DESCRIPTION OF THE COURSE

Why do actors fight when they have seemingly compatible interests? Do intractable conflicts really exist? And is peace the absence of war or a state of mind? PCJ260 offers an interdisciplinary perspective on themes of peace, conflict, and justice. By the end of this course, students will be fluent in the language of conflict, including the actors involved in conflict and peace building, the third parties and institutions invested in perpetuating or ending conflict, and the particular conditions that instigate tensions or encourage cooperation. No prior training in peace and conflict studies is necessary for this course.

COURSE OBJECTIVES

1. Students will identify the general causes of conflict, learning to differentiate between constant, variable, and individual conflict.
2. Students will describe conflict at both the individual- and group-levels.
3. Students will understand how justice and peacekeeping intersect with conflict.
4. Students will apply theoretical understandings of conflict to real-world examples.
5. Students will develop their ability to understanding and evaluate scholarly arguments.
6. Students will **identify and produce** the components of a strong research paper.
7. Students will **develop** their public communication and presentation skills.
8. Students will learn to **plan and implement** projects in small groups on themes related to conflict. Students will **acquire** teambuilding skills.
9. Students will develop their ability to **process and discuss** difficult material related to genocide and war.

**COURSE MATERIALS**

The following reading materials will be used for the course:

1) Selected articles and book chapters available electronically via U of T libraries.
2) PeaceMaker game (free) to download as Mac, PC, or mobile application. [http://www.peacemakergame.com/](http://www.peacemakergame.com/)

**FORMAT AND REQUIREMENTS**

The course will meet once a week for two hours at a time, with a mix of lecture, seminar-style discussion, and in-class activities that connect empirics with theory-building and research design. Students will be expected to attend one hour of tutorial on designated weeks. The tutorial schedule will be announced in class.

Students are responsible for attending lectures and reading the assigned material. Lectures presuppose familiarity with the readings, so it is advisable to complete reading assignments before the start of the week’s lecture.

Performance in the course will be evaluated on the basis of the following requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>35%</td>
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<tr>
<td>Exploring Cases</td>
<td>40%</td>
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<tr>
<td>Tests</td>
<td>25%</td>
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**Participation** (35%) consists of:

- **Class Participation (5% of the final grade)**
  - Class participation will be assessed on the basis of informed participation in class discussions. I will not take attendance during lectures.
• **JITTs (4% of the final grade)**
  ○ JITTs, or Just-in-Time-Teaching tasks are the creation of Andrew Gelman, a statistician at Columbia University (http://andrewgelman.com/2013/09/27/setting-up-jitts-online/). Each week, you will receive a link to a JITT at least 36 hours before every class. These are due before the beginning of class each Tuesday, as they will be used anonymously in class. The JITTs will be 3-5 questions in length and will be graded on a pass-fail scale. Stated responses should be short and are limited by character count (500 characters maximum per answer). Each JITT will include questions from the required readings, short exercises to get you ready for the upcoming class discussion, and feedback for the professor. **JITTs will be sent through Quercus, and it is the student’s responsibility to confirm that they are receiving emails through Quercus.**

• **Group Reading Summaries #1 & #2 (5% each, for a total of 10% of the final grade)**
  ○ In small groups, students will write a summary document for the readings pertaining to one week of the semester. The essays will be compiled and shared for term test review. The summaries should be 1000 words maximum and submitted in PDF format. In a review session during tutorial, students will be required to give a short presentation on the texts that they wrote about.

• **Constitutional Design Activity (5% of the final grade)**
  ○ In small groups, students are expected to negotiate the terms of their constitutional design process, before producing a preamble. Students will receive guidelines in class, as to what should be included and highlighted. **The constitutional design activity will take place during the winter semester.**

• **Peacemaker Game Activity (5% of the final grade)**
  ○ Students are expected to download this free game (available on mobile and desktop) in order to simulate the dynamic nature of conflict and conflict resolution. Students are expected to play the game twice, once as the Israeli Prime Minister and once as the Palestinian President. Students may choose to play at the tense or violent settings. Students will be assessed based on a 250-word reflection essay. **The Peacemaker game activity will take place during the fall semester.**

• **Attendance at Cultural and Political Workshop (3% of the final grade)**

• **Attendance at one of two Frank Wood Lectures (3% of the final grade)**
Cases (40%) consists of:

- **First Term Case Study (20%)**:
  - Pick a topic for your case study related to a conflict.
  - Explore resources, blogs, etc. on your chosen case study in a weekly reflection for the entire semester. Journal entries can be informal (bullet point, train-of-thought) and may be a good way to process cited information on a conflict, particularly when that information is contradictory. Also a good way to build an annotated bibliography of newspaper articles, blogs, scholarly works, NGO websites, government standards, and so on. Try to explore 3-5 sources each week. Your response can be as short as a paragraph or two each week, and should not be more than a page and a half per week. (5%).
  - Write a 1000-word essay on a conflict of your choosing. Papers must answer the question of whether the chosen case is a constant, variable, or individual conflict, and why. Students are expected to tie their selected conflict to relevant class concepts, such as foreign actors, political entrepreneurs, and/or in-group/out-group biases. More detailed assignment instructions will be circulated mid-semester. (15%)

- **Second Term Case Study (20%)**:
  - Pick a topic for your case study related to a peace-building initiative.
  - Explore resources, blogs, etc. on your chosen case study in a weekly reflection for the entire semester. Journal entries can be informal (bullet point, train-of-thought) and may be a good way to process cited information on a conflict, particularly when that information is contradictory. Also a good way to build an annotated bibliography of newspaper articles, blogs, scholarly works, NGO websites, government standards, and so on. Try to explore 3-5 sources each week. Your response can be as short as a paragraph or two each week, and should not be more than a page and a half per week. (5%).
  - Write a 1000-word essay on a peacebuilding initiative of your choosing, regardless of whether it was successful. Papers must engage with the following question: is peace the absence of war, an institutional outcome, or a state of mind? Students are encouraged to tie their selected case of peace to relevant class concepts, such as the role of legislation, gender, and silence. More detailed assignment instructions will be circulated mid-semester. (15%)
Tests (25%) will consist of:

- **Term Test #1 and #2 (12.5% each, for a total of 25% of the final grade)**
  - Each term test will be closed-book and will take place during class time and in our regular room in weeks 12 and 24. Tests will be a combination of IDs and short essays. More information, including study materials, will be dispersed later in the semester.

**IMPORTANT DATES**

**Term 1**

**Weekly:**
Tuesdays – JITTs (9/10; 9/17; 9/24; 10/8; 10/15; 10/22; 10/29; 11/12; 11/19; 11/26)
Fridays - Case Study Reflections (9/13; 9/20; 9/27; 10/4; 10/11; 10/18; 10/25; 11/1; 11/15; 11/22)

**Semester Deadlines:**
- October 8: Paper #1 Due
- October 29: Peacemaker Game Reflection Due
- Nov 21: Group Reading Summary #1 Due
- Dec 3: Term Test #1

**Term 2**

**Weekly:**
Tuesdays – JITTs (1/7; 1/14; 1/21; 1/28; 2/4; 2/11; 2/25; 3/3; 3/10; 3/17; 3/24)
Fridays - Case Study Reflections (1/10; 1/17; 1/24; 1/31; 2/7; 2/14; 2/28; 3/6; 3/13; 3/20)

**Semester Deadlines:**
- February 14: Paper #2 Due
- March 10: Constitutional Design Reflection Due
- March 19: Group Reading Summary #2 Due
- March 31: Term Test #2
**COURSE POLICIES**

**Women in House:** On occasion, Women in House takes place during our class. If this is the case this year, students participating in Women in House are excused from class but required to meet with the other participants of the program to go over the missed material. A list of PCJ participants in Women in House must be emailed to the professor. It is the responsibility of students to ensure that the organizers of Women in House send this to the professor.

**Extensions and Make-ups:** No extensions or make-ups will be granted on written assignments and tests, unless students have acceptable reasons that are documented, e.g. illness supported by an official U of T medical certificate. Appropriate documentation must be submitted within one week of missed term work. Assignments or tests from other courses scheduled for the same day or work commitments do not constitute acceptable reasons, so plan in advance accordingly.

**Late Penalties:** Written assignments are to be handed in at the beginning of class on the date that they are due. Late assignments will be penalized. There is no allowance for computer problems, printer problems, late buses, late trains, and so on. The late submission penalty is 3% per late day, weekend days included. The cut-off time for the determination of the number of late days is 5 pm. (Please note the following exception to the cut-off time: assignments received after class begins on the date they are due will be considered 1 day late to ensure fairness to students who have submitted their assignments on time at the beginning of class.) Late submissions will not be accepted once marked assignments have been returned to the class.

**‘Life Happens’ Clause:** I permit a one-time ‘life happens’ clause, which permits the student to request a 3-day extension without explanation or documentation. In order to use this, students must email the professor with the subject line ‘Life Happens’. In the body of the email, the student needs to note the new deadline. The student does not need to provide an explanation for the extension request. Students are not penalized during these 3 days. After the 3 days have passed, penalizations begin to accrue.

**Submission of Late Assignments:** Late assignments must be submitted at the reception of the Political Science Department on the 3rd floor of Sidney Smith Hall. All late work must be date-stamped by departmental staff at the time of submission and must clearly note the course code and name of the professor and TA. Make sure to submit your work during business hours (9 am to 5 pm) or no one will be there to receive it. Assignments submitted by fax or email will not be accepted, unless prior arrangements have been made.
**Plagiarism:** All sources used in written assignments must be properly cited. Failure to acknowledge sources constitutes plagiarism—a serious academic offense. For more information, students can review “How Not to Plagiarize” and other advice on sources at [www.writing.utoronto.ca/advice/using-sources](http://www.writing.utoronto.ca/advice/using-sources).

**Turnitin:** Students will be required to submit both course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

**Double-sided printing:** To help conserve paper, please print all written assignments double-sided if you can. You can learn how at: printdoublesided.sa.utoronto.ca.

**Quercus and email:** Students are expected to check their U of T emails and the course quercus page regularly for posted course materials and announcements.

**Appeals:** Students who have concerns about the mark they receive are required to submit in writing their reasons for this, along with a copy of the marked work no later than 2 weeks after assignments have been returned to the class. All appeals have to be submitted to the teaching assistant first. After the TA responds, if any concerns remain, they should be submitted in writing to the professor.

**RESOURCES**

**Writing Center:** Students can attend workshops and arrange one-on-one appointments to discuss their writing projects: [www.writing.utoronto.ca](http://www.writing.utoronto.ca).

**Crisis Lines:** Students can access a list of free crisis lines at [https://www.toronto.ca/311/knowledgebase/kb/docs/articles/311-toronto/information-and-business-development/crisis-lines-suicide-depression-telephone-support-lines-non-crisis-mental-health-services.html](https://www.toronto.ca/311/knowledgebase/kb/docs/articles/311-toronto/information-and-business-development/crisis-lines-suicide-depression-telephone-support-lines-non-crisis-mental-health-services.html). These include crisis lines specific for suicide, LGBT-issues, depression, anxiety, and sexual assault. Some lines are anonymous and most are available 24-hours a day. The following is a list of phone numbers that students may find useful:

- **Campus Community Police:** 416-978-2222
- **WalkSmart:** 416-978-7233
- **Health and Wellness:** 416-978-8030
• **Sexual Harassment Office**: 416-978-3908  
• **Anti-Racism and Cultural Diversity Office**: 416-978-1259  
• **Sexual and Gender Diversity Office**: 416-978-5624  
• **Accessibility Services**: 416-978-8060  
• **Good2Talk**: 1-866-925-5454  
• **Distress Centres**: 416-408-HELP (4357)  
• **Gerstein Centre (Mental Health Crisis)**: 416-929-5200  
• **Assaulted Women’s Helpline**: 416-863-0511  
• **Toronto Rape Crisis Centre**: 416-597-8808  
• **Sexual Assault and Domestic Violence Care Centre**: 416-323-6040

**Registrar’s Office**: Students are encouraged to contact their registrar promptly with any unexpected difficulties they may experience during the course.

**READING ASSIGNMENTS**

1. **Introduction**

   **Week 1 (September 10): Distribution of Syllabus**  
   • No reading assignment.

   **Week 2 (September 17): Approaches and Methods**  
   • “Why War?” A letter from Einstein to Freud.  
   • “Why War?” A response from Freud to Einstein.  

   **Supplementary**: Vivienne Jabri, *Discourses on Violence*. Chapter 1.  
   [https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html](https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)

2. **Explaining Conflict**

   **Week 3 (September 24): Human Nature**  

Week 4 (October 8): Psychological Discontent
● John Burton, *Deviance, Terrorism & War*, (St. Martin’s, 1979), ch. 3.

Week 5 (October 15): Individual Incentives

Week 6 (October 22): Ethnocentrism and Stereotypes
4. Arenas of Conflict

Week 7 (October 29): Nationalism

- Anderson, Benedict. *Imagined Communities*. Chapters 2 & 3.

Week 8 (November 12): Terrorism

- Kaldor, Mary. “In Defense of New Wars”
  [https://www.stabilityjournal.org/articles/10.5334/sta.at/](https://www.stabilityjournal.org/articles/10.5334/sta.at/)
- President George W. Bush, Address to the Nation (Sept. 11, 2001), YouTube: [https://www.youtube.com/watch?v=rGwxw4tUzlo](https://www.youtube.com/watch?v=rGwxw4tUzlo)

Week 9 (November 19): Group Conflict


Week 10 (November 26): Genocide


**Week 11 (December 3): First Term Test**

**Winter 2020 Semester**

**5. Introduction to Peace**

**Week 12 (January 7): Defining Peace**
• TedTalk by Nobel Peace Laureate Jody Williams: [https://www.ted.com/talks/jody_williams_a_realistic_vision_for_world_peace/discussion?referrer=playlist-the_road_to_peace#t-128613](https://www.ted.com/talks/jody_williams_a_realistic_vision_for_world_peace/discussion?referrer=playlist-the_road_to_peace#t-128613)
• Read this 2-page letter from Pieterneel de Bie: [http://www.calpeacepower.org/0301/pdf/education.pdf](http://www.calpeacepower.org/0301/pdf/education.pdf)
• Read these 9 pages by Peter Wallensteen --> "Understanding Conflict Resolution," in Understanding Conflict Resolution, 5th edition (2019). Pages 3-12.

**6. Theoretical Frameworks for Peace**

**Week 13 (January 14): Positive Peace**
• Pierre Allan and Alexis Keller (eds.), *What is a Just Peace?* (Oxford University Press, 2006), ch. 6, 7, 8.
• Emanuel Adler, “Changing Identities: The Road to Peace” in Emanuel Adler, *Communitarian International Relations*, (Routledge, 2005), ch. 10.

**Week 14 (January 21): Feminist Peace**


Week 15 (January 28): Humanitarian Peace


Week 16 (February 4): Democratic Peace

• White, Matthew. “Democracies Do Not Make War on One Another… Or Do they?” *War Between Democracies*. http://users.erols.com/mwhite28/demowar.htm


7. Research Design

Week 17 (February 11): Research Design in Peace and Conflict Studies


**8. Designing and Reinforcing Peace**

**Week 18 (February 25): Negotiating Peace**

- Wertheim, Edward. “Negotiations and Resolving Conflict” in *Introduction to Conflict Resolution Discourse and Dynamics*, pp 125-147

**Week 19 (March 3): Codifying and Memorializing Peace**

- Choose One Country’s Preamble to Read: [https://www.constituteproject.org/](https://www.constituteproject.org/)

**9. Peacekeeping Fails**

**Week 20 (March 10): Climate Change**

- Wallensteen, Peter. “Facing Climate Challenges” pp 345 - 356

**Week 21 (March 17): Autocratic Peace**


**Week 22 (March 24): Slacktivism and the Manipulation of Social Media**


**Week 23 (March 31): Second Term Test**