1. COVID-19
In light of the COVID-19 crisis and the challenges this poses for teaching, we will follow the principles of collective patience, empathy, pragmatism, support, flexibility and creativity!

The Course will be a mixture of in-person and Zoom seminars. The simulation exercises and the presentation of the students’ draft research papers will take via Zoom and all the other seminars will be in-person (see Section 7 below).

Students will be expected to adhere to University rules regarding safe health practices.

2. Overview of Seminar
This Senior Seminar explores international mediation, defined as a process whereby a third party assists parties in conflict, with their consent, to reach agreements they find acceptable and are willing to implement. International mediation has been widely practiced for many decades, particularly since the end of the Cold War. There are few major intra- or inter-state conflicts in the contemporary era that have not been subject to mediation by the United Nations (UN), a regional organization or a state.

The stakes of mediation are very high in deadly conflicts: success or failure determines whether the country remains locked in strife or is able to embark on a path of reconciliation and reconstruction. In the case of Rwanda, for example, the peace agreement mediated by Tanzania in 1992-3 broke down and was overwhelmed by the genocide. In Kenya, by contrast, the 2008 mediation led by Kofi Annan on behalf of the African Union prevented a descent into protracted violence. In Syria, mediation has failed to stem the killing of thousands of civilians and the destruction of large parts of the country.

Where mediation in civil wars is successful, the peace agreement has a major bearing on justice, security, governance and the risk of violence in the post-war society. Mediation and negotiations are thus the bridge, sometimes tenuous and sometimes robust, between war termination and long-term peacebuilding, statebuilding and conflict transformation.

3. Literature
There is a rich academic literature on international mediation. It includes single volumes, edited volumes and journals such as the Journal of Peace Research, the Journal of Conflict Resolution and Negotiation Journal. It encompasses reviews of the scholarly debates (e.g. Kleiboer 1996; Wallensteen & Svensson 2014); comparative studies on specific themes, such as co-ordination among different mediators (e.g. Lanz & Gasser 2013); theories on particular problems, like the
ripeness of a conflict for resolution through negotiations (e.g. Zartman 2001); case studies of particular mediation initiatives (e.g. Menkhaus 1996); and quantitative studies seeking to ascertain the relationship between specified variables and the outcome of mediation (see Wallensteen & Svensson 2014). In addition to the academic literature, there is a large policy literature that seeks to identify lessons from prior mediation experiences (e.g. UN Secretary-General 2012; Brahimi & Ahmed 2008).

References for the Seminar readings are attached as Appendix 1. All the readings will be available on Sakai.

4. Seminar Purpose, Focus and Learning Outcomes

The purpose of this Senior Seminar is to give students an opportunity to synthesize and integrate what they have learned in their Peace Studies courses into an understanding of international mediation.

The Seminar will cover the following: the scholarly and policy literature on mediation; mediation case studies; simulation exercises on the skills of conflict analysis and strategic planning for mediation; and a research paper prepared by each student. Throughout the Seminar, I will integrate insights from my practitioner experience as a mediator.

Upon successful completion of the Seminar, you will be able to:

- Describe and analyze critically key debates and theories in the academic and policy literature on international mediation.
- Identify the factors that determine the success and failure of international mediation.
- Explain the complexity and difficulty of international mediation.
- Analyze cases of international mediation in high intensity conflicts.
- Apply the skills of conflict analysis, strategizing and process design for peacemaking.
- Integrate knowledge from your previous Peace Studies courses into a holistic understanding of international mediation.
- Write a research paper that analyzes mediation in a high intensity conflict and makes recommendations to improve the mediation.

In addition to the focus on international mediation, you will strengthen the following general academic skills:

- Reading, synthesizing and reviewing academic and policy literature in a critical way.
- Writing clearly and logically.
- Grounding arguments in evidence.
- Making clear oral presentations based on evidence and relevant literature.

Class activities are designed to help you achieve these learning outcomes and prepare you for the assignments described below.

5. Assignments

There will be four types of assignment:

- **Class participation** (20%). This will be based on your active participation in class and your familiarity with the Seminar readings (Appendix 1). You must become familiar with the designated readings for each class prior to that class. The readings will be presented by
the students and I will ask you for your views on these readings during the class. Class attendance is compulsory. Marks will be deducted for more than two unexcused absences (as defined in University policy).

- **Insights from practice papers** (20%). You will write two ‘insights from practice’ papers (5-7 pages max) after each of the two simulation exercises. The papers will describe and explain what you learnt from the exercise, highlight your most interesting insights, and integrate 3-4 of the Seminar readings.

- **Research paper** (40%). You will write a 15-20 page paper that analyzes mediation in a conflict of your choice and makes recommendations to improve the mediation. The paper will integrate readings and discussions from the Seminar as well as from other courses you have taken. I will distribute a rubric for this paper.

- **Class presentation** (20%). Prior to the submission of your research paper, you will present a draft version of the paper in class. Students will provide feedback. The final paper should have an appendix indicating how you addressed this feedback.

All assignments must be submitted via Sakai. I will provide written feedback on each assignment, as well as general feedback in class. A rubric for marking the assignments will be added to this syllabus.

In all the assignments, the quality of your writing is very important. Poor writing inhibits understanding of your ideas and arguments. You are therefore encouraged to give your draft papers to another student for feedback and proofreading before submitting them to me.

6. **Academic Code of Honor**
You must comply with the Academic Code of Honor ([http://www.nd.edu/~hnrcode/docs/handbook.htm](http://www.nd.edu/~hnrcode/docs/handbook.htm)). Note that “as a general rule, tests and other assessments should reflect a student’s own effort unless otherwise approved by course instructors”. Class attendance is compulsory but flexibility on the nature of that attendance is possible in light of the COVID-19 circumstances.

7. **Schedule**

**Aug 10**  
**Introduction to the Seminar**  
Introduction to the Seminar; introduction to international mediation  
**Readings:** Greig & Diehl (2012), chs. 1 & 2; Zartman & Touval (2007); UNHLMC (2019), Briefing Note on Definitions and Categories of UN Peace Interventions

**Aug 12**  
**Introduction to the scholarly literature**  
Factors accounting for mediation success and failure; mediation debates and state of knowledge  
**Readings:** Kleiboer (1996); Wallenstein & Svensson (2014)

**Aug 17**  
**Introduction to the policy literature**  
Policy perspectives on mediation
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Aug 19</td>
<td>Discussion on students’ research paper</td>
<td>Expectations regarding research paper assignment</td>
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<tr>
<td>Aug 24</td>
<td>Theoretical framework for peacemaking: Ripeness theory</td>
<td>Zartman’s theory of conflict ripeness</td>
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<td><strong>Reading:</strong> Zartman (2001)</td>
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<td>Aug 26</td>
<td>Application of ripeness theory</td>
<td>Application of ripeness to the Darfur mediation</td>
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<td><strong>Reading:</strong> Nathan (2006)</td>
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<td>Aug 31</td>
<td>Theoretical framework for peacemaking: Positive and negative peace</td>
<td>Galtung’s theory of structural violence; concept of ‘positions, interests &amp; needs’</td>
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<td><strong>Readings:</strong> Galtung (1969); UNHLMC (2019), Briefing Note on Positions,</td>
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<td>Interests and Needs</td>
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<td>Sept 2</td>
<td>Preventive diplomacy</td>
<td>State of knowledge</td>
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<td><strong>Readings:</strong> Lund (2009); Ackerman (2003); UNHLMC (2019), Briefing Note</td>
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<td>on Preventive Diplomacy by the UN</td>
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<td>Sept 7</td>
<td>Preventive diplomacy contd.</td>
<td>International and domestic preventive diplomacy: Lebanon &amp; Nigeria</td>
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<td><strong>Readings:</strong> Nathan, Day, Honwana &amp; Brubaker (2018), Policy Paper, pp. 4-</td>
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<td></td>
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<td>24 and Lebanon &amp; Nigeria cases</td>
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<td>Sept 9</td>
<td>Simulation exercise: Conflict analysis for peacemaking</td>
<td>Simulation exercise</td>
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<td><strong>Readings:</strong> Phase 1, simulation case study; UNHLMC (2019), Briefing Note</td>
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<td>on Conflict Analysis and Ripeness for Mediation</td>
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<td>Sept 14</td>
<td>Simulation exercise: Conflict analysis for peacemaking contd.</td>
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<td>Sept 16</td>
<td>Mediation mandates</td>
<td>Conceptualization and typology of mandates</td>
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<td><strong>Readings:</strong> Nathan (2018); Svensson &amp; Wallensteen (2010), chs. 1&amp;8</td>
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<td>Sept 21</td>
<td>Mediation mandates contd.</td>
<td>The UN mandate for Yemen</td>
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<td><strong>Reading:</strong> Forster (2017)</td>
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<td>Sept 23</td>
<td>Mediation strategy and style</td>
<td>Pros and cons of leverage</td>
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<td><strong>Readings:</strong> Beardsley (2013); Zartman &amp; Touval (2007)</td>
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<td>Sept 28</td>
<td>Mediation strategy and style contd.</td>
<td>Case exploration of mediation styles: Northern Ireland &amp; Bosnia–Herzegovina</td>
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<td><strong>Reading:</strong> Curran, Sebenius &amp; Watkins (2004)</td>
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Sept 30  To be determined
The topic of this class will be determined in consultation with the students

Oct 5  Simulation exercise: Strategic planning and process design for peacemaking
Simulation exercise
Readings: Phase 2, simulation case study; UNHLMC (2019), Briefing Note on Developing a UN Mediation Strategy and Briefing Note on Mediation Process Design

Oct 7  Simulation exercise: Strategic planning and process design for peacemaking contd.
Simulation exercise
Readings: Phase 2, simulation case study; UNHLMC (2019), Briefing Note on Developing a UN Mediation Strategy and Briefing Note on Mediation Process Design

Oct 12  International actors
Challenges of cooperation and coordination among mediation actors
Readings: Lanz & Gasser (2013); Nathan (2017)

Oct 14  Civil society inclusion
Civil society participation in mediated negotiations
Readings: Paffenholz (2014); Akol (2014); Pring (2017)

Oct 19  Gender challenges
Gender inclusion and other imperatives
Reading: Bell (2013)

Oct 21  Cultural challenges
How does / should culture matter in mediation?
Readings: Menkhaus (1996); Salem (1993)

Oct 26  Challenges of law and justice
The dilemma of peace versus justice
Reading: Hayner (2018), chs. 1&2

Oct 28  Presentation of draft research papers

Nov 2  Presentation of draft research papers

Nov 4  Presentation of draft research papers

Nov 9  Presentation of draft research papers

Nov 11  Consolidation
Appendix 1

Required Readings


UN High Level Mediation Course (UNHLMC) manual, 2019.


