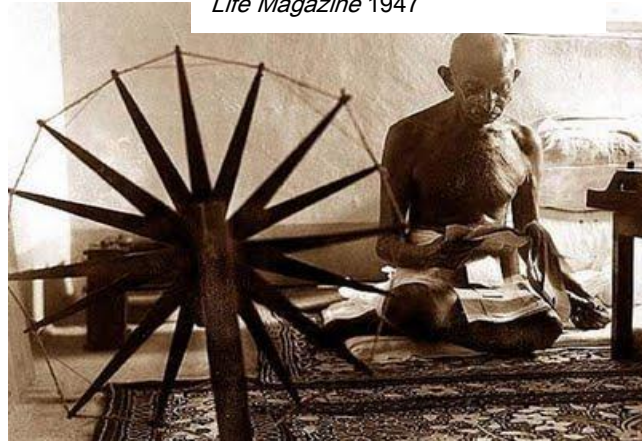


Peace Paradigms

SIS 607.002

Fall 2011

Photo by Margaret Bourke-White,
Life Magazine 1947



Guns into Plowshares, Washington DC
Photo by K. Joosten, 2005



Painting by Bert Monterona, Mindanao, PH

American University
School of International Service
Fall 2011
Monday 5:30 – 8:00 pm
Room: McK 205

Dr. Reina Neufeldt
Office: SIS 210, Ph. 202.885.2510
Email: neufeldt@american.edu
Office Hours: : Mon. 12:30-1:30, Wed.
12:30-3:30, TBA on skype or by
appointment

Course Description

This graduate seminar is a core course in International Peace and Conflict Resolution. Over the course we will review a range of approaches to peace, their underlying assumptions and methods, as well as explore current applied examples within each paradigm. The course will give you an overview of the history and development of approaches to peace. It will be organized around five main approaches to peace which we will analyze and compare:

- Peace through force;
- Peace through world order;
- Peace through communication and conflict resolution;
- Peace through nonviolence;
- Peace through transformation (personal and relational).

This course is designed primarily as a seminar, which means it will be largely discussion-based with some lectures. Students are expected to participate regularly and actively in discussions and analysis of the readings. Students will also take responsibility to present and chair parts of the discussion (case-studies) alongside the instructor. Lectures, movies, guest speakers and assignments are designed to deepen our investigation of the ways actors think about and pursue peace. We will draw upon a number of cases in order to enrich our investigations with concrete illustrations. The aim of the course is to help you think analytically and creatively about the theory and practice of peace.

Learning Outcomes

Knowledge

- Knowledge of the history, development and current expression of peace studies;
- Knowledge of the basic concepts of peace (positive, negative and culture of peace), violence (direct, structural, cultural), and processes of peace (peacemaking, peacebuilding, peacekeeping);
- Understanding of the major approaches (paradigms) to achieving peace (coercive power, world order, conflict resolution, nonviolence, personal and community transformation), including their characteristics, actors/institutions, strengths, weaknesses, and critical analyses;
- Awareness of challenges and issues in achieving and maintaining peace (economics, development, globalization, gender, democracy, responsibility to protect, post conflict peacebuilding);
- Awareness of the principles and values of peace.

Skills

- Awareness of self-capacity for peaceful relations with others;
- Ability to produce policy recommendations to bring about peace.

Attitudes (Values)

- Appreciation of diverse nonviolent approaches to achieving positive peace;
- Valuing of peaceful relations and communities;
- Respect for diversity.

Required Textbooks

Edward Hallett Carr. 1964. *The Twenty Years Crisis: An introduction to the study of international relations*. New York, NY: Harper & Row Publishers, Inc.

Chester A. Crocker, Fen Osler Hampson, and Pamela Aall (Eds). 2007. *Leashing the Dogs of War* (LDW in syllabus) Washington, DC: USIP Press.

John Paul Lederach. 2005. *The Moral Imagination: The art and soul of peacebuilding*. New York, NY: Oxford University Press.

David Cortright. 2009. *Gandhi and Beyond: Nonviolence for a new political age*. 2nd Edition. Boulder, CO: Paradigm Publishers.

Hanh, Thich Nhat. 1987. *Being Peace*. Parallax Press. (Any edition is fine).

Course Requirements and Expectations

Seminar Participation	25%
Analytical Papers (5)	30%
Research Proposal	10%
Research Paper	35%

Participation (25%): This course will be run as a seminar. This means that lectures will be kept to a minimum in order to introduce a given topic or case, and the majority of our class time will be discussion format.

A seminar is in many ways a conversation among people who share a common interest in expanding their understanding of an idea or a specific topic; in our class we are expanding our understanding of peace, and approaches to attain it. Seminars provide a setting wherein you share your views and listen to those views and insights around you on a specific topic in order to expand, improve and deepen our collective understanding. A seminar promotes the

skills of conversation; a complex set of habits and attitudes which, in large part, determine our abilities to deal with others in a group setting and are helpful in conflict resolution practice. The discussions that begin in-class will hopefully continue outside the classroom (over dinner, in the pub). The rationale for seminar-style learning rests on the finding that students learn far more from actively talking and listening to each other than they do from listening passively to a lecturer. Further, students remember what they learn in a seminar better than they do with lectures. Unfortunately, successful seminars do not just happen. Those participating have to work to create and sustain a conversational setting in which, individually and collectively, the aims of the seminar are realized as fully as possible. This demands a continuing commitment from everyone to make the enterprise work. In our seminars, we will use three or four key questions as a launching point for our exploration and analysis of the readings each week to which you will need to contribute constructively and analytically. Course readings need to be completed before coming to class in order to contribute appropriately and really delve into the subject-matter at hand.

What am I looking for in good class discussion?¹

- Evidence of careful reading and preparation, including factual details (please do all of the assigned readings for class, and if you have time look at some of the recommended readings in a given paradigm to enrich our discussion);
- Contributions that are logically consistent, original and use relevant evidence;
- Comments that are clear, enthusiastic and respectful;
- Comments that contribute and are appropriate to the discussion, such as building-on other's ideas, providing constructive criticism, asking constructive, analytical questions, or contributions that show that you were listening carefully to others.

Seminar case study: You and one classmate will co-lead a portion of the seminar. You will be responsible for providing a short presentation that applies a paradigm to one case on a pre-assigned date. This means you'll need to read about the paradigm in advance, and then choose a case that fits. The goal is not to present the theory but rather show how the theory embedded in the paradigm applies to the case. The case should be a contemporary real-world conflict in which at least one of the actors pursued a strategy for intervention that fits that particular peace paradigm (e.g. Sri Lanka's government recently pursued a "peace through force" approach against the LTTE). Try to choose a case that is *currently active* or from the last five years.

Your presentation should:

- 1) Provide a very brief outline of the case (3-5 min. on background);
- 2) Provide a handout (with any details you wish to convey and policy recommendations);
- 3) Highlight ways in which the case illustrates elements of the paradigm;
- 4) Identify questions that the case raises about the paradigm and/or its underlying assumptions (e.g. the lack of success of non-violent protests in

¹ Adapted from Maryann Cusimano-Love (Catholic University).

Myanmar suggests that the underlying assumptions around leadership such as... need to be re-examined because...)

5) Formulate one to two specific policy recommendations for how specific actors can improve the likelihood of sustainable peace (try to work within the paradigm for your recommendations and explain why they fit the paradigm).

If you are using power point, ensure that your slides focus on titles, big ideas and visual aids. Provide any detailed content in the handouts rather than the PowerPoint. Your presentation should be no more than 15 minutes in length and be prepared for about 15 additional minutes of Q&A at the end. You are required to meet with me two weeks in advance of your presentation to review your case selection and the content of your presentation. Think about ways to use multi-media in your presentation (e.g. short video-clips, maps, think about setting up background and links on blackboard for people to look at before coming to class, etc.).

Analytical Papers (30%): Over the term, you are required to write five (5) analytical papers, which are each worth 6% of your grade, with one analytical paper due per paradigm. The analytical papers should be two (2) pages in length (double spaced, 12 pt font; page count does not include bibliography; use Chicago Manual of Style or APA format for your citations). In the analytical papers you need to: 1) briefly summarize one of the readings for a given week; 2) identify the key argument for that reading; 3) cite the strongest supporting empirical evidence for the argument; and 4) identify the greatest weakness that might be identified with respect to the evidence and argument; 5) conclude with your brief assessment of the argument based on the evidence. The papers are due before class starts (hand in hard copies unless otherwise instructed) on the day that the reading is assigned. You will be graded on: accuracy of summary, use of evidence, organization and clarity, and quality of analysis.

Research Proposal (10%) and Paper (35%): A medium-length research paper is due at the end of the course, by 5pm on the Friday of our last week in class, December 9, 2011. The paper should be a seventeen (17) to twenty (20) page research paper (double spaced, 12 pt font; page count does not include bibliography; use Chicago Manual of Style or APA format for your citations) that analyzes a particular theme we have discussed in class in a deeper and more systematic way, or you can analyze a particular intervention within a given paradigm (one we did not explore in class). A three to four page **proposal** for the paper is due 24 October, 2011 in class. The proposal should outline what you are investigating (state the problem that you are addressing and your research question), its significance (why is it important to study this problem and this question?), how it relates to the course material (what does it add to our understanding of a particular paradigm) and how you will address the research question. Include a preliminary bibliography with your proposal.

Paper Deadline Policy: The research proposal and your analytical papers are due at the start of class in hard copy unless otherwise instructed. The research paper is due by 5pm on Friday December 9, and can be submitted electronically on blackboard or in hard copy at the

SIS Welcome Center/Faculty Services (get it time and date stamped). Papers not turned in on-time will lose 1/3 of a grade (e.g. a B+ becomes a B) and further mark penalties will be incurred over time, except in cases of genuine emergency.

Academic Integrity: Students are expected to follow the standards of academic integrity set forth by the University. Violations of academic integrity will not be treated lightly, and disciplinary actions will be taken. Please see me if you have any questions about what constitutes a violation of academic integrity. You can read the University's full Academic Integrity Code here: <http://www.american.edu/academics/integrity/code/htm>

Grading Policy: *"F": Failing work. "D": Lack of fundamental knowledge of the material but sufficient knowledge for a passing grade. "C": Satisfactory knowledge of the basic information or data presented in the course. This is primarily knowledge of the "facts" or content and involves memorizing details and material. "B": Good ability to explain how certain issues and events are related to one another according to explanations currently held in the field; sees relationships between events and theories and can reproduce arguments. "A": Excellent, independent and original thinking and/or creative work.*

Emergency Preparedness for the Disruption of Classes

In the event of an emergency, 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. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the AU Web site (www.prepared.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.

For this course, if the university closes some course requirements will be adapted, and we will utilize blackboard extensively as a platform to provide the basic structure for our class, assignments and group discussions.

Course Outline

Week 1: August 29

Introduction

- Review syllabus, course objectives, course format and learning goals
- Introduction of major concepts (paradigms, peace, violence)
- Scheduling teams for case analysis and presentations

Required Readings:

- Quinn, Daniel. 1995. *Ishmael*. New York: Bantam/Turner Books. Read only pp. 3-29.

Recommended Reading:

- Harbom, Lotta & Wallensteen, Peter. 2009. Armed Conflicts, 1946-2008. *Journal of Peace Research*, 46(4): 577-587.
- Galtung, Johan. 1969. Violence, peace and peace research. *Journal of Peace Research*, 7(3): 167-191.
- Chapter 1, LDW.

Paradigm 1: Peace through Force

Week 2: September 12

Key topics: the foundations of realism; states; power; war.

Required Readings

- Machiavelli, Niccolò. 1950. *The Prince*. Luigi Ricci and E.R.P. Vincent, trans. NY: Modern Library. Chapters XIV-XVIII (14 to 18). (Available via blackboard)
- Carr, E.H. 1964 [1939]. *The Twenty Years' Crisis, 1919-1939: An Introduction to the Study of International Relations*. NY: Harper & Row Publishers, Inc.

Discussion Questions:

- How do Machiavelli and Carr conceptualize power?
- Why is military force necessary to achieve peace from Machiavelli and Carr's perspectives?
- What are the limits of realism according to Carr? Why don't these limits negate the peace through force approach?

Additional recommended readings for "peace through force:"²

- Morgenthau, Hans. 1993. *Politics among Nations: the struggle for power and peace*. NY: McGraw-Hill.
- Pape, Robert A. 2003. The strategic logic of suicide terrorism. *American Political Science Review*, 97(3): 343-361.
- Snyder, Jack. 2004. One World, Rival Theories. *Foreign Policy*, Nov/Dec.
- Thucydides. 1993. *History of the Peloponnesian War*. VT: Everyman's Library.

² I encourage you to look over one or two within each paradigm and bring additional ideas into the classroom to enrich our discussion. They are also here as a resource as you can look to as you continue your studies.

- Mearsheimer, John J. 2006. "Structural Realism". T. Dunne, M. Kurki and S. Smith (Eds.), *International Relations Theories: Discipline and Diversity*. Oxford: Oxford University Press, 71-88.

Week 3: September 19

Key topics: Anarchy, systems-level thinking, neo-realism, and critiques (feminist and constructivist).

Required Readings:

- Waltz, Kenneth. 2000. Structural Realism after the Cold War. *International Security* 25 (1): 5-41.
- Mearsheimer, John J. 2009. Reckless states and realism. *International Relations*, 23(2): 241-256.
- Luttwack, Edward N. 1999. Give war a chance. *Foreign Affairs*, 78(4): 36-44.
- Art, Robert J. and Cronin, Patrick M.. 2007. Coercive diplomacy, *LDW*, Ch. 17 (pp.299-318).
- Tickner, J. Ann. 1992. A critique of Morgenthau's principles of political realism. In R. Grant and K. Newland (Eds) *Gender and International Relations*. IN: Indiana University Press. Reprinted in R. Art and R. Jervis (2009). *International Politics*. NY: Pearson, Longman, 15-27.
- Wendt, Alexander. 1992. Anarchy is what states make of it: the social construction of power politics. *International Organization*, 46(2): 391-425.

Discussion Questions:

- How does the structure of the international system affect the use of force? And, affect prospects for peace?
- How and in what ways can limits on the use of force be effective?
- What fundamental realist assumptions are questioned by Tickner and Wendt?
- What is the nature of peace that results from peace through force?

Case presentation (realism or neo-realism): _____

Paradigm 2: Peace through World Order

Week 4: September 26

Key topics: liberal institutionalism, long-term cooperation and international law.

Required Readings:

- Kant, Immanuel. 1795. Perpetual Peace: A philosophical sketch. Available on-line at: <http://www.mtholyoke.edu/acad/intrel/kant/kant1.htm>
- Keohane, Robert O. 1998. International institutions: can interdependence work? *Foreign Policy*, Spring: 82-96. Available on-line at: <http://www.foreignpolicy.com/Ning/archive/archive/110/institutions.pdf>
- Lind, Michael. 2007. For Liberal Internationalism, *The Nation*, 2 July
- Nye, Joseph S. 2007. The place of soft power in state-based conflict management. *LDW*, Chapter 22 (pp.389-400).
- Kritz, Neil J. 2007. The rule of law in conflict management. *LDW*, Chapter 23 (pp.401-424).
- Ray, James Lee. 1998. Does Democracy Cause Peace? *Annual Review of Political Science*, 1998: 1, 27-46.

<http://sitemason.vanderbilt.edu/files/g/gDf5Ty/ray%20does%20democracy%20cause%20peace.pdf>

Discussion Questions:

- According to these authors, what creates the basis for international cooperation? Is this sufficient to build global peace?
- How do the authors approach power? Do you think they meet the realist critique of “idealism”?
- What does it mean when international institutions fail?

Case presentation: _____

Recommended readings for “peace through world order:”

- Grotius, Hugo. Prolegomena to *The Law of War and Peace*.
- Keohane, Robert O., Macedo, Stephen and Moravcsik, Andrew. 2009. Democracy-enhancing multilateralism. *International Organization*, 63:1-31.
- Falk, Richard. 2005. Humane governance for the world: reviving the quest. In R. Wilkinson (Ed) *The Global Governance Reader*, pp.105-119.
- Grieco, Joseph M. 1993. Understanding the problem of international cooperation: the limits of neo-liberal institutionalism and the future of realist theory. In D. Baldwin (Ed), *Neorealism and Neoliberalism*. NY: Columbia University Press, pp.301-338.
- Sikkink, Kathryn. 2002. Transnational advocacy networks and the social construction of legal rules. In Y. Dezalay & B.G. Garth (Eds). *Global Prescriptions: the production, exportation and importation of a new legal orthodoxy*, pp.37-64.
- Howard, Peter and Neufeldt, Reina. 2000. Canada’s constructivist foreign policy: building norms for peace. *Canadian Foreign Policy* 8(1): 11-38.

Week 5: October 3

Key topics: world order, the United Nations, peacekeeping, peacemaking.

Required Readings:

- Jentleson, Bruce W. 2007. Yet again: humanitarian intervention and the challenges of ‘never again’ *LDW*, Ch. 16 (pp.277-297).
- Mingst, Karen A. and Karns, Margaret P. 2007. The United Nations and Conflict Management: Relevant or Irrelevant? *LDW*, Chapter 28 (pp.497-520)
- Mack, Andrew 2007. Successes and challenges in conflict management. *LDW*, Chapter 29 (pp.521-533)
- Diehl, Paul F. 2007. New roles for regional organizations. *LDW*, Chapter 30 (pp.535-551).
- Wedgewood, Ruth. 2007. War and law: the dilemmas of international law and coercive enforcement. *LDW*, Chapter 32 (pp.583-599).

Discussion Questions:

- How well does the United Nations meet the aspirations of liberal institutionalists and foster international cooperation?
- Are the weaknesses of the United Nations fatal in terms of its ability to make or keep the peace? What evidence supports your opinion?

- In what ways do regional organizations have an advantage over international organizations in building peace?
- What is the nature of peace that results from peace through world order?

Case presentation: _____

Week 6: October 10

Key topics: Constructivism, changing norms of intervention, and post-war peacebuilding.

Required Readings:

- Boutros-Ghali, Boutros. 1992. *An agenda for peace: Preventive diplomacy, peacemaking and peace-keeping*. Report of the Secretary General. NY: United Nations.
- Sikkink, Kathryn and Barnett, Michael. 2008. From International Relations to Global Society. *The Oxford Handbook of International Relations*, Christian Reau-Smit and Duncan Snidal (Eds). New York: Oxford University Press, 62-83.
- *Responsibility to Protect: Report of the International Commission on Intervention and State Sovereignty*. Available at: <http://www.iciss.ca/pdf/Commission-Report.pdf>. Read the Synopsis.
- 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&1=1>
- Richmond, Oliver. 2008. The UN and liberal peacebuilding: consensus and challenges. In J. Darby and R. Mac Ginty (Eds), *Contemporary Peacemaking: conflict, peace processes and post-war reconstruction* (2nd edition), NY: Palgrave MacMillan, pp.257-270.

Discussion Questions:

- How have norms regarding peacebuilding changed?
- What are the pros and cons of R2P as a new norm?
- What limits might there be to the construction of new norms for peace? Can any norm be developed?

Case presentation: _____

Paradigm 3: Peace through Communication and Conflict Resolution

Week 7: October 17

Key topics: conflict resolution in international relations, mediation and negotiation

Required Readings:

- Kriesberg, Louis. 2007. Contemporary conflict resolution applications. *LDW*, Chapter 26 (pp.455-476)
- Hopmann, P.T. 2001. Bargaining and problem solving: two perspectives on international negotiation. In Crocker et al (Eds), *Turbulent Peace: the challenges of managing international conflict*. DC: USIP Press.
- Zartman, I. William and Touval, Saadia. 2007. International mediation. *LDW*, Chapter 25 (pp.437-454)

- Cohen, Raymond. 2001. Negotiating across cultures. In Crocker et al (Eds), *Turbulent Peace: the challenges of managing international conflict*. DC: USIP Press.

Discussion Questions:

- What unique contributions does conflict resolution make to international peace efforts?
- How do the approaches (in your assigned readings) deal with the question of power?
- What assumptions underlie mediation and negotiation with respect to culture?

Case presentation: _____

Recommended readings for “peace through conflict resolution:”

- Diamond, L. & MacDonald, J. 1991. *Multi-track Diplomacy: a system guide and analysis*. Grinnell, IA: Iowa Peace Institute.
- Kriesberg, L. 2003. (or the newer edition) *Constructive Conflicts: from escalation to resolution*. Lanham, MD: Rowman & Littlefield Publishers.
- Ramsbotham, O., Woodhouse, T. & Miall, Hugh. 2005. *Contemporary Conflict Resolution*. Malden, MA: Polity Press.
- Saunders, H. 1999. *A Public Peace Process: sustained dialogue to transform racial and ethnic conflicts*. NY: St. Martin’s Press.
- Zartman, I. W. 2007. *Peacemaking in International Conflict: methods and techniques*. DC: USIP Press.

Week 8: October 24

Research proposal due today!

Key topics: Track II processes, communication, alternative points of intervention.

Required Readings:

- Kelman, Herbert C. 2007. Social-Psychological dimensions of international conflict. In Zartman, I.W. (Ed) *Peacemaking in International Conflict: Methods and Techniques*. Revised edition. DC: USIP Press.
- Fisher, R.J. 2006. Interactive Conflict Resolution: A social-psychological approach to resolving violent ethnopolitical conflict. In M. Fitzduff & C.E. Stouts (Eds) *The Psychology of Resolving Global Conflicts*.
- Aall, Pamela. 2007. The power of non-official actors in conflict management. *LDW*, Chapter 27 (pp.477-494)
- Anderson, Mary B. & Olson, Lara. 2003. *Confronting War: Critical Lessons for Peace Practitioners*. Cambridge, MA: CDA. Read only Part I, pp. 11- 34. Available at: http://www.cdainc.com/cdawww/pdf/book/confrontingwar_Pdf1.pdf

Discussion Questions:

- What does social psychology contribute to conflict resolution?
- How do Track II approaches propose to bring about change in large-scale conflicts?
- Which points or types of intervention appear to be most effective? (Should we be concerned with effectiveness?)
- What assumptions underlie ICR with respect to culture and power?
- What is the nature of peace that results from peace through conflict resolution?

Case presentation: _____

Paradigm 4: Peace through Nonviolence

Week 9: October 31

Key topics: Nonviolence, mass action, alternative sources of power.

Required Readings:

- David Cortright. 2008. *Gandhi and Beyond: Nonviolence for a new political age*. 2nd Edition. Boulder, CO: Paradigm Publishers. Read the first half of the book (Preface through Chapter 5).
- Angelina E. Grimké. 2000 [1836]. Excerpt from “Appeal to the Christian Women of the South” in Lautner, Paul (Ed). *Walden and Civil Disobedience*. New York: Houghton Mifflin Company, pp.267-286. Also available on-line at: <http://utc.iath.virginia.edu/abolitn/abesaegat.html>
- *Highly recommended:* excerpts from either Martin Luther King or Gandhi to add breadth to our discussion (links below in recommended readings).

Discussion Questions:

- What do you find most significant about approaches to nonviolence?
- Is the coercive element of nonviolence (agraha) problematic? Why or why not?
- Many leaders of nonviolence movements are religious figures. What does this suggest about the requirements for effective movements?
- What is the nature of peace that results from peace through non-violence?

Case presentation: _____

Recommended readings for “peace through conflict resolution:”

- Sharp, Gene. 2005. *Waging Nonviolent Struggle: 20th century practice and 21st century potential*. Boston, MA: Extending Horizons Books, Porter Sargent Publishers.
- Sharp, Gene. 1973. *The Politics of Nonviolent Action*. Boston, MA: Porter Sargent.
- King, Martin Luther, Jr. “Letter from Birmingham Jail” reprinted in Barash, D. 2000. *Approaches to Peace*. NY: Oxford University Press. Also available on-line at: http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html
- Mohandas Gandhi “Ahimsa, or the way of nonviolence” reprinted in Barash, D. 2000. *Approaches to Peace*. NY: Oxford University Press.
- Mohandas Gandhi. There are a large selection of writings by and on Gandhi available on-line at: http://www.gandhiserve.org/information/writings_online/writings_online.html

Week 10: November 7

Key topics: Non-violence continued.

Required Readings:

- David Cortright. 2008. *Gandhi and Beyond: Nonviolence for a new political age*. 2nd Edition. Boulder, CO: Paradigm Publishers. Read the second half of the book.

Discussion Questions:

- In which conflicts today do you think nonviolence might be effective?

- How do we weigh the “means” and the “ends” in situations of conflict?

Case: in-class movie

Paradigm 5: Peace through Transformation (Personal, Relational)

Week 11: November 14

Key topic: Transforming individuals for peace

Required Readings:

- Hanh, Thich Nhat. 1987. *Being Peace*.
- Witt, April. Unshakable Faith. *The Washington Post Magazine*. August 23, 2009, pp.10-19, 24-26. (online)

Discussion Questions:

- How does Hanh suggest that individual transformation will produce peace?
- Hanh and some of the people in Witt’s article approach power in a radically different way than previous paradigms. What is significant about their approach?
- When is religion a source for transformation? When is it not?

Case presentation: _____

Recommended readings for “peace through transformation”:

- Hahn, Thich Nhat. 1991. *Peace is Every Step: the path of mindfulness in everyday life*. NY: Bantam Books.
- Lederach, John Paul. 2003. *The Little Book of Conflict Transformation*. PA: Good Books.
- Lederach, John Paul. 1997. *Peacebuilding in Divided Societies*. Washington, DC: USIP Press.
- Johnston, D. & Sampson, C. (Eds). 1994. *Religion, the Missing Dimension of Statecraft*. NY: Oxford University Press.

Week 12: November 21

Key topics: Transforming individuals and society, the role of civil society actors

- Lederach, John Paul. 2003. Conflict Transformation. *Beyond Intractability Version IV Knowledge Base Essay*. Guy Burgess and Heidi Burgess (Eds). Available on-line at: <http://www.beyondintractability.org/essay/transformation/>
- Boulding, Elise. 2000. A new chance for human peaceableness? *Peace and Conflict*, 6(3): 193-215.
- Chigas, Diana. 2007. Capacities and limits of NGOs as conflict managers. *LDW*, Chapter 31 (pp.553-582).
- Appleby, R. Scott. 2001. Religion as an agent of conflict transformation and peacebuilding. In Crocker et al (Eds). *Turbulent Peace*, pp.821-840.

Discussion Questions:

- Which level of change do you think that the levels of change interact?

- What do religious actors and NGOs bring to transformation? What are some of the strengths and weaknesses of their approaches?
- What is the nature of peace that results from peace through conflict transformation?

Case presentation: _____

Week 13: November 28

Key topics: relational transformation, web-building, simplicity and complexity.

Lederach, John Paul. 2005. *The Moral Imagination: the art and soul of peacebuilding*. New York, NY: Oxford University Press.

Discussion Questions:

- How does relational transformation relate to structural transformation?
- Are there ways to intervene based on the idea of “serendipity”?

Case presentation: _____

Week 14 December 5

Course wrap-up: Paradigms, theories of change, the pursuit of peace and you.

Required Readings:

- Lederach et al. 2007. *Reflective Peacebuilding: A Planning, Monitoring and Learning Toolkit*. Davao, PH: Kroc Institute and Catholic Relief Services. Read chapters 2 and 3.
- Mitchell, Christopher. 2005. Conflict, social change and conflict resolution: an enquiry. *Berghof Handbook for Conflict Transformation*, Berlin: Berghof.

Final paper due December 9, 2011 by 5 pm!