

**Course Title:** Peace & Conflict Resolution

**Instructor:** Dr. Rajini Pani

**Introductory Background to the Course:**

FIE offers a course in Peace & Conflict Resolution by way promoting one of the core elements of its mission statement, namely, fostering responsibility in international citizenship as we prepare students for the global work place. The study is intended to enable students to understand the dynamics of peace and conflict and to contribute toward the efforts for more just and peaceful conditions in today's world. Conflict and peace will be examined at various levels, linking local and global issues, through critical thinking and interdisciplinary approaches. Because a large part of peacemaking involves the appreciation of human diversity, the course will focus on multi-cultures, and matters of difference related to religion, gender, race, ethnicity, and socio-economic class.

**Objectives:**

- Overall aim of this course is to provide the students with a set of conceptual tools through which to evaluate and understand contemporary issues in peace and conflict resolution
- to combine philosophical enquiry, historical knowledge, critical analysis and experiential learning in the course of empowering students for a citizenship of peace with social justice
- to integrate peace scholarship and practice as a way of advancing the development of a culture of peace

**Learning Outcomes:**

*I. Knowledge & Understanding:*

- After finishing the course, the student:
- can show a contextual, in-depth understanding of political issues of global importance;
- can show a well-developed ability to reflect critically on complex states of global peace and conflict
- can show knowledge of pertinent perspectives in environment, gender, migration and ethnicity
- can show a sound knowledge of actors in the present-day conflicts and attempts at conflict analysis
- can show a knowledge of successful mediation

*II. Applying Knowledge & Understanding:*

After finishing the course, the student:

- can show the ability to independently examine and evaluate geopolitical debates
- can apply select perspectives to issues pertaining to peace and conflict studies

- can master methods of identifying central actors in conflicts

III. Making judgments & communication skills

After finishing the course, the student:

- can show the ability to identify lines of argumentation related to states of global conflict and peace moves and communicate to society at large
- can show awareness of their need for further knowledge within the field
- can show the ability to communicate methodological and theoretical knowledge regarding conflict analysis to society at large
- can demonstrate mediation techniques with conviction, and present the efficacy of select methods

**Assessments**

Knowledge & understanding

The student's knowledge is examined through independently written work.

Applying knowledge & understanding

The student's proficiency and abilities are examined through practical exercises, conducted in groups or individually, and accounted for through written reports.

Percent of Grade:

Examinations	45%
Presentation of Chapter/Concepts	15%
Conflict Resolution/Peacekeeping Plan	30%
Class Participation/Discussion	10%

Examinations: Three exams are designed to test for basic understanding of core concepts and ideas. They will cover material presented in class, readings, and discussion. Each exam will be worth 15% of the final grade.

Presentation of Chapter/Concepts: Students will accept responsibility for presenting the material associated with a chapter in the text. Students can elect to use a variety of formats to introduce the concepts to the class including PowerPoint demonstrations, group exercises, analysis of a conflict highlighting the chapter concepts, and so forth. The presentation will be worth 15% of the final grade.

Action Memorandum: The purpose of the action memorandum is to put into practice all of the various concepts discussed in class. The memo will consist of a written plan which will include details concerning the rationale for the plan, and reference information. In addition to the written project, students will present their action memo to the class to enable feedback. Students will be working in teams. Teams and the selection of conflicts to be examined will be discussed during the first week of class. The action memo and accompanying materials is worth 30% of the final grade.

Class Participation & Discussion: Class participation will constitute 10 percent of the final grade. The class participation grade will derive from regular attendance and everyday discussion and analysis.

## Learning activities

The course consists of lectures, seminars, practical workshops, group work, meetings with Peace Activists, interviews and assessed home assignments.

By the end of the course students will be familiar with the following paradigms:

- Peace through Coercive Power: Realist/Power Politics
- Peace through the Power of Law: World Order & Institutions
- Peace through the Power of Communication: Conflict Resolution
- Peace through Will Power: Non-violence & Movements for Social Change
- Peace through the Power of Love: Transforming Person & Community

### **Topic 1:** Peace & Conflict history & philosophies in a global context - Part 1

Introduction to the concepts and values of Peace Studies; A broad survey of conflicts in history, and global perspectives on conflicts; Introduction to international conflict resolution – efforts since 1945 Violence, Peace & its Myths; peace tribes & cultures; conflict history & cycles, WW1, WWII, the Cold War & Nuclear Arms

### **Topic 2:** Peace & Conflict history & philosophies in a global context – Part 2

Peace studies sociology; sociologists on war as a social problem; peace & complex social interactions; Economists on war & peace; scientists proposing international peace mechanisms.

### **Topic 3:** Peace & Conflict history & philosophies in a global context – Part 3

Peace studies and non-violence studies; the School of Nonviolence - the Gandhian Tradition, Buddhism as non-violence, non-violence in Sufism and Islamic teachings; Martin Luther King; the history and principles of pacifism; Anglican pacifists

### **Topic 4:** Global Conflict Scenarios – Part 1

*Politics & Human Rights* : the Middle East; Israel-Palestine; Tibet-China; Rwanda; Anglo-Irish conflicts; Darfur; terrorism and the war on terror – Al Quaida, 9/11 and the Taliban; Afghanistan

### **Topic 5:** Global Conflict Scenarios – Part 2

*Economic scenarios* – conflicts resulting from

- Changing availability of fresh water resources
- Declining food produce
- Worsening storm and flood disaster
- Environmentally induced migration

### **Topic 6:** Global Conflict Scenarios – Part 3

*Environment scenarios*

- How greenhouse effects destabilizes societies and increases the likelihood of violence

Resources scenario

- o assessing threats to Energy Security in the Persian Gulf – Iran

Technology scenario

- o Nuclear technology and related issues in the South Asian region

**Topic 7:** Conflict Analysis – Part 1

Frameworks for analysing conflict – elements of conflict & intervention - attitudes and behaviour, people, problem ,process, parties, position, interests, issues, ethnic conflict analysis, conflict handling, conflict 'spaces'; understanding partisan perceptions.

**Topic 8:** Conflict Analysis – Part 2

'Real world' world tools for analysing conflicts - communication & information; gaining support for conflict analysis within indigenous communities; conflict analysis within corporations and Govt agencies.

**Topic 9:** Conflict Analysis – Part 3

From analysis to intervention – Peacekeeping, Democratization, Conflict Mainstreaming.

**Topic 10:** Peace through Mediation- Part 1

**Conflict prevention**- norms, conflict prevention and civil society, international organisations (UN & G8); womens' role in conflict prevention, resolution & post-conflict reconstruction.

**Topic 11:** Peace through Mediation- Part 2

**Conflict Management** – early warning & international conflict management; international boundaries & conflict management; traditional peace keeping; peace enforcement & support operations.

**Topic 12:** Peace through Mediation- Part 3

**Conflict Settlement** – Problem solving in relation to resource development; the global context of environmental problem solving.

**Topic 13:** Peace through Mediation- Part 4

**Conflict Resolution** – skills approaches & strategies - Problem solving; Communication in conflict situations; Negotiations; Conflict resolution and civil society; Peace process; Building zones of peace.

**Topic 14:** Peace through Mediation- Part 5

**Conflict Transformation** (a)– transforming a conflict, building a sustainable peace; Cross-cultural conflict resolution; Cultural dimension of conflict resolution; Religion, peace and conflict: Interfaith dialogue and Intra-faith dialogue; Post-armed conflict peace building; Reconciliation; Truth commissions, memory and healing the wounds of the past; Peace education and peace building; Sustaining culture of peace; Gender and peace building; Policy advocacy for peacemaking; capacity and network building.

**Topic 15:** Peace through Mediation- Part 6

**Conflict Transformation** (b)- Case Studies; Nonviolent Strategies and Peacekeeping; Use of Military; creating global/local cultures of peace.

## Recommended Readings:

### What is Conflict?

(Based on William Zartman's work)

- Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), Elusive Peace: Negotiating an End to Civil Wars, The Brookings Institution, Washington, 1995, pp. 3-29
- Zartman, William (ed.), Collapsed States: The Disintegration and Restoration of Legitimate Authority, Reiner, Boulder, 1995, pp. 1-14 and 267-273
- Zartman, William & Touval, Saadia "International Mediation in the Post-Cold War Era", in Crocker et al., Managing Global Chaos, USIP, 1996, pp. 445-461

### Others

- Causes and implications of ethnic conflict, by M. Brown in The Ethnicity Reader, edited by M. Guibernau & J. Rex
- Ohlson, T. (2008). Understanding Causes of War and Peace. *European Journal of International Relations*; 14 (1) 133-160

### Conflict Transformation: Is Peace Possible?

- (Based on Johan Galtung's work)
- Galtung, Johan, There Are Alternatives: Four Roads to Peace and Security, Nottingham, Spokesman, 1984, pp. 162-205
- Galtung, Johan, "The Basic Need Approach", in Human Needs: a Contribution to the Current Debate, Verlag, Cambridge, 1980, pp. 55-126
- Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and Civilization, Sage, London, 1996, pp. 9-114
- Galtung, Johan, The True Worlds: A Transnational Perspective, New York, Free Press, 1980, pp. 107-149

### Conflict resolution skill training, critical tool to resolve inter-group conflict

- (Based on William Ury's work)
- Ury, William, Getting to Peace, Viking Press, Boston 1999, pp.2-26 & 110-195
- Ury, William and Fisher, Roger, Getting to Yes, New York, Penguin Books pp. 3-94
- Fisher, R. & Ury, W. (2003). Getting to Yes. Penguin. Chapter 1, <http://www.williamury.com/media/pdf/GTY-Ch1.pdf>
- Ury, W. (2002). Getting Past No. Random House. Chapter 1, <http://www.williamury.com/media/pdf/GPN-Ch1.pdf>

### A Realist Understanding of Conflict Resolution

- (Based on Richard Betts' work)
- Betts, Richard K., "The Delusion of Impartial Intervention", in Crocker et al, Managing Global Chaos, USIP, 1996, pp. 333-341
- Betts, Richard K., "The Lesser Evil: the Best Way out of The Balkans,"*The National Interest*, Summer 2001.
- Fairbanks, Jr., Charles H., and Abram N. Shulsky, "Arms Control: the Historical Experience," Richard Betts (ed), Conflict After the Cold War, Boston: Simon & Schuster, 1994.
- Carr, Edward H., "Realism and Idealism," Richard Betts (ed), Conflict After the Cold War, Boston: Simon & Schuster, 1994.
- Waltz, Kenneth N., "Structural Causes and Economic Effects," Richard Betts (ed), Conflict After the Cold War, Boston: Simon & Schuster, 1994.
- Kaufman, Chaim, "Possible and Impossible Solutions to Ethnic Civil Wars," Richard Betts (ed), Conflict After the Cold War, Boston: Simon & Schuster, 1994.

### **Managing Complex Multiparty Mediations**

- (Based on Chester Crocker, Pamela Aall and Fen Hampson's work) \* Crocker, Chester et al, Herding Cats: Multiparty Mediation in a Complex World, USIP, 1999, pp. 3-45 and 47-62
- Levy, Jack, "Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, Managing Global Chaos, USIP, 1995, pp. 3-24
- Crocker, Chester, High Noon in Southern Africa: Making Peace in a Rough Neighborhood, 1992, pp. 465-495

### **FIE's Attendance Policy**

**Class attendance is mandatory.** Regular attendance is essential to achieving a passing grade in a course. A class constitutes lectures, student presentations, discussions, seminars, field visits, tests and examinations.

In addition to physical presence in class, a student's class **participation score of 20%** will be based on the mastery of assigned course readings as reflected in a consistent contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Occasional participation will have a negative impact on a student's participation score.

**Class attendance will be formally recorded, and incorporated into a student's final grade.**

Attendance is taken at the beginning of each class. Any student arriving late in class by 5 minutes or more, will be marked absent for that day, unless the tardiness is excusable. It is the responsibility of the student to contact the course Instructor in advance, in the event of an excused absence. Absence from class does not relieve a student of responsibility for assignments. There is a strong relationship between class attendance and success or failure in the classroom. It is the responsibility of the student to communicate with the instructor about absences due to illness or family emergency. Class absences are deemed excused only at the discretion of the Academic Directors and require documentation, where possible.

An excused absence or an excused reason for being late to class is any documented emergency and/or acute illness or injury directly involving the student. **Unexplained absence is not permitted.** Two unexplained absences will be flagged immediately by the Instructor who will file an Unsatisfactory Progress Report with the Academic Directors. The Academic Directors and the Instructor will then take a joint decision on further action.

## A recommended Rubric for FIE courses

### Introductory Note:

One way to ensure consistency in grading and to reduce student complaints is to construct and use grading rubrics. A rubric specifies the criteria used to evaluate a student's performance. It divides an assignment into a variety of component parts and objectives, and provides a detailed description of what constitutes acceptable and unacceptable levels of performance in each dimension.

A rubric provides students with a clear guide to how their work will be assessed. By spelling out evaluative criteria, a rubric greatly reduces subjectivity in grading and makes the grading process more transparent.

In short, a good rubric tells the performer (student) and evaluator (teacher):

- by what criteria will the work be judged
- the difference between excellent work and weaker work
- it also helps maintain a standard (continuity) for judging and (when used correctly) can help both performers and judges focus on achieving excellence
- puts an *intentional* focus on elements and help guide the judge in giving feedback that is descriptive as well as evaluative

By supplying students with a scoring rubric while they are preparing their performance (handed out along with the initial assignment), you are making it very clear what is expected of them. Rubrics may help eliminate comments such as, "I wasn't sure what you wanted." or "I don't see why I got a 'B' instead of a 'C'."

### FIE Grading Rubric

Letter Grades	Knowledge & Content	Methodology & Structure, Language & Style	Understanding, Reflection & Critique	Integrative thinking & demonstration of experiential learning
<b>A to A -</b>	Interesting topic handled with intelligence, originality, and depth; wealth of supporting material, smoothly integrated into the text; tone is evident and maintained throughout; no factual inaccuracies	Material is unified and well focused; organization is clear, logical and purposeful throughout the essay; well-chosen examples. Uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors	Well-chosen examples; persuasive reasoning used to develop and support thesis consistently; uses quotations and citations effectively; causal connections between ideas are evident	Gives full insight into the nature of an event, experience, or artifact; achieves complete integration of knowledge from diverse disciplines to interpret an issue. Shows clear understanding of cultural impact through appropriate examples
<b>B+ to</b>	Content is above average; worthwhile topic; satisfactory depth of	Material is unified and well focused; pattern of organization is	Pursues thesis consistently; develops a main argument with	Gives some insights into the nature of an event, experience, or

<b>B</b>	development; supporting details for the thesis and topic sentences are specific, concrete, and plentiful; has only minor factual inaccuracies	clear, logical, and well executed; makes an effort to organize paragraphs topically. Some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively	clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	artifact; achieves partial integration of knowledge from diverse disciplines to interpret an issue ; some understanding of cultural impact through appropriate examples
<b>C+ to C</b>	Worthwhile topic; supporting material for thesis and topic sentences is general and abstract rather than specific and concrete; most information is correct.	Organization is clear, logical, and coherent; some ideas unsupported; fails to integrate quotations appropriately. More frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors	Only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	Able to explain to a limited extent, the quality of a performance, event, or artifact, gives few insights into event, experience; discusses few qualities of an experience; a limited understanding of cultural impact with few examples
<b>D</b>	Trivial subject; very few supporting details for the thesis and topic sentences; has some correct & incorrect information.	Not logically organized; digresses from one topic to another; no clear organizational pattern. Some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	Little integration of experience and narrative; limited insight of issues and insufficient understanding of cultural impact
<b>F</b>	Consists of unsupported generalities and/or the repetition of commonplace ideas; lacks originality and insight; information is inaccurate or absent.	Does not follow the instructions; rambling, disorganized and incoherent. Numerous grammatical errors	Little or no development; may list facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	Little or no integration experience and narrative; lack of insight and fails to understand cultural impact