

Brothers, Sheila C

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To: Brothers, Sheila C
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This is a recommendation that the University Senate approve the establishment of a new undergraduate certificate: Peace Studies, within the College of Arts and Sciences.

Note: revised version attached.

PROPOSAL FOR A PEACE STUDIES CERTIFICATE PROGRAM

University of Kentucky
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1. Purpose and Introduction

The purpose of this document is to propose a Peace Studies certificate program at the University of Kentucky to begin in Fall 2013. The purpose this program is to develop students with increased interests and understanding of issues of peace and justice from individual to global levels, and to provide them with basic skills in peaceful communication, nonviolent and transformative conflict resolution, and the development of peaceful and cooperative cultures—skills increasingly valued by employers and graduate programs and much needed in our communities.

The program proposes two new courses totaling 6 hours. The first, *PCE 201: Introduction to Peace Studies*, provides an overview of Peace Studies and will serve as a portal to the program. The second, *PCE 410: Peace Studies Capstone Seminar*, will serve as a capstone learning experience for Peace Studies students. Between these courses, the students will be expected to complete six hours of peace-related electives pursuant to their academic majors and interests. Both PCE 201 and six hours of electives will be a prerequisites for enrolling in PCE 410.

This proposal enjoys the endorsement of a number of faculty and department chairs both within the College of Arts and Science and from other colleges in the University. The program also is fortunate to have a Faculty of Record that includes diverse and talented faculty and representatives from the community. Clayton Thyne (Political Science) has agreed to serve as program Director and Kerby Neill (the proposal originator) will serve as the Chair of the Faculty of Record, as an advisor, and is available as additional faculty.

2. Focus and Rationale

Conflict is inevitable, but its resolution by force or violence is not. Yet, interstate conflict in the form of war has killed over three million people since World War II,¹ and has accelerated the divide between the “halves” and “have-nots.”² Violent response to conflict at the national level is arguably more serious. Civil wars, genocides and politicides have killed over 16 million people since the end of World War II, and have left economic and social systems severely disabled.³ Even non-violent conflict can disrupt political and social processes, slowing economic and social development.⁴ Within states and communities, chronic conflict produces inefficiency and poor use of limited resources.⁵ The social cost of conflict in families and the workplace is great, and too often escalates to physical violence.⁶ Regardless of the unit of analysis, constructive resolution of conflict is crucial to an improved and sustainable future. The purpose of the Peace Studies program is to

¹ Fearon, J. D., and D. Laitin. 2003. “Ethnicity, Insurgency, and Civil War.” *American Political Science Review* 97(1):75-90.

² Blomber, S. B., and G. D. Hess. 2011. “The Economic Welfare Cost of Conflict: An Empirical Assessment.” In *Oxford handbook of the Economics of Peace and Conflict* (Garfinkel, M., and S. Skaperdas, eds.). Oxford University Press: Oxford.

³ Harff, B. 2003. “No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955.” *American Political Science Review* 97(1):57-73.

⁴ Collier, P., Elliott, L., Hegre, H., Hoeffler, A., Reynal-Querol, M., & Sambanis, N. 2003. *Breaking the Conflict Trap: Civil War and Development Policy*. The International Bank for Reconstruction and Development/The World Bank.

⁵ McGillis, D. 1997. *Community Mediation Programs: Developments and Challenges*. National Institute of Justice: Washington, DC.

⁶ Schieman, S., and S. Reid. 2008. “Job Authority and Interpersonal Conflict in the Workplace.” *Work & Occupations* 35(3):296-326.

empower students to understand and reduce conflict at multiple levels as they move beyond UK. Persons who can confront conflict constructively are increasingly valued by employers.

Effective peacemakers must appreciate the perspectives of others, communicate in ways that reduce conflict, and grasp the historical, cultural, economic, and structural, as well as the impersonal conditions, that ease or exacerbate conflicts. They acquire skills to help forge just, nonviolent, and transformative responses to relational, local, regional, and global problems. Developing knowledgeable and engaged peacemakers can greatly benefit both university and society.

A Peace Studies certificate offers a valuable credential and an appealing focus for students in many disciplines. While UK offers a plethora of courses relevant to Peace Studies, there is no program to bring these elements into a coherent peacemaking focus. Because Peace Studies is inherently interdisciplinary, it can create an important context that may be missed when courses are completed within the framework of a single discipline. Students in Peace Studies will be better prepared to take advantage of co-curricular activities such as the Arts and Sciences “Passport to the World” program. The Peace Studies can collaborate in co-curricular components to augment the transformative nature of such events. A plethora of avenues also exist for fruitful synergy between the Peace Studies program various units at UK, such as the increasingly popular International Studies program.

3. Peace Studies and University Needs

The initiative responds to several university needs as outlined in the call for Undergraduate Certificates.⁷ It gives the university the *ability to respond to emerging and cutting edge fields*. While the study of conflict dates at least to Thucydides’ account of the Peloponnesian War, the emergence of programs focusing on conflict resolution and Peace Studies is relatively recent. Today, around 400 colleges and universities offer Peace related programs, and institutions like the Peace Research Institute of Oslo (PRIO) provide cutting-edge work in theory and data collection. A Peace Studies initiative at UK will help prepare students to enter a world challenged at every level by growing populations, shrinking resources, and the impacts of changing climate.

Peace Studies can also *enhance recruitment to UK*. A number of our benchmark universities have Peace Studies programs (usually as a major or minor), but no school in the Southeastern Conference includes a Peace Studies program.⁸ Peace Studies can raise our profile among the benchmark institutions and attract quality, socially conscious students. It is also notable that Peace Studies programs are increasingly popular at many institutions in Kentucky, as related in a recent article in *Kentucky Living*.⁹

Finally, Peace Studies can provide important *enrichment and retention opportunities*. Upon engaging in Peace Studies, students will immediately gain a faculty mentor to guide their certificate

⁷ http://www.uky.edu/Faculty/Senate/files/Meetings/20110214/Undergraduate%20Cert_Complete_rev.pdf

⁸ Benchmark universities with Peace Studies programs include the University of Michigan (minor), Ohio State University (minor), Purdue University (minor), University of Maryland (major and minor), University of North Carolina-Chapel Hill (undergraduate program), and Pennsylvania State University (minor).

⁹ Hunt, Carol H., and Alan J. Hunt. 2011. “Peacemakers: Peace, Justice, and Conflict Resolution Studies in Kentucky Colleges are Transforming the Way Students Look at—and Live in—the World.” *Kentucky Living*, Sept.

plan and assist with their academic and career plans. Faculty contact is one of the strongest factors in student retention and success, and Peace Studies students will have a faculty mentor to help them navigate their academic careers. Also, extensive opportunities exist to synergize Peace Studies with existing academic programs at UK. These include not only the rich offerings in the College of Arts and Sciences, but also offerings in Agriculture, Business, Education, Law, Medicine, Public Health, and Social Work. Peace Studies should provide another valuable lens for students participating in co-curricular initiatives.

4. Program Description

The Certificate of Peace Studies is designed to comply with the University of Kentucky standards for undergraduate certificates, and may be combined with a broad array of majors across UK's colleges and departments. The program is constructed to complement existing programs and compete with none. The certificate will be administered by a faculty Director, who will focus on three interlocking components: (1) Peace Studies coursework, (2) related non-Peace Studies coursework, and (3) mentorship.

4.a. Peace Studies Coursework

The Peace Studies program will offer two courses, both of which will be required for the Peace Studies Certificate.

PCE 201 -Introduction to Peace Studies. This course will lay the groundwork for approaching Peace Studies, and will also serve as a “portal” course for students who wished to explore a commitment to the area. This course will be usually taught by the faculty Director, which will enhance the Director’s ability to serve as a mentor for Peace Studies students. In the event that the Director is unable to teach this course, an alternative instructor will be able to offer the course if they have demonstrated an interest in Peace Studies by offering peace studies-related courses, have done peace studies-related research, or participate in non-academic peace-related activities (e.g., community organizations). As noted above, this course meets the UK Core requirements for *Inquiry in the Social Sciences*. The syllabus for this course can be found in [Appendix I](#) the end of this document.

PCE 410 - Peace Studies Capstone Seminar. This course will serve as a capstone class for juniors or seniors in the program. PCE 201 will be a prerequisite for enrolling in PCE 410. The course will involve selected readings, discussion, and a research project addressing conflict relevant to the student’s past peace-related coursework. Examples include advanced work in Conflict Resolution, Political Economics, Arms Control, Terrorism and Counterterrorism. As with PCE 201, this course will be usually taught by the faculty Director, which will enhance the Director’s ability to serve as a mentor for Peace Studies students. In the event that the Director is unable to teach this course, an alternative instructor will be able to offer the course if they have demonstrated an interest in Peace Studies by offering peace studies-related courses, have done peace studies-related research, or participate in non-academic peace-related activities (e.g., community organizations). As noted above, this course meets the UK Core requirements for *Citizenship-Global Dynamics*. The syllabus for this course can be found in [Appendix II](#) at the end of this document.

4.b. Related Coursework

The Peace Studies program will require a minimum of two electives involving a minimum of 6 credit hours. Three credit hours must be at the 200-level or above, and three must be at the 300-level or above. No more than 9 hours may count toward various other non-elective requirements. Only courses taken after the student completes PCE 201 may be counted towards the elective requirement. Electives require approval of the Director of Peace Studies. While *Peace 201* will provide students a general background on a broad array of areas for study and methods of inquiry, the electives will be geared towards allowing the students to focus on particular areas of emphasis that best meet their interests. These particular areas of emphasis will then be brought back into the Peace Studies framework in the capstone course (*PCE 410*). Peace Studies Electives are selected from existing courses in the University catalog and reflect both different departments and colleges. They are grouped into four Focus Areas, including:

- Focus Area I: Peacebuilding. Addresses systems and infrastructure needed to create more peaceful societies.
- Focus Area II: Peacemaking. Addresses leadership skills, skills for resolving and transforming conflict.
- Focus Area III: Promoting Understanding, Cooperation, and Development. Addresses cross cultural issues, international organizations, economic and social development.
- Focus Area IV: Addressing Global and Regional Pressures. Addresses problems of population, scarcity, trade, sustainability, ecosystems, climate, and immigration.

To qualify as a Peace Studies elective, at least 50% of the course must address one or more of the Focus Areas listed above. This requirement may be determined by reviewing either the course syllabus or a recent syllabus for the same course. Peace Studies electives require approval of the Director to count towards the Peace Studies Certificate requirement. The “Elective Requirement: Student Approval Form,” which can be in [Appendix III](#) the end of this document, lays out the procedures by which courses will be presented to and approved by the Director. The Director will post a list of courses deemed acceptable as electives on the program’s website, though students will be encouraged to seek courses beyond this list that best meet their interests.

In order to give the reader a general idea of the types of courses that would qualify as electives, below we provide potential elective courses that will fall under each focus area.

Focus Area I: Peacebuilding.

- **CLD 302: LEADERSHIP STUDIES.** From an overview of theories of leadership, leadership styles, and leader-follower relationships, the course moves to a consideration of other factors influencing contemporary leadership and management (e.g., conflict resolution, ethical decision-making, group processes). Readings, case study analyses, interviews with community and business leaders, and self-diagnostic inventories help students develop both conceptual and reality-based understandings of contemporary leadership.
- **ANT 532 ANTHROPOLOGY OF THE STATE.** This course offers an anthropological examination of the state in historical, cross-cultural perspective. We will cover such topics as modern state and imperial practices and institutions, state and non-state actors, resistance, citizenship and globalization.

- **SOC 339 INTRODUCTION TO CRIME, LAW AND DEVIANCE.** A sociological study of the extent and nature of crime, delinquency, and more general deviant behavior. Topics may include the relationship between crime, deviance and law; measurement of crime and deviance; sociological theories of crime and deviance; and crime/ deviance typologies.
- **SW 320 GLOBAL POVERTY: RESPONSES ACROSS CULTURES.** An examination of poverty in various non-Western cultures. The course will cover the nature, scope, and distribution of poverty, definitions of poverty, common characteristics of the poor, as well as cultural traditions and folkways which contribute to the problem. Social welfare responses and humanitarian efforts which address the problem are examined.

Focus Area II: Peacemaking.

- **HIS 121 WAR AND SOCIETY, 1914-1945.** “Total war” in the 20th century exerted a profound impact on social relations in a great many ways. This course provides you with the opportunity to think long and hard about the social impact of “total” warfare, from a transnational perspective. We will explore a number of social and cultural themes as they relate to the two World Wars, such as: the impact of total war on gender relations; military technology and ethics; the demonization of the enemy; war-time propaganda; the roots of the welfare state within the warfare state; and the postwar efforts to come to terms with the atrocities of total war.
- **SW 511 GENOCIDE: INTERVENTION WITH SURVIVORS AND GLOBAL PREVENTION.** This course will examine the psychological, cultural, and societal roots of human cruelty, mass violence, and genocide. It explores what enables individuals collectively, and individually to perpetrate mass cruelty/genocide or to stand by and watch such horrors. The course will cover key concepts, perpetrator psychology, biopsychosocial effects on and intervention with survivors.
- **PS 431G NATIONAL SECURITY POLICY.** The organization and formulation of military policy; the theory and practice of deterrence; and the problems of disarmament and arms control.
- **COM 425: Communication, Negotiation, and Conflict Management in Organizations.** This course explores the role of communication in negotiation and conflict management in organizations. The course examines conflict theories and approaches, negotiation processes, and third party intervention through the study of strategies and tactics, interaction processes, phases and stages of negotiation development and conflict framing. The course examines strategies and tactics used in exchange of offers and counteroffers, salary negotiations, buying and selling of products, team bargaining, and multiparty negotiations.

Focus Area III: Promoting Understanding, Cooperation, and Development.

- **ANT 340 DEVELOPMENT AND CHANGE IN THE THIRD WORLD.** This course introduces the student to how anthropologists approach the study and practice of economic development. It explores crossculturally how local populations have responded to development; the different topics of development anthropology, such as agriculture and rural development; and the ways anthropological knowledge is applied in addressing development problems.
- **PSY 314 SOCIAL PSYCHOLOGY AND CULTURAL PROCESSES.** A selective survey of classic and contemporary theories and research in social psychology from a multicultural

perspective. Topics will include social perception, the self, attitudes, aggression, prejudice, and group processes.

- AIS 340 FUNDAMENTALISM AND REFORM IN ISLAM. This course focuses on the revival of Islam in the 20th century and the various responses of Islam to modernism and western political and intellectual domination. Particular attention will be given to the rise of militant Islam and the terrorist attacks of 9/11. The original writings of major thinkers will be read and discussed.
- JPN 451G SOCIAL MOVEMENTS IN MODERN JAPAN. This course will explore selected movements within Japan that have arisen in the last one hundred and fifty years. This course will ask questions about the specific nature of these movements, the context of these movements within Japan, and within the context of other movements around the world, whether contemporary in time or theme.

Focus Area IV: Addressing Global and Regional Pressures.

- AEC 532 AGRICULTURAL AND FOOD POLICY. This course surveys a variety of current public policies that influence the agricultural and rural economies. Students are exposed to the conflicting views of those concerned with food and agricultural policy issues in an international economy. Economic principles are used to evaluate alternatives in terms of the general welfare of society.
- GLY 385 HYDROLOGY AND WATER RESOURCES. The occurrence, movement, and quality of fresh water in the water cycle, including environmental problems and possible solutions. Case studies are explored through readings, videos, and required field trips.
- FOR 230 CONSERVATION BIOLOGY. The basic history and principles of conservation biology, including diversity, extinction, evolution, and fragmentation. Students will learn the applications of conservation biology to such topics as forest management and wetland management and study the ethical perspectives related to conservation biology, including environmental ethics, deep ecology, and the land ethic.
- GLY 210 HABITABLE PLANET: EVOLUTION OF THE EARTH SYSTEM. Earth is a 4.55-billion-year-old planet undergoing continuous evolution. We will explore aspects of Earth's evolutionary changes that have affected both climate and life through time. The chemical and physical interactions between the solid Earth, the atmosphere, the hydrosphere, and the biosphere are investigated, providing the basis for understanding how Earth behaves as a self-regulating system that controls the global environment. The effect of human activity on modern Global Change will also be emphasized.

4.c. Mentorship

While faculty contact is one of the strongest predictors of student retention and success, 31% of last year's freshmen at UK reported that they thought few among the faculty were interested in them. This program will attempt to rectify this problem by making mentorship a key component of Peace Studies. Having the Peace Studies Director teach the introductory course will provide familiarity between the students and Director, providing a foundation for future mentorship. Peace Studies students will be required to meet with the faculty mentor at least once per year. Rather than review classes to check the appropriate boxes, these meetings will focus on the student's short- and long-term academic and career goals with an emphasis on the role of Peace Studies can play in these goals. Students will also be required to work under the supervision of a faculty sponsor as they

complete a research project in *PCE 410*. Further information regarding external faculty mentorship for *PCE 410* can be found in Appendix IV at the end of this document.

5. Student Skills, Learning Outcomes, and Assessment

Peace Studies will benefit students by enhancing their understanding of personal, social, political, cultural and economic issues that reduce or promote prospects for peace. They should gain skills in the analysis of social problems and be introduced to an array of skills in communication, advocacy, conflict resolution, and collaboration that empowers them to become focused actors in promoting a more harmonious and sustainable world. A Peace Program must be able to answer the student’s question, “What can I do to foster peace?” as an active citizen or leader or in my chosen vocation.

Both new courses proposed by this program have been approved to serve as UK Core courses. The first course, *Peace 201*, is aligned with the *Intellectual Inquiry-Social Sciences*. In this course, students will come understand the scientific approach to peace-related issues. Major theories and methods of empirical inquiry will provide focal points for study. The second course, *PCE 410*, is geared towards the *Citizenship-Global Dynamics* area of study. Beyond merely asking the students to understand the scientific approach to Peace Studies, this course will have the students apply and extend their knowledge through original research projects. Though initially designed for Global Dynamics, this course could also be easily geared towards the *Citizenship-Community, Culture and Citizenship in the U.S.* depending on the instructor’s preference.

In Table 1 below we present the student learning outcomes to be addressed in the program and the mechanisms by which these learning outcomes will be assessed.

Table 1. Student Learning Outcomes and Assessment Mechanisms

Learning Outcome	Assessment
1. Students will demonstrate knowledge of the theories associated with Peace Studies.	Average quiz grades in PCE 201, which are based on readings and lectures over theories associated with Peace Studies (see pages 7-10 in the PCE 201 syllabus).
2. Students will demonstrate an understanding of methods and ethics of inquiry that lead to knowledge in Peace Studies.	Grades for research assignment Parts 1-4 in PCE 201, which have the students develop a research paper that includes an introduction, literature review, theory and research design to test the theory.
3. Students will demonstrate an ability to identify and use appropriate information resources to substantiate evidence-based claims in Peace Studies.	Grades for research assignment Parts 2-3 in PCE 201, which have the students write a literature review and develop a testable theory.
4. Students will demonstrate knowledge of how the study of peace influences society.	Grade for research assignment Part 4 in PCE 201, which has the student conclude their paper by pointing to policy recommendations.
5. 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.	Grade for research assignment Part 1 in PCE 201, which has the student develop an introduction to a research paper. Also research assignment Part 4 in PCE 201, which has the student plan a research design to test their hypothesis.

Table 1. Continued.

6. Student will demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.	Average quiz grades in PCE 410. Also, policy memo assignment in PCE 410 that asks students to explain the historical and social background of the conflict they choose to address.
7. Students will demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.	Grade for the policy memo in PCE 410, which provides specific policy recommendations to deal with an international conflict. The students are also required to identify alternative approaches to their recommendation. Both require the students to identify the pros and cons of each approach, which will relate to the complexities of participating in a diverse, multiethnic, multilingual world community. In regards to responsibilities, the summary statement of the policy memo will clearly identify why the policymaker should care about the conflict being addressed.
8. Students will demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.	The readings in PCE 410 conclude with a survey of recent research on "Peace and Reconciliation" and "Mechanisms for Peace." Student learning will be assessed with a quiz over this section. Also, the Policy Memo assignment will have students thinking through the pros and cons of their recommended policy versus other policies. A key component of this part of the assignment will be to consider the dilemmas the policymakers face in implementing policy solutions to international conflicts.
9. Students will demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context.	Quiz grades and policy memo assignment in PCE 410, all of which are geared towards non-US cultures and societies (except for Section 3).
10. Students will demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.	Quiz grade following section 2 in the PCE 410 syllabus, which is geared towards efforts by international actors to solve conflicts. This brings in two elements relative to this objective. First, external actors must understand the dispute they are trying to settle, including the local features described in the learning objective. The characteristics of disputes are frequently similar across cases. This speaks to the global trend issue. Second, the efforts by international actors to settle disputes has varied over time, and has an important effect on how conflicts develop.

Table 1. Continued.

<p>11. Students will demonstrate an understanding of (1) civic engagement and (2) power and resistance as they pertain to Peace Studies.</p>	<p>Quizzes following Sections 1 and 5 of the syllabus and the policy memo assignment. Section 1 covers civic engagement, focusing on how policymakers attempt to end international disputes. A key point in these readings is that leaders must satisfy the needs of their constituents to act. Likewise, in the Policy Memo the students will be required to present a compelling argument for action. They must be realistic in their assessments, understanding that leaders will rarely act if few of their constituents care about the conflict. For the power and resistance component, in the policy memo assignment the students will have to understand both past conflict resolution efforts and propose alternative courses for action. This will give them the opportunity to explain potential resistance to their recommendations, and to be honest about the power that the policymaker actually has to bring peace to a dispute.</p>
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Beyond the learning outcomes specifically aligned with Peace Studies courses, we have identified several programmatic outcomes to be assessed on a yearly basis. These outcomes, which are presented in Table 2 below, are aligned with the “Peace Studies and University Needs” goals defined in Section 2.

Table 2. Program Outcomes and Assessment Mechanisms

Program Outcome	Assessment
<p>1. Peace Studies program will produce students who are able to respond to emerging and cutting edge fields.</p>	<p>Data collected on (a) post-graduate employment in peace-related fields or (b) post-graduate matriculation in peace-related graduate programs for all Peace Studies students. Data will also be collected on GPAs of Peace Studies students and compared to a matched sample of non-Peace Studies students.</p>
<p>2. Peace Studies program will provide strong mentorship to guide academic and career plans of Peace Studies students.</p>	<p>Director records on the (a) number of meetings with Peace Studies students and (b) time spent meeting with Peace Studies students.</p>
<p>3. Peace Studies program will enhance recruitment to UK.</p>	<p>Director records on (a) meetings with potential UK recruits as referred to by UK admissions; (b) references of UK Peace Studies in media outlets.</p>
<p>4. Peace Studies program will enhance retention of UK undergraduates.</p>	<p>Data collected on (a) retention and (b) time to degree of Peace Studies students and compared to a matched sample of non-Peace Studies students.</p>

6. Resources and Budgets.

The College of Arts and Sciences will house the Peace Studies program and will pay all associated costs. Given that certificate programs are new at UK, it is difficult to estimate exactly how much support will be needed to carry out the program. We currently estimate that the program will enroll no more than 25 students each year, which should yield no more than 100 total students in the program at any time. Our discussions with administrative leaders in Arts and Sciences (e.g., Associate Dean for Undergraduate Programs Anna Bosch and Dean Mark Kornbluh) indicate that

the College strongly supports this program and will be willing to adjust the budget if student demands exceed expectations (e.g., by providing TA support for the Peace Studies courses). All administrative costs will be covered by current Arts and Sciences resources/staff, so we have excluded these from the budget.

Table 3. Proposed Annual Budget

Budget Item	First Year	With Capstone Course
Faculty Program Coordinator	\$ 3,000	\$ 3,000
Program costs – Films, speakers	\$ 1,000	\$ 2,000
Total	\$ 4,000	\$ 5,000

7. Faculty of Record

The Peace Studies certificate program will be led by a Director, Clayton Thyne, who will have office support from Arts and Sciences. In its early development phase, the Peace Studies proposal relied heavily on the guidance and suggestions from a Planning Committee. As Peace Studies moves from a proposal to a program, it is necessary to end the Planning Committee and constitute an Advisory Board that will also serve as the Faculty of Record.

Three guidelines will be followed in selecting the Director and members for the Peace Studies Faculty of Record. First, the Director and the Faculty of Record must be composed of people who have a strong interest in Peace Studies at UK. Those on the Faculty of Record will be asked to devote time to the program with no compensation, while the Director will receive a minimal stipend as outlined in the budget. Thus, only those strongly interested in the success of this program should be encouraged to join the Faculty of Record. Second, the Director and Faculty of Record must reflect the inter-disciplinary nature of the Peace Studies program. Though the program is housed in Arts and Sciences, no more than 50% of the Faculty of Record should be from any single college. Likewise, one need only be a faculty member at UK to serve as the Director. Third, the Director and the Faculty of Record should include members who have demonstrated an interest in peace studies by offering peace studies-related courses, doing peace studies-related research, or participating in non-academic peace-related activities (e.g., community organizations).

The Director of the Peace Studies program will be appointed by the Dean of the College of Arts and Sciences. He or she will serve a 3-year term, which can be renewed. The Faculty of Record must include a minimum of 6 members, two-thirds of whom must be present for quorum. All Faculty of Record will have full voting rights. Like the Director, the Faculty of Record will serve 3-year terms that can be renewed. Renewal decisions for both the Director and the Faculty of Record will be based on their willingness to continue serving, the three guidelines noted above, and majority support of the Faculty of Record. If the Director is unable to fulfill his or her 3-year term, the Dean of the College of Arts and Sciences will submit a recommendation for replacement to the Faculty of Record, and a new Director will be named with a majority vote of the Faculty of Record. If a member of the Faculty of Record is unable to fulfill his or her 3-year term, the Director will submit a recommendation for replacement to the Faculty of Record, and the proposed member will be admitted with a majority vote of the Faculty of Record.

7.a. Roles of the Director and Faculty of Record

Guidance: Members of the Faculty of Record should be prepared to provide guidance to the Director of the Peace Studies program both on an annual and ad hoc basis. Regarding the former, members are required to meet as a group at least twice each academic year to provide feedback on the program and suggest future revisions. Regarding the latter, members should be prepared to assist the Director in providing guidance if unexpected difficulties arise (e.g., an unexpected influx of students who need advised, as explained below).

7.a.i. Assessment: At the final annual meeting, the Director of the Peace Studies program will provide data and his/her analysis of the current state of the Peace Studies program. These data will include the program assessment data outlined in Table 2 under “Program Outcomes and Assessment Mechanisms.” The Faculty of Record will use this information and any other information they deem relevant to develop an overall assessment of the program. The chair of the Faculty of Record will be asked to report the overall assessment to the A&S dean.

7.a.ii. Student Mentorship: As part of the Capstone Course, students are required to work with a faculty mentor in developing a Peace Studies project. The students will be encouraged to work with faculty with whom they have taken their Peace Studies electives or with another faculty member they feel comfortable working with. In the event that a student is unable to find a suitable faculty mentor, the Director will call on Faculty of Record to serve in this capacity.

7.a.iii. Advising: The current plan is for the Director of the Peace Studies program and his/her office staff to do all of the advising for Peace Studies students (limited to their plan for Peace Studies only). It is possible that the Director may be unable to fulfill this role if, for example, the program becomes much more popular than expected. In a case where the Director is unable to advise students, the Faculty of Record will be asked to take on very limited advisory roles until a more suitable long-term plan can be developed. To be clear, there will be no effort to entrench the Faculty of Record into a long-term advisory role. Faculty of Record should be willing, however, to advise a limited number of students for a very short period in the unlikely event that the Director becomes overwhelmed with students.

We propose the interdisciplinary Faculty of Record in Table 4 below to annually review the program and make recommendations for strengthening it.

Table 4. Faculty of Record for 2013-2016

Clayton Thyne, Director	A&S, Department of Political Science
Kerby Neill, Chair	Central Kentucky Council for Peace and Justice
Karen Badger	College of Social Work
Ann Coker	College of Medicine and Public Health
Ronald Hustedde	Community Leadership and Development
A. Lee Meyer	College of Agriculture, Department of Agricultural Economics
Karen Mingst	Patterson School
Richard Mitchell	College of Dentistry
Alan Perreiah	A&S, Department of Philosophy
Susan Roberts	A&S, Department of Geography
Ernest Yanarella	A&S, Department of Political Science

The Faculty of Record are all qualified to serve based on the criteria mentioned above (Peace Studies-related teaching, research or community service). Below we provide a brief summary of each member's expertise pertaining to this certificate.

Clayton Thyne: Dr. Thyne, the proposed Director of this program, is an Associate Professor in the Political Science department. He regularly teaches peace-related courses, including 'Introduction to International Relations' and 'Civil Wars.' His research focuses primarily on civil wars and coups d'état. As the Director of Graduate Studies in Political Science, he is an effective mentor, and both his research and teaching interests align well with this program.

Karen Badger: Dr. Badger is an Associate Professor in the College of Social Work and serves as the Dean for Student and Academic Affairs. Her teaching experience includes courses on ethics and civic engagement, and her research deals with occupational stress. Her current work examines how peer support and social comfort influence the quality of life and community reintegration for burn survivors. One of her particular interests is on how peer support and community building within a university might impact academic performance and retention of students. Thus, her research and course offerings align well with the academic mission of the Peace Studies program, and she will play a vital role in helping the program achieve its mentorship goals.

Ann Coker: Dr. Coker is the Associate Dean for Research, Professor and Endowed Chair in the Center for Research on Violence against Women in the Departments of Epidemiology in the College of Public Health and Obstetrics and Gynecology in the College of Medicine. She is a nationally recognized expert in the effect of partner violence on women's health, and teaches courses including 'Cancer Epidemiology and Prevention, Violence in America: A Public Health Perspective.' Dr. Coker also has extensive mentorship experience, making both her teaching, research and mentorship experience align well with the Peace Studies program.

Ronald Hustedde: Dr. Hustedde is an Extension Professor in the Department of Community and Leadership Development with a joint appointment in the Sociology Department. His research focuses on topics including rural economic development, leadership development, and public conflict analysis and resolution. This work includes a co-authored training manual entitled, "Addressing Public Conflict: Turning Lemons into Lemonade," and he is the recipient of the 2007 National Award for Excellence in Extension from the National Association of Public Universities and Land Grant Colleges for his "cutting-edge programming in public issues education, conflict resolution and rural entrepreneurship." Dr. Hustedde's focus on rural development and conflict will be particularly helpful to the Peace Studies program.

A. Lee Meyer: Dr. Meyer is an Extension Professor in the Department of Agricultural Economics. His research interests include work on sustainable agriculture both locally and internationally. He teaches a course entitled, "International Agriculture, World Food Needs and U.S. Trade in Agricultural Products." Dr. Meyer's focus on sustainability and the international political economy will provide a valuable perspective to this program's focus on "positive peace."

Karen Mingst: Dr. Mingst is a professor in the Political Science department and the Patterson School. She regularly teaches peace-related courses, including courses on 'Transnational Organizations and Processes,' 'Dynamics of International Law,' and 'International Human Rights.'

Her areas of specialization include international cooperation, international organization, non-governmental organizations, and international law. Dr. Mingst is an effective mentor of both graduate and undergraduate students, and her perspective on international facets of peace studies will provide valuable insight to the program.

Richard Mitchell: Dr. Mitchell is an Associate Professor of Biomaterials Science in the College of Dentistry. He is a board member on the Central Kentucky Council for Peace and Justice, which is a coalition of peacemaking groups and individuals in Lexington that attempts to address peace and justice issues. Though Dr. Mitchell's research and teaching interests do not align particularly well with the goals of the Peace Studies program, his interest in peace-related issues and connections with community organizations will be valuable in helping students explore peace issues beyond the classroom.

Kerby Neill: Dr. Neill has served as a part-time instructor, voluntary faculty, and adjunct professor at the University of Kentucky since 1975. He is the co-author of this proposal. He has taught peace-related courses in the college of Arts and Sciences and the School of Social Work. These courses include "Introduction to Peace Studies" and a course on "Peacemaking and Nonviolent Conflict Resolution." His research interests include peace studies, demilitarization, and nonviolent conflict resolution. Dr. Neill is also an active member in several community organizations, which will help provide a link between the classroom and the local community.

Alan Perreiah: Dr. Perreiah is a Professor and the Director of Undergraduate Studies in the Department of Philosophy. His research focuses on the development of logic in Western Europe from the fifth to fifteenth century, with an increasing emphasis on the Asian contributions to philosophies to logic, cosmology, metaphysics and ethics. He regularly teaches a course on the 'Philosophy of Human Nature,' which explores questions like, 'What kind of relations tie a human being to environment, society and history?' Thus, both his research and teaching interests will provide a valuable and unique perspective to the Peace Studies program.

Susan Roberts: Dr. Roberts is a Professor in the Department of Geography. Her areas of academic specialization include development and anti-development, geopolitics, global governance, militarization, security, inequity, and political economy. Her research is decidedly interdisciplinary, focusing primarily on why some people prosper in some places, while others are rendered marginal. Her course offerings include "Global Inequalities," "Geographies of Development in the Global South," and "Lands and Peoples of the Non-Western World." Thus, both her research and teaching interests align well with this program, and her interdisciplinary focus links well to one of the primary missions of the program.

Ernest Yanarella: Dr. Yanarella is a Professor and the Chair of the Political Science Department. His primary teaching and research interests include critical policy studies of the energy and environment, agricultural and ecological policy, and national security and arms control. He serves as the Associate Director of the Center for Sustainable Cities and Director of Environmental Studies Program in the College of Arts and Sciences. Dr. Yanarella's teaching and research interests align well with the mission of this program, and his experience as an administrator will provide valuable guidance as the program moves forward.

8. Statements from Involved Colleges and Department Heads

We have worked diligently to inform the UK community of this program both inside and outside of Arts and Sciences. Below we provide a sample of the endorsements we have received from faculty at the university.

I endorse the proposal to create a Peace Studies Certificate Program at the University of Kentucky.
--Carlos de la Torre, Director of International Studies

I strongly endorse the idea of a Peace Studies Program at the University of Kentucky and am pleased that a number of political science faculty and courses can contribute to it. If you need any additional help in getting the program started, please let me know.
--Donald A. Gross, Professor, Department of Political Science

The Agricultural Economics Department endorses your department's Proposal for a Peace Studies Certificate Program.
-- Lynn W. Robbins, Chair, Dept. of Agricultural Economics

I am writing to offer my support for the proposal being submitted for a new Peace Studies Certificate Program to be based in the College of Arts and Sciences. I have followed with keen interest the work of Dr. Kerby Neill and faculty from across campus as I participated in the ad hoc Planning Committee that developed and refined this proposal. As Chair of Geography, I don't see any downsides to the proposal for our faculty and students. I imagine that a small number of our majors would wish to pursue the Certificate in Peace Studies along with their BA or BS degree in Geography and we would encourage interested students to do so.
-- Sue Roberts, Professor, Dept. of Geography

I have reviewed the proposal for the Peace Studies certificate, with particular attention to the inclusion of courses from the Natural Resources and Environmental Science (NRES) program. I fully endorse the program as you propose, with inclusion of NRE 381 as an elective, and NRE 380 as a qualified elective for those students majoring in NRES while obtaining a certificate in Peace Studies. I am heartened to know about the development of this certificate at UK and hope that the approval process is speedy so that students may soon become engaged with this important topic.
-- Mary A. Arthur, PhD - Chair, NRES Steering Committee, Department of Forestry.

On behalf of the College of Social Work BASW program, I submit this letter to endorse the proposed Peace Studies Undergraduate Certificate. We anticipate that this certificate will be of interest to social work undergraduate majors as it compliments their current requirements and possible career opportunities.

The social work courses listed in the proposal as options for fulfilling the certificate requirements are appropriate per content and pre-requisites. Social work upper division elective courses are currently open to all majors.

We look forward to this certificate option being available for undergraduates pending its approval.
-- Karen Badger, PhD – Director of Undergraduate Studies, College of Social Work

Appendix I
Introduction to Peace Studies (abridged syllabus)
PCE 201-001
[TERM]

Primary Instructor: Dr. Clayton Thyne

Office: 1625 Patterson Office Tower

Office Hours: TBA

Email: clayton.thyne@uky.edu

Phone: 859-257-6958

URL for Course Syllabus: TBA

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.

I will calculate your final grade based on the following:

Quiz 1: (date TBA): 10% of total grade

Quiz 2: (date TBA): 10% of total grade
Quiz 3: (date TBA): 10% of total grade
Quiz 4: (date TBA): 10% of total grade
Co-curricular programming: (date TBA): 10% of total grade
Research Assignment, Part 1: Introduction (due date TBA): 10% of total grade
Research Assignment, Parts 1-2: Literature review (due date TBA): 10% of total grade
Research Assignment, Parts 1-3: Theory (due date TBA): 10% of total grade
Research Assignment, Parts 1-4: Research design (due date TBA): 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.¹⁰ 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 [date TBA] and will be based on the grading criteria in the syllabus.

NOTE: To save space, we have omitted course policies on (1) absences, (2) missed exams, (3) late assignments, (4) academic integrity, (5) student conduct, (6) disabilities and medical conditions, (7) classroom expectations, (8) Blackboard, and (9) technology requirements. These are all aligned with UK policy and are mostly boilerplate from the TASC website. For the full syllabus, please contact clayton.thyne@uky.edu

¹⁰ 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.

Course Schedule

Section 1:

What is Peace Studies? Why should we care? What makes Peace Studies a scientific enterprise?

Week 1: Conflict, Violence, and Peace

Readings:

1. Fisk and Schellenberg. 2000. "Shaping a Vision: The Nature of Peace Studies." Peterborough, ON: Broadview Press. Read preface and Chapter 1 only.
2. Katz, Neil H. 1989. "Conflict resolution and Peace Studies." *Annals of the American Academy of Political and Social Science* 504:14-21.

Week 2: The Scientific Approach to Peace Studies

Readings:

1. Groom, A. J. R. 1998. Paradigms in conflict: The strategist, the conflict researcher and the peace researcher. *Review of International Studies* 14:97-115.
2. Kay, Barbara. 2009. "Barbarians within the Gate." *National Post*.
3. Bawer, Bruce. 2007. "The Peace Racket." *City Journal*.
4. Horowitz, David. 2004. "One Man's Terrorist is Another Man's Freedom Fighter." *Students for Academic Freedom*.

Section 2: Causes of Conflict

Why do people, groups, and states fight?

Week 3: Conflict at the Individual Level I: Nature and Nurture

Quiz 1: Covering content from weeks 1-2.

Readings:

1. Mead, Margaret. 1990. "Warfare is only an invention—Not a biological necessity." *The Dolphin Reader*. 2nd edition. Douglas Hunt, Ed. Boston: Houghton Mifflin Company, pp. 415-421.
2. Barlett, Anderson and Swing. 2009. "Video game effects—Confirmed, suspected, and Speculative: A review of the evidence." *Simulation & Gaming* 49(3):377-403.
3. Silver, Eric. 2006. "Understanding the relationship between mental disorder and violence: The need for a criminological perspective." *Law and Human Behavior* 30(6):685-706.

Week 4: Conflict at the Individual Level II: Psychological Discontent

Readings:

1. Berkowitz, Leonard. 1989. "Frustration-Aggression hypothesis: Examination and reformulation." *Psychological Bulletin* 106(1):59-73.
2. LeBlanc, and Barling. 2004. "Workplace aggression." *Current Directions in Psychological Science* 13(1):9-12.
3. Victoroff, Jeff. 2005. "The mind of the terrorist: A review and critique of psychological approaches." *Journal of Conflict Resolution* 49(1):3-42.

Week 5: Conflict at the Group Level I: Culture, Social Behavior, Conflict

Research Project Part 1 due

Readings:

1. Gates, Scott. 2002. "Recruitment and allegiance: The microfoundations of rebellion." *Journal of Conflict Resolution* 46(1):111-130.
2. Coughlin and Venkatesh. 2003. "The urban street gang after 1970." *Annual Review of Sociology* 29:41-64.
3. Pulliam, H. Ronald. 1982. "A social learning model of conflict and cooperation in human societies." *Human Ecology* 10(3):353-363.

Week 6: Conflict at the Group Level II: Stereotypes and Cognitive Distortion

Readings:

1. Rydgren, Jens. 2007. "The power of the past: A contribution to a cognitive sociology of ethnic conflict." *Sociological Theory* 25(3):225-244.

- Schaller and Abesysinghe. 2006. "Geographical frame of reference and dangerous intergroup attitudes: A double-minority study in Sri Lanka." *Political Psychology* 27(4):615-631.
- Fiske, Susan. 2002. "What we know now about bias and intergroup conflict, the problem of the century." *Current Directions in Psychological Science* 11(4):123-128.

Week 7: Conflict at the Group Level III: Ethnocentrism

Readings:

- DeSteno, Dasgupta, Barlett, and Cajdric. 2004. "Prejudice from thin air: The effect of emotion on automatic intergroup attitudes." *Psychological Science* 15(5):319-324.
- Hammond, and Axelrod. 2006. "The evolution of ethnocentrism." *Journal of Conflict Resolution* 50(6):926-936.
- Huntington, Samuel P. 1993. "The clash of civilizations?" *Foreign Affairs* 72(3):22-49.

Week 8: Civil Violence I: Theories of Civil Violence and Revolution

Quiz 2: Covering content from weeks 3-7.

Readings:

- Goldstone, Jack A. 2001. "Toward a fourth generation of revolutionary theory." *Annual Review of Political Science* 4:139-187.
- Senecal de la Roche, Roberta. 2001. "Why is collective violence collective?" *Sociological Theory* 19(2):126-144.
- Snyder, Robert S. 1999. "The end of revolution?" *The Review of Politics* 61(1):5-28.

Week 9: Civil Violence II: Greed versus Grievances in Civil Conflict

Research Project Parts 1-2 due

Readings:

- Regan and Norton. 2005. "Greed, grievance, and mobilization in civil wars." *Journal of Conflict Resolution* 49(3):319-336.
- Blanton, Mason and Athow. 2001. "Colonial style and post-colonial ethnic conflict in Africa." *Journal of Peace Research* 38(4):473-491.
- David and Gagne. 2006/2007. "Natural Resources: A Source of Conflict?" *International Journal* 62(1):5-17.

Week 10: Interstate Violence I: Power and Conflict

Readings:

- Caprioli, Mary, and Peter F. Trumbore. 2005. "Rhetoric versus reality: Rogue states in interstate conflict." *Journal of Conflict Resolution* 49(5):770-791.
- Waltz, Kenneth. 2000. "Structural realism after the Cold War." *International Security* 25(1):5-41.
- Mowle, Thomas S. 2003. "Worldviews in foreign policy: Realism, liberalism, and external conflict." *Political Psychology* 24(3):561-592.

Week 11: Interstate Violence II: The Democratic Peace

Readings:

- Oneal, John R., and Bruce Russett. 1999. "The Kantian Peace: The pacific benefits of democracy, interdependence, and international organizations, 1885-1992." *World Politics* 52(1):1-37.
- Maoz, Zeev, and Bruce Russett. 1993. "Normative and structural causes of democratic peace, 1946-1986." *American Political Science Review* 87(3):624-638.
- Kadera, Kelly M., Mark J. C. Crescenzi, and Megan L. Shannon. 2003. "Democratic survival, peace, and war in the international system." *American Journal of Political Science* 47(2):234-247.

Section 3: Conflict Resolution

How can conflict be resolved? Is violence the answer...always, sometimes, or never?

Week 12: Peace and Justice

Quiz 3: Covering content from weeks 8-11.

Readings:

- Bar-Tal, Daniel. 2000. "From intractable conflict through conflict resolution to reconciliation: Psychological analysis." *Political Psychology* 21(2):351-365.

2. Kaufman, Stuart J. 2006. "Escaping the symbolic politics trap: Reconciliation initiatives and conflict resolution in ethnic wars." *Journal of Peace Research* 43(2):201-218.
3. Dzur, Albert W. 2003. "Civic implications of restorative justice theory: Citizen participation and criminal justice policy." *Policy Sciences* 36(3/4):279-306.

Week 13: Violence and Nonviolence

Research Project Parts 1-3 due

Readings:

1. Galtung, Johan. 1965. "On the meaning of nonviolence." *Journal of Peace Research* 2(3):228-257.
2. Lipsitz, Lewis, and Herbert M. Kritzer. 1975. "Unconventional approaches to conflict resolution: Erikson and Sharp on nonviolence." *Journal of Conflict Resolution* 19(4):713-733.
3. Schock, Kurt. 2003. "Nonviolent action and its misconceptions: Insights for social scientists." *PS: Political Science and Politics* 36(4):705-712.

Week 14: Negotiation

Readings:

1. Lewicki, Roy J., Stephen E. Weiss, and David Lewin. 1992. "Models of conflict, negotiation and third party intervention: A review and synthesis." *Journal of Organizational Behavior* 13(3):209-252.
2. Bell, Christine. 2006. "Peace agreements: Their nature and legal status." *The American Journal of International Law* 100(2):373-412.
3. Barak, Oren. 2005. "The failure of the Israeli-Palestinian peace process, 1993-2000." *Journal of Peace Research* 42(6):719-736.

Week 15: Designing Political Institutions

Quiz 4: Covering content from weeks 12-15.

Readings:

1. Bellows, John, and Edward Miguel. 2006. "War and institutions: New evidence from Sierra Leone." *The American Economic Review* 96(2):394-399.
2. Morgan, Rhiannon. 2007. "On political institutions and movement dynamics: The case of the United Nations and global indigenous movement." *International Political Science Review* 28(3):273-292.
3. Gibson, Clark C., and Tomas Koontz. 1998. "When 'Community' is not enough: Institutions and values in community-based forest management in southern Indiana." *Human Ecology* 26(4):621-647.

Week 16: Finals Week

Research Project Parts 1-4 due on [date/time TBA]

Cumulative final exam on [date/time TBA]

Research Assignment Instructions

RESEARCH ASSIGNMENT PART 1: DEVELOP A RESEARCH QUESTION AND INTRODUCTION

Overview:

The purpose of this assignment is to develop a question and introduction for your research assignment. We will discuss how to develop a research question in a general sense, and we'll read about how to develop a good research question. You need to develop a research question. You'll be working with this topic for the rest of the semester, so choose wisely. I strongly recommend that you begin by reviewing "Step 1: Choosing a Topic to Research" (on the following pages in this packet).

Directions:

Develop a research question. In developing the question, you should briefly explain why this is an interesting research question for both policy and academia. You should also draw upon at least 2 academic articles to situate your question in previous literature. Your question should have something to do with Peace Studies. I do not want to read about your views on abortion or why we should legalize pot, unless you can make clear links to Peace Studies. I've had student who think they know nothing about Peace Studies come up with amazing papers by thinking more carefully about their personal interests. For example, a student interested "only in sports" developed a great paper about how international sporting events (e.g., the Olympics) promote peace by promoting norms of peaceful interactions. Another interested "only in chemistry" considered how scientists working across borders make it easier to solve global health crises. It is honestly difficult to come up with a subject that cannot be connected with Peace Studies (including pot and abortion, to tell you the truth), so think creatively and broadly.

Technical Requirements

All parts of the cumulative assignment should be double-spaced, 12pt font, Times New Roman, 1 inch margins. See below for guidelines specific to each part.

	Min. # of academic sources	Minimum page length	Maximum page length
Part 1	2	1	1.5
Part 2	4	1.5	2.5
Part 3	2	2	3
Part 4	1	1.5	3

RESEARCH ASSIGNMENT HANDOUT 1: CHOOSING A RESEARCH TOPIC AND DEVELOPING AN INTRODUCTION

Background

The purpose of this handout is to provide practical guidance for developing a research question. This is the first stage in your research assignment.

Step 1: Choosing a Topic to Research

It is helpful to start with a broad topic and narrow it down to a theoretically and empirically interesting research question or puzzle. Keep in mind that you will spend many months developing and researching a topic for an independent study, senior seminar paper or directed research project, and possibly over a year for a senior honors thesis. So, being passionate about your research topic, while not necessary, does help you get through it.

Choosing a topic, and then developing a question to answer, is often the hardest part of research. Follow these guidelines to get started:

1. Begin by defining a general area of interest. This may come from a passion of yours, a topic you explored in a previous class, a topic you find puzzling or odd, or a required topic for a seminar.
2. Brainstorm. This is called the "starburst" phase of research because you are thinking about many issues within a general area of interest. You might begin reading up on various issues within your general area of interest that lead you to other ideas.
3. While the starburst phase is critical to develop your future research questions, you cannot get stuck here for too long. Depending on the type of project you're doing and the amount of time you have, you will need to make a decision on your topic. Students rarely begin with too narrow of a topic.
4. Hone in on specific aspects of your general interests and make a list. This is critical to developing a question or series of questions (which is your next step in the research process).

Step 2: Developing a Research Question: Turning a Topic into a Research Question

Almost every capstone research project begins with a research puzzle and governing question. The puzzle and the question guide the selection of the remainder of the steps in the research process: identifying appropriate theories, selecting sources of data and information, choosing methodologies, and ultimately, the findings of the project as appropriate for your discipline.

Research Puzzle

A research puzzle is a question or paradox about the causation or the consequences of a particular phenomenon. A "good" research puzzle is theoretically and empirically interesting. The puzzle should make a reader think and typically resonates with readers because a particular phenomenon does not appear to match theoretical expectations. A research puzzle also calls for specific measurable components to the question.¹¹

Governing Question

Your governing question is the question that directs the structure of your research project. It is the question, or questions, you ask to explain your research puzzle. Your governing question derives from competing observations, i.e., observations that appear to be in tension with one another and to indicate a puzzle, problem, discrepancy, mystery or surprise. As you begin to investigate and evaluate scholarly literature, you may need to return to your governing question and revise it. You may find, particularly when abroad, that it is not possible in practice to solve the puzzle or to

¹¹ TIP: Open-ended questions that begin with phrases such as, "how can we understand" or "how can we explain," often lead to vacuous answers. For example, almost anything qualifies as an answer to the question, "How can we understand the nuclear revolution?" A better approach might focus on tangible consequences of nuclear weapons or the threatened use of nuclear weapons in the foreign policy of a major state.

answer the question. There may also be ethical considerations that limit the scope of your research question. This is all part of the research process.¹²

Your governing question informs your research, which, in turn, informs your governing question. Throughout each step of the research process, you need to be reading the literature, identifying the main arguments, evaluating the explanations of key scholars, and determining the practical and ethical constraints of your proposed research question. You might find out that you're asking the wrong questions and therefore need to revise your governing question. You might find a more interesting puzzle as you delve deeper into the existing literature. You might also find that someone else has already answered your specific question. Having a governing question allows you to be flexible in your research plan and to be open to the possibility of change.

Step 2a: How to Develop a Good Research Puzzle

Reading is the most important strategy for developing a good research puzzle. Skim a few articles in recent or bound issues of scholarly journals and see what scholars disagree about. "Review articles" in journals that discuss controversies or areas of study are excellent places to start. Look at the footnotes in your reading assignments for classes. Often times the footnotes or endnotes in an article will highlight existing theoretical or historical debates. Who is citing whom? Who always gets mentioned? Find a particular issue, event or process that sparks your interest. Figure out what the important debates are, and what arguments there are on the topic.

Disciplinary differences exist in identifying a good research puzzle. Your research puzzle and subsequent governing questions may be determined by the discipline you're working in. A challenge for interdisciplinary research, as in International Relations, is how to negotiate an acceptable approach with your advisors.

Keeping disciplinary differences in mind, a good research puzzle may arise from:

1. A historical controversy: Did something happen, or not? And why?
2. Contemporary policy debates: What is the best way to deal with a problem?
3. Theoretical debates: Is one side right or are both sides right?
4. Accepted wisdom: Can you explain it in a better way?
5. From our own observations and experiences. Expect to spend almost as much time defining your puzzle and deciding how to handle it (methodologies) as you spend in researching and writing it!

Step 2b: Types of Research Questions

Disciplinary differences may also dictate the types of research questions you will ask. Keep in mind that no particular research question is "better" or "superior." The only criterion is "appropriate." And whether it is appropriate depends on your interests and what you want to discover. Research is about choices, and often the choice is yours.

Descriptive Questions:

Ask us to precisely describe general patterns, tendencies or a set of facts. A descriptive question is a "what happened" question. Example: What was the role of the UN in the 2003 invasion of Iraq? What does this answer tell us about the role of IOs in the international security environment?

Theoretical Questions:

Explore the full set of factors that cause a condition, event or process. An example is: "Why does democracy develop?" or "Why do states fight each other?" Look for different answers to this question in the literature and evaluate these theories or come up with your own.

Causal Questions

Ask whether a change in one variable will bring change to another variable. An example is "Does the development of

¹² TIP: Research plays a role in every step of the process from identifying a topic to defining a puzzle and developing a question. Once you have transformed your general topic interests into a specific puzzle, you can begin to list your research questions. Are there answers to these questions? What kind of evidence would be necessary to answer these questions? Are there constraints (practical and/or ethical) to investigating the answers? These issues will most likely drive which question, or questions, you decide to focus on for your research.

capitalism lead to the development of democracy?" The hypothesis implicit in this question is that capitalism leads to democracy, and possibly that more capitalism leads to more democracy.

Predictive Questions

Ask what the likelihood is that X will occur. An example is: Will China try to reclaim Taiwan using military means? What factors will affect the outcome?

Policy Arguments

Ask whether one policy is better than another. How do the policies accomplish their objectives? Involves cost/benefit analysis. Are there bad side effects from the policies? Do they achieve the stated objective? Are there other side benefits? An example is: Should the US support an invasion of Iran if they continue their nuclear ambitions? Should the US ease sanctions on Cuba?

Normative Questions

Questions that ask about preferences or values about what ought to happen. An example is: "Should the US give up its nuclear weapons program?" or "Is torture sometimes necessary?"

Step 2c: Importance of Defining (Operationalizing) Terms

On the example in the previous section (4b) of whether capitalism leads to democracy, we need to think of ways to measure and test those two variables. How will we measure the "degree" of capitalism so that we can tell if there is a relationship between it and democracy?

On the example of whether capitalism leads to democracy, we need to think of ways to measure and test those two variables. How will we measure the "degree" of capitalism so that we can tell if there is a relationship between it and democracy? How are we defining and measuring democracy so that we can tell if there is more or less of it? For the latter, we might consider the following measures of democracy: the existence of formal elections; the "free and fair" nature of the elections; the responsiveness of elected officials to public concerns; freedom of the press; voter turnout; development of certain civic values. Which one or ones we choose is determined by how we define democracy and what we really think it means. Each is a concrete way to measure democracy.

Example of refining topic from broad to narrow (too broad to manageable).

Below is a brief narrative of how I arrived at the research question for a paper I recently published.¹³

I was reading on CNN.com about the rivalry developed between Hugo Chavez and President Bush. The article mentioned evidence that Bush (via the CIA) had allegedly attempted to overthrow Chavez in a coup in 2002. This got me thinking about how international actors might influence regime change [**general issue**]. I decided to focus on the US as a potential change agent because there's plenty of information about US activities. I also decided to focus on Latin America for regime change because few external actors other than the US are relevant to the region [**narrowing the focus for practical considerations**]. A review of the literature revealed very little work in this area aside from a handful of specific case studies. This revealed a major hole in the literature – we don't know if international actors even matter for coup attempts [**narrowing the focus based on a review of the existing literature**]. This allowed me to develop a very simple research question: How do signals (relations) from the US to states in Latin America impact the likelihood of coup attempts?

¹³ This paper is available at: http://www.uky.edu/~clthyn2/thyne_JPR_coups.pdf

**RESEARCH ASSIGNMENT PART 2:
DEVELOP A LITERATURE REVIEW**

Overview:

The purpose of this assignment is to develop a literature review for your research assignment. Our class discussion should give you a good background on developing a literature review, and you've read an excellent student example on how to develop a good literature review. For this assignment, you are asked to write a literature review for your research assignment. This should flow seamlessly from your previous assignment (writing a research question), as it does for the examples from published work.

Directions:

Begin by revising the earlier parts of the research assignment (question) based on your previous grading rubric. Next, develop a literature review. The review should flow seamlessly from your previous assignment (writing a research question), as it does for the examples you covered in class. The Knopf article explains "three contexts for literature reviews" (page 127). Your literature review should be geared towards the second context he explains (a preliminary step in a larger research project). Students usually write successful literature reviews by focusing on their independent and dependent variables. For example, if I'm interested in how civil wars impact education, I would begin by reviewing the literature on the impact of civil wars generally, which will likely focus on refugees, lower economic growth, and deaths. Next, I would review the literature that explains education, which will likely cover concepts ranging from curriculum and budgeting. The most critical step will be in critiquing each area of literature, which sets up the hole that your theory will seek to fill. It's quite likely that few have attempted to connect your IV with your DV, which sets up a very easy and interesting critique of the literature. This is what the student did in the excellent example, though it's certainly not the only way to conclude a good literature review.

Technical Requirements

All parts of the cumulative assignment should be double-spaced, 12pt font, Times New Roman, 1 inch margins. See below for guidelines specific to each part.

	Min. # of academic sources	Minimum page length	Maximum page length
Part 1	2	1	1.5
Part 2	4	1.5	2.5
Part 3	2	2	3
Part 4	1	1.5	3

**RESEARCH ASSIGNMENT PART 3:
DEVELOP A THEORETICAL ARGUMENT**

Overview:

The purpose of this assignment is to develop a theoretical argument for your research assignment. You've seen examples of how previous students have developed theories. You've also learned about several of the major theoretical approaches to studying peace. The purpose of this project is to develop your own theory, which will provide a potential solution to your research question.

Directions:

Begin by revising the earlier parts of the research assignment (question and literature review) based on your previous grading rubric.

Next, develop a theory. The theory you develop should transition nicely from the earlier sections of this project, including the research question and the literature review. The paper you submit for this assignment will include the research question, the literature review, and the theory. Your theory should include at least 4 academic sources (from either journals or books).

The theory should be original, which means that you are providing an explanation that is not found elsewhere in the literature. You should, however, draw on similar arguments or examples to develop your argument. You should identify an explicit and testable hypothesis from your theory. For example, you might be interested in how the spread of technology impacts conflict between states. In your literature review, you might have found that people explain how technology impacts many things (e.g., economic growth, trade), but nobody has really examined the impact of technology on warfare. This sets up a hole for your theory. In your theory, you work to connect technology with the likelihood of warfare. Technology might improve the ability of leaders to communicate to solve disputes peacefully, which should lower conflict. Technology might also allow the media to play a stronger role of "watch guard" over the leadership, which might make them less likely to engage in conflict. Technology might also decrease the value of territory (versus economies dominated by agriculture, for example), which might decrease the likelihood of conflict. Many more ideas could come here. The point is that each provides a mechanism by which technology should decrease the likelihood of conflict...explaining these mechanisms and providing examples of these mechanisms is how you write a strong theory.

Technical Requirements

All parts of the cumulative assignment should be double-spaced, 12pt font, Times New Roman, 1 inch margins. See below for guidelines specific to each part.

	Min. # of academic sources	Minimum page length	Maximum page length
Part 1	2	1	1.5
Part 2	4	1.5	2.5
Part 3	2	2	3
Part 4	1	1.5	3

**RESEARCH ASSIGNMENT PART 4:
DEVELOP A RESEARCH DESIGN**

Overview:

The purpose of this assignment is to develop an empirical test of the hypothesis (or hypotheses) developed in your theoretical argument. This is the next step in your research assignment. You've seen examples of how previous students and scholars have developed and presented their empirical analyses. Now it is your turn to set up a research design to provide tests of your hypothesis.

Let me be clear that I do not expect your design to be anything near as sophisticated as what you have seen in published work. As scholars, we spend literally months or years developing robust tests of our hypotheses. Here, I expect to see that you understand the basic concepts of empirical testing of hypotheses. You are also not required to actually perform any empirical tests. Rather, you should set up a design that could be performed if you had adequate time and funding.

Directions:

Begin by revising the earlier parts of the research assignment (question, literature review and theory) based on your previous grading rubric.

Second, describe your research design. This should include a discussion of your (1) unit of analysis, (2) dependent variable, and (3) independent variable(s). You are not expected to include control variables in your tests, though you might want to discuss a couple of control variables that might be relevant for future research. As you discuss your research design, be sure to explain how the variables match up with the concepts from your theory. For example, if your theory predicts that high levels of state wealth should make coups less likely, you need to briefly explain why your variable (e.g., GDP/capita) is a good indicator of the theoretical concept (e.g., state wealth).

Third, explain how you could perform tests of your hypotheses. You can explain either a qualitative or quantitative approach. Quantitative approaches are expected to be very simple tests, such as crosstabulations, scatterplots, etc. For example, if my hypothesis is that higher levels of democracy should increase state wealth, I might explain how a correlation between the FreedomHouse indicator and GDP would provide evidence of this relationship. If I were taking a qualitative approach, I might explain how I could choose 6 states (3 democracies and 3 non-democracies), and then examine state levels of wealth in each country.

Technical Requirements

All parts of the cumulative assignment should be double-spaced, 12pt font, Times New Roman, 1 inch margins. See below for guidelines specific to each part.

	Min. # of academic sources	Minimum page length	Maximum page length
Part 1	2	1	1.5
Part 2	4	1.5	2.5
Part 3	2	2	3
Part 4	1	1.5	3

Appendix II
Peace Studies Capstone Seminar (abridged syllabus)
PCE 410
[TERM]

Primary Instructor: Dr. Clayton Thyne

Office: 1625 Patterson Office Tower

Office Hours: TBA

Email: clayton.thyne@uky.edu

Phone: 859-257-6958

URL for Course Syllabus: TBA

COURSE SUMMARY

PCE 410 is designed to provide a “capstone” or conclusion to the Peace Studies certificate program. Prerequisites for this course include (1) completion of PCE 210 and (2) completion of two peace-related elective courses that have received approval by the Director of the Peace Studies program. The objective of this course is to provide an opportunity to conduct independent research on a Peace Studies theme and area selected by the student so that s/he integrates the linkages between the themes, areas, and disciplinary foci of study. PCE 410 provides Peace Studies students a unique first-hand research experience/faculty relationship unique among UK’s College of Arts and Sciences majors.

This course has two main foci, which are aligned with the objectives for UK Core’s *Citizenship-Global Dynamics*. The first is to further the students’ understanding of the multiple issues and processes of peace. While the materials covered in *Peace 201* are meant to provide a background on Peace Studies and relevant theories on the topic, the course materials here are geared towards (1) an improved understanding of the complex and global nature of Peace Studies and (2) development of specific skills to further peaceful resolution of conflicts. Multiple topics will be discussed during in-class sessions, and the topics covered are aligned with the six learning outcomes defined by UK Core.

The course begins by defining the skills of peacemaking, including negotiation, mediation, and efforts towards reconciliation and justice. It then considers how these skills have been applied in the international context, focusing on peacemaking efforts in both civil and international conflicts. The third section looks at peacemaking efforts in the US context, considering peacemaking during the civil rights movement, efforts to minimize conflict over immigration, and the gender equality movement. Next, we discuss specific cases in which peacemaking skills have been used to varying degrees of success, including indigenous rights in Latin America, anti-colonial movements in Asia, and ethnic conflict in Africa. The final section examines efforts to promote long-term peace and reconciliation, including actions taken by the International Criminal Court and UNESCO’s efforts to promote positive peace.

STUDENT LEARNING OUTCOMES

1. Student will demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.
2. Students will demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context.
3. Students will demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.
4. Students will demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.
5. Students will demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.
6. Students will demonstrate an understanding of (1) civic engagement and (2) power and resistance as they pertain to the subject matter of the course.

Faculty Mentorship

The primary feature of this course is to provide a “capstone” or conclusion to your Peace Studies work. In addition to regular quizzes, you will conduct independent research on a Peace Studies theme for an international conflict of your choosing. The final assignment will be the production of a policy memo, which is explained thoroughly in the “Paper Assignment” section of the syllabus below. In order to make this process as fruitful as possible, you are required to establish a relationship with a faculty member other than the instructor. Students are encouraged to find faculty mentors on their own. However, if a student does not succeed in doing so, the instructor will take necessary steps to secure such a mentor for the student or else offer alternate means for the student to earn credit for this part of the course. The external faculty member’s role is to help guide you through the research process as s/he sees fit. This might include suggesting readings, reading drafts, or simply having informal conversations about the conflict you chose. How the relationship develops is entirely up to you and your faculty mentor.

Though the relationships may vary, this course requires that you meet with your faculty mentor at least 3 times throughout the semester. You will be required to turn in brief summaries of the “Take away points” from these meetings to assure that you are taking the opportunity to work with faculty seriously. More information about these assignments explained under “Faculty Mentorship Requirements” later in the syllabus.

Required Readings

Students will need to purchase the following book, which are available at the UK Bookstore.

1. Bercovitch, Jacob, and Richard Jackson. 2009. *Conflict Resolution in the Twenty-first Century*. Ann Arbor, MI: University of Michigan Press.

All other required readings and videos will be available on the course's BlackBoard site.

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 as outlined in the Course Schedule.

I will calculate your final grade based on the following:

Quiz 1: (date TBA): 6% of total grade

Quiz 2: (date TBA): 6% of total grade

Quiz 3: (date TBA): 6% of total grade

Quiz 4: (date TBA): 6% of total grade (cumulative final)

Quiz 5: (date TBA): 6% of total grade (cumulative final)

Capstone Project, Part 1: Summary Statement (due date TBA): 10% of total grade

Capstone Project, Part 2: Analytical Overview (due date TBA): 15% of total grade

Capstone Project, Part 3: Analysis of Management Options (due date TBA): 15% of total grade

Capstone Project, Part 4: Policy Recommendations (due date TBA): 10% of total grade

Faculty Mentorship "Take Away Points": 10% of total grade

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 discussions.

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 [date TBA] and will be based on the grading criteria in the syllabus.

NOTE: To save space, we have omitted course policies on (1) absences, (2) missed exams, (3) late assignments, (4) academic integrity, (5) student conduct, (6) disabilities and medical conditions, (7) classroom expectations, (8) Blackboard, and (9) technology requirements. These are all aligned with UK policy and are mostly boilerplate from the TASC website. For the full syllabus, please contact clayton.thyne@uky.edu

Course Schedule

Section 1: The Skills of Peacemaking

Week 1: Course introduction and overview

Week 2: International Conflict Resolution - 1

Readings:

1. Bercovitch and Jackson. 2009. "Chapter 1: International Conflict and Its Resolution: Moving from the Twentieth to the Twenty-first Century."
2. Bercovitch and Jackson. 2009. "Chapter 2: International Negotiation."
3. Bercovitch and Jackson. 2009. "Chapter 3: Mediation and International Conflict Resolution."
4. Bercovitch and Jackson. 2009. "Chapter 4: Arbitration, Adjudication, and International Law."

Week 3: International Conflict Resolution - 2

Faculty Mentor Meeting 1 summary due.

Readings:

1. Bercovitch and Jackson. 2009. "Chapter 5: The United Nations."
2. Bercovitch and Jackson. 2009. "Chapter 6: Peacekeeping."
3. Bercovitch and Jackson. 2009. "Chapter 7: Preventive Diplomacy."
4. Bercovitch and Jackson. 2009. "Chapter 8: Humanitarian Intervention."

Week 4: International Conflict Resolution - 3

Readings:

1. Bercovitch and Jackson. 2009. "Chapter 9: Regional Task-Sharing."
2. Bercovitch and Jackson. 2009. "Chapter 10: Nonofficial Diplomacy."
3. Bercovitch and Jackson. 2009. "Chapter 11: Reconciliation and Justice."
4. Bercovitch and Jackson. 2009. "Chapter 12: Peacebuilding."

Section 2: Conflict Resolution in the International Context

Week 5: Conflict Resolution in the International Context – Background

Quiz 1 covering Weeks 2-4. This will be taken at the beginning of class.

Readings:

1. Wall, James A., John B. Stark, and Rhett L. Standifer. 2001. "Mediation: A current review and theory development." *Journal of Conflict Resolution* 45(3):370-391.
2. Boehmer, Charles, Erik Gartzke, and Timothy Nordstrom. "Do intergovernmental organizations promote peace?" *World Politics* 57(1):1-38.

Week 6: Conflict Resolution in the International Context – Civil Disputes

Policy memo: Analytical overview/background of the conflict due on [DATE] at [TIME]. The paper must be submitted on BlackBoard.

Readings:

1. Doyle, Michael W., and Nicholas Sambanis. 2007. "The UN record on peacekeeping operations." *International Journal* 62(3):494-518.
2. Svensson, Isak. 2007. "Bargaining, bias and peace brokers: How rebels commit to peace." *Journal of Peace Research* 44(2):177-194.
3. Regan, Patrick M., and Aysegul Aydin. 2006. "Diplomacy and other forms of intervention in civil wars." *Journal of Conflict Resolution* 50(5):736-756.

Week 7: Conflict Resolution in the International Context – Interstate Disputes

Readings:

1. Wilkenfeld, Jonathan, Kathleen Young, Victor Asal, and David Quinn. 2003. "Mediating international crises: Cross-national and experimental perspectives." *Journal of Conflict Resolution* 47(3):279-301.
2. Leng, Russell J., and Patrick M. Regan. 2003. "Social and political cultural effects on the outcomes of mediation in militarized interstate disputes." *International Studies Quarterly* 47(3):431-452.
3. Werner, Suzanne, and Amy Yuen. 2005. "Making and keeping peace." *International Organization* 59(2):261-292.

Section 3: Cases of Protest Movements and Conflict Resolution in the US Context

Week 8: Civil Rights

Faculty Mentor Meeting 2 summary due.

Quiz 2 covering Weeks 5-7. This will be taken at the beginning of class.

Video:

1. "PBS – Civil Rights – Eyes on the Prize." <http://www.youtube.com/playlist?list=PL3E824E42C331714B>

Readings:

1. Meyer, David S., and Steven A. Boutcher. 2007. "Signals and spillover: Brown V. Board of Education and other social movements." *Perspectives on Politics* 5(1):81-93.
2. Carson, Clayborne. 2005. "The unfinished dialogue of Martin Luther King, Jr. and Malcolm X." *OAH Magazine of History* 19(1):22-26.
3. Morris, Aldon D. 1999. "A retrospective on the civil rights movement: Political and intellectual landmarks." *Annual Review of Sociology* 25:517-539.

Week 9: Immigration

Video:

1. "Law professor busts myths about U.S. immigration policy." <http://www.youtube.com/watch?v=HmFaZNI7Wr0>

Readings:

1. Rocha, Rene R., and Rodolfo Espino. 2009. "Racial threat, residential segregation, and the policy attitudes of Anglos." *Political Research Quarterly* 62(2):415-426.
2. Bach, Robert L. 1993. "Recrafting the common good: Immigration and Community." *Annals of the American Academy of Political and Social Science* 530:155-170.
3. Klandermans, Bert, Jojanneke van der Toorn, and Jacqueliën van Stekelenburg. 2008. "Embeddedness and identity: How immigrants turn grievances into action." *American Sociological Review* 73(6):992-1012.

Week 10: Gender

Policy memo: Revised *Analytical Overview* of the conflict plus the new *Analysis of Options for Managing the Conflict* due on [DATE] at [TIME]. The paper must be submitted on BlackBoard.

Video:

1. "Celebrating 90 Years of Women's Rights." <http://www.youtube.com/watch?v=A2aclDaE2ek>

Readings:

1. Runyan, Anne Sisson, and Mary V. Wenning. 2004. "Prospects for renewed feminist activism in the heartland: A study of Dytonian women's politics." *NWSA Journal* 16(3):180-214.
2. Anderson, Margaret L. "Thinking about women: A quarter century's view." *Gender and Society* 19(4):437-455.

Section 4: Cases of Protest Movements and Conflict Resolution in the International Context

Week 11: Indigenous Rights

Quiz 3 covering Weeks 8-10. This will be taken at the beginning of class.

Readings:

1. Stocks, Anthony. 2005. "Too much for too few: Problems of indigenous land rights in Latin America." *Annual Review of Anthropology* 34:85-104.
2. Castillo, Rosalva Aída Hernández, and Victoria J. Furio. 2006. "The indigenous movement in Mexico: Between electoral politics and local resistance." *Latin American Perspectives* 33(2):115-131.

Week 12: Anti-colonial Movements

Faculty Mentor Meeting 3 summary due.

Readings:

1. Hacker, Susan. 1972. "Violent and non-violent approaches to revolution: A cross national study." *Economic and Political Weekly* 7(2):119-126.
2. Dasgupta, Atis. 1986. "Early trends of anti-colonial peasant resistance in Bengal." *Social Scientist* 14(4):20-32.

Week 13: Ethnic Minorities

Policy memo: Revised *Analytical Overview* of the conflict plus the revised *Analysis of Options for Managing the Conflict* plus new *Policy Recommendations* due on [DATE] at [TIME]. The paper must be submitted on BlackBoard.

Readings:

1. Tsutsui, Kiyoteru. 2004. "Global civil society and ethnic social movements in the contemporary world." *Sociological Forum* 19(1):63-87.
2. Gurr, Ted Robert. 2000. "Ethnic warfare on the wane." *Foreign Affairs* 79(3):52-64.

Section 5: The Path Forward for Conflict Resolution: Reconciliation and Long-term Peace

Week 14: Peace and Reconciliation

Quiz 4 covering Weeks 11-13. This will be taken at the beginning of class.

Readings:

1. Meernik, James. 2003. "Victor's justice or the law? Judging and punishing at the international criminal tribunal for the former Yugoslavia." *Journal of Conflict Resolution* 47(2):140-162.
2. David, Roman, and Susanne Y. P. Choi. 2006. "Forgiveness and transitional justice in the Czech Republic." *Journal of Conflict Resolution* 50(3):339-367.
3. Leebaw, Bronwyn. 2003. "Legitimation or judgment? South Africa's restorative approach to transitional justice." *Polity* 36(1):23-51.

Week 15: Mechanisms for Peace

Readings:

1. Lebovic, James H. 2004. "Uniting for peace? Democracies and the United Nations peace operations after the Cold War." *Journal of Conflict Resolution* 48(6):910-936.
2. Baskin, Gershon, and Zakaria Al-Qaq. 2004. "YES PM: Years of experience in strategies for peace making." *International Journal of Politics, Culture, and Society* 17(3):543-562.
3. Ilean, Suzan, and Lynne Phillips. 2006. "Global rationalities of security and UNESCO's culture of peace campaign." *Anthropologica* 48(1):59-71.

Week 16: Finals Week

1. Policy memo including all facets of the assignment 1-4 due on [date/time TBA]. This should include the (1) summary statement, (2) analytical overview, (3) analysis of policy options, and (4) policy recommendation.
2. Quiz 5 covering Weeks 14-15 will take place on [date/time TBA]

**Paper Assignment:
Conflict Analysis and Policy Recommendation**

1. Background

The final paper for this class is an analysis and policy recommendation of a *current* issue or conflict within the international community. Thus, the paper is a specific type of policy memorandum. Policy memoranda are prepared by analysts who work in both the public and private sector. They are read by a variety of government agencies as well as a wide array of clients from foreign investors to nongovernmental organizations to rebel leaders. A client typically requests such a memorandum when they must make a decision to take action (or not take action). In a memorandum, analysts explain the origins of the problem, identify the options available to the client, assess the consequences (both positive and negative) that would follow from each option, and recommend an option (or some combination of options).

The exact topic and audience of the paper is up to you. You are encouraged to follow your interests and to build upon the knowledge you have learned in other courses. In writing the paper, you are supposing that there is a leader or organization that is in the need of your advice. For example, if you are writing about Afghanistan, the audience could be the Obama administration, or, if you are writing about Darfur, the audience might be the U.N. Security Council. In order for us to assess the quality of your paper, *it is critical that you make the audience or client of your paper clear from the very beginning of the paper* and address your recommendations to that audience throughout. You should also write your paper with a clear sense of the objectives of your client in mind. In order to convince them that you can solve their problem, you should try to see the conflict from their perspective.

2. Your research and analysis

Your paper should be 12-15 pages double-spaced pages (1 inch margins, "Times New Roman").

The information guiding your analysis and recommendation should come from three sources. First, you should draw on the readings you've done in your major and minor fields. This capstone project is meant to bring the wealth of knowledge you have gathered over the past years into a single project, so think critically and creatively about how you might bring this together. Second, you must look more broadly for source material in both explaining the issue and past conflict resolution efforts. Third, in the first part of the course we will cover a variety of conflict resolution methods. The final part of the policy memo should draw on these as potential avenues for conflict resolution.

When you use sources, please give proper credit to the source with in-text citations and a list of references at the end, using MLA style. If you are unfamiliar with university policies on plagiarism, please consult the university documents that define these). Your "works cited" page does not count towards the 12-15 page limit.

3. Submission of your paper

Your paper will be due in various stages to assure that you get plenty of feedback on your work. My goal is for everyone in the class to receive an A on this project, and I will offer a plethora of support to achieve this goal, and I very much encourage you to have me read drafts before the due dates. I will be more than happy to update your grade as you make revisions to improve your memo. For example, the Analytical Overview is initially due in Week 6. You will subsequently turn in revised drafts of the Analytical Overview in Weeks 10 and 16. Improvements to the Analytical Overview beyond week 6 will result in an improvement of your grade for that part of the memo.

All work must be submitted on the course BlackBoard page according to the following schedule:

1. Summary Statement: Week 16 [add specific date/time when available]. Please note that this is the first part of the memo. However, it will include information that will not be known until Parts 2-3 have been completed. Thus, it makes the most sense to write this part after Parts 2-3 have been completed, and it will not be graded until the end of the term.
2. Analytical Overview: Week 6 [add specific date/time when available].

3. Analysis of the Options for Conflict Management: Week 10 [add specific date/time when available]. Please note that this submission should include both (1) your revised Analytical Overview and (2) your new Analysis of the Options for Conflict Management.
4. Policy Recommendations: Week 16 [add specific date/time when available]. Please note that this submission should include all facets of the paper, including (1) the Summary Statement, (2) the revised Analytical Overview, (3) the revised Analysis of Options for Conflict Management, and (4) Policy Recommendations.

4. Paper Format

Your paper should include the following elements:

4.1. Summary statement (1 page or less). Open with a concise summary of the central points of your analysis and proposal. You may want to give this section the heading "Summary" or (even better) a section heading that expresses the main point of your paper (which is your strategy for dealing with the conflict/topic in question, your policy recommendation). A summary statement (or executive summary) is simply what an introductory paragraph is called in a policy memorandum. You want your main message to grab the attention of your audience immediately. Although you will not be able to explain all the details of your analysis or proposal, your audience should be able to understand both your diagnosis of the problem and the essence of your solution to it in the first paragraph.

More specifically, your summary should include (1) the issue; (2) why a decision is needed; (3) what key info is contained in the memo; (4) course of action recommended.

4.2. Analytical overview of the conflict (4 to 7 pages). Put your policy proposal in context by addressing the following questions (4 to 7 pages):

- a. What is the primary cause of the conflict?
- b. What is the historical and social context of the conflict?
- c. What are the interests of the main actors involved in the conflict (e.g., populations within society, the rebel or terrorist group, the state)?
- d. What is the current state of the conflict (e.g. have any conflict management strategies failed? is the problem getting worse or better)?
- e. How has the issue evolved to become a concern to the policymaker?

It is important that your overview does not merely list events in the conflict, but provides an argument for the underlying causes of the conflict. Indeed, other than a few basic facts, all of the information in this section should be geared towards *supporting your argument about the origins of the conflict*. A convincing explanation will require doing research and citing reports and studies of the conflict as well as referring to the theoretical readings covered in the course. Note that by arguing that a conflict is motivated by "relative deprivation" or the "economic rewards of rebellion," you are conveying a great deal of information with a short phrase.

Because the validity of your solution depends on the validity of your diagnosis of the problem, it is essential that you do not take this part of the assignment for granted. In particular, you should recognize that your client may already have an *alternative* understanding of the origins of the conflict that is very likely derived from one of the theories of conflict covered in your other courses. In addition, your analysis will be judged by the persuasiveness of the evidence you present to support *your* explanation of the causes of conflict (and undermine others). We will spend a great deal of time discussing what constitutes compelling evidence and the application of those concepts will be rewarded.

4.3. Analyze the options for managing the conflict (5 to 7 pages). What can be done to resolve the conflict? State the options (alternative strategies) clearly and crisply. Once again, remember that you are trying to maintain the attention of your audience. Which strategies will work? Which will fail? Why? In order to answer these questions should do the following:

- a. Predict the consequences of each alternative. Most options will have a mixture of desired and undesired consequences. Some options may be ineffective. The consequences of other options may be uncertain. You should identify these consequences and uncertainties.
- b. Provide evidence for your predictions. Do not assume that your audience will believe your predictions without a compelling reason to do so. Following a new course of action entails significant risks and your client is

unlikely to follow your vision blindly. Drawing on cases external to your conflict as examples would be useful here.

- c. The most convincing evidence for your predictions in this paper will come from professional research about political violence and analogous real world cases in which similar policies have been implemented. In other words, *it is essential that you justify your expectations by grounding them in the literature discussed in this course as well as your own research.*

4.4. Policy recommendation (1 page or less): What policy option or combination of options do you recommend? Summarize your argument for why your strategy is better than the alternatives. This is the conclusion of your policy recommendation.

5. Faculty Mentorship Requirements

You must meet with your faculty member at least three times throughout the semester to discuss your policy memo. To make these discussions fruitful, you must turn in a brief summary of your discussions. The due dates for these discussions are outlined in the course schedule.

5.1. Meeting 1:

Purpose: This discussion should focus on two areas, both of which are critical for developing a good policy memo. First, you should develop a basic understanding of the conflict you have chosen. Second, you should know the relevant policymaker that will be the audience for your memo. At a minimum, you should discuss potential readings to help you better understand your conflict. You should also try to decide which policymaker would be best suited to deal with the situation.

Requirements: You must provide a brief summary of your meeting with the faculty mentor. This summary can be very brief (<1 page). It must address the following:

1. Date of the meeting and the faculty mentor's name.
2. Summary of the discussion regarding the conflict.
3. Summary of the discussion regarding the relevant policymaker.
4. Potential readings.

Grading: This assignment is essentially a pass/fail assignment, which means that you'll receive 100% credit for addressing points 1-4 above in any manner. Bulleted lists and incomplete sentences are fine here. Your effort should be geared towards a good discussion with your mentor, not in writing a beautiful summary of your discussion.

5.2. Meeting 2:

Purpose: At this point, you should already have a conflict under study and a policymaker decided. In this meeting, you should try to accomplish two tasks. First, solidify your understanding of the conflict you chose. You should be an expert on your conflict at this time. If you are not, discuss other readings or information sources that you might use to become an expert. An expert knows both the historical background of the conflict, the current situation of the conflict, and past attempts at conflict resolution. Be sure you know all three well. Second, you should be developing theoretically strong and persuasive arguments about what the policymaker should do about the conflict. Work with your faculty mentor to consider the pros and cons of your favored approach, and the pros and cons of alternative approaches.

Requirements: You must provide a brief summary of your meeting with the faculty mentor. This summary can be very brief (<1 page). It must address the following:

1. Date of the meeting and the faculty mentor's name.
2. Summary of the discussion regarding the historical background of the conflict, the current situation, and past conflict resolution attempts.
3. Summary of the discussion regarding your policy recommendation and alternatives, focusing on the pros and cons of each.

Grading: This assignment is essentially a pass/fail assignment, which means that you'll receive 100% credit for addressing points 1-3 above in any manner. Bulleted lists and incomplete sentences are fine here. Your effort should be geared towards a good discussion with your mentor, not in writing a beautiful summary of your discussion.

5.3. Meeting 3:

Purpose: At this point, your policy memo should be almost complete. Your purpose here is to tie up any loose ends. The feedback you have received on your policy memo would be a good place to start here in deciding topics to further strengthen your memo. If the faculty member is willing, it would be a good idea to have him/her read a full draft of the memo for comments and suggestions. Beyond that, this meeting will vary largely depending on your specific needs. Some students might need more discussion on the background of the conflict, while others might need help in clarifying policy recommendations. It will be up to you to decide how to best use this meeting to improve your policy memo.

Requirements: You must provide a brief summary of your meeting with the faculty mentor. This summary can be very brief (<1 page). It must address the following:

1. Date of the meeting and the faculty mentor's name.
2. Summary of the discussion regarding your specific needs.

Grading: This assignment is essentially a pass/fail assignment, which means that you'll receive 100% credit for addressing points 1-2 above in any manner. Bulleted lists and incomplete sentences are fine here. Your effort should be geared towards a good discussion with your mentor, not in writing a beautiful summary of your discussion.

6. Evaluation

The following rubrics will be used to grade each part of the policy memo.

**POLICY MEMO PART 1:
SUMMARY STATEMENT**

Criteria	Score (1-5)
Does the summary statement concisely summarize the central points of the analysis and proposal? Comments: [professor comments here]	■
Does the summary statement grab the attention of the reader? Is the relevance of this conflict explained well? Comments: [professor comments here]	■
Are the diagnosis of the problem and the essence of the solution clear? Comments: [professor comments here]	■
Does the assignment represent advanced undergraduate-level work? If I were the policymaker, would I throw this in the trash or continue reading? Comments: [professor comments here]	■

**POLICY MEMO PART 2:
ANALYTICAL OVERVIEW OF THE CONFLICT**

Criteria	Score (1-5)
Does the memo clearly address the primary cause of the conflict? Is appropriate evidence used to address the cause of the conflict? Comments: [professor comments here]	■
Is sufficient background given to understand the historical and social context of the conflict? Comments: [professor comments here]	■
Are the interests of the main actors involved in the conflict clear? Does the memo address the most relevant actors? Comments: [professor comments here]	■
Is the current state of the conflict clearly explained? Are past efforts to resolve the conflict covered well? Comments: [professor comments here]	■
Will policymaker understand why this conflict should be a concern to him or her?	

Comments: [professor comments here]	■
Does the assignment represent advanced undergraduate-level work? If I were the policymaker, would I have to do more reading to understand basic information on the conflict? Comments: [professor comments here]	■

**POLICY MEMO PART 3:
ANALYSIS OF OPTIONS FOR MANAGING THE CONFLICT**

Criteria	Score (1-5)
Does the memo clearly explain what should be done to resolve the conflict? Comments: [professor comments here]	■
Is the proposed resolution sufficiently grounded in the conflict resolution literature? Is evidence given to support the policy recommendation? Comments: [professor comments here]	■
Does the memo clearly state the pros and cons of the proposed solution? Does it analyze the likelihood of success or failure? Comments: [professor comments here]	■
Are alternative solutions addressed? Does the memo address key pros and cons of alternative solutions? Comments: [professor comments here]	■
Does the assignment represent advanced undergraduate-level work? If I were the policymaker, would I throw this in the trash or seriously consider the policy recommendation? Comments: [professor comments here]	■

**POLICY MEMO PART 4:
POLICY RECOMMENDATION**

Criteria	Score (1-5)
Does the memo clearly state the policy that should be followed? Comments: [professor comments here]	■
Is the argument upon which the policy recommendation is founded summarized well? Comments: [professor comments here]	■
Will the policymaker understand why the proposed recommendation is preferable to alternatives? Comments: [professor comments here]	■
Does the assignment represent advanced undergraduate-level work? If I were the policymaker, would I throw this in the trash or seriously consider the recommendation? Comments: [professor comments here]	■

Appendix III
Peace Studies Program
Electives Requirement
Student Approval Form

As a student in the Peace Studies Program, you are required to take a minimum of two electives involving a minimum of 6 credit hours. This is in addition to PCE 201 and PCE 410. While *PCE 201* will provide you with a general background on a broad array of areas for study and methods of inquiry, the electives will be geared towards allowing you to focus on particular areas of emphasis that best meet your interests. These particular areas of emphasis will then be brought back into the Peace Studies framework in the capstone course (*PCE 410*).

Peace Studies Electives require approval of the Director to count towards the Peace Studies Certificate requirement. The Director will deem a course as appropriate if at least 50% of the course is geared towards one or more of the following Focus Areas:

- Focus Area I: Peacebuilding. Addresses systems and infrastructure needed to create more peaceful societies.
- Focus Area II: Peacemaking. Addresses leadership skills, skills for resolving and transforming conflict.
- Focus Area III: Promoting Understanding, Cooperation, and Development. Addresses cross cultural issues, international organizations, economic and social development.
- Focus Area IV: Addressing Global and Regional Pressures. Addresses problems of population, scarcity, trade, sustainability, ecosystems, climate, and immigration.

Please note that it is not the intent of the Peace Studies Director to force you to take courses outside of your area of interest or to force you to take courses beyond the minimum required for your academic major or minor. If unsure, it would be safest to ask if the course meets the Peace Studies requirements prior to enrolling in the course.

Student requirements:

Before taking a Peace Studies elective, the student should provide the Director with a syllabus of the course (a recent version for the same course from the same instructor is fine). This can be done in hard copy form or by emailing the Director at clayton.thyne@uky.edu.

Upon approval, the Director will provide you with a signed copy of the form on the following page. A copy of the signed form will also be placed in your file.

**Peace Studies Program
Electives Requirement
Student Approval Form**

Student name: []

Student ID: []

Course meeting Peace Studies elective requirements: []

Course instructor: []

Term of course offering: []

The signature below confirms that this course has been deemed acceptable towards the elective requirements of the Peace Studies Program.

Director signature: _____

Date: _____

Appendix IV
Peace Studies Capstone Seminar
PCE 410
Faculty Mentorship Contract

Brief overview:

Students taking the Peace Studies Capstone Project and Seminar are required to write a policy memo to propose a specific solution to some international conflict. “International conflict” is defined very broadly, and could relate to a variety of issues (e.g., civil or interstate wars, management of water rights, humanitarian disasters, the AIDs pandemic, environmental concerns). This memo will require the students to develop (1) a summary statement, (2) an analytical overview of the conflict, (3) options for managing the conflict, and (4) policy recommendations for a solution to the conflict.

As the students develop their policy memo, they are required to receive advice and mentorship from a faculty member at UK with expertise on the conflict. At a minimum, the students must meet with the faculty mentor at least three times during the semester.

Requirements of the faculty mentor:

The faculty member must be willing to meet with the student at least three times throughout the semester. These meetings may be quite short, perhaps 15 minutes each. This is the *only* thing required of the faculty mentor. The faculty member may choose to go well beyond this as s/he sees fit (e.g., meeting frequently, reading drafts of the memo, suggesting a grade for the final project).

Requirements of the student:

The student is responsible for (1) establishing a faculty mentor relationship, (2) scheduling at least three meetings during the semester, and (3) providing summaries of the meetings. Details are described in the course syllabus. The faculty mentor relationship must be established prior to the last date to add a class. The information below must be filled out and submitted to the Peace Studies Director prior to enrolling in the Peace Studies Capstone Seminar.

Student name: []

Faculty name: []

Student ID number: []

Faculty telephone: []

Student telephone: []

Faculty email: []

Student email: []

Faculty department: []

Signatures:

Student: _____

Faculty mentor: _____

Peace Studies Director: _____