

**PACS 6911  
KEY ISSUES IN PEACE AND CONFLICT STUDIES**

**Core Unit, Postgraduate Program in Peace and Conflict Studies, University of Sydney**

**Course Coordinator & Lecturer**

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**Time:** Mondays, 3-5pm OR 6-8pm Semester 1, 2011.

**Location:** Rm; 107, Mackie Building, Centre for Peace and Conflict Studies, University of Sydney

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**AIMS & OUTCOMES**

This unit aims to introduce students from a variety of backgrounds to the analysis of conflict, violence and peace. The unit will demonstrate the interdisciplinary character of peace and conflict studies and the application of theories and methods across the spectrum of conflict types, from interpersonal, to community, to international. Students will gain an historical understanding of the nature of social conflict and will examine theories of the origins of conflict and violence drawing on insights from biologists, psychologists, anthropologists, historians, sociologists, political scientists and others.

The course is normative in its articulation of social and political theory. It proposes that the most desirable outcome in harmful conflicts is peace with justice. With approaches derived from peace and conflict theorists and practitioners, poets and ecologists, psychoanalysts and human rights advocates, students will explore what peace with justice means in various settings. Diverse concepts of peace and security will be examined including cultural, religious and feminist perspectives. The unit will cover Johan Galtung's theories of peace and violence, the pioneering work of John Burton in the field of conflict resolution, and John Paul Lederach's conflict transformation approach to peacebuilding. Through analysis of conflicts and exploration of the means of dealing with them, students will gain an understanding of constructive social change - that is, how conflict can lead to outcomes of peace with justice.

Specifically this course will enable students to:

- examine the nature and source of different types of conflict: in personal, national and international contexts;
- explore theoretical perspectives on peace, conflict and violence, and what “peace with justice” and “resolution of conflict” mean in various situations;
- develop skills in conflict analysis and resolution;
- engage ‘praxis’ (apply theory to practice) in terms of identifying strategies for achieving conflict transformation and peace with justice.

### **CLASS AND ASSESSMENT TIMELINE**

#### A. Understanding Peace, Conflict and Violence

Week 1	28 February	Introduction to Peace and Conflict Studies
Week 2	7 March	Defining, Peace, Conflict and Violence
Week 3	14 March	Understanding Violence, Aggression and War
Week 4	21 March	International Peace and Security

#### B. Conflict Resolution and Conflict Transformation

Week 5	28 March	Theories of Conflict and Conflict Resolution
Week 6	4 April	Conflict Analysis and Resolution Skills and Practice
Week 7	11 April	Culture and Conflict Transformation

#### C. Achieving Peace with Justice

Week 8	18 April	TRANSCEND and Peace by Peaceful Means
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***NB: No class April 25<sup>th</sup> – Mid-Semester Break***

Week 9	2 May	Human Security and Human Rights
Week 10	9 May	Reconciliation, Justice and Peacebuilding
Week 11	16 May	Nonviolence and Social Change
Week 12	23 May	People Building Peace
Week 13	30 May	Final Reflections, Integration and Evaluations

## ASSESSMENT

### A. Reading and Class Participation (10%)

Ongoing reading is essential, not only for the assignments described below, but for class participation. *In pairs or groups, students will be allocated one week's reading upon which to reflect and feedback to class.* Three or four key readings are marked for each session. Students are expected to read these sources which are provided in the PACS6911 Course Reader. Further readings for assignments and to give students a choice and variety of resources to follow up areas of personal interest are also listed.

### B. Assignment 1: Journal of Personal Learning (30%) 2500 words **Due Date: April 11th**

For this assignment, students are required to keep a daily journal in which they reflect upon conflict, violence and peace. The journal might include observations regarding direct acts of physical violence or images of violence (such as in the print or electronic media); experiences or observations of structural and/or cultural violence; participation in a conflict either individually or as a member of a group or organisation; or experiences of individuals or organisations working towards peace with justice. In reflecting upon these examples, students should draw on – and critique – course themes and readings.

The purpose of this assignment is to reflect on theories of peace and conflict studies as they apply in everyday life: to make the link between theory and practice. The essence of the journal will be students' *reflections on their learning and insights as they relate to lived experience* and the course themes of peace, violence and conflict. The journal should be organised in five entries, reflecting on course themes. Different examples could be used to illustrate your understanding of course discussions and readings, or one example could be used as the basis to reflect on chosen theme/readings. *The emphasis should be on reflections and analysis rather than a detailed description of a particular conflict or experience.*

NB:

- (i) This is not a personal diary.
- (ii) The expected total length of the journal **needs to be restricted to 2500 words**. As a guide, journal entries therefore need to average about 500 words each, but this is not a strict requirement and journal entries may vary in length. Students may wish to write more for some days in order to fully explore their ideas and reflections.
- (iii) Students must draw on class readings in their daily journal reflections, however full referencing and a bibliography are not required.

Criteria for assessment:

- a. evidence of the ability to analyse the links between theory and practice in consideration of conflict and “peace with justice” (examples from a diversity of sources may be used e. g. family, work, television, newspapers, films, poetry etc. )
- b. evidence of reflective and critical reading and reference to class discussions
- c. clarity of expression, coherent integration of ideas and evidence of intelligent and original reflections and analysis

### C. Assignment 2: Final Essay (60%) 3500 words

**Due Date: June 17th**

**Select a conflict/ issue of your choice for analysis:**

1. Using theories that help to explain and analyse violence and conflict, explore the nature and context of the conflict/issue chosen for your research essay.
2. Building on the theories used to explain and analyse conflict, identify some possible strategies for change which promote “peace with justice”, linking your ideas to theories and practices of peacemaking, peacebuilding, conflict resolution and/or conflict transformation. (For example, such strategies for change could include dialogue, mediation, nonviolence, truth commissions, problem-solving workshops or any type of multi-track diplomacy etc).

**The major purpose of this assignment is to encourage students to link explanations of conflict and violence with theories and strategies for transformation aimed at achieving peace with justice.** The focus is on analysis and application of theory to practice, rather than on detailed description of the conflict or its “solution”. In other words, students are not required to promote a particular resolution or terms of a peace settlement or mediation agreement. The purpose is to identify peace with justice processes.

This assignment is to be written in a formal essay style, with an introduction and conclusion, complete in text referencing and a full bibliography at the end of the essay. The **maximum word limit is 3500 words**; footnotes and appendices are not normally included in the word count. Some research and reading beyond the course reader is required for this assignment.

Criteria for assessment:

- evidence of research and understanding of the nature and context of the conflict chosen for analysis
- ability to identify and critically apply theories and concepts relating to peace, conflict and violence to explain and analyse the conflict
- evidence of creative and intelligent application of theory to practice by exploring one or more strategies for change that promote “peace with justice”
- clarity of expression and ability to develop and present a coherent argument within the required word limit (papers exceeding the word limit may be penalised)
- evidence of reflective and critical reading of appropriate academic sources
- correct and consistent referencing and full bibliography

**NB: 1.** Further details regarding referencing styles, presentation and submission of assignments may be found in the **CPACS Assignment Presentation and Assessment Guidelines 2011**. Most importantly, students are required to attach an **Assignment Cover Sheet** to all assignments and to sign the plagiarism compliance statement before work can be marked.

**2.** Both Assignments (due April 11<sup>th</sup> and June 17<sup>th</sup>, 2011) *must be submitted in hard copy and with accompanying cover sheet, directly to the CPACS Office* ph: +61 2 9351 7686.

**3.** Students need to consult *CPACS Assignment Presentation and Assessment Guidelines 2011* for procedures **regarding the granting of extensions or special consideration for late work.**

*Students must complete all three sections of the assessment (participation, journal, and essay) for successful completion of the course. Failure to attend at least 80% of classes without reasonable cause is grounds for failure.*

## OUTLINE OF SESSIONS

### A. Understanding Peace, Conflict and Violence

#### **Week 1: Introduction to Peace and Conflict Studies— A/Prof J. Lynch & Dr L. Blanchard**

Our first day together opens with introductions to each other, followed by an introduction to the field of peace and conflict studies. The interdisciplinary, cosmopolitan and normative character of peace and conflict studies will be discussed in the context of historical and cross-cultural ideas about peace and war and the expansion of the field to incorporate conflict at all levels from the interpersonal to the international.

#### Discussion Questions:

- How do you define peace and conflict studies?
- What does peace mean to you?
- How is peace conceived differently in different cultural and religious traditions?
- Why are you studying peace and conflict studies?
- How has the scope of peace and conflict studies changed over the past 60 years?
- What are the current issues that are dominating peace and conflict studies in the 21<sup>st</sup> century?

#### Required Readings:

Barash, D. P. (1991) "The Meaning of Peace" & "The Debate Over Peace Studies" in <i>Introduction to Peace Studies</i> . Belmont, California: Wadsworth Publishing, pp. 5-12, 25-27.
Cortright, D. (2008) "What is Peace?" in <i>Peace: A History of Movements and Ideas</i> . Cambridge, UK: Cambridge University Press, pp.3-17.
Stephenson, C. M. (1999) "Peace Studies, Overview" in Kurtz, L. & Turpin, J. (eds) <i>The Encyclopedia of Violence, Peace and Conflict</i> . San Diego, California: Academic Press, Volume 2, pp. 809-820.

#### **Week 2: Defining Peace, Conflict and Violence— A/Prof J. Lynch**

This session will focus on understanding the concepts of conflict, peace and violence and the relationship between them. This discussion will include reference to the idea that conflict can be either destructive (leading to violence and war) or constructive (leading to positive social change and peace with justice). We will explore Johan Galtung's theory and definitions of direct and indirect violence (structural and cultural) and negative and positive peace, and apply them to thinking about examples of conflict and security in the world today.

#### Discussion Questions:

- What are the principles that define a constructive approach to conflict?
- How do the concepts of structural violence and positive peace add to your understanding of peace and conflict studies?
- What are some examples of cultural violence and its impact on achieving peace with justice?
- How can you apply these insights to international conflicts as well as conflicts in your own life?

#### Required readings:

Jeong, H-W. (1999) "Concepts of Peace and Violence" in <i>Peace and Conflict Studies: An Introduction</i> . Aldershot, England: Ashgate Publishing, pp. 19-30.
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Galtung, J. (1996) “Cultural Violence” in <i>Peace by Peaceful Means: Peace and Conflict, Development and Civilization</i> . Oslo/London: PRIO/Sage Publications, pp. 196-210.
Paul, E (2009) “The Political Economy of Violence in Australia” <i>Journal of Australian Political Economy</i> June, JAPE edition 63, pp. 80-107.

**Week 3: Understanding Violence, Aggression and War— Dr. K. Macnab**

In this session we will examine theories that attempt to explain the existence of human violence and aggression. The interrelationships between different manifestations of violence will be explored, as will the value of a multi-disciplinary approach to this subject. Moreover, we will discuss the cultural contexts which facilitate and perpetuate different kinds of violence.

Discussion Questions:

- Are human beings naturally aggressive, or do we learn to be violent?
- Is war inevitable?
- Are men more aggressive than women?
- How do political, economic and psychological factors contribute to conflict and its violent escalation?
- Why do people commit genocide?

Required Readings:

Opatow, S. (2000) “Aggression and Violence” in Deutsch, M. (ed.) <i>Handbook of Conflict Resolution</i> . San Francisco: Jossey-Bass, pp. 403-414.
Staub.E. (1989) “The Origins of Genocide and Mass Killing: Core Concepts” in <i>The Roots of Evil Cambridge, UK: Cambridge University Press</i> , pp. 13-34.
Wilkinson, R. (2005) “Inequality: More Hostile, Less Sociable Societies: in <i>The Impact of Inequality</i> . Routledge: London, pp.33-56.
Zimbardo, P. G. (2004) “A Situationist Perspective on the Psychology of Evil: Understanding How Good People Are Transformed into Perpetrators” in Miller, A. (ed.) <i>The Social Psychology of Good and Evil</i> . New York: Guilford.

**Week 4: International Peace and Security— A/Prof J. Lynch**

In this session we will consider the historical evolution of approaches to preventing war and promoting international peace and security, including state diplomatic and military approaches as well as the role of international law. We will discuss the significance of the United Nations and the collective security mechanisms of preventive diplomacy, peacemaking, peace enforcement, peacekeeping and peacebuilding.

Discussion Questions:

- How has the international community’s approach to maintaining international peace and security evolved both before and since the establishment of the United Nations?
- What are the strengths and challenges of the UN in fulfilling its mandate to maintain international peace and security?
- Do you agree that “diplomacy without armaments is like music without an orchestra”?

Required Readings:

Evans, G. (1993) <i>Cooperating for Peace: The Global Agenda for the 1990s and Beyond</i> . Sydney: Allen & Unwin, pp. 3-16.
Rees, S. and Blanchard, L (1999) “Human Security through International Citizenship” in Tehranian, M. (ed) <i>Worlds Apart: Human Security and Global Governance</i> , London:

I.B.Tauris, 168-178.

Lynch, J. (2009) "Coalition of the "Unwilling: the phenomenology and political economy of US militarism" in Blanchard, L. and Chan, L. (eds). *Ending War Building Peace*. Sydney: Sydney University Press, pp. 91-111.

## B. Conflict Resolution and Conflict Transformation

### Week 5: Theories of Conflict and Conflict Resolution— Dr W. Lambourne

In the first part of the session we will explore the nature of conflict and consider how theories of conflict and its resolution have evolved in the social sciences. The main focus of the session will be a detailed examination of John Burton's human needs theory and his influence on the field of conflict analysis and resolution. The distinctions made by Burton between needs, values and interests, and between problem management, dispute settlement and conflict resolution, will be explained and their implications discussed for the attainment of peace with justice.

#### Discussion Questions:

- What is the significance of the paradigm shift suggested by human needs theory?
- How do you distinguish between needs, values and interests and what is the significance of making these distinctions for conflict analysis and resolution?
- Do you agree with Burton that there are universal ontological human needs?
- How do conflict management, settlement and resolution differ in theory and practice?
- How does Burton's approach to conflict resolution promote peace with justice?

#### Required Readings:

Burton, J. (1990) "Human Needs Theory" in *Conflict: Resolution and Prevention*. London: Macmillan, pp. 36-48.

Deutsch, M. (2000) "A Brief History of Social Psychological Theorizing About Conflict" in Deutsch, M. & Coleman, P. T. (eds), *The Handbook of Conflict Resolution*. San Francisco: Jossey Bass, pp. 11-12.

Tillett, G. & French, B. (2006) "Conflict and Its Resolution" in *Resolving Conflict: A Practical Approach*. Melbourne: Oxford University Press, 3rd edn, pp. 1-20.

### Week 6: Conflict Analysis and Resolution Skills and Practice— Dr W. Lambourne

In this session we will focus on the importance of conflict analysis as well as other skills involved in conflict resolution, and review the various techniques and methods used in conflict resolution practice. Power-based and rights-based methods will be contrasted with interest-based approaches to conflict resolution in contexts from the interpersonal to the international. This will be illustrated with reference to Assefa's spectrum of conflict handling mechanisms ranging from the use of force, adjudication and arbitration, to negotiation, mediation and reconciliation. Practical exercises in conflict mapping and reframing will be included in this session.

#### Discussion Questions:

- What are some examples of the use of power-based, rights-based and interest-based approaches to conflict resolution at the interpersonal, community and international levels? What are the advantages and disadvantages of these different approaches?
- What is the significance of different approaches to the participation of conflict parties in the process and outcome of conflict resolution processes?
- What are some of the skills required of a mediator or conflict resolution practitioner?
- How can conflict mapping assist with resolving conflict?

Required Readings:

Assefa, H. (1999) "The Meaning of Reconciliation" in European Centre for Conflict Prevention (ed.) <i>People Building Peace</i> . Utrecht: European Centre for Conflict Prevention, pp. 37-45
Jeong, H-W. (2008) "Conflict Analysis Framework" in <i>Understanding Conflict and Conflict Analysis</i> . Los Angeles: Sage Publications, pp. 20-40.
Mitchell, C. (2003) "Problem-solving" in Cheldelin, S., Druckman, D. & Fast, L. (eds) <i>Conflict: From Analysis to Intervention</i> . London: Continuum, pp. 241-253.
Sanson, A. & Bretherton, D. (2001) "Conflict Resolution: Theoretical and Practical Issues" in Christie, D. J., Wagner, R. V. & Winter, D. D. <i>Peace, Conflict, and Violence</i> . Upper Saddle River, NJ: Prentice-Hall, pp. 193-209.

**Week 7: Culture and Conflict Transformation— Dr W. Lambourne**

In this session we will discuss the role of culture and the evolution in thinking from conflict resolution to conflict transformation advocated by theorist-practitioner John Paul Lederach. Lederach's approach to conflict transformation, which builds on the cultural resources of conflict participants, will be examined in some detail, including the various paradoxes he identifies and his focus on elicitive models of facilitation. If time permits, we will also discuss Lederach's theories of peacebuilding including his emphasis on relationship-building as a foundation for conflict transformation.

Discussion Questions:

- In what ways has culture been taken into account (or not taken into account) in the theory and practice of conflict resolution and conflict transformation?
- What are the advantages and disadvantages of using the terminology and methods of conflict resolution versus conflict transformation?
- How could you design an elicitive conflict transformation process that draws on cultural resources in a particular conflict context?

Required Readings:

Avruch, K. (1998) "Discourses of Culture in Conflict Resolution" in <i>Culture and Conflict Resolution</i> . Washington, DC: United States Institute of Peace Press, pp. 73-108.
Lederach, J. P. (1995) "Introduction", "A Framework for Building Peace" & "Facing Multicultural Settings" in <i>Preparing for Peace: Conflict Transformation Across Cultures</i> . Syracuse, New York: Syracuse University Press, pp. 3-23 & 109-118.

**C. Achieving Peace with Justice**

**Week 8: TRANSCEND and Peace by Peaceful Means— A/Prof. J. Lynch**

A chance to examine in depth Johan Galtung's approach to peace by peaceful means and his TRANSCEND model for conflict transformation.

Discussion Questions:

- What are the philosophies behind Galtung's TRANSCEND model of conflict transformation?
- How does Galtung's approach differ from Burton's problem-solving approach to conflict resolution and Lederach's conflict transformation theory and practice?

- How could you use Galtung’s TRANSCEND model to address contemporary conflicts at the national and international level? Can you think of ways you could use Galtung’s approach in interpersonal or local community conflicts?

**Required Readings:**

Galtung, J. (2000) “TRANSCEND: 40 Years, 40 Conflicts” in Galtung, J. & Jacobsen, C. G. (eds) <i>Searching for Peace: The Road to TRANSCEND</i> . London: Pluto Press, pp.101-121.
Galtung, J. & Tschudi, F. (2001) “Crafting Peace: On the Psychology of the TRANSCEND Approach” in Christie, D. J., Wagner, R. V. & Winter D. D. (eds) <i>Peace, Conflict, and Violence</i> Upper Saddle River, NJ: Prentice Hall, pp. 210-222.
Lynch, J. & Galtung, J. (2010) “Introduction” and “Reporting Conflict: the Low Road and the High” in <i>Reporting Conflict: New Directions in Peace Journalism</i> . Brisbane: University of Queensland Press, pp. ix-xiii; pp. 1-24.

**Week 9: Human Security and Human Rights— Dr. L. Blanchard**

Our contemporary, global world poses specific human rights questions which reveal the interconnection between human rights, peace and justice both locally and internationally. In this session the evolution of human rights will be discussed in terms of the recent idea that human rights discourse must include global responsibilities for the attainment of peace with justice. In the provision of humanitarian assistance and the general protection of human rights in the field, especially in war zones, NGOs are challenged to implement international humanitarian law and protect human rights in a way that is responsible, neutral and impartial. This raises various practical, political and ethical issues especially in the context of economic, political and normative globalisation.

**Discussion Questions:**

- What are the strengths and weaknesses of international human rights in promoting peace with justice ?
- What is peace with justice?
- How might global compacts such as the R2P contribute to the promotion of human rights, conflict transformation and peacebuilding?

**Required Readings:**

Abbott, C., Rogers, P. & Sloboda, J. (2006) ”Marginalisation of the Majority World”, ”Global Militarism” and ”Discussion: The Way Forward” in <i>Global Responses to Global Threats: Sustainable Security for the 21st Century</i> . Oxford: Oxford Research Group, pp. 16-30 and 33-35(references).
Burke, A. (2007) “Ethical Peace” in <i>Beyond Security, Ethics and Violence: War against the Other</i> . London: Routledge, pp. 160-165.
Chandler, D. (2002) <i>From Kosovo to Kabul: Human Rights and International Intervention</i> . London: Pluto Press, pp. 166-191.
Rees, S. (2003) “Introduction: Agenda and Journey” in <i>Passion for Peace: Exercising Power Creatively</i> . Sydney: UNSW Press, pp. 19-31.

**Week 10: Reconciliation, Justice and Peacebuilding— Mr. J. T. Dhizaala**

Our contemporary, global world poses specific human rights questions which reveal the interconnections between reconciliation, justice and peacebuilding both locally and internationally. In this session the evolution of human rights to promote ‘justpeace’ will be analysed. In particular, the predicament of Indigenous peoples will be discussed in terms of

reconciliation, human rights and peace with justice. We will also explore Lederach's theories of civil society and reconciliation and his emphasis on relationship-building to promote sustainability. A case study of 'transitional justice' in Liberia will demonstrate Lederach's theory of reconciliation and peacebuilding.

Discussion Questions:

- What are the advantages and disadvantages of using terminology such as 'reconciliation' and 'justpeace'?
- How can civil society effectively play a role in justice and reconciliation processes?
- How do processes that promote reconciliation contribute to conflict transformation and peacebuilding?

Required Readings:

Lederach, J. P. (1999) "Justpeace" in European Centre for Conflict Prevention, <i>People Building Peace</i> . Utrecht: European Centre for Conflict Prevention, pp. 27-36.
Lederach, J.P. (2001) "Civil Society and Reconciliation" in Crocker, C.A., Hampson, F.O. & All, P. (eds) <i>Turbulent Peace: The Challenges of Managing Conflict</i> . Washington, DC: US Institute of Peace Press, pp. 841-854.
Schirch, L. (2002) "Human Rights and Peacebuilding: Towards Justpeace". Paper presented to the 43 <sup>rd</sup> Annual International Studies Association Convention, New Orleans, Louisiana, 24-27 March 2002.

**Week 11: Nonviolence and Social Movements— Dr. L. Blanchard**

We will explore the important role of nonviolence as a philosophical perspective and practice, and its relationship to the peace movement where we see the contribution of personal, religious and political pacifism. We will examine more closely Gandhi's philosophy of nonviolence, the significance of power and the skills involved in designing and implementing nonviolent social change. The resources required for social movement mobilisation and the potential application of nonviolence strategies to contemporary conflicts will be discussed.

Discussion Questions:

- How are pacifism and nonviolence related? Do you need to be a pacifist to be a nonviolence activist?
- What makes nonviolence powerful? When and why is nonviolence an appropriate strategy?
- What are the skills required by nonviolence practitioners and what are some of the challenges they face?
- What are the mechanisms and dynamics of social movement mobilisation?
- How could nonviolence principles and strategies be applied to contemporary conflicts?

Required Readings:

Cortright, D. (2008) "A Force More Powerful" in <i>Peace: A History of Movements and Ideas</i> . Cambridge, UK: Cambridge University Press, pp.211-232.
Edwards, B. & McCarthy, J. D. (2004) "Resources and Social Movement Mobilization" in Snow, D. A., Soule, S. A. & Kriesi, H. (eds) <i>The Blackwell Companion to Social Movements</i> . Oxford, UK: Blackwell Publishing, pp. 116-128.
Johansen, J. (2007) "Nonviolence: More than the absence of violence" in Webel, C. & Galtung, J. (eds), <i>Handbook of Peace and Conflict Studies</i> . London: Routledge, pp. 143-159.

**Week 12: People Building Peace—**

**Dr. L. Blanchard**

In this session we will examine the idea of “multitrack diplomacy” and the role of local level civil society actors using Lederach’s structural model of peacebuilding as a framework. We will consider the variety of peacebuilding initiatives promoted by civil society groups around the world, including the use of sports, the media, religion, the arts and music. Students will be encouraged to explore such “people building peace” options for promoting outcomes of peace with justice in the conflict chosen for the final essay.

Discussion Questions:

- Why are Track One or official diplomatic encounters insufficient for building sustainable peace?
- How can civil society actors (such as journalists, religious leaders or musicians) contribute to building peace with justice?
- How could you apply Lederach’s structural model of peacebuilding to contemporary conflicts?

Required Readings:

Barnes, C. (2005) “Weaving the Web: Civil-Society Roles in Working with Conflict and Building Peace” in van Tongeren, P. et al (eds) <i>People Building Peace II: Successful Stories of Civil Society</i> . Boulder, Colorado: Lynne Rienner, pp. 7-24.
Blanchard, L. & Lui, L. (2001) “Citizenship and Social Justice: Learning from Aboriginal Night Patrols in NSW”, <i>Indigenous Law Bulletin</i> . 5:5. pp. 16-21.
Diamond, L. & McDonald, J. (eds) (1996) <i>Multi-Track Diplomacy</i> . 3 <sup>rd</sup> edn. West Hartford, Connecticut: Kumarian Press, pp. 1-10.
Middleton, M. (2009) “The Campaign Against US Military Bases in Australia” in Blanchard, L. and Chan, L. (eds) <i>Ending War, Building Peace</i> . Australia, Sydney University Press, pp. 121-137.

**Week 13: Final Reflections, Integration and Evaluations—**

**A/Prof Jake Lynch; Dr. L. Blanchard**

**ADDITIONAL READINGS**

Ackerman, P. & DuVall, J. (2000) *A Force More Powerful: A Century of Nonviolent Conflict*, New York: Palgrave. CPACS LIBRARY 303.61 ACK & FISHER SPECIAL RESERVE 303.61 15

Adebajo, A. & Sriram, C. L. (eds) (2001) *Managing Armed Conflicts in the 21<sup>st</sup> Century*. London/Portland, Oregon: Frank Cass. CPACS LIBRARY, FISHER SPECIAL RESERVE 341.584 42

Alger, C. (1999) “The Expanding Tool Chest for Peacebuilders” in Jeong, H-W. (ed.) *The New Agenda for Peace Research*. Aldershot, UK: Ashgate Publishing, pp. 13-42.

Alger, C. F. (2007) “Peace Studies as a Transdisciplinary Project” in Webel, C. & Galtung, J. (eds) *Handbook of Peace and Conflict Studies*. New York: Routledge, pp. 299-318.

Anderson, M. B. (1999) *Do No Harm: How Aid Can Support Peace – Or War*. Boulder, Colorado: Lynne Rienner. FISHER RESEARCH 361.26 2

- Arendt, H. (1970) *On Violence*. London: Allen Lane, The Penguin Press. SPECIAL RESERVE & FISHER U/G 301.153 32
- Avruch, K. (2003) "Culture" in Cheldelin, S., Druckman, D. & Last, L. (eds) *Conflict: From Analysis to Intervention*. London/New York: Continuum, pp. 140-153. CPACS LIBRARY CLASS RESOURCE BOX, FISHER SHORT LOAN & RESERVE 303.6 112
- Avruch, K. (1998) *Culture and Conflict Resolution*. Washington, DC: United States Institute of Peace. FISHER SPECIAL RESERVE 303.69 57
- Avruch, K. & Black, P. W. (1991) "The Culture Question and Conflict Resolution", *Peace and Change*, 16:1, January 1991, pp. 22-45. FISHER JOURNALS 327.105 1
- Barash, D. P. (2000a) "Human Rights" in Barash, D. P. (ed.) *Approaches to Peace: A Reader in Peace Studies*. New York: OUP, pp. 149-158. FISHER SPECIAL RESERVE 327.172 116
- Barash, D. P. (ed.) (2000b) "Introduction" in *Approaches to Peace: A Reader in Peace Studies*. New York: Oxford University Press, pp. 1-4. FISHER SPECIAL RESERVE 327.172 116
- Barash, D. P. & Webel, C. P. (2002a) "The Reasons for Wars" in *Peace and Conflict Studies*. London: Sage Publications, pp. 113-261. FISHER SPECIAL RESERVE 303.6645
- Barash, D. P. & Webel, C. P. (2002b) "Disarmament and Arms Control" in *Peace and Conflict Studies*. London: Sage Publications, pp. 315-343. FISHER SPECIAL RESERVE 303.6645
- Barash, D. P. & Webel, C. P. (2002c) "Diplomacy, Negotiations, and Conflict Resolution" in *Peace and Conflict Studies*. London: Sage Publications, pp. 267-290. FISHER SPECIAL RESERVE 303.6645
- Barash, D. P. & Webel, C. P. (2002d) "Ecological Well-Being" in *Peace and Conflict Studies*. London: Sage Publications, pp. 460-484. FISHER SPECIAL RESERVE 303.6645
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### **Journals & periodicals**

The following journals and periodicals are available at the University of Sydney's Fisher Library unless otherwise indicated, and most are also available electronically via the library website.

327.05 12 & Law Library	Australian Journal of International Affairs
309.105 5	Community Development Journal
327.17205 4	Current Research on Peace and Violence
341.05 7	Journal of Conflict Resolution
Law Library	Journal of Peace Research
052 67	New Internationalist
327.1705 5	Global Change, Peace & Security (formerly Pacifica Review)
327.105 1	Peace and Change: A Journal of Peace Research
327.17405 3	Peace and Disarmament News
327.17505 1	Peace News: International Year of Peace
327.17205 9	Peace Research
REF 341.105 4	Peace Research Abstracts Journal
327.17205 8	Peace Review: A Journal of Social Justice
ELECTRONIC	Peacewatch (US Institute of Peace)
341.105 22	Security Dialogue
Public Health Library	Social Alternatives

### **Mass media resources**

Current events are rich source materials for the course (e.g. Israeli/Palestinian conflict; poverty and violence in local communities; United Nations peacekeeping; humanitarian crisis and intervention in Darfur; refugee and asylum seeker issues; the US and intervention in Iraq; North Korea, Iran and nuclear weapons; and so on). Students should be alerted to examples of conflict and peace that are reported in the media on a daily basis. A file of relevant newspaper cuttings and radio or television transcripts (available online – see below) on local and international events, and in the student's area of interest, will provide vital material for class discussion and for the assignments.

To search for newspaper articles, as well as the newspapers' own sites, the University subscribes to the Factiva service, which is available via the Library section of the university website, using your UniKey login.

### **Websites**

Students are encouraged to make use of the vast resources of the internet to explore current issues and debates in peace and conflict studies. The University of Sydney Library has produced a useful guide to internet resources on its peace and conflict studies homepage:

<http://www.library.usyd.edu.au/subjects/peaceandconflict/peace.html>

The Search Engine YAHOO has a subcategory under the heading Social Sciences for Peace and Conflict Studies at: [http://www.yahoo.com.au/Social\\_Science/Peace\\_and\\_Conflict\\_Studies/](http://www.yahoo.com.au/Social_Science/Peace_and_Conflict_Studies/)

It is important, however, that students show awareness of the appropriateness and reliability of different types of websites for sourcing information. For example, Wikipedia is not considered an authoritative source for definitions of terms, and the website of a partisan group should be treated with caution as a source for understanding the history of a particular conflict.

## **Electronic journals**

*Accord (African Centre for the Constructive Resolution of Disputes)*: a forum for those involved in peace processes, published by Conciliation Resources, London. Each issue focuses on a specific conflict, including Sierra Leone (2000) and Northern Ireland (1999).

<http://www.c-r.org/accord/>

*International Journal of Peace Studies*: a journal dedicated to enhancing alternative discourse on a wide range of theoretical issues in peace research and improving our knowledge in the quest for peace. It aims to address strategies to deal with local, regional, or global problems.

<http://www.gmu.edu/academic/ijps/>

*Online Journal of Peace and Conflict Resolution*: a journal intended for students, teachers, practitioners, and others working toward a less violent and more cooperative world.

<http://www.trinstitute.org/ojpcr/>

*Peace and Conflict Studies*: another online journal with contributions from well-known peace and conflict authors. The journal searches for non-traditional approaches to peace building and conflict resolution. <http://www.gmu.edu/academic/pcs/> (recent issues)

<http://www.trenton.edu/~psm/pcs> (older issues)

*Peace, Conflict and Development: An Interdisciplinary Journal*: published by students at University of Bradford's Department of Peace Studies. <http://www.peacestudiesjournal.org.uk>

*Track Two*: a quarterly publication of the Centre for Conflict Resolution and the Media Peace Centre in South Africa, aiming to promote innovative and constructive approaches to community and political conflict as an alternative to traditional adversarial tactics.

<http://ccrweb.ccr.uct.ac.za/two/index.htm>

## **Organisation websites**

Many of the following websites contain the full text of reports on various conflicts and projects, as well as links to other institutes and organisations.

Conflict Resolution Consortium (University of Colorado): Transformative Approaches to Conflict website, including summaries of the work of John Burton and John Paul Lederach.

<http://www.colorado.edu/conflict/transform>

International Alert: a British non-government organisation working for the transformation of violent conflict.

<http://www.international-alert.org>

ICG: International Crisis Group, a private, multinational organisation committed to strengthening the capacity of the international community to anticipate, understand and act to prevent and contain conflict.

<http://www.crisisweb.org>

INCORE: Initiative on Conflict Resolution and Ethnicity, a joint initiative between the University of Ulster and the United Nations University, based in Northern Ireland.

<http://www.incore.ulst.uk>

IPRA: International Peace Research Association, contains a useful list of links to peace research institutes and journals from around the world.

<http://soc.kuleuven.be/pol/ipra>

TFF: The Transnational Foundation for Peace and Future Research, based in Sweden, provides a critical and constructive gateway to world affairs.

<http://www.transnational.org>

Toda Institute: an independent, nonpartisan, nonprofit organisation committed to the pursuit of peace through peaceful means and a complete abolition of war, and working towards “global citizenship”.

<http://www.toda.org>

TRANSCEND: International network of invited scholars and practitioners for peace and development, associated with the work of Johan Galtung.

[www.transcend.org](http://www.transcend.org)

United States Institute of Peace: created and funded by the United States Congress to strengthen the nation’s capabilities to promote the peaceful resolution of international conflicts.

<http://www.usip.org>

### **Mass media websites**

*ABC*: contains information and broadcasts from ABC Radio National and ABC TV, including programming guides and transcripts from current affairs programs such as *7.30 Report*, *4 Corners* and *Foreign Correspondent*. <http://www.abc.net.au>

*BBC News and BBC World*: provide news articles, video and audio footage of current events with links to previous items and features on the same topic, along with useful country reports.

<http://www.bbc.co.uk>

*Open Democracy*: in-depth analysis and features, including weekly security columns by Professor Paul Rogers of Bradford University Peace Studies Department.

<http://www.opendemocracy.net>

*SBS*: contains information and broadcasts from SBS Radio and television, including programming guides and transcripts from current affairs programs such as *Insight* and *Dateline*.

<http://www.sbs.com.au>

*Sydney Morning Herald*: The full text of the SMH is reproduced online each day, with the addition of late-breaking news. <http://www.smh.com.au>