

Peacemaking and Peacebuilding

GLOBAL-GC 1010 Section 001, 3 Credits

Center for Global Affairs, School of Professional Studies

M.S. in Global Affairs Program

New York University

Spring 2018

Wednesday 6:30-9:10pm, January 24 – May 2, 2018¹

Room 331 Woolworth Building

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Office Hours: 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.

¹ There will be a double class session, likely on Friday, March 23 (possibly Sunday, March 25). Consequently there will be no regularly-scheduled classes March 28 and April 18.

Course Learning Outcomes

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.

Course Prerequisites

There are no prerequisites for this course. This is the core course for the Peacebuilding Concentration.

Communication Policy

Email is the best method of reaching me. I will make every effort to reply to any questions or concerns expressed through email within 24 hours. All credit students must use their NYU email addresses to communicate. Students may also use NYU Classes course-mail to reach me, though email is preferred. NYU Classes course-mail supports privacy and FERPA guidelines.

Course Structure/Methods

The course is classroom discussion-oriented. Over the semester, students will be asked to give one class presentation with a partner. At the end of the course, enrolled students must also submit a paper of no more than 4000 words. We meet for one 2 hour and 40 minute session per week, with one double-session to be held on a Friday or Sunday (scheduled with students) that replaces two other regularly-scheduled course sessions.

Course Expectations

Attendance and Lateness: 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 will result in a grade penalty.

Reading/ Discussion/ Participation: 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.

During every class students will be asked to mention current events in the past week that are of relevance for the course and you are invited to post links to articles or your own commentary on the NYU Classes Forum page for the class. It is a good idea to read (at least skim) a major international newspaper daily (The New York Times, The Guardian, Le Monde, Al Jazeera, etc.) Each student will sign up to present (2-3 minutes) a current event, article or dilemma related to the themes of the course and pose a discussion question to the class. This counts towards the in-class participation grade.

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 are to be 15-20 minutes in length and students must be prepared to answer questions from their classmates and the instructor. Presentations will occur in class during **weeks 6 and 7 (February 28 and March 7)**. A variety of formats may be used. 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 and obstacles to peace in the conflict environment where it was implemented. Further details of this assignment will be discussed in class. Presentation topics must be submitted to Professor Rosbe by **February 7**.

Presenters should use whatever delivery medium they find best expresses their content – by all means be creative with use of images, video, sound, etc.

Presentations should make sure that the following points are covered:

- What are considered to be the causes of the conflict? When did it start and why? When and how did it end (if it is over)?
- What is the 'peacebuilding challenge' in this case? What issues have remained unresolved?
- What is the peacebuilding initiative you are examining? Who initiated/implemented it, what is the basic approach, theory of change, who is involved?
- What are the outcomes, impacts?
- What is your critical assessment of how worthwhile an initiative this was? Was anything missing? Were any groups left out?

There is a wide range of initiatives that could be explored.

Formal initiatives include use of the UN Secretary general's 'good offices' to open dialogue on conflict resolution, bilateral efforts to do the same thing, mediation, peace processes, preparing elections, strengthening local government, supporting economic recovery or social protection efforts, transitional justice and reconciliation, long-term peace education.

Civil society and more informal efforts include building local information and awareness efforts on the peace process; civil society policy development, advocacy and influencing peace process stakeholders; direct advice and negotiation support to armed actors (especially non-state); increasing voice and participation in the peace process for excluded groups; collecting and sharing community perspectives on the peace process and needs; capacity building, empowerment for youth and strategies to engage them in the peace process; training on conflict transformation, conflict sensitivity, women, peace and security initiatives; civilian protection and ceasefire monitoring; community security; civic empowerment and participation.

Inter-communal harmony initiatives can include building local dialogue platforms; changing perceptions and behaviors towards 'the other' through radio and discussion platforms; online anti-hate speech efforts; civic education on building harmony for schools and outreach efforts with communities; building resilience, dialogue and resolution platforms at local level; training on alternative dispute and interactive problem solving, training on negotiation techniques; supporting religious, civil society and community leaders to work across dividing lines; training in conflict transformation for local leaders; documenting positive stories.

A range of sources for and evaluations of these initiatives will be shared in class and on NYU Classes.

Presentations are worth 25% of the final mark.

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 **May 2**, 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 **March 21**.

Additionally, each student must complete a one-page (maximum) executive summary of her/his paper and email it to her/his assigned feedback partner via email with the instructor copied by **April 4**. These summaries should succinctly explain the argument that the paper will make and describe how the paper will develop and support that argument. Examples of strong paper summaries written by former students in this course will be provided.

Students will work in pairs to critique each other's summaries. Each student must submit feedback to their assigned feedback partner via email with the instructor copied by **April 11**.

Providing quality feedback to your partner is essential and is worth **5% of your total grade** in the course.

Critique of your partner's final paper executive summary:

Timeline

- You will receive the name of your feedback partner by April 4.
- You should email your paper summaries to your partner no later than April 4, and you should copy me on the email.
- You should provide written feedback to your partner no later than April 11. 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.

Key Dates

February 7 – Presentation topics due

February 28 and March 7 – Student presentations

March 21 – Proposals for final papers due

Double class session to be held March 23 or March 25 (no class March 28 or April 18) To be scheduled with students

April 4 – Final paper summaries due to feedback partner

April 11 – Final paper summary feedback due to partner

May 2 – Final paper due

Grading and Evaluation

Final grades will be determined in the following manner:

20 percent: Reading and discussion participation

25 percent: Student presentation

5 percent: Partner feedback on final paper summary

50 percent: Final paper

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 and Policies

Letter	%	Quality Points	Descriptions
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 NYU Classes 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.

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>

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."

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>

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. (\$32.98)
2. Jenkins, R. (2013). *Peacebuilding: From Concept to Commission*. New York: Routledge (\$31.17) [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. (\$17.34) [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 (\$39.64).
5. Ury, W. (2000). *The Third Side: Why We Fight and How We Can Stop*. New York: Penguin. (\$10.18)

All the above titles (except the Jenkins book), as well as *Peacebuilding in Crisis* and *The Handbook of Conflict Resolution* 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://cdacollaborative.org/publication/confronting-war-critical-lessons-for-peace-practitioners/>
2. Annan, K. (June 7, 2001). Report of the Secretary-General on the Prevention of Armed Conflict.
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/>

4. Awad, S. (2011). What One Palestinian Learned from Gandhi, *Huffington Post Blog*
5. Barbanti, Jr., O. (August 2004). Development and Conflict Theory. Retrieved from http://www.beyondintractability.org/essay/development_conflict_theory/
6. Bercovitch, J. (2004). International Mediation and Intractable Conflict. Retrieved from http://www.beyondintractability.org/essay/med_intractable_conflict/
7. 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.
8. 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*, Berghof Research Center for Constructive Conflict Management, pp. 15-31.
9. Boutros-Ghali, B. (1992). An agenda for peace. Retrieved from <http://www.cfr.org/peacekeeping/report-un-secretary-general-agenda-peace/p23439>
10. Breyer, C. Lost in Translation: A cautionary tale of rebuilding in a Muslim country. Retrieved from <http://www.slate.com/id/2095536/>
11. Bruneau, E. and Saxe, R. (2012). The power of being heard: The benefits of 'perspective-giving' in the context of intergroup conflict. Retrieved from: <https://dspace.mit.edu/handle/1721.1/98833>
12. Cliff, S. and Steven, D. (2017) *An Integrated Approach to Prevention: The Links between Prevention, the 2030 Agenda, and Sustaining Peace*. New York. The Center for International Cooperation, New York University. Retrieved from <http://cic.nyu.edu/publications>.
13. Celik, G (2011). Peacebuilding through Dialogue and Education: Lessons from the Gulen Movement. *Journal of Peacebuilding and Development*, 6(1), 86-90.
14. CDA Collaborative Learning Projects (2011). Claims and Reality of Linkages Between Peace Writ Large and Peace Writ Little. Issue paper.

15. Debiel, T, Held, T and Schneckener, U. (2016). *Peacebuilding in Crisis: Rethinking Paradigms and Practices of Transnational Cooperation*. Oxon: Routledge.
16. Deutsch, Morton, Peter T. Coleman and Eric C. Marcus, eds. (2006). *The Handbook of Conflict Resolution: Theory and Practice*. San Francisco: John Wiley.
17. Fischer, M. (2006). Civil society in conflict transformation: Ambivalence, potentials and challenges. Retrieved from http://www.berghof-handbook.net/uploads/download/fischer_cso_handbook.pdf
18. Fisher, M. and Schmelzle B., eds. (2009) Building peace in the absence of states: Challenging the Discourse on State Failure. Retrieved from <http://berghof-handbook.net/dialogue-series/no.-8-building-peace-in-the-absence-of-states/>
19. Galtung, J. (1985). Twenty-five years of Peace Research: Ten Challenges and Some Responses. *Journal of Peace Research*, 22(2), 141-158.
20. Galtung, J. (January 4, 2007). A mini theory of peace. Retrieved from http://www.transnational.org/Resources_Treasures/2007/Galtung_MiniTheory.html
21. Gbowee, Leymah (2011) *Leymah Gbowee in Her Own Words*, PBS (NYU Classes)
22. Geneva Peacebuilding Platform (2015). White Paper on Peacebuilding. Retrieved from: [http://www.gpplatform.ch/sites/default/files/White%20Paper%20on%20Peace building.pdf](http://www.gpplatform.ch/sites/default/files/White%20Paper%20on%20Peace%20building.pdf)
23. Grewal, Baljit Singh (2003). Johan Galtung: Positive and negative peace. Retrieved from http://www.activeforpeace.org/no/fred/Positive_Negative_Peace.pdf
24. Gruener, S. and Hill, T. (2006). Introducing conflict-sensitive community development to Iraq. *Journal of Peacebuilding and Development*, 2(3).
25. Hantzopoulos, M. and Williams, H. (2017) Peace Education as a Field, *Encyclopedia of Educational Philosophy and Theory*
26. High-Level Independent Panel on United Nations Peace Operations (2015). "Uniting Our Strengths for Peace – Politics, Partnership and People."

27. Holt-Ivry, O, Muehlenbeck, A and Barsa, M. (March 2017) Inclusive Ceasefires: Women, Gender, and a Sustainable End to Violence. Issue Brief. Washington, DC. Institute for Inclusive Security. Retrieved from <https://www.inclusivesecurity.org/publication/inclusive-ceasefires-women-gender-sustainable-end-violence/>
28. Institute for Economics and Peace (2017). Global Peace Index 2017. Retrieved from: <http://visionofhumanity.org/app/uploads/2017/06/GPI17-Report.pdf>
29. 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
30. Jarecki, E. (Director). (2006). *Why We Fight* [Motion picture]. United States: Sony.
31. Little, David. (2007) *Peacemakers in Action: Profiles of Religion in Conflict Resolution*. New York. Tanenbaum Center for Interreligious Understanding.
32. Malley, Robert. (2018). 10 Conflicts to Watch in 2018, *Foreign Policy*. Retrieved from <http://foreignpolicy.com/2018/01/02/10-conflicts-to-watch-in-2018/>
33. 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.
34. Paffenholz, T. (2009). *Civil Society and Peacebuilding*. Geneva: Centre on Conflict, Development and Peacebuilding.
35. Pinker, S. (2012). Why the World Is More Peaceful. *Current History*; 111, 34-39.
36. Schmelzle, B. and Fischer, M. (2009). Peacebuilding at a crossroads?: dilemmas and paths for another generation. Berlin: Berghof Research Center for Constructive Conflict Management.
37. Smith, Dane F (2009). Foreign Assistance for Peace: The U.S. Agency for International Development. Washington, D.C.: Center for Strategic and International Studies.

38. 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.
39. 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.
40. 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>
41. 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
42. 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/
43. 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 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: <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/>

NYU Center for International Cooperation: <http://cic.nyu.edu/publications>

Women, Peace and Security Index: <https://giwps.georgetown.edu/the-index/>

Global Peace Index: <http://visionofhumanity.org/>

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: <http://cas.nyu.edu/ewp/writing-resources/writing-center.html>

COURSE SCHEDULE

Week 1 (January 24): Introduction to Peacemaking and Peacebuilding

This session will put the course's focus on peacebuilding in today's context – a context of multiplying crises and severe strains on community, national and international peacebuilding institutions. The session will involve a discussion of core concepts of peace and conflict, and consider the meanings, definitions and differences of the following terms: conflict, peace, preventive diplomacy, peacemaking, peacekeeping, peacebuilding, etc. We will also note that peacebuilding is a challenge not just for nations afflicted by war, but for all nations, all communities.

In class: Clip from *Why We Fight* (Jarecki, E., Director. (2006) [Motion picture]).

Required Reading:

An Agenda for Peace: Preventive diplomacy, peacemaking and peacekeeping (NYU Classes)

Report of the Secretary-General on the Prevention of Armed Conflict, June 7, 2001. *Read pp. 1-8 and skim the rest of the report.* (NYU Classes)

Report of the High-level Independent Panel on United Nations Peace Operations, Executive Summary, pp. vii-xiv (NYU Classes)

Report of the Advisory Group of Experts for the 2015 Review of the United Nations Peacebuilding Architecture: "The Challenge of Sustaining Peace", pp.11-24 (NYU Classes)

Malley, Robert. (2018). 10 Conflicts to Watch in 2018, *Foreign Policy*. (NYU Classes) (Do not need to read in depth, but skim for themes)

Optional Reading:

Interim Report of the Secretary-General on the Prevention of Armed Conflict, Sept. 12, 2003 (NYU Classes)

Week 2 (January 31): Understanding Peace before Building it and How We Measure Peace

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.

We will also investigate how peace and propensities to engage in conflict are measured – how do we know when a country is peaceful? What changes do we look for after conflict to determine whether peacebuilding is taking hold? What are indicators of state fragility and social propensities to engage in conflict?

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

Required 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)

Contested Terminology (NYU Classes)

United States Institute of Peace Glossary of Terms for Conflict Management and Peacebuilding, “Peace Terms” (<http://glossary.usip.org/frontpage>)

Global Peace Index 2017 Report, pp. 2-13. Retrieved from:
<http://visionofhumanity.org/app/uploads/2017/06/GPI17-Report.pdf>

Fragile States Index (Fund for Peace): <http://fundforpeace.org/fsi/data/> (spend some time exploring the data – and explore their indicators:
<http://fundforpeace.org/fsi/indicators/>)

Optional Reading:

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

Women, Peace and Security Index, Georgetown Institute of Peace and Security, <https://giwps.georgetown.edu/the-index/>

Week 3 (February 7): 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 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. We will explore mediation – one common process or mechanism used in peacemaking – along with other approaches to conflict that are based upon desired types of peace. Other 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:

Peacebuilding: From Concept to Commission, chap. 1, pp.18-43

Peacebuilding in Crisis, chapters 1-2

Deutsch, M. Introduction, *Handbook of Conflict Resolution*, pp.8-20 (NYU Classes)

Leashing the Dogs of War, chapter 2 and chapter 21

Geneva Peacebuilding Platform (2015). White Paper on Peacebuilding (NYU Classes)

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

Cliff, S. and Steven, D. (2017) An Integrated Approach to Prevention: The Links between Prevention, the 2030 Agenda, and Sustaining Peace, pp.1-9 (NYU Classes)

Optional Reading:

Bercovitch, Jacob, “International Mediation and Intractable Conflict” (NYU Classes)

Bercovitch and Simpson, “International Mediation and the Question of Failed Peace Agreements: Improving Conflict Management and Implementation.” (NYU Classes)

Bruneau, E. and Saxe, R. (2012) The power of being heard: The benefits of ‘perspective-giving’ in the context of intergroup conflict (NYU Classes)

Hicks, Donna. (2014, April) *Donna Hicks: Declare Dignity at TEDxStormont* [video file]. Retrieved from <https://www.youtube.com/watch?v=GPF7QspiLqM> (19 min)

Leashing the Dogs of War, ch. 20

The World Bank. Conflict Analysis Framework. <http://siteresources.worldbank.org/INTCPR/214574-1112883508044/20657757/CAFApril2005.pdf> (NYU Classes) (this is very practical and contains conflict analysis frameworks from other international organizations notably bilaterals such as USAID and DFID)

Week 4 (February 14): Development, Democracy, Inclusion 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 or a system that is easily adaptable to all contexts, so why do so many peacebuilding and development efforts now run parallel to plans for democratization? Might 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? The session will explore these ideas and questions along with an introduction to how we think about inclusive processes, those that actively include women, youth, minority populations and other marginalized groups, a topic that will continue on in Week 5’s discussions on the role of civil society.

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>

Required Reading:

Leashing the Dogs of War, ch. 33, 35

Peacebuilding in Crisis, ch. 5

Barbanti, O. Development and conflict theory. (NYU Classes)

Gruener, S. and Hill, T. Introducing Conflict-Sensitive Community Development to Iraq (NYU Classes)

Holt-Ivry, O, Muehlenbeck, A and Barsa, M. (March 2017) Inclusive Ceasefires: Women, Gender, and a Sustainable End to Violence. (NYU Classes)

Report of the Secretary-General on Women's Participation in Peacebuilding (S/2010/466), September 2010 (NYU Classes)

Optional Reading:

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

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

USAID. Conflict Management and Mitigation Policy (NYU Classes)

Anne Marie Goetz and Rob Jenkins, "Agency and Accountability: Promoting Women's Participation in Peacebuilding," *Feminist Economics*, 22:1 (2016), pp. 211-236.

Leashing the Dogs of War, ch. 10

Week 5 (February 21): 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. A range of civil society groups have engaged in mediation processes, involved themselves in peace negotiations and on other methods of peacebuilding. 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? Many argue the participation of civil society actors

ensures representation of excluded groups (religious communities, refugees, children, women, the diaspora, etc.) and that their inclusion is vital to making peace “stick”.

Key issues to consider when assessing the effectiveness of civil society activities – how effective are approaches at:

- (1) reducing violence;
- (2) negotiating an agreement;
- (3) ensuring medium- to long-term sustainability of the peace agreement; and
- (4) establishing conditions for treating the conflict constructively within society at large.

In-class video: Clip from “Encounter Point” (2006), Just Vision

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. (NYU Classes)

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

Paffenholz, T. Civil society and peacebuilding (NYU Classes)

Peacebuilding in Crisis, ch. 12 (NYU Classes)

Hantzopoulos, M. and Williams, H. (2017) Peace Education as a Field (NYU Classes)

Optional Reading:

Peacebuilding in Crisis, ch. 11 (NYU Classes)

Week 6 (February 28): Student presentations & Power in Peacebuilding

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 9 and 10)

Required Reading:

Coleman, Peter. Power and Conflict, chap. 5 in *The Handbook of Conflict Resolution*. Pp. 133-140 (NYU Classes)

Agbaria, F and Cohen, C. (2000) Working with Groups in Conflict: The Impact of Power Relations on the Dynamics of the Group. Brandeis University, International Center for Ethics, Justice, and Public Life.

Week 7 (March 7): Who are the Peacemakers and Peacebuilders? & continued student presentations

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?

Student presentations also will conclude this day

Required 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. (NYU Classes)

Optional Reading:

Awad, S. (2011). What One Palestinian Learned from Gandhi, *Huffington Post Blog* (NYU Classes)

March 14 – NO CLASS (SPRING BREAK)

Week 8 (March 21): Religion and Culture in Peacebuilding

Religion often is considered a source of conflict, as are elements of culture. Many examples exist throughout history of faith-based clashes having violent

outcomes. This session will explore the complicated role of religion and culture in conflict and as potential capacities for peacebuilding. The discussion will include questions on the role of media in promoting conflict and in building peace.

*****Proposals for final papers due*****

Required Reading:

Moix, Bridget. Matters of Faith, chap. 26 in *The Handbook of Conflict Resolution*. (NYU Classes)

Little, David. (2007) Warriors and Brothers: Imam Muhhammad Ashafa and Pastor James Wuye (ch. 9) in *Peacemakers in Action: Profiles of Religion in Conflict Resolution* (NYU Classes)

Breyer, C. Lost in Translation: A cautionary tale of rebuilding in a Muslim country (NYU Classes)

Religion, Conflict and Peacebuilding: An Introductory Programming Guide (NYU Classes)

Kimmel, Paul R. Culture and Conflict, chap. 28 in *The Handbook of Conflict Resolution*. (NYU Classes)

Optional:

Adichie, Chimamanda. (2009, July) *Chimanda Adichie: Danger of a Single Story* [video file]. Retrieved from https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Weeks 9-10 (11am-4pm, Friday, March 23 OR Sunday, March 25 to be determined with students): 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. 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.

Required Reading: The Moral Imagination

March 28 – NO CLASS

Week 11 (April 4): 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 to feedback partner*****

Guest speaker: Daniel Safran-Hon, UN Executive Office of the Secretary General

Required reading:

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

Tomlinson, A. (2015). "Peace and Post-2015 – Into the Home Stretch." *Journal of Peacebuilding and Development*, 10 (1), 97-103. (NYU Classes)

"Facing the Challenge of Peace: A shared statement by peacebuilding organizations" (NYU Classes)

Quaker United Nations Office. "2015 UN70 GA Notes" (NYU Classes)

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*. (NYU Classes)

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

Week 12 (April 11): 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.

*****Partner feedback on paper summaries due*****

Required Reading:

Peace and Security Funding Index, <http://peaceandsecurityindex.org/> (Sections TBA)

April 18 – NO CLASS

Week 13 (April 25): 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?

Required 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).

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. (NYU Classes)

Week 14 (May 2): Synthesis and reflections

The class 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*****

Required Reading:

Schmelzle, B. and Fischer, M. (2009). Peacebuilding at a Crossroads?: Dilemmas and Paths for another Generation. Berlin: Berghof Research Center for Constructive Conflict Management. (NYU Classes)

Marsick, V, et al. Learning through Reflection, chap. 22, *The Handbook of Conflict Resolution*. (NYU Classes)