

**PACS 2500 Introduction to Peace, Conflict, and Security Studies
Syllabus and Course Policies**

Instructor Information

Instructor: Dr. Michael English

I am the Director and Associate Teaching Professor for the Peace, Conflict, and Security Program (PACS) for the University of Colorado Boulder. You can read more about me [here](#). Please address me as Dr. English, Professor English, or Michael.

Office Location

My office is located in Norlin Library, room S423. My office is in suite S436 with the Special Undergraduate Enrichment Programs (SUEP). Follow the signs to the 4th 1/2 floor for SUEP and Norlin Scholars if you do not see signs for PACS.

Office Hours

My office hours are by appointment only. Please schedule an appointment [here \(Links to an external site.\)](#). I am always happy to meet with you either over Zoom or in person. You are always welcome to drop by my office to see if I am available but scheduling an appointment ensures we have time to meet.

Email

You can reach me at michael.d.english@colorado.edu. Please make sure to include the **.d.** in my email address or you are sending your message to someone else.

Course Information

Description

PACS 2500 is a survey course that introduces students to the central issues and concepts associated with the interdisciplinary field of Peace, Conflict, and Security Studies (or what we call PACS here at CU Boulder). As a scholarly field, PACS attempts to understand the factors that give rise to acts of collective violence and that enshrine the place of militarism within societies. PACS uses these insights to develop and promote a range of less-violent and (hopefully) more peaceful interventions in international conflicts, as well as domestic struggles over environmental, economic, and social injustice. During this course we will discuss what it means to work for peace, as well as explore what peaceful, just, and equitable societies might look like. We will also interrogate the causes, justifications, and practices of securitization, violence, and warfare.

Additional topics we will consider in this course include: terrorism, civil and interstate wars, nuclear weapons, nonviolence, human rights, and international diplomacy (to name just a few), as well as the linkages that connect matters of war and peace with efforts at promoting justice.

*This course is part of the [Peace, Conflict, and Security Program](#) offered through CU Boulder. If you are interested in the Certificate in Peace, Conflict, and Security, please check out the website and schedule an appointment to meet with me. Students do not need to complete the certificate to take this course.

Prerequisites

There are no prerequisites for this class.

Format

This course will be run as a combination of lecture and seminar. Students and the instructor will embark on a collaborative learning experience, partaking in a range of activities and discussions designed to deepen our understanding of the assigned materials. This includes working in small groups, possible guest speakers, and other experiential activities that might take place inside or outside of the classroom. Student participation and preparedness are crucial to making the class a successful learning experience.

Learning Goals

After completing this course, students will be able to:

- Identify key terminology, concepts, and theories associated with peace, conflict, and security studies;
- Compare the strengths and limitations of various explanations for the causes of war and violence;
- Distinguish between various efforts aimed at promoting positive peace and negative peace;
- Illustrate how nonviolent methods can be used to promote social change;
- Provide constructive feedback on their peer arguments and projects.

Textbooks

The readings and other materials for this course are available on Canvas under the specific module for the day as websites and pdfs. Readings should be done prior to the start class.

- All pdfs are available in an accessible format. Please contact me if you experience any issues.

Assignments

Overview of Assignments (1000 possible points)

- Reading and Lecture Quizzes (47.5% of your total grade, 4 online quizzes)
 - Due 1/16, 2/16, 3/23, and 5/4
- Video Essays (32.5% of your total grade, 4 essays)
 - Due 1/16, 2/9, 3/23, and 4/27
- Video Essay Peer Reviews (20% of your total grade, 8 reviews)
 - Due 1/26, 2/16, 4/6, and 5/4

A full discussion of the course assignments can be found: [Assignments Overview](#).

There is no final exam for this course.

Schedule

There are four units in the course which we will cover over our 15 weeks together. Each day of the course is considered a module in Canvas.

1. Unit One (Modules 1-6): Covers necessary concepts to get you started in PACS.
2. Unit Two (Modules 7-15): Explores major approaches and consequences of war and armed violence.
3. Unit Three (Modules 16-19): Examines theoretical explanations for conflict and cooperation among people.
4. Unit Four (Modules 20-29): Focuses on the various ways people work for peace.

A full version of the course reading schedule and bibliographic information can be found: [Course Calendar and Reading Schedule](#)

Grade Scale

Your final grade for this course is determined by the number of points acquired through quizzes and assignments. There are 1000 total points possible. The grading scale is as follows:

- A (1000-940 points)
- A- (939-900 points)
- B+ (899-870 points)
- B (869-830 points)
- B- (829-800 points)
- C (799-700 points)
- D (699-650 points)
- F (649 points or below)

Course Policies

Attendance

Class Attendance is Mandatory

I take our work together seriously. I expect students to be on time and be prepared to participate in class discussions and activities. I view tardiness as a sign of disrespect both to me and your classmates. If you are not a person who likes to regularly attend class, I suggest you find another course. To record attendance, the instructor will either call out attendance or pass around a sign-in sheet during the class session.

Failure to attend class and/or disruption can be grounds for your final grade to be reduced or, in extreme cases, to receive an F. *As per guidance from the University of Colorado Boulder, the instructor no longer distinguishes between excused and unexcused absences.* **If you are not in class, you are not considered present no matter the reason. Please save your absences in the case you have an emergency or are out with illness.** You should contact the instructor about an absence if it is a medical emergency lasting more than 2 weeks or a major emergency.

- **Students are allowed to be absent four times without a deduction to their final grade.**
 - A fifth absence will result in a full letter grade deduction off your final grade for this course.
 - This means if your final grade is a C, you can be moved down to a D.
 - Students with six or more absences will receive an F in this course.
- **Students are allowed to be partially present (tardy) for class two times without a deduction to their final grade.**
 - I consider you to be tardy if you enter once I've started the session.
 - If you are tardy more than two times, it will result in a ½ letter grade deduction of your final grade for this course.
 - You will lose a ½ letter grade off your final grade for each time you are tardy thereafter.

Please Contact Disability Services If You Have Issues with Attendance

- If you have issues with mental health (stress, anxiety, depression, etc...) and this prevents you from attending class, please schedule an appointment with [Disability Services](#)[Links to an external site.](#). They can work with you to address your health needs and in many cases provide you with an accommodation letter or Flex Plan for excused absences due to mental health reasons.
- If you need support with mental health issues, please reach out to CU's [Counseling and Psychiatric Services \(CAPS\)](#)[Links to an external site.](#). CAPS offers support to all CU students.

Participation

Participation in class can take many forms. I know not all students are comfortable with speaking in front of a large group, which is why I will employ a number of strategies to allow for various participation types.

However, there is a difference between discomfort and distraction. Distraction takes away from our ability to learn together as a group. Students will lose points for participation if they are engaged in any of the following behaviors that distract from the learning environment such as: working on materials for other courses, surfing the web or watching TV on their devices, or having conversations not related to the material under discussion. **Earbuds and headphones are not allowed.**

Students will receive a warning for a first offense.

- A second offense will result in 10% deduction off of your final grade.
- A third offense will be grounds for administrative action as per CU Boulder policy.

Waitlist

What if I join the class late?

Students who register for the course after the term has already started are responsible for making up work they have missed and obtaining any lecture notes from peers. Late work should be completed within 7 days of joining the course. The attendance policy for missed sessions and tardiness comes into force on the first day a student joins the class. It is recommended that you introduce yourself to me after your first class so that you are not accidentally penalized.

What if I'm on the waitlist?

If our classroom capacity allows, I will try my best to admit students listed on the waitlist. I am restricted by university policy to follow the fire marshal's posted room occupancy limits, regardless of the number of desks or chairs. If, for example, the capacity states 50, that's the cap. If you are on the waitlist, I encourage you to attend class, since there will no doubt be a few drops during the first week. However, I cannot guarantee you a place, nor can I adjust the order of the waitlist to prioritize admission.

Late Work & Missing Work

Please complete the required assignments and readings by the due dates listed on Canvas. All work must be submitted electronically through Canvas as a watchable video, Word document, or discussion post unless otherwise noted. **Late work will be docked 10% off total points per day the assignment is past due.** All due dates and exam dates are available to you in advance for planning purposes. *Students should contact me prior to the due date if they have a concern regarding an assignment and are seeking an extension.* Exceptions for extended due dates and make-up exams are considered on a case by case basis, which requires a discussion with me.

Accommodations for students with disabilities must be handled by the office of Disability Services, which determines accommodations based on documented disabilities. Please contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. More information on accommodations is listed below under the Accommodations Statement section. When your accommodations are approved, please schedule an appointment with me to present your letter(s) and to discuss how we can make sure your needs are met.

Technologies

We will use the Canvas (and perhaps Zoom) as part of our course. Canvas works best in Firefox and Chrome. If you use another type of browser, please be warned that some things may not function properly. It is your responsibility

to familiarize yourself with the platform since you will need to do everything for this course on it, including submission of all your assignments. If you need help with technology, please contact the [Office of Information Technology](#). I would love to be able to help you with all your tech needs, but I'm not that person.

In the classroom, the use of laptop computers and tablets for the purposes of note-taking and accessing readings is permitted as long as the user does not engage in activities such as emailing, searching the web, playing games, or anything that might be of distraction to the class and its members. **Students may also not wear earbuds or headphones during class.** Students violating this policy will be asked to leave the classroom for the remainder of that class session. The instructor reserves the right to revoke the use of laptops and tablets in the classroom at his discretion.

Students may not create an audio recording or stream of classroom lectures and discussions without prior permission of the instructor. **Glasses that record video and audio are prohibited from recording or streaming class lectures and discussion.**

Mobile phones should be set to silent and kept out of sight for the duration of the class. Students who violate this policy will be asked to leave the classroom for the remainder of that class session. Please speak with the instructor before the start of class if there is an emergency situation that requires you to have your phone out during the session.

AI/LLMs/Chatbots

For the purposes of this class, my usage of the terms AI, LLMs, and Chatbots all relate to services that will take written (text) prompts and produce full essays from them. This includes services such as Gemini, ChatGPT, Claude, Llama, and others commonly referred to as large language models (LLMs). This does not include the use of services like Grammarly which assist you with grammar-related issues in your writing.

In general, I prefer that you not use LLMs to produce your assignments. Why do I say this? In most cases, the work students are asked to perform in PACS courses often has a reflective component to it. I want to know what is going on for you. The act of writing is central to helping you explore your thoughts and develop your critical thinking skills. It defeats the purpose of a reflective assignment if you hand in something produced by ChatGPT. For any paper deemed reflective or asking for your interpretation, you will receive a failing grade if you use ChatGPT, Claude, Gemini, and/or any other service to write your paper for you.

What about in the cases of research papers? Here there is some room for flexibility. Based on university guidance, I interpret the use of these tools as plagiarism if you use them to produce more than 10% of your paper. While these tools are powerful, they are also inaccurate and problematic for undergraduates. Often, they produce false statements that are easy for students to overlook, particularly when dealing with specific authors and materials the systems may not be trained on. Second, they produce formulaic essays and use language in ways that are not typical of an undergraduate student. That is, it is easy to spot direct copy-paste essays, especially when the word choices reflect terms not used in the class or articles, or the essay comes off as if it were written by a specialist in a particular subject area. Again, if you use AI/LLM to write the majority of your paper (more than 10%), you will receive a failing grade.

Can you use these tools to assist in your writing? Yes, but only if you are transparent about how you used them and that you limit their use to less than 10% of whatever final product is produced. For instance, it is more than acceptable to write your paper, and then ask a service like ChatGPT to suggest improvements for particular parts so long as the paper remains essentially your thoughts and work. Additionally, you can use these tools to help you understand the subject matter, so long as you do not copy-paste whole paragraphs and try to pass the work off as your own. Think about it as similar to Wikipedia. The tools can help you learn about a subject, but they should not be seen as authoritative sources. In all cases, if you use an LLM to help with a paper, include a footnote or endnote briefly describing why you decided to use the model and in what sections LLM influenced changes appear. Including such a declaration will help your instructor understand your choices, particularly if there are questions

about the content of the paper. The rule to follow here is to be transparent about your use of AI/LLM and to keep your usage minimal, if at all.

If I suspect the use of AI/LLMs in your paper, I may require you to come to my office and produce a handwritten version of your paper from memory to evaluate your writing and grasp of concepts against what was submitted. This will help me make a final determination about your assignment grade.

Email

I typically respond to emails within 24 hours during the work week (Monday through Friday). If you do not get a reply within 36 hours, please send me a follow-up email. The answer to most general questions can be found within the syllabus, so please double check it before sending your email.

Email considerations:

- **You do not need to email me about absences.**
 - Only send me an email if you are dealing with an illness lasting longer than 2-weeks or there is an emergency I need to be aware of.
- **Kindly remember that an email is not a text message.**
 - Make sure to include your full name, the course and section number you are taking with me, and a detailed explanation of the issue. You do not need to email me if you are going to miss class unless it is a prolonged absence due to a medical emergency lasting more than two weeks.
- **Finally, do not email me and ask, "Did I miss anything important?"**
 - Of course you did. It is on you to get notes from a classmate, and then, if you have questions or concerns about the material you missed, to schedule a meeting with me to discuss specific issues that you have identified. I am always willing to chat with you during office hours about the course content.

Office Hours

I hold office hours by appointment only. This is in part to encourage students to be proactive in meeting with me and to make sure that we have the time to appropriately address your questions when we do meet. I can usually answer quick questions after class, but if you have something more involved, please schedule an appointment!

You may schedule an office visit with me [here](#). When you schedule, you will be prompted to select how you would like to meet. Once I confirm, I will send you an Outlook invitation to your university email address. For those selecting Zoom, the link will be contained in the invite.

Letters of Rec

At some point, you may need the dreaded letter of recommendation or professional reference. I know how difficult it can be to get these from faculty. I am always happy to support students in this way, but I do have some criteria that you must meet. Things to keep in mind:

- **You are currently registered for the PACS Certificate and have taken at least two courses with me;**
- Maintain a B average in my classes;
- Did not have more than 4 absences in each of these courses;
- You should be able to describe the job, internship, or program you are applying for and your interest in it;
- Provide me with a current copy of your resume (or we can build one if you need it);
- Ask politely.

If this is something you require, please send me an email to get the conversation started.

University Mandated Policies

Accommodations for Disability

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

If you have an illness, injury or required medical isolation for which you require adjustment, please contact the instructor ASAP to discuss.

Classroom Behavior

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, marital status, political affiliation, or political philosophy.

For more information, see the [classroom behavior policy](#), the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

Preferred Name and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](#). Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. Understanding the course's syllabus is a vital part in adhering to the Honor Code.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: StudentConduct@colorado.edu. Students found responsible for violating the [Honor Code](#) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit [Honor Code](#) for more information on the academic integrity policy.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner abuse (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-

2127 or email CUreport@colorado.edu. Information about university policies, [reporting options](#), and [support resources](#) including confidential services can be found on the [OIEC website](#).

Please know that faculty and graduate instructors must inform OIEC when they are made aware of incidents related to these policies regardless of when or where something occurred. This is to ensure that individuals impacted receive outreach from OIEC about resolution options and support resources. To learn more about reporting and support for a variety of concerns, visit the [Don't Ignore It page](#).

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If this applies to you, please speak with me directly as soon as possible at the beginning of the term. See the [campus policy regarding religious observances](#) for full details.

Mental Health & Wellness

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services \(CAPS\)](#) located in C4C or call (303) 492-2277, 24/7.

Free and unlimited telehealth is also available through [Academic Live Care](#). The [Academic Live Care](#) site also provides information about additional wellness services on campus that are available to students.

Course Calendar and Reading Schedule

Below is a list of readings with full citation information for each module of the course. Links to required readings and videos, as well as optional materials are available under the [Modules](#). Optional reading materials are things that may be of interest to you about a particular module and things I may reference in class as they pertain to the day's lecture. *Please note the course calendar is subject to change. The instructor will try his best not to modify things, but weather, emergencies, and other life issues happen. Any adjustments to the syllabus will be emailed to the class and posted on Canvas.

Week 1

Tuesday: Introductions / Course Overview

- Reading: Review [Syllabus and Course Policies](#)

Thursday: Necessary Concepts - Types of Peace, Violence, and Security (**No in-person class today. Complete lecture and assignments through Canvas.**)

- Reading: Ho-Won Jeong, "Concepts of Peace and Violence," in *Peace and Conflict Studies: An Introduction*, Studies in Peace and Conflict Research (Burlington, VT: Ashgate, 2000), 19–38.
- Reading: Paul D. Williams and Matt McDonald, "An Introduction to Security Studies," in *Security Studies: An Introduction* (Milton, UK: Taylor & Francis Group, 2018), 2–13.
- Optional Reading: Fiala, Andrew, "Pacifism", *The Stanford Encyclopedia of Philosophy* (Fall 2018 Edition), Edward N. Zalta (ed.), URL = <<https://plato.stanford.edu/archives/fall2018/entries/pacifism/>>.

Week 2

Tuesday: Necessary Concepts - Trends in Peacefulness and Trends in Violence

- Reading: Institute for Economics and Peace, *Global Peace Index 2024*, Vision of Humanity, 2024. ***Please skim pages 7-26.**
- Reading: Fisher, Max. "Is the World Really Falling Apart, or Does It Just Feel That Way?" *New York Times*, Late Edition (East Coast). July 12, 2022.
- Watch: Pinker, Steven. "Is the World Getting Better or Worse?" Ted.com, 2018. https://www.ted.com/talks/steven_pinker_is_the_world_getting_better_or_worse_a_look_at_the_numbers?subtitle=en

Thursday: Necessary Concepts - The Military-Industrial Complex and Military Spending

- Reading: Miriam Pemberton, "Overview in Brief" in Six Stops on the National Security Tour. (New York: Routledge, 2023), 8-24.
- Listen: Ben Watson, "Defense One Radio, Ep. 152: Behind the rise in global defense spending, Part 1: Russia." DefenseOne.com (2024). <https://www.defenseone.com/policy/2024/05/defense-one-radio-ep-152-behind-rise-global-defense-spending-part-1-russia/396672/>

Week 3

Tuesday: Necessary Concepts - Militarism as Ideology

- Reading: Cynthia Enloe, "Understanding Militarism, Militarization, and the Linkages with Globalization," in *Gender & Militarism: Analyzing the Links to Strategize for Peace*, ed. Isabelle Geuskens et al. (The Hague, Netherlands: Women Peacemakers Program, 2014), 7–9.

- Reading: Andrew J. Bacevich, "Introduction," *The New American Militarism: How Americans Are Seduced by War* (New York: Oxford University Press, 2005), 1–8.
- Watch: Madeleine Reese (2016), "Gender, War and Peace"
- Optional Reading: Listen: Martin Luther King, Jr., "Why I am Opposed to the War in Vietnam."
- Optional Reading: Baker, Mike, Nicholas Bogel-Burroughs, and Ilana Marcus, "Thousands of Teens are Being Pushed Into Military' Junior R.O.T.C." *New York Times*. (Dec. 11, 2022).
- Optional Reading: Skinner, Patrick. "I'm a Cop. I Won't Fight a 'War' on Crime the Way I Fought the War on Terror." *Washington Post*, June 20, 2020. <https://www.washingtonpost.com/outlook/2020/06/03/beat-cop-militarized-policing-cia/>.

Thursday: Necessary Concepts - Understanding Armed Violence - War from the Perspective of Its Fighters

- Watch: *DW News* (2023), "Ukrainian soldiers and civilians suffer from serious war trauma."
- Watch: NY Times (2023), "Iraq War Veterans, 20 Years Later: 'I Don't Know How to Explain the War to Myself'"
- Reading: Anna-Cat Brigida. "What It's Like to Be a Female Guerrilla Fighter in Colombia." *Vice*, March 24, 2016. https://www.vice.com/en_us/article/jpyweb/what-its-like-to-be-a-female-guerrilla-fighter-in-colombia.
- Optional Reading: Reading: Sebastian Junger, "Killing," ([Links to an external site.](#)) in *War* (New York: Twelve, 2010), 101–25.
- Optional Video: Nick Schiffrin and Dan Sagalyn. "Victim Advocates Say U.S. Military Gets an 'F' on Sexual Assault Prevention." *PBS NewsHour*, March 1, 2021. <https://www.pbs.org/newshour/show/victim-advocates-say-u-s-military-gets-an-f-on-sexual-assault-prevention>.

Week 4

Tuesday: Understanding Armed Violence - Experiencing War as a Civilian

- Reading: Marks, Simon, and Declan Walsh. "'They Told Us Not to Resist': Sexual Violence Pervades Ethiopia's War." *The New York Times*, April 1, 2021, sec. World.
- Reading: "Living Under Drones" September 2012. Livingunderdrones.org - Project of Stanford Law School and NYU School of Law.
- Reading: Reading: Nguyen, Viet Thanh. "I Can't Forget the Lessons of Vietnam. Neither Should You." *New York Times*.
- Watch: Channel 4 News. *Doctor in Gaza: "I've Never Experienced Anything like It,"* 2024. <https://www.youtube.com/watch?v=UUUXZ8qGMWw>.
- Optional Reading: Riverbend, *Baghdad Burning* ([Links to an external site.](#)) (blog), August 1, 2003. ***Please read 4-5 entries of your choice from this blog and see the corresponding Wikipedia page.**

Thursday: Understanding Armed Violence - Defining War and Armed Conflict

- Reading: Freedman, Lawrence. "Defining War." In *The Oxford Handbook of War*, edited by Yves Boyer and Julian Lindley-French, 17–29. Oxford, England: Oxford University Press, 2012.
- Reading: Alaraby, Muhammad. "The Whispering Prussian: Clausewitz and Modern Wars." *E-IR.info*, October 2020.
- Optional: Ho-Won Jeong, "Understanding War," in *Peace and Conflict Studies: An Introduction*, Studies in Peace and Conflict Research (Burlington, VT: Ashgate, 2000), 53–64.

Tuesday: Understanding Armed Violence - Law of Armed Conflict and International Humanitarian Law

- Reading: Jennifer K. Elsea, "War Crimes: A Primer," Legal Sidebar (Washington, DC: Congressional Research Service, March 30, 2023), <https://crsreports.congress.gov/product/pdf/LSB/LSB10709>.
- Watch: American Red Cross, "International Humanitarian Law and International Human Rights Law"

Thursday: No Class - Mental Health Day

Week 6

Tuesday: Understanding Armed Violence - Global Thermonuclear War

- Reading: Bulletin of the Atomic Sciences, 2024 Doomsday Clock Statement, (Links to an external site.) 1-11.
- Reading: Edward Geist and Andrew J. Lohn, "How Might Artificial Intelligence Affect the Risk of Nuclear War?" (Links to an external site.) RAND Corporation, 2018. ***Pay attention to pages 6-12 on nuclear strategy. Skim the rest.**
- Optional Reading: Pelopidas, Benoît, and Fabrício M. Fialho. "Nagasaki's Shadows: European Citizens Facing Nuclear Weapons." The Conversation, August 8, 2019. <http://theconversation.com/nagasaki-shadows-european-citizens-facing-nuclear-weapons-121621>.

Thursday: Insurgencies and Guerrilla Warfare

- Reading: William Polk, "Introduction," in *Violent Politics* (New York, NY: HarperCollins, 2007), xxii–xxvi.
- Reading: Jones, Seth G.. "Strategies," in *Waging Insurgent Warfare : Lessons from the Vietcong to the Islamic State*. Oxford: Oxford University Press, 2016, 35-56.

Week 7

Tuesday: Understanding Armed Violence - Terrorism from Above

- Reading: Selections from Pisoiu, Daniela and Sandra Hain. *Theories of Terrorism: An Introduction*. (London: Routledge, 2018).
- Watch: Mehdi Hasan, "Blowback: How Torture Fuels Terrorism Rather Than Reduces It," (Links to an external site.) *The Intercept* (blog), February 12, 2018. ***Please be sure to watch the short video as well as read the blog post.**
- Optional: Julie Beck, "'Do No Harm': When Doctors Torture," (Links to an external site.) *The Atlantic*, December 12, 2014.

Thursday: Understanding Armed Violence - Terrorism from Below

- Reading: Osama bin Laden, "Declaration of Jihad," in *Messages to the World: The Statements of Osama bin Laden* (New York: Verso, 2005), 23-30.
- Reading: Selections from Andrew Macdonald, *The Turner Diaries*, (Hillsboro, West Virginia: National Vanguard Books, 1978).
 - ***This is a piece of fiction written by a [CU alumni \(Links to an external site.\)](#) and the book has served as the inspiration for white nationalist terrorists in the US.**
- Watch: ABC News, "Homegrown Hate: The War Among Us."
- Optional: Cassie Miller. "'There Is No Political Solution': Accelerationism in the White Power Movement." Southern Poverty Law Center, June 23, 2020. <https://www.splcenter.org/hatewatch/2020/06/23/there-no-political-solution-accelerationism-white-power-movement>.
- Optional: Michael Shermer, "The 5 Myths of Terrorism—including That It Works," (Links to an external site.) *Scientific American*, August 1, 2013.

Week 8

Tuesday: Understanding Armed Violence - The Future of War

- Watch: DW News (2021), "How AI is driving a future of autonomous warfare"
- Reading: Maria Fitzduff (2021), "New Horizons, New Tribes" in *Our Brains at War*. Oxford University Press, 118-131
- Optional Reading: Barbara Ehrenreich, "War Without Humans," (Links to an external site.) *The Nation*, July 11, 2011.
- Optional Reading: Gross, Michael Joseph. "The Pentagon's Push to Program Soldiers' Brains." (Links to an external site.) *The Atlantic*, November 2018.
- Optional: Zachary Fryer-Biggs. "Coming Soon to a Battlefield: Robots That Can Kill." *The Atlantic*, September 3, 2019. <https://www.theatlantic.com/technology/archive/2019/09/killer-robots-and-new-era-machine-driven-warfare/597130/>.

Thursday: Explanations for War and Violence - The Individual Level

- Reading: David P. Barash and Charles Webel, "The Individual Level," in *Peace & Conflict Studies*, Fourth edition (Thousand Oaks, California: SAGE Publications, Inc, 2018), 162-192.
- Optional Reading: R. Brian Ferguson, "Why We Fight," *Scientific American* 319, no. 3 (September 1, 2018): 76-81.
- Optional Reading: Steve Taylor, "The Psychology of War," (Links to an external site.) *Psychology Today*, March 5, 2014.

Week 9

Tuesday: Explanations for War and Violence - States, Nations, and Nationalism

- Reading: David P. Barash and Charles Webel, "The Group Level" in *Peace & Conflict Studies*, Fourth edition (Thousand Oaks, California: SAGE Publications, Inc, 2018), 193-226.
- Optional Reading: Lars-Erik Cederman, "Blood for Soil: The Fatal Temptations of Ethnic Politics," *Foreign Affairs* 98, no. 2 (April 3, 2019): 61-68.

Thursday: Explanations for War and Violence - Colonialism and Systemic Violence

- Watch: Democracy Now!, "Exterminate All the Brutes" Interview with Filmmaker Raoul Peck.
- Reading: Jason Steinhauer, "The Legacy of the Third World Project 60 Years Later | Insights," webpage, The Library of Congress, August 25, 2015, [//blogs.loc.gov/kluge/2015/08/the-legacy-of-the-third-world-project](https://blogs.loc.gov/kluge/2015/08/the-legacy-of-the-third-world-project).
- Optional Reading: Snyder, Timothy. "The War in Ukraine Is a Colonial War." *The New Yorker*, April 28, 2022. <https://www.newyorker.com/news/essay/the-war-in-ukraine-is-a-colonial-war>.
- Optional Reading: Mamdani, Mahmood. "Making Sense of Political Violence in Postcolonial Africa." *Socialist Register* 39 (2003): 132-51.
- Optional: Mamdani, Mahmood. "Settler Colonialism: Then and Now." *Critical Inquiry* 41, no. 3 (2015): 596-614.
- Optional Watch: BBC Africa, "How could the Rwandan genocide happen?"

Week 10

Tuesday: Explanations for War and Violence - Economics and Climate Change

- Reading: Scheffran, Jürgen. "Climate Change: Human Security Between Conflict and Cooperation." In *Encyclopedia of Violence, Peace, & Conflict* (Third Edition), edited by Lester R. Kurtz, 807–19. Oxford: Academic Press, 2022.
- Watch: Ray Anderson (2009), "The business logic of sustainability"
- Optional: Regan, Colm, "Paradigm Wars" in *80:20: Development in an Unequal World*, 6th edition (Unisa Press, 2012), 249-265.

Thursday: Working for Peace - Envisioning Peaceful Futures

- Watch: Jodi Williams on a Realistic Vision for World Peace
- Reading: Jean Paul Lederach, selections from *The Moral Imagination*. (New York: Oxford University Press, 2005).
- Reading: Elise Boulding, "Building a Culture of Peace" *NWSA JOURNAL*, VOL. 13 NO. 2 (2000).
- Optional Reading: Dugan, Maire. "Envisioning." *Beyond Intractability*, 2016 2003.
<https://www.beyondintractability.org/essay/visioning>.
- Optional Reading: Luc Reyhler, "Peacemaking, Peacekeeping, and Peacebuilding," *Oxford Research Encyclopedia of International Studies*, March 1, 2010.

Week 11

Tuesday: Working for Peace - Peace Activism

- Watch: Crash Course, "Nonviolence and Peace Movements"
- Watch: Democracy Now!, "Liberian Nobel Peace Prize Laureate Leymah Gbowee: How a Sex Strike Propelled Men to Refuse War"
- Watch: The Guardian, "Resisting Putin's war: the women risking it all on the streets of Russia"
- Watch: Zeteo. "Mehdi Sits Down with Two Ex-Israeli Soldiers to Talk Violence in Gaza" (2024).
<https://www.youtube.com/watch?v=vDK8GHV0IWI>
- Reading: Zeller, David R., and Robert D. Benford. "Peace Movements." In *Encyclopedia of Violence, Peace, & Conflict* (Third Edition), edited by Lester R. Kurtz, 487–501. Oxford: Academic Press, 2022.

Thursday: Working for Peace - Nonviolent Civil Resistance

- Reading: Kurt Schock, "Conceptualization and Debates," in *Civil Resistance Today* (Cambridge, UK: Polity Press, 2015), 1–30.
- Optional: Chenoweth, Erica, Cullen S Hendrix, and Kyleanne Hunter. "Introducing the Nonviolent Action in Violent Contexts (NVAVC) Dataset." *Journal of Peace Research* 56, no. 2 (March 1, 2019): 295–305.

Week 12

Tuesday: Conference on World Affairs - Likely guest speaker visit.

- No required reading.

Thursday: Working for Peace - The United Nations

- Reading: Jussi M. Hanhimäki, "An Impossible Hybrid: The Structure of the United Nations," in *United Nations: A Very Short Introduction* (Cary, UK: Oxford University Press, Incorporated, 2008).
- Watch: United Nations, "Rule of Law, Peace and Security"

Week 13

Tuesday: Working for Peace - Disarmament and Arms Control

- Reading: Zanders, Jean Pascal. "Disarmament and Arms Control of Nonconventional Weaponry." In *Encyclopedia of Violence, Peace, & Conflict* (Third Edition), edited by Lester R. Kurtz, 569–88. Oxford: Academic Press, 2022.
- Watch: Susi Synder on Contemporary Anti-Nuclear Activism
- Optional: David Cortright, "Debating Disarmament," in *Peace: A History of Movements and Ideas* (New York: Cambridge University Press, 2008), 93–108.

Thursday: Working for Peace - Conflict Resolution and Peacemaking

- Reading: Shukla, Surinder K. "Conflict Management and Resolution." In *Encyclopedia of Violence, Peace, & Conflict* (Third Edition), edited by Lester R. Kurtz, 213–24. Oxford: Academic Press, 2022.
- Watch: Tatsushi Arai, "Dialogue in the Midst of Conflict."
- Optional: David P. Barash and Charles Webel, "Diplomacy, Negotiations, and Conflict Resolution" in *Peace & Conflict Studies*, Fourth edition (Thousand Oaks, California: SAGE Publications, Inc, 2018), 326-348.

Week 14

Tuesday: Working for Peace - Human Rights and Human Security

- Reading: Omar Grech, "Key Notions," in *Human Rights and the Northern Ireland Conflict: Law, Politics and Conflict, 1921-2014* (London: Routledge, 2017), 14–34.
- Optional Reading: Aïssata Athie and Youssef Mahmoud, "Human Rights and Sustaining Peace" (Links to an external site.) (International Peace Institute, December 2017).

Thursday: Working for Peace - Democracy and Peace

- Reading: Monica Dias. "Open Roads to Peace and Democratization," in Ganesan, Narayanan, ed. *International Perspectives on Democratization and Peace*. Bingley: Emerald Publishing Limited, 2020.
- Reading: Freedom House, "Freedom in the World 2024." <https://freedomhouse.org/report/freedom-world>

Week 15

Tuesday: Working for Peace - International Development and Humanitarian Assistance

- Reading: Gedde, Maïa. "Development and Humanitarian Assistance." In *Working in International Development and Humanitarian Assistance: A Career Guide*, 5–19. London: Routledge, 2015.
- Watch: Adam Ruins Everything, "Why 'Buy One, Give One' Companies Don't Help Anyone"
- Watch: DW News, "UN: Sustainable Development Goals in deep peril."
- Optional Video: Maliha Chishti, "Foreign Aid: Are we really helping others or just ourselves?"

Thursday: Optional Session - Ask ME Anything!

- Come hang out, chat, and ask me anything you'd like about the course material, current events, the PACS Certificate, or whatever else you might want to talk about.