PACS 6911 KEY ISSUES IN PEACE AND CONFLICT STUDIES
Core Unit, Postgraduate Program in Peace and Conflict Studies, University of Sydney

TEACHING STAFF

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COURSE STRUCTURE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Times</th>
<th>Locations</th>
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<tbody>
<tr>
<td>Monday 29 July</td>
<td>10 am – 4 pm</td>
<td>Mackie Seminar Room 107</td>
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<td></td>
<td>(plus optional seminar)</td>
<td>(Mackie Seminar Room 114)</td>
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<tr>
<td>Thursday 1 August</td>
<td>10 am – 5 pm</td>
<td>Mackie Seminar Room 114</td>
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<td>Friday 2 August</td>
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<td>Education Seminar Room 325</td>
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<td>Saturday 3 August</td>
<td>10 am – 5 pm</td>
<td>Mackie Seminar Room 107</td>
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<tr>
<td>Monday 5 August</td>
<td>10 am – 5 pm</td>
<td>Mackie Seminar Room 114</td>
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APPROXIMATE DAILY TIMETABLE

<table>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>10.00 am – 10.30 am</td>
<td>Session 1 – review &amp; reflection</td>
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<tr>
<td>10.30 am – 12.15 pm</td>
<td>Session 2</td>
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<tr>
<td>12.15 pm – 1.15 pm</td>
<td>lunch break</td>
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<tr>
<td>1.15 pm – 3.00 pm</td>
<td>Session 3</td>
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<tr>
<td>3.00 pm – 3.15 pm</td>
<td>afternoon break</td>
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<tr>
<td>3.15 pm – 5.00 pm</td>
<td>Session 4</td>
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<td>(except Mon. 29 July 4.00-6.00 pm)</td>
<td>optional seminar)</td>
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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 demonstrates 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 approach to harmful conflicts is one of seeking peace with justice. With concepts and methods derived from peace and conflict theorists and practitioners, feminism and nonviolence philosophy, social psychologists and human rights advocates, students will explore what peace with justice means in various settings. Diverse notions of peace and conflict resolution will be examined including appreciation of different cultural and religious 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 approach to conflict transformation, reconciliation and peacebuilding.

It is expected that students will:

1. understand the nature and sources of different types of conflict: at the interpersonal level, in groups and societies, and between countries and other global groupings;
2. develop a theoretical perspective on notions of peace, conflict and violence, and what “peace with justice” and “resolution of conflict” mean in various settings;
3. develop skills in conflict analysis and resolution;
4. understand how to apply theory to practice in terms of identifying strategies for achieving conflict transformation and peace with justice in various situations.

CLASS PROGRAM

Day 1 – Monday 29 July – UNDERSTANDING PEACE AND CONFLICT STUDIES
- Dr Wendy Lambourne
  Session 1 Introductions and Course Overview
  Session 2 Introduction to Peace and Conflict Studies
  Session 3 Defining Peace, Conflict and Violence
  Session 4 International Peace and Security (4 pm seminar on peacebuilding in Timor Leste)

Day 2 – Thursday 1 August – WAR AND PEACE, GENDER AND HUMAN RIGHTS
- Dr Wendy Lambourne, Dr Ken Macnab & Dr Lucy Fiske
  Session 1 Review and Reflection
  Session 2 History and Politics of War and Peace
Session 3 Gender Issues in War and Peace
Session 4 Human Rights and Peace with Justice

Day 3 – Friday 2 August – FROM VIOLENCE TO NONVIOLENCE
- Dr Wendy Lambourne, Dr Neven Bondokji & Dr Lucy Fiske
Session 1 Review and Reflection
Session 2 Theories of Violence and Conflict
Session 3 Nonviolence Philosophy
Session 4 Strategic Nonviolence

Day 4 – Saturday 3 August – CONFLICT ANALYSIS AND RESOLUTION
- Dr Wendy Lambourne
Session 1 Review and Reflection
Session 2 Human Needs Theory and Conflict Resolution
Session 3 Conflict Analysis and Resolution Principles and Methods
Session 4 Conflict Resolution Skills and Techniques

Day 5 – Monday 5 August – ACHIEVING PEACE WITH JUSTICE
- Dr Wendy Lambourne
Session 1 Review and Reflection
Session 2 Conflict Transformation, Reconciliation and Peacebuilding
Session 3 People Building Justpeace
Session 4 Final Reflections, Integration and Evaluations

ASSESSMENT

1. Reading and Class Participation (10%)

Participation in class discussions and exercises, including evidence of reading and reflection on session themes and topics, will comprise 10% of the assessment for the unit. Recommended key readings for each session are listed in the unit outline and the required readings are available for purchase in a course reader. Students are encouraged to complete at least one required reading for each session prior to class each day in order to prepare for and contribute meaningfully to class discussions and exercises. Completion of the remaining required readings either before, during or after the course is strongly recommended for successful completion of the assessment tasks outlined below. Session 1 of each day will provide an opportunity to reflect on the previous day’s sessions and to ask questions about the readings for the coming day.
Students are not expected to read all of the additional references listed in the course outline: they are provided as a guide to what is available for further reading for assignments, and to give students a choice and variety of resources to follow up areas of personal interest. These recommended readings also provide a grounding for other units in the postgraduate Peace and Conflict Studies program.

2. **Journal of Personal Learning** (30%)  
   **Due date:** Friday 23 August

For this assignment, students are required to keep a daily journal in which you reflect upon conflict, violence and peace, integrating notes on the readings and classes with more general personal reflections. The journal might include observations drawn from your experience of conflict, either directly – in family, or workplace, for example – or indirectly, perhaps through watching or reading the news. In reflecting upon these themes, you should draw on classroom discussions and readings, as well as your own evolving ideas and values.

The purpose of the learning journal assignment is to raise awareness of the issues of peace and conflict as they bear upon your life and society as a whole: to make the link between personal learning and lived experience. Each journal entry should include a specific example of your own lived experience outside the classroom relating to one of the session themes for that day. The emphasis should be on reflections and analysis rather than a detailed description of a particular conflict or experience. Ideally, you should use the journal to reflect on the evolution of your learning as the unit progresses.

For assessment purposes you are required to submit a selection of your personal journal entries – specifically, three entries relating to any of the themes of any of the five days of classes. The maximum total length of the journal is 1500 words. As a guide, journal entries thus need to average approximately 500 words each, but this is not a strict requirement and journal entries may vary in length. You may wish to write a little more in one journal entry in order to fully explore your ideas and reflections, and a little less in another entry. Even though you must draw on class readings in your journal reflections, full referencing and a bibliography are not required.

Criteria for assessment for the learning journal:

1. evidence of ability to analyse the links between personal learning and lived experience outside the classroom (whether personally or as reflected in current events);
2. consideration of aspects of conflict and peace with examples drawn from a diversity of sources (e.g. workplace, personal or international conflict);
3. evidence of reflective and critical reading (but full citations and reference list are not required) and reference to class discussions;
4. inclusion of your own thoughts and ideas relating to course themes, indicating how these are evolving as the course progresses;
5. clarity of expression, coherent integration of ideas and evidence of intelligent and original reflections and analysis;
6. reflections on three course themes within the total word limit of 1500 words.

3. **Final Essay** (60%)  
   **Due Date:** Friday 20 September

Select a conflict/issue of your choice for analysis:
Using theories examined in this unit of study which help to explain and analyse violence and conflict, explore the nature and context of the conflict chosen for analysis. Building on the theories used to explain and analyse the conflict, identify some possible strategies for change which might achieve an outcome of “peace with justice”, linking your ideas to theories and practices of peacebuilding, nonviolence, human rights, conflict resolution and/or conflict transformation or other strategies covered in the course.

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 developing transferable skills of 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 of the conflict or terms of a peace settlement or mediation agreement. The purpose is to identify processes that might help parties to a conflict to find peace with justice outcomes.

This assignment is to be written in a formal essay style, with an introduction and conclusion, and proper 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, especially in relation to the conflict chosen for analysis, but the main conceptual underpinnings for your essay must be the theories and concepts explored in this unit.

Criteria for assessment for the essay:

1. evidence of research and understanding of the nature and context of the conflict chosen for analysis;
2. ability to identify and critically apply theories and concepts relating to peace, conflict and violence to explain and analyse the conflict;
3. evidence of creative and intelligent application of theory to practice by exploring one or more strategies for change that might achieve outcomes of “peace with justice”;
4. 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)
5. evidence of reflective and critical reading and wider research, with proper referencing and full bibliography of sources consulted

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

A CPACS Assignment Cover Sheet including signed plagiarism compliance statement must be attached to all assignments. Students are required to consult the CPACS Assessment Guidelines and Student Support 2013 for further details regarding presentation and submission of assignments; referencing styles; policies on late work, extensions and Special Consideration; marking and re-examination procedures; academic dishonesty and plagiarism; student support and course evaluations.
OUTLINE OF SESSIONS

DAY 1 – Monday 29 July  UNDERSTANDING PEACE AND CONFLICT STUDIES

Session 1  Introductions and Course Overview
Wendy Lambourne

Session 2  Introduction to Peace and Conflict Studies
Wendy Lambourne

This session will focus on 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 the field’s expansion to incorporate conflict at all levels from the interpersonal to the international. Ideas about peace will be explored from a personal, cultural, religious and historical perspective.

Discussion Questions:
- What does peace mean to you? Why are you studying peace and conflict studies?
- How is peace conceived differently in different cultural and religious traditions?
- How do you define peace and conflict studies?
- How have ideas about peace and conflict studies changed over the years?
- What are the current issues that are dominating Peace and Conflict Studies in the 21st century?

Required Readings:


Additional Readings:


Session 3  
Defining Peace, Conflict and Violence
Wendy Lambourne

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:

Additional readings:


**Session 4 International Peace and Security**

Wendy Lambourne

The class will start with a brief overview of methods used by the United Nations for the maintenance of international peace and security, including conflict prevention, peacemaking, peacekeeping and peacebuilding. We will also examine the UN’s mandate to ‘end the scourge of war’ through various peace enforcement measures including sanctions and the use of force in the context of cross-border aggression, to enhance a peacekeeping mandate or to protect human rights. Alternative concepts of security will be considered in the context of understanding the quest for ‘peace with justice’.

The second part of the session will comprise a seminar by Maria Raquel Freire, from the University of Coimbra, Portugal, critically assessing the UN’s peacebuilding intervention in Timor-Leste. Professor Freire will focus especially on the limitations of imposing predefined models of intervention, and the need for integration of local approaches and informal policies and practices.
Students are strongly encouraged to attend the seminar which will run from 4-6 pm In Mackie Seminar Room 114.

Discussion Questions:
- How has the international community’s approach to maintaining international peace and security evolved since the establishment of the United Nations?
- Can the use of force to protect human rights be compatible with achieving peace with justice?
- What are some of the lessons from Timor-Leste for promoting sustainable peace?

Required Readings:

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Additional Readings:


DAY 2 – Thursday 1 August – WAR AND PEACE, GENDER AND HUMAN RIGHTS

Session 1 Review and Reflection
Wendy Lambourne

Session 2 History and Politics of War and Peace
Ken Macnab

This session will provide a survey of the history of war and peace in the modern world, including significant milestones in the organisation of international affairs, such as the 1648 Peace of Westphalia, the Congress of Vienna (1814-5), the League of Nations (1919) and the establishment of the United Nations in 1945. The causes of wars and attempts to prevent them from recurring will be examined from a historical and political perspective, with a particular emphasis on the interrelationships between warmaking and peacemaking.

Discussion Questions:
- How have attitudes towards war and peace changed throughout history?
- What impact have major phases of change, such as the Renaissance, the Reformation, the Enlightenment and the rise of modern ideologies such as capitalism and nationalism, had on the politics of war and peace?
- Is war inevitable? What is ‘national security’? Do you agree that a state without an army would be like an orchestra without instruments?

Required Readings:

| Macnab, K. European History Framework, from the Crusades to the War on Terror |
Additional Readings:


Session 3  Gender Issues in War and Peace
Lucy Fiske

In this session we will briefly outline some dominant theories of gender, and examine the links between gender and social relations of power. We will then explore ways in which hegemonic masculinities and femininities contribute to militarization and war, the different (and often under-attended to) ways in which war affects women, and the ways in which gender-based inequalities can be exacerbated in post-conflict peace and development efforts.

Discussion Questions:
• What is ‘gender’? What’s power got to do with it?
• What roles do women play in war? What are some of the ways in which war affects gender roles?
• What are some of the impacts of war and conflict on women?
• What are some of the ways post-conflict peacebuilding and development efforts affect women?
• What happens to women’s experiences when a gender lens is not explicitly applied in analysis?

Required Readings:


Additional Readings:


Session 4        Human Rights and Peace with Justice
Lucy Fiske

This class will give a brief overview of human rights both as a legal framework for protection and promotion of rights, and as a language or discourse for building a culture which supports peace with justice. We will look at the links between human rights and justpeace as well as some of the tensions and limitations of human rights.

Discussion Questions:
• What are human rights and where do they come from?
• What is the contribution of human rights to ‘justpeace’-building?
• What are the limitations of human rights and what else can assist in building peace and justice?

Required Readings:

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Additional Readings:


DAY 3 – Friday 2 August – FROM VIOLENCE TO NONVIOLENCE

Session 1  Review and Reflection
Wendy Lambourne

Session 2  Theories of Violence and Conflict
Dr Wendy Lambourne & Dr Neven Bondokji

In this session we will examine theories from biology, psychology, anthropology and other disciplines that attempt to explain the existence of human violence and aggression. A focus of discussion will be psychological explanations of identity-based conflict, mass violence and genocide. Theories covered will include social identity theory, obedience to authority, moral disengagement and dehumanisation.

Discussion Questions:
• Are human beings naturally aggressive, or do we learn to be violent?
• Are men more violent than women? Are women better peacemakers?
• How do psychological factors contribute to conflict and its violent escalation?
• Why do people commit genocide?

Required Readings:

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Additional Readings:


Session 3     Nonviolence Philosophy and Praxis
Lucy Fiske

We will explore the important role of nonviolence as a philosophical perspective and practice, and its relationship to social movements seeking justice and peace. In particular we will look at the ethics of social action and the relationship between means and ends. We will explore the philosophy of nonviolence, the significance of power and the skills involved in designing and implementing nonviolent social change through a range of sources most notably Gandhi, the US civil rights campaign (Martin Luther King Jnr) and anti-Apartheid campaigns in South Africa. Time permitting, we will also look at the activism and writings of Saul Alinsky as a contrast to Gandhi’s insistence on the inseparability of means and ends.

Discussion Questions:
• What is nonviolence? What makes nonviolence powerful? When and why is nonviolence an appropriate strategy?
• What are the links between means and ends? Can the end justify the means?
• What are the skills required by nonviolence practitioners and what are some of the challenges they face?

Required Readings:

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Additional Readings:

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Session 4 Strategic Nonviolence and Social Movements
Dr Neven Bondokji

In this session we will examine the principles and challenges of strategic nonviolence. We will explore the features of nonviolent activism which contribute to the success of nonviolent campaigns, looking at specific examples of nonviolent protest and social movements.

Discussion Questions:

- What are some of the features of nonviolent activism which make it successful?
- How could nonviolence principles and strategies be applied to contemporary conflicts?
- What are some of the challenges facing nonviolent campaigns, and how can nonviolent movements end up becoming obstacles for justpeace?
DAY 4 – Saturday 3 August – CONFLICT ANALYSIS AND RESOLUTION

Session 1  Review and Reflection
Wendy Lambourne

Session 2  Human Needs Theory and Conflict Resolution
Wendy Lambourne

In this session we will examine John Burton’s human needs theory and how it influenced the development of the field of conflict 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. Students will be introduced to the concept of track two diplomacy and the analytical problem-solving approach to conflict resolution.

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:


Additional Readings:


Session 3  Conflict Analysis and Resolution Principles and Methods
Wendy Lambourne

In this session we will focus on the importance of conflict analysis as part of conflict resolution processes, and we will apply conflict resolution theory to practice using examples from the interpersonal to the international. Power-based and rights-based methods will be contrasted with interest-based approaches to conflict resolution. This will be illustrated with a discussion of the differences between arbitration, mediation, negotiation, conflict resolution and conflict transformation. We will examine some of the principles associated with conflict analysis and resolution, and consider how culture affects our attitudes towards conflict and its resolution.

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?
- How can conflict mapping assist with resolving conflict?
- What differences in approaches to conflict can you attribute to gender, culture or religion?

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**Session 4  Conflict Resolution Skills and Techniques**
Steve Lancken, Negocio Resolutions

Fisher and Ury, Burton and other theorist practitioners identify the tendency to get stuck on “positions” as one of the barriers to resolving conflict. In this session students will have a chance to explore and practice some skills in transforming conflict by seeking to understand and uncover the underlying needs and interests that are driving conflict.

**Discussion Questions:**
- How can you help parties in a conflict to differentiate a position from a need or interest?
- What are some of the communication skills required of a mediator or conflict resolution practitioner?
Required readings:

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Additional readings:


DAY 5 – Monday 5 August – ACHIEVING PEACE WITH JUSTICE

**Session 1**  Review and Reflection
Wendy Lambourne

**Session 2**  Conflict Transformation, Reconciliation and Peacebuilding
Dr Wendy Lambourne

This session will focus on the evolution in thinking from conflict resolution to conflict transformation advocated by theorist-practitioner John Paul Lederach. We will explore further the meaning of peace with justice with reference to Lederach’s definition of ‘justpeace’ and his theories of conflict transformation, reconciliation and peacebuilding.

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 can attention to the gaps in peacebuilding identified by Lederach help to promote conflict transformation and peace with justice?
- What different types of justice are there and how do they contribute to reconciliation and peacebuilding?
Required readings:

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Additional Readings:


Session 3  People Building Justpeace
Wendy Lambourne

In this session we will look at peacebuilding initiatives promoted by civil society and citizens’ groups from around the world, such as 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 or musicians) contribute to building peace with justice?
• Is it helpful to conceive of such efforts as part of ‘multi-track diplomacy’?

Required Readings:

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Additional Readings:


**Session 4  Final Reflections, Integration and Evaluations**

Wendy Lambourne

In the final session students will have an opportunity to reflect on the course, and to integrate the various themes and issues raised. Course evaluations will be completed during the session.

**RESOURCES**

Most of the references listed are available for loan or on reserve in Fisher Library. Required readings are provided in a course reader available for purchase from the University Copy Centre. Copies of chapters from books, journal articles and other short readings and a number of the texts listed are also available to read in the Centre for Peace and Conflict Studies Resource Centre. These additional readings have been placed in class resource boxes in the CPACS Resource Centre. Please note that the CPACS Resource Centre is not a lending library, but photocopies can be made at a charge of 10c per page.

**INTRODUCTORY READINGS AND KEY TEXTS**


**ACADEMIC JOURNALS**

The following journals are available in Fisher Library, and most are also available electronically.

The CPACS Resource Centre also contains a collection of newsletters and journals that could provide useful sources of articles and information for the course.

- Current Research on Peace and Violence
- Global Change, Peace & Security (formerly Pacifica Review)
- International Journal of Peace Studies
- Journal of Conflict Resolution
- Journal of Peacebuilding and Development.
• Journal of Peace Research
• Peace and Change: A Journal of Peace Research
• Peacebuilding
• Peace Research
• Peace Review: A Journal of Social Justice
• Security Dialogue
• 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 Libya; 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. 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/

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


Track Two: archived editions of the 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/archive/two/
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](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](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](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](http://www.incore.ulst.uk)

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](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](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](http://www.usip.org)