

## **INTL 4680: Peace Studies**

University of Georgia  
Candler Hall 115  
Spring 2024, 12:40-1:30, M/W/F

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Office Hours: Wednesday, 9:30 to 12:00pm, CITS/GLOBIS office or by appointment

### **Course Description and Objectives:**

War and conflict has been one of the longest enduring scholarly focuses of both comparative politics and international relations research. This spans a variety of conflict levels, from communities to international, and a variety of actors including states, militias, and rebel groups. Many explanations of the international system (or state power itself) are centered on conflict as a means of power seeking and control, while scholars continue to examine the potential causes of conflict and its consequences. Civil and international conflicts (whether potential or realized) continue to be a major focus of media reporting and general political preference sets.

Despite the attention given to war and conflict, however, its occurrence is relatively rare. Most states are at peace most of the time (though they often must deal with the effects of conflict for an extended period of time). Furthermore, scholars often study war in order to ascertain how best to avoid it, while media reports on conflict produce outcries for action that will end it. In other words, the phenomenon that interests us is how to bring about a more peaceful world.

This is not a course on the history of peace/conflict or the basics of strategies for peacebuilding, although both will be discussed. Instead, we will critically examine definitions/dimensions of peace and strategies for ending conflict/violence, and by the end of this course you should be able to understand:

1. The various strategies for defining peace and its various dimensions,
2. The variety of ways that actors manage or resolve civil or international conflict,
3. Key issues that plague the study of peace,
4. The effectiveness of peace seeking strategies,
5. State of the art social science research regarding peace.

To accomplish this, we will read a variety of research and other materials about peace and conflict, synthesize research and current events into reflection papers, and engage in a simulation to immerse you in a fictional peace process.

### **Recommended Book and Readings:**

There is no textbook for this course. All readings will be shared on ELC. Please don't distribute readings to those outside of the class.

### **Students with Financial or Emotional Hardships**

Being a student can be hard. Your lives are changing, and college can be a stressful environment (especially under current circumstances). There is no shame in struggling with this. If you are feeling depressed or otherwise concerned about your mental health, please reach out to UGA's Counseling and Psychiatric Services (CAPS). Their website is <http://uhs.uga.edu/caps/welcome>.

If you are experiencing financial hardships, UGA has a number of services that may help. These include, but are not limited to, food pantries, hygiene closets, school supply closets, provision of professional clothes, and work-study arrangements. These are free services. A summary of services provided by UGA is here: [https://financialhardship.uga.edu/content\\_page/food-andnecessities](https://financialhardship.uga.edu/content_page/food-andnecessities).

#### 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.

#### **Grading:**

In my classes, participation is particularly crucial. Thus, your grade will be calculated from the following components:

- **20%** - Active Participation
- **5%** - Attendance
- **20%** - Assignment Bank
- **10%** - One final exam
- **5%** - Simulation Prep
- **10%** - Simulation Reflection
- **20%** - Coding Assignment
- **15%** - Article presentations

#### **Participation (20%) and Attendance (5%)**

The best way to learn is through debate, discussion and asking questions – all of which require your participation in discussion sections. I expect that for each discussion you have read any assigned material. I run discussions in each class the same way – starting in small groups, and then examining as a class.

Quality, not quantity, will dictate this part of your participation grade. To participate effectively, be sure to attend class prepared: read assigned material, and take notes of key concepts or questions you might have. If we experience continued issues preparing for classes, some of our participation component will be converted to reading quizzes.

#### **Assignment Bank (20%, 10% for each)**

During the course, you will create two different assignments, designed to target themes and concepts in the study of peace and conflict. You will be in the driver's seat, and what

assignment you create is intentionally left up to you. Regardless of the assignment, your grade will depend on three things:

1. Documentation – created assignments will include a complete write-up, including a description of the assignment for students (including targeted concepts and themes, rationale and learning goals), clear statements of assignment outputs, guidelines for instructors, a rubric if applicable, and an example. When complete, you should have sections that outline:
  - a. Learning objectives and themes targeted
  - b. A summary of the assignment, including language for explaining to students, recommended age/classes for the assignment, a clear statement of what will be produced at the end, and any additional guidelines for instructors
  - c. A mock schedule of the assignment (if applicable)
  - d. A rubric for grading outputs (if applicable)
  - e. An example (if applicable)
2. Clear roots in peace and conflict – created assignments will have clearly defined goals and objects rooted in class concepts, providing opportunities for potential students to work with themes and concepts they develop elsewhere. Note that this does NOT necessarily have to pull directly from our course, but clear your idea with me if you want to cover something directly outside of civil/international peace and conflict.
3. Ingenuity – with your permission, these assignments will be publicly shared on my website (with all credit given to you) for any instructors, teachers, or faculty to use. I will not deduct points for basic assignments, but particularly creative assignments and ideas will be rewarded. I encourage you to think outside the box, and try to create assignments that you, as a student, would be excited about doing!

This assignment is deliberately open ended in terms of focus. You might task prospective students to do something like:

- Creating a photo collage relating to peace or conflict,
- Completing a simulation of your creation, targeting some concepts from our class,
- Drafting a policy memo from the perspective of an actor in a given conflict or peace process,
- Creating a podcast that explores some particular theme in various peace processes.

Some assignments will require more time and worktime to create. Thus, for particularly large-scale assignments (for instance, creating a simulation and all its associated materials), I will allow you to work in groups AND turn in one assignment for the full 20% of your grade. **If you decide to do this, you MUST clear it with me in person.**

### **Final Exam (10%)**

Lectures and class discussions are intended to supplement, not duplicate, the readings. The final exam will draw upon both readings and class material. Each exam is non-cumulative, and will consist of multiple choice, true/false, and short essay questions.

All exams will be on ELC. Rather than make things more stressful through proctoring, each exam will be open note, and available to be started for 72 hours after it has been posted. While exams are open note, they will be timed: you will have two hours to complete the exams once they have been started.

### **Coding Assignment (20%)**

During the semester, you will complete a coding assignment for the Universal Periodic Review Other Stakeholder's Engagement (UPROSE) dataset. The UPROSE dataset collects information about other stakeholders who submit reports in a given UPR process - documenting characteristics of NGOs and other actors, focus areas of their report, and recommendations they offer. The UPR process offers unique insights to all the mechanisms we will cover in class: violence by states, influence of international actors, dissent, redress, and more.

Coding assignments and guidelines/instructions will be posted on ELC, and we will spend a class session discussing this assignment and practicing. **If you are confused or need guidance on completing your assignment, please reach out over email or come to office hours.**

### **Article Presentations (10%)**

The final piece of your grade will be two article summary presentations you will give. You will be expected to give a short presentation on the readings in-class, discuss the salient points, and develop 5 questions for discussion that day. I will be strictly enforcing a 5-minute time limit for each of these (and would prefer less time), so choosing the information you present carefully will be crucial.

On the first day of class, a sign-up sheet will be distributed. Please choose two articles from anywhere on the schedule, and feel free to sign up with a classmate to work as a team. For each article you sign up for, 5 points will come from your summary, and 5 points will come from your presentation.

### **Simulation Prep (5%) and Simulation Reflection (10%)**

Towards the end of the course, we will engage in a multi-class simulation exercise. Prior to the exercise, you will complete a one-page single spaced policy brief, examining the actor that you have been assigned, their preferences and goals, and their preferred strategies to utilize. You will then use said brief to inform your strategies and actions during the simulation.

You will also complete a two page, double spaced response based on your experience in the exercise, to be uploaded to ELC. This reflection will not be about your own thoughts, nor the process that played out. Instead, you will:

- Explore course themes and concepts that appeared in the simulation,
- Examine how those themes and concepts applied, intuitively or otherwise,
- Critique strategies that hindered peace processes, and offer constructive suggestions for how those hindrances could have been overcome.

### **Grading Scale**

Grades are constructed to reflect the university standards posted at [http://bulletin.uga.edu/Bulletin\\_Files/acad/Grades.html](http://bulletin.uga.edu/Bulletin_Files/acad/Grades.html) and are summarized below. Grades will be based on how many points you earn according to the following distribution:

A	93-100 points
A-	90-92 points
B+	87-89 points
B	83-86 points
B-	80-82 points
C+	77-79 points
C	73-76 points
C-	70-72 points
D	60-69 points
F	Fewer than 60 points

### **Academic Honesty**

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi).

The bottom line is simple – do not plagiarize the work of fellow students or other resources. This means that your exams are entirely your own work with no assistance from anyone else; papers are your own work (although suggestions and peer review from others are highly encouraged); and any material drawn from other sources should be properly cited. If you have questions about this, please contact me.

### **Class Discussion and Debate**

Political debates and discussions can become quite heated. This passion is part of what makes the study of politics fun. However, the fun ends where personal attacks and disrespect begin. All students are expected to be courteous and considerate of their classmates. Disrespectful language and personal attacks will not be tolerated.

### **Changes to the Syllabus**

Please be sure to check ELC and your email often – updates may be sent through either. Remember that the course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

### **Virtual Office Hours and Responses**

My office hours are from 9:30am to 12pm on Wednesdays, or by appointment. Please send me an email if you need to meet outside of office hours.

Any communication from me will primarily be over email, so check it often. I do my best to answer emails within 24 hours, but may not return emails that quickly in some cases (for instance, an email on Friday may not be answered until Monday).

## **Preliminary Course Schedule**

(Unless specifically noted, assignments are due at 11:59pm on their assigned day.)

### **Week 1**

- Monday, January 8 – Syllabus Review & How to Read Academic Articles
  - Read the Syllabus
- Wednesday, January 10 – Positive vs. Negative Peace
  - Goertz, G., Diehl, P. F., & Balas, A. (2016). *The puzzle of peace: The evolution of peace in the international system*. Oxford University Press. Ch.2.
  - **Due: Bring seven bullet points for the “Puzzle of Peace” chapter, and a discussion question.**
- Friday, January 12 – The State of Peace Research
  - Gleditsch, N. P., Nordkvelle, J., & Strand, H. (2014). Peace research—Just the study of war?. *Journal of Peace Research*, 51(2), 145-158.

### **Week 2:**

- Monday, January 15 – Martin Luther King Jr. Day – No class
- Wednesday, January 17<sup>th</sup> – Decision Calculus and Civil Peace
  - Hegre, H. (2004). The duration and termination of civil war. *Journal of Peace Research*, 41(3), 243-252.
- Friday, January 19<sup>th</sup> – Decision Calculus and International Peace
  - Werner, S., & Yuen, A. (2005). Making and keeping peace. *International Organization*, 59(2), 261-292.

### **Week 3**

- Monday, January 22 – International Interventions
  - Peksen, D. (2012). Does foreign military intervention help human rights?. *Political Research Quarterly*, 65(3), 558-571.
- Wednesday, January 24 – International Interventions (Pt. 2)
  - Berman, E., Shapiro, J. N., & Felter, J. H. (2011). Can hearts and minds be bought? The economics of counterinsurgency in Iraq. *Journal of Political Economy*, 119(4), 766-819.
- Friday, January 26 – Mediation and Negotiation
  - Beardsley, K. (2011). The mediation dilemma. In *The Mediation Dilemma*. Cornell University Press. Ch. 1 and 5.

### **Week 4**

- Monday, January 29 – Sanctions
  - Allen, S. H., & Lektzian, D. J. (2013). Economic sanctions: A blunt instrument?. *Journal of Peace Research*, 50(1), 121-135.
- Wednesday, January 31 – Third Party Conflict Management
  - Gent, S. E., & Shannon, M. (2011). Decision control and the pursuit of binding conflict management: Choosing the ties that bind. *Journal of Conflict Resolution*, 55(5), 710-734.
- Friday, February 2 - Peacekeeping
  - Clayton, G., & Dorussen, H. (2022). The effectiveness of mediation and peacekeeping for ending conflict. *Journal of Peace Research*, 59(2), 150-165.

## Week 5

- Monday, February 5 – Consequences of Peacekeeping
  - Beber, B., Gilligan, M. J., Guardado, J., & Karim, S. (2017). Peacekeeping, compliance with international norms, and transactional sex in Monrovia, Liberia. *International Organization*, 71(1), 1-30.
- Wednesday, February 7 – Consequences of Peacekeeping (Pt. 2)
  - Jowell, M. (2018). The unintended consequences of foreign military assistance in Africa: An analysis of peacekeeping training in Kenya. *Journal of Eastern African Studies*, 12(1), 102-119.
- Friday, February 9 - Peacebuilding
  - Jenkins, R. (2013). *Peacebuilding: From concept to commission*. Routledge. Ch1.

## Week 6

- Monday, February 12 – United Nations
  - Beardsley, K., Cunningham, D. E., & White, P. B. (2017). Resolving civil wars before they start: The UN Security Council and conflict prevention in self-determination disputes. *British Journal of Political Science*, 47(3), 675-697.
- Wednesday, February 14 – Women and Peace Processes
  - Shepherd, L. J. (2008). Power and authority in the production of United Nations Security Council Resolution 1325. *International studies quarterly*, 52(2), 383-404.
- Friday, February 16 - UNSCR 1325
  - de Jonge Oudraat, C. (2013). UNSCR 1325—Conundrums and Opportunities. *International interactions*, 39(4), 612-619.
  - **Assignment 1: Due at 11:59pm**

## Week 7

- Monday, February 19 – Gender and Anti-Militarism
  - Kwon, I. (2013). Gender, feminism and masculinity in anti-militarism: Focusing on the conscientious objection movement in South Korea. *International Feminist Journal of Politics*, 15(2), 213-233.
- Wednesday, February 21 – Women and Peace
  - Charlesworth, H. (2008). Are women peaceful? Reflections on the role of women in peace-building. *Feminist Legal Studies*, 16(3), 347-361.
- Friday, February 23 - Truth Commissions
  - Zvobgo, K. (2020). Demanding truth: The global transitional justice network and the creation of truth commissions. *International Studies Quarterly*, 64(3), 609-625.

## Week 8

- Monday, February 26 – Peacebuilding and Justice
  - Loyle, C. E., & Appel, B. J. (2017). Conflict recurrence and postconflict justice: Addressing motivations and opportunities for sustainable peace. *International Studies Quarterly*, 61(3), 690-703.
- Wednesday, February 28 – Reparations
  - Firchow, P. (2017). Do reparations repair relationships? Setting the stage for reconciliation in Colombia. *International Journal of Transitional Justice*, 11(2), 315-338.
- Friday, February March 1 - Amnesty
  - Aghedo, I. (2013). Winning the war, losing the peace: Amnesty and the challenges of post-conflict peace-building in the Niger Delta, Nigeria. *Journal of Asian and African Studies*, 48(3), 267-280.

### Week 9

- Monday, March 4 – Spring Break – NO CLASS
- Wednesday, March 6 – Spring Break – NO CLASS
- Friday, March 8 – Spring Break - NO CLASS

### Week 10

- Monday, March 11 – Civil Society
  - Moe, L. W., & Simojoki, M. V. (2013). Custom, contestation and co-operation: peace and justice promotion in Somaliland. *Conflict, Security & Development*, 13(4), 393-416.
- Wednesday, March 13 – Civil Society (Pt. 2)
  - Nilsson, D. (2012). Anchoring the peace: Civil society actors in peace accords and durable peace. *International Interactions*, 38(2), 243-266.
- Friday, March 15 – Advocacy Networks
  - Wilson, M., Davis, D. R., & Murdie, A. (2016). The view from the bottom: Networks of conflict resolution organizations and international peace. *Journal of Peace Research*, 53(3), 442-458.

### Week 11

- Monday, March 18 – ICC
  - Simmons, B. A., & Danner, A. (2010). Credible commitments and the international criminal court. *International Organization*, 64(2), 225-256.
- Wednesday, March 20 – Returning to International Peace: Rivalry
  - Prins, B. C., & Daxecker, U. E. (2008). Committed to peace: Liberal institutions and the termination of rivalry. *British Journal of Political Science*, 38(1), 17-43.
- Friday, March 22 – “Democratic” Peace?
  - Gibler, D. M., & Owsiak, A. P. (2018). Democracy and the Settlement of International Borders, 1919 to 2001. *Journal of Conflict Resolution*, 62(9), 1847-1875.

### Week 12

- Monday, March 25 – Nuclear Peace
  - Rauchhaus, R. (2009). Evaluating the nuclear peace hypothesis: A quantitative approach. *Journal of Conflict Resolution*, 53(2), 258-277.
- Wednesday, March 27 – Counterforce
  - Lieber, K. A., & Press, D. G. (2017). The new era of counterforce: Technological change and the future of nuclear deterrence. *International Security*, 41(4), 9-49.
- Friday, March 29 – Coding Day
  - **Policy Brief Due at 11:59pm**

### Week 13 – Simulation pt. 1

- Monday, April 1 -
- Wednesday, April 3 -
- Friday, April 5 –
  - **Assignment 2 – Due at 11:59pm.**

### Week 14 – Simulation pt. 2



- Monday, April 8 -
- Wednesday, April 10 -
- Friday, April 12 –

**Week 15 – Simulation pt. 3**

- Monday, April 15 -
- Wednesday, April 17 -
- Friday, April 19 –
  - **Coding Assignment Due at 11:59pm**

**Week 16 – Finishing Simulation/Guest Speaker Week**

- Monday, April 22 -
- Wednesday, April 24 -
- Friday, April 26 –
  - **Simulation Reflection Due at 11:59pm**

**Week 17**

- Monday, April 29 – Exam Review/ Class Wrap Up
- **Final exam – Open from May 6, 8:00am to May 9, 11:59pm.**