

PGS Peace and Conflict Transformation

1. Schedule

Week	Date	Topic
Part I: Violence		
1	08/08	<p>What is the role of violence in politics?</p> <p>The class explores the basic concept of violence and how it fits into the larger context of political behaviour. The class distinguishes how political violence is different from other forms of violence.</p>
2	08/15	<p>What is 'war' and why it happens?</p> <p>The class explores various theoretical explanations for the occurrence of interstate armed confrontations.</p>
3	22/08	<p>What are instances of violence other than war?</p> <p>The class explores forms of violence other than 'war', including state/non-state violence and non-traditional security threats.</p>
4	29/08	<p>Why do we fear or hate each other?</p> <p>The class explores how identity and group dynamics feed into the occurrence of violence.</p>
5	05/09	<p>Is violence always violent?</p> <p>The class looks at other forms of violence (e.g. economic or cultural) that may occur in the absence of an armed confrontation.</p>
6	12/09	<p>Can violence ever be justified?</p> <p>The class explores the moral theory of violence to understand whether it is ever acceptable to resort to violence.</p>
7	19/09	<p>How do conflicts escalate to violence?</p> <p>The class explores conflict escalation to show how conflicts of interests can lead to the occurrence of violence.</p>
8	26/09	Midterm Exam - There is no midterm exam for this class.
Part II: Non-Violence		
9	03/10	What is the difference between crisis management and crisis resolution?

		The class explores the core differences between crisis management and resolution as policy avenues.
10	10/10	How can one peacefully resolve conflicts? The class explores the key avenues for peaceful conflict resolution and issues concerning their use.
11	17/10	How can one pursue de-escalation? The class focuses on de-escalation as crisis management: how can one take an escalating conflict and intervene before it reaches a violent outcome?
12	24/10	How does preventative diplomacy work? The class focuses on understanding preventative diplomacy as a proactive tool for conflict management and resolution, including understanding the rational calculations that underpin it.
13	31/10	Do we have a responsibility to intervene? The class explores peacekeeping and R2P in order to understand the international community's role in intervening during a violent confrontation.
14	07/11	Can we make friends with our enemies? The class explores strategies of altering identities as a foundation for peaceful coexistence, analysing the constructivist approach to peace.
15	14/11	Can we reconcile security and personal freedom? The class explores the difficult balance of security (e.g. surveillance) and universal human rights (e.g. freedom of speech) in a contemporary context.
16	21/11	Can violence be eliminated from politics? The class concludes with a simple question: would the student ever chose to resort to violence? The class explores where the previous weeks leave one understanding of war, violence and peace.

Absences and extensions are granted in advance based on a valid reason. Continuous absence will result in a failure grade for the course.

This is a discussion-based class: each class focuses on engagement with the core questions based on the students' own ideas and research. Accordingly, each class requires preparation ahead of time. Students are expected to spend some time formulating their views on the questions above prior to class and sharing those views in class. Furthermore, students are expected to engage with the views of other

students in a critical and constructive manner. The classes are not designed for passive participation and such participation will result in a failure grade.

There are no mandatory readings for the class. To foster critical thinking and research skills, students are expected to conduct their own preparation ahead of class to the degree to be confident to participate in discussions by seeking out information and ideas from various sources (news, case studies, theoretical and academic literature, etc.) on their own. Failure to prepare for the class to a satisfactory degree will result in a failure grade. If students demonstrate a lack of preparation, a written, essay-based quiz on the week's topic may be called at any time for up to 25% of the total grade. For such a quiz, students may use any pre-prepared materials (notes, books, etc.) but not electronic gadgets (notebook, phones) or the Internet. Accordingly, students should arrive to each class fully prepared. Handwriting must be legible.

Recommended reading for the class is Szanto *War and International Relations: A Critical Analysis*, available in the library or extra copies may be provided upon request.

Class time will be divided between discussion and instruction in relatively equal measure.

2. Assignments and Grading

	50% Class Participation	50% Final Research Paper
Description	<p>Students actively participate in discussing the weeks topic based on their preparation for that week's class.</p> <p>Participation grade may be earned as part of any discussion throughout the class.</p>	<p>Students should prepare a 2500 words research paper discussing their view on whether they would ever go to war against another country.</p> <p>The paper should take a firm stance on whether war is ever permissible and provide a critical reasoning on why the author decided on their conclusion.</p>
Due Date	Ongoing	Week 16 Sunday
A	<p>Student is actively engaged in class discussions.</p> <p>Student can present a coherent and well supported point on the topic.</p> <p>Student can critically and constructively engage with the points of the other students.</p>	<p>The student wrote a coherent research paper in proper English with proper formatting, submitted on time.</p> <p>The paper uses key concepts and theories discussed in class and integrates them with real-world examples, demonstrating understanding of the class material.</p> <p>The paper is properly referenced and uses satisfactory academic materials.</p> <p>The paper does not require to be resent after the deadline due to any critical corrections.</p>

		The name of the instructor is written correctly as 'Balazs Szanto' or 'Balázs Szántó'.
B	<p>Student's participation is inconsistent throughout the class.</p> <p>Or</p> <p>Student can make a meaningful contribution to the discussion but it is not supported by adequate preparation.</p>	<p>The paper meets some but not all of the criteria for 'A'.</p> <p>and/or</p> <p>The paper is flawed but demonstrates sufficient merit to be graded above 'C'.</p> <p>A '+' may be used at the discretion of the instructor.</p>
C	<p>Student is only occasionally participating in discussion.</p> <p>Student has been able to offer a view, but it is not well reasoned or lacks supporting evidence.</p> <p>Student is unable to engage with the points of other students effectively.</p>	<p>The paper is written poorly and it is either hard to understand or does not make a point coherently.</p> <p>The paper does not use concepts or theories from the class but attempts to make a point nevertheless.</p> <p>The paper does not provide critical engagement with the subject.</p> <p>The paper is poorly references and/or does not have sufficient academic sources. The paper does not incorporate any material from the course.</p> <p>The paper is submitted after the deadline without official extension.</p> <p>or</p> <p>The instructor has to send reminders to submit the paper.</p> <p>or</p> <p>The instructor has to resend the paper for the correction of critical issues such as referencing.</p> <p>The name of the instructor is written incorrectly.</p>
F	Student does not participate in discussions.	Student reached any of the failure threshold.

	<p>or</p> <p>Student's participation makes no contribution to the discussion, including simply agreeing with other students.</p> <p>or</p> <p>Student's participation is hostile or otherwise beyond the acceptable standards of an academic discussion.</p>	<p>or</p> <p>The paper is written in a way that is not comprehensible to human intelligence (gibberish, alien script, poor handwriting, etc.).</p> <p>or</p> <p>The paper does not make a point at all.</p> <p>or</p> <p>Failed to submit a final paper.</p> <p>or</p> <p>The final paper contains wilful plagiarism or lack of referencing.</p> <p>or</p> <p>It is determined that the student earning a degree in development studies poses an extinction level threat to humanity.</p> <p>or</p> <p>A combination of the above.</p>
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For successfully completing the class, a student needs to earn a passing grade in both of these components.

Combined Grade		
A	A	A
A	B+	A
A	B	B+
B+	B+	B+
B+	B	B
B	B	B
B	C	C
C	C	C

May the odds ever be in your favour!

3. Absence

A student may be absent from no more than 2 classes without prior notice without affecting the participation grade.

A student may request further absence in advance at the discretion of the instructor.

Without prior discussion, any further absence can only be granted in case of death (including student's, dead relatives will be tallied), illness (requires medical certificate), injury (requires medical certificate), or provable detention by an intelligence agency (only if escape was provably not possible).

Any unaccounted-for absence will count against student's participation grade.

If arriving more than 10 minutes late, the student will be asked to wait outside until the next break and will be counted as absent for the first hour of discussion.