

UNI 260Y  
Introduction to Peace and Conflict Studies  
Fall/Winter 2006-2007  
University College, Room 144, Thursday 10-1

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Office Hours:

Homer-Dixon: Thursday, 3:30-5:00 p.m., plus additional hours each week on a varying schedule. All meetings by appointment only. Contact Ashlie Claassen at 416-978-2485 or [admin@trudeaucentre.ca](mailto:admin@trudeaucentre.ca).

Note: Whenever possible, if you want to discuss matters related to the course, please try to see me in person. If a meeting is not possible, you can contact me by e-mail. However, e-mail should not be seen as an alternative to a meeting, nor should it be used as a means to receive private tutorials or explanations of material covered in lectures you missed.

Flanik: Fridays, 3:00-5:00 PM

**Description of the Course**

The course reviews a wide range of theories exploring the nature and causes of conflict, the possibilities for conflict resolution, and the foundations of peace. It provides students with a set of tools for the analysis of contemporary civil and international conflicts and shows how evidence and theory can be effectively used to understand peace and conflict. The course complements POL 208Y "Introduction to International Relations" by emphasizing issues not covered in that course and examining some POL 208Y topics from alternative perspectives. In particular, UNI 260Y considers conflict within societies; it reviews research on the causes of revolution, rebellion, insurgency, and ethnic conflict. The course draws on a wide range of disciplines, including sociobiology, anthropology, sociology, social psychology, economics, political science, and the study of religion. It also gives students a practical understanding of the strengths and weaknesses of current approaches to conflict resolution and peace-building.

**Important Dates**

Sep 24	Last day to add course
Nov 2	<b>First midterm test</b> (in class)
Nov 30	<b>Research Paper due</b> (in class)
Feb 15	<b>Second midterm test</b> (in class)
Feb 18	Last day to drop course without academic penalty
Mar 15	Topics distributed for Written Assignment
Mar 29	<b>Written Assignment due</b> (in class)

## Format and Requirements

The course will meet for three hours of lecture per week. Students will be responsible for material covered in reading assignments as well as in lectures. Lectures and readings are complementary, but they do not overlap. Lectures will presuppose familiarity with readings, so it is important to complete reading assignments before the start of the week's lecture. Students should keep in mind that the course has a heavy reading load, so it is essential to start reading in advance.

In their course work, students will be expected to apply the theories covered in class to ongoing conflicts around the world. It is recommended, therefore, that students develop a general knowledge of current events. Examples of newspapers with good international coverage include The Globe and Mail, The Economist, The Guardian Weekly, and The New York Times. Special student rates are available for subscriptions to The Globe and Mail and The Economist. Most newspapers can also readily be accessed on the web and at the University's libraries. The New York Times is also available to all UNI260 students to read in the Trudeau Centre Common Room every morning, between 9 a.m. and noon.

Performance in the course will be evaluated on the basis of one research paper, two midterm tests, one written assignment, one class presentation, current-affairs quizzes, and general class participation. Each component will have the following weight in the calculation of the final grade for the course:

Research Paper	20%
First Midterm	20%
Written Assignment	20%
Second Midterm	20%
Presentation	5%
Current-affairs quizzes	5%
Class Participation	10%

The research paper (20%) will involve the preparation of a 10-page case study on an assigned conflict.

The midterm tests (20% each) will take place during class time in weeks 8 and 19. Both tests will be closed-book.

The written assignment (20%) will comprise two 4-5 page essays (10% each) written on topics that will be distributed two weeks in advance.

The presentation (5%) will consist of a 10-minute in-class presentation of the main findings of the research paper. As part of the presentation, students will be expected to provide a 2-page single-spaced summary of their research findings for distribution to the class as a handout.

Current-affairs quizzes (5%) will take place at random intervals throughout the year during class time.

Class participation (10%) will be graded on the basis of attendance and active participation in lectures and class discussions. Quality of contributions matter as much as quantity in assessing participation. Students are also encouraged to post questions, comments, analysis, and concerns to the course forum (<http://www.trudeaucentre.ca/undergradprogram-uni260y.html>). Bill Flanik and I will occasionally contribute to these discussions. Your forum contributions will be taken in consideration in the calculation of the class participation mark.

All students should ensure that they have an e-mail account, as important course announcements will be posted electronically to the course list serve. Please visit the course home page on the Trudeau Centre website (<http://www.trudeaucentre.ca/undergradprogram-uni260y.html>) to register for the list serve. It is highly recommended that you obtain an e-mail address from the University of Toronto if you have not already done so, even if you have other e-mail accounts. Information on how to do this is available at Robarts Library.

## Rules and Regulations

### PLEASE NOTE THE FOLLOWING CAREFULLY.

Registration in the course constitutes your agreement to the following rules.

- The research paper and the written assignment are to be handed in *at the beginning of class* on the date that they are due. To be fair to students who hand in their essays on time, if you hand in your essay once class has begun, I consider it to have been handed in late. Where no extensions have been granted, late papers and assignments will be penalized. There is no grace period, and no allowance for computer problems, printer problems, late buses or trains, etc.
- There is a 1 percent penalty for papers and assignments received after class has started but before 5 pm on the day they are due. After that, the late submission penalty is 2 percent per each late day, *weekends and holidays included*. The cut-off time for the determination of late days is 5 pm. Ideally, late assignments should be turned in at the University College administrative office at UC173. Students should make sure that late assignments are signed and dated by UC staff.
- You may submit your assignment early or late, but if you put it in our mailbox or slide it under our door, we will consider it to have been submitted on the day we discover it. So you should do your best to hand your assignment into UC173 or to Bill Flanik or me directly.
- Assignments submitted by fax or e-mail will not be accepted, unless prior arrangements have been made with the Bill Flanik for receipt.
- In general, we do not grant extensions, unless you have an acceptable reason that is adequately supported, such as a medical emergency that is documented by an official *U of T medical certificate*. Because of a significant incidence of fraud with regards to doctors' notes, we may contact a note's author to confirm its authenticity. Appropriate documentation must be submitted within *one week* of the assignment due date. Bill Flanik is the person to consult for all extension and make-up test requests.
- Multiple assignments coming due at the same time, or midterms in other courses, do NOT constitute "acceptable reasons" for an extension. If you have several assignments due at the same time, you should plan ahead so that you finish some of them early.
- You must properly acknowledge the words or ideas of the published works of another individual. If you do not, you are committing plagiarism—a serious academic offense. If you are at all uncertain about what constitutes plagiarism, or what are acceptable forms of citation and referencing, please consult Bill Flanik or me.
- Students agree that by taking this course all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the [Turnitin.com](http://Turnitin.com) web site.

## Required Texts

The following materials should be purchased for the course:

1. Michael Nicholson, *Rationality and the Analysis of International Conflict*, (Cambridge, 1992)
2. Timothy Sisk, *Power Sharing and International Mediation in Ethnic Conflicts* (United States Institute of Peace, 1996)
3. David Smock, *Religious Perspectives on War*, (United States Institute of Peace, 2002)
4. Bhikhu Parekh, *Gandhi: A Very Short Introduction*, (Oxford, 2001)
5. Roger Fisher, William Ury, and Bruce Patton, *Getting to Yes: Negotiating Agreement Without Giving In*, 2nd edition, (Penguin, 1999)
6. Course Reader (containing reading assignments not included in the books)

The books are available for purchase at the Toronto Women's Bookstore, located at 73 Harbord Street. The course reader is available for purchase at the Quality Control Copy Centre, located at 333 Bloor Street. The reading materials are also available on short-term loan at Robarts, Laidlaw, and Trinity Libraries.

## LECTURES

		<b>1. General Introduction</b>
Sep 14	Week 1	Distribution of Syllabus; Main Concepts and Methods
Sep 21	Week 2	Approaches to Conflict: Paradigms and Levels of Analysis
		<b>2. Causes of Conflict I: Individual-Level Analysis</b>
Sep 28	Week 3	Nature and Nurture
Oct 5	Week 4	Psychological Discontent
Oct 12	Week 5	Linguistic Categorization and Meaning
Oct 19	Week 6	Rwanda case workshop (in Trudeau Centre common room)
Oct 26	Week 7	Gender and Citizenship (Flanik)
Nov 2	Week 8	First midterm (in class)
		<b>3. Causes of Conflict II: Group-Level Analysis</b>
Nov 9	Week 9	Culture, Social Behavior, and the Democratic Peace (Flanik)
Nov 16	Week 10	Stereotypes and Cognitive Distortion (Flanik)
Nov 23	Week 11	Ethnocentrism
Nov 30	Week 12	Ethnic Conflict ( <u>Research Paper due</u> )
		<b>4. Causes of Conflict III: System-Level Analysis</b>
Dec 7	Week 13	Lecture: How to make a bomb. Film: The Day After Trinity
(Break)	(No class)	(Winter Holidays: Dec 22 - Jan 3)
Jan 11	Week 14	Prisoner's Dilemma and Zero-Sum Games
Jan 18	Week 15	Rationality and Emerging Structural Dilemmas
Jan 25	Week 16	Arms Races
Feb 1	Week 17	Assessing Rational Choice
		<b>5. Case Study: Civil Violence</b>
Feb 8	Week 18	Theories of Civil Violence and Revolution
Feb 15	Week 19	Second midterm (in class)
(Break)	(No class)	(Reading Week: Feb 19-23)
Mar 1	Week 20	Film: BBC Documentary, The Death of Yugoslavia, Episodes 1 and 2
Mar 8	Week 21	Film: BBC Documentary, The Death of Yugoslavia, Episodes 3 and 4
Mar 15	Week 22	Film: BBC Documentary, The Death of Yugoslavia, Episode 5
		<b>6. Conflict Resolution</b>
Mar 22	Week 23	Peace and Justice
Mar 29	Week 24	Violence and Nonviolence ( <u>Written Assignment due</u> )
Apr 5	Week 25	Negotiation
Apr 12	Week 26	Designing Political Institutions; Wrap Up

## Reading Assignments

Reading assignments from the course reader are marked with a parenthesis indicating their order in the reader (CR#). Students who choose not to purchase the course reader can consult the list at the end of the syllabus for detailed citations. It is highly recommended to start reading in advance as the course has a relatively heavy reading load. Weeks that have no reading assignments should be used to get a head start on subsequent weeks.

### 1. INTRODUCTION

#### 1. Distribution of Syllabus; Main Concepts and Methods

- Homer-Dixon, "What is Conflict?" (CR #1)
- Homer-Dixon, "A Typology of Common Theories of Conflict" (CR #4)

#### 2. Approaches to Conflict: Paradigms and Levels of Analysis

- Groom, "Paradigms in Conflict" (CR #3)
- Friedman, The Lexus and the Olive Tree, pp. 25-29, 195-198 (CR #2)
- Brown, "Social Forces in Obedience and Rebellion"(CR #5)
- Nicholson, ch.1, 2, pp. 225-231, ch.13

### 2. CAUSES OF CONFLICT I: INDIVIDUAL-LEVEL ANALYSIS

#### 3. Nature and Nurture

- Lorenz, "On Aggression"(CR #6)
- Mead, "Warfare is Only an Invention—Not a Biological Necessity" (CR #7)
- James, "The Moral Equivalent of War" (CR #8)
- Lorenz, "What Aggression is Good For" (CR #9)
- Konner, "Adaptation" (CR #10)

#### 4. Psychological Discontent

- Dollard et al, "Frustration and Aggression: Definitions", "Psychological Principles: I", and "Psychological Principles: II" (CR #11)
- Berkowitz, "The Study of Urban Violence" (CR #12)
- Burton, "Institutional Values and Human Needs" (CR #13)
- Azar, "Protracted International Conflicts" (CR #14)
- Davies, "Toward a Theory of Revolution" (CR #15)

#### 5. Linguistic Categorization and Meaning

- Whorf, "The Relation of Habitual Thought and Behavior to Language" (CR #16)
- Gardiner, "A World Categorized" (CR #17)
- Lakoff, "From Wittgenstein to Rosch" (CR #18)

#### 6. Rwanda Workshop

#### 7. Gender and Citizenship

- Fukuyama, "Women and the Evolution of World Politics" (CR #19)
- Ehrenreich et al, "Fukuyama's Follies" (CR #20)
- Tickner, "Why Women Can't Run the World" (CR #21)
- Burguières, "Feminist Approaches to Peace" (CR #22)
- Cohn, "Sex and Death in the Rational World of Defense Intellectuals" (CR # 23)
- Kymlicka and Norman "Return of the Citizen" (CR #24)

#### 8. First midterm

### **3. CAUSES OF CONFLICT II: GROUP-LEVEL ANALYSIS:**

#### **9. Culture, Social Behavior, and the Democratic Peace**

- Thompson, Ellis, and Wildavsky, "Sociocultural Viability: An Introduction", "Introduction to Part One: Against Dualism", and "The Social Construction of Nature" (CR #25)
- Russett, "The Fact of Democratic Peace" and "Why Democratic Peace?" (CR #26)

#### **10. Stereotypes and Cognitive Distortion**

- Brown, "Stereotypes" (CR #31)
- Lebow, "Cognitive Closure and Crisis Politics", pp. 101-119 (CR #32)
- Jervis, "Perceiving and Coping With Threat" (CR #33)
- Blakeslee, "What Other People Say May Change What You See" (CR #34)

#### **11. Ethnocentrism**

- Sumner, "War and Other Essays" (CR #27)
- Levine and Campbell, "Sumner and the Universal Syndrome of Ethnocentrism" (CR #28)
- Brown, "Ethnic Conflict: Introduction", "Ethnocentrism and Hostility", and "Conflict Resolution" (CR #29)
- DeSteno et al, "Prejudice From Thin Air: The Effect of Emotion on Automatic Intergroup Attitudes" (CR #30)

#### **12. Ethnic Conflict**

- Sisk, ch. 2
- Horowitz, "Group Comparison and the Sources of Conflict" (CR #35)
- Ignatieff, "The Narcissism of Minor Difference" (CR #36)

### **4. CAUSES OF CONFLICT III: SYSTEM-LEVEL ANALYSIS**

#### **13. How to Build a Bomb; Film: The Day After Trinity**

- No reading assignment

#### **14. Prisoner's Dilemma and Zero-Sum Games**

- Nicholson, ch. 4, 5, 10

#### **15. Rationality and Emerging Structural Dilemmas**

- Nicholson, ch. 3
- Snyder and Diesing, Conflict Among Nations, pp. 33-66, 79-106 (CR #38)

#### **16. Arms Races**

- Nicholson, ch. 8, 9
- Osgood, "Disarmament Demands GRIT" (CR #39)
- Myrdal, "The Game of Disarmament" (CR #40)
- Schell, "The Gift of Time" (CR #41)
- Dumas, "Finding the Future" (CR #42)

#### **17. Assessing Rational Choice**

- Nicholson, ch. 7, 8, pp. 138-141
- Bueno de Mesquita, "The Benefits of a Social-Scientific Approach" (CR #43)
- Bowles and Gintis, "Behavioral Science: Homo Reciprocans" (CR #44)
- Fehr and Gächter, "Altruistic Punishment in Humans" (CR #45)

## 5. CASE STUDY: CIVIL VIOLENCE

### 18. Theories of Civil Violence and Revolution

- Goldstone, Gurr, and Moshiri (eds.), *Revolutions of the Late Twentieth Century*, ch. 1, 2, 3, 14 (CR #46)
- Goldstone, "Toward a Fourth Generation of Revolutionary Theory" (CR #47)

### 19. Second Midterm

### 20. Film: BBC Documentary: The Death of Yugoslavia, Episodes 1 and 2

- No reading assignment

### 21. Film: BBC Documentary: The Death of Yugoslavia, Episodes 3 and 4

- No reading assignment

### 22. Film: BBC Documentary: The Death of Yugoslavia, Episode 5

- Malesevic, "Ethnicity and Federalism in Communist Yugoslavia and Its Successor States" (CR #48)

## 6. CONFLICT RESOLUTION

### 23. Peace and Justice

- Little, "Peace, Justice, and Religion" (CR #49)
- Said, "A Just Peace" (CR #50)
- Adler, "Changing Identities: The Road to Peace" (CR #51)

### 24. Violence and Nonviolence

- Smock, all
- Parekh, ch. 1, 4, 7
- Sharp, "Civilian Resistance as a National Defense" (CR #52)

### 25. Negotiation

- Fisher, Ury, and Patton, all
- Baghai, "Some Thoughts on Incorporating Moral Principles into Negotiation" (CR #53)

### 26. Designing Political Institutions

- Sisk, foreword, ch. 1, 3, 4, 5, 6
- Spears, "Africa: The Limits of Power-Sharing," (CR #37)

## COURSE READER

The following is a detailed list of citations for the reading assignments contained in the course reader provided for reference purposes:

1. Thomas Homer-Dixon, "What is Conflict?" (Unpublished Manuscript, 1993).
2. Thomas Friedman, *The Lexus and the Olive Tree*, (New York: Farrar Straus Giroux, 1999), pp. 25-29, 195-198.
3. A. J. R. Groom, "Paradigms in Conflict: The Strategist, the Conflict Researcher, and the Peace Researcher", *Review of International Studies*, Vol. 14 (1988), pp. 71-98.
4. Thomas Homer-Dixon, "A Typology of Common Theories of Conflict" in Thomas Homer-Dixon, *Environmental Change and Violent Conflict*, Occasional Paper No. 4 (American Academy of Arts and Sciences, 1990), appendix.
5. Roger Brown, "Social Forces in Obedience and Rebellion" in Roger Brown, *Social Psychology: The Second Edition*, (New York: Free Press, 1986), ch. 1.
6. Konrad Lorenz, "On Aggression" in David Barash (ed.), *Approaches to Peace: A Reader in Peace Studies*, (New York: Oxford University Press, 2000), pp. 13-19.
7. Margaret Mead, "Warfare is Only an Invention—Not a Biological Necessity" in David Barash (ed.), *Approaches to Peace: A Reader in Peace Studies*, (New York: Oxford University Press, 2000), pp. 19-22.
8. William James, "The Moral Equivalent of War" in David Barash (ed.), *Approaches to Peace: A Reader in Peace Studies*, (New York: Oxford University Press, 2000), pp. 65-69.
9. Konrad Lorenz, "What Aggression is Good For" in Konrad Lorenz, *On Aggression*, (London: Methuen & Co., 1976), ch. 3.
10. Melvin Konner, "Adaptation" in Melvin Konner, *The Tangled Wing: Biological Constraints on the Human Spirit*, (New York: Harper, 1982), ch. 2.
11. John Dollard, Leonard Doob, Neal Miller, O. H. Mowrer, and Robert Sears, "Frustration and Aggression: Definitions", "Psychological Principles: I", and "Psychological Principles: II" in James Davies (ed.), *When Men Revolt and Why*, (New York: Free Press, 1971), pp. 167-180, 345.
12. Leonard Berkowitz, "The Study of Urban Violence: Some Implications of Laboratory Studies of Frustration and Aggression" in James Davies (ed.), *When Men Revolt and Why*, (New York: Free Press, 1971), pp. 182-187, 345.
13. John Burton, "Institutional Values and Human Needs" in John Burton, *Deviance, Terrorism & War: The Process of Solving Unsolved Social and Political Problems*, (New York: St. Martin's, 1979), ch. 3.
14. Edward Azar, "Protracted International Conflicts: Ten Propositions" in John Burton and Frank Dukes (eds.), *Conflict: Readings in Management and Resolution*, (New York: St. Martin's, 1990), pp. 145-155.
15. James C. Davies, "Toward a Theory of Revolution" in James Davies (ed.), *When Men Revolt and Why*, (New York: Free Press, 1971), pp.134-147, 338-339.
16. Benjamin Lee Whorf, "The Relation of Habitual Thought and Behavior to Language" in John Carroll (ed.), *Language, Thought, and Reality*, (Cambridge: MIT Press, 1956), pp. 134-159.
17. Howard Gardiner, "A World Categorized" in Howard Gardiner, *The Mind's New Science* (New York: Basic Books, 1985), ch. 12.
18. George Lakoff, "From Wittgenstein to Rosch" in George Lakoff, *Women, Fire, and Dangerous Things* (Chicago: University of Chicago Press, 1987), ch. 2.
19. Francis Fukuyama, "Women and the Evolution of World Politics", *Foreign Affairs*, (September/October 1998), pp. 24-40.
20. Barbara Ehrenreich, Katha Pollitt, Brian Ferguson, Lionel Tiger, and Jane Jaquette, "Fukuyama's Follies: So What If Women Ruled the World?" *Foreign Affairs*, (January/February 1999), pp. 118-129.
21. Ann Tickner, "Why Women Can't Run the World: International Politics According to Francis Fukuyama", *International Studies Review*, (Fall 1999), pp. 3-11.
22. Mary Burguières, "Feminist Approaches to Peace: Another Step for Peace Studies", *Millennium*, Vol. 19, No. 1 (Spring 1990), pp. 1-18.
23. Carol Cohn, "Sex and Death in the Rational World of Defense Intellectuals," *Signs: Journal of Women in Culture and Society*, Vol. 12 No. 4, (Summer 1987), pp. 687-718.
24. Will Kymlicka and Wayne Norman "Return of the Citizen: A Survey of Recent Work on Citizenship Theory", *Ethics*, Vol. 104 (January 1994), pp. 352-381.
25. Michael Thompson, Richard Ellis, and Aaron Wildavsky, "Sociocultural Viability: An Introduction", "Introduction to Part One: Against Dualism", and "The Social Construction of Nature," in *Cultural Theory*, (Boulder: Westview Press, 1990), pp. 1-38.



26. Bruce Russett, "The Fact of Democratic Peace" and "Why Democratic Peace?" in Michael Brown, Sean Lynn-Jones, and Steven Miller (eds.), *Debating the Democratic Peace*, (Cambridge: MIT Press, 1996), pp. 58- 115.
27. William Graham Sumner, "War and Other Essays" in David Barash (ed.), *Approaches to Peace: A Reader in Peace Studies*, (New York: Oxford University Press, 2000), pp. 23-26.
28. Robert Levine and Donald Campbell, "Sumner and the Universal Syndrome of Ethnocentrism" in Robert Levine and Donald Campbell, *Ethnocentrism: Theories of Conflict, Ethnic Attitudes, and Group Behavior*, (New York: John Wiley and Sons, 1972), pp. 7-21.
29. Roger Brown, "Ethnic Conflict: Introduction", "Ethnocentrism and Hostility", and "Conflict Resolution" in Roger Brown, *Social Psychology: The Second Edition*, (New York: Free Press, 1986), introduction to part VI, ch. 15, 17.
30. David DeSteno, Nilanjana Dasgupta, Monica Bartlett, and Aida Cajdric, "Prejudice From Thin Air: The Effect of Emotion on Automatic Intergroup Attitudes," *Psychological Science*, Vol. 15 No. 5 (2004), pp. 319-324.
31. Roger Brown, "Stereotypes" in Roger Brown, *Social Psychology: The Second Edition*, (New York: Free Press, 1986), ch. 16.
32. Ned Lebow, "Cognitive Closure and Crisis Politics" in Ned Lebow, *Between Peace and War*, (Baltimore: Johns Hopkins University Press, 1981), pp. 101-119.
33. Robert Jervis, "Perceiving and Coping With Threat" in Robert Jervis, Ned Lebow, and Janice Stein (eds.), *Psychology and Deterrence*, (Baltimore: Johns Hopkins University Press, 1985), ch. 2.
34. Sandra Blakeslee, "What Other People Say May Change What You See," *The New York Times*, (28 June 2005).
35. Donald Horowitz, "Group Comparison and the Sources of Conflict" in Donald Horowitz, *Ethnic Groups in Conflict*, (Berkeley: University of California Press, 1985), ch. 4.
36. Michael Ignatieff, "The Narcissism of Minor Difference" in Michael Ignatieff, *The Warrior's Honor: Ethnic War and the Modern Conscience*, (Toronto: Viking, 1998), pp. 34-71.
37. Ian Spears, "Africa: The Limits of Power-Sharing," *Journal of Democracy*, Vol. 13 No. 3 (July 2002), pp. 123-136.
38. Glenn Snyder and Paul Diesing, "Formal Models of Bargaining" in Glenn Snyder and Paul Diesing, *Conflict Among Nations*, (Princeton: Princeton University Press, 1977), pp. 33-66 and 79-106.
39. Charles Osgood, "Disarmament Demands GRIT" in David Barash (ed.), *Approaches to Peace: A Reader in Peace Studies*, (New York: Oxford University Press, 2000), pp. 76-80.
40. Alva Myrdal, "The Game of Disarmament" in David Barash (ed.), *Approaches to Peace: A Reader in Peace Studies*, (New York: Oxford University Press, 2000), pp. 85-90.
41. Jonathan Schell, "The Gift of Time" in David Barash (ed.), *Approaches to Peace: A Reader in Peace Studies*, (New York: Oxford University Press, 2000), pp. 90-99.
42. Lloyd Dumas, "Finding the Future: The Role of Economic Conversion in Shaping the Twenty-First Century" in David Barash (ed.), *Approaches to Peace: A Reader in Peace Studies*, (New York: Oxford University Press, 2000), pp. 100-106.
43. Bruce Bueno de Mesquita, "The Benefits of a Social-Scientific Approach to Studying International Affairs" in Ngaire Woods (ed.), *Explaining International Relations Since 1945*, (New York: Oxford University Press, 1996), pp. 49-76.
44. Samuel Bowles and Herbert Gintis, "Behavioral Science: Homo Reciprocans", *Nature*, (10 January 2002), pp.125-128.
45. Ernst Fehr and Simon Gächter, "Altruistic Punishment in Humans", *Nature*, (10 January 2002), pp. 137-140.
46. Jack Goldstone, Ted Robert Gurr, and Farrokh Moshiri, (eds.), *Revolutions of the Late Twentieth Century*, (Boulder: Westview Press, 1991), ch. 1, 2, 3, 14.
47. Jack Goldstone, "Toward a Fourth Generation of Revolutionary Theory", *Annual Review of Political Science*, (Summer 2001), pp. 139-187.
48. Sinisa Malesevic, "Ethnicity and Federalism in Communist Yugoslavia and Its Successor States" in Yash Ghai (ed.), *Autonomy and Ethnicity: Negotiating Competing Claims in Multi-Ethnic States*, (Cambridge: Cambridge University Press, 2000), ch. 7.
49. David Little, "Peace, Justice, and Religion", (Unpublished Manuscript, 2001), pp. 1-34.
50. Edward Said, "A Just Peace", (Unpublished Manuscript, 2001), pp. 1-26.
51. Emanuel Adler, "Changing Identities: The Road to Peace", (Unpublished Manuscript, 2002), pp. 1-13.
52. Gene Sharp, "Civilian Resistance as a National Defense" in David Barash (ed.), *Approaches to Peace: A Reader in Peace Studies*, (New York: Oxford University Press, 2000), pp. 191-197.
53. Mehrdad Baghai, "Some Thoughts on Incorporating Moral Principles into Negotiation Theory", (Unpublished Manuscript, 1991), pp. 1-15.