
Introduction to Peace Studies
PCE 201-001
Fall 2017

Course Time: MWF 10-10:50am

Location: Lafferty Hall Rm. 213

Instructor: Dr. Clayton Thyne

Office: 1625 or 1621 Patterson Office Tower

Office Hours: MWF, 1-2pm (or by appointment)

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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 Canvas site. You will need to purchase nothing for this course.

Earning Grades

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

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

I will calculate your final grade based on the following:

Quiz 1: (before 09/07 at 11pm): 10% of total grade

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

Quiz 3: (before 11/07 at 11pm): 10% of total grade

Quiz 4: (before 12/13 at 10am): 10% of total grade

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

Research Assignment, Part 1: Introduction (before 09/19 at 11pm): 10% of total grade

Research Assignment, Parts 1-2: Literature review (before 10/17 at 11pm): 10% of total grade

Research Assignment, Parts 1-3: Theory (before 11/14 at 11pm): 10% of total grade

Research Assignment, Parts 1-4: Research design (before 12/15 at 11pm): 10% of total grade

The “Co-curricular programming” part of your grade will require you to attend a minimum of two peace-focused events (e.g., lectures, films) held at the university or elsewhere. As the program is an academic program, advocacy events (e.g., anti-war rallies) will not count towards this requirement. The instructor will try to keep students informed of applicable events via class announcements, though students are best able to find these online.¹

Students have 2 options to receive credit for attending events. The first option is to email the instructor a selfie from the event. The second option is 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 regularly fail to participate.

¹ Events not mentioned by the instructor (e.g., events outside of UK or Lexington) can also qualify for this requirement with approval from the instructor. Good online sources to learn about events include <http://uknow.uky.edu/calendar> and <http://www.uksab.org/events/>. Plenty of events are also posted in the hallways throughout the semester.

Final course grades will be based on the following scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

E = below 60

Midterm grades will be posted by 10/21 and will be based on the grading criteria in the syllabus.

Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Missed Quizzes and Assignments

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

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Student Conduct

Students are expected to maintain decorum that includes respect for other students and the professor, to regularly log in to the course, and to display an attitude that seeks to take full

advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Classroom Expectations

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

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

Canvas

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

Course Schedule

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

Week 1 (08/23, 08/25): Conflict, Violence, and Peace

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"> • Kroc Institute 2012. “What is Peace Studies?” Remarks from various scholars. • Katz, Neil H. 1989. “Conflict resolution and Peace Studies.” <i>Annals of the American Academy of Political and Social Science</i> 504:14-21. <p>Watch:</p> <ul style="list-style-type: none"> • Williams, Jody. 2010. “A realistic vision for world peace.” TED talk. 	<p><u>Research Assignment</u> Complete “PROJECT OVERVIEW”</p>	<p><u>Graded quiz or assignment:</u> none</p>
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Week 2 (08/28, 08/30, 09/01): The Scientific Approach to Peace Studies

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"> • Groom, A. J. R. 1998. Paradigms in conflict: The strategist, the conflict researcher and the peace researcher. <i>Review of International Studies</i> 14:97-115. • Yardley, Greg. 2003. “Peace Studies’ War against America.” FRONTPAGEMAG.COM. • Bawer, Bruce. 2007. “The Peace Racket.” <i>City Journal</i>. • Kay, Barbara. 2009. “Barbarians within the Gate.” <i>National Post</i>. <p>Watch in class:</p> <ul style="list-style-type: none"> • Pinker, Steven. 2007. “The surprising decline of violence.” TED talk.² 	<p><u>Research Assignment:</u> Complete “PART 1: INTRODUCTION, Step 1”</p>	<p><u>Graded quiz or assignment:</u> none</p>
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² Note that this video is a bit old and many of the figures I’ll show you in class are a bit dated. To see updated figures (which continue to tell the same story), see [http://stevenpinker.com/files/pinker/files/has the decline of violence reversed since the better angels of our nature was written.pdf](http://stevenpinker.com/files/pinker/files/has_the_decline_of_violence_reversed_since_the_better_angels_of_our_nature_was_written.pdf)

Section 2: Causes of Conflict
Why do people, groups, and states fight?

Week 3 (09/04, 9/06, 09/08): Conflict at the Individual Level I: Nature and Nurture

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"> • Mead, Margaret. 1940. “Warfare is only an invention—Not a biological necessity.” <i>The Dolphin Reader</i>. 2nd edition. Douglas Hunt, Ed. Boston: Houghton Mifflin Company, pp. 415-421. • Silver, Eric. 2006. “Understanding the relationship between mental disorder and violence: The need for a criminological perspective.” <i>Law and Human Behavior</i> 30(6):685-706. • Ferguson, Christopher J., and Kevin M. Beaver. 2009. “Natural born killers: The genetic origins of extreme violence.” <i>Aggression and Violent Behavior</i> 14:286-294. <p>Watch in class:</p> <ul style="list-style-type: none"> • Miller, Laurence. 2012. “Why are people violent?” Available: https://www.youtube.com/watch?v=xQmXGx1ZKw4 	<p><u>Research Assignment:</u> Complete “PART 1: INTRODUCTION, Step 2”</p>	<p><u>Graded quiz or assignment:</u> Quiz 1: Covering content from Weeks 1-2. Must be taken by 11pm on 09/06.</p>
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Week 4 (09/11, 09/13, 09/15): Conflict at the Individual Level II: Psychological Discontent

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"> • Victoroff, Jeff. 2005. “The mind of the terrorist: A review and critique of psychological approaches.” <i>Journal of Conflict Resolution</i> 49(1):3-42. • LeBlanc, and Barling. 2004. “Workplace aggression.” <i>Current Directions in Psychological Science</i> 13(1):9-12. <p>Watch in class:</p> <ul style="list-style-type: none"> • Zimbardo, Philip. 2008. “The psychology of evil.” TED talk. 	<p><u>Research Assignment:</u> Complete “PART 1: INTRODUCTION, Step 3”</p>	<p><u>Graded quiz or assignment:</u> none</p>
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Week 5 (09/18, 09/20, 09/22): Conflict at the Group Level I: Culture, Social Behavior, Conflict

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"> • Coughlin and Venkatesh. 2003. "The urban street gang after 1970." <i>Annual Review of Sociology</i> 29:41-64. • Boyd and Richerson. 2009. "Culture and the evolution of human cooperation." <i>Philosophical Transactions of the Royal Society</i> 364:3281-3288. • Rolandsen and Breidlid. 2012. "A critical analysis of cultural explanations for the violence in Jonglei state, South Sudan." <i>Conflict Trends</i> 1:49-56. <p>Watch in class:</p> <ul style="list-style-type: none"> • Kats, Jackson. 2012. "Violence and Silence." TED talk. 	<p><u>Research Assignment:</u> none</p>	<p><u>Graded quiz or assignment:</u> Research Project Part 1 due. Must be submitted to Canvas by 11pm on 09/18.</p>
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Week 6 (09/25, 09/27, 09/29): Conflict at the Group Level II: Stereotypes and Cognitive Distortion

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"> • Fiske, Susan. 2002. "What we know now about bias and intergroup conflict, the problem of the century." <i>Current Directions in Psychological Science</i> 11(4):123-128. • Halperin, Eran, Neta Oren, and Daniel Bar-Tal. 2010. "Socio-psychological barriers to resolving the Israeli-Palestinian conflict: An analysis of Jewish Israeli Society." In <i>Barriers to Peace in the Israeli-Palestinian Conflict</i>, Yaacov Bar-Siman-Tov (ed.). Jerusalem: The Jerusalem Institute for Israel Studies. <p>Watch in class:</p> <ul style="list-style-type: none"> • Adichie, Chimamanda Ngozi. 2009. "The danger of a single story." TED talk. 	<p><u>Research Assignment:</u> Complete "PART 2: LIT REVIEW, Step 1"</p>	<p><u>Graded quiz or assignment:</u> none</p>
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Week 7 (10/02, 10/04, 10/06): Conflict at the Group Level III: Ethnocentrism

<u>In-class Discussion:</u> Read: <ul style="list-style-type: none">Huntington, Samuel P. 1993. "The clash of civilizations?" <i>Foreign Affairs</i> 72(3):22-49.Daniel, Kasomo. 2012. "An assessment of ethnic conflict and its challenges today." <i>African Journal of Political Science and International Relations</i> 6(1):1-7. Watch in class: <ul style="list-style-type: none">Wolff, Stefan. 2010. "The path to ending ethnic conflicts." TED talk.	<u>Research Assignment:</u> Complete "PART 2: LIT REVIEW, Step 2"	<u>Graded quiz or assignment:</u> none
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Week 8 (10/09, 10/11, 10/13): Civil Violence I: Theories of Civil Violence and Revolution

<u>In-class Discussion:</u> Read: <ul style="list-style-type: none">Goldstone, Jack A. 2001. "Toward a fourth generation of revolutionary theory." <i>Annual Review of Political Science</i> 4:139-187.Senechal de la Roche, Roberta. 2001. "Why is collective violence collective?" <i>Sociological Theory</i> 19(2):126-144. Watch in class: <ul style="list-style-type: none">Ghonim, Wael. 2011. "Inside the Egyptian revolution." TED talk.Langhi, Zahra'. 2012. "Why Libya's revolution didn't work—and why it might." Ted talk.	<u>Research Assignment:</u> Complete "PART 2: LIT REVIEW, Step 3"	<u>Graded quiz or assignment:</u> Quiz 2: Covering content from weeks 3-7. Must be taken by 11pm on 10/09.
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Week 9 (10/16, 10/18, 10/20): Civil Violence II: Greed versus Grievances in Civil Conflict

<u>In-class Discussion:</u> Read: <ul style="list-style-type: none">Collier, Paul, and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." <i>Oxford Economic Papers</i> 56:563-595.Korf, Benedikt. 2006. "Functions of violence revisited: Greed, pride and grievance in Sri Lanka's civil war." <i>Progress in Development Studies</i> 6(2):109-122. Watch in class: <ul style="list-style-type: none">Collier, Paul. 2009. "New rules for rebuilding a broken nation." TED talk.	<u>Research Assignment:</u> none	<u>Graded quiz or assignment:</u> Research Project Parts 1-2 due. Must be submitted to Canvas by 11pm on 10/16.
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Week 10 (10/23, 10/25, 10/27): Interstate Violence I: Power and Conflict

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none">• Waltz, Kenneth. 2000. "Structural realism after the Cold War." <i>International Security</i> 25(1):5-41.• Caprioli, Mary, and Peter F. Trumbore. 2005. "Rhetoric versus reality: Rogue states in interstate conflict." <i>Journal of Conflict Resolution</i> 49(5):770-791. <p>Watch in class:</p> <ul style="list-style-type: none">• Al Jazeera. 2013. "America's war games." Available: http://www.aljazeera.com/programmes/peopledpower/2013/04/2013424113558268754.html	<p><u>Research Assignment:</u> Complete "PART 3: THEORY, Step 1"</p>	<p><u>Graded quiz or assignment:</u> none</p>
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Week 11 (10/30, 11/01, 11/03): Interstate Violence II: The Democratic Peace

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

Week 12 (11/06, 11/08, 11/10): Peace and Justice

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"> • Dzur, Albert W. 2003. "Civic implications of restorative justice theory: Citizen participation and criminal justice policy." <i>Policy Sciences</i> 36(3/4):279-306. • Kaufman, Stuart J. 2006. "Escaping the symbolic politics trap: Reconciliation initiatives and conflict resolution in ethnic wars." <i>Journal of Peace Research</i> 43(2):201-218. <p>Watch in class:</p> <ul style="list-style-type: none"> • Jewkes, Jemma. 2011. "Restorative justice." TED talk. Available: http://tedxtalks.ted.com/video/TEDxYouthBath-Jemma-Jewkes-Re-2 	<p><u>Research Assignment:</u> Complete "PART 3: THEORY, Step 3"</p>	<p><u>Graded quiz or assignment:</u> Quiz 3: Covering content from weeks 8-11. Must be taken by 11pm on 11/06.</p>
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Week 13 (11/13, 11/15, 11/17): Violence and Nonviolence

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"> • Sharp, Gene. 2003. <i>There are realistic alternatives</i>. Albert Einstein Institution. • Schock, Kurt. 2003. "Nonviolent action and its misconceptions: Insights for social scientists." <i>PS: Political Science and Politics</i> 36(4):705-712. <p>Watch in class:</p> <ul style="list-style-type: none"> • Elworthy, Scilla. 2012. "Fighting with nonviolence." TED talk. 	<p><u>Research Assignment:</u> none</p>	<p><u>Graded quiz or assignment:</u> Research Project Parts 1-3 due. Must be submitted to Canvas by 11pm on 11/13.</p>
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Thanksgiving week (11/20): Flex day (content TBA)

Week 14 (11/27, 11/29, 12/01): Negotiation

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"> Lewicki, Roy J., Stephen E. Weiss, and David Lewin. 1992. "Models of conflict, negotiation and third party intervention: A review and synthesis." <i>Journal of Organizational Behavior</i> 13(3):209-252. Barak, Oren. 2005. "The failure of the Israeli-Palestinian peace process, 1993-2000." <i>Journal of Peace Research</i> 42(6):719-736. <p>Watch in class:</p> <ul style="list-style-type: none"> Ury, William. 2010. "The walk from 'no' to 'yes.'" TED talk. 	<p><u>Research Assignment:</u> Complete "PART 4: RES. DESIGN, Step 1"</p>	<p><u>Graded quiz or assignment:</u> none</p>
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Week 15 (12/04, 12/06, 12/08): Designing Political Institutions

<p><u>In-class Discussion:</u> Read:</p> <ul style="list-style-type: none"> Wolff, Avedissian, Martin Ottmann, and Stefan Wolff. 2013. "Sudan: The impact of institutions on violent conflict." Working paper. OECD Development Centre. 2013. "Transforming social institutions to prevent violence against women and girls and improve development outcomes." Available: www.oecd.org. Kuperman, Alan J. 2013. "Constitutional reform and violent conflict: Lessons from Africa, for Africa." CCAPS research brief no. 15. <p>Watch in class:</p> <ul style="list-style-type: none"> Ghani, Ashraf. 2005. "How to rebuild a broken state." TED talk. 	<p><u>Research Assignment:</u> Complete "PART 4: RES. DESIGN, Step 2-3"</p>	<p><u>Graded quiz or assignment:</u> none</p>
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Week 16 (12/11-12/15): Finals Week

<p><u>In-class Discussion:</u> none</p>	<p><u>Research Assignment:</u> none</p>	<p><u>Graded quiz or assignment:</u></p> <ul style="list-style-type: none"> Quiz 4: Covering content from weeks 12-15. Must be taken by 10am on 12/12.³ Research Project Parts 1-4 due on 12/14 at 11pm.
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³ Please note the day/time here, which is different than previous quizzes. Moving it to this day/time slot is consistent with the UK final exam schedule, which keeps me out of trouble.