

Syllabus | Spring 2020
INTL 4680 | Peace Studies | CRN# 49105

Instructor:

Dr Jennifer J White

Class Time:

TuTh, 14:00 – 15:15

Office Hours:

Wednesdays, 15:30-17:30 or by appointment

Class Location:

115 Gilbert Hall

Appointment Scheduling during Office Hours:

jenx.youcanbook.me

E-Mail:

jenx@uga.edu

Office:

216 Dept of International Affairs ([building #0031](#))

E-Mail Office Hours:

Mondays, 16:45-18:00

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 evolved in scope, practice, and efficacy since the end 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.

Noting that peace is more than just the absence of conflict, 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 in order to understand the **appropriate mechanisms and approaches of conflict avoidance, resolution, and peace-building**
- 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/building so we can better understand how these factors affect outcomes
- develop **empathy** and an **objective understanding** of those involved in conflict and peace-building
- gain an appreciation for the roles, constraints, tools, and processes that **peace practitioners** utilize in their work, and **apply this knowledge** as part of simulations and peacebuilding scenarios
- gain **skills** (i.e., stuff to put on your résumé!) in: analyzing complex conflict situations and making conflict resolution policy suggestions; negotiating/mediating a conflict resolution process; developing a scope for peace-building strategies
- 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 **two** main texts for the course; I shall also draw readings from various books, journal articles, and field manuals. I shall make these readings available via eLC (in pdf).

There are **two required textbooks:**

**Philpott, Daniel, and Gerard F. Powers. *Strategies of Peace: Transforming Conflict in a Violent World*. Studies in Strategic Peacebuilding. Oxford: Oxford University Press, 2010.
ISBN 13: 978-0-195-39591-4**

**Cochrane, Feargal. *Northern Ireland: The Reluctant Peace*. New Haven: Yale University Press, 2013.
ISBN 13: 978-0-300-17870-8**

A **third, 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**

Additional Readings: There will also be selected readings from other texts and articles, some of which are listed in the course schedule below, and some which will be determined later (and will be posted on the course's site on the eLC). **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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My Expectations of You:

As an introduction to the entire field of peace studies, this course will be covering a great deal of ground, and we may not be able to cover adequately a theme or area of the world that is of interest to you. There will be, however, opportunity for you to delve more deeply into particular areas or conflict resolution processes of interest in the group project (described below).

It is *essential* that you come to class prepared.

Each day's assignments must be completed before class, and each student must be ready to conduct a quality discussion or ask questions 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.

Ask questions if anything is unclear.

To encourage you to think critically and creatively, not all assignments are specified in exacting, exhaustive detail (nor is life, for that matter). I shall give you guidelines on each assignment, and we shall undertake activities in class to prepare you for the assignments, **but it is up to you to verify that you understand the assignments and can complete them successfully**. Let me repeat that: if you do not understand something or if things are unclear, *you must communicate with me*. This will, in turn, be part of your participation/communication grade – please do not wait until after an assignment is due or until the end of the semester to register your confusion over something we have done in class.

What You Can Expect from Me:

I shall strive to offer you a fair, manageable workload that will address the essential concepts and knowledge of the study of conflict resolution, peace agreements, and peace-building. I shall also connect our material to current events to help you gain a greater understanding of our course concepts and certain events happening in the world. ***Note that our discussions of current events will be related to the topic(s) we are discussing in the course; if you're not making the connections, let's please chat about that!***

I shall have **in-person office hours** (Wednesdays, 15:45-17:45) as well as **"e-mail office hours"** (Mondays, 16:45-18:00) during which I shall make time available to answer your e-mails. Finally, I shall have a **few "happy hour office hours"** throughout the semester (usually at Walker's, downtown), during which time you are invited to come by to chat, ask questions, or just hang out and partake in the conversation! ***Be aware that, even though you may be finished your work at this time, I shall be deep in grading for my four courses from 29 April – 11 May; I'll not be able to correspond promptly with you during this time.***

You should indeed feel free to ***communicate with me*** on any question or issue you are having in the course. This is ***your*** course: you should be active in what you're learning and with regard to what you wish to learn. If something isn't working or isn't clear, please speak up – don't just wait to give feedback on the course eval at the end of the semester (I can't really adjust anything about the course then!).

Ground Rules:

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. **When e-mailing me**, please **state the course, the time it meets, and a brief description of the matter in the subject line**. If the message is of an urgent nature, specify this in the subject, too.

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3. For **my in-person office hours**, please **book** an appointment at jenx.youcanbook.me. Appointments are scheduled in 15-minute increments; if you think you might need a longer visit than 15 minutes, please book more than one time slot. If you will be unable to meet with me after having scheduled a time, please **delete/cancel** the appointment at jenx.youcanbook.me, so others may be able to schedule at that time.
4. The use of laptops, cell phones, iPods, or any other electronic device **will not be allowed during class, unless I have given explicit permission beforehand**. We shall be doing this old-school, ladies and gentlemen. Also note that 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 ground rule. Alternatively, I may just single you out to sing "Give Peace a Chance" (google it, if you don't know John Lennon) in front of the class. You might not want to be that person.. **Note:** Please give our guest speakers the courtesy of having your full attention; use of an electronic device when we have a guest speaker will net you a **zero** for the **semester** participation/communication grade.
5. **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.
6. **If you are absent on a day when an assignment is due in class, you must notify me in advance that you shall be absent AND provide an acceptable excuse per University policy in order to make up the assignment**. In general, 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. I worry about you.
7. **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 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).
8. **Writing:** There will be a fair amount of writing in this course (journal reflections, research outlines, simulation 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 the career path you may take. I will not deduct points from your grades for bad grammar or typos *unless* these hinder the comprehension or flow of your paper's presentation (that is, too much poor grammar or too many typos 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**.
9. **Late work:** I shall accept late work on an individual basis: that is, ***I may accept late work, I may not***. Do not depend on my acceptance of late work. For me even 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.
10. **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,

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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!)

11. 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 make an effort to be fair and empathetic, and to provide either a theoretical or empirical basis for your comments. This is a major part of becoming a good critical thinker – all of which are goals of this course.***
12. **Keep track of your own grades and absences through the semester** (set up an Excel sheet – that can help). Do not ask me what you earned on an assignment from six weeks ago – you should know. 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.**
13. 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.**
14. **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 limit 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! 😊

Reading Assignments:

Note that there will be **a significant amount 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!

Strategies on Completing the Reading: To get through this material as efficiently as possible, you may find it more effective to approach the reading in this manner:

1. Read the **introduction and then conclusion** to identify the author’s main argument(s).
2. Then scan **section headings** (or the first sentence in each paragraph) to see how the author develops and supports the main argument.
3. 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 do they offer to support this view?
- Are the argument and evidence compelling?
- Can I think of arguments/evidence that support/undermine this?
- Why is this piece on the syllabus? Which skills does this help me develop?
- How does it relate to previous readings? How might I use this piece in my own work?

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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.

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 legitimate (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. Try 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 CBC – Canadian Broadcasting Corporation (www.cbc.ca/news)
 - 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)
 - 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.
 - **Paywall pains? Free access** to world news sources (newspapers, news Web sites – including all of the sources listed above) is available through the UGA Library at the **Factiva** database: <https://global-factiva-com.proxy-remote.galib.uga.edu/sb/default.aspx?Inep=hp> (use your MyID to log in from off-campus)
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Grading:

Participation/Communication	→	15%
Journal Reflections	→	10%
Quizzes (some group, some individual)	→	25%
Peace Agreement Coding Project (in pairs)	→	10%
Simulation Project:		
1. Simulation Design Proposal	→	5%
2. Individual Research <u>Outline</u> on Simulation Role	→	15%
3. Simulation Participation	→	5%
4. Peer Evaluation of Simulation	→	5%
5. Simulation Debriefing Report/Comparison	→	10%
Total:	→	100%

Grading will be based on a group presentation and a peer review of that presentation; an individual research report outline; journal reflections; 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		

NOTE: A "C" or better is required for the course to count for INTL credit (a "C-" will NOT count – don't jeopardize your graduation!).

Group Assignments:

- **Simulation**
 1. Students will work in groups to **propose and then 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 five (5) participants.
 2. Each group will also **conduct 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.
- **Peace Agreement Coding Project**

Students will work in pairs to code the provisions (or lack thereof) of a peace agreement the pair selects (a rubric for coding will be provided).

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Individual Assignments:

- **Journal Reflections:** Each student will write a brief **reflection essay** on various topics related to the course. 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. The caveat: these assignments need to be submitted on time (unless a University-approved excuse is offered).
- 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).
- Each student will also participate in a **simulation** related to conflict resolution or peace-building.
- 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 after class or outside of the classroom; posting interesting articles or responding to other posts 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!**

Contested Grades

If you have a concern about the grade you received for a test or assignment, you must submit the following **within one week** of receiving the returned graded test/assignment: the original graded test or assignment in question; a **written** explanation of the concern; **AND** a petition in which you will need to **grade the assignment yourself and present evidence and an argument in support of that grade**. I shall consider

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your petition, re-grade the assignment, and assign a “new” 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 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.

Class Schedule:

The course syllabus presents a general plan for the course. 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. All readings outside of our textbooks will be available on the eLC course Web site (and marked with a ******).

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.

Schedule of Assignments and Classes:

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

7 January: NO CLASS

9 January: Introduction – Getting to Know You

In Class: Introduction to Course; Conceiving of “Peace”

14 – 16 January: Critical Thinking, Setting the Frame, & Introduction to Conflict Resolution & Peacebuilding

Main Readings:

“Critical Thinking: Concepts and Tools,” Paul & Elder ******

Caplan – *Measuring Peace*: “Conceptualizing Peace” (Chapter 1) ******

Nils Petter Gleditsch, Jonas Nordkvelle, and Håvard Strand. “Peace Research – Just the Study of War?” *Journal of Peace Research*, no. 2 (2014): 145-158. ******

Eileen Babbitt, and Fen Osler Hampson. “Conflict Resolution as a Field of Inquiry: Practice Informing Theory.” *International Studies Review*, no. 1 (2011): 46-57. doi:10.1111/j.1468-2486.2010.00997.x.Babbitt/Hampson ******

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21- 23 January: Peacebuilding & the “Liberal Peace”

Main Readings:

Sharp, Gene. “Seeking a Solution to the Problem of War,” in *Approaches to Peace: A Reader in Peace Studies*,” edited by Barash, David. New York: Oxford University Press, 2018.

Philpott – *Strategies of Peace*: “Introduction: Searching for Strategy in an Age of Peacebuilding”

Paris, Roland. *At War's End: Building Peace after Civil Conflict*. Cambridge University Press, 2004. **(Chapters 1 & 2)**

<https://ebookcentral-proquest-com.proxy-remote.galib.uga.edu/lib/ugalib/reader.action?ppg=26&docID=266608&tm=15469367485155>

28 – 30 January: Ethnic Conflict & Conflict Dynamics

Main Readings:

Ethnic Conflict (9/3):

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

Conflict Dynamics (9/5):

Diehl, Paul F. “Just a Phase? Integrating Conflict Dynamics Over Time.” *Conflict Management and Peace Science*, no. 3 (2006): 199-210. ******

Suggested Reading:

Elaine K Denny, and Barbara F Walter. “Ethnicity and Civil War.” *Journal of Peace Research*, no. 2 (2014): 199-212.

4 – 6 February: Case Conflict – Northern Ireland

Main Readings:

Cochrane: *Northern Ireland: The Reluctant Peace* (Chapters 1 – 3)

In Class:

Film – “I, Dolours” (2/6)

11 – 13 February: Conflict & Peace Dynamics at the Individual and Group Levels

Main Readings:

Dovidio *et al.* “Social Inclusion and Exclusion: Recategorization and the Perception of Intergroup Boundaries,” in *The Social Psychology of Inclusion and Exclusion*, edited by Abrams, Dominic, Michael A. Hogg, and José M. Marques (New York: Psychology Press), 2005. ******

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

Suggested Reading:

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): 478-491.

Inglehart, Ronald F, 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): 418-434.

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18 – 20 February: Peacebuilding – In Search of a Strategy & Negotiating/Mediating Peace

Main Readings:

Koopmans – *Negotiating Peace* (Chapters 1 & 2)

Koopmans – *Negotiating Peace: “Negotiating an Agreement”* (Chapter 6) **

25 – 27 February: Approaches to Conflict Management/Peacebuilding – Negotiating Peace & Peace Agreements

In Class:

Review of Peace Agreements (2/27):

Peace Accords Matrix (Peace Agreement Database) – peaceaccords.nd.edu/

Main Readings:

Koopmans – *Negotiating Peace: “Concluding an Agreement”* (Chapter 7) **

Cochrane – *Northern Ireland: The Reluctant Peace* (Chapters 4 & 5)

Suggested Reading:

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>

3 – 5 March: Human Rights & the “Local Turn” in Peace-Building

DUE: Sign-Up for Peace Agreements Project (3/3)

Main Readings:

Roht-Arriaza – *Strategies of Peace: “Human Rights and Strategic Peacebuilding”* (Chapter 9)

Wallis, Joanne. “Is ‘Good Enough’ Peacebuilding Good Enough? The Potential and Pitfalls of the Local Turn in Peacebuilding in Timor-Leste.” *Pacific Review* 30, no. 2 (March 2017): 251–69. doi:10.1080/09512748.2016.1220417. **

Enright, Enright, and Holter - *Strategies of Peace: “Turning from Hatred to Community Friendship: Forgiveness Education as a Resource for Strategic Peacebuilding in Post-Accord Belfast”* (Chapter 12)

Suggested Reading:

Fast – *Strategies of Peace: “The Response Imperative: Tensions and Dilemmas of Humanitarian Action and Strategic Peacebuilding”* (Chapter 11)

Schirch, Lisa. “Linking Human Rights and Conflict Transformation: A Peacebuilding Framework,” in Mertus, Julie, and Jeffrey W. Helsing, ed. *Human Rights and Conflict : Exploring the Links between Rights, Law, and Peacebuilding* (Washington, D.C.: United States Institute of Peace Press), 2006: 63-95. **

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Tekdemir, Omer. "Conflict and Reconciliation between Turks and Kurds: The HDP as an Agonistic Actor." *Journal of Southeast European & Black Sea Studies* 16, no. 4 (December 2016): 651–69. doi:10.1080/14683857.2016.1246521. **

9 – 13 March: SPRING BREAK – NO CLASS!

17 – 19 March: Northern Ireland Simulation

DUE: Peace Agreement Coding Project (3/17)

DUE: Simulation Group Sign-Up (3/19)

In Class:

Simulation on Northern Ireland Peace-Building Process

Main Readings:

Northern Ireland: The Reluctant Peace (Chapters 6 & 7)

Friday, 20 March: DEADLINE TO WITHDRAWAL

24 – 26 March: Approaches to Conflict Management/Peacebuilding – Peacekeeping & Humanitarian Intervention

In Class:

Film – "Ghosts of Rwanda"

Main Readings:

Caplan – *Measuring Peace*: "From Conception to Practice" (Chapter 2)

Sambanis – *Strategies of Peace*: "How Strategic is UN Peacebuilding?" (Chapter 6)

Suggested Reading:

Bercovitch, Jacob, and Richard Jackson. *Conflict Resolution in the Twenty-First Century: Principles, Methods, and Approaches*, University of Michigan Press, 2009. (**Chapters 6&8**)
<https://ebookcentral-proquest-com.proxy-remote.galib.uga.edu/lib/ugalib/reader.action?ppg=88&docID=3414522&tm=1546939689250>

31 March – 2 April: Measuring Peace & Topics in Peace-Building/Conflict Resolution

DUE: Conflict Resolution Simulation Proposal (4/2)

In Class:

Tentative: Skype Call with former members of Republican and Loyalist groups in Belfast
Guest Speaker: Elizabeth White, SPIA Research Librarian

Main Readings:

Caplan – *Measuring Peace*: "Measuring Peace Consolidation" (Chapter 5) **

TBA **

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7 – 9 April: Approaches to Conflict Management/Peacebuilding – Truth, Reconciliation, & Justice

In Class:

Film – “As We Forgive” (4/9)

Main Readings:

Philpott – *Strategies of Peace*: “Reconciliation: An Ethic for Peacebuilding” (Chapter 4)

Johansen – *Strategies of Peace*: “Peace and Justice? The Contribution of International Judicial Processes to Peacebuilding” (Chapter 8)

Samset, Ingrid. “Building a Repressive Peace: The Case of Post-Genocide Rwanda,” *Journal of Intervention and Statebuilding*. 5, No. 3 (2011): 265-283. **

Suggested Reading:

Scharf, Michael P., and Paul R. Williams. “The Functions of Justice and Anti-Justice in the Peace-Building Process.” *Case Western Reserve Journal of International Law* 35, no. 2 (Spring 2003): 161–90. **

14 – 16 April: Variables of Peacebuilding – Gender

DUE: Individual Simulation Research Outlines (04/14)

Main Readings:

DiRienzo, Cassandra E. “The Effect of Women in Government on Country-Level Peace.” *Global Change, Peace & Security*. 31, no. 1 (2019): 1-18. ** (4/7)

Crisis Group International, “Beyond Victimhood: Women’s Peacebuilding in Sudan, Congo and Uganda.” Report 112/Africa, 28 June 2016. ** (4/9)

21 – 23 April: Simulation Week!

DUE: Simulation Role Sheets and Scenario (04/19 - Sunday)

DUE: Simulation Peer Evaluation (end of class on 4/23)

In Class:

Group Simulations

02 May 2020 – DUE: Simulation Debriefing Report