

**American University
School of International Service
International Peace and Conflict Resolution Program**

SIS 607.004 Peace Paradigms Fall 2008

Instructor: Dr. Ron Fisher

Time and Location: Wed. 2:10 - 5:00 PM; TBA

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Office Hours: Mon. 2:00 -- 5:00 PM; Wed. 5:00 -- 6:00 PM

Course Description:

“The grim fact is that we prepare for war like precocious giants,
and for peace like retarded pygmies.”

Hon. Lester Pearson, Winner of the 1957 Nobel Peace Prize

This course overviews the history, development, and current expression of contending approaches to peace, their basic assumptions and methods, and their application to current conflicts. Approaches to peace will be grouped into the following paradigms for purposes of analysis and discussion: 1) peace through coercive power, 2) peace through world order, 3) peace through conflict resolution, 4) peace through nonviolence, and 5) peace through personal and community transformation. Central cross-cutting issues to be examined include the role of gender, democracy and economics as each interrelates with the search for peace. The course will use a combination of readings, reflective papers, seminar discussions, and organizational case studies to enhance class members' understanding of the various approaches to peace.

Required Texts:

Crocker, C.A., Hampson, F.O. & Aall, P. (eds.) (2007). Leashing the Dogs of War: Conflict Management in a Divided World. Washington, DC: United States Institute of Peace.

Fisk, L.J. & Schellenberg, J.L. (eds.) (2000). Patterns of Conflict: Paths to Peace. Peterborough, ON: Broadview Press.

Vasquez, J.A., Johnson, J.T., Jaffe, S. & Stamato, L. (eds.) (1995). Beyond Confrontation: Learning Conflict Resolution in the Post-Cold War Era. Ann Arbor, MI: University of Michigan Press.

Course Design:

This course is a graduate seminar in which members are expected to participate actively both in reflecting on assigned readings and engaging in the integrative discussion that builds on the readings. Each class session covers a designated topic based on a set of readings and will initially engage two members as reflective commentators along with the Instructor to bring forward some of the basic themes and initial reactions to the readings. Readings are available in the texts or on e-reserves through Blackboard. Discussion of identified themes and issues in the seminar carries the expectation of shared participation by all class members, in order to identify learnings from the readings and develop personal meaning of the material (Please see handout on Seminar Discussion available on Blackboard).

To augment class members' understanding of the different approaches to peace, learning teams will be formed to complete a case report on an organization that works in one of the approaches to peace. Learning teams will identify a governmental or non-governmental organization of interest and collect information from various sources about its identity and functioning. The information will be organized for presentation in class

and in a written report.

Course Requirements:

Please note that all class assignments must be typed, double spaced in twelve point font with one inch margins, and are to be submitted on time, unless extenuating circumstances preclude this. Please discuss any difficulties in completing assignments with the Instructor before the deadline passes. Mark penalties will be assigned for inappropriate format or length and for lateness.

Please note that for class presentations (such as Powerpoint) using the projector in the classroom and requiring audiovisual support from the Center for Teaching Excellence, you must call AV at 202 885 2296 at least 24 hours in advance. Note that if audio is needed beyond the speakers in your computer, you need to arrange for a separate cable and speaker. Please check out your computer for the presentation in advance so you know how to get the video output to the projector. Mac users need to bring their own video adapter as AV has only a limited supply for loan. Also note that AV does not have adaptors for the new Macbook Air.

1. Reflective Commentary and Papers (35%): Each class member is expected to serve as an initial commentator in one class session, and to complete two reflective papers. Class members are asked to form pairs for each class session in order to prepare the presentation of their reflective commentaries. The presentation is not intended to be a repetition of what is in the readings (handouts can be used for this if desired), but is to identify and raise themes, issues, learnings, comments, and questions from the readings. Commentators are encouraged to add a case illustration to their reflections if appropriate, but the time is not to exceed 15-20 minutes, unless the co-presenters wish to add an interactive component consisting of small group discussion, exercises, simulations, etc. Co-presenters who wish to add an experiential component are asked to consult with the Instructor prior to the session. The Instructor will provide feedback on the commentaries, and provide a mark out of 10% based on clarity and organization as well as the degree to which the presentation integrates the readings and stimulates discussion. Guidelines for presentations and the scale for marking are available on Blackboard. It is advisable, but not required, that members choose to comment on an approach to peace or an issue on which they are preparing a reflective paper.

Each reflective paper is to be focused on integrating all of the readings for one class session under one of the approaches to peace or all of the readings on one of the central issues (gender, democracy, economics) as it relates to the search for peace. Each reflective paper is to be 5 to 7 pages long, and will be marked out of 10% based on the criteria of clarity, organization, and integration of and relevance to the readings. The purpose of the reflective paper is not to regurgitate the content of the readings, but to actively react to, comment on and critique the ideas and to connect these to other information gained from various sources, including personal experiences, other courses, the media, etc. Reflective papers are to be handed in within one week of the last class session on the chosen approach to peace or issue.

In addition to the 30% for commentaries and reflective papers, 5% will be allotted for participation, in that 1% will be deducted from the final grade for each session missed without a medical or compassionate reason being provided.

2. Organizational Case Report (30%): Working in learning teams of three or four, class members will complete a description of an organization working in the domains of peacemaking, peacebuilding or peacekeeping, in either the governmental or voluntary sector. The choice of organization needs to be discussed with and approved by the Instructor, and the approach to peace that the organization represents needs to be identified. Information gathering should comprise a variety of methods, including use of the internet, review of organizational documents, observations of activities, and interviews with members of the organization as appropriate and feasible. The case report should include sections on the identity and history of the organization, its purpose or mission, its primary activities, sources of support, personnel positions including possible internships, and comments on perceived relevance, utility and effectiveness. In addition, it

should be made clear how the work of the organizations fits one or more of the approaches to peace. Learning teams are required to make a brief (30 minute) presentation of their findings to the class (worth 10%), and to submit a report in both hard copy and electronic form of 10 to 12 pages (worth 20%). The presentation will be assessed on clarity, organization and creativity, and the report will be assessed on clarity, organization and substance. Reports are due one week after the presentation, and a copy should be given to the organization if requested.

3. Term Paper (35%): A research and analysis paper of 15 to 20 pages is to be completed by each class member. The topic should relate to and build upon some segment of the class readings, and should represent a more specialized analysis than provided in the class readings. Topics are to be identified in consultation with the Instructor with the goal of articulating how the topic fits into the approaches to peace covered in the course and how it advances the professional development of the class member. A 2 to 3 page outline (worth 10%) with working title, rationale, contents, main thesis and supporting references is to be submitted for the Instructor's approval, and the paper (worth 25%) is due toward the end of the semester (see Course Schedule). Example topics from previous classes are available on Blackboard. Papers will be assessed on the criteria of clarity, organization, and substance, and are to be submitted in both hard copy and electronic form. A specific option for class members who want to participate in the Dialogue Development Group (DDG), which organizes once a week dialogue sessions on a number of issues for seven weeks, is to complete a term paper on some aspect of dialogue as a method of conflict resolution, and to integrate their dialogue experience with the conceptual analysis in the term paper.

Statement on Academic Integrity:

All students are governed by American University's Academic Integrity Code, which details specific violations of ethical conduct that relate to academic integrity. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. All of your work (whether oral or written) in this class is governed by the provisions of the Code. Academic violations, particularly plagiarism, have been increasing in recent years, partly due to web sites and other sources that offer information or papers that students can submit as their own work. Defined by the Code, plagiarism is using the work, ideas, or words of someone else without attribution. Other violations include inappropriate collaboration (working on a project with another person but not acknowledging her or his contribution), dishonesty in examinations, whether in class or take-home, dishonesty in papers (not submitting original work), work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations. The adjudication process and possible penalties are listed in American University's Academic Integrity Code booklet, which is also available on the American University web site. The Instructor has the responsibility to monitor course assignments for violations of academic integrity, and the right to submit any suspicious assignments for electronic analysis to detect such violations. Being a member of this academic community entitles each of us to a wide degree of freedom in the pursuit of scholarly interests; with that freedom, however, comes a responsibility to uphold the ethical standards of scholarly conduct.

Course Schedule:

Introduction to Approaches to Peace

1. Aug. 27 Introductions, Discussion of Course Syllabus
 Statements of Interests and Learning Goals
 Scheduling of Reflective Commentaries
 Presentation/Discussion on Approaches to Peace

Brunk, C.G. Shaping a Vision: The Nature of Peace Studies, Ch. 1 in Fisk & Schellenberg, pp. 11-33.
Fisher, R.J. (1997). Introduction in Interactive Conflict Resolution, pp. 1-15. (reserve)
Galtung, J. (1996). Introduction in Peace by Peaceful Means, pp. 1-8. (reserve)

Optional Readings: Complete in the first part of the course:

United Nations (2004). Summary (6 pages), A More Secure World: Our Shared Responsibility. Report of the Secretary-General's High Level Panel on Threats, Challenges and Change. (available at <http://www.un.org/secureworld/>)
United Nations Secretary-General (2005). Executive Summary (6 pages), In Larger Freedom: Towards Development, Security and Human Rights for All. (available at <http://www.un.org/largerfreedom/>)
United Nations (2005) Fact Sheet on World Summit (2 pages) (available at http://www.un.org/summit2005/presskit/fact_sheet.pdf)

Peace Through Coercive Power

2. Sept. 2 Scheduling of Reflective Commentaries
 Formation of Learning Teams

Traditional Approaches to Peace Through Strength (Force)

Crocker et al., Leashing the Dogs of War, Introduction.
Luttwak, E.N. The Traditional Approaches to Peace, Ch. 1 in Thompson, S.W. & Jensen K.M. (eds.) (1991). Approaches to Peace. Washington, DC: United States Institute of Peace, pp. 1-12. (reserve)
Treverton, G.F. Deterrence and Collective Security, Ch. 2 in Thompson & Jensen, pp. 13-27. (reserve)
Lebow, R.N. & Stein, J.G. (1995). Deterrence and the Cold War. Political Science Quarterly, 110, 157-181. (reserve)
Urquhart, B. Limits on the Use of Force, Ch. 15 in Crocker et al., pp. 264-276.

3. Sept. 9 Formation of Learning Teams

Military Intervention and Economic Sanctions

Jettleson, B.W. Yet Again: Humanitarian Intervention and the Challenges of "Never Again," Ch. 16 in Crocker et al., pp. 277-297.
Evans, G. (2007). Delivering on the Responsibility to Protect: Four Misunderstandings, Three Challenges and How to Overcome Them. Address to SEF Symposium, Bonn, Germany, November (4 pages) (available at <http://www.crisisgroup.org/home/index.cfm?id=5190&l=1>)
Freedman, L. Using Force for Peace in an Age of Terror, Ch. 14 in Crocker et al., pp. 245-263.
de Jonge Oudraat, C. Economic Sanctions and International Peace and Security, Ch. 19 in Crocker et al., pp. 335-351.
The Stockholm Process (2003). Executive Summary: Making Targeted Sanctions Effective: Guidelines for the Implementation of UN Policy Options, 5 pages (available through www.smartsanctions.se/)

Peace Through World Order

4. Sept. 16 Scheduling of Learning Team Presentations

International Law

Johnson, J.T. International Law and the Peaceful Resolution of Interstate Conflicts, Ch. 8 in Vasquez et al., pp. 155-177.

Wedgwood, R. War and Law: The Dilemmas of International Law and Coercive Enforcement, Ch. 32 in Crocker et al., pp. 583-601.

International Commission on Intervention and State Sovereignty (2001). The Responsibility to Protect (pages vii to 75. (available at <http://www.iciss.ca/pdf/Commission-Report.pdf>)

The Global Centre for the Responsibility to Protect. About the Global Centre (2 pages) (available at <http://www.GlobalCentreR2P.org/about.html>)

Revisit the comments by G. Evans under section 3.

5. Sept. 23 International Organizations and World Order

Diehl, P.F., New Roles for Regional Organizations, Ch. 30 in Crocker et al., pp. 535-551.

Kritz, N. The Rule of Law in Conflict Management, Ch. 23 in Crocker et al., pp. 401-423.

Mendlowitz, S.H. (ed). Introduction, in On the Creation of a Just World Order, 1975, pp. vii-xvii (reserve)

Falk, R.A. Contending Approaches to World Order, in Peace and World Order Studies, 1981, pp. 25-53. New York: Institute for World Order. (reserve)

Peace Through Conflict Resolution

6. Sept. 30 Negotiation and Third Party Intervention

Hopmann, P.T. Bargaining and Problem Solving: Two Perspectives on International Negotiation, Ch. 27 in Crocker et al, Turbulent Peace, pp. 445-468 (reserve).

Bilder, B.B. International Third Party Dispute Settlement, Ch. 8 in Thompson & Jensen, pp. 189-226. (reserve)

Zartman, I.W. & Touval, S. International Mediation, Ch. 25 in Crocker et al., pp. 437-453.

Fisher, R.J. Impartial Third Party Intervention in International Conflict, Ch. 2 in Vasquez et al., pp. 39-59.

7. Oct. 7 Innovations in Conflict Resolution

Kriesberg, L. Contemporary Conflict Resolution Applications, Ch. 26 in Crocker et al., pp. 455-475.

Fisher, R.J. Interactive Conflict Resolution: A Social-Psychological Approach to Resolving Violent Ethnopolitical Conflict, in M. Fitzduff & C.E. Stout (eds.), The Psychology of Resolving Global Conflicts, Vol. 3 Intervention, 2006, pp. 41-68 (reserve).

Aall, P. The Power of Nonofficial Actors in Conflict Management, Ch. 27 in Crocker et al., pp. 477-495.

Crocker, C.A., Hampson, F.O. & Aall, P. Is More Better? The Pros and Cons of Multiparty Mediation, Ch. 30 in Crocker et al., Turbulent Peace, pp. 497-513 (reserve).

8. Oct. 14 The Future Potential

Kriesberg, L. Applications and Misapplications of Conflict Resolution to International Conflicts, Ch. 4 in Vasquez et al., pp. 87-102.

Burton, J.W. Conflict Provention as a Political System, Ch. 6 in Vasquez et al., pp. 115-127.

Vasquez, J.A. Why Global Conflict Resolution is Possible: Meeting the Challenge of the New World Order, Ch. 7 in Vasquez et al., pp. 131-153.

Lederach, J.P. Civil Society and Reconciliation, Ch. 49 in Crocker et al., Turbulent Peace, pp. 841-854 (reserve).

Peace Through Nonviolence

9. Oct. 21

Term Paper Proposals Due

- Vellacott, J. Nonviolence: A Road Less Travelled, Ch. 4 in Fisk & Schellenberg, pp. 103-142.
King, M.L. Letter From Birmingham Jail, in Why We Can't Wait!, 1964, pp. 76-95. (reserve)
Salla, M.E. Satyagraha in Mahatma Gandhi's Political Philosophy, Peace Research, 1993, 25:1, pp. 39-62.
(reserve)
Sharp, G. Developing a Realistic Alternative to War and Other Violence, Ch. 1 in There are Realistic Alternatives, 2003, pp.1-16 (available through www.aeinstein.org)

Peace Through Personal and Community Transformation

10. Oct. 28 Peace Education, Peace Movements and NGOs

- Young, N. From Protest to Cultural Creativity: Peace Movements Identified and Revisited, Ch. 5 in Fisk & Schellenberg, pp. 143-158.
Fisk, L.J. Shaping Visionaries: Nurturing Peace Through Education, Ch. 6 in Fisk & Schellenberg, pp. 159-193.
Chigas, D. Capacities and Limits of NGOs as Conflict Managers, Ch. 31 in Crocker et al., pp. 553-581.

11. Nov. 4 Engaged Buddhism, Religion and Peacebuilding

- Kraft, K. Engaged Buddhism: An Introduction, in F. Eppsteiner (ed.), The Path of Compassion: Writings on Socially Engaged Buddhism, 1988, pp. xi-xvii. (reserve)
Thich Nhat Hanh. Peace is Every Step: The Path of Mindfulness in Everyday Life, 1991, pp. 5-16 and 91-134. (reserve)
Fox, M.A. Review of Peace is Every Step, Peace Research, 1991, May, pp. 40-47. (reserve)
Appleby, R.S. Religion as an Agent of Conflict Transformation and Peacebuilding, Ch. 48 in Crocker et al., Turbulent Peace, pp. 821-840 (reserve).
Serwer, D. & Thomson, P. A Framework for Success: International Intervention in Societies Emerging from Conflict, Ch. 21 in Crocker et al., pp. 369-387.

Central Issues: Gender, Democracy, Economics

12. Nov. 11 Gender, Democracy and Peace

- Anderlini, S.N. Women Building Peace: What They Do, Why It Matters, Introduction, pp. 1-17, and Conclusion, pp. 227-232. (reserve).
Reardon, B. Women and Peace: Feminist Visions of Global Security, 1993, pp. 141-170. (reserve)
Turpin, J. Many Faces: Women Confronting War, in L.A. Lorenntzen & J. Turpin (eds.), The Women and War Reader, 1998, pp. 3-18. (reserve)
York, J. The Truth about Women and Peace, in Lorenntzen & Turpin, pp. 19-25. (reserve)
Ottaway, M. Is Democracy the Answer? Ch. 33 in Crocker et al., pp. 603-617.

13. Nov. 18 Economics and Global Governance

Term Papers Due

- Governing Globalization—Globalizing Governance. Working Paper for the Helsinki Process, Report of the Track on New Approaches to Global Problem Solving, 2005. (available at <http://www.helsinki.fi/netcomm/ImgLib/24/89/Track1.pdf>)

- Malone, D.M. & Sherman, J. Economic Factors in Civil Wars: Policy Considerations, Ch. 35 in Crocker et al., pp. 637-651
- Boulding, E. A New Chance for Human Peaceableness? Peace and Conflict, 2000, 6(3), pp. 193-215. (reserve)
- de la Rey, C. Structural Asymmetries and Peace: Hope or Despair? Peace and Conflict, 2000, 6(3), pp. 217-221. (reserve)
- Curle, A. Obstacles to Peace. Peace and Conflict, 2000, 6(3), pp. 247-252. (reserve).

(Tues. Nov. 25: No Class due to Thanksgiving Holiday)

Conclusion

14. Dec. 2 Integration, Evaluation and Closure

- Vasquez, J.A. The Learning of Peace: Lessons from a Multidisciplinary Inquiry, Ch. 10 in Vasquez et al., pp. 211-228.
- Adams, D. Culture of peace readings from his web page: Introduction, the Yamousoukro and Seville Statement, Manifesto 2000 (link to the Manifesto statement), the Future of the Culture of Peace, and Postscript (available at: www.culture-of-peace.info/history/introduction.html)
- De Rivera, J. Assessing the Basis for a Culture of Peace in Contemporary Societies, Journal of Peace Research, 2004, 41(5), pp. 532-548. (reserve)
- Epilogue, in Fisk & Schellenberg, pp. 195-210.
- Head, I. On a Hinge of History, 40th Anniversary Address to the Academy for Educational Development, Washington, DC, December, 2001, 12 pp. (reserve)

A culture of peace "consists of values, attitudes and behaviours that reflect and inspire social interaction and sharing, based on the principles of freedom, justice and democracy, all human rights, tolerance and solidarity, that reject violence, endeavour to prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation and that guarantee the full exercise of all rights and the means to participate fully in the development process of their society".

(from the 1995 UNESCO General Conference)

Have a Good Holiday!