



**TEXAS A&M**  
UNIVERSITY  
CENTRAL TEXAS

**POLI 4317:**  
**Peace Studies**  
**Section 110 / CRN 60237**  
**Summer 2021 (Jun 8-Jul 26)**  
**Tues & Thurs 6 PM – 9 PM**  
**Founder's Hall 209**



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#### **Catalog Description**

Explore the causes of peace, covering bargaining and war termination, social conflict resolution, international cooperation, and the ethics of peace.

#### **Course Overview**

This course is a “sequel” of sorts to POLI 4316: Conflict Studies, but it can easily stand on its own as an analysis of the subfield of Peace Studies. Conflict Studies examined the causes and processes of armed conflict. This course addresses the topics of negative peace (the termination, prevention, and resolution of armed conflict) and positive peace (active cooperation and the provision of justice and human security) through critical examination of contemporary empirical social science and normative political theory. *This course meets face-to-face*, with supplemental materials made available online through the Texas A&M University-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

#### **Course Objectives**

By the end of the course, students should be prepared to construct and defend solutions to five of the most vexing puzzles of peace using social-scientific research:

1. Given all of the reasons for violent conflict, how is peace possible? That is, what leads to the end of armed conflicts and the resort to nonviolent means of dispute resolution?
2. Which forms of outside conflict management – intervention, sanctions, peacekeeping, and so forth -- are legal and effective?
3. How do we design more effective peace agreements and peacekeeping missions?
4. Under what circumstances does nonviolent civil resistance “work” to vindicate rights?
5. What is just peace, and is it possible?

## Learning Outcomes

- Learning Outcomes 1-5: By the end of the course, students should be able to construct a well-supported answer to each of the above five questions, using evidence and arguments from the course readings and assigned films. (To be achieved through completing daily work and studying for the final exam)
- Learning Outcomes 6-7: By the end of the course, students should be able to take a proposed peace agreement (Outcome 6) or peacekeeping mission (Outcome 7), identify its weaknesses, and modify it to increase the chances of durable peace. (To be achieved through completion of in-class group exercises)

## Required Readings

The following book is required and available for purchase at the Warrior Bookstore. Of course, you may purchase the book from any seller, including online booksellers.

*Erica Chenoweth and Maria Stephan. 2011. Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict. NY: Columbia University Press. ISBN 978-0-231-15683-7*

All other required readings are available for download or online viewing on Canvas.

## Grading (90/80/70/60, rounded to the nearest percentile)

*Academic Integrity Exercise:* This consists of watching a brief lecture, taking a quiz, seeing where any mistakes on the quiz came from, and signing a statement. *Once you successfully complete this exercise, you will no longer need to do so in future political science courses. If you have previously completed this exercise in one of my courses, you are exempt from it in this course.*

**\*\*\*Completing the Academic Integrity Exercise is a prerequisite to passing this course. It must be completed before you hand in your first homework or June 15, whichever comes first.\*\*\***

- **Rubric: You will fail the course if you have not completed the Academic Integrity Exercise.**

*Exam (33%).* There will be a comprehensive, essay-based final exam on the last day of class (July 26).

- The exam will consist of two questions drawn from the list of five on page 1 of the syllabus. Note that one or both questions may be modestly reworded in order to take into account material we have discussed in class.
- General advice: It is generally best to write an outline first, then write your answer. For each major point on your outline, you should have support (a finding or example from the course materials).
- The exam is both open-notes and open-book. You are free to use class handouts, your notes, and all of the assigned readings. You are **not** permitted to use other resources (such as other online materials) during the exam.
- Exam grading rubric. Grading is primarily based upon your demonstrated knowledge of the material and ability to apply it to a new situation, rather than spelling/grammar issues. Having said this, atrocious grammar can make it impossible for the reader to understand your argument.

### POLI 4317 Final Exam Grading Rubric

Grade	Thesis	Argument Structure	Evidence
A	Answers the question and drives the rest of the essay	The thesis is built up from arguments about each element of the question, each with its own support	Each element of the argument is supported by evidence from the course. In general, consistent statistical findings are better evidence than isolated examples, where such evidence is available. No major source of evidence is ignored.
B	Answers the question, but most of the paper ignores it	Some elements of the thesis do not correspond to sections of the answer, or vice versa	Each element of the argument is supported by evidence from the course, but major sources of evidence are ignored. OR The evidence used is insufficient to support one or more of the claims in the paper. OR Much of the support consists of direct quotes or naked claims, unsupported by research.
C	Does not match up with every element of the question	The essay is a set of arguments that proceed without logical order	The evidence, when taken as a whole, fails to support the paper's thesis, with necessary steps in the argument being assumed instead of demonstrated. Much relevant evidence is omitted and irrelevant evidence may be present. References to evidence from the course lack specificity.
D	Does not match up with most elements of the question	Most of the essay is devoid of actual argument, instead following a stream-of-consciousness or "data dump" strategy	At least one major element of the essay's argument has substantial evidence from the course that supports it. However, other references are generally vague or irrelevant.
F	None	The essay is devoid of structure	Little if any evidence from the course is used in the answer. It fails to demonstrate a grasp of what the authors found.

**Note on Online Proctored Testing**

Ours is an in-class exam, but if an early exam is required in a particular student's case, we will use *Proctorio*. Texas A&M University-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

**Participation and Attendance (33%).** A substantial portion of your grade is determined by your in-class participation. While there may be structured exercises from time to time, the bulk of the participation grade is determined by whether you discuss the assigned readings for the day. I am looking for

comments and questions that clarify, question, or challenge the theories offered by the authors. Feel free to challenge my statements as well.

- Daily grades:
  - You will receive 40 points for attending a class and doing little else.
  - You will receive 80 points for attending and making a reasonable comment (or participating in an in-class exercise when these are offered).
  - You will receive 120 points for attending and making a particularly insightful observation or several reasonable comments.
  - On days when a lecture or structured exercise takes up about half of the class period, only half the participation is required. On days where these things take up the entire class period, only attendance (and active participation in any group work) is required. In either case, the maximum daily participation score will be 100 points.
  - If you are late for class without providing me with a legitimate excuse that session, participation credit will be deducted in proportion to your lateness (10% for each 16 minutes), rounding up to the next 10%.
- Overall grade:
  - You are expected to average 100 points per class period, except the first and last days of class.
  - The maximum participation grade can be as high as 120% (120 average). This is a modest extra-credit opportunity.
- Tip: If you have trouble thinking of things to say in class (a common problem for shy students), write down discussion questions or objections while you are reading the material at home. Then you don't have to worry about "blinking" in class because you can simply read off a question from your notes.

*Daily Assignments (33%).* Students are required to hand in one of the following two assignments at the beginning of each day of class. Neither of them are required to be typed, provided they are clearly legible.

- **Option # 1: Memo.** A 400-800 word memo that answers the question posed for that day of class using the readings or other assigned materials for that day of class. The rubric for this essay is the exam rubric, but
  1. The "evidence" portion of the grade is based on having something relevant from each reading (each chapter or paper, not just each author). Each reading is weighted equally (so offering evidence from only one of four readings provides an evidence grade of 25%).
  2. Spelling or grammar errors will reduce the credit which you would otherwise receive by 2% each, up to a maximum of 20%.

*Remember: an A on the exam requires much more evidence than an A on a daily assignment, even if the question posed is identical.*

- B. **Option # 2: Summaries.** There should be one summary per reading (each chapter or paper, not each author) paragraph summarizing each reading (each chapter or essay, not just each author). These will be graded for accuracy and detail, rather than argument construction (since they are purely descriptive). Each should be no fewer than 5 and no more than 8 sentences.

Rubric:

1. Each summary is weighted equally in the day's homework grade
2. If a summary contains both of the following:
  - the author's (not your own) thesis
  - a description of the evidence offered by that author for his or her thesis
 then it will be considered complete. Incomplete summaries are worth half-credit, at most.
3. Spelling or grammar errors will reduce the credit which you would otherwise receive by 2% each, up to a maximum of 20%.

### Overall Course Rubric

Item	Points	Percentage
Academic Integrity Exercise	None, but required to pass the course.	0
Participation	1400 (100 per session, excluding the first and last sessions)	33⅓
Daily Assignments	1400 (100 points for each class day's assigned homework)	33⅓
Final Exam	1400 (700 points per question)	33⅓
<b>TOTAL POSSIBLE</b>	<b>4200</b>	<b>100</b>
3759+ = A      3339-3758=B      2919-3338=C      2499-2918=D      2498 or lower = F		

#### Student-Instructor Interaction

The instructor will be checking email at least once per day from Monday-Friday. Expect a response within 24 hours during the week, if you request one in your email. Weekend responses may take longer. Practice professionalism (full sentences, spelling, etc) in your electronic correspondence.

#### Regrade Policies

Mistakes happen. Don't be shy about checking everything twice. In order to prevent a last-minute search for points long after the original grading has been done, I have two policies for regrades or disputes over grades. Please remember the deadlines in each case. After this time, I am no longer confident that I will be able to remember enough to fairly regrade the material (i.e. using exactly the same standards as those applied to other students).

- **Written Work:** If you believe I have graded written work incorrectly, then you have up to **one week** to return the work to me along with a *brief* explanation of the portion to be regraded.
- **Participation:** **At the end of any class period**, you may request to see your participation grade for that class. If you disagree with the grade, you need to explain your disagreement **then, while the discussion is still fresh in everyone's memory**. I advise you to write down a few words each time you participate so that you might be able to jog my memory after class if you believe I missed your effort.

#### Make-Up Work, Absences, and Late Work

- **Excused Absences:**
  - **Scheduled Absences:** Students must inform the instructor *prior to an absence*. Send me an email stating the dates(s) you will be missing and the reason(s). You should also

hand me a written note with this information in class. (Protect yourself! Don't rely on my memory – hand me something written that I can keep in my files). **Hand in the assigned homework and make-up work before you leave.**

- Emergencies: Send me an email (Canvas preferred) if possible. If all else fails, you or a friend may call my office and speak to me or my voicemail. There are very few situations in life that preclude making a phone call or having a friend do so; failure to contact the instructor *prior to class* will normally rule out any sort of make-up. The standard is “ASAP” – that is, as soon as a reasonable person would have been able to contact me. **When you return, be sure to bring summaries for any missed classes and to request any additional make-up in-class work (e.g. for group discussion exercises you may have missed). It is not the instructor's duty to remind you.** Make-up work often differs from the original exercise and is offered at the instructor's convenience.
- When an absence has been excused as above, a student will still need to do make-up work. If there is no in-class exercise, then the make-up work (due *instead of* the regular homework) is an 800-1200 word essay critically evaluating the approach or contribution of each assigned reading to the question for the missed session. The essay should have a clear thesis that answers the question for the session and should defend that thesis using evidence drawn from the readings or other assigned class materials. The rubric for this essay is the exam rubric, but
  1. The “evidence” portion of the grade is based on critically evaluating and integrating the evidence from each reading (each chapter, film, or essay -- not merely each author).
  2. Counter-evidence must also be addressed – either by showing it to be incorrect, or (more commonly) by demonstrating that the body of evidence supporting the thesis is stronger and/or more robust than the body of evidence against it.
  3. Spelling or grammar errors will reduce the credit which you would otherwise receive by 1% each, up to a maximum of 20%.
- Late Work: Late work will not be accepted, except in the case of emergencies described above. If you must email me a memo to prove you have it done on time, then you need to *bring a hard copy for me to grade* the next class session.
- Grades of incomplete are not to be used when students simply fall behind. Instead, they are used when some event such as a hospitalization or deployment effectively takes the student out of the class after the drop deadline. By university policy, incompletes must be finished in the subsequent semester.

### Academic Integrity

*University Code of Academic Honesty:* Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), see the following link: [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), at [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

Specific guidelines for this course, which supplement and do not replace University policy:

- *Violations:* Some common violations of academic integrity that I have observed while teaching similar classes at TAMUCT are
  - Copying another student’s homework. I encourage study groups, but copying must be avoided. Discuss the readings as long as you wish, but don’t “share” the contents of your memos before they are due. You may not “jointly” complete any of the homework exercises in this course unless otherwise indicated on the assignment; these are to be completed by yourself alone. If you provide another student with a copy of your homework and they copy it, both you and the copier will be deemed to have violated the policy.
  - Using direct quotes without quotation marks. Even if you are just using three- or four-word phrases, you need to surround them with quotation marks if you didn’t create them yourself. This is true even if you cite the source! Remember that changing a few words in a sentence does not transform a direct quote into a paraphrase; instead, it transforms one long direct quote into several shorter direct quotes with a word of your own between each. A true paraphrase is the expression of the cited source’s ideas in your own words.
  - Paraphrasing another person’s words without citing the source
- *Penalties:*
  - The normal penalty for a violation of academic integrity (whether or not it is specifically listed above) in any of my classes is a grade of zero for the work or a deduction of 20% (two letter grades) from your course grade, whichever is **greater**. The infraction will be reported to the TAMUCT administration, with a recommendation for probation in the case of deliberate violation or no further action in the case of clearly inadvertent violation.
  - The (a) outright purchase, download, or completion by others of an exam, or (b) second or subsequent violation of academic integrity (in this course or other courses) display such serious disregard for academic integrity that either one of them will result in course failure **and** recommendation for expulsion to the TAMUCT administration.

### Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612) Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612]

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

## Professors are Mandatory Reporters

Texas State Law states that:

- “An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes **sexual harassment, sexual assault, dating violence, or stalking** and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution's Title IX coordinator or deputy Title IX coordinator.”
- Further: “A person commits an offense if the person is required to make a report...and knowingly fails to make the report. ... A postsecondary educational institution shall terminate the employment of an employee whom the institution determines in accordance with the institution's disciplinary procedure to have committed [such] an offense.”

## Student Resources

- **UNILERT** (Emergency Warning System for Texas A&M University – Central Texas): UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at <http://www.tamuct.edu/departments/news/unilert.php>
- **University Writing Center:** The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Summer 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.
  - Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!
  - Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.
- **Library Services:** The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our



website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

- Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.
- Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].
- **Academic Accommodations:** At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.
  - For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]
  - *Important information for Pregnant and/or Parenting Students*  
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf]. Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.
- **Tutoring:** Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

- If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@tamuct.edu).
- Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas (but not writing support). Access Tutor.com through Canvas.

### **Amendments**

Not all exigencies can be foreseen. I reserve the right to amend the syllabus at any time. Any such amendment will be provided to the students in writing by uploading the revised syllabus to Canvas.

## Course Schedule

Date	Puzzle	Readings
June 8	Overview: Puzzles of Peace	<ul style="list-style-type: none"> <li>▪ None</li> </ul>
June 10	What is peace studies, and what should it become?	<ul style="list-style-type: none"> <li>▪ Jeong, <u>Peace and Conflict Studies</u>, Chapter 2 (Canvas)</li> <li>▪ Gleditsch, Nordkvelle, and Strand, “Peace Research – Just the Study of War?” (Canvas)</li> <li>▪ Steinberg, “Postcolonial Theory and the Ideology of Peace Studies” (Canvas)</li> <li>▪ Confortini, “Feminist Contributions and Challenges to Peace Studies” (Canvas)</li> </ul>
June 15	Is war inevitable?	<ul style="list-style-type: none"> <li>▪ Cioffi-Revilla, “Ancient Warfare: Origins and Systems” (Canvas)</li> <li>▪ Cashman, “The Individual Level of Analysis, Part I: Human Aggression” (Canvas)</li> <li>▪ Boulding, <u>Cultures of Peace</u>, Chapter 4 (Canvas)</li> </ul>
June 17	How do combatants negotiate their way out of war?	<ul style="list-style-type: none"> <li>▪ Pillar, <u>Negotiating Peace</u>: Chapter 5 (Canvas)</li> <li>▪ Wittman, “How a War Ends” (Canvas)</li> <li>▪ Goemans, <u>War and Punishment</u>, Chapter 2: “A Theory of War Termination” (Canvas)</li> <li>▪ Lutmar and Terris, “War Termination” (Canvas)</li> <li>▪ Stanley, <u>Paths to Peace</u>: Excerpts (Canvas)</li> </ul>
June 22	How do we design more effective peace agreements?	<ul style="list-style-type: none"> <li>▪ Fortna, <u>Peace Time</u>: Excerpts (Canvas)</li> <li>▪ Sriram, <u>Peace as Governance</u>: Chapter 1 Precis (Canvas) and Chapter 2 (Canvas)</li> <li>▪ Reid, “Peace Agreements and Women’s Political Rights Following Civil War” (Canvas)</li> <li>▪ WATCH: Nagorno Karabakh Lecture (Canvas – need not summarize due to the worksheet)</li> <li>▪ “Nagorno Karabakh Handout” (Canvas – fill out the worksheet attached to it in lieu of a summary)</li> </ul>
June 24	What factors increase the duration of postwar negative peace?	<ul style="list-style-type: none"> <li>▪ Diehl and Goertz, “Theories of Interstate Peace” (Canvas)</li> <li>▪ Bayer, “Empirics of Stable Peace” (Canvas)</li> <li>▪ Hartzell and Yuen, “The Durability of Peace” (Canvas)</li> <li>▪ White, “The Perils of Peace: Civil War Peace Agreements and Military Coups” (Canvas)</li> </ul>
June 29	Why might nonviolent civil resistance work?	<ul style="list-style-type: none"> <li>▪ Smith and Brownlee, “Civil Disobedience and Conscientious Objection” (Canvas)</li> <li>▪ Chenoweth and Stephan, Part One (Chapters 1-3)</li> <li>▪ Watch Before Class: <u>This Is What Democracy Looks Like</u> (Canvas, counts as a reading)</li> </ul>

Date	Puzzle	Readings
July 1	When does nonviolent civil resistance succeed – or fail?	<ul style="list-style-type: none"> <li>▪ Chenoweth and Stephan, Part Two (Chapters 4-7)</li> <li>▪ Watch Before Class: <a href="#">Pray the Devil Back to Hell</a> (TAMUCT Library – Link is on Canvas – counts as a reading)</li> </ul>
July 3	What are the <i>consequences</i> (both positive and negative) of nonviolent civil resistance?	<ul style="list-style-type: none"> <li>▪ Chenoweth and Stephan, Part Three (Chapters 8-9)</li> <li>▪ Watch Before Class: <a href="#">American Dream</a> (Canvas, counts as a reading)</li> <li>▪ <a href="#">American Dream Handout</a> (need not summarize)</li> </ul>
July 5	What does international law say about conflict and peacebuilding?	<ul style="list-style-type: none"> <li>▪ Thomas, “International Law and Armed Conflict” (Canvas)</li> <li>▪ Weiner, “The Law of Genocide” (Canvas)</li> <li>▪ Hall, “International Law and the Responsibility to Protect” (Canvas)</li> <li>▪ Von Stein, “International Law: Compliance and Enforcement” (Canvas)</li> </ul>
July 10	Do sanctions and humanitarian intervention work?	<ul style="list-style-type: none"> <li>▪ Seybolt, “Humanitarian Intervention and International Security” (Canvas)</li> <li>▪ Rowe, “Economic Sanctions and International Security” (Canvas)</li> </ul>
July 12	What are the moral hazards of peacekeeping?	<ul style="list-style-type: none"> <li>▪ Yuen, “Negotiating Peacekeeping Consent: Information and Peace Outcomes” (Canvas)</li> <li>▪ Watch Before Class: <a href="#">Srebrenica - A Cry from the Grave</a> (Canvas – 104 mins -- this counts as the other reading for the day)</li> </ul>
July 17	How do we design effective peacekeeping missions?	<ul style="list-style-type: none"> <li>▪ Fortna, “Does Peacekeeping Keep Peace?” (Canvas)</li> <li>▪ Fortna, “Interstate Peacekeeping” (Canvas)</li> <li>▪ Lloyd, “New Data on UN Mission Mandates 1948–2015: Tasks Assigned to Missions in their Mandates (TAMM)” (Canvas)</li> <li>▪ Belgioioso, Di Salvatore, and Pinckney, “Tangled up in Blue: The Effect of UN Peacekeeping on Nonviolent Protests in Post–Civil War Countries” (Canvas)</li> <li>▪ Kim and Sandler, “Non-UN Peacekeeping Effectiveness: Further Analysis” (Canvas)</li> </ul>
July 19	What is just peace?	<ul style="list-style-type: none"> <li>▪ Orend, <a href="#">The Morality of War</a>, Chapter 6 (Canvas)</li> <li>▪ Philpott, “Reconciliation: An Ethic for Peacebuilding” (Canvas)</li> <li>▪ Porter, <a href="#">Peacebuilding</a>, Chapter 4 and Conclusion (Canvas)</li> </ul>

Date	Puzzle	Readings
July 24	What establishes and preserves just peace?	<ul style="list-style-type: none"> <li>▪ Leebaw, “Reassessing Truth Commissions” (Canvas)</li> <li>▪ De Rivera, “Transforming the Empire With a Department of Peace” (Canvas)</li> <li>▪ Ersoy, “Implementing Peace Journalism in the Media” (Canvas)</li> <li>▪ Inoguchi, “Theoretical Underpinnings of a Global Social Contract” (Canvas)</li> </ul>
July 26	Final Exam	Recommended: Review by constructing your answers (with evidence drawn from all relevant course readings/films) to each of the five questions on the syllabus