue (2,500 - 3,000 words) (30 %)</td>
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<td>E.2 Develop independence of thought and an autonomous approach to studying, research as well as the acquisition and enhancement of new knowledge and skills in unfamiliar environments</td>
<td>To learn how to carry out independent research. To be exposed to unfamiliar perspectives.</td>
<td>Lecture, discussion, student essays and ‘Mediation and Negotiation’ Simulation</td>
<td>• Mediation and Negotiation Simulation in Weeks 5 and 6 (40 %); • First essay on the role of culture in conflict resolution (CR) theory and practice (2,500 - 3,000 words) (30 %); • Second essay (policy paper) on applying theories of CR to a concrete policy issue (2,500 - 3,000 words) (30 %)</td>
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<td>F.1 Develop and demonstrate the ability to work effectively and integratively in a team with a commitment to supporting the community of learners through teamwork, mutual support and leadership</td>
<td>To learn how to carry out and present research within a team.</td>
<td>Lecture, discussion and ‘Mediation and Negotiation’ Simulation</td>
<td>Mediation and Negotiation Simulation in Weeks 5 and 6</td>
<td>• Written feedback to the students’ simulation presentations and reports • Informal feedback throughout the course during the seminar</td>
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<td>F.2 Develop intercultural awareness and sensitivity to different cultures, backgrounds and perspectives</td>
<td>To learn how culture, religion and identity influence conflict resolution strategies</td>
<td>Lecture, discussion, student essay</td>
<td>• First essay on the role of culture in conflict resolution (CR) theory and practice (2,500 - 3,000 words);</td>
<td>• Written feedback to the students’ essay • Informal feedback throughout the course during the seminar</td>
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<tr>
<td><strong>F.5</strong> Develop and demonstrate an attitude of open-mindedness, academic integrity, critical and self-critical reflection with a view to contribute to rigorous analysis and diverse academic debates</td>
<td>To differentiate between empirical and normative statements. To have an open-minded attitude toward different perspectives.</td>
<td>Lecture, discussion and ‘Mediation and Negotiation’ Simulation</td>
<td>Mediation and Negotiation Simulation in Weeks 5 and 6</td>
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**Course Assessment: Assignments Overview**

The students will be evaluated on the basis of their performance in the following assignments:

- Mediation and Negotiation Simulation 40%
  - Simulation I, Week 5 (20%)
  - Simulation II, Week 6 (20%)
- First Essay 30%
- Second Essay (Policy Paper) 30%

**TOTAL** 100%

**Deadlines:**
- Formation of groups for the Negotiation and Mediation Simulation by **01 February**.
- Negotiation and Mediation Simulation I, **22 February**
- Negotiation and Mediation Simulation II, **01 March**
- Submit Negotiation and Mediation Simulation Exercise after-action reports and the presentations by **23:59, 10 March**.
  - Contact the instructor about the topic for the first essay by **22 March**.
  - First essay by **12:00 on 22 April**. To be submitted on Canvas, which uses Turnitin to detect plagiarism.
  - Contact the instructor about the topic for the second essay (policy paper) by **26 April**.
  - Second essay (policy paper) by **23:59 on 17 May**. To be submitted on Canvas, which uses Turnitin to detect plagiarism.

**Work Load Calculation for this Course:**

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 2 hours of lectures or seminars per week and 8 hours ‘out of class’ time spent on preparatory readings, studying time for the simulation exercise as well as time spent on preparing your essays. Please see below the estimated breakdown of your work-load for this course.

**Time spent in class:** 2 hours per week / 28 hours per semester
**Time allocated for course readings:** 6 hours per week / 84 hours per semester
**Time allocated for preparing for the negotiation and mediation simulation:** 25 hours
**Time allocated for preparing for the first essay:** 20 hours
**Time allocated for preparing for the second essay:** 20 hours

**Total hours for this Course:** 177 hours
Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
</tr>
<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
</tr>
<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
</tr>
<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
</tr>
<tr>
<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
</tr>
<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
</tr>
<tr>
<td>C-</td>
<td>11.5-12.2</td>
<td>58-61</td>
</tr>
<tr>
<td>D+</td>
<td>10.7-11.4</td>
<td>54-57</td>
</tr>
<tr>
<td>D</td>
<td>10.0-10.6</td>
<td>50-53</td>
</tr>
<tr>
<td>F</td>
<td>Below 10</td>
<td>0-49</td>
</tr>
</tbody>
</table>

Description of assessment activities, grading criteria and deadlines:

Mediation and Negotiation Simulation (40%)
- Simulation I, Week 5 (20%)
- Simulation II, Week 5 (20%)

In the first four weeks of the course, we will study the theory as well as the practical implementation of negotiation and mediation in international politics. The fifth and sixth sessions are devoted to the simulation exercise in which the students will apply the theoretical concepts to a concrete policy issue. The topic we will cover is the “Iranian nuclear negotiations” and the policies of different global powers in the (non) implementation of the Joint Comprehensive Plan of Action (JCPOA) which was signed in 2015 between Iran and the E3/EU+3 - France, Germany, the UK and the European Union (EU) plus China, Russia and the USA. The reason we cover this particular topic is three-fold:
- It includes key global actors including the EU,
- It concerns global policies in disarmament and non-proliferation of nuclear weapons,
- and it has significant economic and trade-related dimensions in relation to declared sanctions imposed mainly by the current US administration.

To contribute to our understanding of the Iranian nuclear deal and the way the European Commission DG Trade protects the EU interests, we will have a guest speaker from the “EU External Action Service (EASS) Task Force Iran” in Week 2 and a guest speaker from the “European Commission Directorate General for Trade” in Week 4. To execute the simulation, in Week 5, the students will be divided in four groups. One group will represent the European Union, one group will represent the Russia + China block while the other two groups will negotiate on behalf of the US and Iran respectively. The formation of the groups will be finished before the second session on 01 February so that each group will have enough time to prepare for the two sessions of the simulation exercise in Weeks 5 and 6.

In the fifth session, the representatives of the European Union and the Russia + China block will play the role of mediator and try to convince the delegations of the US and Iran to get a new nuclear agreement. This agreement will be a modified version of the Joint
Comprehensive Plan of Action (JCPOA) from which the Trump Administration withdrew in 2018. The US criticism of the JCPOA has focused on “alleged shortcomings in the inspections regime, the absence in the agreement of provisions targeting Iran's ballistic missile programme and the so-called sunset clauses”. The EU Team and the Russia + China block will offer new stipulations on these three topics and the remaining teams: Iran and the US, will negotiate with the help of the mediators.

In the second part of the negotiation and mediation simulation (6th session), the students will keep their groups but the negotiation topic will change. We will assume that the US administration is not intending to re-agree with Iran on any nuclear deal and it will continue implementing and broadening its sanctions which were re-imposed in August and November 2018. The focus, in this session, will be on the economic impacts of the Iranian nuclear agreement and each group will develop and negotiate their strategies to mitigate the risks of the US sanctions. Where necessary, the US will be challenged to re-consider certain parts of its sanctions regime.

I will be the Chair during the simulation exercise. Each week, we will first start with a 5 to 7.5 minutes presentation from the groups in which they explain their policies vis-a-vis the nuclear agreement and the sanctions regime. The presentations will highlight the expectations from the negotiations that we will hold in Weeks 5 and 6. We will then continue with the mediation and negotiation exercise in which each group will negotiate or mediate their position. At the end of the exercises in both weeks 5 and 6, the groups will also draft a maximum two-page document in which they will explain “WHAT HAPPENED: What went well? What went wrong? and LESSONS LEARNED FOR THE FUTURE NEGOTIATIONS”. You will have a chance to go through these reports (maximum 2 + 2 = 4 pages) and your presentations (two presentations: one for Week 5 and one for Week 6) until the end of Week 7 (10 March 2019).

You are obliged to submit your after-action reports and the presentations by 23:59, 10 March on Canvas. When submitting to Canvas, use an informative file name, including your surname or group number (for example “Group1_Presentation 1, Group 2_Presentation Week 5, or James and De Croes_Post-Simulation Report 1”). Make sure you submit your reports in Word and presentations in Powerpoint format (NO PDF). Your reports should be submitted in Times New Roman font, 12 points type, 1.5 spaced. It should be between 500 and 1000 words (maximum 2 page) for each week. Your presentations should include maximum 7 slides including the introduction and the conclusion slides. You are not required to indicate your references in your post-simulation reports and presentations. These are aimed at preparing you for the negotiations and identifying the key lessons learned after the negotiations take place in the classroom environment.

NOTE: This is a group assignment and all group members are expected to contribute their best to have a good final group grade. I expect active participation from all group members and I will question each individual on their grasp of the content. Late submission reduces the score 10 percentage points per day (if you are late for 1 minute, your maximum point becomes 90%. It becomes 80% between 24 hours and 48 hours late, and so on). To avoid problems with the computer or the Canvas website, you are strongly encouraged to submit the paper a few days before the deadline. More information on the execution of the Negotiation and Mediation Simulation I and II will be provided in the first four sessions of the course.

Your performance will be assessed through the following criteria: presentation skills (25%), introducing strong arguments and persuasive examples (25%), leading of discussion (15%), engagement with the audience (15%), and post-simulation reports (20%).
ASSESSMENT TABLE FOR THE NEGOTIATION AND MEDIATION SIMULATION

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation skills (20 points)</td>
<td>Very well structured; focused and clear presentation</td>
<td>Well-structured, mostly focused presentation.</td>
<td>Disorganized and unclear presentation. Visual aid is not or organized at best.</td>
</tr>
<tr>
<td>Introducing strong arguments and persuasive examples (30 points)</td>
<td>Very well prepared by extensive knowledge of the policy that was adopted.</td>
<td>Well prepared by sufficient knowledge of the policy that was adopted.</td>
<td>Poorly prepared by insufficient knowledge of the policy that was adopted.</td>
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<td></td>
<td>Effective presentation of arguments by using persuasive examples.</td>
<td>Presentation of arguments by using examples and by highlighting the policy</td>
<td>Inability to present arguments by using examples and by highlighting the policy</td>
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<td></td>
<td>Very good knowledge of the most advantageous alternative and the BATNA</td>
<td>positions.</td>
<td>positions.</td>
</tr>
<tr>
<td></td>
<td>(the best alternative to a negotiated agreement)</td>
<td>Good knowledge of the most advantageous alternative and the BATNA.</td>
<td>Poor knowledge of the most advantageous alternative and the BATNA.</td>
</tr>
<tr>
<td>Leading discussion (15 points)</td>
<td>Very good leading questions; shows authority and easiness in steering</td>
<td>Overall engaging leading questions; confidence in steering debates</td>
<td>Uncertainty and discomfort in leading debates; the leading questions fail to</td>
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<tr>
<td></td>
<td>debates</td>
<td></td>
<td>intercept the audience’s interest.</td>
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<tr>
<td>Engagement with the audience (15 points)</td>
<td>Relevant follow-up questions; ability to steer the debates and to keep</td>
<td>Overall good ability to steer discussions and to invoke some discussions</td>
<td>Inability to steer the debates and to engage with the audience.</td>
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<tr>
<td></td>
<td>the audience engaged</td>
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</tr>
<tr>
<td>Post-simulation reports (20 points)</td>
<td>The reports identify what happened during the simulations in a succinct</td>
<td>The reports aptly summarize what happened during the simulation. They offer</td>
<td>The reports are not structured at best. Scanty reflection on what went well</td>
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<tr>
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<td>and clear manner. They offer an excellent platform for discussing the</td>
<td>a good platform for discussing the lessons learned.</td>
<td>or bad during the simulations. They offer a poor platform for discussing the</td>
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<tr>
<td></td>
<td>lessons learned.</td>
<td></td>
<td>lessons learned.</td>
</tr>
</tbody>
</table>

Total ( /100 points)

First Essay (30%)

You will write an essay that explores the role of culture (and/or religion) in resolving international conflicts. You will select a historical or a contemporary conflict and first briefly analyse how cultural differences had an impact on instigating the conflict between the sides. Then, you will assess and criticize the way conflict resolution practices had considered or neglected the cultural dimension.

Please communicate with the instructor about your topic and get approval before starting to work on your paper. This should be done via email by week 9 at the latest (22 March). Your essay is due by 12:00 on 22 April on Canvas, which uses Turnitin. When submitting to Canvas, use an informative file name, including your surname and the issue covered (for example “Smith_Somaliland”). Make sure you submit your paper in Word format (NO PDF).

NOTE: Late submission will reduces your score 10 percentage points per day. The essay should be submitted in Times New Roman font, 12 points type, 1.5 spaced. It should be between 2500 and 3000 words, INCLUDING every part of the paper (e.g., the cover page, footnotes, and the bibliography). Papers that deviate from the word range will be penalized.

Papers should be structured in 4 sections, distinguishable by clear headings and subtitles (see the table below for more details). Make sure that each section is coherent, and that the argument draws on and follows the selected subtitle. The paper should be structured as follows:
<table>
<thead>
<tr>
<th>Section</th>
<th>Description and checklist</th>
</tr>
</thead>
</table>
| **Introduction** | This section clearly identifies the research topic and case study you selected. It identifies a clear research question and outlines the structure of the research.  
**Checklist:** Introduce key factual information to understand your case study; Highlight the most problematic/worth-exploring aspects of your selected topic; Outline briefly the structure of the paper and your main argument. |
| **Part two – An analysis of how cultural differences had an impact on instigating the conflict between the sides.** | This part offers an analysis of how cultural differences had an impact on instigating the conflict between the sides.  
**Checklist:** Identify a relevant historical or contemporary conflict; Sum up a brief history of the conflict with an emphasis on key objectives of the conflicting sides; Explain how and to what extent culture had an impact on causing violent conflict; Draw on facts and explanatory examples; use and synthesize sources and reference to support your key arguments and address the research question. |
| **Part three – analysis / assessment of the way conflict resolution practices had considered or neglected the cultural dimension** | The third part assesses and criticizes the way conflict resolution practices had considered or neglected the cultural dimension.  
**Checklist:** Explain if and how the conflicting sides developed mechanisms to settle or resolve their conflict; Sum up the regional or international efforts to resolve the conflict and criticize the timing and methodology adopted by the external actors; Explain how and to what extent the cultural dimension was considered in resolving the conflict; Highlight the good and practices in terms of the way the cultural dimension was respected; Draw on facts, examples and data to analyse your topic. |
| **Conclusion** | The last part presents the main concluding remarks.  
**Checklist:** Summarize your key findings; Critically assess your analysis and identify its limits. Do your findings offer policy implications? What needs to be done, based on your findings? |

**System of bibliographic referencing**

Please use APA, MLA, Chicago, or Harvard style for your referencing.  
For general guidance on “Acknowledging, Paraphrasing, and Quoting Sources”, please consult this overview developed by the writing center at University of Wisconsin-Madison and available at: [http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf](http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf).  
Please, also consult the following short guide for “Acknowledging, Paraphrasing, and Quoting Sources”, available at: writing.wisc.edu/Handbook/Acknowledging_Sources.pdf

For direct quotes, page number, when available, should be cited in the text of your work.  
**Harvard style of referencing - Examples:**

**In-text citation:**

Both unities of discourses and objects are formed “by means of a group-controlled decision” (Foucault, 2011:32).

Habermas acknowledges the crucial function of language as a “medium of domination and social force” (1974:17, in Forchtner, 2011:9).

**In your reference list:**

**How to quote books:**

**How to quote chapters in edited books:**

**How to quote articles:**

**How to quote electronic sources:**

**Grading Form for the first essay (30%)**
The following criteria will be applied in assessing your written work: Selection of a clearly focused topic, a logical, well-structured and well-organized analysis; Ability to summarize the role of culture in triggering a conflict; Critical understanding of how cultural aspects are considered or neglected in resolving a conflict. (see below for more details).

<table>
<thead>
<tr>
<th>Introduction Research Question / Statement / (15)</th>
<th>Fail</th>
<th>Pass</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The research question is irrelevant or not well identified; the topic is not adequately contextualized; the outline is absent or flawed.</td>
<td>The introduction gives sufficient information on the research question, the topic and the outline. A combination of flaws hinders the author’s argument.</td>
<td>Good ability to identify a research question and to pose a relevant research question. Some redundancies. The outline is overall good and background information is relevant.</td>
<td>Clear and concise research question / Succinct outline of structure of the paper and main argument.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reviewing, understanding and summarizing the role of culture in instigating a historical or a contemporary conflict (20)</th>
<th>Fail</th>
<th>Pass</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The role of culture is vaguely or simply mentioned. Inadequate review of the literature. Weak engagement with the references and the course material on the topic of culture and conflict resolution. Severe conceptual oversimplification.</td>
<td>Sufficient engagement with the references and the course material on the topic of culture and conflict resolution; not all information provided is relevant to the analysis or the research question. The literature review shows basic critical engagement.</td>
<td>Overall, the literature review is well conceived. Some minor imprecision in the selection of the literature; Some flaws in explaining the role of culture in causing conflict between the sides; fairly good critical abilities.</td>
<td>Clear identification of academic arguments and debates; Good ability to compare and contrast key arguments; good justification and critical assessment of theoretical frameworks.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis / Discussion (35)</th>
<th>Fail</th>
<th>Pass</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The analysis shows major pitfalls; the analysis is superficial; No clear explanation of the efforts applied to resolve the conflict; Weak explanation of how and to what extent the culture dimension was considered in resolving the conflict.</td>
<td>Sufficient ability to review relevant facts for the analysis. Core statements are not always supported by reference or evidence; not all information is relevant. Basic critical engagement.</td>
<td>Good critical analysis, supported by good information and data; some flaws in the use of data and reference in support of one’s argument; Minor flaws in the argumentative line and the criticism towards the methods applied to resolve the conflict by paying attention to the cultural aspects.</td>
<td>Excellent use of evidence and references; Clear explanation of how and to what extent the culture dimension was considered in resolving the conflict; Critical evaluation of core assumptions of other authors.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Explanation of how and to what extent the ‘culture’ dimension was considered in resolving the conflict (10)</th>
<th>Fail</th>
<th>Pass</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The conclusions mainly repeat previous sections; no critical evaluation or reflection on main findings.</td>
<td>The conclusions show some attempts to critically review the main findings</td>
<td>The conclusions show a good ability to engage critically with the topic and assess the main findings.</td>
<td>Succinct summary of key findings; Critical and open-minded evaluation of core arguments and results. Offers policy implications.</td>
<td></td>
</tr>
</tbody>
</table>
### Structure (10)

- Loose structure; failure to provide most relevant information. Serious mismatch between the second and third parts of the essay.
- Some flaws in the structure of the paper; not all information is relevant; mismatch between different parts of the essay.
- Overall, the paper is well-structured. Some minor flaws in the organization hinder the strength of the argument.
- Coherent and logical structure; clear argument, linking the second and third parts of the paper.

### Formal Aspects (10)

- Incorrect expression/referencing system; Insufficient readings (less than 5)
- Some flaws in the expression and the referencing systems; Sufficient number of sources (at least 5).
- Overall correct use of language and referencing system; adequate number of sources (5-9 references).
- Correct use of language and referencing system; Appropriate Number of Sources (10 or more references)

<table>
<thead>
<tr>
<th>TOTAL (100)</th>
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</table>

### Second Essay (Policy Paper) (30%)  

The 30 percent of your grade will be determined by a policy paper on a subject of your choosing in the field of conflict resolution. Your assignment is to identify some policy issue in peace and conflict, analyse the causes and consequences of the issue and the identify the policy options available to resolve it, and then develop your own policy proposal, and defend your proposal (compared to the alternative solutions).

You should select a topic that involves an issue in peace and conflict in the world today. It could focus on specific threats to peace and how they can be resolved or on specific conflicts (or forms of conflict) and how they can be resolved or prevented from erupting in the first place. Examples of legitimate topics would be:

- Conflict resolution in Iraq, Syria, Yemen, Afghanistan or any other nation currently involved in an armed conflict;
- Nuclear proliferation generally, on the Korean peninsula, in Iran, between India and Pakistan, or elsewhere;
- Peacekeeping and post-conflict peace building, generally or in specific cases;
- What can be done to prevent gross violations of human rights, including genocides and human trafficking;
- Building democracies in the aftermath of events such as the Arab Spring or in the aftermath of war.

Scan the syllabus and the readings if you need additional ideas on possible policy paper topics. If you have doubts about the appropriateness of your topic, please check with me!

Please communicate with the instructor about your topic and get approval before starting to work on your paper. This should be done via email by week 12 at the latest (26 April). Your essay is due by 23:59 on 17 May on Canvas, which uses Turnitin. When submitting to Canvas, use an informative file name, including your surname and the issue covered (for example “Smith_Somaliland”). Make sure you submit your paper in Word format (NO PDF).

**NOTE: Late submission reduces the score 10 percentage points per day.** The essay should be submitted in Times New Roman font, 12 points type, 1.5 spaced. It should be between 2500 and 3000 words, **INCLUDING** every part of the paper (e.g., the cover page, footnotes, and the bibliography). Papers that deviate from the word range will be penalized.

Your policy paper should include:

- a problem statement that incorporates the research you have done;
- an analysis of the critical elements and dimensions of this policy problem;
- A presentation of your policy options and a comparison of the available alternatives based on selected criteria;
A policy recommendation on how the issue you are addressing should be resolved. You must also explain why you think your policy recommendation and not some alternative is the preferred solution to the problem. This implies that you must discuss explicitly the alternative policy recommendations, including their strengths and weaknesses.

**Grading Form for the second essay (policy paper) (30%)**

Your final paper will be graded according to:
1) how clearly and thoroughly you define and analyse the policy problem;
2) the extent and clarity of your factual understanding of the issue, its causes, and its context, incorporating material from the scholarly articles;
3) how well you state and defend your assessment of what the policy options are to resolve this issue and why your proposal is preferable to the alternatives. (see below for more details).

<table>
<thead>
<tr>
<th>Introduction Problem Statement / (15)</th>
<th>Fail</th>
<th>Pass</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The problem statement is irrelevant or not well identified; the topic is not adequately contextualized; the outline is absent or flawed.</td>
<td>The introduction gives sufficient information on the problem statement, the topic and the outline. A combination of flaws hinders the author’s intention and objectives.</td>
<td>Good ability to identify a problem statement. Some redundancies. The outline is overall good and background information is relevant.</td>
<td>Clear and concise problem statement / Succinct outline of structure of the paper and main argument.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>An analysis of the critical elements and dimensions of the policy problem (15)</th>
<th>Fail</th>
<th>Pass</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor grasp and explanation of the policy issue, its causes, and its context. Inadequate review of the literature.</td>
<td>Not all information provided is relevant to the analysis of the problem statement. The literature review shows basic critical engagement.</td>
<td>Overall, the literature review is well conceived. Some minor imprecision in the selection of the literature; Some flaws in explaining the issue, its causes, and its context; fairly good critical abilities.</td>
<td>Clear identification and explanation of the factual understanding of the issue, its causes, and its context; excellent engagement with the references and the course material on the theory and practice of conflict resolution.</td>
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</table>

<table>
<thead>
<tr>
<th>A presentation of policy options and a comparison of the available alternatives based on selected criteria; (35)</th>
<th>Fail</th>
<th>Pass</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The paper lacks distinguishable policy options; the selection of policy options is superficial; No clear evaluation of the policy options. No clear criteria selected or used.</td>
<td>The paper offers distinguishable policy options; Policy options are explained with some flaws; Some criteria are selected and used to compare the proposed policy alternatives.</td>
<td>Good critical analysis of the proposed policy alternatives. Minor flaws in the selection and the use of the criteria to distinguish between the proposed policy options.</td>
<td>Excellent analysis of the proposed policy alternatives. Excellent selection and use of different criteria to compare the policy options.</td>
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</table>

<table>
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<tr>
<th>Conclusion (15)</th>
<th>Fail</th>
<th>Pass</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The conclusions mainly repeat previous sections; no critical evaluation or reflection on main findings; not clear in explaining why one proposal is preferable to the alternatives</td>
<td>The conclusion explains why one proposal is preferable to the alternatives but lacks offering any policy implications to the theory and practice of conflict resolution.</td>
<td>The conclusion clearly explains why one proposal is preferable to the alternatives; it offers some policy implications to the theory and practice of conflict resolution.</td>
<td>The conclusion perfectly explains why one proposal is preferable to the alternatives; it offers substantial and well-grounded policy implications to the theory and practice of conflict resolution.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Structure (10)</th>
<th>Fail</th>
<th>Pass</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loose structure; failure to provide most relevant information. Serious mismatch between the problem statement, policy alternatives, the evaluation of the alternatives and the conclusion.</td>
<td>Some flaws in the structure of the paper; not all information is relevant; some flaws in the transition between separate parts of the policy paper.</td>
<td>Overall, the paper is well-structured. Some minor flaws in the organization hinder the strength of the argument.</td>
<td>Coherent and logical structure; clear argument and linking different parts of the paper make it a smooth read.</td>
<td></td>
</tr>
</tbody>
</table>
SOURCES TO USE FOR THE FIRST AND SECOND ESSAY:

For the essays, you are highly recommended to scholarly journals. A partial list would include:


Book reviews and news magazines, (such as Guardian, Newsweek, Le Monde, the Economist) do not count as scholarly journals. Nor do encyclopaedias (including Wikipedia) or websites, blogs or other similar sources. These are fine for adding factual information. However, scholarly journals will allow you to develop a more rigorous analytical understanding of the issue. The idea is to demonstrate that your understanding and analysis of the issue surpasses in depth and rigor that of the average citizen. You will be graded on how clearly you state your topic and how thoroughly you have mastered the nuances of the issue by reading the articles in your bibliography.

Vesalius College Attendance Policy

As the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy.

Participation in class meetings is mandatory, except in case of a medical emergency (e.g. sickness). Students will need to provide evidence for missing class (doctor’s note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided immediately before or after the class, the missed class is counted as an absence.

Participation implies that students are on time: as a rule, the College advises that students should be punctual in this regard, but it is up to the professor to decide whether to count late arrivals as absences, or not.

Additional Course Policies

Late paper policy

The College considers late submissions as disruptive and disrespectful practices and strongly recommends students to work on their time management. Late papers will be assessed as follow:

- Late submission reduces the score 10 percentage points per day (if you are late for 1 second, your maximum point becomes 90%, until 24 hours after the deadline. The maximum point becomes 80% between 24 hours and 48 hours after the deadline, and so on).
• Students are strongly encouraged to submit papers at least an hour before the deadline. Problems with internet, printer, etc. will not excuse late submission.

In the event of exceptional circumstances which impede the delivery of assignments, a student may request prior to the assigned due date an extension without penalty. Students must accompany this request with a medical certificate or other proof of the extreme circumstance that impeded the fulfilment of the task. **In this case, the student should still submit the draft she/he has produced so far.**

Professors will examine the request and decide whether an extreme circumstance exists or does not exist. ‘Extreme circumstances’ must be significant, unpredictable and serious. These include medical treatment or distress for a family crisis or loss. These do not include time management and technical problems, inability to find sources, attending a wedding.

**Academic Honesty**

Academic dishonesty is **NOT** tolerated in this course. Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism (including self-plagiarism) are therefore serious breaches of academic integrity. Following the College policy, cheating and plagiarism cases will be communicated in writing to the Student Conduct Committee for disciplinary action. Appropriate references and citations must be provided to any work, including your own previous writing. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments. **In this course, you will hand in all your assignments with the signed anti-plagiarism declaration. You can find this declaration at the last page of this document.**

**Course Schedule**

Some changes may be made to the following schedule, and I reserve the right to revise the syllabus accordingly. In addition to the readings listed below, students will be sometimes required to read short news articles. Students are not required (but are encouraged) to read the suggested readings.

<table>
<thead>
<tr>
<th>Weekly Topics and Deadlines</th>
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</thead>
<tbody>
<tr>
<td><strong>W1</strong> 25 January</td>
</tr>
</tbody>
</table>
| **W2** 01 February | Negotiations: The Practice – Nuclear Negotiations with Iran  
  *Guest lecture: Mr Florin NITA (Member of EEAS Iran Task Force)*  
  **We will form the groups for the Negotiation and Mediation Simulations to be held in Weeks 5 and 6.** |
| **W3** 08 February | Introduction to Mediation: Theory |
| **W4** 15 February | Mediation in practice and the EU approach to mediation  
  *Guest lecture: Chris RUFF (EU Commission DG Trade)* |
| **W5** 22 February | Negotiation and Mediation Simulation I |
| **W6** 01 March | Negotiation and Mediation Simulation II |
Readings and the organization of the sessions:

In addition to the readings listed below, students will be often required to read short news articles. Students are not required (but are encouraged) to read the suggested readings.

**Week 1 (25 January 2019): Introduction to Negotiations: The Theory**

**Class organization:**
17h00-17h30: presentation on the organization of the course, assignments and etc.
17h30-19h00: introduction to negotiations: theory and the role of culture

**Required Reading:**
Suggested Reading:


Week 2 (01 February 2019): Negotiations: The Practice – Nuclear Negotiations with Iran

In this session, we will first have a guest lecturer from the European Union External Action Service (EEAS) Iran Task Force. He will talk about the Iran Nuclear deal and the policies and negotiation strategies of the EU. The readings and the presentation in this session will form the preparatory basis for the simulations that will take place in Week 5 and Week 6.

Class organization:
17h00: presentation by Mr. Florin NITA (Member of EEAS Iran Task Force)
18h00: practice, the Iranian nuclear negotiations

Required Reading:


Suggested Reading:


Week 3 (08 February 2019): Introduction to Mediation: Theory

Required Reading:


Suggested Reading:

Week 4 (15 February 2019): Mediation in practice and the EU approaches to mediation

Class organization:
17h00: presentation by Mr. Chris RUFF (Member of EU Commission DG Trade)
18h00: discussion about the practice of mediation in international politics

Required Reading:
Factsheet EU Mediation Support Team. (2014)

Suggested Reading:
EU Concept on Strengthening EU Mediation and Dialogue Capacities. (2009)
EPLO Policy Paper (2013). EU Support to Peace Mediation

Week 5 and Week 6 (22 February and 01 March 2019): Negotiation and Mediation Simulation I and II

In the first part of the negotiation and mediation simulation (5th week), the students will be divided in four groups. One group will represent the European Union, one group will represent the Russia + China block while the other two groups will negotiate on behalf of the US and Iran respectively.

In Week 5, the representatives of the European Union and the Russia + China block will play the role of mediator and try to convince the delegations of the US and Iran to get a new nuclear agreement. This agreement will be a modified version of the Joint Comprehensive Plan of Action (JCPOA) from which the Trump Administration withdrew in 2018. The US criticism of the JCPOA has focused on “alleged shortcomings in the inspections regime, the absence in the agreement of provisions targeting Iran's ballistic missile programme and the so-called sunset clauses”. The EU Team and the Russia + China block will offer new stipulations on these three topics and the remaining teams - Iran and the US, will negotiate with the help of the mediators.

In the second part of the negotiation and mediation simulation (6th week), the students will keep their groups, but the negotiation topic will change. We will assume that the US administration is not intending to re-agree with Iran on any nuclear deal and will continue implementing and broadening its sanctions which were re-imposed in August and November 2018. The focus, in this session, will be on the economic impacts of the Iranian nuclear agreement and each group will develop and negotiate their strategies to mitigate the risks of the US sanctions. Where necessary, the US will be challenged to re-consider certain parts of its sanctions regime.
Below, you find some reading to help you prepare for the sessions 5 and 6 but you will need to do an extensive research in order to negotiate and defend the position of the political entity that you are representing. More information on the execution of the Negotiation and Mediation Simulation I and II will be provided in the first four sessions of the course.

Suggested Reading:

Meier, O. (2013). European efforts to solve the conflict over Iran’s Nuclear Programme: How has the European Union performed? EU Non-Proliferation Consortium Non-Proliferation Papers No.27

Week 7 (08 March 2019): Review session

Revise your presentations and post-simulation reports based on the feedback from the instructor during Weeks 5 and 6. Submit Negotiation and Mediation Simulation Exercise after-action reports and the presentations by 23:59, 10 March.

Week 8 (15 March 2019): Introduction to Conflict Resolution: The theory

Required Reading:


Suggested Reading:


Week 9 (22 March 2019): Culture, Religion and Conflict Resolution

Required Reading:

Week 10 (29 March 2019): The resolution of conflicts between states

The study of interstate conflict represents the touchstone of the field of international relations. In the last couple of decades, scholars of interstate conflict have increasingly shifted their focus from “war” to lower levels of conflict such as “threats, displays, sanctions and etc.”. In this session, we will first examine some recent findings on interstate conflict and then explore the problems associated with the efforts to resolve the conflict between states.

Class organization:
17h00: presentation by Anna Penfrat (Senior Policy Officer, EPLO)
18h00: discussion about the resolution of conflicts between states

Required Reading:

Week 11 (05 April 2019): The resolution of conflicts between states and non-state actors: Conflict resolution in civil wars, ethnic and state-formation conflicts

Since the end of World War II, revolution and other forms of war within nations has been far more common than interstate war between nations. In the first part of this session, we will first examine the conditions that make individuals willing to participate in organized armed violence against their own government. We will then explore the problems associated with the efforts to resolve civil wars, including third party intervention to settle or resolve an intrastate conflict.

The other predominant form of armed conflict within nations is ethnic conflict. Ethnic identity and ethnic conflict are especially prevalent in many regions of the Third World because the formal boundaries of the nation-states (especially in Africa and parts of Asia) were drawn with little or no regard for the geographic distribution of “nations” of people who shared a common language, religion, culture and heritage. Thus, many Third World nations are characterized by multiple ethnic groups coexisting (uneasily) as citizens of a single nation state and/or identifiable ethnic groups being divided between two or more nation states. In the second part of this session, we will first examine ethnic divisions that contribute to conflict in the Third World. We will then explore the problems associated with the efforts to resolve ethnic and state-formation conflicts.

Class organization:
17h00-18h00: presentation and discussion about conflict resolution in civil wars
18h00-19h00: presentation and discussion about conflict resolution in ethnic and state-formation conflicts.
Required Reading (Civil wars):


Suggested Reading (Civil wars):


Required Reading (Ethnic and state-formation conflicts):


Suggested Reading (Ethnic and state-formation conflicts):


Week 12 (26 April 2019): Preventing, containing and ending violent conflict: Peacekeeping and Peacemaking

Required Reading:


Suggested Reading:

Autesserre, Séverine. (2018). The Crisis of Peacekeeping: Why the UN Can’t End Wars. *Foreign Affairs*

Week 13 (03 May 2019): Postwar reconstruction, peacebuilding and reconciliation

Class organization:
17h00: presentation by Onur Sultan (former NATO officer and PhD Candidate at Antwerp University): *NATO and the post-war Iraq*
18h00: discussion about the resolution of conflicts between states
Required Reading:


Suggested Reading:


Week 14 (10 May 2019): Conflict Resolution and the Future

Required Reading:


Suggested Reading:


Week 15 (17 May 2019): Review of the Course

Do not forget to submit your second essay (policy paper) by 23:59 on 17 May. It is to be submitted on Canvas, which uses Turnitin to detect plagiarism.
Anti-Plagiarism Declaration

Name: 

ID number: 

Major/study abroad: 

Adviser: 

Please tick to confirm the following:

I am aware of the College’s disciplinary regulations concerning conduct in examinations and, in particular, of the regulations on plagiarism and collusion. □

The essay/project/thesis I submit will be entirely my own original work, except where otherwise indicated. □

I will not submit what has been submitted, either wholly or substantially, for another course in this College, or for a course/degree at any other institution. □

I will clearly signal the presence of paraphrased material, use quotation marks when citing another person’s exact words, and reference all sources. □

I will not seek assistance from anyone other than the instructor, except use of research or referencing software, and unless explicitly allowed by the instructor. □

I will appropriately credit the source when I translate non-English documents and use quotation marks when citing another person’s exact words. □

I am aware that all files I submit will be stored for a certain time period and can be examined in the future. □

Student’s signature: 

............................................................ Date: 

............................................................