

Syllabus - Tentative | Spring 2019
INTL 4680 | Peace Studies

Instructor:

Dr Jennifer Joelle White

Class Time:

TuTh, 15:30-16:45

Office hours:

Mondays & Wednesdays,
15:30-17:00 or by appointment

Class Location:

Baldwin 311

Office:

Candler 219

E-Mail:

jenx@uga.edu

Course Description:

“Examines the premise that peace is more than the absence of conflict. The threats to peace, conflict resolution, and peacemaking.”

Prerequisite: INTL 3200 or INTL 3300 or permission of department

Raison d’Être of the Course:

Conflict (or the threat of conflict) is consistently present throughout the world, and occurs in many systems – authoritarian, newly democratic, and even advanced democratic systems. A plethora of approaches to resolving a wide range and type of conflict and conflict threat have been tried, theorized, debunked, and discovered. Many of these efforts have involved international actors, regardless of the nature of the conflict (interstate, intrastate, transnational), and have been keenly pursued since the inception of the Cold War. Concomitantly, the study of peace (achieving it, keeping it, and preventing conflict) has also evolved as a field of academic inquiry, with much fruitful work having been achieved over the past 25 years (notably, since the end of the Cold War).

We shall discuss a broad array of literature and practice that comprises “peace studies,” including peacekeeping, conflict resolution and management, peace-building, and conflict prevention. We shall discuss the processes of achieving peace with respect to the actors involved (individuals, groups, and institutions), their motivations, and at several levels of analysis (looking at domestic variables and interstate variables). Ultimately, we shall apply the elements of peace studies that we learn to simulations of several cases that we explore in the class – putting ourselves in the shoes of the people who are in conflict, who seek to mitigate that conflict, and who hope to ensure the stability of peace.

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Course Objectives:

In this course, we shall work to:

- develop a clearer understanding of the causes and threats of conflict and the ways in which such conflict can be avoided or resolved
- investigate case studies of these group conflicts through analysis **over time** and **comparatively** between/among different cases
- explore the **political institutional, cultural, and economic** aspects of conflict and peace-seeking so we can better understand how these factors affect outcomes
- engage in **critical assessments** of the differences and similarities we find, evaluating the impact of the variables we consider on the outcomes observed
- develop sharper **critical thinking skills** that will enable you to better understand and assess the value of news articles, research papers, and proposed policies
- use theoretical tools from the course to **explain, predict, or prescribe policy reform** and political behavior as a researcher or practitioner in the field of politics
- be able to **comprehend and communicate theoretical concepts and findings** with more effective written and verbal communication skills

Texts:

We shall use **one** main text for the course, and I shall also draw readings from various books, journal articles, and field manuals. I shall make these readings available via eLC (in pdf). Some texts are available as e-books through the Library, however: I shall note in the class schedule below which of these texts you can access through the Main Library.

The **required textbook** is available as an e-book through the UGA Library:

Bercovitch, Jacob, and Richard Jackson. *Conflict Resolution in the Twenty-First Century: Principles, Methods, and Approaches*, University of Michigan Press, 2009. (**Chapter 2**)

<https://ebookcentral-proquest-com.proxy-remote.galib.uga.edu/lib/ugalib/reader.action?ppg=88&docID=3414522&tm=1546939689250>
ISBN 13: 978-0-472-05062-8

A **second, recommended textbook** that may be useful is the following (note – this is the **fifth** edition):

Kriesberg, Louis, and Dayton, Bruce W. *Constructive Conflicts: From Escalation to Resolution*. **5th ed.** Lanham, Md.: Rowman & Littlefield, 2016.

ISBN-13: 978-1-442-24326-2

This text is available **to rent** (for \$20.98, until 25 May 2019) through Amazon – not a bad deal:

https://www.amazon.com/Constructive-Conflicts-Escalation-Louis-Kriesberg/dp/1442243260/ref=sr_1_2?s=books&ie=UTF8&qid=1547099145&sr=1-2&keywords=Kriesberg%2C+Louis.

(It's \$47.50 to purchase.)

Please NOTE: *The readings that will be posted on the course Web site are for use by students in this course ONLY! Please do not share these **copyrighted** materials with others, else I shall receive a nasty “cease and desist order” from the publishers. Not fun.*

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Ground Rules:

Each day's assignments and readings must be completed **before** class, and each student must be ready to conduct a quality discussion on the day's material. Also, lectures will not be mere repetition of the reading material, and students will be expected to come to class ready to expand on the readings and assignments. In effect, we shall be building the lectures together, so each student must be engaged in the discussions (and, of course, this counts towards your participation grade!).

Please note the following:

1. First and foremost: **communicate**. If anything occurs that might affect your ability to participate or do the work for the class, please let me know. I have had many students who have felt overwhelmed yet waited too long to speak to me (or did not communicate at all) about the situation: if I know that you are facing challenges, I can work with you or help you find assistance so that you can successfully manage the course.
2. The use of laptops, cell phones, iPods, or any other electronic device **will not be tolerated during class. Period. No exception**. We shall be doing this old-school, ladies and gentlemen. ***If you cannot be disconnected for 75 minutes twice a week, do not take this class.*** Also note that, as adults, I will not continuously reprimand you for using your e-device: I shall simply give you a zero for participation on the day(s) that you choose to ignore this first ground rule. Alternatively, I may just single you out to dab like Justin Trudeau in front of the class. You might not want to be that person.. **Note:** For anyone who **dares** to use an electronic device when we have a guest speaker, I shall give you a **zero** for your **semester** participation grade (that's an entire letter grade). Do not lose participation credit if you don't have to – it may very well make the difference in your final grade (it usually does).
3. ***You may accrue up to three (3) unexcused absences without penalty.*** If you are absent for more than three class meetings without a valid (per University policy) written excuse, your participation grade will be lowered by one letter grade per unexcused absence. As participation is a part of your grade, you cannot participate if you do not attend class.
4. ***If you are absent on a day when an assignment is due, you must provide an acceptable excuse per University policy in order to make up the assignment.*** In addition, if you know you will be absent (e.g., for religious observance, an extra-curricular event, or illness), I would appreciate an e-mail notification ahead of time, if possible.
5. ***Be sure you know what the heck plagiarism is*** (see www.merriam-webster.com/dictionary/plagiarize). ***Work submitted for this course must be your own work; all necessary citations must be properly provided when you cite anyone or anything else:*** All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for knowing these standards **before** performing any academic work, and we shall discuss points of academic ethics and plagiarism in class. For more information, see: honesty.uga.edu/ahpd/culture_honesty.htm. **To reiterate:** any incidents of plagiarism or intellectual fraud (see www.merriam-webster.com/dictionary/fraud) will be treated as the **most serious offense**, and you **really** don't want to go to a University hearing over this – it's scary AF. If you need help in determining what constitutes plagiarism and how to avoid committing this most egregious intellectual sin, please consult me or our kickin'-est SPIA Librarian, Elizabeth White (elwhite1@uga.edu, no relation).
6. **Writing:** There will be a fair amount of writing in this course (journal reflections, research outlines, scenario debriefing report). Writing is an *essential* means of communicating and establishing ideas, and the ability to write clearly and convincingly will serve you well no matter

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the career path you may take. I will not deduct points from your grades for bad grammar or type-os *unless* these hinder comprehension or flow of your paper's presentation (that is, too much poor grammar or too many type-os will lower your paper's grade). **Proof reading** and visits to the **UGA Writing Center** (writingcenter.english.uga.edu/) or our SPIA Librarian, Elizabeth White (elwhite1@uga.edu) *are strongly encouraged*.

7. **Late work:** I shall accept late work on an individual basis: that is, I may accept it, I may not. Do not depend on my acceptance of late work. For me to consider *any* submission of late work, you must communicate to me **before** the deadline that the assignment will be late. If you have not informed me before the deadline, I shall not accept any late submission.
 8. **Back up your work!** Purchase an inexpensive USB drive or use an on-line storage site like Dropbox and use this storage back-up frequently! If your laptop crashes right before an assignment is due, you want to be sure to have something to turn in. (And this back-up routine is an incredibly good habit to get into for your work in all of your classes!)
 9. Our discussions may touch upon ideas or topics on which we may not all agree – in fact, this will probably be the case. Each student is expected to be courteous and respectful of the viewpoints and ideas of all others in the class, although disagreements are certainly acceptable. ***In discussions, you should make an effort to provide either a theoretical or empirical basis for your comments (i.e., facts – and there is no such thing as an “alternative fact”). This is a major part of becoming a good critical thinker, which is one of the goals of this course.***
 10. **When asked to do so, please submit all work via eLC.** I have 180+ students, and it can be extremely difficult to find assignments e-mailed to me. If there is a problem with eLC (as there often is), e-mail me about the problem and send me your assignment, ***but continue trying to submit your work via eLC until successful in doing so.*** Note also that you should receive a submission receipt for all work submitted via eLC: if you do not receive this, do not assume your work has been submitted. Again, this is your responsibility, so be vigilant.
 11. **Be sure to keep track of your own grades and attendance through the semester** (set up an Excel sheet if you'd like – that can help). Owing to time constraints, I cannot give you details on these matters until the end of the semester when I begin to calculate grades. Be pro-active: track for yourself.
 12. This syllabus is a general plan; **it may be necessary for me to amend any part of the syllabus as we proceed through the course.** (Let's face it: it will likely happen.) Announcements will generally be made in class and on the course Web site, so you should be sure to attend each class, and to **check the course Web site on ELC often.**
 13. **Letters of recommendation:** I receive many requests for letters of recommendation from students. To guarantee that I can complete each request and do so as well as possible, I am limiting the number of *new* requests for such letters to ten (10) each semester. If I have written a letter for you in the past, your request will not be included in the limit of those ten. If you plan to make such a request, please give me at least three (3) weeks' notice before the deadline. I take these very seriously, and would like to write you as strong a letter as I can – this takes time! 😊
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Reading Assignments:

Note that there will be **a lot of reading** in this class, particularly in the first half of the semester. As “peace studies” is such a wide-ranging field that draws on a variety of disciplines (international affairs, political science, social psychology, cultural studies, international law, economics – to name but a few), our readings will touch upon several disciplinary contributions that relate to the study of peace and conflict resolution. Be prepared to stay on top of the readings!

Tips on Reading: To get through this material as efficiently as possible, you may find it more effective to approach the reading in this manner: Read the introduction and then conclusion to identify the author’s main argument(s). Then scan section headings (or the first sentence in each paragraph) to see how the author develops and supports the main argument. Finally, reserve detailed reading for those sections that clarify the argument or provide supporting evidence. Give yourself time to *think* about the reading, challenging its arguments or coming up with additional evidence that you believe supports the presented arguments.

We shall discuss these readings thoroughly, and to prepare for the class discussions, you should always consider the following: What is the author’s main point or argument? What evidence does s/he offer to support this view? Is the argument and evidence compelling? Can I think of arguments/evidence that support/undermine this? Why is this piece on the syllabus? How does it relate to previous readings? How can I use this piece in an essay?

The main journals for the discipline are as follows, and we shall read a number of articles from among them. Each of these journals can also be very useful companions to your assigned readings and to your research:

- *Journal of Peace Research*
International Peace Research Institute. *Journal of Peace Research*, 1964.
- *Journal of Conflict Resolution*
University of Michigan. Department of Journalism, and Peace Science Society. *The Journal of Conflict Resolution*, 1957.
- *Conflict Management and Peace Science*
Peace Science Society. *Conflict Management and Peace Science*, 1980.
- *Peace & Change*
Conference on Peace Research in History, and Kent State University. Center for Peaceful Change. *Peace and Change*, 1972.
- *Global Change, Peace & Security*
La Trobe University. Centre for Dialogue, Issuing Body. *Global Change, Peace & Security*, 2003.
- *Cooperation and Conflict*
Nordic International Studies Association. *Cooperation and Conflict*, 1965.

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Students are also expected to **be familiar with current events** related to nationalism and/or ethnic conflict, and we shall have discussions of these events and how they bear on our studies to that point each week. As this is a course in which you are expected to sharpen your critical thinking skills, you should try to **check out at least two (2) news sources** at least a couple of times a week (no – your Facebook/Snapchat feed does **not** count) and thoughtfully assess each source and its presentation of the information. This may be most easily accomplished on-line, by going to the “world news” section of a reputable news source. Here are some to try:

- The New York Times (www.nytimes.com)
 - NPR (www.npr.org, also carried on WUGA on-line and at 91.7FM)
 - The BBC (news.bbc.co.uk)
 - The Washington Post (www.washingtonpost.com)
 - The Wall Street Journal (www.wsj.com)
 - The Globe and Mail (www.theglobeandmail.com)
 - The Guardian (www.guardian.co.uk)
 - The Irish Times (www.irishtimes.ie)
 - Le Monde (www.lemonde.fr – in French)
 - Der Spiegel (www.spiegel.de– in German)
 - The Christian Science Monitor (www.csmonitor.com)
 - Teen Vogue (www.teenvogue.com/news-politics - the News/Politics section)
 - Check out **Google News** (<http://news.google.com/nwshp?hl=en&tab=wn>), and choose “World” to see the world’s news in the country of your choice – there are many news sources here in English (e.g., Canada, New Zealand, Australia, South Africa) as well as other languages.
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Grading:

Participation/Communication	→	15%
Journal Reflections	→	10%
Quizzes	→	20%
Research & Simulation Project:		
1. Individual Research Outline on Simulation Role	→	15%
2. Simulation Design	→	10%
3. Simulation Participation	→	5%
4. Peer Evaluation of Simulation	→	5%
5. Simulation Debriefing Report/Comparison	→	20%
Total:	→	100%

Grading will be based on a group presentation and a peer review of that presentation; an individual research report outline; journal reflections (to be assigned during class and completed on the eLC course Web site); class participation; and a work on one of our case simulations. Exact details of the assignments will be given in class well in advance of each assignment's due date.

Grading Scale

Grading for the course will be deemed as follows:

>=94	A	84-86	B	74-76	C	<60	F
90-93	A-	80-83	B-	70-73	C-		
87-89	B+	77-79	C+	60-69	D		

Group Presentation

1. Students will work in groups to **create a peace-building or conflict resolution simulation**, The simulation will draw from the research that individual group members perform (see below), and will encompass roles for approximately nine (9) participants.
2. Each group will also participate in the simulation of one other group in the class near the end of the semester. The simulation group will work directly from the case simulation that one other group has crafted.
3. The simulation will be **peer-graded** by the group that participates in the respective simulation (a rubric to assess the group presenting will be provided); the average of the peer grades from the review group will be the grade given for the presentation/discussion. Note that you get 5% of your final grade just for submitting your earnest peer-review evaluation as assigned.

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Individual Assignments

1. Each student will write a brief **reflection** on various topics related to the course in a journal on the eLC course Web site. The prompts for these journal entries will be given in class ahead of time. There will be at least four (4) such essay reflections required. These reflections will be for you to explore topics or consider the work that we have done to that point in the semester; I shall not grade these strictly on content, but rather in your effort in reflecting on the particular topic. As the grading is fairly coarse for these assignments, late entries will not be accepted without appropriate advanced warning.
2. Each student will be responsible for writing an individual **research report outline** on a role for the case simulation that their group chooses. The outline should serve as the basis for a research paper *if you were to write the paper* in essay format (that is, logical organization/presentation and citations will be absolutely necessary).
3. Each student will also participate in a **simulation** related to conflict resolution or peace-building (see above).
4. Finally, each student will write a **debriefing essay** on their group's simulation experience, drawing on the readings for the course, the student's own research performed on their case simulation, experiences during the simulation and the discussion after the simulation, and a comparison with real-world outcomes for the case. This paper will be the final paper of the semester.

Details concerning these projects will be discussed in class well in advance of the respective due dates. **Additional assignments** may also be given during class, either to be completed in class or turned in during a future class session.

Participation/ Communication: As one of the objectives of the course is to develop better critical thinking skills and to be able to communicate concepts and ideas more effectively, participation counts significantly towards your final grade. Silently attending lectures and completing all assignments on time earns you a C- or 70%. A higher grade is contingent on **active participation**. I define participation broadly, for example: raising questions or expressing confusion about the material; interacting with me outside of the classroom; posting interesting articles on the eLC course Web site that relate to our course material. If you are concerned about participation, contact me and we can discuss strategies to raise your grade, but **do not wait until the last day of class to do this**, as it will be too late by then!

Communication, too, is important. I seriously cannot stress this point enough. If something does not make sense to you, if I am going too fast in lecture, if you need help studying for quizzes or in completing assignments – **all of these issues will be solved to our much greater mutual satisfaction if you simply communicate them to me BEFORE the end of the semester!** This is YOUR class and YOUR learning; so, if something is not working for you (or is working really well), TELL ME! This will allow me to make adjustments to the class that will likely benefit all students. **Communicating, then, is part of your participation in the course, and hence, part of your grade.**

In addition, as mentioned in the ground rules, if you feel overwhelmed or are having any difficulties that affect your performance in the class, tell me about this, too: I may be able to connect you with resources that can help you manage things better. **Nothing – nothing – is more important than your well-being!**

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Contested Grades

If you have a concern about the grade you received for a test or assignment, you must submit a **type-written** explanation of the problem along with the test or assignment in question **within one week** of receiving the graded assignment. I shall re-evaluate your work and assign a “new” grade, taking into account your written explanation (which, in essence then, becomes part of the re-grade). Note, however, that this process may result in the same grade, a higher grade, or indeed a **lower grade for that assignment**. You are allowed this one appeal for each graded assignment; the re-grade will then stand. If the issue is merely a matter of an error in calculation on my part, you need not submit a type-written request for this correction, but you need to notify me of this error within one week of receiving the graded assignment back from me. *Capisce?* Please ask if you do not understand this policy or if you have questions about it.

Late Work

As a reminder of the ground rules: Outside of an accepted University excuse, under **unusual** circumstances, and on a **case-by-case** individual basis, I **may** accept late work *if you have communicated to me before the due date that the work is to be late*. For **all** submitted work, it is **your responsibility** to ensure that I receive your work – not mine. If eLC is not working for you or you’re having connection issues, find another way to get me your assignment on time. In the case of eLC problems, keep trying to upload your work to eLC, even if you have submitted your assignment to me in some other manner (it helps me *tremendously* to have all work in one place). If, for any reason, you are unsure if your work has been received by me, it is up to you to follow up. I do reserve the right to refuse late work.

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Class Schedule:

The course syllabus presents a general plan for the course, but not all readings have yet been determined. Depending upon political events that may yet unfold, I shall determine readings for the days for which “TBA” (“to be announced”) is noted and I may also add readings that may be of particular relevance. These added readings will be related to that day’s topic, as listed below, and will be made available on the eLC course Web site.

Bear in mind, however, that deviations from this schedule may well be necessary, and I shall announce these to the class and post on eLC. If you note any errors (likely) below, please let me know.sg

Schedule of Assignments and Classes:

Readings marked with asterisks (**) can be found on eLC. Changes to this schedule may be necessary.

10 January: Introduction – Getting to Know You

15 January: Critical Thinking and Setting the Frame

Main Readings:

Critical Thinking: Concepts and Tools,” Paul & Elder

Approaches in the Field:

Eileen Babbitt, and Fen Osler Hampson. “Conflict Resolution as a Field of Inquiry: Practice Informing Theory.” *International Studies Review*, no. 1 (2011): 46. doi:10.1111/j.1468-2486.2010.00997.x.Babbitt/Hampson

Nils Petter Gleditsch, Jonas Nordkvelle, and Håvard Strand. “Peace Research – Just the Study of War?” *Journal of Peace Research*, no. 2 (2014): 145.

17 January: Introduction to Conflict Management & Peacebuilding

Main Readings:

Conflict Management/Evolution:

Bercovitch, Jacob, and Richard Jackson. Conflict Resolution in the Twenty-First Century: Principles, Methods, and Approaches, University of Michigan Press, 2009. **(Chapter 1)**
<https://ebookcentral-proquest-com.proxy-remote.galib.uga.edu/lib/ugalib/reader.action?ppg=23&docID=3414522&tm=1546940532900>

Peacebuilding:

Paris, Roland. At War's End : Building Peace after Civil Conflict, Cambridge University Press, 2004. **(Chapter 1)**
<https://ebookcentral-proquest-com.proxy-remote.galib.uga.edu/lib/ugalib/reader.action?ppg=26&docID=266608&tm=15469367485155>

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22 -24 January: Causes of Conflict

Main Readings:

Civil War:

Cederman, Lars-Erik, and Manuel Vogt. "Dynamics and Logics of Civil War." *Journal of Conflict Resolution* 61, no. 9 (October 2017): 1992–2016. doi:10.1177/0022002717721385.

Territorial Disputes:

Monica Duffy Toft. "Territory and War." *Journal of Peace Research*, no. 2 (2014): 185.

Toby J Rider, and Andrew P Owsiak. "Border Settlement, Commitment Problems, and the Causes of Contiguous Rivalry." *Journal of Peace Research*, no. 4 (2015): 508.

Ethnic Conflict:

Horowitz, Donald L. *Ethnic Groups in Conflict*. Berkeley: University of California Press, 2000. **(Chapter 1)**

Elaine K Denny, and Barbara F Walter. "Ethnicity and Civil War." *Journal of Peace Research*, no. 2 (2014): 199.

White, Jennifer. *Building Bridges toward Political Stability*. 2007. (Background on Northern Ireland conflict – pages 43-53)

29 - 31 January: Film

In Class:

Film - TBA

5 – 7 February: Causes of Conflict – Conflict Dynamics

Main Readings:

Conflict Dynamics:

Diehl, Paul F. "Just a Phase?: Integrating Conflict Dynamics Over Time." *Conflict Management and Peace Science*, no. 3 (2006): 199.

Individual/Group Dynamics:

Turner, John C. "Towards a Cognitive Redefinition of the Social Group," edited by Tajfel, Henri. *Social identity and intergroup relations*. n.p.: Cambridge [Cambridgeshire]; New York: Cambridge University Press; Paris: Editions de la Maison des sciences de l'homme, 1982.

Jaroslav Tir, and Shane P Singh. "Get off My Lawn: Territorial Civil Wars and Subsequent Social Intolerance in the Public." *Journal of Peace Research*, no. 4 (2015): 478.

Fligstein, Neil, and Doug McAdam. "Toward a General Theory of Strategic Action Fields." *Sociological Theory* 29.1 (2011): 1-26

Ronald F Inglehart, Bi Puranen, and Christian Welzel. "Declining Willingness to Fight for One's Country: The Individual-Level Basis of the Long Peace." *Journal of Peace Research*, no. 4 (2015): 418.

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12 – 14 February: Approaches to Conflict Management/Peacebuilding – Negotiation & Mediation

Main Readings:

Negotiation:

Bercovitch, Jacob, and Richard Jackson. Conflict Resolution in the Twenty-First Century: Principles, Methods, and Approaches, University of Michigan Press, 2009. **(Chapter 2)**
<https://ebookcentral-proquest-com.proxy-remote.galib.uga.edu/lib/ugalib/reader.action?ppg=88&docID=3414522&tm=1546939689250>)

Mediation:

Peter Wallensteen, and Isak Svensson. "Talking Peace: International Mediation in Armed Conflicts." *Journal of Peace Research*, no. 2 (2014): 315.

Bercovitch, Jacob, and Richard Jackson. Conflict Resolution in the Twenty-First Century: Principles, Methods, and Approaches, University of Michigan Press, 2009. **(Chapter 3)**
<https://ebookcentral-proquest-com.proxy-remote.galib.uga.edu/lib/ugalib/reader.action?ppg=88&docID=3414522&tm=1546939689250>)

19 - 21 February: Approaches to Conflict Management/Peacebuilding - Intervention

Main Readings:

TBA

26 - 28 February: Approaches to Conflict Management/Peacebuilding – Peacebuilding

Main Readings:

TBA

5 March - In-Class Simulation:

In Class:

Simulation on Northern Ireland: One Step at a Time - The Derry March and Prospects for Peace

7 March: Variables that Affect Conflict/Peacebuilding

Main Readings:

Media

Reading TBA

Gender, Conflict, and Peacemaking

Reading TBA

**** 11 – 15 March: SPRING BREAK – NO CLASS! ****

19 – 21 March: Film

DUE: Individual Simulation Role Research Outline

In Class:

Film – Rwanda, TBA

**** Thursday, 21 March: DEADLINE TO WITHDRAWAL ****

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26 March: Structural Conditions of Peace/Conflict

Main Readings:

Human Rights, Democratization, and Statebuilding
Reading TBA

28 March: Simulation #1

2 April: Structural Conditions of Peace/Conflict

Main Readings:

Partition and Powersharing/Consociationalism
Reading TBA

4 April: Simulation #2

9 April: Simulation #3

11 April: Simulation #4

16 April: Structural Conditions of Peace/Conflict

Main Readings:

Economics
Reading TBA
Peace & Security
Reading TBA

18 April: Simulation #5

23 – 25 April: Truth, Reconciliation, and Justice

Main Readings:

Reading TBA

30 April: LAST DAY OF CLASS! – Wrap-Up

Main Readings:

Conflict Prevention
Reading TBA

4 May 2019: Simulation Final Debriefing/Comparison Report Due