DEPAUL UNIVERSITY

FMS 404 International Conflict Management

Course Details

Refugee and Forced Migration Studies Program, College of Liberal Arts & Social Sciences

Course Number & Title: FMS 404 International Conflict Management
Instructor: Eric James, PhD
Location/Time: Wednesdays, 6pm-9:15pm
Office Hours: By appointment

Course Description

There are currently more than 40 conflicts underway around the world. The conflicts in some countries, such as Syria and Ukraine, fill the headlines on a daily basis while others, including Burundi and CAR, are little known or "forgotten." In many cases, conflicts have deep seated roots while others are latent and yet to manifest themselves in violence. The consequences are far reaching. Each year, hundreds of thousands of people are killed, millions are made forcibly displaced and countless opportunities – everything from education to economic development – are lost.

These realities make analysis challenging and the attempt to manage and ameliorate the impact of conflict even more difficult. Having an advanced understanding of the causes, case studies and tools available to those in defense, diplomacy and development is essential. This course examines

different perspectives drawing from separate areas of inquiry found in security, conflict and peace studies. We will evaluate traditional and contemporary concepts related to conflict management, peace operations, humanitarian response and human security and cover skills such as negotiation and mediation. Case studies will be integrated throughout while keeping in mind the impact on refugees and forced migrants.

Prerequisites

An interest in the subject and related international topics.

Learning Outcomes

The overall aim of this course is for students to learn and critically examine the evolution, functions, systems and challenges faced by those engaged in International Conflict Management. Combing theory and practice, this course focuses on the knowledge and skills scholars and practitioners need to analyze specific contexts and formulate interventions related to international conflict. At the end of the course, students will be able to:

- Critically engage with the theories of major thinkers, core problems and intellectual paradigms related to International Conflict Management

- Demonstrate a detailed understanding of the continuities, transformations and outcome evident in the core thematic debates and key case studies of International Conflict Management at different levels of analysis (i.e., domestic, regional and global levels)

- Formulate and synthesize arguments cogently, retrieve and generate information, and select appropriate criteria to evaluate sources, with a detailed understanding quantitative and/or qualitative methods

The skills students develop and hone during the course include advocacy, verbal and written presentation, negotiation as well as programming and technical understanding. Importantly, the course also allows students to adopt a broader scope of inquiry which offers an opportunity to consider critically the impact and consequences of International Conflict Management in a comprehensive and illuminating way. Wary that a disproportionate concern with "how to," rather than "why," will tend to produce anodyne pragmatism and bland admonition, such an informed understanding is essential for getting beyond the technocratic mechanisms designed to "help" those who suffer from forced migration as a result of conflict.

Course Reading Material

Assigned text book:

Crocker, C., Hampson, F., and Aall, P., (eds.), 2007. *Leashing the Dogs of War: Conflict Management in a Divided World*. USIP Press, Washington, DC.

The following texts are not required but students are likely to find them especially helpful in understanding the topic:

Barash, D., and Webel, C., 2014. *Peace and Conflict Studies, 3rd Edition.* Los Angeles: Sage.

Oliver Richmond & Franks J., *Liberal Peace Transitions*, Edinburgh 2009

Joseph Nye, *Understanding International Conflicts*, fifth edition, Pearson 2005

In addition to the assigned reading noted above and below, students are strongly urged to be familiar with journals that are associated with International Conflict Management and policy such as, but not limited to, *Disasters: the Journal of Disasters Studies, Policy and Management, Forced Migration Review, Journal of International Peacekeeping* and *Security Studies, Journal of Peace and Conflict Resolution* and *Peace, Conflict and Development, International Security* and *The International Journal of Peace Studies.* Students will also likely find it helpful to regularly read the better popular periodicals that cover our topic of concern such as *The Atlantic* and *The Economist.*

Worthwhile websites include:
Uppsala Conflict Database: http://www.ucdp.uu.se/gpdatabase/search.php
Conflict Information Consortium: http://www.beyondintractability.org
Transcend Peace Research: http://www.transcend.org/tri/#downloads
Conflict Portal of the University of Colorado: http://conflict.colorado.edu/
US Institute of Peace: http://www.usip.org/

Course Outline

Classes are Wednesday evenings: 6pm-9:15pm

Class Summary			
#	Class	Topic	Assignment Due
1	6 January	Introduction and Review	
2	13 January	Theories and Histories	
3	21 January	Conflict *in Extremis*	
4	28 January	Use of Force	
5	3 February	Military Security & Terrorism	
6	10 February	Collective Security	
7	17 February	Human Security	Bibliography
8	24 February	Non-Violence	
9	2 March	International Mediation & Negotiation I	
10	9 March	International Mediation & Negotiation II	Essay
	16 March		Reflection Paper

<u>**Class**</u>   <u>**Class Description**</u>

<u>**Week 1 (6 January):**</u>   **Introduction and Review of the Course**

In this introductory class, we get to know each other and go over this syllabus and expectations for the course. We will examine some of the key definitions and concepts (e.g., the distinction between 'peace,' 'conflict' and 'security' research/policy agendas) used throughout the course. A key element we will consider is conflict as a "driver of forced displacement." As part of this, we look at current data to gain an appreciation of the status and impact of conflict and peace.

Required Reading:

Crocker, et al., 2007. Chapters 1-3.

Bercovitch, J., and Regan, P., 1999. "The Structure of International Conflict Management: An Analysis of the Effects of Intractability and Mediation." *International Journal of Peace Studies.* http://www.gmu.edu/programs/icar/ijps/vol4_1/bercovitch.htm

Forced Migration Review, Feb 2014, Issue 45, pp. 4-14. http://www.fmreview.org/en/crisis.pdf

Week 2 (13 January): Theories and Histories

In order to set out the fundamentals of a serious academic discussion on matters of war & peace, conflict and cooperation, we delve into the conflict and peace research agendas and examine how these developed overtime with particular reference to the historical events that shaped the thinking and application of theory and practice. We then consider the contribution of scholars and practitioners who made a profound impact on the field of International Conflict Management. As part of an ongoing discussion, we will also consider the Arab-Israeli conflict and how various attempts and failures have been tried in the effort to bring peace around the world.

Required Reading:

Crocker, et al., 2007. Chapters 6-9.

Please also select at least three of the items below to read.

Suggested Reading:

Fry, D., 2007. *Beyond War: The Human Potential for Peace*. Oxford University Press. Chapters 1, 2 and 15.

GPI/IEP, latest reports from Global Peace Index: Measuring the State of Global Peace. Available at: http://www.visionofhumanity.org/#/page/indexes/global-peace-index

Underlying causes of conflict: http://www.beyondintractability.org/essay/underlying-causes

Oliver Richmond & Franks J., *Liberal Peace Transitions*, Edinburgh 2009, Chapter 2.

Camus, Albert, 1946. "Neither Victims nor Executioners." In: *The Power of Non-Violence: Writings of Advocates of Peace.*

Week 3 (21 January): Conflict *in Extremis*

To lay a foundation for the central themes of this course, it is helpful to look at the most remarkable circumstances, situations sometimes described as '*in extremis*.' By undertaking an in depth analysis of situations that involve grave breaches of human rights and genocide with its concomitant mass deportations, full expulsion and exodus, we can have a much clearer appreciation of not only of our subject at hand but also greater a fuller understanding of the potential of "man's inhumanity to man." To start we will look at basic human needs including the ideas such as fear and control as well as greed and grievance. We will then go on to examine the contribution of major theorists in the field including Johan Gultang's various contributions including structural and cultural violence, and the concept of negative and positive peace. A key question we will look includes "Agency vs. Structure: What's more compelling in explanatory power?" In doing so, we will examine several historical case studies.

Required Reading:

Crocker, et al., 2007. Chapter 13.

Jacoby, T., 2008. *Understanding Conflict and Violence: Theoretical and interdisciplinary approaches*. London: Routledge. Chapters 2 and 8.

Galtung, J., 1981. "Social Cosmology and the Concept of Peace," *Journal of Peace Research*, 18: 183.

Shapiro, I, 2006. Extending the Framework of Inquiry: Theories of Change in Conflict Interventions. Available at: http://www.berghof-handbook.net/documents/publications/dialogue5_shapiro_comm.pdf

Suggested Reading:

Collier, P., and Hoeffler, A., 2004. "Greed and grievance in civil war," *Oxford Economic Papers*, 56, pp. 563-595.

Kenneth Waltz, "The anarchic structure of world politics" Available at: http://people.reed.edu/~ahm/Courses/Reed-POL-372-2011-S3_IEP/Syllabus/EReadings/01.2/01.2.Waltz2005The-Anarchic.pdf

Kenneth A. Oye, "The conditions for cooperation in world politics", in Art & Jervis.

Rubenstein, R., "Basic Human Needs: The Next Steps in Theory Development," *International Journal of Peace Studies*. Available here: http://www.gmu.edu/programs/icar/ijps/vol6_1/Rubenstein.htm

Week 4 (28 January): Use of Force

Building on our theoretical and historical understanding how the most extreme circumstances occur, we will now look at several case studies from the 1990s onward. In the first part of this class, particular attention will be paid to Rwanda. We also discuss national reconciliation and the

process of *gacaca* used following the 1994 genocide. The underlying framework for our discussion will be Azar's theory of "protracted social conflict."

Required Reading:

Crocker, et al., 2007. Chapters 18.

Azar, E., and Farah, 1981. "The structure of inequalities and protracted social conflict: A theoretical framework." *International Interactions*. 7:4, 317-335.

Melvin, J., 2010. "Reconstructing Rwanda: balancing human rights and the promotion of national reconciliation." *International Journal of Human Rights*, 14:6, 932-951.

Suggested Reading:

Daillaire, R., 2004. *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. DeCapo Press.

James, E., 2008. Media, Genocide and International Response: Another look at Rwanda. *Journal of Small Wars and Insurgencies*. 19, 1, pp. 89-115.

Global Policy Forum – Peacekeeping,
http://www.globalpolicy.org/security-council/peacekeeping.html

Many good additional resources about Rwanda are available here:
http://www.peacemakers.ca/research/Africa/RwandaBib.html

Howard Adelman and Astri Suhrke, with Bruce Jones, The International Response to Conflict and Genocide: Lessons from the Rwanda Experience, Study 2: Early Warning and Conflict Management, Executive Summary, Introduction, Chapters 1-4 and 7.
www.reliefweb.int/library/nordic/book2/pb021.html

The Cable, The UN's Response, and "Early Premonitions"- excerpt from Phillip Gourevitch, We Regret to Inform You That Tomorrow We Will Be Killed Along With Our Families.
www.pbs.org/wgbh/pages/frontline/shows/evil/warning/

Interviews with Gourevitch, Riza, Woods, Marley and Marchal
www.pbs.org/wgbh/pages/frontline/shows/evil/interviews/

Power, S., 2001. "Bystanders to Genocide," Atlantic Monthly, Vol. 288, No. 2 (Sept.), pp. 84-108.
http://www.theatlantic.com/magazine/archive/2001/09/bystanders-to-genocide/304571/

Kuperman, A., 2000. "Rwanda in Retrospect," Foreign Affairs, Jan/Feb.

Week 5 (3 February): Military Security and Terrorism

International Conflict Management is done by the military as much as by civilians so it is important to understand the approaches, strategies and (to a lesser degree) tactics of armed actors. In this class, we will first take a look at the fundamentals of 'military science' in terms of the

organization, structure and strategies used by Western (namely the US and UK) militaries. As part of this, we will consider levels of analysis as well as types and spectrum of conflict. We will also look at military/security measures to deal with human displacement. Second, while we often deal with the theoretical and policy levels, this class considers an empirical understanding of how security is dealt with at an organizational level. It will start with a discussion of the how individuals fit in different conceptualizations of security. Finally, we examine the use of terror and counter-terror operations that lead to forced displacement. While the problem of terrorism is not new, the problem has been magnified to the extent that political leaders are discussing and experimenting with various policies in reply ostensibly to protect the public against acts of terrorism – an expensive and complex business. This is a multifaceted problem, which does not necessarily yield itself to an obvious solution.

Required Reading:

Crocker, et al., 2007. Chapters 14 and 18.

ODI/HPN, 2010. *Operational security management in violent environments.* London: ODI/HPN. Available at: www.odihpn.org/download/gpr_8_revised2pdf

Frum, D., 2015. "The False Trade-Off between Security and Liberty," *The Atlantic.* October 25. http://www.theatlantic.com/international/archive/2015/10/security-liberty-terrorism-britain/412162/

Abrahms, M., 2008. "What Terrorists Really Want," *International Security*, Vol. 32, No. 4, Spring.

Suggested Reading:

US Army, 2008. *FM 3-0 Operations.* Department of the Army, February.
US Army, 2009. *FM 3-24 Counter-Insurgency Operations.* Department of the Army, April. (Read forward by Sarah Sewall).
> Note that these and a range of other US Army resources can be found at:
> http://www.globalsecurity.org/military/library/policy/army/fm/index.html

Week 6 (10 February):   Collection Security and the United Nations

In this class, we will look at collective security measures that are undertaken to manage international conflict. Specifically, we will look at the interventions of the UN. The UN has gradually become the core institution to authorize military action in the international system. How has this affected national security policies and shaped international security? In this class we will consider various approaches to what are collectively termed "peace operations" and draw lessons from UN operations in Somalia, Rwanda and the Former Yugoslavia through group work.

Required Reading

Crocker, et al., 2007. All chapters in Part IV.

Forced Migration Review, Feb 2014, Issue 45, http://www.fmreview.org/dayton20-bosnian

Also review the following websites:
http://www.un.org/en/peacekeeping/about/dpko/
http://www.globalpolicy.org/security-council/peacekeeping.html
http://www.internationalpeacekeeping.org/

Suggested Reading

Nardin, T., 2002. 'The Moral Basis of Humanitarian Intervention', *Ethics & International Affairs* 16, no. 1.

Baylis, J., Wirtz, J., Gray, C., and Cohen, E., (eds), *Strategy in the Contemporary World*, Ch 15, 'Humanitarian intervention and peace operations'

Week 7 (17 February):   Human Security

The concept of human security developed in the mid-1990s reflecting a growing concern for individual wellbeing at the international level. This session will give us an opportunity to explore the meaning and scope of this concept, together with its impact on both the theories and practice of security-related politics. We will analyze the difficulties with defining human security and the implications for contemporary security analysis.

Required Reading:
Crocker, et al., 2007. Chapters 11 and 12.

UNDP, *Human Development Report*, UNDP, 1994
Human Security Report Project, http://www.hsrgroup.org/

Watch the following TED talk: https://www.youtube.com/watch?v=EWdg35jvNLA

Suggested Reading:

Human Security Report 2009/2010,
http://www.hsrgroup.org/human-security-reports/20092010/overview.aspx
Baylis, Smith, Owens, *The Globalisation of World Politics* – Ch 29, 'Human Security'

Kaldor, M., Martin, M., and Selchow, S., 2007. 'Human security: a new strategic narrative for Europe' *International Affairs* 83(2).

Kaldor, M., 2007. *Human Security: Reflections on Globalization and Intervention,* Polity Press, Cambridge.

Futamura, M., Newman E., and Tadjbakhsh, S., 2010. 'Towards a Human Security Approach to Peacebuilding', UNU Research Brief, No. 2.
http://unu.edu/publications/briefs/policy-briefs/2010/UNU_ResearchBrief_10-02.pdf

Buzan and Hansen, *The Evolution of International Security Studies*, Ch 7, 'Widening and deepening security'

Watch the following book discussion: https://www.youtube.com/watch?v=SVhhAjbdbGI

Week 8 (24 February):   Non-Violence

Too often, there is an absolute focus on the role of force – applied through arms and physical coercion – in international conflict while completely ignoring (and usually by being ignorant of) other management approaches, tools and mechanisms. Therefore this week's focus is on the power of non-violence, a well-developed, thoughtful and effective means of conflict management. In doing so, we take a look at the contributions of various peace movements, non-governmental organizations and individuals have made in what appear to be unsurmountable odds. Building on the philosophies of such notables as Gandhi and Martin Luther King Jr., and in particular the work of Gene Sharp, we look briefly at how this approach has had a profound impact on political change in places as diverse as Serbia and Egypt. We will then undertake a series of interactive exercises that set the ground for not just effective negotiations but human relations in general.

Required Reading

Crocker, et al., 2007. Chapters 15 and 27.

Sharp, Gene, 2013. *How Non-Violent Struggle Works*. Boston: Albert Einstein Institute.

Sharp, Gene, 2013. *198 Methods of Non-Violent Action*. Boston: Albert Einstein Institute.

Popovic, S., Milivojevic, A., Djinovic, S., 2006. *Nonviolent Struggle: 50 Crucial Points. A Strategic Approach to Everyday Tactics*. Belgrade: CANVAS.

Galtung, J., 1987. *Principles of Non-Violent Action*. Available at: http://www.transcend.org/galtung/papers/Principles%20of%20Nonviolent%20Action.pdf

Suggested Reading

Covey, S., 2000. *The Seven Habits of Highly Effective People*. DC Books.

Details of the US anti-nuclear peace movement can be found here: http://www.culture-of-peace.info/apm/chapter6-15.html

Trivedi, H., 2011. "Revolutionary non-violence: Gandhi in postcolonial and subaltern discourse," *Interventions: International Journal of Postcolonial Studies*, 13:4.

Haksar, V., 2012. "Violence in a spirit of love: Gandhi and the limits of non-violence," *Critical Review of International Social and Political Philosophy*. 15:3.

Week 9 (2 March):   International Mediation and Negotiation I

In this class, we shift focus to look at some of the tools and techniques available to those working on conflict resolution, namely mediation and negotiation. While worthy of their own courses, these topics are vital in the examination of our topic here. We look at a range of issues such as conflict ripeness and de-escalation, mediator entry and techniques (e.g. Track II diplomacy). One key tool is the problem-solving workshop which will be introduced in this class and then put into practice in the next.

Required Reading:

Crocker, et al., 2007. Chapters 25.

Fisher, R., and Ury, W., 1983. *Getting to Yes: Negotiation Agreement Without Giving In*. New York: Penguin. Available at: http://6thfloor.pp.fi/fgv/gettingtoyes.pdf

Uyangoda, J., (ed.), 2005. *Conflict, Conflict Resolution and Peace Building: An Introduction to Theories and Practices*. Colombo: GTZ and University of Colombo. Chapters 2 and 11.

Have a look at the following websites:

http://www.pon.harvard.edu/category/research_projects/harvard-negotiation-project/
http://www.gppac.net/
http://www.beyondintractability.org/userguide/thirdside/mediator

Video: "What makes a good mediator?" http://www.youtube.com/watch?v=QmnA3lVDItQ

Suggested Reading:

Bercovitch, J., Wells-Jackson, R., D., 2009. *Conflict Resolution in the Twenty-first Century: Principles, Methods, and Approaches*. University of Michigan Press.

Dixon, W., 1996. "Third-party techniques for preventing conflict escalation and promoting peaceful settlement," *International Organization*, 50: 4, pp. 653-81.

Elon, A., 1993. "Annals of Diplomacy: The Peacemakers," *The New Yorker*, December 20th.

Kelman, H., 1996. "Negotiation as Interactive Problem Solving," *International Negotiation*, 99-123.

Barash, D., and Webel, C., 2014. *Peace and Conflict Studies, 3rd Edition*. Los Angeles: Sage. Chapters 11 and 12.

Rubin, J., Pruitt, D., Kim, S.H., 1994. *Social Conflict: Escalation, Stalemate and Settlement*. New York, McGraw-Hill. Chapters 9-11.

Week 10 (9 March):   International Mediation & Negotiation II

We will carry out a class-long simulation exercise in this class. More information will be shared prior to the exercise.

Required Reading:

Crocker, et al., 2007. Chapters 26 and 27. .

Bercovitch, J., Wells-Jackson, R., D., 2009. *Conflict Resolution in the Twenty-first Century: Principles, Methods, and Approaches*. University of Michigan Press.

Suggested Reading:

Be sure to catch up on previous readings and resources as needed. There may also be preparatory work needed for the simulation which will be announced in an earlier class.

Assignments

Written work. To help students meet graduate-level standards, we pay more-than-usual attention to writing as an academic and managerial skill. Papers are judged on the understanding they reflect as well as on their organization, clarity and use of language. Clarity is valued as is an economy of words. If you need help on this matter, please ask for it. Please review an old standard, Strunk and White, *Elements of Style* available online: http://www.bartelby.net/141/. Also, you may consider getting help from the DePaul University Writing Centers (available in person at Loop and Lincoln Park Campuses and on line). Your written assignments should conform to the following parameters:

- Double-space all papers
- Use one inch margins
- Use Arial, Bookman or Times New Roman font
- Use 12 point font size
- Paginate in the upper right hand corner

Please note the due dates. Anticipate all possible contingencies (computer failure, family illness, heartbreak or heartburn). Papers not submitted in the above specified ways will be given a failing grade.

All assignments should include the class name and number, the assignment name or number, student name, and the date the assignment is due. All assignments are due by the start of class on the day assigned.

Assignments/Basis for Final Grade:

Participation	10%	
Annotated Bibliography	10%	17 February
Major Essay	70%	9 March
Reflection paper	10%	16 March

Participation (10%)
In addition to doing the reading and actively engaging in class discussions, students are expected to fully participate in group activities (including simulations) that form an integral part of the learning experience. While these activities will not be formally assessed, record of regular attendance will be maintained. These activities may require preparation – including coordination with group members – before class.

This will include one informal presentation of approximately 10 minutes at the start of a designated class on a current topic relevant to the course (a signup sheet will be provided in the first class). Please feel free to be creative and use visual aids (except video). This should cover a case study not otherwise covered in class and will likely be one currently occupying international attention. The presentation should briefly outline the causes of the conflict, drivers and consequences of displacement, a critical evaluation of interventions to date and prognosis for mitigation, resolution or settlement.

Annotated Bibliography (10%)
Word Limit: 1,000 words, not including references
Due Date: Wednesday, 17 February
This assignment is related to the major essay for this semester which will be discussed in the first lecture. You are required to submit your thesis question and a list of **ten** sources that you plan to use for your essay. You are expected to write a short paragraph (200 words) for **five** of the sources of your choice. These reviews should be both descriptive and evaluative - discussing what the source is (official document/primary source, academic book, academic article, etc.), potential bias (where relevant), author's credentials (where relevant), the main **argument** put forward in the source, and the way in which you plan to use the given source in your own work.

This is an assessment of your research skills and your ability to judge the usefulness and potential pitfalls of various sources of information. For the annotated bibliography make use of primary documents, academic articles and books, but not websites alone (e.g., if you are using a report by the UN you should annotate it appropriately; listing www.un.org as the reference is not acceptable). Avoid using sources that provide historic information and factual data – focus instead on sources offering academic discussion, critical evaluation and argumentation.

Major Essay (70%)
Word Limit: 20 Pages
Due Date: Wednesday, 9 March
This is an academic essay, which should combine a discussion of theories, arguments and empirical evidence, to support your thesis. Your work needs to be based on **academic sources** and must be referenced thoroughly. The essay needs to put forward a clear thesis, develop a clear structure and provide reasoning and argumentation. Examples need to be discussed in relation to the argument that the essay puts forward. Once we agreed on your topic question, please do not change the set question (this could result in a lower grade). This essay will be submitted in hard copy in class, as well as electronically and checked through anti-plagiarism software.

Reflection Paper (10%)
Word Limit: 5 Pages
Due Date: Wednesday, 16 March
The final reflection paper is a team assignment (two but no more than four people per group) covering the fundamentals of the course. The structure and content of the exam will be discussed closer to the end of the term.

Grading Criteria

The A (above average) level paper is unique, original, engaging, and full. It will have virtually no grammatical, usage, punctuation, or spelling errors. It is an original contribution and speaks with authority and clarity. It is rich in detail, showing a clear understanding of differences in levels of specificity; it provides justification or support for all general assertions. It addresses all aspects of the assignment including specific requirements and excels in writing structure, clarity, focus, style, analytical systematization, critical analysis and creativity. It often includes unique or unusual perspectives.

The B (meets expectations) level paper falls short of an A paper usually in style, depth and analytical development. It has some errors in grammar, usage, punctuation, or spelling, but usually few; or it has some awkward phrases--but in neither case enough to impede the reading of the paper. Its development is consistently strong, with detail and support present in most, but perhaps not every, instance. Its sense of audience is clear. The B paper addresses the assignment directly and satisfies almost all requirements.

The C (below expectations) level paper addresses the assignment relatively clearly but without significant depth or clarity. Stylistic errors may be noticeably present, but not in such quantity as to impede the reading in a significant way. A C paper generally provides some support for assertions, but not enough to give the impression of complete thoroughness. The tone and voice of a C paper usually lack a sense of individuality of author or sense of authority. The C paper often has an anonymous quality to it, restating standard opinion or assertions without going into significant depth.

The grade of D is available for students who completely miss the specific requirements or submit incomplete or vague responses.

The grade of F is reserved for students who fail to turn in assignments or turn in assignments that demonstrate basic incomprehension of the assigned topics and an insufficient effort to overcome these problems.

Additional but Important Information

Statement on Openness to Different Perspectives
In this class, we will read about and discuss topics such as genocide and terrorism regularly. For some, studying conflict may not be easy. Nonetheless, when done effectively, it requires an open mind and a willingness to be exposed to different perspectives even if these make us uncomfortable or challenge our paradigms. This is not only a part of a classical liberal education but also an absolute requirement for engaging in international concerns that affect refugees and forced migration. If you anticipate an issue with this, please contact the instructor no later than the start of the second class.

Statement on Accommodation
Students who feel they may need a special accommodation should contact me privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact me within the first week of class.

Please make sure that you also contact the Center for Students with Disabilities (CSD) at 773-325-1677, Student Center 370 (LPC).

The Dean of Students Office
This office (773.325.7290) helps students during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. The DOS has resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. Please contact the DOS at http://studentaffairs.depaul.edu/dos/

Academic Integrity
DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit http://studentaffairs.depaul.edu/homehandbook.html for further details.

Plagiarism
According to university policy: "Plagiarism occurs when one uses words, ideas, or work products attributed to an identifiable source, without attributing the work to the source from which it was obtained, in a situation where there is a legitimate expectation of original authorship in order to obtain benefit, credit, or gain." **Please note that for all assignments in this course I have an "expectation of original authorship" by students.**

The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement." Further information on plagiarism and academic integrity is available at http://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/Pages/AI-Definitions.aspx. P**lagiarism will result in a failure of the assignment or possibly of the course.** If you are unsure of how to cite a source, for consultant well known authoritative sources on the topic and then if still unsure, ask!