
PSCI 3500.001 Introduction to Peace Studies

Summer 5 Week 2 - 2022
MTWR 12:00 PM-1:50 PM
Coliseum Room 047

Instructor

Dr. Gabriela Okundaye (she/her/hers)
(Pronounced “Oh-kun-die”)

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Office: Wooten Hall 132

Office Hours: Monday and Tuesday 2:00 PM-3:30 PM

(Also available by appointment on Zoom)

Course Access

Course is conducted face-to-face with lecture slides. Lecture slides will be made available on Canvas after each class. Be sure that you have a computer or laptop that has a web browser that can access Canvas.

Course Description

This class is focused on the origins and extent of violence in human relations, foreign and domestic.

Prerequisite(s): PSCI 2305, PSCI 2306.

Course Objectives

- Understand how peace and conflict is studied systematically.
- Understand various ethical perspectives on war and peace.
- Understand theories regarding the causes and resolution of international and civil conflict.
- Learn various normative and theoretical perspectives on human rights and social justice movements.
- Develop one’s own perspective on peace and justice issues.
- Provide a foundation for additional coursework in peace and conflict.

Required Materials

Mason, T. David and Meernik, James D. 2006. *Conflict Prevention and Peacebuilding in Post-War Societies: Sustaining the Peace*. Routledge. ISBN: 978-0415544955

Additional readings (assigned in the syllabus) can be accessed digitally through Canvas or the University Library.

Communication

To reach me you can email me through your UNT email account or through the Canvas’ messaging system. If you do not receive a message from me after 48 hours of emailing/messaging me, you can re-send that message to my email (listed above). Please note that all correspondence must be conducted using your UNT system email or through Canvas’ messaging service. When you email me please be sure to include “PSCI 3500” in the message subject.

Email Etiquette

Sending emails is a part of the professionalization development that students are expected to go through while they are in college. When you send me (or any other professor) an email please be sure to address the reader with the correct title, use appropriate grammar in the subject line and body of the email, and be brief and to the point. For more information on how to write a professional email visit the websites below.

<https://www.thoughtco.com/how-to-write-a-professional-email-1690524>

<https://www.unr.edu/writing-speaking-center/student-resources/writing-speaking-resources/email-etiquette-for-students>

Announcements

Be sure to check your MyUNT email as this is how information for this class will be distributed. Announcements will be posted on Canvas and will be sent to the email linked to Canvas which is more likely than not your UNT system email.

Class Etiquette

Political Science and government classes often discuss topics that have the potential to ignite feelings for many. This class may do so and it is important for everyone to remember to be respectful of others beliefs should it become a point of topic. However, if any discussion becomes hostile towards another student or the instructor I, the instructor, reserve the right to remove students that have expressed what can be interpreted as hate speech towards race/ethnicity/gender/class/sexual expression. If you are not sure what may be interpreted as hate speech email me beforehand. Additionally, please review the link below that discusses classroom etiquette and conduct.

<https://www.thoughtco.com/classroom-etiquette-for-students-1857554>

Professionalism Etiquette

Universities and college classes are professional settings. Therefore you must act a professional in this class setting as well. For all assignments I have included professionalism as part of the rubric. If you do not display any element of professionalism in assignments that are submitted you will earn a grade of zero. This does not matter if the rest of the assignment content would have earned you an A.

Grade Distribution

Your final grade will be determined based on exams and a policy paper.

Exams. 60% of final grade. This class will have two (2) exams total. Each of the exams will be worth 30% of your grade and will cover the material from each half of the class. Exams will open on Fridays at 12:01 AM and will close at 11:59 PM. More information on the exams will be located further down in the syllabus. Once the exam is open you will have two hours to complete the exam.

Policy Paper. 40% of final grade. This class will also have a policy paper due at the end of the term and will focus on a policy of the student's own choice. Individual parts of the paper will be graded in intervals to issue guidance to the students.

Grading

Below is how grades are assigned in this class.

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60%

Final grades are final unless there is a proven arithmetic mistake in the grade calculation. It is the student's responsibility to provide clear evidence of the arithmetic mistakes for a request to review a grade to be further considered. Requests for reconsideration or higher grades without providing clear evidence as described above will be ignored.

Assignments

As stated above, this class has two exams and a series of paper installments that are used for your grades in the class.

Exams. Exams will consist of (5) terms that will need to be defined, (3) short answer questions, and an (1) essay. You will have 2 hours to complete the exam once it is open. Exams will open at 12:00 AM Friday and will close at 11:59 PM on Friday night. You will also need to install the Respondus Lockdown browser on your laptop or desktop computer for the exam.

Policy Paper. In this class you will need to write a policy paper that does the following: 1.) Identifies an international policy issue related to the course. 2.) Provides the reader of the policy paper with context regarding the issue. 3.) Uses appropriate literature to analyze the issue. 4.) Propose a way to mitigate or solve the issue. Each week in this course students will turn in an installment of the paper. Each installment is intended to build from the previous installment and culminate on the creation of a paper by installment five. Each installment that is turned in must contain the previous installment added on as you are building towards a complete paper. You are **highly** encouraged to make changes as I give feedback on each installment of the paper. Each installment should be no longer than three-pages double-spaced and should use 12-point size Times New Roman font with 1 inch margins. Below are the expectations for each installment. The sources you use in each portion of the paper must use in-text citations (e.g. Okundaye 2022). The reference style used for this class is the American Political Science Association (APSA) format. The APSA style manual is linked [here](#). **Each installment of the policy paper will be due by 5:00 PM each Friday.**

Installment I - Identifying an Issue

Identify an area of interest in international policy that intrigues you. One way to do this is to browse each topic in class and read the assigned articles pertaining to that area. State why there needs to be attention to this area or a push towards policy intended to mitigate the issue. For this installment be sure to identify the issue, discuss why this is important, and why it needs to be solved.

Installment II - Information of the Issue

This installment is intended to provide the necessary background information regarding the issue you have chosen. Be sure to include the following in this installment: 1.) The issues origin and underlying issues that lead to the problem. 2.) The primary actors involved in the issue. Include why they are involved, why the issue is important to the actors, and where interests between actors emerge and diverge from one another. 3.) Previous attempts towards solving the issue and where they had succeeded and have failed for the prior attempts. Finally, be sure to add three more additional scholarly works for this installment of the paper.

Installment III - Analytical Framework

This installment will require you to create a framework where you synthesize the information you have learned and put it into proposed actions. In order to accomplish this you will need to understand how similar cases that have popped up have occurred, what has failed in the past along with what has led to success, and finally what are ways to move forward. Finally, be sure to include three more additional scholarly works for this installment of the paper.

Installment IV - Proposal

In this installment you will come up with a proposed solution to solving the issue that you chose to take on. This installment should include the following: 1.) An actor or set of actors that you have identified as the most capable of carrying out the policy that you have proposed. 2.) A plan that is intended to solve the issue. 3.) The feasibility of the policy proposal along with identifying what is most likely to work and be successful and what may not be as successful along with possible failures. 4.) Support for each step which is to be propped up by evidence (quantitative evidence from a legitimate organization or scholarly article) to bolster the claims you have made. Finally, be sure to include three more scholarly works for this installment of the paper.

Installment V - Final Draft

The final installment asks you to combine all parts of the assignment that you have completed so far and turn it into a well-researched paper. In order to do this, you must ensure that all changes that have been asked of you have been considered as each installment has been graded and each section flows into the other. This can be achieved by including paragraphs that summarize and link sections together. This installment should include a title page with your name, class, date, and a reference page using the American Political Science Association (APSA) format style included.

Attendance Policy

Although attendance is not required for class, attending class is positively correlated with higher grades¹. Lecture slides are meant to serve as a guide for class and will not contain all of the information that will be on the exam. Therefore, it is in your best interest to **always** attend class. After all, you did pay for this class. Why not make the most of it?

¹Credé, M., Roch, S. G., & Kieszczynka, U. M. (2010). Class attendance in college: A meta-analytic review of the relationship of class attendance with grades and student characteristics. *Review of Educational Research, 80*(2), 272-295.

Keyser, R. S. (2019). A Correlation between Absenteeism and Course Grades in a Third-Year Industrial Engineering Class. *Research in Higher Education Journal, 37*.

LeBlanc, H. P. (2005, April). The relationship between attendance and grades in the college classroom. In *17th annual meeting of the international academy of business disciplines, Pittsburgh Pennsylvania, 8th April*.

Late Policy

Late submissions for assignment will incur a penalty of 25 points for every 24 hours it's not submitted. For the final exam, no work will be accepted after the final day of class (August 11th).

Technology Policy

The use of technology has allowed for great strides in education. However, sometimes technology fails and manages to do so in a spectacular manner. If you encounter a technology issue with Canvas or general technology issues contact the UIT Helpdesk linked below.

<https://aits.unt.edu/support>

Course Calendar

Week 1

Monday July 11th

Introduction/Overview of the Class

Gleditsch, Nils Petter, Erik Melander, and Hendrik Urdal. 2016. "Introduction—Patterns of Armed Conflict Since 1945." In *What Do We Know About Civil Wars?*, eds. T. David Mason and Sara McLaughlin Mitchell. Chapter 1. Rowman & Littlefield. (Canvas)

Melander, Erik. 2015. "Organized Violence in the World 2015: An Assessment by the Uppsala Conflict Data Program" https://www.pcr.uu.se/digitalAssets/654/c_654446-1_1-k_ucdp-paper-9.pdf

Tuesday July 12th

Justifications for Violence and War

Mahatma Gandhi on violence - <https://youtu.be/TkHTbkPoEQ8>

Martin Luther King, Jr. "Letter from a Birmingham Jail" (Canvas)

Nelson Mandela, "I Am Prepared to Die" - <https://youtu.be/gQw6Hv0LZgI>

Sharp, Gene. 2006. "The Politics of Nonviolent Action: Three Ways Success May Be Achieved." In *War and Peace in an Age of Terrorism: A Reader*, ed. William M. Evan. Pearson. (Canvas)

Wednesday July 13th

Just War Doctrine

Calhoun, Laurie. 2002. "Legitimate Authority and "Just War" in the Modern World." *Peace & Change* 27(1): 37-58.

Kegley, Charles W. and Gregory A. Raymond. 2003. "Preventative War and Permissive Normative Order." *International Studies Perspectives* 4: 385-394.

Thursday July 14th

Theories of International Conflict

HSRP. 2010. "Human Security Report 2009/2010. Part I: The Causes of Peace." Human Security Report Project. Simon Fraser University. Available on Canvas. Read only Chapter 1.

Levy, Jack S. 2001. "Theories of Interstate and Intrastate War: A Levels-of-Analysis Approach." In *Turbulent Peace: The Challenges of Managing International Conflict*, eds. Chester A. Crocker, Fen Osler Hampson, and Pamela Aall. Washington, D.C.: United States Institute of Peace. Available on Canvas.

Russett, Bruce. 1996. "Why Democratic Peace?" In *Debating the Democratic Peace*, eds. Michael E. Brown, Sean M. Lynn-Jones and Stephen Miller. Cambridge: MIT Press, pg. 82-116.

Friday July 15th - **Installment I DUE**

Week 2

Monday July 18th

Social Movements and Revolutions

McAdam, Doug, Sidney Tarrow, and Charles Tilly. 2009. "Toward an Integrated Perspective on Social Movements and Revolution." In *Comparative Politics: Rationality, Culture, and Structure*, eds. Mark Irving Lichbach and Alan S. Zuckerman. Cambridge University Press. Available on Canvas.

Walder, Andrew G. 2009. "Political Sociology and Social Movements." *Annual Review of Sociology* 35: 393-412.

Tuesday July 19th

Civil War

Cederman, Lars-Erik and Manuel Vogt. 2017. "Dynamics and Logics of Civil War." *Journal of Conflict Resolution* 61(9): 1992-2016.

Hoeffler, Anke. 2012. "On the Causes of Civil War." *Oxford Handbook of the Economics of Peace and Conflict*.

Wednesday July 20th

Ethnic Conflict

Gurr, Ted Robert. 1994. "Peoples Against States: Ethnopolitical Conflict and the Changing World System." *International Studies Quarterly* 38(3): 347-377.

Mason, T. David. 2003. "Structures of Ethnic Conflict: Revolution Versus Secession in Rwanda and Sri Lanka." *Terrorism and Political Violence* 15(4): 83-113.

Varshney, Ashutosh. 2009. "Ethnicity and Ethnic Conflict." *Oxford Handbook of Comparative Politics*.

Thursday July 21st

Terrorism

Ganor, Boaz. 2008. "Terrorist Organization Typologies and the Probability of a Boomerang Effect." *Studies in Conflict & Terrorism*, 31:269–283, 2008.

Kydd, Andrew H. and Barbara F. Walter. 2006. "The Strategies of Terrorism." *International Security* 31(1): 49-79.

Victoroff, Jeff. 2005. "The Mind of the Terrorist: A Review and Critique of Psychological Approaches." *Journal of Conflict Resolution* 49(1): 3-42.

Friday July 22nd - **Installment II DUE**

Week 3

Monday July 25th

Wartime Violence

Eck, Kristine and Lisa Hultman. 2007. "One-Sided Violence Against Civilians in War: Insights from New Fatality Data." *Journal of Peace Research* 44(2): 233-246.

Wood, Elisabeth Jean. 2006. "Variation in Sexual Violence During War." *Politics & Society* 34(3): 307-342.

Tuesday July 26th

Civilian and Gender-based Violence

Cohen, Dara K. and Ragnhild Nordås. 2014. Sexual violence in armed conflict: Introducing the SVAC dataset, 1989–2009. *Journal of Peace Research*, 51(3), 418-428.

Rummel, Rudolph J. 1994. "Power, genocide and mass murder." *Journal of Peace Research* 31(1): 1-10.

Wood, Reed M. "Rebel capability and strategic violence against civilians." *Journal of Peace Research* 47.5 (2010): 601-614.

Wednesday July 27th

Civil War Outcomes

Balcells, Laia and Stathis N. Kalyvas. 2014. "Does Warfare Matter? Severity, Duration, and Outcomes of Civil Wars." *Journal of Conflict Resolution* 58(8): 1390-1418.

Shelton, Allison M., Szymon M. Stojek, and Patricia L. Sullivan. 2013. "What Do We Know About Civil War Outcomes?" *International Studies Review* 15(4): 515-538.

Thursday July 28th

Negotiation and Peace

Hartzell, Caroline. 2006. "Structuring the Peace: Negotiated Settlements and the Construction of Conflict Management Institutions." In *Conflict Prevention and Peacebuilding in Post-War Societies: Sustaining the Peace*, eds. T. David Mason and James Meernik. Routledge.

Nilsson, Desirée and Mimmi Söderberg Kovacs. 2011. "Revisiting an Elusive Concept: A Review of the Debate on Spoilers in Peace Processes." *International Studies Review* 13(4): 606-626.

Friday July 29th - **Installment III DUE**

Week 4

Monday August 1st

Intervention, Peacekeeping, and Conflict Management

Diehl, Paul F. 2006. "Paths to Peacebuilding: The Transformation of Peace Operations." In *Conflict Prevention and Peacebuilding in Post-War Societies: Sustaining the Peace*, eds. T. David Mason and James Meernik. Routledge.

Regan, Patrick M. 2010. "Interventions into Civil Wars: A Retrospective Survey with Prospective Ideas." *Civil Wars* 12(4): 456-476

Tuesday August 2nd

Post-Conflict Peacebuilding and the Durability of Peace

Enterline, Andrew J. and J. Michael Greig. 2006. "Just the Good, No Bad and Ugly? The Regional Impact of Externally Imposed Democracy." In *Conflict Prevention and Peacebuilding in Post-War Societies*:

Sustaining the Peace, eds. T. David Mason and James Meernik. Routledge.

Mullenbach, Mark J. 2006. "Reconstructing Strife-Torn Societies: Third-Party Peacebuilding in Intrastate Disputes." In *Conflict Prevention and Peacebuilding in Post-War Societies: Sustaining the Peace*, eds. T. David Mason and James Meernik. Routledge.

Paris, Roland. 1997. "Peacebuilding and the Limits of Liberal Internationalism." *International Security* 22(2): 54-89.

Wednesday August 3rd

Transitional Justice

Gibson, James L. 2006. "Can Truth Reconcile Divided Nations?" In *Conflict Prevention and Peacebuilding in Post-War Societies: Sustaining the Peace*, eds. T. David Mason and James Meernik. Routledge.

Thursday August 4th

International Human Rights

Meernik, James D., Steven C. Poe, and Erum Shaikh. 2006. "The Use of Military Force to Promote Human Rights." In *Conflict Prevention and Peacebuilding in Post-War Societies: Sustaining the Peace*, eds. T. David Mason and James Meernik. Routledge

Friday August 5th - **Installment IV DUE**

Week 5

Monday August 8th

Nuclear Deterrence and Weapons of Mass Destruction

Glaser, Charles L. and Steve Fetter. 2001. "National Missile Defense and Future of U.S. Nuclear Weapons Policy." *International Security* 26(1): 40-95.

Nunn, Sam. 2006. "The Race Between Cooperation and Catastrophe: Reducing the Global Nuclear Threat." *Annals of the American Academy of Political and Social Science* 607(1): 43-50.

Tuesday August 9th

Climate Change, Resource Scarcity, and Human Security

Barnett, Jon and W. Neil Adger. 2007. "Climate Change, Human Security and Violent Conflict." *Political Geography* 26(6): 639-655.

Matthew, Richard A. 2008. "Resource Scarcity: Responding to the Security Challenge." International Peace Institute

Wednesday August 10th

Challenges to Democracy

Bermeo, Nancy. 2016. "On Democratic Backsliding." *Journal of Democracy* 27(1): 5-19.

Galston, William A. 2018. "The Populist Challenge to Liberal Democracy." *Journal of Democracy* 29(2): 5-19.

Thursday August 11th

State of the Field - Contemporary Peace Studies

Herrera, Yoshiko. M., & Kydd, Andrew. H. 2022. Take a chance: Trust-building across identity groups. *Journal of Peace Research*, 00223433211058588.

Imamverdiyeva, Ulkar., & Shea, Patrick. E. 2022. Re-examining women leaders and military spending. *Journal of Peace Research*, 00223433211055909.

Martín, Héctor. C., Wiebelhaus-Brahm, Erik., Nieto-Librero, Ana. B., & Wright, Dylan. 2022. Explaining the timeliness of implementation of truth commission recommendations. *Journal of Peace Research*, 00223433211057011.

Friday August 12th - **Installment V DUE**

University Policies

Academic Integrity Standards and Consequences

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, use of a spinbot or AI, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

ADA Accommodation Statement

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be nonconfidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like

chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.