

Peacemaking and Peacebuilding

GLOB1-GC 1010, 3 Credits

Center for Global Affairs, School of Professional Studies

M.S. in Global Affairs Program

New York University

Fall 2022

Thursday 6:30-9:10 p.m., September 8 – December 8, 2022¹

Room 331, Woolworth Building

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Office Hours: Monday 12-2 pm; Thursday 5-6 pm, and by appointment (via Zoom or in-person)

Course Description

Peace is a difficult-to-define concept, one that often finds itself framed as the absence of something else: of violence, of conflict, of inequality or oppression. Yet, scholars and policymakers are attempting to develop theories and practices that aim to build and sustain peace – not simply the absence of war, but in the mold of what Johan Galtung defines as “positive peace,” characterized not only by a lack of physical violence, but also by the presence of harmonious relationships, equality and mutual interdependence. Conflict itself is not the primary problem making modern society less peaceful; rather, the use of violence to engage in many different conflicts stands as the main barrier to higher levels of peacefulness. This course will explore contemporary methods for peacemaking and peacebuilding as responses to real and potential deadly conflicts at the international, regional and local levels. There will be an emphasis not only on addressing conflict through high-level diplomacy – often thought of as peacemaking – but also through peacebuilding – a set of highly interdependent and contextual social, economic and political practices often led by unofficial actors who aim to establish conditions in which political, social, economic and identity-based conflicts lead to constructive change rather than violence. The course will serve as a practical platform for students to explore how peacebuilding could be utilized as a mechanism to address some of our greatest global crises, including the COVID-19 pandemic and worldwide racial inequality.

¹ There will be a double class session, Friday November 4, with exact timing to be determined in consultation with the class. Consequently there will be no regularly-scheduled class September 1 or December 1.

Course Prerequisites

There are no prerequisites for this course. This course is the Peacebuilding concentration's core course and a prerequisite for taking the Workshop in Applied Peacebuilding in the Spring 2023 semester.

Course Learning Outcomes

This course aims to introduce students to the modern theories and practices of peacemaking and peacebuilding. Through reading, class discussion and completion of course assignments, students will gain a deep understanding of the myriad ways in which peace is pursued within the contemporary international system. By the end of the course, students should be able to demonstrate comprehension of different methods of peacemaking and peacebuilding, and to analyze past and current peacemaking and peacebuilding efforts through the application of foundational theories emerging from a range of academic disciplines on which these approaches have been based. They also should be able to articulate their own new thinking about the effectiveness and limitations of different types of peacemaking and peacebuilding efforts in a variety of contexts.

Course Expectations

Attendance and Lateness: All students must attend class regularly. Students' contributions to classroom learning is essential to the success of the course. More than two absences (with or without an explanation) will lead to a need to withdraw from the course or will result in a significant grade penalty.

Reading/discussion: Students will be responsible for completing all assigned reading in advance of the class session in which it will be discussed. Because the class will be discussion-oriented, it is essential that students read assigned materials with a particular eye for themes and connections to broader ideas that will come up during the course. This will not be a lecture class. Learning of the material will occur through engagement with fellow students and the instructor online and during class sessions, and through completion of assignments. One or two students will be responsible for preparing and posting discussion questions about the readings by Monday at 5 pm each week in the course's discussion group on Brightspace. All other students should provide thoughtful responses to those questions by Thursday at noon.

Student presentations: All students also will be expected to make one in-class presentation with a partner on an actual, completed international peacemaking or peacebuilding intervention. Presentations that examine peacebuilding efforts related to the COVID-19 pandemic or that focus on undoing racism and decolonization are especially encouraged. These presentations must be no more than 15 minutes and students must be prepared to answer questions from their

classmates and the instructor. A variety of formats may be used. Presentations will occur in class during **sessions 6 and 7 (October 13 and 20)**. The primary purpose of the assignment will be to practice and demonstrate an ability to analyze an international peacemaking or peacebuilding intervention and to evaluate how well it corresponded to existing factors in the conflict environment where it was implemented. Further details of this assignment will be discussed in class. Presentation topics must be submitted to the instructor by **September 22**.

Final papers: Students must complete a paper of not more than 4000 words that proposes a new direction for an existing international peacemaking or peacebuilding intervention, or puts forth a proposal for a creative, new intervention. Papers that propose peacebuilding efforts related to the COVID-19 pandemic or that focus on undoing racism and decolonization are especially encouraged. The paper should present a strong argument in favor of the proposed intervention by connecting the major themes of the course to the real or potential peacemaking or peacebuilding initiative, and should be directed toward a particular audience. It should not simply be a descriptive summary of a conflict or an initiative. This paper should draw upon themes covered during the course, and should be critical in nature. It may be an analytical paper, a policy paper or be in a different format. Though it will be important for students to have a thorough understanding of the context they are examining, analyzing a particular conflict should be only a preliminary step in developing and presenting the central argument about potential successes for the intervention being studied or proposed. Final papers must thoroughly analyze the real or potential intervention studied, and should build a strong argument about the potential for success of the intervention, based on theory, precedent or a combination of both. Papers must include full citations. All papers must be submitted via the [Assignments Tool](#) on Brightspace. Submitting a hard copy is unnecessary. Final papers are due **December 8**, the date of the final class meeting.

Topics for final papers must be approved in advance. It is each student's responsibility to present a brief (two paragraphs maximum) synopsis of her/his proposed paper to the instructor in the body of an email by **October 27**. Each student must complete a one-page (maximum) executive summary of her/his paper, and submit it to her/his assigned feedback partner via email (or as a Google doc) with the instructor copied by **November 10**. These summaries should succinctly explain the argument that the paper will make and describe how the paper will develop and support that argument. Students will work in pairs to critique each other's introductions. Written critique of paper summaries will be due **November 17**. Examples of strong paper summaries written by former students in this course will be provided. Providing quality critique to your partner is essential. Five percent of your final paper grade will be dependent on providing a useful critique for your partner.

Format for critique of executive summaries:

Timeline

- You will receive the name of your feedback partner by November 11.
- You should email your paper summaries to your partner no later than November 10, and you should copy me on the email.
- You should provide written feedback to your partner no later than November 17. You should also copy the instructor on your feedback email.

What to include in your summary and to look for in your partner's summary

- Simply offer the topic of the paper
- Succinctly explain what your core argument will be
- Explain how you will support your argument with relevant theory and/or precedent
- Briefly explain how the paper will be structured

Questions to consider when offering feedback to your partner

1. Does the summary make it clear what the central argument of the paper will be?
2. Does the summary clearly explain how the author will support her/his argument?
3. Does the summary leave a reader with a clear idea about the paper, or is there any confusion about what it will contain?
4. Is it clear what all of the key terms mean?
5. Are the sentences straightforward and strongly worded?
6. Is the writing too wordy?
7. Are there any spelling or grammatical errors?
8. Is the summary longer than one page?

Format for feedback

I strongly suggest that each partner provides feedback either in the form of tracked changes on the actual summary, as a Microsoft Word document (which should be emailed to her/his partner), or via comments on a shared Google doc. Providing feedback in a separate email can make it difficult to refer to specific passages in the summary.

NB: Do not forget to copy me on every email you exchange with your partner in this process. I will only be able to monitor and support this process if I am included on *all* messages.

Key Dates

September 22 – Presentation topics due
October 13 and 20 – Student presentations
October 27 – Proposals for final papers due
November 10 – Final paper summaries due to feedback partner
November 17 – Final paper summary feedback due to partner
December 1 -- Optional session
December 8 – Final paper due

Grading and Evaluation

Final grades will be determined in the following manner:

15 percent: Reading and discussion participation
10 percent: Online discussion questions and responses to others' questions
25 percent: Student presentation
50 percent: Final paper (including critique of fellow student's paper summary)

Evaluation Criteria

- **Final Paper:** Clear evidence of wide and relevant research and critical thinking about the data and sources; a strong thesis or problem to address; effective analysis that leads to a compelling conclusion; good, accurate and persuasive writing. .
- **In-Class Exercises:** Contributions of insight to the analysis; raising questions showing insight into the implications of the analysis; accurate work.
- **Presentation:** Clear understanding of the issues at hand; ability to present them in an interesting, lucid and professional manner appropriate to the audience; drawing relevant and useful conclusions based on research and analysis; working together effectively as a team.
- **Class Participation:** Active, respectful and collegial engagement in class discussion; evidence of reading and preparation.
- **Online discussion questions and responses to others' questions:** Preparation of thought-provoking questions, and thoughtful yet succinct responses.

SPS Grading Scale and Policies

Letter	%	Quality Points	Description
A	95-100	4.0	Exceptional
A-	90-94	3.7	Excellent
B+	87-89	3.3	Very Good; exceeds course standards
B	83-86	3.0	Good; meets course standards

B-	80-82	2.7	Somewhat Satisfactory; meets some course standards and requires improvement
C+	77-79	2.3	Less than Satisfactory; requires significant improvement
C	73-76	2.0	Unsatisfactory; requires substantial improvement
C-	70-72	1.7	Unsatisfactory; requires extensive improvement
F	Below 70	0.0	Fail

<http://sps.nyu.edu/academics/academic-policies-and-procedures/graduate-academic-policies-and-procedures.html#Grades>

Each student will receive a midterm grade, based on her/his in-class presentations and class participation.

Incompletes will be granted only in extreme cases such as illnesses or other family emergencies and only when almost all work for the semester has been completed successfully. A student's procrastination in completing his/her paper will not be a basis for an Incomplete. If a student encounters a serious obstacle that will prevent him/her from turning in an assignment on-time, s/he must request an extension from the instructor **in advance of the original due date**. Otherwise, grades on late assignments will be reduced by one point for each day they are submitted after the due date.

NYUSPS Policies:

NYUSPS policies regarding the Family Educational Rights and Privacy Act (FERPA), Academic Integrity and Plagiarism, Students with Disabilities Statement, and Standards of Classroom Behavior among others can be found on the Brightspace Academic Policies tab for all course sites as well as on the University and NYUSPS websites. Every student is responsible for reading, understanding, and complying with all of these policies.

Academic Integrity

It is important that all students read and understand the SPS Statement on Academic Integrity and Plagiarism. It states that "Plagiarism is presenting someone else's work as though it were one's own. More specifically, plagiarism is to present as one's own a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer's work; creative images, artwork, or design; or facts or ideas gathered, organized, and reported by someone else, orally and/or in writing and not providing proper attribution. Since plagiarism is a matter of fact, not of the student's intention, it is crucial that acknowledgement of the sources be accurate and complete. Even where there is

no conscious intention to deceive, the failure to make appropriate acknowledgement constitutes plagiarism. Penalties for plagiarism range from failure for a paper or course to dismissal from the University.” Students may draw upon their own previous work, but must avoid plagiarism by properly citing themselves and by not allowing previous work or research to constitute more than 10 percent of a current assignment.

The full list of policies can be found at the web links below:

- University:
<http://www.nyu.edu/about/policies-guidelines-compliance.html>
- NYUSPS:
<http://sps.nyu.edu/academics/academic-policies-and-procedures.html>

Inclusion, Diversity, Belonging, Equity and Inclusion: The School of Professional Studies (SPS) and its faculty celebrate and are committed to inclusion, diversity, belonging, equity, and accessibility (IDBEA), and seek to embody the IDBEA values. SPS, its faculty, staff, and students are committed to creating a mutually respectful and safe environment (*from the [SPS IDBEA Committee](#)*).

Accommodations for Disabilities: Any student who needs a reasonable accommodation based on a qualified disability is required to register with the Moses Center for Student Disabilities for assistance (www.nyu.edu/csd).

Resources:

- **Student Resources:** <http://www.nyu.edu/life/resources-and-services.html>
- **Virtual Computer Lab:** <https://vcl.nyu.edu/vpn/index.html>
- **NYUSPS International Student Support Center:**
<http://www.scps.nyu.edu/student-affairs/student-life/international/international-student-support-center.html>

Contacting the instructor

Email will be the best method of reaching me. I will make every effort to reply to any questions or concerns expressed through email within 24 hours. If you wish to schedule an in-person or Zoom meeting with me, please email me to schedule an appointment. In an emergency, please feel free to call my cell phone anytime before 11 p.m. at 718-838-4158.

Course materials

Required Books

We will use the following required texts and online resources. Additional readings may be provided throughout the semester. The required texts may be purchased

from the NYU Bookstore or ordered from Amazon.com (prices listed in parentheses) or other online distributors. Several of these titles are available, as noted, in electronic form for free. Amazon.com also offers rental of several of these titles for less than the purchase price.

1. Goertz, G, Diehl, P.F. and Bala, A. eds. (2016). *The Puzzle of Peace: The Evolution of Peace in the International System*. Oxford. (Paperback \$36.95) [also available electronically for free via Bobst Library]
2. Jenkins, R. (2013). *Peacebuilding: From Concept to Commission*. New York: Routledge (\$46.95) [also available electronically for free via Bobst Library]
3. Lederach, J.P. (2005). *The Moral Imagination: The Art and Soul of Building Peace*. Oxford: Oxford University Press. (\$26.02) [also available electronically for free via Bobst Library]
4. Ricigliano, R. (2011). *Making Peace Last: A Toolbox for Sustainable Peacebuilding*. Boulder, Co: Paradigm (Paperback \$45.39) [also available electronically for free via Bobst Library].
5. Ury, W. (2000). *The Third Side: Why We Fight and How We Can Stop*. New York: Penguin. (Paperback \$18.00)

All these titles also are on two-hour reserve at Bobst Library.

Other Reading Materials (on Brightspace course site unless otherwise stated)

1. Anderson, M.B. and Olson, L. (2003). Confronting war: Critical lessons for peace practitioners. Retrieved from:
<https://www.cdacollaborative.org/publication/confronting-war-critical-lessons-for-peace-practitioners/>
2. Annan, K. (2001). Report of the Secretary-General on the Prevention of Armed Conflict. Retrieved from:
<http://unpan1.un.org/intradoc/groups/public/documents/un/unpan005902.pdf>
3. Annan, K. (2003). Interim Report of the Secretary-General on the Prevention of Armed Conflict. Retrieved from:
<https://digitallibrary.un.org/record/503730?ln=en>
4. Boege, V. et al. (2009). "On Hybrid Political Orders and Emerging States: What is Failing – States in the Global South or Research and Politics in the West? In Building Peace in the Absence of States: Challenging the Discourse on State Failure," pp. 15-31, in *Building Peace in the Absence*

of States: Challenging the Discourse on State Failure. Berghof Research Center for Constructive Conflict Management (Brightspace).

5. Boutros-Ghali, B. (1992). An agenda for peace. Retrieved from: <http://www.un-documents.net/a47-277.htm>
6. Breyer, C. (2004). Lost in Translation: A cautionary tale of rebuilding in a Muslim country. Retrieved from <http://www.slate.com/id/2095536/>
7. CDA Collaborative Learning Projects (2011). Claims and Reality of Linkages Between Peace Writ Large and Peace Writ Little. Issue paper.
8. Coleman, P. (2018). The Science of Sustaining Peace. *Psychology Today*. <https://www.psychologytoday.com/us/blog/the-five-percent/201802/the-science-sustaining-peace>
9. Debiel, T., Held, T., Schneckener, U. eds. (2016). *Peacebuilding in Crisis*, selected chapters on Brightspace. London: Routledge Academic. [also available electronically via Bobst Library]
10. Deutsch, Morton, Peter T. Coleman and Eric C. Marcus, eds. (2006). *The Handbook of Conflict Resolution: Theory and Practice*. San Francisco: John Wiley.
11. Fisher, S. and Zimina, L. "Just Wasting Our Time? Provocative Thoughts for Peacebuilders," in *Peacebuilding at a Crossroads*, pp. 11-35. Berghof Research Center for Constructive Conflict Management
12. Galtung, J. (1985). Twenty-five years of Peace Research: Ten Challenges and Some Responses. *Journal of Peace Research*, 22(2), 141-158.
13. Galtung, J. (January 4, 2007). A mini theory of peace (wiki).
14. Grewal, Baljit Singh (2003). Johan Galtung: Positive and negative peace. Retrieved from http://www.activeforpeace.org/no/fred/Positive_Negative_Peace.pdf
15. Institute for Economics and Peace (2022). Global Peace Index 2022. Retrieved from: <https://www.visionofhumanity.org/resources/global-peace-index-2022/>
16. Institute for Economics and Peace (2020). Positive Peace Report 2020, pp 2-13: Retrieved from:

<https://www.visionofhumanity.org/wp-content/uploads/2021/04/PPR-2020web.pdf>

17. Kantowitz, R. and Peace Direct (2020): Radical Flexibility: Strategic Funding for the Age of Local Activism Part III: A New Approach to Funding Local Peacebuilding. Retrieved from:
<https://www.peaceinsight.org/reports/peacefund/>
<https://www.peaceinsight.org/reports/peacefund/>
18. Kelman, H. C. (1998). Interactive Problem Solving: An Approach to Conflict Resolution and Its Application in the Middle East. PS: *Political Science and Politics*, 31 (2), 190-198.
19. King, Martin Luther Jr. Nobel Lecture. NobelPrize.org. Nobel Media AB 2020. Retrieved from:
<https://www.nobelprize.org/prizes/peace/1964/king/lecture>
20. Jarecki, E. (Director). (2006). *Why We Fight* [Motion picture]. United States: Sony.
21. Maihāroa, Kelli Te, et al. (eds.), (2022). Decolonising Peace and Conflict Studies Through Indigenous Research, Springer Singapore Pte. Limited, 2022. *ProQuest Ebook Central*,
<https://ebookcentral.proquest.com/lib/nyulibrary-ebooks/detail.action?docID=6914953>.
22. Miller, B., Ganson, B., Cechvala, S. and Miklian. J. (2019). A Seat at the Table, Capacities and Limitations of Private Sector Peacebuilding, Collaborative for Development Action.
23. Paffenholz, T. (2009). *Civil Society and Peacebuilding*. Geneva: Centre on Conflict, Development and Peacebuilding.
24. Paffenholz, T. (2021): Perpetual Peacebuilding: A New Paradigm to Move Beyond the Linearity of Liberal Peacebuilding, *Journal of Intervention and Statebuilding*, DOI:10.1080/17502977.2021.1925423
25. Pinker, S. (2012). Why the World Is More Peaceful. *Current History*; 111, 34-39.
26. Report of the High-level Independent Panel on United Nations Peace Operations (2015). Retrieved from:

https://peaceoperationsreview.org/wp-content/uploads/2015/08/HIPPO_Report_1_June_2015.pdf

27. Roper, W. (2020). "White Americans 2.5X More Likely Than Whites to Be Killed By Police." Retrieved from: <https://www.statista.com/chart/21872/map-of-police-violence-against-black-americans/>
28. Schirch, L. (2022). Decolonising Peacebuilding: A Way Forward out of Crisis. Berghof Handbook for Conflict Transformation, Online Edition. Berlin: Berghof Foundation, in collaboration with Toda Peace Institute.
29. Schmelzle, B. and Fischer, M. (2009). Peacebuilding at a crossroads?: dilemmas and paths for another generation. Berlin: Berghof Research Center for Constructive Conflict Management.
30. Tomlinson, A. (2015). "Peace and Post-2015 – Into the Home Stretch." *Journal of Peacebuilding and Development*, 10 (1), 97-103. <http://dx.doi.org/10.1080/15423166.2015.1013400>
31. U.S. Agency for International Development (2019). Understanding Religious Identity and Peacebuilding in the People-to-People Reconciliation Fund Program: End of Project Evaluation, pp. i-22: Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00WJCS.pdf
32. Van Tongeren, P. (2013), Potential cornerstone of infrastructures for peace? How local peace committees can make a difference. *Peacebuilding*. 1 (1), 39-60.
33. Weerawardhana, C (2018). Decolonising peacebuilding: managing conflict from Northern Ireland to Sri Lanka and beyond, Cambridge Scholars (Brightspace).
34. Wood, Z. (2019). "Why It's Worth Listening to People You Disagree With," TED Talk. Retrieved from: Wood, Z. (2018). "Why It's Worth Listening to People You Disagree With," TED Talk. Retrieved from: https://www.ted.com/talks/zachary_r_wood_why_it_s_worth_listening_to_people_you_disagree_with

Other resources

Bobst Library is expanding its already-rich collection of books, journals and electronic resources in peacebuilding. Many important titles can be found through BobCat. Of particular interest to students conducting research for their

presentations and final papers are the following three journals (followed by the on-campus links):

Journal of Peace Research: <https://getit.library.nyu.edu/go/9455050>

Journal of Conflict Resolution: <https://getit.library.nyu.edu/go/9455051>

Conflict Resolution Quarterly: <https://getit.library.nyu.edu/go/9455052>

Journal of Peacebuilding and Development: <https://getit.library.nyu.edu/go/2373771>

Peacebuilding: <https://getit.library.nyu.edu/go/8972687?umlaut.institution=NYU>

In addition, students may find relevant information and research about peacebuilding, international conflict resolution and specific international conflicts from publications produced by the following organizations:

The Berghof Foundation:

<https://www.berghof-foundation.org/en/publications/>

Geneva Peacebuilding Platform: <http://www.gpplatform.ch/>

The Peace Portal: <http://www.peaceportal.org/home>

Swisspeace: <http://www.swisspeace.ch/>

The United States Institute of Peace: www.usip.org

The Centre for Humanitarian Dialogue: <http://www.hdcentre.org/>

United Nations Research Guides on Peace and Security:

<https://libraryresources.unog.ch/c.php?g=462687&p=3162904>

Writing Assistance

Some students find they have difficulty with writing academic papers in a clear, easy-to-read way. Because writing is one of the most important skills for a professional in Global Affairs, I highly recommend that any students experiencing difficulties with writing seek assistance in this area. One free, on-campus resource is The NYU Writing Center, located at 411 Lafayette St., 4th Floor, Telephone: 212 998-8866 Email: writingcenter@nyu.edu. More information is available at: <https://cas.nyu.edu/content/nyu-as/cas/ewp/writing-center.html> Appointments may be scheduled online at: <https://nyu.mywconline.com/>

Course Schedule

Week 1 (September 8): Introduction to Peacemaking and Peacebuilding

This session will involve a discussion of core concepts of peace and conflict, and of common terms utilized in peacemaking and peacebuilding. Students will be asked to consider the meanings, definitions and differences of the following terms: conflict, peace, preventive diplomacy, peacemaking, peacekeeping, peacebuilding, conflict prevention, conflict management and conflict transformation.

Required Reading: An Agenda for Peace: Preventive diplomacy, peacemaking and peacekeeping at: <http://www.un-documents.net/a47-277.htm>

Report of the Secretary-General on the Prevention of Armed Conflict, June 7, 2001, at:
<https://reliefweb.int/report/world/prevention-armed-conflict-report-secretary-general-a55985-s2001574>

Interim Report of the Secretary-General on the Prevention of Armed Conflict, Sept. 12, 2003, at: <https://digitallibrary.un.org/record/503730?ln=en>

Report of the High-level Independent Panel on United Nations Peace Operations, Executive Summary, pp. vii-xiv, at:
https://peaceoperationsreview.org/wp-content/uploads/2015/08/HIPPO_Report_1_June_2015.pdf

Video (in class): Clip from *Why We Fight*

Week 2 (September 15): Understanding Peace before Building It

Peace has been a contested concept for almost as long as humans have pursued it. Far easier than defining peace has been the temptation to view it as the mere absence of war. Such thinking has led to muddled and mismatched efforts to make and build peace. Over the past half century, however, there have been some notable attempts to conceptualize peace as the outcome of behaviors and policies that reject, undermine and offer alternatives to violence. During this session, we will examine some of the foundational thinking about peace as a tangible concept that includes equity and equality, and about conflict as a force that has constructive and destructive dimensions.

Required Reading:

Galtung, J. (January 4, 2007). "A mini theory of peace" (Brightspace).

Grewal, Baljit Singh (2003, unpublished): Johan Galtung: Positive and negative peace (Brightspace).

Goertz, G, Diehl, P.F. and Bala, A. eds. (2016). *The Puzzle of Peace: The Evolution of Peace in the International System*, Chapter 1: Introduction

Kelman, Herbert C. "Interactive Problem Solving: An Approach to Conflict Resolution and Its Application in the Middle East" (Brightspace).

King, Martin Luther Jr. Nobel Lecture. NobelPrize.org. Nobel Media AB 2020. Retrieved from: <https://www.nobelprize.org/prizes/peace/1964/king/lecture>

Galtung, Johan. (1985) "Twenty-five years of Peace Research: Ten Challenges and Some Responses." (Brightspace)

Roper, W. (2020). "White Americans 2.5X More Likely Than Whites to Be Killed By Police." Retrieved from: <https://www.statista.com/chart/21872/map-of-police-violence-against-black-americans/>

Video (in class): Al-Jazeera Interview, One on One with Dr. Johan Galtung

Week 3 (September 22): Contemporary Approaches to Peacebuilding

Presentation topics due

All peacemaking and peacebuilding practices are grounded in particular disciplinary outlooks on peace and conflict. This session will focus on some underlying concepts and debates that emerge from the fields of political science, sociology, anthropology, psychology and economics that inform particular approaches to peacemaking and peacebuilding. Narrowly defining peace based on such thinking can be helpful in developing more coherent peacemaking and peacebuilding mechanisms that respond appropriately to particular conflict situations. These mechanisms include the strengthening of responsive state institutions; promotion of responsible economic development; ensuring social and political rights; and the opening of informal channels for communication and dialogue. Some basic frameworks for conflict analysis will be introduced, based upon Interests Theory and Human Needs Theory.

Required Reading:

Jenkins, R. (2013). *Peacebuilding: From Concept to Commission*, chap. 1, pp. 18-43 (ebook via Bobst Library)

Peacebuilding in Crisis, chap 1 and 2 (pp. 1-40) (Brightspace)

Paffenholz, T. (2021): Perpetual Peacebuilding: A New Paradigm to Move Beyond the Linearity of Liberal Peacebuilding, *Journal of Intervention and Statebuilding*, DOI:10.1080/17502977.2021.1925423 (Brightspace)

Leashing the Dogs of War, chapter 21, “A Framework for Success.” (Brightspace)

Week 4 (September 29): What Do We Even Mean by Peacefulness?

How do we know when states or communities are at peace? Scholars and international organizations increasingly are trying to define and measure peace and peacefulness. Complex understandings of peacefulness and its components are emerging that are replacing traditional notions of democracy and development as primary indicators of peacefulness. In this session, students will explore contemporary efforts to understand the drivers of peacefulness at both state and local levels and will discuss how data used to measure peacefulness easily can be interpreted differently by different actors using different lenses.

Required Reading:

Goertz, G, Diehl, P.F. and Bala, A. eds. (2016). *The Puzzle of Peace: The Evolution of Peace in the International System*, Chapter 2: “Conceptualizing Interstate Peace and Constituting the International System.”

Global Peace Index 2022 Report, pp. 2-2. Retrieved from:
<https://www.visionofhumanity.org/resources/global-peace-index-2022/>

Positive Peace Report 2020, pp 2-13: Retrieved from:
<https://www.visionofhumanity.org/wp-content/uploads/2021/04/PPR-2020web.pdf>

Coleman, P. (2018). The Science of Sustaining Peace:
<https://www.psychologytoday.com/us/blog/the-five-percent/201802/the-science-sustaining-peace>

Pinker, S. (2012). Why the World Is More Peaceful. *Current History*; 111, 34-39.

Peacebuilding in Crisis, chap. 5 (pp. 73-86) (Brightspace)

Powell, M. (2020). “How a Famous Harvard Professor Became a Target Over His Tweets,” *The New York Times*, July 15, 2020. (Brightspace)

Week 5 (October 6): Civil Society, Peacemaking and Peacebuilding

Once the domain of government-sponsored diplomats alone, peacemaking and peacebuilding often are conducted today by individuals and organizations that do not represent any government. What has been the impact of citizen-driven peacemaking, what are its possibilities for the future, and how can we measure its effectiveness? Also, what is the significance of peacebuilding's growing emphasis on the local?

Required Reading:

Anderson, M.B. and Olson, L. Confronting war: Critical lessons for peace practitioners, January 2003, pp. 1-56. Retrieved from: <https://www.cdacollaborative.org/publication/confronting-war-critical-lessons-for-peace-practitioners/>

CDA Collaborative Learning Projects (2011). Claims and Reality of Linkages Between Peace Writ Large and Peace Writ Little. Issue paper (Brightspace)

Paffenholz, T. Civil society and peacebuilding (Brightspace)

Peacebuilding in Crisis, chap. 11-12 (Brightspace)

Decolonising peacebuilding: managing conflict from Northern Ireland to Sri Lanka and beyond, chap. 3, pp. 72-96 (Brightspace).

Week 6 and 7 (October 13 and 20): Student presentations

Students will present in pairs about actual peacemaking and/or peacebuilding interventions, and will explain whether and why these efforts were successful. Linkages should be made to concepts and themes discussed during the course. Students will be expected to make concise, well-organized presentations that are based upon clear analytical frameworks and to answer questions and respond to issues raised by classmates and the instructor.

(N.B: During the week when you are not presenting, I *highly* recommend that you get a start on reading *The Moral Imagination*, a full book that must be read in advance of class sessions 10 and 11)

Week 8 (October 27): Who are the Peacemakers and Peacebuilders?

Are humans inherently violent, or are there other explanations for the violence we witness in our contemporary world? Also, how exactly can individuals play peacebuilding roles in their societies? The Third Side offers a model for constructive intervention in conflicts by persons and institutions not directly involved in them, sometimes without even realizing it. What are some of the most prevalent but often-unrecognized peacebuilding roles?

Proposals for final papers due

Required Reading: Ury, W. (2000). *The Third Side: Why We Fight and How We Can Stop*.

Week 9 (November 3): Decolonizing Peacebuilding

Peacebuilding, as it is now widely understood and practiced, is a phenomenon of the Global North that rarely takes into account indigenous, non-white, non-Western, non-male and non-binary voices and perspectives. This session will explore contemporary thinking and efforts to re-center peacebuilding so that it includes, accommodates and responds to the realities of a much broader swath of humanity.

Guest speaker: TBA

Required Reading:

Decolonising peacebuilding: managing conflict from Northern Ireland to Sri Lanka and beyond, Introduction, pp. 1-23; chapter 5, pp. 121-143 and conclusion, pp. 169-181 (Brightspace).

Decolonising Peace and Conflict Studies through Indigenous Research, chap. 1-3, pp. 1-56 (Brightspace).

Decolonising Peacebuilding: A Way Forward out of Crisis, pp. 2-20 (Brightspace).

Breyer, C. Lost in Translation: A cautionary tale of rebuilding in a Muslim country: <http://www.slate.com/id/2095536/>

Video (in class): Wood, Z. (2018). "Why It's Worth Listening to People You Disagree With," TED Talk. Retrieved from: https://www.ted.com/talks/zachary_r_wood_why_it_s_worth_listening_to_people_you_disagree_with

Weeks 10 and 11 (November 4, TBD): Creative Approaches to Peacebuilding

Constructively addressing conflict and building peace may require much more than a scientific ability to analyze conflict dynamics and apply known methods. Rather, the complexity of conflict may be best approached with the creativity of an artist. During this five-hour-long double-class session, we will explore how creative thinking and expression can help us better understand peace and conflict, both as individuals and as teams working together in conflict situations.

Required Reading: Lederach, J.P. (2005). *The Moral Imagination: The Art and Soul of Building Peace*

Week 12 (Nov. 10): The UN and Peacebuilding: Contemporary Issues

The UN often is considered as the international forum most conducive for peacemaking and peacebuilding, and indeed it has increasingly played such a role, even as regional organizations such as the European Union and African Union have become significant peacebuilding actors. Most notably, the formation of the UN Peacebuilding Commission (PBC) in 2005 has for the first time created an institutional space and corresponding mechanisms for the UN system to work in a coordinated way toward peacebuilding in select states. What are some of the short-term outcomes of and long-term prospects for the work of the PBC in terms of improving and consolidating peacebuilding practice worldwide?

Final paper summaries due

Guest speaker: TBA

Required reading: Jenkins, R. (2013). *Peacebuilding: From Concept to Commission*, pp. 44-148.

“Facing the Challenge of Peace”: A shared statement by peacebuilding organizations” (Brightspace)

Quaker United Nations Office. “2015 UN70 GA Notes” (Brightspace).

Review the website of the UN Peacebuilding Commission:

<https://www.un.org/peacebuilding/commission>

Optional reading: Street, A.M., Mollett, H. and Smith, J. (2008), Experiences of the United Nations Peacebuilding Commission in Sierra Leone and Burundi.

Week 13 (November 17): Complexity and Peacebuilding

How are contemporary practitioners learning to approach the complicated business of building peace from a variety of professional and academic perspectives? Can systems thinking be utilized to take best advantage of the wide range of actors and skill-sets needed to increase peacefulness in different societies around the world?

Partner feedback on paper summaries due

Required Reading: Ricigliano, R. (2012). *Making Peace Last*, chapters 1-4 (pp. 3-77)

Podcast: Robert Ricigliano, author of Making Peace Last.
<http://thirdcoastdigest.com/2012/05/podcast-robert-ricigliano-author-of-making-peace-last/> (17 minutes).

Boege, V. et al. (2009). "On Hybrid Political Orders and Emerging States: What is Failing – States in the Global South or Research and Politics in the West? In Building Peace in the Absence of States: Challenging the Discourse on State Failure," pp. 15-31, in *Building Peace in the Absence of States: Challenging the Discourse on State Failure*. Berghof Research Center for Constructive Conflict Management (Brightspace).

November 24: No class (Thanksgiving)

Optional Session (December 1): How Does Peacebuilding Fund Itself?

Peacebuilding organizations and practitioners often struggle to attract the financial support they need to conduct important projects and long-term interventions. In this session we will examine strategies and practices used by contemporary peacebuilders to attract the needed funding to carry out their work.

Reading: Peace and Security Funding Index, <http://peaceandsecurityindex.org/>

Kantowitz, R. and Peace Direct (2020): Radical Flexibility: Strategic Funding for the Age of Local Activism Part III: A New Approach to Funding Local Peacebuilding: <https://www.peaceinsight.org/reports/peacefund/>

Facilitating Financial Sustainability:
<https://www.issuelab.org/resources/30791/30791.pdf>

In Search of Peaceful Development:
<https://www.alliancemagazine.org/feature/in-search-of-peaceful-development/>

Attendance at this session is **not required**. Participating in the session and responding meaningfully to a discussion question on the Discussion Forum will be worth one extra point added to a student's final course grade.

Week 14 (December 8): Synthesis and reflections

Students and the instructor will reflect upon what was learned, how well the course met its objectives and what areas of inquiry could be pursued in the future.

Final papers due

Reading: Fisher, S. and Zimina, L. “Just Wasting Our Time? Provocative Thoughts for Peacebuilders,” in *Peacebuilding at a Crossroads*, pp. 11-35. Berghof Research Center for Constructive Conflict Management (Brightspace).

Marsick, J., Sauquet, A. and Yorks, L. (2006). Learning through Reflection, chap. 22, *The Handbook of Conflict Resolution* (Brightspace).