

Course Syllabus // Fall 2026

INTL 4680H: Peace Studies

Fall 2026

Pre-requisites: (INTL 3200 or INTL 3200E or INTL 3300 or INTL 3300E) and permission of department

Course Meeting Times

Class Meeting Time: Tu, Th 9:55-11:15

Class Meeting Location: TBD

Instructor & TA Information

Instructor: Dr. Linn Normand

Email: Linn.Normand@uga.edu

Office Hours: Wed 12.30pm-1.30pm

Come find me in office hours, feel free to email me or come up to talk to me right after class!

Course Description & Details

The quest for peace remains one of the defining challenges of our time. This Honors course examines the evolving field of Peace Studies, exploring both the persistence of war and the possibilities for peace in global politics. Moving beyond introduction, the course invites students to critically engage with how scholars and practitioners understand, prevent, and transform violent conflict—and to interrogate the assumptions that underpin these approaches.

Structured in three parts - (1) Waging War, (2) Waging Peace, and (3) Real-World Case Studies - the course moves from foundational theories of conflict to practical strategies for peacebuilding, negotiation, and reconciliation. We begin by examining the roots and rationalizations of war, asking how violence has been explained, justified, and resisted across historical and geographical contexts. From this foundation, we turn to competing conceptions of peace, distinguishing between negative peace (the absence or management of violence) and positive peace (justice and reconciliation), while critically assessing the strengths and limitations of each.

Throughout the course, students engage closely with classic and contemporary texts, placing authors in conversation with one another and evaluating competing interpretations. Particular emphasis is placed on developing the ability to formulate and defend analytical arguments, connect theory to empirical cases, and reflect on the ethical and political implications of peacebuilding practices. The work of Alfred Nobel and the Nobel Peace Laureates will serve as a recurring lens through which we examine how different visions of peace are articulated, contested, and enacted in practice.

Classes combine lectures, hands-on negotiation simulations, student-led discussions, and research-based presentations. As an Honors course, students are expected to take an active role in shaping the intellectual direction of the class - posing questions, challenging assumptions, and engaging in sustained, evidence-based dialogue. By the end of the course, students will not only be able to analyze war and peace through multiple disciplinary lenses, but also to develop and articulate their own informed perspectives on the possibilities and limits of peace in the contemporary world.

COURSE-LEVEL LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

1. **Critically examine** the contextual, historical, and structural factors that contribute to the emergence and persistence of violent conflict;
2. **Evaluate and compare** competing theoretical explanations for conflict, identifying their underlying assumptions, strengths, and limitations;
3. **Analyze and assess** the effectiveness of different conflict resolution and peacebuilding mechanisms across diverse empirical contexts;
4. **Develop and justify** strategies and tactics for peacemaking and peacekeeping, grounded in relevant theoretical frameworks;
5. **Critically engage with and interpret** the diverse leadership strategies of Nobel Peace Laureates, assessing how these approaches can be adapted to different political and cultural contexts;
6. **Demonstrate and reflect upon** advanced negotiation and mediation skills through simulations, integrating theoretical insight with practical application;
7. **Synthesize theoretical and empirical insights** to produce clear, well-structured, and original written and oral arguments.

COURSE TOPICS

Typology of Conflict; Causes and Effects of Conflict; Patterns and Effectiveness of Conflict Resolution; Efforts Strategies and Tactics for Negotiation; The Property and Requisites for Peace Peacemaking and Peacekeeping.

Required Course materials

TEXTBOOK

The required reading textbook for this course is:

Barash, David P. (ed), (2017). Approaches to Peace: A reader in Peace Studies, 4th. Edn. New York: Oxford University Press.

All other assigned readings beyond this assigned text book will be made available electronically from the instructor. They can be accessed through the course eLearning Commons website (log-in using UGA MyID at <https://www.elc.uga.edu>)

ADDITIONAL MATERIALS

Negotiations case study materials will be provided before relevant class. Additionally, here are some websites you might find useful for your capstone:

- **Uppsala Conflict Data program, <https://ucdp.uu.se>**

The Uppsala Conflict Data Program (UCDP) has recorded ongoing violent conflicts since the 1970s. The data provided is one of the most accurate and well-used data-sources on global armed conflicts and its definition of armed conflict is becoming a standard in how conflicts are systematically defined and studied.

- **Correlates of War, www.correlatesofwar.org**

Major data collection on war, originally headed by J. David Singer and now Paul Diehl. Includes datasets covering COW country codes; inter-state, intra-state, non-state, and extra-state war; militarized interstate disputes; national material capabilities; alliances; contiguity; territorial change; IGOs; and bilateral trade.

- **Stockholm International Peace Research Institute (SIPRI), <https://www.sipri.org/>**

SIPRI is an independent international institute dedicated to research into conflict, armaments, arms control and disarmament. Established in 1966, SIPRI provides data, analysis and recommendations, based on open sources, to policymakers, researchers, media and the interested public.

- **The Peace Research Institute Oslo (PRIO), <https://www.prio.org/>**

Founded in 1959, the Peace Research Institute Oslo (PRIO) conducts research on the conditions for peaceful relations between states, groups and people. Researchers at PRIO seek to understand the processes that bring societies together or split them apart.

- **Armed Conflict Location and Event Data Project, <http://www.acleddata.com/>**

ACLED (Armed Conflict Location and Event Data Project) is designed for disaggregated conflict analysis and crisis mapping. This dataset codes the dates and locations of all reported political violence and protest events in over 60 developing countries in Africa and Asia. The project covers all African countries from 1997 to the present, and South and South-East Asia in real-time.

- **IPI Peacekeeping Database, <https://www.ipinst.org/providing-for-peacekeeping-database>**

Drawing from UN archival records, the IPI (International Peace Institute at George Washington University) Peacekeeping Database presents the first publicly available database of total uniformed personnel contributions of each contributing country by month, by type (troop, police, or expert/observer) and by mission, from November 1990 to 2018.

- **Nobel Peace Center, <https://www.nobelpeacecenter.org/en/>**

The Nobel Peace Center (Oslo) is an independent institution dedicated to communicating the history, significance, and contemporary relevance of the Nobel Peace Prize. Drawing on archival materials, exhibitions, and educational resources, the Center provides scholarly and

public insight into the work of Nobel Peace Laureates, the evolution of peace ideas, and the institutional role of the Nobel Committee.

Assessment and Grading

This course uses a **progressive and formative learning/assessment model**, guiding students from conceptual understanding toward applied practice. Early reflective journals help students engage critically with foundational theories and personal perspectives on peace and conflict. Mid-semester simulation exercises provide opportunities to apply negotiation and mediation skills, while final presentations and research papers allow students to synthesize insights across case studies and demonstrate mastery of peace studies frameworks.

Course Assignments & Requirements	Due Date	Portion of Final Grade
Participation & Engagement: Active participation is central to the intellectual life of this Honors course. Students are expected not only to attend regularly and complete readings in advance, but to contribute in ways that advance collective inquiry. At this level, participation involves: • Demonstrating careful preparation and close engagement with readings • Raising analytical questions that probe assumptions, tensions, or implications • Engaging constructively with peers by building on, challenging, or reframing ideas • Drawing connections across theories, cases, and course themes Students are encouraged to take intellectual risks, test ideas, and engage in sustained, evidence-based discussion. Quality of contribution—its clarity, depth, and responsiveness—matters more than quantity.	All semester	20%
Reflective Journals: Students will complete three short analytical journals (300–500 words each). These are designed not simply as reflections, but as concise analytical exercises that develop the ability to think with and beyond course materials.	W1, W4, W17	20%

Each journal should: • Engage directly with course concepts and at least one assigned reading • Advance a clear claim, insight, or analytical question • Where appropriate, place ideas in conversation (e.g., theory ↔ case, or author ↔ author) • Reflect on the broader significance (“So what?”) of the issue • Journal 1: Framing Peace Studies What most interests you about Peace Studies, and why? Identify and engage with one Nobel Peace Laureate whose work resonates with your emerging perspective. How does this laureate’s approach illuminate different ways of defining or pursuing peace? • Journal 2: Explaining Conflict and Obstacles to Peace What factors contributed to the cause or escalation of a conflict discussed in class? What are the key obstacles to peace? Drawing on course theories and at least one Nobel Peace Laureate, analyze how different approaches to peacebuilding help explain - or fail to overcome - these obstacles. • Journal 3: What did you learn from the negotiation simulation? Reflect on how your expectations, strategies, or assumptions about conflict and cooperation were confirmed or challenged. How did theoretical frameworks align - or fail to align - with the dynamics of the simulation?		
A structured negotiation exercise applying theoretical concepts to a practical scenario. Includes: • Preparation (Individual): 3-4 pages researching background, stakeholders, and negotiation goals. At the Honors level, students must explicitly justify their approach using course theories or concepts, demonstrating how different frameworks inform strategic choices.	W6-7	20%

• Simulation Participation (Group): In-class negotiation.		
Culminating project integrating theory and practice. Presentation: Students will present their research topic and preliminary findings. Strong presentations will: - Clearly articulate a focused research question - Situate the topic within relevant scholarly or theoretical debates - Provide necessary historical and analytical context - Explain the significance of the case or issue Students should be prepared to engage in critical discussion and respond to questions, treating the presentation as a space for intellectual exchange rather than summary. • Final Paper: 12–15 page The final paper is a culminating research project (after submission of research question and paper outline for review) that requires students to move beyond course materials and develop an independent, original analysis of a selected conflict, peace process, or peacebuilding theme. Students are expected not only to draw on course concepts, but to extend their inquiry through independent research, engaging with scholarly sources, primary materials where appropriate, and relevant empirical evidence. A strong paper will: - Formulate a clear, focused, and analytically meaningful research question - Develop a coherent and original argument that goes beyond summary or description	W 13-14 W16-17	40%

- Engage with course readings as a foundation, while incorporating additional scholarly sources beyond the syllabus - Integrate theoretical frameworks with empirical analysis, demonstrating the ability to apply and adapt concepts in new contexts - Address competing interpretations or perspectives, showing awareness of debate within the field - Use evidence critically and effectively to support claims Students are encouraged to pursue topics that reflect their own intellectual interests and to take analytical risks, including exploring underexamined cases, alternative frameworks, or interdisciplinary approaches. Where relevant, students may incorporate analysis of Nobel Peace Laureates as comparative, illustrative, or critical lenses, but such engagement should support a broader, independently developed argument.		
--	--	--

See eLC for more information about each course requirement. Details concerning these assignments will be discussed in class well in advance of the respective due dates.

MISSED EXAMS & LATE ASSIGNMENTS

I understand that unexpected challenges - health issues, family emergencies, or other personal circumstances - can arise during the semester. My goal is to support you in completing the course successfully while maintaining fairness to all students.

- Deadlines:** Assignments are due at the time stated in the syllabus or on eLearning. If you anticipate needing extra time, please reach out **before the deadline** whenever possible. In most cases, I can offer a **short extension (1–3 days)** without penalty if arranged in advance.
- Late Submissions:** Work submitted without prior communication may receive a **deduction of one letter grade per day** late, up to three days. After that, it will not be accepted unless there are documented extenuating circumstances.

My intention is to be flexible when life happens, but also to help everyone stay on track. Communicating early and honestly is the best way to ensure that flexibility works for you.

FINAL GRADES

Grade	Description	General Criteria
A (93–100%)	Excellent	Demonstrates outstanding insight, critical thinking, and synthesis of course concepts. Work is original, well-organized, and error-free.
A– (90–92%)	Very strong	Shows deep understanding and thoughtful analysis with minor lapses in clarity or precision.
B+ (87–89%)	Strong	Demonstrates solid comprehension and application of material, with occasional gaps or weaker connections.
B (83–86%)	Good	Meets all basic requirements with some evidence of analysis and effort. Writing and arguments are clear but not consistently developed.
B– (80–82%)	Satisfactory	Adequate grasp of key ideas but lacks depth or clarity in some areas.
C (70–79%)	Fair	Demonstrates partial understanding; work may be incomplete, unclear, or inconsistent.
D (60–69%)	Poor	Meets minimal expectations; significant gaps in understanding or missing assignments.
F (below 60%)	Failing	Does not demonstrate adequate comprehension or completion of required work.

Course Statements & Policies

UGA 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 honesty.uga.edu.

I encourage you to work together on homework assignments and to make use of campus resources like the Office of Student Success & Achievement and the Writing Center.

Also, **our classroom is a safe environment in which you may feel comfortable contributing and sharing ideas**. Be mindful that there are always different perspectives on the sensitive topics we will be covering in class – and while consensus is not necessary in academia, one can disagree in a constructive and respectful way!

Accommodation for disabilities

If you plan to request accommodations for a disability, please register with the *Accessibility & Testing*. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <https://accessibility.uga.edu/>.

Attendance & Participation Policy

Class presence and participation points are given to encourage your active class participation and discussion. You will be rewarded with a perfect score as long as you frequently come to class and actively contribute to the class discussion during recitations and lectures.

Presence: Although it is not required, I would appreciate a brief email to explain your absence in advance, where possible. Repeated late arrival to lecture or recitation will impact your Class Participation grade. With this in mind, please be sure to sign the attendance sheet when you come to class. False signatures will be dealt with through the university's student code of conduct and academic honesty policy, for all parties involved.

Participation: Students are encouraged to actively participate in class discussions/debates and are expected to complete their out-of-class research assignments. To excel in this class, you want to come to class prepared to actively engage with your fellow class mates. During case discussions, my role is that of a moderator. When the cases are discussed, we are less concerned with "right" or "wrong" answers than we are with thoughtful contributions which follow the discussion and either add to the debate or move it in a new direction. If you find it uncomfortable to speak up in class, I invite you to visit my office hours so that I can help you work on this skill.

Use of AI in this Course

Generative AI tools (Artificial Intelligence that can produce content – e.g., ChatGPT, Copilot, Gemini, Claude, Mistral, Dall-e, etc.) are now widely available to produce text, images, and other media. In this course, we acknowledge and recognize that students can use AI resources to inform themselves about the field, understand the contributions that AI can make, and, importantly, help their learning journey. Consequently, using such tools **is admissible, but certain principles and expectations must be followed**. However, students should keep the following in mind:

- A) AI can be a powerful tool to assist in gathering and organizing information, brainstorming, or refining your writing. It can help you focus on your own critical analysis by handling some of the repetitive or administrative tasks of research. However, **AI should always complement, not replace, your own thinking**. When using AI, be transparent about its role in your process, ensuring that it supports, rather than substitutes, your personal academic effort.
- B) Students take full responsibility for AI-generated materials and work: ideas must be attributed, and facts must be true. Students should assert that the material accurately reflects the facts and be responsible for verifying them, especially if they originated from generative AI resources. Besides inventing sources, generative AI may also invent facts. **Verification is the student's responsibility. Critically, the student should be prepared to document what they did to validate the submitted work.** [Context – Generative AI does not actually "understand" its text like a human, but instead creates a plausible response. Therefore, references may not exist, quoted sources may state the opposite, logical contradictions may appear, and cited text may be inaccurate. Fact-checking is paramount, and the Instructor may request documented evidence for fact-checking so students avoid committing academic offenses through negligence.]
- C) Openness, transparency, and documentation. **Students should be open and transparent regarding using AI in their class assignments**. Students should be able to identify the

direct contributions while using AI tools clearly, or if they are based on or derived from them, as long as this is properly acknowledged. This could include general writing, for example, drafting outlines, preparing individual sections, combining elements and removing redundant parts, and compiling and annotating references. Importantly, students should be prepared to make the process transparent if prompted; this could include providing documentation of the process used (e.g., document the prompts used, explain how the response was used, what specific parts were used directly, etc.). [Context – The Instructor recognizes that the competent use of AI tools could be another important learning tool and discourage illicit use. Open documentation and reflection on AI use will incentivize transparent and responsible use while also helping students to understand the benefits and challenges of such tools and eventually will contribute to developing best practices for future usage]

The instructor could interpret this as academic misconduct if the students do not follow these principles and expectations, whether by intent or negligence.

Acknowledgments, Citations, and References:

This document was developed by Linn Normand, drawing inspiration and referencing from several key resources, including:

- **Center for Educational Effectiveness [CEE]. (2024). Generative AI Series. Just-in-Time Teaching**

Resources. Retrieved from <http://cee.ucdavis.edu/JITT>

- U.S. Department of Education, Office of Educational Technology, Artificial Intelligence and

Future of Teaching and Learning: Insights and Recommendations, Washington, DC, 2023.

Retrieved from <https://www.ed.gov/sites/ed/files/documents/ai-report/ai-report.pdf>

- Boris Steipe (2023) “Understanding AI Issues”. *The Sentient Syllabus Project* <http://sentientsyllabus.org>
- Anderson R, Vines T, Miles J. SSP conference debate: AI and the integrity of scholarly publishing. The Scholarly Kitchen. 2023. Jun 27, [2023-07-05]. <https://tinyurl.com/yxy9w2ah>
- Tiffany I Leung, Taiane de Azevedo Cardoso, Amaryllis Mavragani, and Gunther Eysenbach. Best Practices for Using AI Tools as an Author, Peer Reviewer, or Editor. *J Med Internet Res.* 2023; 25: e51584.

Finally, and most importantly, **your health & wellness is essential**. The section below serves as a resource to connect you to valuable resources to maintain physical and mental health, deal with stress, and address other wellbeing issues.

UGA Well-being Resources

Your well-being is important! UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps

students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu
- Accessibility & Testing: <https://accessibility.uga.edu/>

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>.

Disclaimer

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Course Schedule & Activities

Date	Topic	Main focus:	Reading/Assignment
Tu 18 Aug	Welcome & Course Orientation	Introduction, icebreakers, overview of course structure, expectations, and student interests.	Main Readings: Groom, A. J. R. (1998). Paradigms in conflict: The strategist, the conflict researcher and the peace researcher. <i>Review of International Studies</i> , 14, 97–115. Extracts from core textbook Barash (2017) • David Barash, Introduction: Approaches to <i>Approaches to Peace</i>, pp. 1-4
Th 20- Aug	What Is Peace Studies?	Origins and evolution of the field; interdisciplinarity; relationship to conflict studies, security studies, and IR	Main Readings: Babbitt, E., & Hampson, F. O. (2011). Conflict resolution as a field of inquiry: Practice informing theory. <i>International Studies Review</i> , 13(1), 46–57. https://doi.org/10.1111/j.1468-2486.2010.00997.x Gleditsch, N. P., Nordkvelle, J., & Strand, H. (2014). Peace research - Just the study of war? <i>Journal of Peace Research</i> , 51(2), 145–158. Assignment: Due Mon.08.24 Journal reflection 1.

Part 1: "Waging war"			
Tu 25 Aug	The origins of war	Key theories and approaches (e.g. Biological vs. structural explanations) to understanding conflict	Main Readings: Thucydides. (1996). The Melian Dialogue. In R. B. Strassler (Ed.) & R. Crawley (Trans.), <i>The landmark Thucydides: A comprehensive guide to the Peloponnesian War</i> Waltz, K. N. (1988). The origins of war in neorealist theory. <i>Journal of Interdisciplinary History</i>, 18(4), 615–628. Extracts from core textbook Barash (2017) • Sigmund Freud. "Why War?", pp. 9-13. • Michael Howard. "The Causes of War", pp. 31-37 • Samuel Huntington. "The clash of civilizations", pp. 42-49.
Th 27 Aug	Mobilizing for war: winning hearts and minds	Propaganda, rhetoric, and representation of the enemy	Main Readings: Normand, L. (2016). Demonization in War and Peace. In: Demonization in International Politics. A Barrier to Peace in the Israeli-Palestinian Conflict. Palgrave Macmillan, New York. Extracts from core textbook Barash (2017) • Margeret Mead. "War is Only an Invention", pp. 14-18. • Irving Janis. "Victims of Groupthink, pp. 25-30. • Kenneth Boulding. "National Images and International Systems", pp.38-42.
Tu 1 Sep	The Changing Character of War	Historical trends and evolution of war over time (e.g state to non-state actors).	Main Readings: Kaldor, M., (2013). "In Defence of New Wars". Stability: International Journal of Security and Development. 2(1),p.Art. 4. Pinker, S. (2012). <i>The Better Angels of Our Nature</i>. New York: Viking, Chapter 10.
Th 3 Sep	Typologies and Phases of War	Defining terrorism; asymmetrical warfare; insurgencies and counterinsurgencies.	Main Readings: Diehl, P. F. (2006). Just a phase? Integrating conflict dynamics over time. <i>Conflict Management and Peace Science</i>, 23(3), 199–210. Fearon, J. D., & Laitin, D. D. (2003). Ethnicity, insurgency, and civil war. <i>American Political Science Review</i>, 97(1), 75–90. Extracts from core textbook Barash (2017): • Robert Pape. "Dying to Win: The strategic logic of suicide bombing", pp. 194-197
Tu 8 Sep	Consequences of War	Human, economic, and psychological costs; displacement and trauma.	Main Readings: Bergoffen, D. (2009). Exploiting the dignity of the vulnerable body: Rape as a weapon of war. <i>Philosophical Papers</i>, 38(3), 307–325. Collier, P. (2007). The conflict trap. In <i>The bottom billion: Why the poorest countries are failing and what</i>

			can be done about it (pp. 17–38). Oxford University Press. Nadia Murad “Nobel Peace Prize Lecture” https://www.nobelprize.org/prizes/peace/2018/murad/lecture/
Th 10- Sep	Ethics at War	Just war theory, the limits of force; ethical dilemmas and debates in modern warfare.	Walzer, M. (2015). The moral reality of war. In <i>Just and unjust wars: A moral argument with historical illustrations</i> (pp. 3–20). New York, NY: Basic Books. Falk, R. (2001, October 11). “Defining a Just War.” <i>The Nation</i>. Retrieved from https://www.thenation.com/article/archive/defining-just-war/ Rawls, J. “Reflections on Hiroshima: 50 Years after Hiroshima.” <i>Open Times</i> 1 (2003): 002. Assignment: Due Mon.02.09 • Journal 2: What factors contributed to the cause or escalation of a conflict discussed in class, and what do you see as the main obstacles to peace?
Part 2: “Waging peace”			
Tu 15- Sep	The origins of peace	Key theories and approaches to understanding peace	Main Readings: Kant, I. (1795/1983). <i>Perpetual peace and other essays</i>. Indianapolis, IN: Hackett Publishing. (selected sections) Extracts from core textbook Barash (2017) • Martin Luther. “Letter from Birmingham Jail”, pp. 201-206 • Leo Tolstoy. “Letter to Ernest Howard Crosby”, pp. 219-223. • Mohandas Gandhi. “The Gospel of Nonviolence”, pp. 227-233. • Gene Sharp. “Seeking a Solution to the Problem of War”, pp.233/244 Optional: Boulding, E. (1998). Peace Culture: The Problem of Managing Human Difference. <i>Cross Currents</i>, 48(4), 445–457. Galtung, J. (1965). On the meaning of nonviolence. <i>Journal of Peace Research</i>, 2(3), 228–257.
Th 17- Sep	Typologies and evolution of peace	Negative and positive peace, liberal peace theory, Humanitarian Intervention & Responsibility to Protect,	Main Readings: Paris, R. (2004). <i>At war's end: Building peace after civil conflict</i> (Chapter 1 and Chapter 2). Cambridge University Press. Klein, J., Goertz, G., & Diehl, P. F. (2008). The peace scale. <i>Conflict Management and Peace Science</i>, 25(1), 67–80
Tu 22- Sep	Institutional architectures for peace;	International Organizations and the UN System,	Main Readings: Mingst, K. A., & Karns, M. P. (2007). The United Nations and conflict management. In C. Crocker, F. O. Hampson, & P. Aall (Eds.), <i>Leashing the dogs of war:</i>

			<i>Conflict management in a divided world</i> (Chap. 28). United States Institute of Peace. Extracts from core textbook Barash (2017) • Linda Fasulo. “An Insider’s Guide to the UN,” pp. 143-148. • Kofi Annan “Nobel Peace Prize” Acceptance speech (2001). https://www.nobelprize.org/prizes/peace/2001/award-video/ • Secretary-General Javier Pérez de Cuéllar “Nobel Prize Lecture”, UN PeaceKeeping Forces (1989) “Nobel Peace Lecture https://www.nobelprize.org/prizes/peace/1988/un/lecture/ Optional: Secretary-General of the United Nations. (June 17, 1992) <i>An Agenda for Peace: Preventive Diplomacy, Peacemaking and Peace-Keeping</i>. UN Doc. A/47/277-S/24111. United Nations Security Council. (20 February, 2001) Statement by the President of the Security Council. UN Doc. S/PRST/2001/5
Th 24- Sep	Peacemaking and Peacekeeping in Practice	Conflict management, resolution, and transformation; Missions, mandates, and field challenges.	Main Readings: Call, Charles T., and Elizabeth M. Cousens. “Ending Wars and Building Peace: International Responses to War-Torn Societies.” <i>International Studies Perspectives</i> 9.1 (2008): 1-21. Bellamy, A. J., & Williams, P. D. (2010). Who are the peacemakers. In <i>Understanding peacekeeping</i> (2nd ed., pp. 42–68). Polity Press. Lederach, J. P., & Appleby, R. S. (2010). Strategic peacebuilding: An overview. In G. Philpott & G. F. Powers (Eds.), <i>Strategies of peace: Transforming conflict in a violent world</i> (pp. 19–44). Oxford University Press.
Tu 29- Sep	Negotiating Peace	Strategies and Tactics of diplomacy and negotiation	Main Readings: Druckman, D. (2007). Negotiating in the international context. In I. W. Zartman & J. L. Rasmussen (Eds.), <i>Peacemaking in international conflict: Methods and techniques</i> (Rev. ed., pp. 111–162). United States Institute of Peace Press. Extracts from core textbook Barash (2017) • Fisher, Roger, William Ury, and Bruce Patton. “Getting to Yes,” in Barash, pp. 88-94. Simulation — Conflict negotiation exercise <i>Materials will be provided ahead of class.</i> Optional:

			Malhotra, Deepak. (2009) "Without Conditions: The Case for Negotiating with the Enemy." <i>Foreign Affairs</i> 88(5):84-90.
Th 1- Oct	Brokering Peace: The Practice of Mediation	Roles of mediators, track-one vs. track-two diplomacy.	Main Readings: Agha, H., Feldman, S., Khalidi, A., & Schiff, Z. (2003). Track II diplomacy. In <i>Track II diplomacy: Lessons from the Middle East</i> (Chap. 1). MIT Press. Wallensteen, P., & Svensson, I. (2014). Talking peace: International mediation in armed conflicts. <i>Journal of Peace Research</i>, 51(2), 315–327. Assignment: Mon 03.02 • Journal 3: What did you learn from the negotiation simulation, and how has it shaped your understanding of peacebuilding?
Tu 6- Oct	Recognizing peace and peacemaker: Part 1	The Nobel Legacy – Origins, Institutions, and Authority	Guest lecture by Educational Director of the Nobel Peace Center, Bendik Egge Main readings: Nobel, P. (2001). Alfred Bernhard Nobel and the Peace Prize. <i>International Review of the Red Cross</i>, 83(842), 259-273. Alfred Nobel's will (English version) https://www.nobelprize.org/alfred-nobel/full-text-of-alfred-nobels-will-2/ Special regulations for the award of the Nobel Peace Prize https://www.nobelprize.org/about/special-regulations-for-the-award-of-the-nobel-peace-prize/
Th 8- Oct	Recognizing peace and peacemaker: Part 2	Nobel Peace Laureates and The Nobel Peace Prize Today - Debates, Trends, and Futures	Main Readings: Geir Lundestad (2001). <i>The Nobel Peace Prize 1901–2000</i>. NobelPrize.org. https://www.nobelprize.org/prizes/themes/the-nobel-peace-prize-1901-2000/ Excerpts from Bertha von Suttner's memoirs/ the records of an eventful life https://www.berthavonsuttner.com/MemoirsV1.pdf Chapter XVI: The Zenith of Happiness (207-213) Chapter XXXVII: The Bern Sessions (420-434) Chapter XXXVIII: Visit to Alfred Nobel (435-440)
Tu 13- Oct	SOMETHING EXTRA		No readings, have a great break!
Th 15 - Oct	EXTRA		SOMETHING ELSE SINCE KIDS ARE ON BREAK (WORK ON PROJECT?)
Part 3: Case studies: Waging war, waging peace in practice			

Tu 20- Oct	Northern Ireland	Waging war	Main readings: Bourke, R. (2011). Languages of conflict and the Northern Ireland Troubles. <i>The Journal of Modern History</i>, 83(3), 544-578. Prince, S. (2018). Against Ethnicity: Democracy, Equality, and the Northern Irish Conflict. <i>Journal of British Studies</i>, 57(4), 783–811.
Th 22- Oct	Northern Ireland	Waging peace	Main readings: Mitchell, G. J. (1998). Toward Peace in Northern Ireland. <i>Fordham Int'l LJ</i>, 22, 1136. Boyle, K., & Hadden, T. (1995). The Peace Process in Northern Ireland. <i>International Affairs</i> (Royal Institute of International Affairs 1944-), 71(2), 269–283. Coakley, J. (2003). Ethnic conflict and its resolution: The Northern Ireland model. <i>Nationalism and Ethnic Politics</i>, 9(3), 25-53. Hume & Trimble (1998) — <i>Nobel Lectures (excerpts)</i> https://www.nobelprize.org/prizes/peace/1998/ceremony-speech/ Optional: Curran, D., & Sebenius, J. K. (2003). The mediator as coalition builder: George Mitchell in Northern Ireland. <i>International Negotiation</i>, 8(1), 111-147.
Tu 27- Oct	Colombia/FAR C	Waging war	Main Readings: Luna, L. (2019). Colombian violent conflict: A historical perspective. <i>International Journal on World Peace</i>, 36(4), 53–84 Feldmann, A. E. (2017). Revolutionary Terror in the Colombian Civil War. <i>Studies in Conflict & Terrorism</i>, 41(10), 825–846.
Th 29- Oct	Colombia/FAR C	Waging peace	Main Readings: Theidon, K. (2016). Peace in Colombia. <i>Current History</i>, 115(778), 51-56. Angelo, P. (2017). The Colombian peace process: trial and error. <i>Survival</i>, 59(1), 135-148. Santos (2016) Nobel Peace Prize Lecture https://www.nobelprize.org/prizes/peace/2016/santos/lecture/ Optional: Maldonado, A. U. (2017). What is the Colombian peace process teaching the world?. <i>New England Journal of Public Policy</i>, 29(1), 9.
Tu 3 Nov	Israel– Palestine	Waging war	Main Readings:

			Normand, L. (2016). The Israeli-Palestinian conflict: An introduction. In <i>Demonization in international politics: A barrier to peace in the Israeli-Palestinian conflict</i> (pp. 79–100). New York, NY: Palgrave Macmillan. Rabinovich, I. (2011). <i>The Israel-Palestine conflict: Contested histories</i>. New Haven, CT: Yale University Press.
Th 5-Nov	Israel–Palestine	Waging peace	Main Readings: Kelman, H. C. (1982). Creating the conditions for Israeli-Palestinian negotiations. <i>Journal of Conflict Resolution</i>, 26(1), 39-75. Said, E. W. (1995). The mirage of peace. <i>The Nation</i>, 16, 413-420. Barak, O. (2005). The failure of the Israeli–Palestinian peace process, 1993–2000. <i>Journal of Peace Research</i>, 42(6), 719–736. Optional: Slater, J. (2001). What went wrong? The collapse of the Israeli-Palestinian peace process. <i>Political Science Quarterly</i>, 116(2), 171-199. Yitzhak Rabin, Shimon Peres & Yasser Arafat (1994) Nobel Peace Prize Acceptance Speeches (extracts) https://www.nobelprize.org/prizes/peace/1994/summary/
Tu 10-Nov	Capstone project work	No class, but time to prepare presentations	Use previous course study materials and independent research for your chosen case
Th 12-Nov	Capstone project work	No class, but time to prepare presentations	Use previous course study materials and independent research for your chosen case
Tu 17-Nov	Student presentations		No required readings. Prepare presentation
Th 19-Nov	Student presentations		No required readings. Prepare presentation
23-27 Nov Thanksgiving break!			
Tu 1 Dec	The Future of Peacebuilding	Justice, Dignity, and Reconciliation Transitional justice, truth commissions, reparations.	Main Readings: Philpott, D. (2010). Reconciliation: An ethic for peacebuilding. In D. Philpott & G. F. Powers (Eds.), <i>Strategies of peace: Transforming conflict in a violent world</i> (pp. 91–98, 104–112). Oxford University Press. Extracts from core textbook Barash (2017) • Dalai Lama “A Human Approach to World Peace”, pp.303-307

			Desmond Tutu. "No Future without Forgiveness", pp. 308-313. Optional: Bar-Tal, D. (2000). From intractable conflict through conflict resolution to reconciliation: A psychological analysis. <i>Political Psychology</i>, 21(2), 351–365
	Reading Day (no classes, no exams)		
Dec 3	FINAL EXAM TBD	Final Paper Due	
14 Des.	Grades due		