

Political Science 4334  
Approaches to Peace  
School of Economic, Political, and Policy Sciences  
University of Texas at Dallas

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Fall 2023

Time: Monday and Wednesday, 4:00PM – 5:15PM

Room: ECSW Building, Floor 3, Room 3.210

Teaching Assistant: Venkatesh Subramanian

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Office: Green Building, Floor 3, Room 3.824

Office Hours: Monday, 1:30 – 3:30PM

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## What This Course is About

This course offers an introductory survey of the various approaches to achieving and sustaining peace. It begins by examining several foundational questions about the nature and dynamics of peace and conflict. The two main sections of the course are then organized according to the major distinction between "negative peace" (the absence of war or violence - conflict management) and "positive peace" (justice, dispute resolution, reconciliation - conflict resolution). We explore mechanisms to achieve both kinds of peace, with special attention to their underlying assumptions about human behavior and their limitations. We focus on peace as a phenomenon at international, national, and local levels, with primary attention to international and civil conflict.

## What You'll Learn

- You will understand the definitions of and distinctions between positive and negative peace, the characteristics and debates about each, and how to apply those concepts to understanding particular conflicts.
- You will be familiar with the patterns and dynamics of peace and conflict, particularly in the 20<sup>th</sup> and early 21<sup>st</sup> centuries.
- You will understand the major ways in which the global community has attempted to resolve violent conflict and will be able to apply these conflict resolution strategies to a particular conflict.
- You will understand the major ways in which the global community has attempted to build positive peace, preventing conflict and building more just societies, and will be able to apply these peacebuilding strategies to a particular conflict.

## What Books You Have to Buy

You are not required to purchase any books for this class. All the readings will either be available on the course eLearning page or are freely available on the internet. Internet readings will have the hyperlink to access them listed in the class schedule and readings section below.

## What Topics We'll Be Covering and When (and what you have to read)

The Monday and Wednesday classes each week will have closely connected content, thus all required readings should be completed before the Monday class, except where specifically noted.

While the core readings on this class schedule will remain the same, I may change occasional readings or assign new readings. If I do so, I will always give you at least a week's notice and update the version of the syllabus available on the course eLearning page. You should always check the syllabus on the course eLearning page for the most updated readings.

### Part 1: Foundational Questions

In this section of the class we cover a few of the major questions that shape debates on peace and conflict. Understanding these questions will lay the foundation for our discussions in the second and third section of the course, as well as helping you to achieve the first two learning outcomes.

1. August 21-23: **What is peace?**
  - a. **Required:**
    - i. Royce Anderson: "A Definition of Peace." (**Read by Wednesday**)
    - ii. Christian Davenport et al: "Introduction" in *The Peace Continuum: What it is and how to study it*. (**Read by Wednesday**)
  - b. **Recommended**
    - i. Johan Galtung: "Violence, Peace, and Peace Research."
    - ii. Paul Diehl: "Exploring Peace: Looking Beyond War and Negative Peace."
2. August 28-30: **Why does peace break down into violence?**
  - a. **Required**
    - i. Christopher Blattman: *Why We Fight*: chapters "Introduction" and "Why We Don't Fight."
  - b. **Recommended**
3. (No class on September 4, Labor Day) September 6: **Are human beings inherently peaceful or violent?**
  - a. **Required**
    - i. Josh Gabbatiss: "Nasty, Brutish, and Short: Are Human Beings DNA-wired to kill?"
    - ii. Margaret Mead: "Warfare is Only An Invention – Not a Biological Necessity."
  - b. **Recommended**
    - i. Jose Maria Gomez and co-authors: "The Phylogenetic Roots of Human Lethal Violence."
    - ii. Douglas Fry: "Life Without War."
4. September 11-13: **How is peace and conflict changing?**
  - a. **Required**
    - i. Joshua Goldstein and Steven Pinker. "War Really is Going Out of Style."
    - ii. Nils Petter Gleditsch et al: "The Decline of War."
    - iii. Shawn Davies, Therése Pettersson, and Magnus Öberg: "Organized Violence 1989-2022, and the return of conflict between states."
  - b. **Recommended**
    - i. Gary Goertz, Paul F. Diehl, Alexandru Balas: "The Evolution of Peace 1900 – 2006."

- ii. Christopher Fariss: “Respect for Human Rights has Improved Over Time: Modeling the Changing Standard of Accountability.”

## Part 2: Stopping Violent Conflict

In this section of the course, we’ll cover a few of the most important ways that the international community attempts to achieve “negative peace,” that is, stopping ongoing violent conflict and preventing the outbreak of new violent conflicts.

- 5. September 18-20: **Deterrence and Balance of Power**
  - a. **Required**
    - i. Council on Foreign Relations: “[What is Deterrence?](#)”
  - b. **Recommended**
    - i. Randall Schweller. “The Balance of Power in World Politics.”
- 6. September 25-27: **Negotiation and Mediation**
  - a. **Required**
    - i. Kyle Beardsley. “Chapter 2: Negotiating Mediation” in *The Mediation Dilemma*
    - ii. I. William Zartman: “Understanding Ripeness: Making and Using Hurting Stalemates.” Chapter 2 in *Contemporary Peacemaking: Peace Processes, Peacebuilding, and Conflict*
  - b. **Recommended**
    - i. Erin Rebecca Bloom and Lisa Dicker: “Party Viability Factors in Peace Negotiations.”
    - ii. Govinda Clayton and Han Dorussen. “The Effectiveness of Mediation and Peacekeeping for Ending Conflict.”
- 7. October 2-4: **International Peacekeeping**
  - a. **Required**
    - i. Council on Foreign Relations: “[What is Peacekeeping?](#)”
    - ii. Séverine Autessere: “The Crisis of Peacekeeping: Why the UN Can’t End Wars.”
    - iii. Virginia Page Fortna. “Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War.”
  - b. **Recommended**
    - i. Jessica di Salvatore and Andrea Ruggeri. “The Effectiveness of Peacekeeping Operations.”
    - ii. [United Nations Peacekeeping](#). Read introductory page, the pages on “Forming a New Operation,” “How We are Funded,” and 2-3 of the sections on the “What We Do” page.
    - iii. Håvard Hegre, Lisa Hultman, and Håvard Møkleiv Nygård: “Evaluating the Conflict-Reducing Effect of UN Peacekeeping Operations.”
- 8. October 9-11: **Victory**
  - a. **Required**
    - i. Edward Luttwak: “Give War a Chance.”
  - b. **Recommended**
    - i. Monica Duffy Toft: “Ending Civil Wars: A Case for Rebel Victory?”

## Part 3: Creating Positive Peace

In this section of the course, we’ll cover some of the major ways that the international community has attempted to not just stop violent conflict, but prevent the conditions for violent conflict from arising. In other words, how can we not just stop violence, but create more just, peaceful societies? In the last two

weeks of the course we'll also have an opportunity to discuss specific topics that are of interest to you, as well as have a discussion that looks forward to the future of peace, thinking about how current trends might shape peace and conflict for the next century.

**9. October 16-18: Democracy**

**a. Required**

- i. Håvard Hegre: "Democracy and Armed Conflict."
- ii. Francesco Veri and Jensen Sass: "The Domestic Democratic Peace: How Democracy Constrains Political Violence" (**Read introduction, theoretical background, and conclusion. Skim methods and analysis sections**)

**b. Recommended**

- i. Kosuke Imai and James Lo: "Robustness of Empirical Evidence for the Democratic Peace: A Nonparametric Sensitivity Analysis."
- ii. Christian Davenport: *State Repression and the Domestic Democratic Peace* (Introduction available on Course site, full book on UTD Library)

**10. October 23 – 25: Trade and Economic Development**

**a. Required**

- i. Erik Gartzke: "The Capitalist Peace."

**b. Recommended**

- i. Celeste Beesley and Scott Cooper: "Micro-Foundations of the Commercial Peace: The Effect of Net Exports on Ukrainian Attitudes Towards War With Russia."
- ii. Christopher Blattman and Jeannie Annan. "Can Employment Reduce Lawlessness and Rebellion? A Field Experiment with High-Risk Men in a Fragile State."
- iii. Seung-Whan Choi: "When does Liberal Peace Fail? Trade and Nationalism."

**11. October 30 – November 1: Gender Equality**

**a. Required**

- i. Valerie Hudson, Bonnie Ballif-Spanvill, Mary Caprioli, and Chad Emmett. Chapter 4 "The Heart of the Matter: The Security of Women and the Security of States." In *Sex and World Peace*.
- ii. Ismene Gizelis: "A Country of Their Own: Women and Peacebuilding."

**b. Recommended**

- i. Sirianne Dahlum and Tore Wig. "Peace Above the Glass Ceiling: The Historical Relationship Between Female Political Empowerment and Civil Conflict."

**12. November 6 – 8: Nonviolent Resistance**

**a. Required**

- i. Jonathan Pinckney: "Nonviolent Resistance, Social Justice, and Positive Peace."
- ii. Jonathan Pinckney: "Setting the Stage for Peace Processes: The Role of Nonviolent Movements."
- iii. Luke Abbs and Marina Petrova. "[How – and when – People Power can Advance Peace Amid Civil War.](#)"

**b. Recommended**

- i. Luke Abbs: "The Impact of Nonviolent Resistance on the Peaceful Transformation of Civil War."
- ii. Veronique Dudouet: "Powering to Peace: Integrated Civil Resistance and Peacebuilding Strategies."

**13. November 13 – 15: Reconciliation**

**a. Required**

- i. John Paul Lederach: Chapter 3 of “Sustainable Reconciliation in Divided Societies.”
- ii. Simon Keyes. “Mapping Reconciliation.”

**b. Recommended**

- i. Carl Stauffer: “Support Structures for Sustained Reconciliation.”

*November 20 - 22: Fall break, no classes*

**14. November 27-29: Student-Selected Topics**

**a. Required and recommended readings to be determined based on selected topic.**

**15. December 4-6: The Future of Peace**

**a. Required**

- i. TBD

**b. Recommended**

- i. TBD

## How You’ll Learn in Class

Most weeks our class sessions will be divided into a primarily lecture-based session on Monday where I’ll use that week’s readings as a jumping-off point to discuss that week’s topic, and a session on Wednesday made up primarily of small-group discussions, exercises, and simulations. Both class sessions are required. While the lecture-based session on Monday will be less interactive than the discussion-based session on Wednesday, I will ask you questions and have periods for conversation and discussion during the Monday class as well.

The conversations we have in class may be particularly emotional or politically charged. I encourage lively debate, but demand that you all treat one another with dignity and respect. Critique ideas, not people. Disrespecting your fellow students will not be tolerated, and if you do disrespect others then I will ask you to leave the class.

Non-class related use of laptops, cell phones, or other electronic devices is not allowed during class time. Using laptops to check social media or engage in other non-class activities not only distracts you but is also highly distracting to the students around you. If I observe that you are using your electronic devices for anything other than note-taking or looking up references for class exercises I may ask you to leave the class, and you will be marked as absent for that day.

While it is a good idea to have a phone or laptop handy to look up information for class exercises, I strongly recommend that you take notes using a pen and notebook. There is a lot of research showing that taking notes using an electronic device makes it much harder for your brain to retain information – you’ll get a lot more out of the class if you use a pen.<sup>1</sup>

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<sup>1</sup> Pam A. Mueller and Daniel M. Oppenheimer. 2014. “The Pen is Mightier Than the Keyboard: Advantages of Longhand over Laptop Note Taking.” *Psychological Sciences* 25(6), pp. 1159-1168. Rakefet Ackerman and Morris Goldsmith. 2011. “Metacognitive Regulation of Text Learning: On Screen Versus on Paper.” *Journal of Experimental Psychology* 17(1), pp. 18-32.

## How I'll be Evaluating Your Learning

1. **Attendance:** You are required to attend all class sessions. You are allowed to have only two unexcused absences with no penalty. For each additional absence you will lose 2% of your total final grade. Any student with ten unexcused absences (a third of the class) or more will automatically fail. Any exceptions to this rule for religious reasons, sports team schedules, family emergencies, etc... must be approved by me over e-mail before the class session that will be missed.
2. **Class Participation (20% of final grade):** I expect you to participate actively in class. A significant portion of our class time will be used for discussion and other interactive activities, as described in the class format session. I will evaluate your participation grade based on genuine engagement with the topics based on having completed the readings and spent a reasonable amount of time attempting to understand them. Not knowing all the answers is fine as long as you can demonstrate that you have made a significant effort to understand.
3. **Reading Responses (30% of final grade):** On ten class sessions throughout the semester I will give you a two-question short-answer quiz on one or more of the readings for that week's classes. The questions on the quiz will ask you to take what you've learned from the reading and reflect on it, evaluate its argument, or apply it to a case. Quizzes will be hand-written, open-book, and timed. Quiz classes will not be announced ahead of time, and two quizzes can happen in the same week. You are required to complete seven of these ten reading response quizzes to get full credit for this assignment. You may get up to one point of extra credit for each additional reading response quiz that you complete. In other words, each additional quiz can add up to 1% on top of your final grade.
4. **Peace and Conflict Analysis:** Early in the semester, you will select a contemporary violent conflict or country that you consider to be at risk for violent conflict to focus on for the semester. Any country or conflict (domestic or international) is acceptable, but focus conflicts must be approved by me. Throughout the semester I will call on you in class to report how ideas from that week's material apply to your selected conflict. In addition, you'll turn in the following assignments on their selected conflict:
  - a. **Foundational Questions Assignment (10% of final grade):** You will write a 500 – 1000 word summary of the conflict that you have selected to focus on for the semester. The summary should include basic facts about the case, how the conflict represents a breakdown (or potential breakdown) in peace, and which of the sources of conflict we discussed in week 2 of class are most operative in this conflict. This assignment is due no later than **11:59PM on September 18<sup>th</sup>, 2023**.
  - b. **Negative Peace Assignment (15% of final grade):** You will select one of the four ways of stopping violent conflict (Deterrence/Balance of Power, Negotiation/Mediation, International Peacekeeping, and Victory) discussed in the second section of the course and write a 1000 – 1500-word policy brief presenting an argument for why that way of stopping violent conflict will be the most effective for your conflict. This assignment will be due no later than **11:59PM on October 16<sup>th</sup>, 2023**.
  - c. **Positive Peace Assignment (25% of final grade):** You will provide an analysis of the ways in which sustainable positive peace may be achieved in the conflict you have been focusing on, drawing primarily on the content covered in the third section of the course but making reference as appropriate to content throughout the course. You have two options for this assignment: you may write up the analysis as a 2000 – 2500 word paper, or you may give a short (5-minute) presentation during our final exam period at the end of the semester. You will select your preferred final assignment option in a mid-semester

survey. The number of presentation slots will be limited to no more than 20 students, with slots distributed on a first-come, first-served basis. Regardless of which option you pick, the final assignment will be due no later than our final exam period, which I will add to the syllabus as soon as I receive it from the academic calendar office.

## How to Understand Your Grades

I do not grade on a curve. Each of your work will be evaluated independently. It is possible for everyone in the class to get an A. However, getting such high marks will require hard work. Here is how you should interpret your grades, as well as how a letter grade translates to a 0-100 numeric scale.

<b>A</b>	94 and higher	The student performed far beyond my expectations, displaying a grasp of the analytical and empirical material as well as creativity or insight beyond the material.
<b>A-</b>	93-90	I was impressed by the student's performance. The student has strong analytical, theoretical, and empirical skills.
<b>B+</b>	89-87	The student met all my expectations in the course.
<b>B</b>	86-84	The student met most expectations but demonstrated weakness in either analytical or empirical skills.
<b>B-</b>	83-80	The student demonstrated weakness in analytical and empirical skills, but clearly attempted to prepare for assignments.
<b>C</b>	79-70	The student demonstrated disregard for the course requirements.
<b>D</b>	69-60	The student demonstrated negligence or disrespect in their assignments.
<b>F</b>	Below 60	The student violated a class policy, did not attend class, or did not perform to a level that I knew they were attending.

If you wish to dispute your grade on an assignment you must contact both our TA and me within 48 hours of receiving your grade and set an appointment to discuss it. At this appointment you must bring a typed summary of the reasons why you believe the grade is unfair. I will then reevaluate the assignment based on these reasons. All revised grades are final, and they may be lower than the original grade.

You must turn in all assignments by the due date on the syllabus. An assignment turned in late at all will receive an automatic half-letter grade point deduction. Assignments turned in more than three days late may receive heavier penalties, at my discretion.

## How to Best Get Answers to Your Questions

For questions on due dates, assignments, or any other minor matters related to the course, you should first double-check the syllabus and our course eLearning page. If you are unable to find an answer there, then you should reach out to our course TA: Venkatesh Subramanian. He will refer questions he is unable to answer to me.

If you would like to chat with me directly, I'm always happy to discuss any questions you might have about the course, the assignments, or your academic work in general. If you have a quick question that can't wait until our next class session, the best way to get in touch with me is over e-mail. My office hours (listed at the top of the syllabus) are also a time that I set aside for discussion with students. You may come to my office any time during those hours with no need to schedule an appointment ahead of time (though if you have a complicated question, it may be helpful to send me a heads-up ahead of time, so I can prepare). If you would like to meet with me and are unable to come to office hours, I am happy to schedule an alternate time for us to chat, just send me an e-mail.

## Some Tips on Reading and Writing for This Course

All written assignments should be turned in on the course eLearning page. I have no preferences regarding font, margin-size, etc... (within reason). However, you should make your submissions double-spaced to make my comments easier. I give all guidelines on appropriate paper length in terms of words, not pages. You may also use any standard citation style in your assignments, as long as you use it consistently throughout the assignment.

Clear and professional writing can be a challenge, particularly for those first entering college, however, it is one of the most useful life skills you can get from your higher education. To that end, I grade written assignments both on content and the clarity and style of the writing. Written work should be clear and not have grammatical and spelling errors.

If you wish to improve your writing, I am happy to help you think through how to do so. UTD's Writing Center also provides free, one-on-one sessions where you can learn how to improve your writing. You can find more information at <https://studentsuccess.utdallas.edu/programs/writing-center/>.

Students may find completing all the reading for this class challenging. There are a few tricks that you can use to make the reading load easier and ensure that you are prepared to discuss the readings in class.

1. Always read the introductions and conclusions of articles carefully. These will typically have the most important points for you to remember.
2. Always ask yourself: "what are the one or two main things the author is trying to say in this piece?" It can often be helpful to write this down and have it with you to refer to in class.
3. If necessary, skim the central parts of articles, particularly if the introduction gives you a clear sense of the core argument. If, after skimming, you're not sure what the article was about, you may need to re-read in a little more depth.

## What the Formal Policies for this Course Are

I encourage all students to briefly review the complete list of UT Dallas's standard course policies at <https://go.utdallas.edu/syllabus-policies>. I highlight a few particularly important policies below.

### Policy on Academic Integrity

I expect students to behave with honor, honesty, and integrity when it comes to both their behavior in class and their course assignments, and to not engage in any form of academic dishonesty (plagiarism including self-plagiarism, cheating, fabrication, or collusion). Suspected incidences of academic dishonesty will receive discipline following the procedures and potential penalties laid out in the [Student Code of Conduct](#).

The recent emergence of highly skilled large language models such as ChatGPT represents a particular challenge for academic integrity. While you are not prohibited from using such tools in your assignments, you must disclose the use of such tools and cite them in your work, including the prompt and original text provided by the large language model. Any un-cited use of ChatGPT or any other artificial intelligence writing tool constitutes academic dishonesty.

### Accommodation for Disability

The University of Texas at Dallas is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you are seeking classroom accommodations under the Americans with Disabilities Act (2008), you are required to register with the Office of Student Accessibility, located in the Administration Building, Suite 2.224. Their phone number



is 972-883-2098, email: [studentaccess@utdallas.edu](mailto:studentaccess@utdallas.edu) and website is <https://studentaccess.utdallas.edu> . To receive academic accommodations for this class, please obtain the proper Office of Student Accessibility letter of accommodation and meet with me at the beginning of the semester.