

Building Peace in Divided Societies

CONF 399 Section 001 / CONF 695 007 – Spring 2016

Class Time: Monday 1:30 – 4:10 pm

Location: Founders Hall 311

Instructor: Patricia A. Maulden, Ph.D.
Northeast Module II, Room 106
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Office Hours: Metropolitan Building, Monday & Wednesday by appointment

Course Description & Objectives

Welcome! Using case study materials, this course explores the roots of peacebuilding as a conflict resolution strategy in terms of changes over time, basic assumptions underpinning the emergence and continuance of peacebuilding, and challenges among other things community participation and reaction to the enterprise. The focus on communities intersects and often conflicts with the more prominent global peacebuilding focus. Is peacebuilding primarily an elite endeavor? Why, for example, does the term peacebuilding not appear regularly when considering domestic conflict and its effects? Where then would the locus of peacebuilding exist – with the international other – and if so, why? There are, of course, more questions than answers. However, the focus of the course is to expand our thinking, conceptualizing, and theorizing regarding the current state of peacebuilding as well as the emerging and perhaps as yet unrealized possibilities, both internationally and domestically.

Course Objectives

- * Examine conceptual and theoretical underpinnings as well as the strengths and limitations of peacebuilding as currently understood
- * Consider emerging trends of community resistance to peacebuilding interventions
- * Explore domestic peacebuilding conceptualizations and approaches
- * Analyze peacebuilding – domestic and international – in relation to conflict analysis and resolution theory and practice as well as embedded cultural and social processes

Course Expectations

1. Consistent attendance. Barring exceptional circumstances, you will be expected to attend class.
2. Effective preparation. Students are expected to have read all weekly reading assignments prior to class and come prepared to discuss, question, and engage – the course involves discussion and activities that depend on advance preparation.
3. Classroom etiquette. Come to class on time and prepared. **Put all cell phones away during the class period – computers may remain open when taking notes or using for other class purposes only**. Remain in class unless you have an emergency. Allow others and yourself to learn by refraining from side conversations, passing notes, texting, reading e-mail, browsing websites, etc. Open discussion and dialogue are class goals but please be mindful of the sensitivities of others. Computers should be open only during in-class group work unless prior arrangements are made with the instructor.
4. Course completion. In keeping with departmental policy, incomplete grades will be given only in cases of illness, either personal or in an immediate family member. Class assignments that are submitted late will be significantly penalized. If a student has a documented emergency, special arrangements may be made with the instructor.
5. Paper format. Papers should be typed, double-spaced, have 1” margins, and 12-point font. The pages should be numbered and stapled together. Make sure that your name, course number, and paper title is on the first page. Edit your papers carefully as spelling and grammatical errors will lower your overall score. Chicago or Harvard citation styles are preferred.

Required Course Materials

Books

- Johnson, Theresa Gaye. 2013. *Spaces of Conflict, Sounds of Solidarity: Music, Race, and Spatial Entitlement in Los Angeles*. Berkeley: University of California Press.
- Schirch, Lisa. 2004. *The Little Book of Strategic Peacebuilding*. Intercourse, PA: Good Books.
- Thomson, Susan. 2013. *Whispering Truth to Power: Everyday Resistance to Reconciliation in Postgenocide Rwanda*. Madison: The University of Wisconsin Press.
- Turam, Berna. 2015. *Gaining Freedoms: Claiming Space in Istanbul and Berlin*. Stanford: Stanford University Press.
- Voyer, Andrea A. 2013. *Strangers and Neighbors: Multiculturalism, Conflict, and Community in America*. Cambridge: Cambridge University Press.

Articles (Available on Blackboard)

CAR Articles (Background)

- Avruch, Kevin. 2013. Does our Field Have a Centre? Thoughts from the Academy. In *International Journal of Conflict Engagement and Resolution*. Volume 1, No. 1 (10-31).
- Burton, John W. 2001. Introducing the Person into Thinking About Social Policies. In *The International Journal of Peace Studies*. Vol. 6, No. 1. <http://www.gmu.edu/programs/icar/ijps>.
- Burton, John W. 2001. Where Do We Go From Here? . In *The International Journal of Peace Studies*. Vol. 6, No. 1. <http://www.gmu.edu/programs/icar/ijps>.
- Burton, John W. 1993. Conflict Resolution as a Political Philosophy. In *Conflict Resolution Theory and Practice: Integration and Application*. Dennis J.D. Sandole and Hugh van der Merwe, editors. Manchester: Manchester University Press.
- Dugan, Máire A. 1996. A Nested Theory of Conflict. In *A Leadership Journal: Women in Leadership*. Vol. 1 (9-19).
- Galtung, Johan. 1990. Cultural Violence. In *Journal of Peace Research*. Vol. 27, No. 3 (291-305).
- Hansen, Toran. 2008. Critical Conflict Resolution Theory and Practice. In *Conflict Resolution Quarterly*. Vol. 25, No. 4 (403-427).
- Maiese, Michelle. 2006. Engaging the Emotions in Conflict Intervention. In *Conflict Resolution Quarterly*. Vol. 24, No. 2 (187-195).
- Mitchell, Christopher R. 2005. *Conflict Social Change and Conflict Resolution: An Enquiry*. Berghof Research Center for Constructive Conflict Management. http://www.berghof-handbook.net/documents/publications/dialogue5_mitchell_lead-1.pdf.
- Ramsbotham, Oliver, Tom Woodhouse, and Hugh Miall. 2011. Chapter 1: Introduction to Conflict Resolution Concepts and Definitions. In *Contemporary Conflict Resolution, Third Edition*. Cambridge: Polity Press.
- Rubenstein, Richard E. 2001. Basic Human Needs: The Next Steps in Theory Development. In *The International Journal of Peace Studies*. Vol. 6, No. 1. <http://www.gmu.edu/programs/icar/ijps>.

Community

- Abdi, Cawo Mohamed. 2014. Threatened Identities and Gendered Opportunities: Somali Migration to America. In *Signs*. Vol. 39, No. 2(459-483).
- Karandinos, George et al. 2014. The Moral Economy of Violence in the US Inner City. In *Current Anthropology*. Vol. 55, No. 1(NA).

Mitchell, Audra and Liam Kelley. 2011. Peaceful Spaces? “Walking” through the New Liminal Spaces of Peacebuilding and Development in Northern Belfast. *In Alternatives: Global, Local, Political*. Vol. 36, No. 4(307-325).

Saatcioglu, Bige and Julie L. Ozanne. 2013. Moral Habitus and Status Negotiation in a Marginalized Working-Class Neighborhood. *In Journal of Consumer Research*. Vol. 40, No. 4(692-710).

Peacebuilding

Chandler, David. 2013. Peacebuilding and the Politics of Non-Linearity: Rethinking ‘Hidden’ Agency and ‘Resistance.’ *In Peacebuilding*. Vol. 1, No. 1(17-32).

Cornwall, Andrea. 2007. Buzzwords and Fuzzwords: Deconstructing Development Discourse. *In Development in Practice*. Vol. 17, No. 4/5(471-484).

Denskus, Tobias. 2007. Peacebuilding Does Not Build Peace. *In Development in Practice*. Vol. 17, No. 4/5(656-662).

Haider, Huma. 2009. *Community-based Approaches to Peacebuilding in Conflict-affected and Fragile Contexts*. Birmingham: University of Birmingham, International Development Department.

Funk, Nathan C. 2012. Building on What’s Already There: Valuing the Local in International Peacebuilding. *In International Journal*. Vol. 67, No 2(391-408).

Paris, Roland. 2002. International Peacebuilding and the ‘Mission Civilisatrice.’ *In Review of International Studies*. Vol. 28, No. 4(637-656).

Richmond, Oliver. 2001. A Genealogy of Peacemaking: The Creation and Re-Creation of Order. *In Alternatives: Global, Local, Political*. Vol. 26(317-348).

Theories of Change

Aryal, Archana et al., 2012. *Theories of Change in Peacebuilding: Learning from the Experiences of Peacebuilding Initiatives in Nepal*. CARE Nepal.

CARE International UK. ND. *Peacebuilding with Impact: Defining Theories of Change*.

CDA Collaborative Learning Projects. 2009. *Reflecting on Peace Practice: Participant Training Manual*.

Church, Cheyanne and Mark Rogers. 2011. Chapter 2, Understanding Change. *In Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Activities*. Search for Common Ground.

Lederach, John Paul et al. 2007. *Reflective Peacebuilding: A Planning, Monitoring, and Learning Toolkit*. South Bend: The Joan B. Kroc Institute for International Peace Studies, University of Notre Dame.

Jantzi, Terrence L. and Vernon E. Jantzi. 2009. Development Paradigms and Peacebuilding Theories of Change: Analyzing Embedded Assumptions in Development and Peacebuilding. In *Journal of Peacebuilding & Development*. Vol. 5, No. 1(65-80).

Academic Policies & Information

ACADEMIC INTEGRITY

All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at academicintegrity.gmu.edu. All violations of the Honor Code will be reported to the Honor Committee for review. The principle of academic integrity is taken very seriously and violations are treated gravely. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with 4 electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt, please ask for guidance and clarification.

All student written essays/assignments need to be submitted to Safe Assign before submitting the revised version on the expected due date. Safe Assign submissions allow students to see plagiarism issues and to correct them before written essays/assignments are officially submitted.

GMU E-MAIL ACCOUNTS

Students must use their Mason email accounts—either the existing “MEMO” system or a new “MASONLIVE” account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information. It will not be possible to contact you through another email account, and you should check your email for important course, S-CAR, and Mason information.

OFFICE OF DISABILITY SERVICES

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

OTHER USEFUL CAMPUS RESOURCES

- Writing Center: <http://writing.center.gmu.edu>– Robinson Hall A114 (703.993.1200)
- Counseling and Psychological Services: <http://caps.gmu.edu/> (703.993.2380)
- University Library: “Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>; Mary Oberlies is S-CAR’s liaison librarian and can be contacted at <mailto:moberlie@gmu.edu>.

UNIVERSITY POLICIES

The University Catalog, <http://catalog.gmu.edu> is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu>. All members of the university community are responsible for knowing and following established policies.

S-CAR, <http://scar.gmu.edu/>, hosts a variety of activities during the semester, such as films, talks, seminars, and social events. You are encouraged to attend these and to offer reflections on them in class and/or on our Blackboard site.

Assignments

Participation 20%

You are expected to come to class prepared to discuss the readings and to engage in working group activities. Active participation based on thoughtful consideration of the reading materials is expected. If you do not attend you cannot participate.

Essay 1 15%

An undergraduate and a graduate essay prompt will be handed out in class.

Essay 1 due in class February 29.

Essay 2 15%

An undergraduate and a graduate essay prompt will be handed out in class.

Essay 2 due in class April 4.

YouTube Video Essay 20%

An undergraduate and a graduate prompt will be handed out in class.

Video essay due May 2.

Final Assignments 30%

Assignment guidelines will be handed out toward the end of the semester.

Due via email May 11.

Course Agenda

<u>Week 1. January 25</u>	<u>Course Introduction</u>
	Overview of course requirements; begin critical reflection of peacebuilding, exploring assumptions, understandings, normative frameworks that underpin the domestic and international building of peace
Readings:	Review Schirch book Review CAR Articles on Blackboard
<u>Week 2. February 1</u>	<u>Peacebuilding I</u>
Readings:	Paris Article Richmond Article Denskus
<u>Week 3. February 8</u>	<u>Peacebuilding II</u>
Readings:	Funk Chandler Cornwall
<u>Week 4. February 15</u>	<u>Peacebuilding III</u>
Readings:	Haider Jantzi & Jantzi Church & Rogers
	<i>Essay 1 Prompt Handed Out</i>
<u>Week 5. February 22</u>	<u>Los Angeles I</u>
Readings:	Karandinos Johnson Introduction, Chapters 2 & 3
<u>Week 6. February 29</u>	<u>Los Angeles II</u>
Readings:	Johnson Chapters 4 & 5, Conclusion
	<i>Essay 1 Due In Class</i>
<u>Week 7. March 7</u>	<u>No Class – Spring Break</u>
<u>Week 8. March 14</u>	<u>Rwanda I</u>
Readings:	Thomson Introduction, Chapters 1, 2, & 3
<u>Week 9. March 21</u>	<u>Rwanda II</u>
Readings:	Thomson Chapters 4, 5, & 6
	<i>Essay 2 Prompt Handed Out</i>
<u>Week 10. March 28</u>	<u>Multiculturalism I</u>
Readings:	Abdi Voyer Introduction, Chapters 1 & 2

Week 11. April 4	Multiculturalism II
Readings:	Voyer Chapters, 3, 4, & 5
	Essay 2 Due In Class
	YouTube Video Guidelines Distributed
Week 12. April 11	Peacebuilding & Community I
Readings:	Saatcioglu & Ozanne Mitchell & Kelley
Week 13. April 18	Peacebuilding & Community II
Readings:	Turam Introduction, Chapters 1, 2, & 3
Week 14. April 25	Peacebuilding & Community III
Readings:	Turam Chapters, 4, 5, 6, 7, Conclusion
	Final Essay Questions Distributed
Week 15. May 2	Synthesis
	Review: course themes, critical reflection of case studies, peacebuilding approaches, and theories of change.
	YouTube Video Due

Final Essay Due via Email (pmaulden@gmu.edu) May 11

Grading Scale

Points Accumulated	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
60-69	D
0-59	F