

Seton Hall University  
**eRepository @ Seton Hall**

---

Diplomacy Syllabi

School of Diplomacy and International Relations

---

Spring 2003

# Actors and Theory in Conflict Prevention: a particular focus on conflict prevention post-9/11

Michaela C. Hertkorn Dr.  
*Seton Hall University*

Follow this and additional works at: <https://scholarship.shu.edu/diplomacy-syllabi>

---

## Recommended Citation

Hertkorn, Michaela C. Dr., "Actors and Theory in Conflict Prevention: a particular focus on conflict prevention post-9/11" (2003).  
*Diplomacy Syllabi*. 311.  
<https://scholarship.shu.edu/diplomacy-syllabi/311>

**Syllabus offered to School of Diplomacy and International Relations,  
Seton Hall University, Spring Semester 2003**

**Title of course/seminar: Actors and Theory in Conflict Prevention:  
a particular focus on conflict prevention post-9/11**

Dr. Michaela C. Hertkorn

Policy Analyst and visiting scholar at CES, Center for European Studies, New York University;  
Adjunct assistant professor SCPS/NYU, School for Continued and Professional Studies, New York University  
Phone/fax: 718-797-5761, E-mail mhertkorn@nyc.rr.com

**Title of seminar: Actors and Theory in Conflict Prevention: a particular focus on  
conflict prevention post-9/11**

Instructor: Dr. Michaela C. Hertkorn

Class meetings: Thursday, 5.45 pm – 8.15 pm, January 16, 2003 – April 24, 2003

Location: Nursing, 107

E-mail:

Methodology and objectives

The course addresses the following main objectives:

1. To Identify **actors** addressing in theory, and dealing in practice with conflict prevention. Particular focus will be on actors from Northern America and Europe. However, students' own insights into the field, or particular interest in an actor' s work in a certain conflict area are welcome and will be taken into consideration;
2. To analyze and understand the **theoretical background** of actors, and what their **concept** of conflict prevention may imply for the field. We will actively discuss the link between theory and practice in this regard;
3. To develop an own understanding, what the (so-called wider field of) conflict prevention can and may mean, particularly in a post-9/11 world.

We will examine the different methods, approaches and tools of an exemplary variety of actors that focuses on conflict prevention, through lecture presentations, reading synthesis and active

discussions. Opportunity to further develop a student' s own conflict related expertise will be provided by assisting students to focus their written research paper on a specific regional conflict case study.

Basis for grade:

All students: Your learning will be measured by

- Written research paper on a case study of your choice (final term, 50 %);
- Completion of one assigned paper of no more than 7 – 10 pages in length, reflecting theory, mid-term, 25 %);
- Knowledgeable participation in class (25 %).

Texts and readings:

We will use several required texts and a packet of photocopied readings. Texts and readings will be ordered and placed on reserve at the library. In addition, Prof. Hertkorn may provide certain material on actors and theory in conflict prevention, in class.

I. Required reading:

1. *Preventing Deadly Conflict. Final Report with Executive Summary* (Carnegie Corporation 1997): available online: <http://wwics.si.edu/subsites/ccpdc/frpub.htm>
2. Michael Lund, ed., *Preventing Violent Conflicts. A Strategy for Preventive Diplomacy* (USIP 1996): ordered by the school – available soon;
3. Bruce Jentleson, ed., *Opportunities Missed, Opportunities Seized* (Carnegie Corporation: 2000): ordered by the school – available soon.

II. Required reading:

4. Michaela Hertkorn, ed., *Why Conflict Prevention does not Exclude the Use of Force* (Mensch und Buch Verlag 2002). ISBN: 3-89820-432-4: One copy of the book available at library/copies will also be provided in advance in class.
5. *Prevention and Management of Violent Conflicts. An International Directory* (European Platform for Conflict Prevention and Transformation 1998): One copy of the book will be ordered by the school – available at library soon/copies will also be provided in advance in class.

Assignments by class and week:

<b>Date of sessions</b>	<b>Topic</b>	<b>Readings</b>
<b>Session 1.</b>	What does conflict prevention mean? Introduction into terminology and application. Providing the context.	Preventing Deadly Conflict. Final Report, Prologue and Ch. 1.; Stremmlau, 'People in Peril' (see <a href="http://wwics.si.edu/subsites/ccpdc/frpub.htm">http://wwics.si.edu/subsites/ccpdc/frpub.htm</a> )
<b>Session 2.</b>	From inter-state wars to intra-state conflict: more on the "ethnicity" factor	Evans, 'Cooperative Security and Intra-State Conflict' (reader); Stedman, 'Alchemy for a New World Order' (reader); Brown, 'Causes and Implications of Ethnic Conflict' (reader); Hertkorn, Introduction and B. I.1.1.1.
<b>Session 3.</b>	On actors in conflict prevention I: From multi-track diplomacy to the role of states and NGOs.	Preventing Deadly Conflict, Ch. 5; Prevention and Management of Violent Conflicts, Part I.; Vance and Hamburg, 'Pathfinders for Peace' (see <a href="http://wwics.si.edu/subsites/ccpdc/frpub.htm">http://wwics.si.edu/subsites/ccpdc/frpub.htm</a> ); McDonald, 'The Need for Multi-Track Diplomacy'; Montville, 'The Arrow and the Olive Branch' (reader).
<b>Session 4.</b>	On actors in conflict prevention II: the particular interest of EU in conflict prevention.	Rubin and Campbell, 'Introduction: Experience in Prevention' (Reader); Prevention and Management of Violent Conflicts, Part II, 9.; Peace-Building & Conflict Prevention in Developing Countries, Part I., p. 11 ff. (reader).
<b>Session 5.</b>	On theory in conflict prevention I: From the role of preventive diplomacy to the role of political psychology.	Lund, 'Not Only When to Act, but How'; Lund, 'Underrating Preventive Diplomacy'; Montville, 'Preventive Diplomacy as Policy and Practice'; Montville, 'The Healing Function in Political Conflict Resolution'. (Reader, and partially distributed in class).
<b>Session 6.</b>	On theory in conflict prevention II: An exemplary selection of European concepts a).	Prevention and Management of Violent Conflicts, Part II. 8. – 10; 'Conflict Prevention and the Role of Europe', part I. in 'From Early Warning to Early Action' (reader); Burghardt, 'Taking up the Challenge of Early Warning'. (Reader).
<b>Session 7.</b>	On theory in conflict prevention II: An exemplary selection of European concepts b).	Wallensteen, 'Preventive Security'; Bjurner, 'Opportunities for Cooperation'; Preventing Violent Conflict – A Swedish Action Plan; Van Walraven, 'Inter-governmental Organizations and Preventing Conflicts'. (Reader, and partially in class).
<b>Session 8.</b>	On operational and structural prevention, political and social peacebuilding, short-term intervention and long-term transformation.	Preventing Deadly Conflict, Ch. 3 and 4.; Notter and Diamond, 'Building Peace and Transforming Conflict', (reader); Diamond, 'Beyond Win/Win' (reader); Hertkorn, 'The Wider Field of Conflict Prevention', pp. 125 – 139;

<b>Session 9. (Mid-term paper due)</b>	Mid-term papers due. Introduction of a model to identify actors and categorize their theoretical background.	Diamond and McDonald, 'The System as a Whole' (reader); Diamond, 'Multi-Track Diplomacy in the 21 Century', in 'People Building Peace'; 'Conflict Prevention: The Need for a Multi-Track Approach', part III. in 'From Early Warning to Early Action' (reader); Hertkorn, III., page 51 ff.
<b>Session 10.</b>	(How) does conflict prevention work? On problems and challenges I.	Preventing Deadly Conflict, Ch. 2; George and Holl, 'The Warning – Response Problem' (see <a href="http://wwics.si.edu/subsites/ccpdc/frpub.htm">http://wwics.si.edu/subsites/ccpdc/frpub.htm</a> ); Lund, 'Underrating Preventive Diplomacy' (reader); Troebst, 'Conflict in Kosovo: Failure of Prevention?' (Reader).
<b>Session 11.</b>	(How) does conflict prevention work? On problems and challenges II.	George, 'Strategies for Preventive Diplomacy' (reader); Jentleson, Opportunities Missed, Opportunities Seized, part one, 1. and part six; Woodward, 'Costly Disinterest', in Jentleson, 2000; Lund and Rubin, 'Learning from Burundi' s Failed Democratic Transition' (reader).
<b>Session 12.</b>	The challenge of coercive prevention.	Jentleson, 'Coercive Prevention: Normative, Political and Policy Dilemmas'. (Reader); Feil, 'Preventing Genocide' (see: <a href="http://wwics.si.edu/subsites/ccpdc/frpub.htm">http://wwics.si.edu/subsites/ccpdc/frpub.htm</a> )
<b>Session 13.</b>	Success stories of conflict prevention.	Van Tongeren, 'Inspiring Stories of Peace-Building'; Lederach, 'Justpeace – The Challenge of the 21 <sup>st</sup> Century' (in: 'People Building Peace. 35 Inspiring Stories); Lund, 'Preventive Diplomacy for Macedonia', in Jentleson, 2000; Ackermann, 'Managing Conflicts Non-Violently' (reader).
<b>Session 14.</b>	A roadmap for conflict prevention in the 21 <sup>st</sup> century/challenges post 9/11.	Montville, 'The Psychological Roots of Ethnic and Sectarian Terrorism' (reader); Hertkorn, 'September 11 and the impact on (coercive) prevention, forthcoming article 03, in: Carment and Schnabel, 'Applied Conflict Prevention: From Rhetoric to Policy).
<b>Session 15./ Final Session.</b>	Research papers due in hard copy.	Discussion of case studies. Discussion of a "pamphlet" on conflict prevention post-9/11, based on research and analysis by the students, to be published in respective journals!