

LOCALIZING PEACE: COMMUNITY EMBEDDED CAPACITIES

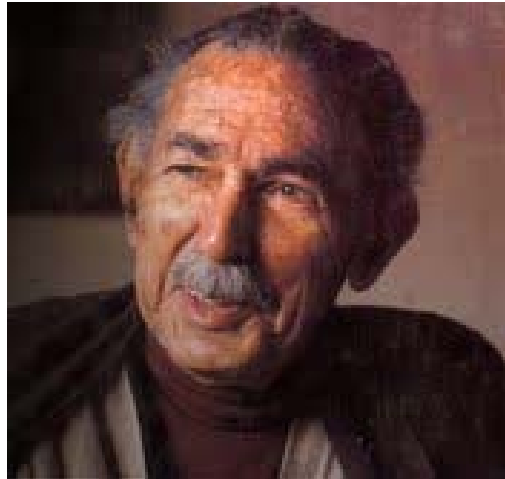
SIS 619-002/HNRS 302-012H

SPRING 2010
THURSDAYS 2:10 - 4:50 PM
SIS ROOM 203

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*“A man is an active creature, a source of action and initiative,
and you no more have to build him a house than you have to build nests for the birds of the air.
Give him half a chance and a man will solve his part of the housing problem – without the help
of architects, contractors, or planners – far better than any government authority ever can.”*

Dedicated to the late architect Hassan Fathy, the inspiration for this course.

* See bios on page 22.

LOCALIZING PEACE: COMMUNITY EMBEDDED CAPACITIES

Peace at global, regional, and national levels is unlikely to take root unless local capacities are established, for ultimately peace must be made and practiced on a local basis.

This course is premised on a comprehensive understanding of peace that explores local capacities for peacebuilding and sustainable development in a multitude of diverse cultural and religious contexts.

It addresses the vital need to make active use of local peace resources and to pursue forms of local-international collaboration that sustainably yield locally valid and effective solutions, currently an emerging area in the field of conflict resolution. The course also develops practical frameworks and raises critical questions for identifying, eliciting, and tapping local resources to enhance capacity for local solutions to conflict.

* * *

Commentators on international affairs observe that we are entering a period of profound social stress and extreme pressures on often ineffective national as well as international governance systems. Globalized patterns of inequality, economic volatility, and resource scarcity are exacerbating localized social cleavages among ethnocultural groups, in ways that often outstrip the capacities of already-weak states to preserve social peace and stability. In some world regions, such as South Asia and central Africa, local and national conflicts increasingly spill over borders, confounding international efforts to promote security.

Although complex United Nations interventions and humanitarian missions are often well-intentioned, too often the results have been disappointingly uneven. In many cases, these interventions have been unable to address root causes of conflict or to sustainably empower the local population, yielding instead long-term dependence on a grafted foreign presence, friction between “internationals” and “locals,” and efforts to institutionalize practices that are incongruous with the local culture. The top-down, implanted nature of major international missions inevitably seems to reflect imbalances and tensions that are inherent in the present world order, however laudable and defensible the stated goals of these externally driven approaches to peacemaking may be.

To create a more peaceful world in the 21st century, we can no longer depend on the notion that peace somehow emanates from a particular set of enlightened states, institutions, or cultures. Western liberal internationalism and UN-based peace support missions remain significant forces in world affairs, yet they are unlikely to prove sufficient to the task at hand, which must involve cultivating capacity for long-term peacebuilding and development efforts in a diversity of contexts. Peace at global, regional, and national levels is unlikely to take root unless such capacities can be strengthened, both as a prerequisite for locally valid and effective solutions and as a basis for intercultural dialogue and local-international collaboration.

“The Whole World Needs the Whole World.”

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Requirements & Evaluation Process

Grading

➤ Course Participation/Attendance	30%
➤ Group Presentation and Reading List	30%
➤ Writing	15%
➤ Final Paper	25%

* **Course participation** will be assessed based upon your contribution to the in-class discussions and online through Blackboard. This is a shared journey in which each member of the course is an active member. It brings with it a responsibility to prepare for each course in a manner that enables you to present your perspectives in a grounded, polite, and analytically informed manner. Preparation is pivotal. It reflects not just your commitment to the course but to each other.

- Participation on the **discussion board of Blackboard** sets the tone for the in-class discussion and is an important part of your course participation grade. You are required to post at least twice per week: one post should be your own critical analysis and/or questions based on the readings, and the second should be your response to someone else's post. However, you are encouraged to participate more regularly than twice per week to engage in a real dialogue with your classmates - this is your space, to be created by you and to provide an opportunity to learn more from your peers—so enjoy!
- **Attendance** is mandatory for all courses, and if you are to miss a class, you must inform Professor Said and Sheherazade in writing.

* **Group Presentations** – You will join one of eight research groups, each of which will focus on a central question pertaining to part one, two, or three of the class. Each group takes full ownership of their question.

- The group is responsible for developing a **Reading List** to guide the course discussion, which will be evaluated based upon its analytical parsimony. Assigning your peers more reading as opposed to less will not get you a better grade. Rather, the assigned reading should reflect a range of perspectives relevant to the issue and your discussion.
- The group will also be responsible for giving a presentation (approximately 20 minutes) and posing a series of tentative answers (or even more questions) to the week's central question. It will then lead the class in a discussion of the questions/tentative answers.
- You are highly encouraged to post critical open-ended questions/comments on the discussion board of Blackboard to help guide your classmates as they read your week's readings. In planning your presentation, consider how your classmates are responding to you and to each other. How can you use the online discussion as a launching pad for your presentation and in-class discussion?

Note: When presenting to the class, consider that your classmates have different learning styles. Some learn visually and through participation while others are at ease in a lecture setting. There is no right or wrong way to learn, but it should be your aim to connect and engage with your peers—to learn from them as much as they learn from you.

- See Course Overview on page 6 for more information on the group presentation process and

schedule.

* **Writing** – At the end of parts one, two, and three, write a three-page reflection analyzing one of the week’s central questions while presenting the arguments from the readings and how they might form an answer to that question. Reflect upon these answers and give your own answer, which may either challenge the readings or develop an alternative idea; either way, your answer must be grounded in the literature.

* **Final Paper** – In a paper between 15-20 pages (double-spaced, 12-point font), apply the concept of Localizing Peace to a conflict with which you have familiarity and/or great interest. This can be a conflict in another country or one in your own community--remember that conflicts occur not just in far away places but also in places that are local to you. What are local tools and resources that can be applied? What are the barriers/obstacles and how can these be overcome? In addition, consider and address some of the questions we have discussed throughout the class (such as, what have been the prevailing approaches to this conflict? How can marginalized groups be ensured a role in the local peace process?). Draw from both required and recommended readings, as well as relevant outside materials.

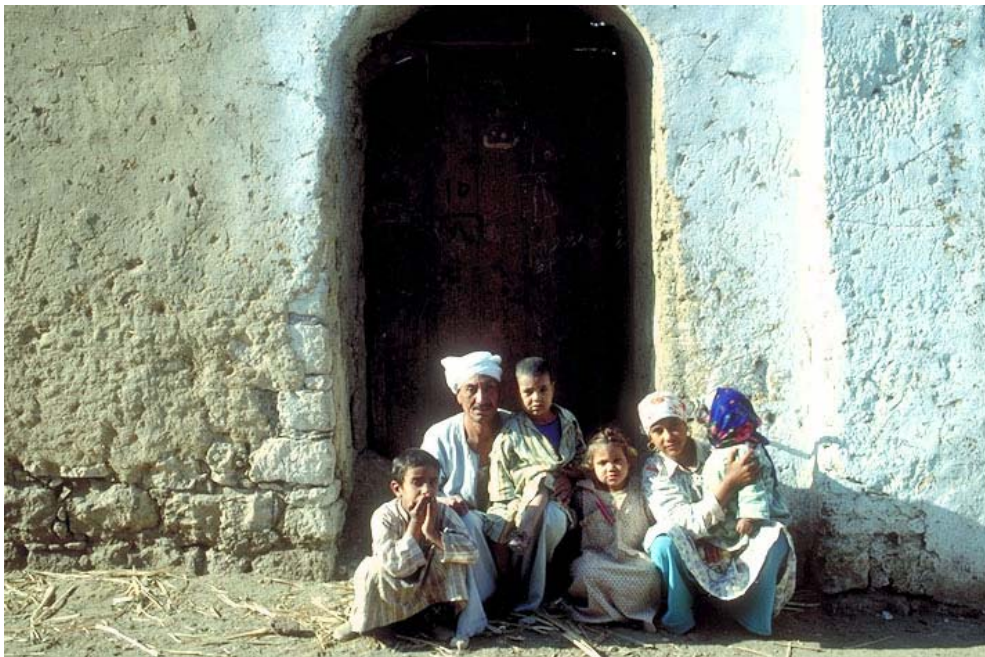
Note: The above-mentioned three-page reflection papers are an excellent opportunity to test some of your thoughts for the final paper and receive feedback.

Required Books

Lederach, John Paul. 1995. *Preparing for Peace: Conflict Transformation across Cultures*. Syracuse, NY: Syracuse University Press.

Fry, Douglas and Graham Kemp, eds. 2003. *Keeping the peace: Conflict Resolution and Peaceful Societies around the World*. NY: Routledge.

Trujillo, Mary Adams, et al. 2008. *Re-Centering Culture and Knowledge in Conflict Resolution Practice*. NY: Syracuse University Press.



Family in a doorway in the village of New Gourn, Egypt, site of one of Hassan Fathy's most important works.

Course Overview

DATE		TOPIC	PRESENTATION	READING LIST POSTED ONLINE
Week 1	Jan 14	Introduction - Meeting One Another, Overview, Structure of Class		
Week 2	Jan 21	Why Localize Peace?		
Week 3	Jan 28	Overview: Understanding Localizing Peace		Group # 1
Week 4	Feb 4	Prevailing Approaches	Group # 1	Group # 2
Week 5	Feb 11	Role of Culture	Group # 2	Group # 3
Week 6	Feb 18	Limits of Western	Group # 3	
Week 7	Feb 25	Overview: Resources for Localizing Peace		Group # 4
Week 8	Mar 4	Indigenous Approaches	Group # 4	Group # 5
Week 9	Mar 11	SPRING BREAK		
Week 10	Mar 18	Religion	Group # 5	Group # 6
Week 11	Mar 25	Local Minorities	Group # 6	
Week 12	Apr 1	Overview: Contemporary Applications for Localizing Peace		Group # 7
Week 13	Apr 8	Supporting Local	Group # 7	Group #8
Week 14	Apr 15	"Filter Up"	Group #8	
Week 15	Apr 22	Best Practices: Student Presentations		
Week 16	Apr 29	Final Paper Due		

This course is designed as a participative knowledge exercise. Students will be responsible for choosing readings and leading presentations/discussions on most weeks. The process is as follows: each group will meet with Professor Said and Sheherazade ***no later than two weeks prior to their presentation*** to design and develop a reading list that seeks to address the main question for their week. Students can choose from the recommended reading list for their week, the lists for other weeks, or from outside sources. The group will then e-mail their reading list to sjafari@gmail.com no later than Tuesday (midnight) the week prior to their presentation. The reading list will be approved/revised and sent back to the group on Wednesday. The group will then post the reading list on Blackboard by the Thursday prior to their presentation.

Here is an example:

- Group #1 meets with Professor Said and Sheherazade the week of January 18 (week 2).
- They e-mail their reading list for review/revision to sjafari@gmail.com no later than Tuesday, January 26 (week 3).
- Sheherazade sends them an email on Wednesday, January 27 confirming the list.
- Group #1 posts their readings on Blackboard no later than the start of class on Thursday, January 28.
- They then present and lead the class in discussion on Thursday, February 4 (week 4).

During your journey in Localizing Peace, *please remember*:

-Communication of an idea is expedited when we are in touch with the core of ourselves. When we are in touch with our core, we open ourselves to creativity. We also discover that the essence of communication is intention.

-Self-expression: in order for the self to express itself, it must express itself as a whole. When we are presenting papers, we are not only presenting an idea, but we are presenting ourselves. The person is more important than the idea, because the person, through effective communication, can transfer that idea to others.

-Active listening is a communication skill which we develop as we learn to hear not only words and ideas but also the emotions, feelings, and experiences behind words and ideas. We try to become a clear mirror for another person, reflecting back what we have heard and understood. We use empathy as a tool of analysis. We listen, we don't convert.

“The whole is reflected in the parts, and from the parts comes the ever-greater whole.”

Applying Hassan Fathy's 6 principles of architecture to peace education:

1. **Belief in the primacy of human values in designing social spaces:** ground all education in a guiding ethical order. This means ensuring that there is first and foremost no relative deprivation based upon class, gender, ethnicity or religion in the classroom, and opening up a public space for rediscovering the applicability of past experiences and values to the present.
2. **A universal rather than a limited approach to solving social problems:** avoiding the arrogance of ideological dogma or the educational methodologies in the East (rote learning) and West (standardized testing) that limit open, process-oriented dialogue in the classroom.
3. **Utility of technology in enabling innovative solutions:** technology can be used as a means of promoting dialogue in the classroom.
4. **The importance of community and socially oriented education techniques:** The search for truth and meaning must seek to understand the best each culture has to offer. At the same time, seeking knowledge forms community, so we must embrace and acknowledge the knowledge communities we construct.
5. **Importance of re-establishing pride and dignity through social development:** we must acknowledge the worth of every individual and their perspective in the classroom, as well as taking the time to acknowledge that poverty is more than just material deprivation. Poverty represents a condition in which your dignity has been removed, and traditional ways of knowing are viewed as antithetical to modern progress. Instead of defining society in opposition (modern vs. pre-modern), the educational system should seek to critically engage local as well as global traditions.
6. **Essential role that tradition plays in social development:** The fact is that the whole world needs the whole world. Each culture needs to exchange its richness and traditions with other cultures to continually expand its horizons. Each tradition has an inherent basis of knowledge that can be drawn on to develop society. Exchange the best for the best.

By Abdul Aziz Said

ACADEMIC INTEGRITY CODE: All students must adhere to the Academic Integrity Code (<http://www.american.edu/provost/registrar/regulations/reg80.cfm>). As the code states, "By enrolling at American University and then each semester when registering for classes, students acknowledge their commitment to the Code. As members of the academic community, students must become familiar with their rights and their responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources. American University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors."

EMERGENCY PREPAREDNESS: In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu <<http://www.american.edu>>) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

SCHEDULE

INTRODUCTION

January 14: **Meeting One Another, Overview and Structure of Class**
(Week 1)

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January 21: **Why Localize Peace?**
(Week 2)

Required readings:

Fathy, Hassan. 1973. *Architecture for the Poor: An Experiment in Rural Egypt*. Chicago: University of Chicago Press. Chapter 1, "Prelude: Dream and Reality": 1-18. (Blackboard)

Lederach, John Paul. 1995. *Preparing for Peace: Conflict Transformation across Cultures*. Syracuse, NY: Syracuse University Press. Part One, "The Training Project in Perspective": 3-33.

Said, Abdul Aziz. *Minding the Heart*. Unpublished. Chapter 3. (Blackboard)

Serageldin, Ismail. 1986. "An Egyptian Appraisal," in *Hassan Fathy*, edited by J.M. Richards, Ismail Serageldin, and Darl Rastorfer. New York: Aperture. (Blackboard)

Trujillo, Mary Adams, et al. 2008. *Re-Centering Culture and Knowledge in Conflict Resolution Practice*. NY: Syracuse University Press. Chapters 2, 3, 4 and 6.

PART ONE: UNDERSTANDING LOCALIZING PEACE



Monks in prayer at a police block in Rangoon, Burma

Questions to consider:

- Who decides what is peace?
- Who decides what is “conflict resolution”?
- Who is the subject and who/what is the object (or “target”) in prevailing conflict resolution theory and practice?
- What is culture?
- Whose culture matters in theory? In practice?
- Is peacemaking always a cultural practice?
- How is success in peacemaking defined and measured?
- ...

January 28: Overview: What is Localizing Peace (Week 3)

Group # 1 posts their reading list for week 4.

Required readings:

Lederach, John Paul. 1995. *Preparing for Peace: Conflict Transformation across Cultures*. Syracuse, NY: Syracuse University Press. Part Two, “Rethinking Approaches to Training”: 37-70.

Trujillo, Mary Adams, et al. 2008. *Re-Centering Culture and Knowledge in Conflict Resolution Practice*. NY: Syracuse University Press. Chapters 8-12.

Mohanty, Chandra Talpade. Autumn 1988. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Feminist Review* 30: 61-88. (Blackboard)

Recommended reading:

Mohanty, Chandra Talpade. Winter 2003. "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles." *Signs*, 28, 2: 499-535.

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February 4: What are the Prevailing Theoretical Approaches to

(Week 4) Conflict Resolution & Peace?

Group # 2 will post their reading list for week 5.

Recommended readings:

Fisher, Roger and William Ury. 1983. *Getting to Yes: Negotiating Agreement Without Giving In*. New York: Penguin Books.

Galtung, Johan. 1996. *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. Newbury Park, CA: Sage Publications.

Jeong, Ho-Won. 2010. *Conflict Management and Resolution: An Introduction*. New York: Routledge.

Sisk, Timothy, ed. 1999. "New Approaches to International Negotiation and Mediation: Findings from USIP-sponsored Research." *Peaceworks* No. 30. Washington, DC: United States Institute of Peace.

Wiberg, Hakan. "What Have We Learned About Peace?" *Journal of Peace Research*, 18:2 (1981): 111-148.

Zartman, I. William and J. Lewis Rasmussen, eds. 1997. *Peacemaking in International Conflict: Methods and Techniques*. Washington, DC: United States Institute of Peace Press.

Zartman, I. William and Bertram Spector, eds. 2003. *Getting it Done: Post-Agreement Negotiation and International Regimes*. Washington, DC: United States Institute of Peace Press.

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February 11: How Does Culture Shape Conflict Resolution Practice, Whether (Week 5) Western or in "the Rest of the World"?

Group # 3 will post their reading list for week 6.

Recommended readings:

Adolph, Antony. *Peace: A World History*. 2009. Malden, MA: Polity.

Hammer, M.R. 1997. "Negotiating Across the Cultural Divide: Intercultural Dynamics in Crisis Incidents," in R.G. Rogan, M.R. Hammer, & C.R. Van Zandt, eds., *Dynamic processes of crisis negotiations: Theory, research and practice*. Westport, CT: Praeger Press, pp. 105-114.

LeBaron, Michelle and Venashri Pillay, eds. 2006. *Conflict across Cultures: A Unique Experience of Bridging Differences*. Boston, MD: Intercultural Press.

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February 18: What are the Limits to Western Peacemaking Approaches? (Week 6)

Reflection paper on part one is due.

Recommended readings:

Abuelbashar's (SLA-Abdelwahid officer) criticism of failure in Abuja for Darfur Conflict:
http://www.sudantribune.com/spip.php?page=imprimable&id_article=17244.

Dayley, P. March 2006. "Challenges to Peace: Conflict Resolution in the Great Lakes Region of Africa." *Third World Quarterly*. Vol. 27, No. 2, pp. 303-319.

Dempsey, Gary. 2001. *Fool's Errands: America's Recent Encounters with Nation Building*. Washington, D.C.: Cato Institute.

MacGinty, Roger and Oliver Richmond. "Myth or Reality: Opposing Views on the Liberal Peace and Post-War Reconstruction." *Global Society*, Vol. 21, No. 4, pp. 491-497.

Pearce, Jenny. 2005. The International Community and Peacebuilding. *Development* 48 (3): 41-49.

Polak, Paul. 2008. *Out of Poverty: What Works When Traditional Methods Fail*. San Francisco: Berrett-Koehler Publishers.

Sargent, Wendy M. 2007. *Civilizing Peacebuilding: Twenty-First Century Global Politics*. Burlington: Ashgate.

Schumacher, E. F. 1999. *Small Is Beautiful: Economics As If People Mattered: 25 Years Later...with Commentaries*. Hartley & Marks Publishers.

Snyder, J. and L. Vinjamuri. Winter 2003-Spring 2004. "Trials and Errors: Principle and Pragmatism in Strategies of International Justice." *International Security*. Vol. 28, No. 3, pp. 5-44.

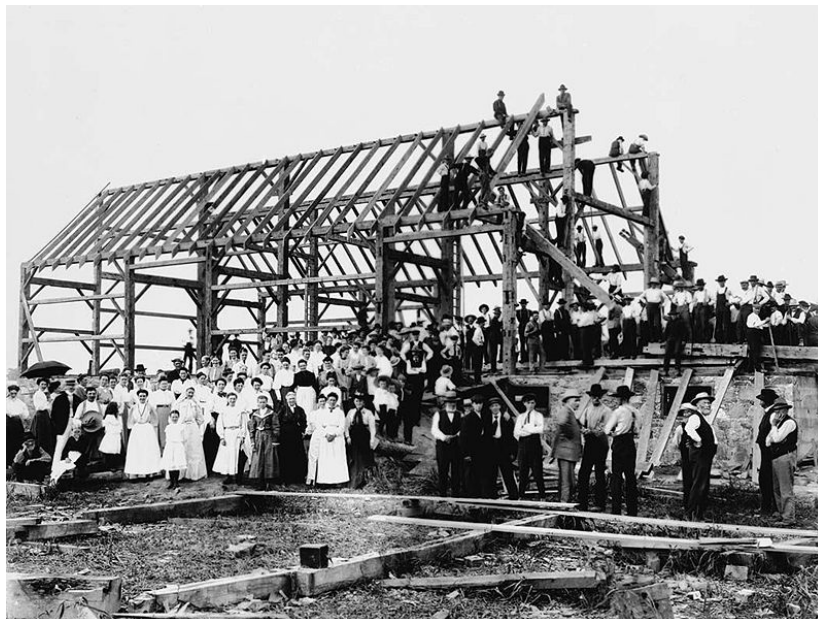
[Highly Recommended] Walker, Polly. Summer and Fall 2004. "Decolonizing Conflict Resolution: Addressing the Ontological Violence of Westernization" *American Indian Quarterly*. Vol. 28, Nos. 3 & 4.

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PART TWO: RESOURCES FOR LOCALIZING PEACE

Questions to consider:

- What does peace mean to you?
- What helps you find inner peace?
- What do we mean by “indigenous”?
- What are resources for peace in your community? Consider values, traditions, historical narratives...
- Who represents the “local” voices? Who speaks for the local?
- ...



Barn raising in an Amish community

February 25: Overview: Identifying Local Resources for Peace (Week 7)

Group # 4 will post their reading list for week 8.

Required readings:

Fry, Douglas and Graham Kemp, eds. 2003. *Keeping the Peace: Conflict Resolution and Peaceful Societies around the World*. NY: Routledge. Chapters 1-3, 6, 7, 9, 10, and 12.

Said, Abdul Aziz. *Minding the Heart*. Unpublished. Chapter 7. (Blackboard)

Recommended readings:

Augsburger, D.W. 1992. *Conflict Mediation across Cultures*. Louisville, KY: Westminster/John Knox Press.

Avruch, Kevin. 1998. *Culture and Conflict Resolution*. Washington DC: United States Institute of Peace.

Fry, Douglas P. 2007. *Beyond War: The Human Potential for Peace*. New York: Oxford University Press.

Lederach, John Paul. 1998. *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace.

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March 4: How do Indigenous Approaches to Peace Work?

(Week 8)

Group # 5 will post their reading list for week 10.

Recommended Readings:

General:

Bercovitch, Jacob, Ole Elgstron and Carl Skau. 2003. "Regional Organizations and International Mediation: The Effectiveness of Insider Mediators." *Africa Journal on Conflict Resolution*: 11-27.

Brigg, Morgan. 2009. "Mediation, Power, and Cultural Difference." *Conflict Resolution Quarterly*, 20 (3).

Gielen, Uwe P., Jefferson M. Fish, and Juris G. Draguns, eds. *Handbook of Culture, Therapy, and Healing*. New York: Routledge.

Huyse, L. 2008. "Introduction: Tradition-Based Approaches in Peacemaking, Transitional Justice and Reconciliation Policies." In L. Huyse, & M. Salter, *Traditional Justice and Reconciliation after Violent Conflict: Learning from African Experiences*. Stockholm: International IDEA.

MacGinty, Roger. 2008. "Indigenous Peace-Making Versus the Liberal Peace." *Cooperation and Conflict*, Vol. 43.

Schirch, Lisa. 2005. *Ritual and Symbol in Peacebuilding*. Bloomfield, CT: Kumarian Press, Inc.

Selin, Helaine, ed. 2003. *Nature across Cultures: Views of Nature and the Environment in Non-Western Cultures*. Norwell: Kluwer Academic Publishers.

Wanis-St. John, Anthony. 2005. "Cultural Pathways in Negotiation and Conflict Management," in Michael L. Moffitt and Robert C. Bordone, eds., *The Handbook of Dispute Resolution*. Hoboken, NJ: Jossey Bass Publishers.

United Nations. 23 August 2004. *The Rule of Law and Transitional Justice in Conflict and Post-Conflict Societies: Report of the Secretary-General*. United Nations Security Council.

Specific:

Alie, J. A. 2008. "Reconciliation and Traditional Justice: Traditional-Based Practices of the Kpaa Mende in Sierra Leone." In L. Huyse, & M. Salter, *Traditional Justice and Reconciliation after Violent Conflict: Learning from African Experiences*. Stockholm: International IDEA.

Alther, Gretchen. 2006. "Colombian Peace Communities: The Role of NGOs in Supporting Resistance to Violence and Oppression." *Development in Practice* 16 (3 & 4): 278-291.

Amnesty International. December 2002. *Gacaca: A Question of Justice*.

Barnes, Bruce E. 2002. "Building Conflict Resolution Infrastructure in the Central and South Pacific: Indigenous Populations and Their Conflicts with Governments." *Conflict Resolution Quarterly* 19 (3).

Choudree, R.B.G. 2000. "Traditions of Conflict Resolution in South Africa." *Africa Journal on Conflict Resolution*, 1(11).

Doe, S. G. 2009. "Indigenizing Post-Conflict State Reconstruction in Africa: A Conceptual Framework." *Africa Peace and Conflict Journal* , 2 (1), 1-16.

Fanthorpe, R. 2005. "On the Limits of Liberal Peace: Chiefs and Democratic Decentralization in Post-war Sierra Leone." *African Affairs* , 105, 27-49.

Gellman, Mneesha. 2008. "No Justice, No Peace? National Reconciliation and Local Conflict Resolution in Cambodia." *Asian Perspective* 32 (2): 37-57.

Gellman, Mneesha, and Mandi Vuinovich. 2008. "From Sulha to Salaam: Connecting Local Knowledge with International Negotiations for Lasting Peace in Palestine/Israel." *Conflict Resolution Quarterly* 26 (2).

Gordon, G. 13 July 2007. *What Northern Ugandans Really Want*. Reuters AlertNet. <http://www.alertnet.org/db/blogs/33567/2007/06/13-140154-1.htm>

Graybill, L. S. 2004. "Pardon, Punishment, and Amnesia: Three African Post-conflict Methods." *Third World Quarterly* , 25 (6), 1117-1130.

Graybill, L., & Lanegran, K. 2004. "Truth, Justice, and Reconciliation in Africa: Issues and Cases." *African Studies Quarterly*, 8.1.

Hagg, Gerard. Kagwanja, Peter. 2007. "Identity and Peace: Reconfiguring Conflict Resolution in Africa." *Africa Journal on Conflict Resolution*, 7(2): 9-31.

Heathershaw, John. 2008. "Seeing like the International Community: How Peacebuilding Failed (and Survived) in Tajikistan." *Journal of Intervention and Statebuilding* 2 (3): 329-351.

Hilhorst, Dorothea, and Mathijs van Leeuwen. 2005. "Grounding Local Peace Organisations: a Case Study of Southern Sudan." *Journal of Modern African Studies* 43 (4): 537-563.

Huang, Reyko and Geoffrey Gunn. 19 November 2003. "Reconciliation as State-building in East Timor." *Lustopie*, <http://www.lusotopie.sciencespobordeaux.fr/gunn-huang2004.pdf>.

Igreja, V., & Dias-Lambranca, B. 2008. "Restorative Justice and the Role of the Magamba Spirit in Post-Civil War Gorongosa, Central Mozambique." In L. Huyse, & M. Salter, *Traditional Justice and Reconciliation after Violent Conflict: Learning from African Experiences*. Stockholm: International IDEA.

Ilesanmi, S. O. 2003. "So that Peace May Reign: A Study of Just Peacemaking Experiments in Africa." *Journal of the Society of Christian Ethics*, 23, 213-226.

Ingelaere, B. 2008. "The Gacaca Courts in Rwanda." In L. Huyse, & M. Salter, *Traditional Justice and Reconciliation after Violent Conflict: Learning from African Experiences*. Stockholm: International IDEA.

IRIN Africa. 6 September 2006. *Uganda: Balancing Forgiveness with Justice*. IRIN News. <http://www.irinnews.org/report.aspx?reportid=60819>

- Latigo, J. O. 2008. "Northern Uganda: Tradition-Based Practices in the Acholi Region." In L. Huyse, & M. Salter, *Traditional Justice and Reconciliation after Violent Conflict: Learning from African Experiences*. Stockholm: International IDEA.
- Lowry, Carmen, and Stephen Littlejohn. 2006. "Dialogue and the Discourse of Peacebuilding in Maluku, Indonesia." *Conflict Resolution Quarterly* 23 (4).
- MacGinty, Roger. 2007. "Reconstructing Post-War Lebanon: A Challenge to the Liberal Peace?" *Conflict, Security, and Development*, 7(3): 457-482.
- Meyerstein, A. 2007. "Between Law and Culture: Rwanda's Gacaca and Postcolonial Legality." *Law and Social Inquiry*, 32 (2), 467-508.
- Minow, M. 1998. *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*. Boston: Beacon Press.
- Nader, Laura and E. Grande. Summer 2002. "Current Illusions and Delusions about Conflict Management -- In Africa and Elsewhere." *Law and Social Inquiry*. Vol. 27, No. 3, pp. 573-594.
- Nordstrom, C. 1998. "Terror Warfare and the Medicine of Peace." *Medical Anthropology Quarterly*, 12 (1), 103-121.
- Oetzel, John G., Bibiana Arcos, Phola Mabizela, A. Michael Weinman. 2006. "Historical, Political, and Spiritual Factors of Conflict: Understanding Conflict Perspectives and Communication in the Muslim World, China, Colombia, and South Africa." In *The SAGE Handbook of Conflict Communication: Integrating Theory, Research, and Practice*, eds. John G. Oetzel and Stella Ting-Toomey, pp. 549-574. Thousand Oaks, CA: SAGE Publications.
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- Osamba, Josiah. 2001. "Peacebuilding and Transformation From Below: Indigenous Approaches to Conflict Resolution and Reconciliation among the Pastoral Societies in the Borderlands of Eastern Africa" *Africa Journal on Conflict Resolution*, 2:1.
- Rogers, Richard, and Anat Ben-David. 2008. "The Palestinian Israeli Peace Process and Transnational Issue Networks: the Complicated Place of the Israeli NGO." *New Media & Society* 10 (3): 497-528.
- Ruto Pkalya, Mohamud Adan, and Isabelle Masinda (Betty Rabar and Martin Karimi eds). January 2004. "Indigenous Democracy: Traditional Conflict Resolution Mechanisms Pokot, Turkana, Samburu, Marakwet." *Intermediate Technology Development Group Eastern-Africa*: http://practicalactionconsulting.org/east-africa/indigenous_democracy.
- Shoemaker, Ann Torfin, Brett R. Noel, and Claudia L. Hale. 2007. "Striving to Sow the Seeds of Peace: Conflict Resolution Training in Indonesia." *Conflict Resolution Quarterly* 25 (1).
- Tan, Ngoh-Tiong. 2002. "Community Mediation in Singapore: Principles for Community Conflict Resolution." *Conflict Resolution Quarterly* 19 (3).

Van Leeuwen, Mathijs. 2008. "Imagining the Great Lakes Region: Discourses and Practices of Civil Society Regional Approaches for Peacebuilding in Rwanda, Burundi and DR Congo." *Journal of Modern African Studies* 46 (3): 393–426.

Villa-Vicencio, Charles, Paul Nantulya, and Tyrone Savage. 2005. *Building Nations Transitional Justice in the African Great Lakes Region*. Cape Town, South Africa: Institute for Justice and Reconciliation.

Zuin, M. 2008. "A Model of Transitional Justice for Somalia." *Praxis: The Fletcher Journal of Human Security*, vol. 223.

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March 11: SPRING BREAK – No Class
(Week 9)

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March 18: How can Religion be a Resource for Peace?
(Week 10)

Group # 6 will post their reading list for week 11.

Recommended readings:

Abu-Nimer, Mohammed. 2001. "Conflict Resolution, Culture, and Religion: Toward a Training Model of Interreligious Peacebuilding," *Peace Research*. vol. 38 no.6, 685-704

Appleby, R. Scott. 2008. "Building Sustainable Peace: The Role of Local and Transnational Religious Actors" in *Religious Pluralism, Globalization, and World Politics*, edited by Banchoff, Thomas, ed. Oxford: Oxford University Press.

Chappell, D. W. 1999. *Buddhist Peacework: Creating Cultures of Peace*. Somerville, MA: Wisdom Publications.

Harpviken, Kristian Berg, and Hanne Eggen Roislien. 2008. "Faithful Brokers? Potentials and Pitfalls of Religion in Peacemaking." *Conflict Resolution Quarterly* 25 (3).

Johnston, Douglas and Cynthia Sampson, eds. 1994. *Religion, the Missing Dimension of Statecraft*. New York: Oxford University Press.

Little, David, ed. 2007. *Peacemakers in Action: Profiles of Religion in Conflict Resolution*. New York: Cambridge University Press.

McLeod, Melvin. 2006. *Mindful Politics: A Buddhist Guide to Making the World a Better Place*. Nocona, TX: Wisdom Publishing.

Smock, David R. eds. "Religious Contributions to Peacemaking When Religion Brings Peace, Not War." <http://www.usip.org/pubs/peaceworks/pwks55.html>.

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March 25: **How can Local Minorities and Marginalized Groups Be Ensured a**
(Week 11) **Role in the Local Peace Process?**
(Consider women, youth, and ethnic/racial/religious minorities)

Reflection paper on part two is due.

Recommended readings:

(Please refer to other weeks in the syllabus for sources that examine race, ethnicity, religion, etc.)

Women:

African Women and Peace Support Group. 2004. *Liberian Women Peacemakers: Fighting for the Rights to Be Seen, Heard, and Counted*. Trenton: African World Press, Inc.

Anderlini, Sanam Naraghi. 2007. *Women Building Peace: What They Do and Why it Matters*.

Shoemaker, J., ed. 2005. *Conflict Prevention and Transformation: Women's Vital Contributions*. Washington, DC: The Initiative for Inclusive Security.

Council on Foreign Relations. March 6, 2003. "The Role of Women in Peacebuilding and Reconstruction: Lessons from Rwanda, East Timor, and Afghanistan," Transcript. See: http://www.cfr.org/publication/5729/role_of_women_in_peacebuilding_and_reconstruction.html.

Disney, Abigail E. 2008. *Pray the Devil Back to Hell*. Directed by Gini Reticker. Sydney, Australia: Fork Films.

Eller, Cynthia. 1993. *Living in the Lap of the Goddess: The Feminist Spirituality Movement in America*. New York: Crossroad.

International Crisis Group. June 28, 2006. "Beyond Victimhood: Women's Peacebuilding in Sudan, Congo and Uganda," *Africa Report*, 112. See: <http://www.crisisgroup.org/home/index.cfm?id=4185>.

Kumar, Radha 2001. "Women's Peacekeeping During Ethnic Conflicts and Post-Conflict Reconstruction." *NWSA Journal* 12 (2).

Larson, Mary Jo, and Xiaoping Tian. 2005. "Strengthening Women's Contributions to Sustainable Peace: The Benefits of Flexibility." *Conflict Resolution Quarterly* 23 (1).

Makuwira, Jonathan. 2006. "Aid Partnership in the Bougainville Conflict: the Case of a Local Women's NGO and its Donors." *Development in Practice* 16 (3 & 4):322-333.

Mazurana, Dyan, and Khristopher Carlson. 2004. "From Combat to Community: Women and Girls of Sierra Leone." Washington DC: Women Waging Peace.

Mazurana, Dyan, Angela Raven-Roberts, and Jane Parpart, eds. 2005. *Gender, Conflict, and Peacekeeping*. Lanham: Rowman and Littlefield Publishers, Inc.

Mikayelyan, Armine, and Gohar Markosyan. 2007. "Peace and Conflict Resolution Education in Armenia: The Work of Women for Development." *Conflict Resolution Quarterly* 25 (1): 101-107.

- Porter, Elizabeth. 2007. *Peacebuilding: Women in International Perspective*. London: Routledge.
- Rojas, Catalina. 2004. "In the Midst of War: Women's Contributions to Peace in Columbia." Washington, DC: Women Waging Peace.
- Snyder, Anne. 2000. "Peace Profile: Federation of African Women's Peace Networks." *Peace Review* 12 (1).
- Vincent, Louise. 2001. "Engendering Peace in Africa: A Critical Inquiry Into Some Current Thinking on the Role of African Women in Peace-building." *Africa Journal of Conflict Resolution*, 2(1): 9-18
- Youth:*
- Boyden, J. and J. de Berry, Eds. 2004. *Children and Youth on the Front Line: Ethnography, Armed Conflict and Displacement*. Studies in Forced Migration. New York, Oxford, Berghahn Books.
- Boothby, Neil, Alison Strang and Michael Wessells. 2006. *A World Turned Upside Down: Social Ecological Approaches to Children in War Zones*. Kumarian Press.
- Gibbs, S. 1994. "Post-War Social Reconstruction in Mozambique: Re-framing Children's Experience of Trauma and Healing." *Disasters* 18(3): 268-276.
- Hart, J. 2004. *Children's Participation in Humanitarian Action: Learning from zones of armed conflict*. Oxford, University of Oxford, Refugee Studies Centre.
- Kuper, J. 2000. "Children in Armed Conflicts: The Law and its Uses." *Development* 43(1): 32-39.
- Liddell, C., J. Kemp, et al. 1993. "The Young Lions: African Children and Youth in Political Struggle," in *The Psychological Effects of War and Violence on Children*. L. A. Leavitt and N. A. Fox. Hillsdale, New Jersey, Lawrence Erlbaum Associates.
- McEvoy-Levy, Siobhan, Ed. 2006. *Troublemakers or Peacemakers? Youth and Post-Accord Peace Building*. University of Notre Dame Press.
- Moeller, S. 2002. "A Hierarchy of Innocence: The Media's Use of Children in the Telling of International News." *Press/Politics* 7(1): 36-56.
- Twum-Danso, A. 2005. "The Political Child." *Invisible Stakeholders: Children and War in Africa*. A. McIntyre. Pretoria, Institute for Security Studies.
- Utas, M. 2005. "Building a Future? The Reintegration and Remarginalization of Youth in Liberia," in *No Peace, No War: An Anthropology of Contemporary Armed Conflicts* by P. Richards. Oxford, James Currey.

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PART THREE: CONTEMPORARY APPLICATIONS AND LIMITATIONS FOR LOCALIZING PEACE

Questions to consider:

- What does genuine local-international collaboration look like?
- What is required for the local to be heard?
- How can local-international collaborations effectively address power disparities?
- When we borrow ideas from one location for another, what gets lost? What principles should be followed?
- Is local always better?
- ...



Gacaca court in Rwanda

April 1: Overview: Putting Localizing Peace into Practice (Week 12)

Group # 7 will post their reading list for week 13.

Required Readings:

Lederach, John Paul. 1995. *Preparing for Peace: Conflict Transformation across Cultures*. Syracuse, NY: Syracuse University Press. Part Three: 73-122.

Trujillo, Mary Adams, et al. 2008. *Re-Centering Culture and Knowledge in Conflict Resolution Practice*. NY: Syracuse University Press. Chapters 14, 15, 17, 18 and 22.

Said, Abdul Aziz. *Minding the Heart*. Unpublished. Chapter 10. (Blackboard)

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**April 8: How can Conflict Resolution Practitioners Compliment/Support
(Week 13) Local Initiatives?**

Group #8 will post their reading list for week 14.

Recommended Readings:

Donais, Timothy. 2009. "Empowerment or Imposition? Dilemmas of Local Ownership in Post-Conflict Peacebuilding Processes." *Peace & Change* 34 (1): 3-26.

Fisher, Simon, and Lada Zimina. 2009. "Just Wasting our Time? Provocative Thoughts for Peacebuilders," in *Berghof Handbook Dialogue*. Berlin: Berghof Research Center for Constructive Conflict Management.

Goetschel, Laurent, and Tobias Hagmann. 2009. "Civilian Peacebuilding: Peace by Bureaucratic Means?" *Conflict, Security & Development* 9 (1): 55-73.

Lederach, John Paul, Reina Neufeldt, and Hal Culbertson. 2007. *Reflective Peacebuilding: A Planning, Monitoring, and Learning Toolkit*. Notre Dame: University of Notre Dame.

NATO and Local Afghan Peace Efforts: <http://www.nato.int/docu/review/2009/Afghanistan-law-order-elections/conflict-resolution-afghan/EN/index.htm>.

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**April 15: How can Localizing Peace "Filter Up" to the Track I Level?
(Week 14)**

Recommended Readings:

Afako, B. (2002). *Reconciliation and Justice: 'Mato oput' and the Amnesty Act*. Conciliation resources: <http://www.c-r.org/our-work/accord/northern-uganda/reconciliation-justice.php>.

Betts, A. 2005. "Should Approaches to Post-Conflict Justice and Reconciliation be Determined Globally, Nationally, or Locally?" *The European Journal of Development Research*, 17 (4), 735-752.

Gant, Jim. 2009. *One Tribe at a Time*. http://blog.stevenpressfield.com/wp-content/themes/stevenpressfield/one_tribe_at_a_time.pdf.

Hemmer, Bruce, Paula Garb, Marlett Phillips, and John L. Graham. 2006. "Putting the "Up" in Bottom-up Peacebuilding: Broadening the Concept of Peace Negotiations." *International Negotiation* 11: 129-162.

Jafari, Sheherazade. 2007. "Local Religious Peacemakers: An Untapped Resource in U.S. Foreign Policy," *Journal of International Affairs* 61(1): 111-130.

MacGinty, Roger. 2006. *No War, No Peace: The Rejuvenation of Stalled Peace Processes and Peace Accords*. Palgrave Macmillan.

Meernik, J. 2005. "Justice and Peace? How the International Criminal Tribunal Affects Societal Peace in Bosnia." *Journal of Peace Research* , 42 (3), 271-289.

Paffenholz, Thania and Christoph Spurk. 2006. "Civil Society, Civic Engagement, and Peacebuilding" *Social Development Papers*. Washington, DC: The World Bank.

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April 22: **Can Localizing Peace "Best Practices" Apply in**
(Week 15) **Multiple Contexts?**

Reflection paper on part three is due.

Students give 5-minute presentations of their final paper.

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April 29: **Final Paper Due (No Class)**
(Week 16)



School children in Malaysia

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