# Introduction to Peace, Conflict and Justice Studies - PCJ260Y1-Y

Fall 2020/Winter 2021, LEC: Tuesdays 6:00pm – 8:00pm, Eastern Time Zone (GMT-4)
TUT: Thursdays 12:00pm-1:00pm EST, or Thursdays 1:00-2:00pm Eastern Time Zone on designated weeks

**Instructor:** Professor Nancy Bertoldi  
**Email:** nancy.bertoldi@chass.utoronto.ca  
**Office Hours:** Virtual, by appointment.  
**TA:** Neekoo Collett  
**TA Email:** neekoo.collett@mail.utoronto.ca  
**Office Hours:** By appointment.  
**Delivery:** Online Only. Synchronous using Quercus, Zoom and Google Forms.

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Course Description
The course reviews theories that explore the causes of conflict, the possibilities for the pursuit of peace, and the role of justice in both. Drawing on a wide range of disciplines including political science, economics, psychology, sociobiology, moral philosophy and the study of religion, it offers an introduction to diverse approaches to conflict analysis, conflict resolution and peacebuilding.

Learning Objectives
By the end of the course, students should be able to:

- Discuss the concepts of peace, conflict, and justice.
- Describe diverse approaches to conflict analysis and peacebuilding available from a wide range of disciplines, including political science, economics, psychology, sociobiology, moral philosophy, and the study of religion.
- Identify possible causes of conflict.
- Identify possible approaches to pursuing peace.
- Discuss the role of justice in generating both peace and conflict.
- Develop an ability to combine moral, social, and strategic considerations in analyzing the causes of conflict and the possibilities for peace in actual cases.
- Analyze empirical evidence and determine how well it supports an initial hypothesis.
- Develop basic modeling and quantitative reasoning skills.
- Write effective essays that critically apply theoretical concepts to empirical cases.
- Improve oral and written communication skills.
- Work cooperatively with peers in group projects and class discussions that respectfully tackle controversial and difficult topics.
- Develop the ability to conduct independent research.
- Develop a critical awareness of the strengths and limitations of the diverse methods employed by the course.

Course Format
The course will meet for 2 hours of required lectures every week and 1 hour of tutorial on designated weeks. Lectures and tutorials will be delivered online synchronously. The default technological platform for the delivery of lectures and tutorials will be Zoom at the start of the year. Bb Collaborate may be used as a back-up if unexpected technical difficulties with Zoom are encountered. If this happens, further details will be provided on Quercus. Access to these software packages is available through the University of Toronto.
Students are expected to attend and participate in lectures and tutorials synchronously at their scheduled times. Students are responsible for course materials covered in both the reading assignments and the lectures. Lectures and readings are complementary, but they do not overlap. Lectures presuppose familiarity with the readings, so students should complete reading assignments before the start of each week’s lecture.

Lectures and tutorials will be recorded and posted on Quercus to facilitate student learning and to allow students to review them again asynchronously for personal study purposes, but this is not a substitute for synchronous attendance and synchronous participation. Students who are unable to attend lectures and tutorials synchronously at their scheduled times due to legitimate reasons (for example, because of differences in time zones) should contact the instructor and TA immediately to arrange for make-up assignments for synchronous attendance and synchronous participation. No attendance and participation credit will be given for missed synchronous lectures and tutorials prior to the date that make-up arrangements have been put into place. Students who add the course later in the term or students who are unable to attend class or tutorial on an occasional basis due to legitimate reasons should also arrange for make-up assignments no later than one week after the missed class or tutorial.

Rules of Engagement

Copyright:
- Lectures and all other course materials prepared by the instructor are considered by the University to be an instructor’s intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides, lecture recordings, or other online or mixed media materials may be made available on Quercus to students currently registered in the class strictly for their own personal study purposes. These materials cannot be shared outside of the class or “published” in any way. Course materials may not be reproduced or posted or shared anywhere other than the official course Quercus site and should only be used by students currently registered in the course. Posting lecture recordings, lecture slides or any other course materials to other websites or to any other media without the express permission of the instructor will constitute copyright infringement.
- To facilitate student learning, lecture recordings will be posted on Quercus. Unauthorized reproduction, copying or use of online recordings will constitute copyright infringement. See the Munk Statement on Class Recordings for more information.

Code of Conduct:
- Course offerings at the University have moved online, creating new ways to connect and collaborate with your professors and peers.
- The University of Toronto expects all its members to behave responsibly and with courtesy and respect for others when using technology.
- The University of Toronto is committed to equity, human rights and respect for diversity.
- All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences.
- For more information, see the Munk statement on Use of Technology.

Online Participation:
- Students are encouraged to participate in synchronous online lectures and tutorials as they would in an in-person lecture or tutorial. Active and informed participation in online synchronous lectures and tutorials is required and constitutes part of the participation mark.
To facilitate student learning, lectures and tutorials will be recorded and posted on Quercus. Students who choose to participate synchronously should be aware that their online participation will be part of these recordings. Students who choose not to be visible in the video recordings can leave their cameras turned off. Student voices will generally be captured in the audio recording when they ask a question or make a comment in class. Students who have concerns about their voice being recorded should make use of the alternative means of participation that will be provided by the instructor.

To participate synchronously, students can either “raise their hands” or type the words “comment/question” in the chat window; the instructor or TA will then call on students to manage the flow of participation.

Students who choose not to participate in online synchronous sessions due to privacy or other concerns will be provided with alternative avenues of participation via google forms. Students who do not have access to google should inform the instructor immediately to arrange for alternatives.

Group Work:
- Students are expected to treat the group work required for the student presentations with the seriousness and commitment it deserves. This includes but is not limited to: contributing substantially and proportionally to all the required components of the presentation; committing to a high standard of work and level of participation as agreed upon by the group; ensuring familiarity with the entire content of all the required components of the presentation; ensuring that all group members voice their opinions, thoughts, and concerns openly and in an inclusive and considerate environment; taking personal responsibility for voicing your own thoughts to enhance and contribute to group learning; accepting and acknowledging that any component of the presentation that is found to be plagiarized in any way will be subject to sanctions for all group members under the University’s Code of Behavior on Academic Matters.
- All members of the same group will receive a single group grade for all components of the presentation.
- Group members will be expected to submit an honour statement on Quercus that confirms that they and their group members have complied with course expectations. Students who do not submit the honour code will not receive credit for any component of the presentation.
- Once groups are created, meeting space will be provided on Quercus for the groups to be able to pursue their collaborative project.
- If students encounter any difficulties that cannot be resolved within the group, they should contact the instructor for guidance.

Evaluations and Course Grade
The final course grade reflects your level of demonstrated achievement of the Course Learning Objectives listed above. Evaluations provide feedback on your progress towards the final course grade. All assignments must be submitted online on Quercus by 12 midnight on their due dates.

Performance in the course will be evaluated based on the following components:

<table>
<thead>
<tr>
<th>EVALUATIONS</th>
<th>WEIGHT</th>
<th>DEADLINE</th>
<th>SUBMISSION VIA</th>
<th>Turnitin.com</th>
</tr>
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<tr>
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<td>2%</td>
<td>November 3, 2020</td>
<td>Quercus</td>
<td>Y</td>
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<tr>
<td>Research Proposal</td>
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<td>11:59pm, EST</td>
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The Course Learning Objectives listed above.
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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
<th>Platform</th>
<th>TBA</th>
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<tr>
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<tr>
<td><strong>Group Presentation Part II:</strong></td>
<td>15%</td>
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<td>Quercus</td>
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<tr>
<td>Group Paper</td>
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<tr>
<td><strong>Group Presentation Part III:</strong></td>
<td>3%</td>
<td>February 23, 2021 11:59pm, EST</td>
<td>Quercus</td>
<td>Y</td>
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<tr>
<td>Presentation Handouts</td>
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<tr>
<td><strong>Group Presentations Part IV:</strong></td>
<td>5%</td>
<td>March 2nd, 9th or 16th, 2021, 11:59pm, EST</td>
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<tr>
<td><strong>Group Presentation Part V:</strong></td>
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<td>March 16, 2020 at the latest</td>
<td>Quercus</td>
<td>Y</td>
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<tr>
<td>Honour Statement</td>
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<tr>
<td>(Ungraded but required)</td>
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<tr>
<td><strong>Individual Paper 2</strong></td>
<td>25%</td>
<td>March 30, 2021 11:59pm, EST</td>
<td>Quercus</td>
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<tr>
<td><strong>Individual Participation Part I:</strong></td>
<td>5%</td>
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<td>Quercus</td>
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<tr>
<td>Just-In-Time-Teaching-Tasks</td>
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<td>Google Forms</td>
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<td><strong>Individual Participation Part II:</strong></td>
<td>5%</td>
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<tr>
<td>Attendance in Online Sync. Lectures</td>
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<td>Google Forms</td>
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<td><strong>Individual Participation Part III:</strong></td>
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<td>Ongoing</td>
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<td><strong>Individual Participation Part IV:</strong></td>
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<td>Zoom</td>
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<td>Attendance/Participation in Online Tutorials</td>
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<td>Google Forms</td>
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<td><strong>Individual Participation Part V:</strong></td>
<td>7%</td>
<td>Various Dates, TBA</td>
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<tr>
<td>Trudeau Centre Activities</td>
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Evaluation Criteria

Individual Papers (25% Each):
Submit your papers on Quercus by 12 midnight on the due date. Each paper is worth 25% of your final grade.

- Write a paper that answers the assigned question.
- Your paper should be 1000 words in length (not including the bibliography). Make sure to include a word count at the end of your paper. Papers that are more than 10% longer or shorter will be penalized.
- Make sure you demonstrate your in-depth knowledge of the course materials specified by the question. This assignment is a response paper on designated course materials. It is not a research paper. You are not expected to undertake independent research or consult external sources. You are instead expected to analyze the specified course materials. If you use external sources at the expense of course materials, you will not meet the parameters of the assignment and you will not do well.
- Make sure to develop a coherent central thesis that integrates insights from the specified weeks. Your central thesis should frame your discussion and should be developed and well supported, both theoretically and empirically, throughout your paper. Remember to always explicitly justify your choices and to explicitly give reasons for the positions you take.
- Cite all your sources carefully throughout. Use a parenthetical citation style of your choice consistently (either MLA or APA). Attach a bibliography that lists all the works cited at the end (this is in addition to the 1000 words). Consult the handouts “How not to plagiarize” and “Standard documentation formats” that are posted on Quercus to make sure you acknowledge sources correctly.
- Use good style, relevant terminology, and precise language. Avoid unnecessary jargon. Avoid overly long sentences. Check for spelling and grammar errors. Your paper should be double-spaced, in a standard font (no smaller than Times 12 or equivalent) and with normal margins (at least 1 inch).

Paper 1: Due on December 8, 2020.
Answer one of the following questions:

- Question 1: Why are groups important for analyzing conflict?
- Question 2: Why is justice important for analyzing conflict?

Your answer should discuss the question in relation to relevant course materials from 3 weeks of your choice and apply your theoretical discussion to at least 1 empirical case. Your answer should also consider possible rival perspectives and answer them. Make sure you define your terms as needed and clearly indicate which weeks and which case you have selected. The conceptual course materials and case should come from weeks 2-12.

Paper 2: Due on March 30, 2021.
Answer one of the following questions:

- Question 1: What is the best way to theorize and pursue peace and why?
- Question 2: Why is justice important for analyzing peace?

Your answer should discuss the question in relation to relevant course materials from 3 weeks of your choice and apply your theoretical discussion to at least 1 empirical case. Your answer should also consider possible rival perspectives and answer them. Make sure you define your terms as needed and clearly indicate which weeks and which case you have selected. The conceptual course materials and case should come from weeks 13-18 and/or weeks 23-24.
**Group Presentation, Parts I to V (Total 25%):**

The presentation (25% of the final grade in total) will give students the ability to set the agenda for class discussion, the opportunity to conduct original research on a topic of their choice of relevance to PCJ and approved by the instructor, and the chance to collaborate with their peers in small groups of 3 students. **Presentation groups will be assigned by Quercus.** Students will be expected to submit an honour statement to confirm that they have complied with course expectations about group work for the presentation, as outlined below. Students should review the expectations for group work stated in the online code of conduct section of the syllabus.

The presentation (25% total) will have four components: a research proposal (2% of final grade), a group paper (15% of the final grade), a presentation handout (3% of the final grade), and a class presentation (5% of the final grade).

The group paper (15% of the final grade) will present the findings of the original research students have conducted on a topic approved by the instructor. Proposals (2% of the final grade) will be required for the approval of the research topic. Each group will deliver a 10-minute presentation to the class on a designated date (5% of the final grade) and post a handout that summarizes the main points of their group paper on Quercus (3% of the final grade).

The expectations for each component are described below.

**Part I: Research Proposal** (Due on November 3, 2020)

- The research proposal (2% of the final grade) will be required for the approval of the research topic.
- The research proposal is expected to state a question of relevance to the study of peace, conflict, and justice and an approach that students expect to take to address the question.
- The research proposal is expected to have a preliminary bibliography of works to be consulted.
- Length for proposal: 200 words (not including the bibliography)

**Part II: Group Paper** (Due on February 9, 2021)

- The group paper (15% of the final grade) will present the findings of the original research students have conducted on the topic approved in their proposal.
- The group paper should be **1000 words** in length (not including the bibliography).
- Make sure to include a word count at the end of your paper. Papers that are more than 10% longer or shorter will be penalized.
- The group paper should provide a clear statement of the research question.
- The group paper should develop a coherent central thesis that answers the research question and that frames the discussion of the paper. The central thesis should be well supported, both theoretically and empirically, and well developed throughout the paper. Make sure to provide clear statements of the central concepts you have relied on in formulating the central thesis. Remember also to always explicitly justify your choices and to explicitly give reasons for the positions you take.
- The group paper should demonstrate knowledge of the approved topic and of the relevant scholarly literature on it. The review of the scholarly literature should always be undertaken with the purpose of developing the necessary components of the paper’s central thesis.
- It makes for a stronger paper to consider and address positions that are different from your own. Students should not set up straw men when doing this. Treating rival views fairly makes for a stronger paper.
- Cite all your sources carefully throughout. Use a parenthetical citation style of your choice consistently (either MLA or APA). Attach a bibliography that lists all the works cited at the end (this is in addition to the 1000
words). Consult the handouts “How not to plagiarize” and “Standard documentation formats” that are posted on Quercus to make sure you acknowledge sources correctly.

- Use good style, relevant terminology, and precise language. Avoid unnecessary jargon. Avoid overly long sentences. Check for spelling and grammar errors. Your paper should be double-spaced, in a standard font (no smaller than Times 12 or equivalent) and with normal margins (at least 1 inch).

**Part III: Presentation Handout** (Due on February 23, 2021)

- Each group will post a short handout of their presentation that summarizes the main points of their group paper on Quercus.
- Length for presentation handout: 300 words
- The handout should clearly communicate the central thesis of the group paper and the evidence for it. Concepts that are used should also be explained. Images are allowed and can be incorporated.
- All sources should be cited carefully throughout the handout with a parenthetical citation style. A bibliography should be attached (this is not included in the 300 words).
- The handout is very short, so make every word count!

**Part IV: Class Presentation** (Scheduled on March 2, March 9, and March 16, 2021. Individual dates to be announced.)

- Each group will be expected to prepare a **10-minute presentation** that they deliver to the class online on their scheduled presentation date. Given class size, this is a rigid time limit. Students should keep in mind that 10 minutes pass quickly and are strongly encouraged to practice delivering the presentation in advance.
- Presentations should clearly communicate the central thesis of the group paper and the evidence for it to the class.
- All group members are expected to speak during the presentation.
- Students have the option of preparing a 10-minute video in advance for their class presentation if they choose.
- Screen sharing and the use of online audio-visual or mixed media materials is allowed, although students should make sure this does not come at the expense of communicating the main points of their research. Time is short, so do keep track of time.
- The class presentation will be followed by a 10-minute synchronous **question and answer** session, where students will have the opportunity to discuss each other’s research.

**Part V: Honour Statement** (ungraded but required, due on March 16, 2021)

- Group members will be expected to submit an honour statement on Quercus to confirm that they and their group members have complied with course expectations as outlined in the syllabus.
- Students who do not submit the honour code will not receive credit for any of the four components of the presentation.
- The honor statement will be available on Quercus under quizzes.

**Individual Participation, Parts I to IV (Total 25%)**

Participation (25% of the final grade in total) will be assessed based on the following components: online completion of assigned just-in-time teaching tasks (JITTS) prior to the start of lectures (5% of the final grade), attendance in online synchronous lectures (5% of the final grade), participation in online synchronous lectures (4% of the final grade),
attendance and participation in tutorials (4% of the final grade), and attendance and participation in Trudeau Centre events (7% of the final grade in total).

**Part I: JITTs (5% of Final Grade)**

JITTs will include questions from the required readings to prepare students for the upcoming class discussion and to give students opportunities to provide feedback to the instructor. Links to weekly JITTs will be sent by google forms posted to Quercus no later than 48 hours prior to the start of class and must be completed by students prior to the start of that week’s class. The forms will be closed after their due dates.

**Part II and Part III: Attendance (5% of Final Grade) and Participation (4% of Final Grade) in Synchronous Lectures**

Students who are not able to attend lectures synchronously at their scheduled times due to legitimate reasons are expected to contact the instructor to arrange for make-up assignments for synchronous attendance and synchronous participation. No attendance and participation credit will be given for missed synchronous lectures or tutorials prior to the date that make-up arrangements have been approved. Alternative avenues for oral participation will be provided with links to google forms.

**Part IV: Tutorials (4% of the final grade)**

Tutorial grades will be based on attendance and informed participation in scheduled tutorials on designated weeks. The tutorial schedule is included on subsequent pages of the syllabus. Students who are not able to attend tutorials synchronously at their scheduled times due to legitimate reasons should contact the TA to arrange for make-up assignments for synchronous attendance and synchronous participation.

**Part V: Trudeau Centre Activities (7% of the final grade in total)**

Students will be expected to attend and participate in the following Trudeau Centre activities: an Indigenous Cultural Competence Training (ICCT) session in the fall term (2% of the final grade), one PCJ fellows talks of your choice in the fall term (2% of the final grade), and the PCJ student conference in the winter term (3% of the final grade). Details about these activities will be provided by the Trudeau Centre.

**Students who do not have access to google forms should inform the instructor and TA immediately to arrange for alternatives.**

**Extensions and Make-Ups**

No extensions or make-ups will be granted on any assignments, unless students have acceptable reasons that are documented. Students who are absent from class for any reason (e.g., COVID, other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The declaration is available on ACORN under the Profile and Settings menu. Students should then contact their instructor to request the accommodation they are seeking.

Please contact your instructor immediately if you have legitimate reasons for an extension. Appropriate documentation must be submitted within one week of missed term work. Assignments and tests from other courses scheduled for the same day, work commitments, or transportation problems do not constitute acceptable reasons, so students should plan accordingly in advance.

No extensions will be granted on assignments beyond the date that marked assignments have been returned to the class.
Length Penalties
Students should include word counts on all written assignments. Assignments that are more than 10% longer or shorter than the assigned word count will be penalized by 5%.

Late Penalty
Late assignments will be penalized. The late penalty is **2% per late day**, weekends included. The number of late days will be determined by submission times on Quercus. Late assignments will not be accepted after marked assignments have been returned to the class.

Appeals
Students who have concerns about the mark they received can request that their work be remarked within two weeks after their marked assignments have been returned. Appeal requests must be submitted in writing and must include a statement of the **substantive reasons** that student have for their request and what students feel was overlooked in the marking of their work. Appeals must be submitted in writing to the TA first. After the TA responds to students, any remaining concerns should be submitted in writing to the instructor. In accordance with the Faculty of Arts and Science policies, grades may go up, stay the same, or go down in the appeals process.

Required Readings
The readings assignments for the course will include selected articles and book chapters that are available electronically either via U of T libraries or on online library reserve through Quercus.

### Class Schedule

<table>
<thead>
<tr>
<th>SESSION</th>
<th>DELIVERY</th>
<th>TOPIC AND KEY CONCEPTS</th>
<th>REQUIRED READINGS</th>
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<tbody>
<tr>
<td><strong>MODULE 1: Introduction – Centrality of Justice</strong></td>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>Overview of Course:</strong></td>
<td><strong>Distribution of Syllabus</strong></td>
<td>• Don Pittis, “Video chats short circuit a brain function essential for trust—and that’s bad for business”, <em>CBC</em>, (June 29, 2020);</td>
</tr>
<tr>
<td>(15/09/20)</td>
<td>Online, Synchronous, Zoom Link via Quercus.</td>
<td></td>
<td>• Eleanor Russell and Martin Parker, “How the Black Death made the rich richer”, <em>BBC</em>, (1 July 1, 2020).</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Approaches to PCI</strong></td>
<td></td>
<td>• Will Bennett and Thomas Wheeler, “Justice and peace go hand in hand – you can’t have one without the other,” <em>The Guardian</em>, (October 26, 2015)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Nora McGreevy, “Was Beethoven Black? Probably Not, but These Unsung Composers Were”, <em>Smithsonian Magazine</em>, (June 23, 2020)</td>
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# MODULE 2: Analyzing Conflict

<table>
<thead>
<tr>
<th>Week 3 (29/09/20)</th>
<th>Online, Synchronous, Zoom Link via Quercus.</th>
<th>Human Nature</th>
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<tbody>
<tr>
<td></td>
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<td>• Konrad Lorenz, On Aggression, (Methuen &amp; Co., 1976), ch. 3.</td>
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<table>
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<tr>
<th>Week 4 (06/10/20)</th>
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<th>Psychological Discontent</th>
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<th>Week 5 (13/10/20)</th>
<th>Online, Synchronous, Zoom Link via Quercus.</th>
<th>Resources and Incentives</th>
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<th>Week 6 (20/10/20)</th>
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<th>Structural Incentives</th>
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<th>Rational Failures</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Michael MacDonald, Overreach: Delusions of Regime Change in Iraq, (Harvard, 2014), introduction, ch. 1, and conclusion.</td>
</tr>
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<td>Week 8 (03/11/20)</td>
<td>Online, Synchronous, Zoom Link via Quercus.</td>
<td>Ethnocentrism</td>
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**Fall Reading Week: No Class November 10, 2020**

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<tr>
<th>Week 9 (17/11/20)</th>
<th>Online, Synchronous, Zoom Link via Quercus.</th>
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<tr>
<th>Week 10 (24/11/20)</th>
<th>Online, Synchronous, Zoom Link via Quercus.</th>
<th>Genocide</th>
</tr>
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<tr>
<th>Week 11 (01/12/20)</th>
<th>Online, Synchronous, Zoom Link via Quercus.</th>
<th>Ethnonationalism</th>
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</thead>
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<tr>
<th>Week 12 (08/12/20)</th>
<th>Online, Synchronous, Zoom Link via Quercus.</th>
<th>Revolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Malcolm Gladwell, “Why the revolution will not be tweeted,” <em>The New Yorker</em>, (October 4, 2010)</td>
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<td></td>
<td></td>
<td>• Michael Walzer, “What the Protesters Need to Win,” <em>Tablet</em>, (June 3, 2020)</td>
</tr>
</tbody>
</table>
| Week 13  (05/01/21) | Online, Synchronous, Zoom Link via Quercus. | 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. |
|---|---|---|---|
• Timothy Sisk, *Power Sharing and International Mediation in Ethnic Conflict*, (United States Institute of Peace, 1996), ch. 3. |
| Week 18  (09/02/21) | Online, Synchronous, Zoom Link via Quercus. | Enforcing Peace | • Nicholas Rengger, “The Ethics of War: The Just War Tradition,” in Duncan Bell (ed.), *Ethics and World Politics*, (Cambridge, 2010), ch. 16.  

**Group Paper Due**
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<tr>
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<tbody>
<tr>
<td><strong>Reading Week: No Class February 16, 2020</strong></td>
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<tr>
<td>Week 21 (09/03/21)</td>
<td>Online, Synchronous, Zoom Link via Quercus.</td>
<td><strong>Presentations 2</strong></td>
<td><strong>•</strong> No additional reading assignments. Review posted presentation handouts.</td>
</tr>
<tr>
<td>Week 22 (16/03/21)</td>
<td>Online, Synchronous, Zoom Link via Quercus.</td>
<td><strong>Presentations 3</strong></td>
<td><strong>•</strong> No additional reading assignments. Review posted presentation handouts.</td>
</tr>
</tbody>
</table>
# Tutorial Schedule

Tutorials are scheduled on Thursdays at 12:00pm-1:00pm or 1:00-2:00pm EST (as registered) on the following dates:

<table>
<thead>
<tr>
<th>SESSION</th>
<th>DELIVERY</th>
<th>TUTORIAL TOPICS AND TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2  (24/09/20)</td>
<td>Online, Synchronous, Zoom Link via Quercus.</td>
<td>• Introduction – Overview and Approaches</td>
</tr>
<tr>
<td>Week 5  (15/10/20)</td>
<td>Online, Synchronous, Zoom Link via Quercus.</td>
<td>• Nature, Needs and Incentives</td>
</tr>
<tr>
<td>Week 7  (29/10/20)</td>
<td>Online, Synchronous, Zoom Link via Quercus.</td>
<td>• Support for Presentations (Proposals and Group Papers)</td>
</tr>
<tr>
<td>Week 9  (19/11/20)</td>
<td>Online, Synchronous, Zoom Link via Quercus.</td>
<td>• Rationality and Perceptions</td>
</tr>
<tr>
<td>Week 11 (03/12/20)</td>
<td>Online, Synchronous, Zoom Link via Quercus.</td>
<td>• Support for Paper 1</td>
</tr>
<tr>
<td>Week 16 (28/01/21)</td>
<td>Online, Synchronous, Zoom Link via Quercus.</td>
<td>• Theorizing Peace</td>
</tr>
<tr>
<td>Week 19 (25/02/21)</td>
<td>Online, Synchronous, Zoom Link via Quercus.</td>
<td>• Pursuing Peace</td>
</tr>
<tr>
<td>Week 23 (25/03/21)</td>
<td>Online, Synchronous, Zoom Link via Quercus.</td>
<td>• Support for Paper 2</td>
</tr>
</tbody>
</table>

**Course Drop Deadlines**

The last date to cancel Y courses is February 15, 2021. If you need to drop a course, please contact your Registrar’s Office and the PCJ Program and Events Coordinator, Jona Malile, at pcj.program@utoronto.ca.

**Grading and Assessment**

Final grades in the course are given as percentage grades, which correspond to a letter grade that is used to calculate GPA according to the University of Toronto marking scheme as specified in section 10 of the Faculty of Arts and Science *Academic Handbook*. They reflect your overall performance in achieving the stated Course Learning Outcomes.
Assessment on interim evaluations can take many forms and are intended to give you an indication of where you stand relative to others. This will allow you to make adjustments to your approach, your expectations, and your performance. Please contact your instructor if you would like more guidance on your individual course performance.

**Turnitin.com**

Normally, students will be required to submit their 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 website.

**Class Attendance**

Students are expected to attend every class, online or in-person. Those who miss more than one-sixth of a course due to illness or personal circumstances should inform their instructor immediately.

**Registrar Support**

Students are encouraged to contact their registrar promptly if they experience unexpected challenges during the course that may require accommodations.

**Writing Support**

Students can attend workshops and arrange one-on-one appointments for feedback on their written work. Students can visit the University of Toronto Writing Centre for information and advice on all aspects of academic writing. Students are encouraged to make use of the college writing centers for individualized consultations on their written assignments. Interested students should book their appointments with the writing centers early, as they fill up fast. Students can also take advantage of the Library’s free “Writing Plus” academic skills workshop series. International students can find information about the English Language Learning program (ELL), which includes practice opportunities for improving oral communication and critical reading skills.

**Accessibility Services**

Academic accommodations are provided when you experience disability-related barriers that prohibit demonstration of your knowledge and skills. Accommodations are provided to level the playing field upon which you can establish your success. You are encouraged to inform yourself about options in this regard at the website for Accessibility Services.

**Academic Accommodations**

Occasionally students will need to apply for an academic accommodation due to disability, illness, religious observance or personal emergency. All requests for an academic accommodation due to disability are handled by the University of Toronto’s Accessibility Services, as specified in the Faculty of Arts and Science Academic Handbook, section 13. All requests for non-disability related accommodations are handled by the instructor.

For disability-related accommodations, Accessibility Services staff will determine suitable accommodations on a case-by-case basis based on recommendation from health providers and with student input. If a non-disability related accommodation request is approved, a resolution will be determined by the instructor and may take the form of an alternate deliverable, deadline extension, re-weighted course grade calculation, make-up exam, or another solution deemed appropriate by the instructor. If an accommodation request is not approved, the missed or late deliverable will be subject to an academic penalty. The extent of the penalty is at the discretion of the instructor.

**Mental Health and Wellness**

Students can access a wide range of programs and services to support their health and wellbeing.
Crisis Support
Students in distress can access a range of free crisis lines available from the University of Toronto and the City of Toronto:

- University of Toronto: [Support When You Feel Distressed](#)
- City of Toronto: [Crisis Lines, Services and Supports](#)

Most of these crisis lines are available 24 hours a day and some address specific problems that students may be experiencing. Immediate assistance is available as follows:

- My SSP for University of Toronto Students: 1-844-451-9700.
- Good 2 Talk Student Helpline: 1-866-925-5454
- Gerstein Crisis Centre: 416-929-5200
- Distress Centres of Greater Toronto: 416-408-HELP (4357)
- The Centre for Addiction and Mental Health (CAMH): 250 College Street (walk-in)

**You are not alone: please get help if you’re experiencing difficulties and are in distress.**


*24/7/365; Campus Community Police can direct your call to the right service

**Code of Behaviour on Academic Matters**
Please read the University’s [Code of Behaviour on Academic Matters](#). It applies to all your academic activities and courses. The Code prohibits all forms of academic dishonesty including, but not limited to, cheating, plagiarism, and the use of unauthorized aids. Violating the Code may lead to penalties up to and including suspension or expulsion from the University. You are expected to know the Code and inform yourself of academic integrity of their submissions. You are encouraged to consult the following sites to ensure you follow the Code or the acceptable academic practices is not a valid defense if you are accused of a violation.

**Academic Integrity**
Case write-ups, papers, assignments, and all other deliverables must be original work, giving credit to the work of others where appropriate. This applies to individual and group deliverables. All members of a group are accountable for the academic integrity of their submissions. You are encouraged to consult the following sites to ensure that you follow the appropriate rules. Ignorance of these rules is not a defense in cases of violations, which can result in very serious academic sanctions. Please visit the [University of Toronto Academic Integrity](#) and the [UofT Writing Centre Resources](#) websites for further detail and help on the proper use of citations. For more information, students should review “[How Not to Plagiarize](#)” and other advice on using sources.

**Use of Technology**
Course offerings at the University have moved online, creating new ways to connect and collaborate with your professors and peers. Like any professional organization, the Munk School expects all of its members to behave responsibly and with courtesy and respect for others when using technology. The Munk School is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. Please read the University’s [Student Code of Conduct](#) and policy on the [Appropriate Use of Information and Communication Technology](#).

**Class Recordings**
To facilitate learning, lecture recordings will be posted to Quercus. These recordings are intended to be used as a student study aid and are not a substitute for regular attendance. Recordings may not be reproduced or posted or shared...
anywhere other than the official course Quercus site and should only be used by students currently registered in the course. Recordings may be uploaded to students’ laptops for personal use. Students agree not to distribute lecture recordings via any distribution channels without permission from the instructor. Unauthorized reproduction, copying or use of online recordings will constitute copyright infringement.

Students are encouraged to participate in online lectures, as you would in an in-person session. Should students wish not to be visible on video recordings, we recommend that you turn off your camera. Your voice, however, may be captured as an audio recording if you ask a question in class. If you have any concern about your voice being recorded, please speak to your instructor to determine an alternative means of participating.

Copyright, Trademark, and Intellectual Property
As the University moves towards online teaching, many of your assignments will be online and may include mixed media use. Unauthorized reproduction, copying or use of online materials, e.g. video footage or text, may result in copyright infringement. The “fair use” provisions that apply to photocopies used for teaching do not apply to web pages. The Centre for Teaching Support & Innovation (CTSI) in Robarts Library can provide further guidance. You may also access copyright resources on the University of Toronto Libraries website.