

Syllabus | Fall 2020 | DRAFT
INTL 4680 | Peace Studies | CRN# 42755

Instructor:

Dr Jennifer J White

Class Time:

TuTh, 14:20 – 15:35

Office Hours (E-mail, Skype, Zoom):

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

Class Location:

Caldwell 102 & On-Line, via Zoom

Appointment Scheduling during Office Hours:

jnx.youcanbook.me

Office Mailing Address:

202 Herty Drive, Room 216
([building #0031](#))

E-Mail:

jnx@uga.edu

FlipGrid: F20_IA4680_2PM

<https://flipgrid.com/white9224>

GroupMe: F20_IA4680_2PM (INTL 4680, 2PM section)

https://groupme.com/join_group/61002653/zReYPzHm

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:

By the end of the semester, we shall be able to do the following:

Skills/knowledge related to the course content:

- **assess** the causes and threats of conflict in order to **critique and prescribe mechanisms and approaches of conflict avoidance, resolution, and peace-building**
- **appraise** case studies of conflicts through analysis **over time** and **comparatively** between/among different cases
- **identify and unpack** the **political institutional, cultural, and economic** aspects of conflict and peace-seeking/building so we can better **identify** how these factors affect outcomes
- **develop empathy** and an **objective understanding** of those involved in conflict and peace-building
- **engage** in **critical assessments** of the differences and similarities we find, evaluating the impact of the variables we consider on the outcomes observed

Practical skills/knowledge that can be applied in a job/career setting:

- **analyze** complex conflict situations and **formulate conflict resolution policy suggestions**
- **develop and demonstrate** essential **negotiating/mediating skills** and **build peace-building strategies**
- **survey** the roles, constraints, tools, and processes that **peace practitioners** utilize in their work, and **apply this knowledge** as part of simulations and peacebuilding scenarios
- continue to **develop** sharper **critical thinking skills** that will enable you to better understand and assess the value of events, news articles, research papers, and proposed policies
- **apply** 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 **assess 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. I highly recommend the e-versions** (in case we need to go completely on-line for a portion of the semester):

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

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 (maybe).

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About Our Class and Syllabus This Semester

Greetings, and I hope you are all well. Under the circumstances (which are surely affecting us all quite differently), I'd like you to focus on the following as we work together this semester:

- **Do what you can and what is right for you.** I've built flexibility into our weekly sessions to try to help us manage under an in-person hybrid course **AND** an on-line-only course. If you feel the need to participate in the course remotely for any reason, please just let me know (jenx@uga.edu – no justification needed) so that I can make appropriate adjustments to my in-person class schedules. If your circumstances change at all during the semester, **it's OK to change your attendance preference.** Bottom line: don't stress if things are a bit overwhelming – which leads to the second point...
- **Communicate.** If you are not able to keep up, or something is not clear, or you are facing other challenges that are affecting your course work, please let me know. I can adjust things for us if I know there are difficulties. Be sure to check your e-mail AND eLC at least once a day! There is also a GroupMe for the course, in case anyone has wi-fi hindrances.
- **Try to keep to the daily and weekly schedule, and keep up with each week's assignments.** I've tried to make the reading assignments manageable, and I'll be producing "lecture nugget" videos (two or so videos of about 5-7 minutes each, featuring materials, PowerPoints, video clips, me and likely my cats...) each week to go over the main concepts/points of the week's material. These will be available on Mondays, and you should try to view them before that week's discussion session.
- **DON'T FIXATE ON GRADES.** I always say this, but this time, please take it to heart. Focus on keeping up with the material and translating that to the assignments. We're in a different learning environment this semester, but we should be able to work through the material and assignments rather well, and hopefully learn a few things along the way. 😊
- This is still new territory for most of us. Despite last semester's shift to on-line classes, I've not designed a fully-on-line course before this semester. I've worked hard over the summer to learn – and I'll be doing my best – but I cannot foresee how everything will unfold. You may be in a similar boat, so we'll work together, and give each other a break if things get a little weird.
- **Put your health and safety needs first.** Much remains uncertain, but taking care of yourself and your loved ones should be your primary priority. Whilst on campus, please follow these precautions:
 - **WEAR A MASK!** I shall ***not*** conduct in-person classes unless **every student in the classroom wears a mask** (and it's UGA policy). I'll have a ***limited*** supply of disposable masks that I can **give you if you need one.** Students seeking an accommodation related to face coverings should contact the Disability Resource Center at <https://drc.uga.edu/>.
 - **DawgCheck:**
Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>
 - **What do I do if I have symptoms?**
Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706.542.1162 (Monday-Friday, 8 AM -5 PM). Please **DO NOT** walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

We are in an unprecedented situation, but we shall do our best together to generate a great learning experience this semester! I know we've got this!! 😊

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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 prepare each week and keep up with the readings, assignments, and discussions. Each week's reading and lecture assignments must be completed before our discussion sessions (on-line or in-person), and each student must be ready to conduct a quality discussion during those meetings. 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 class discussions together, so each student must be engaged in the 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 you'll need to serve as the foundation for upper-level Comparative Politics courses. I shall also connect what we discuss with current events to help you gain a greater understanding of our course concepts and certain events happening in the world. ***Please 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!***

You can book a specific time during my **virtual office hours** at jnx.youcanbook.me. Appointments can be 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 the appointment at jnx.youcanbook.me, so others may be able to schedule at that 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:

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. ***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

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most egregious intellectual sin, please consult me or our kickin'-est SPIA Librarian, Elizabeth White (elwhite1@uga.edu, no relation).

3. **Late work:** I shall accept late work on an individual basis. For me to consider *any* submission of late work, you must communicate to me *before* the deadline that the assignment will be late; I shall not accept any late submission otherwise.
4. **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!)
5. **Letters of recommendation:** I receive many of these requests each semester. To guarantee that I can complete each request and do so as well as possible, note the following:
 - a. I am limiting the number of new requests for such letters to ten (10) each semester. (This does not apply for those of you for whom I have written a letter in the past).
 - b. In all cases, I shall require at least a **three-week notice** before the letter is due (more time is always appreciated!). ☺
6. 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.***
7. 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.** *If you note any errors (likely) anywhere in the syllabus, please let me know.*

Grading:

Participation/Communication	→	15%
Journal Reflections	→	10%
FlipGrid Feedback (short video responses)	→	10%
Quizzes	→	20%
Peace Agreement Evaluation (in pairs)	→	10%
Conflict Resolution Scenario Project:		
1. Individual Research on Conflict Resolution Role or Background	→	15%
2. Conflict Resolution Scenario Project (Group)	→	10%
3. Peer Evaluation of Conflict Resolution Scenario	→	10%
Total:	→	100%

Grading Scale

Given the array of challenges of the present semester, grading for the course will be deemed as follows:

>=85	A	70-79	C	<60	F (or I, with appropriate communication)
80-85	B	60-69	D		

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Grading will be based on a group presentation and a peer review of that presentation; an individual research essay; journal reflections (*informal* assignments to allow you to explore various topics in our course); discussion board posts; FlipGrid posts; 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.

Assignments:

- **Conflict Resolution Scenario**
 1. Students will work in groups to **propose and then create a peace-building or conflict resolution scenario**. The scenario entails a proposed approach to resolving some aspect of the group's assigned conflict, and will be based on the research that individual group members perform. **Further details on this assignment will be given just after courses resume. Note that I shall assign groups and the conflicts each group will research** (it's much easier to handle this way, given the time and the remote nature of our course now).
 2. Each student will be responsible for writing an individual **research essay** on either the background or a role for the conflict resolution scenario that their group chooses. The research essay will be part of the document in which the conflict resolution scenario is proposed.
 3. The conflict resolution scenario will be **peer-graded** by the members of one other group (a rubric to assess the group's conflict resolution scenario 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 10% of your final grade just for submitting your earnest peer-review evaluation as assigned.
- **Peace Agreement Evaluation Project:** Students will work in pairs to assess the provisions (or lack thereof) of a peace agreement the pair selects, and write up a brief essay (bullet points are acceptable) on the agreement (further instructions will be given when courses resume).
- **Quizzes:** There will be **approximately four on-line quizzes** (see class schedule below). The quizzes will be made available by Monday of the week in which they are assigned, and due by 11:59PM on the subsequent Sunday. Quizzes will be open-book/open-note, but **the work must be your own.**

Details concerning these projects will be discussed in class well in advance of the respective due dates.

Participation/ Communication

Communication 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.**

Discussion boards: I will have a **discussion board for each week's module** for general discussion (anyone can see who posts). There will also be one overall discussion board for questions/concerns (anonymous posting to other respondents). Posting here (either one) counts towards your class participation.

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: 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 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 any questions about it.

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Class Schedule:

Classes will consist primarily of discussion of the readings, current events, and other topics related to the week's content. This schedule is just a plan (not a contract!); **changes may very well be necessary as we move through the semester.** If you note any errors or areas of confusion, please let me know!

**** Please note that Thursdays will generally be reserved for an on-line Zoom class section for those students who have opted for the on-line-only version of the class! ****

I shall put together a **roster** regarding which days each student is expected to attend the in-person sessions. Remember: **If you need to change your attendance preference from in-person to on-line or vice versa, PLEASE NOTIFY ME IN ADVANCE**, so I can manage class attendance accordingly.

ALL classes will be completely on-line for all students after Thanksgiving.

Schedule of Assignments and Classes:

Readings marked with **asterisks (**)** can be **found on eLC**. Additional readings or substitution readings may be assigned.

MODULE 1

20 August 2020: Welcome, Introduction, & Getting Ready for the Semester

Thursday: Welcome/Intro Video Available (eLC)

Main Readings:

Syllabus

"Critical Thinking: Concepts and Tools," Paul & Elder ******

Assignment:

- **Quiz #1** (DUE 8/23)

MODULE 2

25 - 27 August 2020: Introduction to Conflict Resolution & Peacebuilding

Monday: Lecture Nugget Available (eLC)

Main Readings:

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 ******

Assignments:

- **Journal Reflection (JR) #1 – Getting to Know You** (DUE 8/30)
- **FlipGrid Feedback #1: Introduce Yourself!** (see instructions on eLC) (DUE 8/30)

MODULE 3

1 – 3 September 2020: Peacebuilding & the “Liberal Peace”

Monday: Lecture Nugget Available (eLC)

Main Readings:

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

Wallensteen, Peter. “Understanding Conflict Resolution,” in Woodhouse *et al*, *The Contemporary Conflict Resolution Reader*. Cambridge, Polity Press, 2015. (pp 215-218) **

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

<https://galileo-usg-uga->

[primo.hosted.exlibrisgroup.com/permalink/f/v7b6bh/01GALI_USG_ALMA51161529250002931](https://galileo-usg-uga-primo.hosted.exlibrisgroup.com/permalink/f/v7b6bh/01GALI_USG_ALMA51161529250002931)

Assignment:

- **JR #2: Explore a conflict (DUE 9/8)**

7 September 2020: LABOR DAY

MODULE 4: Ethnic Conflict & Conflict Dynamics

8 – 10 September 2020

Monday: Lecture Nugget Available (eLC)

Main Readings:

Ethnic Conflict:

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

Conflict Dynamics:

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

Assignment:

- **Quiz #2 (DUE: 9/13)**

If Interested – Further Reading:

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

MODULE 5

15 – 17 September 2020: Case Conflict – Northern Ireland

Monday: Lecture Nugget Available (eLC)

Main Readings:

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

Case Study – Watch for the Week:

Film – “I, Dolours” (available to watch via eLC)

Assignment:

- **FlipGrid Feedback #2: Reaction to “I, Dolours” (DUE: 9/20)**

MODULE 6

22 – 24 September 2020: Conflict & Peace Dynamics at the Individual and Group Levels

Monday: Lecture Nugget Available (eLC)

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): pp 1-11; 19-23. **

Koopmans – *Negotiating Peace* (Chapter 1; pp 1 – 5) **

Case Study – Watch for the Week:

Episode: “Derry Girls” (via eLC or Netflix)

Assignment:

- **Quiz #3 (DUE: 9/27)**

If Interested – Further 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.

MODULE 7

29 September – 1 October 2020: Approaches to Conflict Management/Peacebuilding – Negotiation & Mediation

Monday: Lecture Nugget Available (eLC)

Main Readings:

Koopmans – *Negotiating Peace* (Chapters 2 & 6) **

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

Case Study:

Case Readings: Gulliver, Philip. “Disputes and Negotiations,” in Woodhouse *et al*, pp 267 – 274. **

Touval & Zartman, “International Mediation in Theory and Practice,” in Woodhouse *et al*, pp 222 – 224. **

Assignment:

- **FlipGrid Feedback #3: Which peace agreement interests you? (DUE: 10/4)**

If Interested – Further 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://galileo-usg-uga-primo.hosted.exlibrisgroup.com/permalink/f/v7b6bh/01GALI_USG_ALMA51153305990002931

MODULE 8

6 – 8 October 2020: Peace Agreements

Monday: Lecture Nugget Available (eLC)

Main Readings:

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

Look over Peace Agreements: Peace Accords Matrix (peaceaccords.nd.edu/)

Case Study:

Case Readings: Palestine & Israel **

Assignments:

- **Sign up for Peace Agreement Evaluation Project (DUE 10/9)**
- **Quiz #4 (Due: 10/11)**

MODULE 9

13 – 15 October 2020: Northern Ireland Simulation

Monday: Role Assignments & Sheets Available (eLC)

Main Readings:

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

Case Study:

Case Reading: Pruitt, Dean. "Readiness Theory and the Northern Ireland Conflict," in Woodhouse *et al*, pp 225 -229. **

Assignments:

- **Simulation (Details to be given closer to the date)**
- **JR #3: Simulation Debriefing (Due: 10/18)**

MODULE 10

20 – 22 October 2020: Approaches to Conflict Management/Peacebuilding – Peacekeeping & Intervention (R2P)

Monday: Lecture Nugget Available (eLC)

Main Readings:

Ramsbotham, *et al* – "Containing Violent Conflict: Peacekeeping"
(Chapter 6, pp 147-163; Box 6.3 on page 164) **

Ramsbotham, *et al* – "The Responsibility to Protect (R2P)"
(Chapter 14, bottom of page 324 – 327; Box 14.3 on page 328) **

Case Study – Watch or Read for the Week:

Film: "Ghosts of Rwanda" (captioned)
<https://uga.kanopy.com/video/frontline-ghosts-rwanda>
(UGA MyID Log-In Required)

Case Readings: <https://www.pbs.org/wgbh/pages/frontline/shows/ghosts/>

Assignment:

- **FlipGrip Feedback #4: Removing structural violence as part of peace-building (Due: 10/25)**

Tuesday, 27 October: DEADLINE TO WITHDRAW

MODULE 11

27 -- 29 October 2020: Peace-Building & Library Resources

Monday: Lecture Nuggets Available (eLC) – Peace- Building & Library Resources

Thursday (10/29): Live On-Line (via Zoom) during usual class meeting time

Guest Speaker: Elizabeth White, SPIA Research Librarian

Main Readings:

Ramsbotham, *et al* – “Peacebuilding” (Chapter 9, pp 231 – 241). **

Mac Ginty, Roger, “Hybrid Peace: The Interaction between Top-Down and Bottom-Up Peace,” in Woodhouse *et al*, pp 316 – 322. **

Case Study:

Case Readings: de Coning, Cedric. 2013. “Understanding Peacebuilding as Essentially Local.” *Stability: International Journal of Security and Development*, 2(1), Art. 6. DOI:

<http://doi.org/10.5334/sta.as> **OR**

<https://www.stabilityjournal.org/articles/10.5334/sta.as/#>

Selections: Peace-Building & Nation-Building, in Woodhouse et al **

Assignments:

- **Peace Agreement Evaluation (DUE: 10/29)**
- **Sign up for conflict resolution scenario project groups (Due: 10/29)**

If Interested – Further Reading:

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

30 October 2020: FALL BREAK

MODULE 12

3 – 5 November: : Variables of Peacebuilding – Gender

Monday: Lecture Nugget Available

Main Readings:

Olsson, Louise, and Theodora-Ismene Gizelis, “An Introduction to UNSCR 1325,” *International Interactions*, 39, 2013: 425-434. **

De Jonge Oudraat, Chantal, “UNSCR 1325 – Conundrums and Opportunities,” *International Interactions*, 39, 2013: 612-619. **

Case Study – Read for the Week:

Case Readings: O’Reilly, Marie, Andrea Ó Súilleabháin, and Thania Paffenholz. *Reimagining Peacemaking: Women’s Roles in Peace Processes*. International Peace Institute, 2014. **(Read the case studies in the grey boxes featured on pages 14-30, on eLC.)** <<https://www.inclusivepeace.org/sites/default/files/IPI-Reimagining-Peacemaking.pdf>> Accessed 22 March 2020.

Assignment:

- **Quiz #5 (DUE: 11/5)**

MODULE 13

10 – 12 November: Human Rights & Measuring Peace

Monday: Lecture Nugget Available (eLC)

Main Readings:

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

Caplan – *Measuring Peace*: “Measuring Peace Consolidation” (Chapter 5) **

Case Study:

Case Readings: South Africa **

Assignment:

- **Conflict Resolution Scenario Proposal (DUE: 11/12)**

If Interested – Further 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. **

MODULE 14

17 – 19 November: Approaches to Conflict Management/Peacebuilding – Justice, Truth, & Reconciliation

Monday: Lecture Nuggets Available

Main Readings:

Philpott – *Strategies of Peace*: “Reconciliation: An Ethic for Peacebuilding”
(Chapter 4, pp 91-98; 104-112)

Ramsbotham, *et al* – “Dealing with the Past”
(Chapter 10, bottom of page 248-257). **

Case Study – Watch or Read for the Week:

Film: “As We Forgive”

Case Reading: Rwanda’s Gacaca Courts –
<http://www.peacebuildinginitiative.org/index6c2b.html?pageId=1879>

Assignment:

- **Journal Reflection #4 – Response via Group Discussion Board (DUE: 11/22)**

If Interested – Further Reading:

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)

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. **

23 – 27 November 2020: THANKSGIVING BREAK: ALL CLASSES ARE ON-LINE ONLY AFTER THE BREAK

MODULE 15: ON-LINE – Last Week of Class

(Note that 12/8 is a Friday class day in the UGA universe this semester.)

1 – 3 December: Variables of Peacebuilding – Media/Communications

Monday: Lecture Nuggets Available

Main Readings:

Ramsbotham, *et al* – “Conflict Resolution, the Media, and the Communications Revolution”
(Chapter 17, pages 420-441). **

Assignment:

- **FlipGrip Feedback #5 – Project Groups: Peace & Social Media (DUE: 12/3)**

DUE: 15 December 2020 – Conflict Resolution Scenario Project

DUE: 17 December 2020 – Peer Review of Other Group’s Conflict Resolution Scenario

Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.