

PEACE PARADIGMS
SIS 607.001
American University, Fall 2005
Wed. 11:20-2:00
Professor Julie Mertus

Contact information:

E-mail: mertus@american.edu
Office: Clark 203
Office phone: 202-885-2215
Home phone: 410-532-0423
(please do not call after 10:30pm)

Office hours:

Thurs: 3:00-5:20 (in office)
Wed: 2:30-4:30, with later hours by request

Syllabus

Course Description:

This course offers an overview of contending approaches to peace. For the purpose of analysis and discussion, approaches to peace will be grouped into the following overlapping and continually changing paradigms:

- (1) *peace through war*, with attention to use of military force, collective security arrangements, and other forms of what could be termed “choosing war;”
- (2) *peace through other forms of coercion and voluntary militarized cooperation*, introducing various peacekeeping models;
- (3) *peace through world order*, focusing on cooperative international institution building and the development of international law, with an eye to the recent alleged breakdown of such institutions;
- (4) *peace through economic development*, drawing from approaches of major intergovernmental organizations as well as individual states;
- (5) *peace through conflict resolution*, examining conflict resolution through problem solving as well as conflict resolution through improved communication and relationship transformation;
- (6) *peace through nonviolence*, studying the application of Mahatma Ghandi’s philosophy;
- (7) *peace through individual and community transformation*, with a focus on suggestions for sustainable reconciliation, peace education, democratization and civil society building, and spiritual growth.
- (8) *peace through spirituality and religion*, examining in particular interfaith dialogue.

The course challenges students to think creatively and critically about the possible relationship among various strategies developed for realizing peace. Some of the key assumptions of peace strategies to be examined include the use of military force, the evolution of global order values, effectiveness of activism, the role of improved communication, and the transformative potential of moral behavior.

The course combines theory with policy applications and, in so doing, fosters the development of analytical skills for addressing peace and conflict resolution problems. Ultimately, it encourages students to envision their own creative, multidisciplinary approaches to the resolution of conflicts and to the building of peaceful and just societies. The course is a gateway course for masters and PhD students in International Peace and Conflict Resolution and Ethics, Peace and Global Affairs.

Course Goals:

- To identify and examine critically approaches to peace.
- To develop one's own informed understanding of the concept of peace.
- To identify the various individual actors, institutions, and structures involved in the struggles for peace and to explore their normative expectations, interlinkages and mutually constitutive relationships.
- To survey some of the main thinkers on peace and conflict, with attention to competing and complementary views of contemporary critics.
- To think about how approaches to achieving peace have changed since September 11th and, specifically, to examine developments in:
 - the concept of security and the practice of systems to prevent it;
 - the use of humanitarian intervention and peacekeeping;
 - understanding and responding to terrorism;
 - the role of nonviolent approaches to conflict;
 - the use of conflict resolution as a means of solving problems, improving communication and transforming relationships;
 - the potential for democratization, sustainable reconciliation and other forms of community transformation; and
 - the impact of international legal systems and mechanisms.
- To provide the tools for analyzing ongoing or recent conflicts with reference to the above factors.
- To develop an awareness of the organizations in Washington DC working in peace related areas.

Assigned Readings:

This is a book-oriented course. Students are free to bring in additional readings to share with the class, but each meeting will be oriented toward a book and a particular approach to peace. The books we will cover this fall are:

1. David Smock, *Interfaith Dialogue and Peacebuilding*, United States Institute of Peace, 2002, ISBN 1-92922358
2. Virginia Page Fortna, *Peace Time : Cease-Fire Agreements and the Durability of Peace* (Princeton University Press, 2004) ISBN: 0691115125
3. Ellior et. al, *Breaking the Conflict Trap: Civil War and Development Policy* (World Bank Policy Research Reports) (World Bank Publications, 2003) ISBN: 0821354817
4. Holmes and Gan, *Nonviolence in Theory and Practice*, Waveland Press, 2005, ISBN 1-577663497
5. Richard Falk, *The Declining World Order: America's Imperial Geopolitics* (Global Horizons), Routledge, 2004, ISBN: 041594693X
6. Fredrik Logevall, *Choosing War: The Lost Chance for Peace and the Escalation of War in Vietnam*, ISBN: 0520229193
7. Peter Wallensteen, *Understanding Conflict Resolution : War, Peace and the Global System*, ISBN: 0761966676
8. Alan Tidwell, *Conflict Resolved?: A Critical Assessment of Conflict Resolution*, Pinter Publishers Ltd (March 1, 1999)
9. John Paul Lederach, *Building Peace: Sustainable Reconciliation in Divided Societies* (Washington DC: United States Institute of Peace, 1997).

Requirements and Grading:

There are four evenly weighted assignments: (1) reaction papers; (2) a detailed review; (3) class leadership and presentation; and (4) policy analysis paper.

1. Reaction papers (25%) – Each week marked by a * you are to turn in a reaction paper that demonstrates that you have read and thought about the reading. You are given one weeks grace, that is you may skip one week with no penalty. *Late papers will not be accepted, absent extraordinary circumstances such as illness and family emergencies.*

2. Detailed review (25%)-- In addition to the weekly papers, you are to sign up for one class and prepare one detailed review. The review is due the day we discuss the book (you need not hand in a short paper that week). Should you wish to revise your book review after class discussion, you have one week in which to do so – but you must still hand in the original review on time. When your revised review is received, the original review will be discarded and the new review graded.

In preparing your review, keep in mind the following pointers.

- a. *Provide a description, not a summary, of the book.* Sufficient description should be given so that the reader, as he reads the review, will have some understanding of the author's thoughts. This account of the contents of a book can often be woven into the critical remarks.
- b. *Be critical, not merely descriptive.* A critical review is one in which the writer describes and evaluates the book in terms of the aims and purposes of the author, and supports this evaluation with evidence from the text.
- c. *Build an argument based on what is there, not on what you want to be there.* While a critical review is a statement of opinion, it must be a considered judgment including: (i) a statement of the reviewer's understanding of the author's purpose; (ii) how well the reviewer feels the author's purpose has been achieved; (iii) evidence to support the reviewer's judgment of the author's achievement.
- d. *Quote with care.* Refer to specific portions of the books to illustrate your statements and conclusions. Generally, however, extensive quotes are not advisable. Do not leave quotes dangling, without analysis. In reviewing a draft, ask yourself whether quotations are awkwardly placed and, if so, adjust their usage.
- e. *Structure your paper.* The opening paragraph, like the concluding one, is in a position of emphasis and usually sets the tone of the paper. Among the various possible introductions are:
 - a statement of the thesis
 - a statement of the author's purpose
 - a statement about the topicality of the work or its significance
 - a comparison of the work to others by the same author or within the same genre
 - a statement about the author

The main body of the review should logically develop your thesis as organized by your outline. Changes in the outline may need to be made and transitional paragraphs introduced, but the aim should be toward logical development of the central point. Quoted material should be put in quotation marks, or indented, and properly footnoted.

The concluding paragraph may sum up or restate your thesis or may make the final judgment regarding the book. No new information or ideas should be introduced in the conclusion.

Questions to consider: What is (are) the overall thesis(es) -- the points of view or conclusion? what are your reactions? Did the book(s) enhance your understanding of the issues?

What are his or her relevant qualifications and background (or lack thereof) for writing on this subject? What were his or her reasons for writing this book? You should consider the time during which the book was written and, if evident, the author's values and biases.

What evidence is cited, and has new documentation become available? If so, identify the new documentation. Or, does the book present a novel interpretation based on previously available documents, or does it provide a new account of a subject already treated by others.

What is your ultimate judgment of the style, format, contents, and historical value of each book? Has each author achieved the purpose, explicit or implicit, for writing the book? Has he or she persuasively argued the thesis to your satisfaction? Why or why not? Compare the evidence cited and argumentation used to support the respective conclusions.

Has the book challenged you intellectually, increasing your knowledge, raising new questions, and/or presenting the material in a novel, even provocative manner? Or does the author simply rehash what everyone already knows? Would you recommend any or all of these books, and at what level -- secondary, undergraduate, graduate? What book on this subject still needs to be written?

3. Class leadership and presentation (25%)

You are to sign up for one set of class readings on which to do the following: (1) Prepare three questions for the class and email them to the entire class (including me) no later than the Monday before our class meeting; (2) prepare and present to the class an oral presentation that uses the question you distributed. (*Note that this may be the same topic on which you write the detailed review*).

Guidelines for oral presentations:

1. Write a one-page hand out as part of your presentation.
2. Search the newspapers for an article that could help you in your presentation and, if possible, copy the article for the class
3. Coordinate with and student presenting the same day to avoid overlap.
2. Each presentation should be no more than 30 minutes in length.
2. It must not be read word for word, but instead be presented from notes.
3. It must address the questions you posed for discussion that week.
4. Should you choose to use powerpoint or overheads, you must make copies of th slides/overheads for the entire class. This can take the place of your one-page handout.

4. Policy Analysis (25%)

You are required to attend two lectures on peace/conflict issues on campus or in the greater D.C. area. For example, the Woodrow Wilson Center and the United States Institute of Peace have regular workshops and lectures that are widely publicized. Choose one of the lectures as the subject of your “policy analysis.” Prepare a relatively short paper (under 10 pages, double-spaced) addressing the following questions:

- * What is the problem being discussed? How does it relate to our study of approaches to peace?
- * Who are the various actors interested in resolution of this problem?
- * What approaches to peace are being utilized?
- * Who wins and who loses under the current approach to the problem?
- * In your opinion, is the speaker advocating the best policy?

There will be two classes in the semester in which you have an opportunity to present your policy analysis and we have an opportunity to discuss the issues raised as a class. Students with birthdays in the first six months of the year will go first, and students in the second half will go last (with some opportunity for adjustment). You will be required to meet as a group prior to the set day and coordinate your presentations.

A note on class attendance:

In addition to the above requirements, class attendance is required. If your grade is border-line, grades may be raised one-half grade for excellent participation (defined by quality and not just quantity) and attendance (defined as missing no more than one class). On the other hand, grades may be lowered by one-half grade for students who miss three classes. Students who miss more than three classes will need to meet with me to explore whether they should receive any credit for the course and, if so, what additional work will be required to receive credit.

Peace Paradigms Assignments:
(to be revised after students sign up to lead various classes)

Class one (Aug 31): Introduction

Class two (Sept 7): Setting the stage: How do we build peace today?

Guest speaker – Chuck Call

Readings - TBA

***Class three (Sept 14): Peace through war**

Fredrik Logevall, *Choosing War: The Lost Chance for Peace and the Escalation of War in Vietnam*

***Class four (Sept 21): Peace through militarized agreements**

Virginia Page Fortna, *Peace Time : Cease-Fire Agreements and the Durability of Peace* (Princeton University Press, 2004)

***Class five (Sept 28): Peace through world order**

Richard Falk, *The Declining World Order: America's Imperial Geopolitics* (Routledge, 2004)

***Class six (Oct. 5): Peace through economic development**

Ellior et. al, *Breaking the Conflict Trap: Civil War and Development Policy* (World Bank Policy Research Reports) (World Bank Publications, 2003)

***Class seven (Oct. 12): Peace through conflict resolution part one – mediation and negotiation**

Peter Wallensteen, *Understanding Conflict Resolution : War, Peace and the Global System*

***Class eight (Oct. 19): Peace through conflict resolution part two – the critics**

Alan Tidwell, *Conflict Resolved?: A Critical Assessment of Conflict Resolution*,
Pinter Publishers

Class nine (Oct. 26): Policy Analysis Day 1

***Class ten (Nov. 2): Peace through nonviolence part one**

Holmes and Gan, *Nonviolence in Theory and Practice*, Waveland Press, 2005

Class eleven (Nov. 9): Peace through nonviolence part two -- field trip

The Mind of Mahatma Gandhi, [read passages 9, 21-29, 33-34]
<http://www.mkgandhi.org/momgbook/>

***Class twelve (Nov. 16): Peace through individual and community transformation**

John Paul Lederach, *Building Peace: Sustainable Reconciliation in Divided Societies*
(Washington DC: United States Institute of Peace, 1997)

***Class thirteen (Nov. 30): Peace through spirituality and religion**

David Smock, *Interfaith Dialogue and Peacebuilding*, United States Institute of Peace,
2002

Class fourteen (Dec. 7): Policy Analysis Day Two