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**Introduction to Peace Studies**  
**PCE 201-001**  
**Fall 2013**

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**Course Time:** TTh 12:30-1:45pm

**Location:** Student Center Rm. 113

**Instructor:** Dr. Clayton Thyne

**Office:** 1625 Patterson Office Tower

**Office Hours:** Tu 10am-noon; Th 3:20-4:30pm (or by appointment)

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**Phone:** 859-257-6958

### **COURSE SUMMARY**

The course reviews a wide range of theories exploring the nature and causes of conflict, the possibilities for conflict resolution, and the foundations of peace. It provides students with a set of tools for the analysis of contemporary conflicts and shows how evidence and theory can be effectively used to understand peace and conflict. The course draws on a wide range of disciplines, including sociobiology, anthropology, sociology, social psychology, economics, and political science. It also gives students a practical understanding of the strengths and weaknesses of current approaches to conflict resolution and peace-building.

The goals of this course are threefold: 1) to introduce students to the background and characteristics of Peace Studies, 2) to explore the multitude of tools and explanations used by scholars in order to understand peace and conflict, and 3) to encourage students to begin to try their own hand at making sense out of a complex and interesting subject. The course begins with an introduction to Peace Studies, focusing on why this is a useful area of inquiry and how peace can be studied scientifically. Next, the course analyzes why people, groups and states fight, focusing on individual-, group- and state-level violence. The course concludes by analyzing approaches to conflict resolution, including negotiation, political institutions, and reconciliation.

This course has two main foci, which happen concurrently. The first focus, which will be the primary focus of the readings and lectures, is to introduce you to the subject of Peace Studies. The readings for this focus will come from a variety of sources, including academic journals and non-academic outlets (e.g., *Foreign Affairs*). The primary assessment for the first focus will be in the form of 4 quizzes during the semester.

The second focus is the generation of an original research paper. This will be the secondary topic of the lecture sessions, where your instructor will work with you to develop a research paper. Your primary assessment for the second focus will be in the form of a culminating assignment, which will be due in 4 phases throughout the semester.

## STUDENT LEARNING OUTCOMES

### Course Focus #1: Theories of Peace Studies

This course has two main foci, which are aligned with the objectives for UK Core's *Social Science Inquiry*. The first focus, which is the primary topic of lectures sessions, is to introduce the student to the primary theories and topics with Peace Studies. More specifically, the first focus is geared towards the following learning objective:

*Learning Objective 1:* The students will demonstrate knowledge of the theories associated with Peace Studies.

### Course Focus #2: Peace Studies and Scientific Inquiry

The second main focus of the course is to improve the student's understanding of how the modes of scholarly inquiry in Peace Studies have led to the development of the discipline's shared bodies of knowledge and the interplay between Peace Studies and its broader social context. We will explore a variety of approaches to research questions pursued by Peace Studies scholars, which should help prepare the students to critically evaluate a variety of social situations that they will confront in your everyday lives. This focus will culminate in the generation of an original research paper. More specifically, the second focus is geared towards the following learning objectives:

*Learning Objective 2:* The students will demonstrate an understanding of methods and ethics of inquiry that lead to knowledge in Peace Studies.

*Learning Objective 3:* The students will demonstrate an ability to identify and use appropriate information resources to substantiate evidence-based claims in Peace Studies.

*Learning Objective 4:* The students will demonstrate knowledge of how the study of peace influences society.

*Learning Objective 5:* The students will demonstrate an ability to identify a well-formulated question pertinent to Peace Studies and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

### Required Readings

All required readings and videos will be available on the course's BlackBoard site. You will need to purchase nothing for this course.

### Earning Grades

You will be graded in two ways. The first is a set of quizzes over the assigned readings and lecture notes, which come primarily from the course readings. The purpose of these quizzes is to make sure that you are keeping up with the readings and learning the material. They are meant to be easy for those who are putting in the required time and effort. The second set of assessments comes from

the various stages of your research assignment. This assignment will be due in various stages. All assignments (quizzes, research paper, co-curricular programming) will be submitted via Blackboard.

I will calculate your final grade based on the following:

Quiz 1: (before 09/16/13 at 11pm): 10% of total grade

Quiz 2: (before 10/21/13 at 11pm): 10% of total grade

Quiz 3: (before 11/18/13 at 11pm): 10% of total grade

Quiz 4: (before 12/19/13 at 11pm): 10% of total grade

Co-curricular programming: (various due dates—see below): 10% of total grade

Research Assignment, Part 1: Introduction (before 09/30/13 at 11pm): 10% of total grade

Research Assignment, Parts 1-2: Literature review (before 10/28/13 at 11pm): 10% of total grade

Research Assignment, Parts 1-3: Theory (before 11/25/13 at 11pm): 10% of total grade

Research Assignment, Parts 1-4: Research design (before 12/18/13 at 11pm): 10% of total grade

The “Co-curricular programming” part of your grade will require you to attend a minimum of two peace-focused events (e.g., lectures, films) held at the university or elsewhere. As the program is an academic program, advocacy events (e.g., anti-war rallies) will not count towards this requirement. The instructor will keep students informed of applicable events via the Blackboard page.<sup>1</sup> After attending an event, the student will be required to submit a one-page reflective essay for each event they attend with particular emphasis on connections to coursework. At a minimum, the reflective essay must address the following:

1. Event title, location and date.
2. Brief summary of the purpose of the event.
3. Explanation of what this event meant to your understanding of peace-related issues.
4. How this event connects to the course material.

The final 10% of your grade will be based on your attendance and participation. You will lose 20% of this grade for each unexcused absence (i.e., if you miss 5 sessions, the best you can do in the course is a B). You must do more than simply attend the sessions to receive your attendance/participation grade. I expect regular participation and will count you as absent if you fail to participate in the recitation sessions.

Final course grades will be based on the following scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

E = below 60

Midterm grades will be posted by 10/25/13 and will be based on the grading criteria in the syllabus.

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<sup>1</sup> Events not posted by the instructor (e.g., events outside of UK or Lexington) can also qualify for this requirement with approval from the instructor.

## **Absences**

An absence will be considered unexcused unless you give me documentation of the absence as defined by the University. For more information, please see Student Rights and Responsibilities, Part II, Section 5.2.4.2 (<http://www.uky.edu/StudentAffairs/Code/part2.html>) for UK's policy on excused absences.

## **Missed Quizzes and Assignments**

Make-up quizzes/assignments will only be given for documented excused absences as defined by the University (Senate Rule V.2.4.2) and are scheduled as needed. A missed quiz/assignment will result in a score of zero for that exam, unless an acceptable written excuse is presented within 48 hours of the missed examination.

## **Plagiarism and Cheating**

Students are advised to retain all notes and drafts for all work until after they receive their final grade. Students should also be aware that the instructor takes matters of plagiarism and cheating very seriously and is prone to imposing the most severe penalty allowed by university rules, which includes, but is not limited to, issuing an automatic grade of 0.0 for the entire course. All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2). The Ombud site also has information on plagiarism.

For more information, please see the home page for the Office of Academic Ombud Services (<http://www.uky.edu/Ombud>) for a definition of plagiarism, how to avoid plagiarism and UK's new academic offense policy.

You may also check out the Student Rights and Responsibilities, Part II, Section 6.3 (<http://www.uky.edu/StudentAffairs/Code/part2.html>) for UK's policy on academic integrity.

## **Student Conduct**

Students are expected to maintain decorum that includes respect for other students and the professor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

## **Disabilities/ Medical Conditions**

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754,

[jkarnes@uky.edu](mailto:jkarnes@uky.edu)) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

### **Classroom Expectations**

I expect all students to behave professionally in this class. If you miss a class you are still responsible for the information covered. The instructor will not provide you with his notes. I expect all students who attend class to arrive on time and ready to start class. It is disrespectful to the instructor and your classmates to show up late or leave early. During class please refrain from all disruptive behavior, including (but not limited to) reading newspapers, sleeping, talking during lecture, cell phone and pager use, and insulting classmate or instructors.

Please be aware that the instructor's pet peeve is students packing up their stuff before class ends. I will never keep you late for class because it is rude to assume that my lecture is more important than your time. Likewise, I will consider it rude if you assume that packing up your items is more important than my lecture. In regards to cell phones, it is absolutely rude to text or talk on the phone during class. That being said, I understand that you have lives and issues that may require immediate attention (as do I). If something important arises, please simply remove yourself from class momentarily and take care of the issue.

### **Blackboard**

This course utilizes Blackboard for essentially all facets of the course (quizzes, exams, readings, videos). You are expected to check Blackboard regularly for all information pertaining to this course.

## Course Schedule

**Section 1:  
What is Peace Studies? Why should we care? What makes Peace Studies a scientific enterprise?**

**Week 1 (09/03, 09/05): Conflict, Violence, and Peace**

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"> <li>• Kroc Institute 2012. “What is Peace Studies?” Remarks from various scholars.</li> <li>• Katz, Neil H. 1989. “Conflict resolution and Peace Studies.” <i>Annals of the American Academy of Political and Social Science</i> 504:14-21.</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• Williams, Jody. 2010. “A realistic vision for world peace.” TED talk.</li> </ul>	<p><u>Research Assignment</u> Complete “PROJECT OVERVIEW”</p>	<p><u>Graded quiz/assignment</u> none</p>
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**Week 2 (09/10, 09/12): The Scientific Approach to Peace Studies**

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Yardley, Greg. 2003. “Peace Studies’ War against America.” FRONTPAGEMAG.COM.</li> <li>• Bawer, Bruce. 2007. “The Peace Racket.” <i>City Journal</i>.</li> <li>• Kay, Barbara. 2009. “Barbarians within the Gate.” <i>National Post</i>.</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• Pinker, Steven. 2007. “The surprising decline of violence.” TED talk.</li> </ul>	<p><u>Research Assignment</u> Complete “PART 1: INTRODUCTION, Step 1”</p>	<p><u>Graded quiz/assignment</u> none</p>
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**Section 2: Causes of Conflict**  
**Why do people, groups, and states fight?**

**Week 3 (09/17, 09/19): Conflict at the Individual Level I: Nature and Nurture**

<p><u>In-class Discussion:</u>  Read:</p> <ul style="list-style-type: none"> <li>• Mead, Margaret. 1940. “Warfare is only an invention—Not a biological necessity.” <i>The Dolphin Reader</i>. 2<sup>nd</sup> edition. Douglas Hunt, Ed. Boston: Houghton Mifflin Company, pp. 415-421.</li> <li>• Silver, Eric. 2006. “Understanding the relationship between mental disorder and violence: The need for a criminological perspective.” <i>Law and Human Behavior</i> 30(6):685-706.</li> <li>• Ferguson, Christopher J., and Kevin M. Beaver. 2009. “Natural born killers: The genetic origins of extreme violence.” <i>Aggression and Violent Behavior</i> 14:286-294.</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• Miller, Laurence. 2012. “Why are people violent?” Available: <a href="https://www.youtube.com/watch?v=xQmXGx1ZKw4">https://www.youtube.com/watch?v=xQmXGx1ZKw4</a></li> </ul>	<p><u>Research Assignment</u>  Complete “PART 1: INTRODUCTION, Step 2”</p>	<p><u>Graded quiz/assignment</u>  Quiz 1: Covering content from Weeks 1-2. Must be taken by 11pm on 09/16/13.</p>
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**Week 4 (09/24, 09/26): Conflict at the Individual Level II: Psychological Discontent**

<p><u>In-class Discussion:</u>  Read:</p> <ul style="list-style-type: none"> <li>• Victoroff, Jeff. 2005. “The mind of the terrorist: A review and critique of psychological approaches.” <i>Journal of Conflict Resolution</i> 49(1):3-42.</li> <li>• LeBlanc, and Barling. 2004. “Workplace aggression.” <i>Current Directions in Psychological Science</i> 13(1):9-12.</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• Zimbardo, Philip. 2008. “The psychology of evil.” TED talk.</li> </ul>	<p><u>Research Assignment</u>  Complete “PART 1: INTRODUCTION, Step 3”</p>	<p><u>Graded quiz/assignment</u>  none</p>
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**Week 5 (10/01, 10/03): Conflict at the Group Level I: Culture, Social Behavior, Conflict**

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"><li>• Coughlin and Venkatesh. 2003. "The urban street gang after 1970." <i>Annual Review of Sociology</i> 29:41-64.</li><li>• Boyd and Richerson. 2009. "Culture and the evolution of human cooperation." <i>Philosophical Transactions of the Royal Society</i> 364:3281-3288.</li><li>• Rolandsen and Breidlid. 2012. "A critical analysis of cultural explanations for the violence in Jonglei state, South Sudan." <i>Conflict Trends</i> 1:49-56.</li></ul> <p>Watch:</p> <ul style="list-style-type: none"><li>• Kats, Jackson. 2012. "Violence and Silence." TED talk.</li></ul>	<p><u>Research Assignment</u> none</p>	<p><u>Graded quiz/assignment</u> Research Project Part 1 due. Must be submitted to Blackboard by 11pm on 09/30/13.</p>
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**Week 6 (10/08, 10/10): Conflict at the Group Level II: Stereotypes and Cognitive Distortion**

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"><li>• Fiske, Susan. 2002. "What we know now about bias and intergroup conflict, the problem of the century." <i>Current Directions in Psychological Science</i> 11(4):123-128.</li><li>• Halperin, Eran, Neta Oren, and Daniel Bar-Tal. 2010. "Socio-psychological barriers to resolving the Israeli-Palestinian conflict: An analysis of Jewish Israeli Society." In <i>Barriers to Peace in the Israeli-Palestinian Conflict</i>, Yaacov Bar-Siman-Tov (ed.). Jerusalem: The Jerusalem Institute for Israel Studies.</li></ul> <p>Watch:</p> <ul style="list-style-type: none"><li>• Adichie, Chimamanda Ngozi. 2009. "The danger of a single story." TED talk.</li></ul>	<p><u>Research Assignment</u> Complete "PART 2: LIT REVIEW, Step 1"</p>	<p><u>Graded quiz/assignment</u> none</p>
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**Week 7 (10/15, 10/17): Conflict at the Group Level III: Ethnocentrism**

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"><li>• Huntington, Samuel P. 1993. “The clash of civilizations?” <i>Foreign Affairs</i> 72(3):22-49.</li><li>• Daniel, Kasomo. 2012. “An assessment of ethnic conflict and its challenges today.” <i>African Journal of Political Science and International Relations</i> 6(1):1-7.</li></ul> <p>Watch:</p> <ul style="list-style-type: none"><li>• Wolff, Stefan. 2010. “The path to ending ethnic conflicts.” TED talk.</li></ul>	<p><u>Research Assignment</u> Complete “PART 2: LIT REVIEW, Step 2”</p>	<p><u>Graded quiz/assignment</u> none</p>
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**Week 8 (10/22, 10/24): Civil Violence I: Theories of Civil Violence and Revolution**

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"><li>• Goldstone, Jack A. 2001. “Toward a fourth generation of revolutionary theory.” <i>Annual Review of Political Science</i> 4:139-187.</li><li>• Senechal de la Roche, Roberta. 2001. “Why is collective violence collective?” <i>Sociological Theory</i> 19(2):126-144.</li></ul> <p>Watch:</p> <ul style="list-style-type: none"><li>• Ghonim, Wael. 2011. “Inside the Egyptian revolution.” TED talk.</li><li>• Langhi, Zahra’. 2012. “Why Libya’s revolution didn’t work—and why it might.” Ted talk.</li></ul>	<p><u>Research Assignment</u> Complete “PART 2: LIT REVIEW, Step 3”</p>	<p><u>Graded quiz/assignment</u> Quiz 2: Covering content from weeks 3-7. Must be taken by 11pm on 10/21/13.</p>
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**Week 9 (10/29, 10/31): Civil Violence II: Greed versus Grievances in Civil Conflict**

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"><li>• Collier, Paul, and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." <i>Oxford Economic Papers</i> 56:563-595.</li><li>• Korf, Benedikt. 2006. "Functions of violence revisited: Greed, pride and grievance in Sri Lanka's civil war." <i>Progress in Development Studies</i> 6(2):109-122.</li></ul> <p>Watch:</p> <ul style="list-style-type: none"><li>• Collier, Paul. 2009. "New rules for rebuilding a broken nation." TED talk.</li></ul>	<p><u>Research Assignment</u> none</p>	<p><u>Graded quiz/assignment</u> Research Project Parts 1-2 due. Must be submitted to Blackboard by 11pm on 10/28/13.</p>
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**Week 10 (11/05, 11/07): Interstate Violence I: Power and Conflict**

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"><li>• Waltz, Kenneth. 2000. "Structural realism after the Cold War." <i>International Security</i> 25(1):5-41.</li><li>• Caprioli, Mary, and Peter F. Trumbore. 2005. "Rhetoric versus reality: Rogue states in interstate conflict." <i>Journal of Conflict Resolution</i> 49(5):770-791.</li></ul> <p>Watch:</p> <ul style="list-style-type: none"><li>• Al Jazeera. 2013. "America's war games." Available: <a href="http://www.aljazeera.com/programmes/peopleandpower/2013/04/2013424113558268754.html">http://www.aljazeera.com/programmes/peopleandpower/2013/04/2013424113558268754.html</a></li></ul>	<p><u>Research Assignment</u> Complete "PART 3: THEORY, Step 1"</p>	<p><u>Graded quiz/assignment</u> none</p>
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**Week 11 (11/12, 11/14): Interstate Violence II: The Democratic Peace**

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"> <li>• Oneal, John R., and Bruce Russett. 1999. "The Kantian Peace: The pacific benefits of democracy, interdependence, and international organizations, 1885-1992." <i>World Politics</i> 52(1):1-37.</li> <li>• Mullerson, Rein. 2012. "From democratic peace theory to forcible regime change." <i>Eurozine</i>.</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• Stewart, Rory. 2012. "Why democracy matters." TED talk.</li> </ul>	<p><u>Research Assignment</u> Complete "PART 3: THEORY, Step 2"</p>	<p><u>Graded quiz/assignment</u> none</p>
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<p><b>Section 3: Conflict Resolution</b> <b>How can conflict be resolved? Is violence the answer...always, sometimes, or never?</b></p>
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**Week 12 (11/19, 11/21): Peace and Justice**

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"> <li>• Dzur, Albert W. 2003. "Civic implications of restorative justice theory: Citizen participation and criminal justice policy." <i>Policy Sciences</i> 36(3/4):279-306.</li> <li>• Kaufman, Stuart J. 2006. "Escaping the symbolic politics trap: Reconciliation initiatives and conflict resolution in ethnic wars." <i>Journal of Peace Research</i> 43(2):201-218.</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• Jewkes, Jemma. 2011. "Restorative justice." TED talk. Available: <a href="http://tedxtalks.ted.com/video/TEDxYouthBath-Jemma-Jewkes-Re-2">http://tedxtalks.ted.com/video/TEDxYouthBath-Jemma-Jewkes-Re-2</a></li> </ul>	<p><u>Research Assignment</u> Complete "PART 3: THEORY, Step 3"</p>	<p><u>Graded quiz/assignment</u> Quiz 3: Covering content from weeks 8-11. Must be taken by 11pm on 11/18/13.</p>
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**Week 13 (11/26): Cancelled due to weather**

**Week 14 (12/03, 12/05): Violence and Nonviolence; Negotiation**

<u>In-class Discussion:</u>	<u>Research Assignment</u>	<u>Graded quiz/assignment</u>
<p>Read (for 12/03):</p> <ul style="list-style-type: none"><li>• Sharp, Gene. 2003. <i>There are realistic alternatives</i>. Albert Einstein Institution.</li><li>• Schock, Kurt. 2003. "Nonviolent action and its misconceptions: Insights for social scientists." <i>PS: Political Science and Politics</i> 36(4):705-712.</li></ul> <p>Read (for 12/05):</p> <ul style="list-style-type: none"><li>• Lewicki, Roy J., Stephen E. Weiss, and David Lewin. 1992. "Models of conflict, negotiation and third party intervention: A review and synthesis." <i>Journal of Organizational Behavior</i> 13(3):209-252.</li><li>• Barak, Oren. 2005. "The failure of the Israeli-Palestinian peace process, 1993-2000." <i>Journal of Peace Research</i> 42(6):719-736.</li></ul> <p>Watch (for 12/03):</p> <ul style="list-style-type: none"><li>• Elworthy, Scilla. 2012. "Fighting with nonviolence." TED talk.</li></ul> <p>Watch (for 12/05):</p> <ul style="list-style-type: none"><li>• Ury, William. 2010. "The walk from 'no' to 'yes.'" TED talk.</li></ul>	<p>Complete "PART 4: RES. DESIGN, Step 1"</p>	<p>none</p>

**Week 15 (12/10, 12/12): Designing Political Institutions**

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"><li>• Wolff, Avedissian, Martin Ottmann, and Stefan Wolff. 2013. "Sudan: The impact of institutions on violent conflict." Working paper.</li><li>• OECD Development Centre. 2013. "Transforming social institutions to prevent violence against women and girls and improve development outcomes." Available: <a href="http://www.oecd.org">www.oecd.org</a>.</li><li>• Kuperman, Alan J. 2013. "Constitutional reform and violent conflict: Lessons from Africa, for Africa." CCAPS research brief no. 15.</li></ul> <p>Watch:</p> <ul style="list-style-type: none"><li>• Ghani, Ashraf. 2005. "How to rebuild a broken state." TED talk.</li></ul>	<p><u>Research Assignment</u> Complete "PART 4: RES. DESIGN, Step 2-3"</p>	<p><u>Graded quiz/assignment</u> none</p>
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**Week 16: Finals Week**

<p><u>In-class Discussion:</u> none</p>	<p><u>Research Assignment</u> none</p>	<p><u>Graded quiz/assignment</u></p> <ul style="list-style-type: none"><li>• Research Project Parts 1-4 due on 12/18/13 at 11pm.</li><li>• Quiz 4: Covering content from weeks 12-15. Must be taken by 11pm on 12/19/13.</li></ul>
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