This class is a research seminar in international conflict management. This class is not primarily designed as a seminar to train practitioners. Our focus will not be on how to manage conflicts. Instead, the focus of the course will be two-fold: (1) to survey the theoretical and empirical literature in international conflict management and (2) to conduct an original research project on the subject. The aim of this seminar is to equip the students with the necessary background and tools with which to study international conflict management and produce original research in the field.

Much of the literature we will read this semester will rely upon multivariate statistics as well as some formal models. As a result, the prerequisite for this course is the Department of Political Science’s proseminar in international relations, research methods course, and introductory methods course. It is highly unlikely that students without this background will do well in this course and even less likely that they will find it a useful class. Quite simply, if you do not have a background in graduate-level IR theory and cannot interpret regression models, this is likely not the course for you.

Participation – 30% of course grade

This course will be conducted in a seminar format. As such, much of the success or failure of the course will rest with the students. Students are expected to attend all classes, read all assigned material, and participate thoughtfully in our discussions. Students who fail to attend class, who are unprepared, or who do not participate in class will be penalized heavily. Participation involves more than simply restating the material that is assigned, but instead involves making insightful points about those readings and raising thoughtful questions about the material that stimulate discussion.

Graduate school represents a transition point in scholarship in which students are asked to move from consumers of knowledge to producers of knowledge. As a result it is important for students to begin to deconstruct and analyze the material presented in class as a means of moving toward this transition. In order to aid in this transition, students will take turns acting as discussant for the sets of readings we cover during this term. Each week, there will be at least one discussant assigned to that week’s readings. In this role, students will be expected to raise issues for discussion relevant for those weeks’ set of readings. Students must email me the list of discussion topics/questions they intend to cover no later than 5 pm on the Tuesday before each class meeting. Students will sign up for their discussant weeks during the first class meeting.

Research Project – 30% of course grade

Students will conduct an original research project on conflict management from beginning to end. The paper must be one in which students empirically test the theoretical argument developed in the paper. Most importantly, the paper must make an original contribution to the field (ie; not a replication) and it must be theoretically rigorous. The projects will be conducted in stages and students will receive extensive feedback from both the instructor and fellow class members throughout the term. We will devote a substantial portion of each class to discuss the progress of the projects in order to brainstorm ideas about how to make the papers better. The goal for these projects is to produce a paper that could be presented at a political science conference and, subsequently, presented to a journal for review. Students will present these projects at the end of the semester. Guidelines for these presentations will be distributed in advance.

Research Project Schedule

**September 5** – Discuss research topic ideas in class. Come prepared with ideas for your topic.

**September 12** – Submit your research proposal. This proposal should outline what your topic is, what question(s) you are answering, how you plan to go about answering your question(s), and where your paper fits into the literature. Approximately 2-3 pages

**September 26** – Submit your literature review. This literature review should provide a solid overview of the literature that you are examining in your research project. The literature should discuss not only what the literature says but also its areas of
strength and weakness. Of particular importance is a discussion of the gaps within the literature you are focusing upon. Approximately 5-8 pages.

**October 10 – Submit your theory section.** This section spells out in detail the hypothesis being tested in your paper and the theoretical arguments that support these hypotheses. This section represents your ideas about the new knowledge that you seek to create in your paper. It is important that this section of your paper be logically constructed and carefully argued. Approximately 5-10 pages

**October 24 – Submit your research design section.** In this section of your paper will discuss the methodology you will use to test the hypotheses discussed in the theory section of your paper. Essential to this section of your paper is that you describe the research design in sufficient detail that someone reading your research design could replicate the analysis conducted in your paper perfectly.

**November 21 – Submit full paper with introduction, results, and conclusion sections added.**

The introduction of your paper should set the stage for your reader, describing to them why your topic is important and why they should bother reading the remainder of the paper. You can also signal to readers in your paper what your findings are. In your results section, you will discuss the ways in which your analysis supports or differs from the hypotheses that you raised in the theoretical section of your paper. As part of the discussion, you will walk the reader through your findings and interpret what these findings mean. In the conclusion section, you will take a broader view of your findings and place these results within the broader literature. What have you contributed? Why is it important? Are these results surprising? Why?

Once you finish the introduction, results, and conclusion sections, you can now put all of the sections you have written into one complete paper, taking into account the suggestions for revision that have been made throughout. Be careful to make sure that the paper reads like one, well-flowing paper and not a serious of separate sections put together. Make certain that your paper is of conference presentation quality: properly cited and free of grammatical errors.

**Exam – 30% of course grade**

There will be one exam in the course. This exam will be a take-home exam in which students will have a choice of exam questions to answer. Questions will resemble the types of questions those on preliminary exams. **Students, upon opening the exam, will have three hours to complete it.** The exam will be distributed on Thursday, November 21st and will be due no later than Thursday, December 5th at 2 pm. All exams will be submitted through the link on the course Blackboard page at learn.unt.edu and will be checked for plagiarism using Turnitin. Late submissions of the final exam will not be accepted.

**Peer Review Assignment – 10% of course grade**

One of the most important professional responsibilities of a scholar is serving as a peer reviewer. The peer review process is fundamental to science and the building of cumulative knowledge. Becoming a good peer reviewer is an important skill that, unfortunately, does not always receive enough attention in the training of scholars. In this class, you will serve as the peer reviewer for one student paper in the class. In this role, you will write-up and submit a professional quality peer-review of your assigned paper. This review must be submitted emailed to the instructor by 2pm on December 5th.

**Course Schedule**

**August 29 – What is Conflict Management?**


**September 5 – Conducting Empirical Research in Conflict Management**


**September 12 - Barriers to Conflict Management**


**September 19 – Getting to the Table**


**September 26 - Getting Help: Bringing in Third-Party Diplomatic Assistance**


October 3 – Third-Party Motivations, Bias, and Mediation


October 10 – Diplomacy, Bargained Agreements, and the Cessation of Violence


October 17 – The Durability of Agreements


October 24 – Mechanics of Peacekeeping


October 31 – Impacts of Peacekeeping


November 7 – Humanitarian Intervention


November 14 – Connecting the Dots: Relationships Between Conflict Management Efforts

   *Journal of Conflict Resolution* 63(7): 1682–1709.

**November 21 – Paper Presentations I**

**November 28 – No Class Meeting - Thanksgiving**

**December 5 – Paper Presentations II**

**Academic Integrity**
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at [http://facultysuccess.unt.edu/academic-integrity](http://facultysuccess.unt.edu/academic-integrity).

**Statement of ADA Compliance**
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at [http://www.unt.edu/oda](http://www.unt.edu/oda). You may also contact them by phone at 940.565.4323.

**Acceptable Student Behavior:**
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

**SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT**
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources](http://deanofstudents.unt.edu/resources). Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**Religious Holidays**
In accordance with UNT Policy 15.2.5, students will be excused from class or other activities for the observance of religious holidays, for religions whose places of worship are exempt from property tax under Section 11.20 of the Tax Code. The student is encouraged to notify the instructor as soon as possible regarding the absence.
Course Evaluations
The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.