

**Syllabus | Fall 2021**  
**INTL 4680 | Peace Studies | CRN# 42755**

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**Instructor:**

Dr Jennifer J White

**Class Time:**

TuTh, 14:20 – 15:35

**Office Hours (In person, phone, or Zoom):**

Wednesdays, 15:45-17:45, or by  
appointment

**Class Location:**

Caldwell 107

**Appointment Scheduling during Office Hours:**

[jnx.youcanbook.me](https://jnx.youcanbook.me)

**Office Mailing Address:**

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

**E-Mail:**

[jnx@uga.edu](mailto:jnx@uga.edu)

**FlipGrid: F21\_IA4680\_55**

<https://flipgrid.com/993ee383>

**GroupMe: F21\_IA4680\_55 (Fall 2021, INTL 4680, CRN 42755)**

[https://groupme.com/join\\_group/69913673/0EqDvWz2](https://groupme.com/join_group/69913673/0EqDvWz2)

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**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

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**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

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**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 (Hardcover, which seems to be cheaper than the paperback!)**

***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. The pandemic circumstances (which are surely affecting us all quite differently) continue – and will do so variably this semester – so I'd like you to focus on the following as we work together this semester:**

- **PLEASE WEAR A MASK! I'll be wearing a mask for all class interactions!** As of 4 August 2021, Athens-Clarke County is requiring the wearing of masks in all indoor (public and private) locations, with very limited exceptions: <https://www.accgov.com/coronavirus>. In addition, as we do not know everyone's vaccination status nor particular health vulnerabilities, the wearing of masks is the best way we have to make everyone feel comfortable and to stay safe in the classroom. I therefore want you to wear a mask during class whilst inside our classroom or my office. (Note that there will be no social distancing seating in the classrooms this semester.) I think that the Bulldog Nation takes care of each other, and this is one great way to do so during the shifting circumstances of this pandemic!
- **Do what you can and what is right for you.** We are ***required*** by USG to have in-person class meetings this semester, but note that this could possibly change. I've built flexibility into our weekly sessions to try to help us if we need to manage under an in-person hybrid course or on-line-only course – just in case. **As of the beginning of the semester, I am not allowed to offer any remote instruction for this course;** if you are concerned about participating in person, you may wish to consider an on-line-only course (which carries the "E" suffix in the course number).
- **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.
- **DON'T FIXATE ON GRADES.** I always say this, but please take it to heart. Focus on keeping up with the material and translating that to the assignments. We're still 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. 😊
- I cannot foresee how everything will unfold, so changes may be coming our way which may make things more stressful. So we'll work together, and give each other a break if things get a little weird.
- **Again, we just need to put our collective and individual health and safety needs first.**
  - **What do I do if I have COVID-19 symptoms?**  
Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see, <https://www.uhs.uga.edu/info/emergencies>.
  - **DawgCheck:** If you receive a positive Covid-19 test result, you must report it to DawgCheck— on the UGA app or website. This will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>
  - **Get vaccinated.** This is the best long-term way we have to protect ourselves and each other, and to keep this virus from mutating into an even nastier version. I was fully vaccinated at the University Health Center, and you can get vaccinated there, too (<https://healthcenter.uga.edu/>) -- they have an amazing operation to get you in, vaccinated, and out quickly and safely:
  - **UHC patient portal:** [https://patientportal.uhs.uga.edu/login\\_dualauthentication.aspx](https://patientportal.uhs.uga.edu/login_dualauthentication.aspx)
  - **Vaccine info:** <https://healthcenter.uga.edu/healthtopics/covid-vaccine/>.
  - **Get vaccinated, and if a booster is recommended, get that, too!**

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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 **office hours** at [jnx.youcanbook.me](https://jnx.youcanbook.me). **Appointments can be held in person, over the phone, or via Zoom**, and 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 the appointment at [jnx.youcanbook.me](https://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!).

Also keep in mind that **I welcome your suggestions on how to lower the risks of COVID-19 for our class meetings**, and I encourage you to reach out to me with any questions or concerns related to these matters.

**We shall do our best together to generate a great learning experience this semester! ☺**

**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](https://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

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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](http://honesty.uga.edu/ahpd/culture_honesty.htm). **To reiterate:** any incidents of plagiarism or intellectual fraud (see [www.merriam-webster.com/dictionary/fraud](http://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](mailto: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 every effort to 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!). ☺
  - c. When making your request, please include the following information:
    - i. The opportunity for which you are applying (e.g., grad school, internship, job, etc).
    - ii. **Why** you are pursuing this opportunity.
    - iii. Any specific points that you would like me to reference in your letter or that you think is important for me to know in writing your letter.
    - iv. **The address** of the organization/person to whom I should address your letter (necessary for the letterhead, even if the submission is electronic).
    - v. The date by which you need your letter from me (which may not be when *you* need to submit your application).
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 so that we all feel comfortable contributing to our collective learning. Disagreements are certainly acceptable, but *in discussions, you should make an effort to provide either a theoretical or empirical basis for your comments and to accept criticisms from other points of view. 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.*

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**Grading:**

<b>Participation/Communication:</b>	<b>→</b>	<b>15%</b>
Journal Reflections (~3-4)		
Discussion Board Posts		
FlipGrid Feedback (short video responses)		
<b>Quizzes (~3-4)</b>	<b>→</b>	<b>20%</b>
<b>Peace Agreement Evaluation (in pairs)</b>	<b>→</b>	<b>15%</b>
<b>Conflict Resolution Simulation/Scenario Project:</b>		
1. Essay: Exploring Conflicts (Individual)	<b>→</b>	<b>10%</b>
2. Research on Conflict Resolution Role or Background (Individual)	<b>→</b>	<b>20%</b>
3. Conflict Resolution Scenario Project (Group)	<b>→</b>	<b>10%</b>
4. Completion of Peer Review: Conflict Resolution Scenario (Group)	<b>→</b>	<b>10%</b>
<hr/>		
<b>Total:</b>	<b>→</b>	<b>100%</b>

**Grading Scale**

Look, I'm not quite sure what to expect this semester, so given the array of challenges we are presently and could face, 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		

The conflict resolution project is planned to be an in-class simulation, wherein you will work together with a small group to structure a simulation of an aspect of a real-world peace process. This project can be adapted to a hybrid instruction mode (if need be) that will be very similar to the structure of the planned simulation. More details to follow later in the semester..

**Major Assignments:**

- **Conflict Resolution Simulation**  
Students will work in groups to **propose and then create a peace-building or conflict resolution simulation**. The simulation entails a proposed approach to resolving some aspect of the group's chosen conflict, and will be based on the research that individual group members perform. **Further details on this assignment will be given later in the semester.**
- **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 **up to four quizzes** (most likely on-line; see class schedule below). 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.***

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**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, or if you are affected by Covid-19 – **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 general discussion** (anyone can see who posts) linked in each week’s module. Posting here counts towards your class participation. Some weeks will have discussion board assignments; a specific discussion board will be set up for these assignments.

**FlipGrid:** FlipGrid is a video discussion board to which I’ll ask you to post a few, short (around 30-60 seconds) responses/feedback to various peace-studies-related topics throughout the semester. You can find out more from the “Getting Started” guide here: <https://help.flipgrid.com/hc/en-us/articles/360051542894-Getting-Started-Students>

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!**

**Your Mental Well-Being**

The Vice President for Instruction reminded all Associate Deans today (19 August 2020) that we are all required to include a statement about mental health on our syllabi:

*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.*

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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!

**A note on readings and class meetings:**

Generally, we'll cover the readings in the order in which they appear in the schedule below. You should have the bulk of the readings completed by Tuesday's class of each week: we'll devote Tuesdays to lecture and move into greater discussion of the week's material on Thursdays. There is a substantial amount of reading to cover, so you may wish to review the pointers on **how to read for college listed under Module 1 below!**

**Schedule of Assignments and Classes:**

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

**MODULE 1**

**19 August: Welcome, Introduction, & Getting Ready for the Semester**

**Lecture Nugget:**

How to Follow the News! (on eLC)

**Main Readings:**

**Syllabus**

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

Burke, Timothy. "Staying Afloat: Some Scattered Suggestions on Reading in College." (2017)  
<<http://www.swarthmore.edu/SocSci/tburke1/reading.html>>.

**Assignment:**

- **Quiz #1 (DUE 8/26)**

**MODULE 2**

**24 - 26 August: Introduction to Conflict Resolution & Peacebuilding**

**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)**



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**MODULE 3**

**31 August – 2 September: Peacebuilding & the “Liberal Peace”**

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

[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:**

- **None this week!**

**6 September 2021: LABOR DAY**

**MODULE 4**

**7 – 9 September: Ethnic Conflict & Conflict Dynamics**

**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:**

- **Essay: Exploring conflicts (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.

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**MODULE 5**

**14 – 16 September: Case Conflict – Northern Ireland**

**Main Readings:**

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

**Case Study – Watch for the Week:**

Film – “I, Dolours”

**Assignment:**

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

**MODULE 6**

**21 – 23 September: 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): pp 1-11; 19-23. \*\*

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

**Case Study – Watch for the Week:**

Episode: “Derry Girls”

**Assignment:**

- **Quiz #2 (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.

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**MODULE 7**

**28 – 30 September: Approaches to Conflict Management/Peacebuilding – Negotiation & Mediation**

**Main Readings:**

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

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

Look over *Peace Agreements: Peace Accords Matrix* ([peaceaccords.nd.edu/](http://peaceaccords.nd.edu/))

**Case Study:**

**Case Readings:** Albin, Cecilia, “Explaining Conflict Transformation: How Jerusalem Became Negotiable,” in Woodhouse *et al*, pp 276–286. \*\*

**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](https://galileo-usg-uga-primo.hosted.exlibrisgroup.com/permalink/f/v7b6bh/01GALI_USG_ALMA51153305990002931)

**MODULE 8**

**5 – 7 October: Peace Agreements**

**Main Readings:**

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

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

**Case Study:**

**Case Readings:** Wolff, Stefan, “Governing (in) Kirkuk: Resolving the Status of a Disputed Territory in Post-American Iraq,” in Woodhouse *et al*, pp 358–365. \*\*

*Northern Ireland Documents*, in Woodhouse *et al*, pp 290–296. \*\*

**Assignments:**

- **Sign up for Peace Agreement Evaluation Project (DUE 10/7)**
- **Quiz #3 (Due: 10/11)**

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**MODULE 9**

**12 – 14 October: Northern Ireland Simulation**

**Monday: Role Assignments & Sheets Available (eLC)**

**Tuesday: Northern Ireland Simulation (Day One)**

**Thursday: Simulation (Day Two) & Debrief; Guest Speaker (*tentative*)**

**Main Readings:**

Cochrane – *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:**

- **Northern Ireland Simulation (Details to be given closer to the date)**
- **JR #3: Simulation Debriefing (Due: 10/14 – at end of class)**

**MODULE 10**

**19 – 21 October: Approaches to Conflict Management/Peacebuilding – Peacekeeping & Intervention (R2P)**

**Main Readings:**

Ramsbotham, *et al* – “Containing Violent Conflict: Peacekeeping”  
(Chapter 6, pp 173-184; Box 6.3 on page 190) \*\*

Ramsbotham, *et al* – “The Responsibility to Protect (R2P)”  
(Chapter 14, pp 383-386) \*\*

**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)**

**Monday, 25 October: DEADLINE TO WITHDRAW**

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**MODULE 11**

**26 -- 28 October: Peace-Building & Library Resources**

**Thursday (10/28): (tentative)**

*Guest Speaker: Elizabeth White, SPIA Research Librarian*

**Main Readings:**

Ramsbotham, *et al* – “Peacebuilding” (Chapter 9, pp 272-280). \*\*

**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/#>

Paris and Sisk, “Understanding the Contradictions of Postwar Peacebuilding,” in Woodhouse *et al*, pp 301-306. \*\*

Dobbins, *et al*, “The US and Un Roles in Nation-Building,” in Woodhouse *et al*, pp 307-315. \*\*

**Assignments:**

- **Peace Agreement Evaluation (DUE: 10/28)**
- **Sign up for peace-building simulation project groups (Due: 10/28)**

**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. \*\*

**29 October: FALL BREAK**

**MODULE 12**

**2 – 4 November: Variables of Peacebuilding – Gender**

**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 2021.

**Assignment:**

- **Peace-Building Simulation Groups: Start Organizing!**

### **MODULE 13**

#### **9 – 11 November: Human Rights & Measuring Peace**

##### **Main Readings:**

Waldorf, Lars. "Getting the Gunpowder Out of Their Heads: The Limits of Rights-Based DDR." *Human Rights Quarterly* 35, no. 3 (August 2013): 701–19.

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

##### **Assignment:**

- **Group Quiz #4 – Project Groups (DUE: 11/16)**

##### **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**

#### **16 – 18 November: Approaches to Conflict Management/Peacebuilding – Justice, Truth, & Reconciliation**

##### **Main Readings:**

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

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, pp 289-298). \*\*

##### **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: 11/23)**

##### **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. \*\*

#### **22 – 26 November 2021: THANKSGIVING BREAK: NO CLASSES**

**MODULE 15: Last Week of Class**

*(Note that 12/7 is a Friday class day in the UGA universe this semester.)*

**30 November – 2 December: Simulations!**

**Tuesday Class (11/30): Simulation Day!**

**Thursday Class (12/3): Simulation Discussion**

**Assignment:**

- **Conflict Resolution Simulations Peer Evaluation (DUE: 11/30 – end of class)**

**DUE: 16 December 2021 – Peer Review of Other Group's Peace-Building Simulation**