Peacemaking and Peacebuilding
Course number GLOB1-GC 1010

Center for Global Affairs, School of Professional Studies
M.S. in Global Affairs Program
New York University
Fall 2015

Thursday 6:30-9:10 p.m., September 10—December 3, 2015[1]
Room 230 Woolworth Building

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Office Hours**:** Monday 5:30-7 pm, Thursday 12-2 pm, and by appointment

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, increasingly, scholars and policymakers are attempting to develop theories and practices that aim to "build peace" – not just as 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 than it might be; rather, the use of violence of all kinds 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, particularly in a post-September 11 world in which the state is being challenged as the principal structure embodying the collective aspirations of the individual. There will be an emphasis not only on addressing conflict through high-level diplomacy – often thought of as peacemaking – but also through the lens of what the international community increasingly understands as peacebuilding – a set of highly interdependent social, economic and political practices. Peacebuilding includes informal diplomacy and a wide range of formal and informal activities led by civil society or private-sector actors who aim to prevent, contain or end violent conflicts, and seek to establish conditions in which political, social, economic and identity-based conflicts are less likely to result in violence and more likely to produce constructive change. The course will serve as a platform for students to learn about these different methods, and to consider the potential effectiveness and limitations of each one.

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[1] There will be a double class session, likely on October 23 or 24, time TBA. Consequently there will be no regularly-scheduled class September 3 or December 10.

Course Objectives
This course aims to introduce students to the modern theory and practice of peacemaking and peacebuilding. Through reading, class discussion and completion of course assignments, students should gain an 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 comprehend and analyze different methods of peacemaking and peacebuilding that have been applied to past and current international conflicts, the theories emerging from a range of academic disciplines on which these approaches have been based, and to articulate their own new thinking about the effectiveness and limitations of different types of peacemaking and peacebuilding efforts in a variety of contexts.

Student Responsibilities

Attendance: All students must attend class regularly. Your contribution to classroom learning is essential to the success of the course. More than two absences (with or without an explanation) likely will lead to a need to withdraw from the course or a failing grade.

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 during class sessions, and through completion of assignments. Therefore, thorough preparation and active participation in class discussions will be necessary and expected.

Student presentations: All students also will be expected to make one in-class presentation with a partner on an actual international peacemaking or peacebuilding intervention. 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 **weeks 5 and 6 (October 8 and 15)**. 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 24**.

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. 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 instead 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. MLA style is preferred. All papers must be submitted via the Assignments Tool on NYU Classes. Submitting a hard copy is unnecessary. Final papers are due **December 3**, 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 22**. Each student must complete a one-page (maximum) executive summary of her/his paper by **November 5**, and submit it to the instructor via email. 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. Examples of strong paper summaries written by former students in this course will be provided. Providing quality critique to your partner is essential. Ten percent of your final paper grade will be dependent on providing a useful critique for your partner.

Critique of your partner's final paper executive summary

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Timeline
- You will receive the name of your feedback partner by November 5.
- You should email your paper summaries to your partner no later than November 5, and you should copy me on the email.
- You should provide written feedback to your partner no later than November 12. You should also copy me 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, or at the end of the summary, and then emails the summary with revisions back to her/his partner. Providing feedback in a separate email can make it difficult to refer to specific passages in the summary.

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* the messages.

SPS Definition of Plagiarism: *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 acknowledgment constitutes plagiarism. Penalties for plagiarism range from failure for a paper or course to dismissal from the University.*

Key Dates
September 24 – Presentation topics due
October 8 and 15 – Student presentations
October 22 – Proposals for final papers due
November 5 – Final paper summaries due to feedback partner
November 12 – Final paper summary feedback due to partner
December 3 – Final paper due

Grading and Evaluation
Final grades will be determined in the following manner:
25 percent: Reading and discussion participation
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.

SPS Grading Scale

Grade	Meaning	GPA Conversion
A	Exceptional; superior effort	4.0
A-	Excellent	3.7
B+	Very good	3.3
B	Good; meets program standards	3.0
B-	Meets program standards in most respects	2.7
C+	Requires moderate improvement	2.3
C	Requires significant improvement	2.0
C-	Requires extensive improvement	1.7
F	Fail – Did not meet minimal course requirements	0

Final grades will be calculated according to the following scale: A (94-100); A- (90-93); B+ (86-89); B (83-85); B- (80-82); C+ (77-79); C (74-76); C- (71-73); F (70 and below).

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 <u>not</u> 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.

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 meet with me in person, 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. Titles published by the United States Institute of Peace may be ordered through www.usip.org. 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. Crocker, C.A., Hampson, F.O. and Aall, P. eds. (2007). *Leashing the Dogs of War: Conflict Management in a Divided World.* Washington, DC: United States Institute of Peace. ($29.56)
2. Jenkins, R. (2013). *Peacebuilding: From Concept to Commission.* New York: Routledge ($30.36) [also available electronically for free through NYU ebrary via Bobst Library]
3. Lederach, J.P. (2005). *The Moral Imagination: The Art and Soul of Building Peace.* Oxford: Oxford University Press. ($16.15) [also available electronically for free through NYU ebrary via Bobst Library]
4. Ricigliano, R. (2011). *Making Peace Last: A Toolbox for Sustainable Peacebuilding.* Boulder, Co: Paradigm ($37.95).
5. Ury, W. (2000). *The Third Side: Why We Fight and How We Can Stop.* New York: Penguin. ($14.30)

All these titles (except the Jenkins book) are on two-hour reserve at Bobst Library.

Other Reading Materials (on NYU Classes unless otherwise stated)

1. Anderson, M.B. and Olson, L. (2003). Confronting war: Critical lessons for peace practitioners. Retrieved from http://www.cdainc.com/publications/rpp/confrontingwar/ConfrontingWar.pdf

2. Annan, K. (June 7, 2001). Report of the Secretary-General on the Prevention of Armed Conflict. Retrieved from

http://www.unhchr.ch/Huridocda/Huridoca.nsf/(Symbol)/S.2001.574,A.55.98 5.En?Opendocument

3. Annan, K. (September 12, 2003). Interim Report of the Secretary-General on the Prevention of Armed Conflict. Retrieved from http://www.un.org/esa/peacebuilding/Library/

   Barbanti, Jr., O. (August 2004). Development and Conflict Theory. Retrieved from http://www.beyondintractability.org/essay/development_conflict_theory/.

4. Bercovitch, J. (2004). International Mediation and Intractable Conflict. Retrieved from http://www.beyondintractability.org/essay/med_intractable_conflict/

5. Bercovitch, J. and Simpson, L. (2010). International Mediation and the Question of Failed Peace Agreements: Improving Conflict Management and Implementation. *Peace and Change*, 35 (1), 68-103.

6. Boutros-Ghali, B. (1992). An agenda for peace. Retrieved from http://www.cfr.org/peacekeeping/report-un-secretary-general-agenda-peace/p23439

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

8. Celik, G (2011). Peacebuilding through Dialogue and Education: Lessons from the Gulen Movement. *Journal of Peacebuilding and Development*, 6(1), 86-90.

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

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. The Economist, June 30, 2011, Conflict mediation: Privatising peace.

12. Fischer, M. (2006). Civil society in conflict transformation: Ambivalance, potentials and challenges. Retrieved from http://www.berghof-handbook.net/uploads/download/fischer_cso_handbook.pdf

13. Fisher, M. and Schmelzle B., eds. (2009) Building peace in the absence of states: Challenging the Discourse on State Failure*. R*etrieved from

http://berghof-handbook.net/dialogue-series/no.-8-building-peace-in-the-absence-of-states/

14. Galtung, J. (1985). Twenty-five years of Peace Research: Ten Challenges and Some Responses. *Journal of Peace Research*, 22(2), 141-158.

15. Galtung, J. (January 4, 2007). A mini theory of peace. Retrieved from http://www.transnational.org/Resources_Treasures/2007/Galtung_MiniTheory.html

16. Geneva Peacebuilding Platform (2015). White Paper on Peacebuilding. Retrieved from: http://www.gpplatform.ch/white-papers/whitepapers

17. Grewal, Baljit Singh (2003). Johan Galtung: Positive and negative peace. Retrieved from http://www.activeforpeace.org/no/fred/Positive_Negative_Peace.pdf

18. Gruener, S. and Hill, T. (2006). Introducing conflict-sensitive community development to Iraq. *Journal of Peacebuilding and Development*, 2(3).

19. High-Level Independent Panel on United Nations Peace Operations (2015). "Uniting Our Strengths for Peace – Politics, Partnership and People."

20. Institute for Economics and Peace (2015). Global Peace Index 2015. Retrieved from: http://www.visionofhumanity.org/#/page/our-gpi-findings

21. 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

22. Jarecki, E. (Director). (2006). *Why We Fight* [Motion picture]. United States: Sony.

23. Moore, J. (April 2, 2011). The peacebuilders: Making conflict resolution permanent. The Christian Science Monitor. http://www.csmonitor.com.

24. Nan, S.A., Druckman, D., Horr, J. (2009) Unofficial International Conflict Resolution: Is There a Track 1½? Are There Best Practices? *Conflict Resolution Quarterly,* 27(1), 65-82.

25. Oetzel, J., Gelz, K.A., and Ladek, S. (2007). The Role of Multinational Enterprises in Responding to Violent Conflict*. American Business Law Journal,* 44(2), 331-358.

26. Paffenholz, T. (2009). *Civil Society and Peacebuilding.* Geneva: Centre on Conflict, Development and Peacebuilding.

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

28. Schmelzle, B. and Fischer, M. (2009). Peacebuilding at a crossroads?: dilemmas and paths for another generation. Berlin: Berghof Research Center for Constructive Conflict Management.

29. Smith, Dane F (2009). Foreign Assistance for Peace: The U.S. Agency for International Development. Washington, D.C.: Center for Strategic and International Studies.

30. Smith, Dane F. (2009). An Expanded Mandate for Peacebuilding: The State Department Role in Peace Diplomacy, Reconstruction and Stabilization. Washington, D.C.: Center for Strategic and International Studies.

31. Street, A.M., Mollett, H. and Smith, J. (2008), Experiences of the United Nations Peacebuilding Commission in Sierra Leone and Burundi. *Journal of Peacebuilding and Development,* 4(2), 33-46.

32. 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

33. U.S. Agency for International Development (2005). *Conflict Management and Mitigation Policy.* Washington, DC: USAID. Retrieved from http://www.usaid.gov/our_work/cross-cutting_programs/conflict/publications/docs/USAID_Conflict_MM_Policy.pdf

34. U.S. Agency for International Development. Religion, Conflict and Peacebuilding: And Introductory Programming Guide. Washington, DC:USAID. Retrieved from: http://www.usaid.gov/our_work/cross-cutting_programs/conflict/

35. Van Tongeren, P. (2013), Potential cornerstone of infrastructures for peace? How local peace committees can make a difference. Peacebuilding. 1 (1), 39-60.

Other resources
Bobst Library currently is expanding its already-rich collection of books, journals and electronic resources in the fields of peacebuilding and conflict resolution. 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: http://tinyurl.com/yhcqefj
Journal of Conflict Resolution: http://tinyurl.com/ylobqxl
Conflict Resolution Quarterly: http://tinyurl.com/yg52ggw
Journal of Peacebuilding and Development: https://getit.library.nyu.edu/go/2373771
Peacebuilding: https://getit.library.nyu.edu/go/8972687?umlaut.institution=NYU

Off-campus you can search for the titles here:
http://library.nyu.edu/collections/ejournals.html

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 Research Center for Constructive Conflict Management:
http://www.berghof-center.org/std_page.php?LANG=e&id=11

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

Swisspeace: http://www.swisspeace.ch/typo3/en/publications/index.html

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

3P Human Security: http://3phumansecurity.org

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

United Nations Conflict prevention, peace-building and development Library:
http://www.un.org/esa/peacebuilding/Library/

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., 3rd Floor, Telephone: 212 998-8866 Email: writingcenter@nyu.edu. More information is available at: http://ewp.cas.nyu.edu/page/writing.center

Course Schedule

Week 1 (September 10): 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.

Reading: An Agenda for Peace: Preventive diplomacy, peacemaking and peacekeeping at http://www.cfr.org/peacekeeping/report-un-secretary-general-agenda-peace/p23439

Report of the Secretary-General on the Prevention of Armed Conflict, June 7, 2001, at http://www.unhchr.ch/Huridocda/Huridoca.nsf/(Symbol)/S.2001.574,A.55.985.En?Opendocument

Interim Report of the Secretary-General on the Prevention of Armed Conflict, Sept. 12, 2003, at http http://www.un.org/esa/peacebuilding/Library/

Report of the High-level Independent Panel on United Nations Peace Operations, Executive Summary, pp. vii-xiv, at http://www.un.org/sg/pdf/HIPPO_Report_1_June_2015.pdf

In class: Clip from *Why We Fight*

Week 2 (September 17): 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 and about conflict as a force that has constructive and destructive dimensions. Mediation – one common process used in peacemaking – will be explored along with other approaches to conflict that are based upon desired types of peace.

Reading: Leashing the Dogs of War*, chapters 1, 3

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

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

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

Bercovitch, Jacob*, "International Mediation and Intractable Conflict" (NYU Classes).

Optional Reading: Bercovitch and Simpson, "International Mediation and the Question of Failed Peace Agreements: Improving Conflict Management and Implementation."

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

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

Week 3 (September 24): Contemporary Approaches to Peacebuilding

All peacemaking and peacebuilding practices are grounded in particular disciplinary outlooks on peace and conflict. This session will focus on some underlying concepts 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.

Presentation topics due

Required Reading: Jenkins, R. (2013). Peacebuilding: From Concept to Commission, chap. 1, pp. 18-43

Leashing the Dogs of War, ch. 2, 20, 21, 26

Geneva Peacebuilding Platform (2015). White Paper on Peacebuilding, at: http://www.gpplatform.ch/white-papers/whitepapers

Global Peace Index Report 2015, pp. 2-42. Retrieved from:
 http://www.visionofhumanity.org/#/page/our-gpi-findings

Week 4 (October 1): Development, Democracy and Peacebuilding
Major international donor organizations such as USAID and UNDP recognize and promote linkages between democracy, development and conflict, and increasingly attempt to design their programming in relation to conflict environments. But democratic governance is not necessarily a political system that leads to reductions in deadly conflict, so why is it that many peacebuilding and development efforts now run parallel to plans for democratization? Does development assistance of this type have a major impact on conflict? Or does a

purer focus on identifying the underlying conflict factors unique to particular conflicts – and then constructively addressing them – make more sense in the long-term?

Required Reading: Leashing the Dogs of War*, ch.* 10, 33, 35

Barbanti, O. Development and conflict theory.

Gruener, S. and Hill, T. Introducing Conflict-Sensitive Community Development to Iraq

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

In-class video: Address by Rick Barton, Assistant US Secretary of State for Conflict and Stability Operations (Alliance for Peacebuilding Annual Conference, May 11, 2012), 29-minute mark onward. Retrieved from: http://www.c-spanvideo.org/program/RickBa

Optional Reading:

Smith, D.F. Foreign Assistance for Peace: The U.S. Agency for International Development

Smith, D.F. An Expanded Mandate for Peacebuilding: The State Department Role in Peace Diplomacy, Reconstruction and Stabilization

USAID. Conflict Management and Mitigation Policy

Weeks 5 and 6 (October 8 and 15): 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.

Week 7 (October 22): 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?

Proposals for final papers due

Guest speaker: Heidi Rosbe, Deputy Director, Encounter

In-class video: Civil Society Peacebuilding in Afghanistan (at http://3dsecurity.org/)

Required Reading: Leashing the Dogs of War*, ch. 27, 31

Anderson, M.B. and Olson, L. Confronting war: Critical lessons for peace practitioners, January 2003, pp. 1-56. Retrieved from http://www.cdainc.com/publications/rpp/confrontingwar/ConfrontingWar.pdf

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

Paffenholz, T. Civil society and peacebuilding

Van Tongeren, P., Potential cornerstone of infrastructures for peace? How local peace committees can make a difference.

Optional Reading: 3P Human Security. A Comprehensive Peace Process in Afghanistan

The Economist, June 30, 2011, Conflict mediation: Privatising peace.

Fischer, M. Civil society in conflict transformation: Ambivalence, potentials and challenges. Retrieved from http://www.berghof-handbook.net/uploads/download/fischer_cso_handbook.pdf

Oezel, Gelz and Ladek*. The role of multinational enterprises in responding to violent conflict.

Nan, S.A., Druckman, D., Horr, J. (2009). Unofficial International Conflict Resolution: Is There a Track 11⁄2?

Weeks 8-9 (October 23 or 24): Creative Approaches to Peacemaking and 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. In this 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.

Reading: The Moral Imagination

Week 10 (October 29): 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?

Reading: The Third Side: Why We Fight and How We Can Stop.

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

Week 11 (November 5): Religion and Culture in Peacebuilding
Religion often is considered a source of conflict. Many examples exist throughout history of faith-based clashes having violent outcomes. This session will explore the complicated role of religion in conflict and as a potential capacity for peacebuilding. Religious peacemaking will be considered in the broader context of culture and conflict.

Final paper summaries due

Guest speaker: Andrew Tomlinson, director, Quaker United Nations Office

Reading: Matters of Faith*, chap. 26 in The Handbook of CR*

Lost in Translation: A cautionary tale of rebuilding in a Muslim country

Religion, Conflict and Peacebuilding: An Introductory Programming Guide

Culture and Conflict, chap. 28 *in The Handbook of CR*

Multicultural Conflict Resolution, chap 29 in *The Handbook of CR*

Week 12 (November 12): 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?

Partner feedback on paper summaries due

Guest speaker: TBA

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

Review the website of the UN Peacebuilding Commission:
(http://www.un.org/peace/peacebuilding/)

Optional reading:

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

Review website of Together for a Better Peace: http://betterpeace.org/node/54

Week 13 (November 19): 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?

Reading: 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).

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.

Week 14 (December 3): 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: Peacebuilding at a Crossroads.

Learning through Reflection, chap. 22, *The Handbook of CR*.