Building Peace in Divided Societies
CONF 435 Section 001 / CONF 695 003 – Spring 2017

Class Time: Thursday, 10:00 am to 12:40 pm

Location: Founders Hall 479

Instructor: Patricia A. Maulden, Ph.D.
       pmaulden@gmu.edu

Office Hours: Metropolitan Building, Wednesday or Thursday by appointment

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Course Description

Welcome! Using case study materials, this course explores the roots of peacebuilding/building peace 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 building peace enterprise. The tensions theoretically and practically between building peace and peacebuilding will be explored in detail throughout the course. The focus on communities intersects and often conflicts with the more prominent global peacebuilding frame, often considered an elite endeavor. Why, for example, does the term peacebuilding not appear regularly when considering domestic US conflict and its effects? 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 building peace/peacebuilding as well as the emerging and unrealized possibilities, both internationally and domestically.

Course Objectives

✶ Examine conceptual and theoretical underpinnings as well as the strengths and limitations of building peace/peacebuilding as currently understood

✶ Consider emerging trends of community resistance to peacebuilding interventions

✶ Explore domestic building peace/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

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Course Expectations

1. <u>Consistent attendance</u>. Barring exceptional circumstances, you will be expected to attend class.

2. <u>Effective preparation</u>. 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. <u>Classroom etiquette</u>. Come to class on time and prepared. **Put all cell phones away during the class period – computers may be open only when taking notes or using for other class purposes**. Open discussion and dialogue are class goals but please be mindful of the sensitivities of others.

4. <u>Course completion</u>. In keeping with departmental policy, incomplete grades will be given only in cases of illness, either personal or in an immediate family member. <u>Class assignments that are submitted late will be significantly penalized.</u> If a student has a documented emergency, special arrangements may be made with the instructor.

5. <u>Paper format</u>. Papers should be typed, double-spaced, have 1" margins, and 12-point font. <u>The pages should be numbered and stapled together.</u> Edit your papers carefully as spelling and grammatical errors will lower your overall score. <u>Chicago or Harvard citation styles are preferred</u>.

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.

Thomson, Susan. 2013. *Whispering Truth to Power: Everyday Resistance to Reconciliation in Postgenocide Rwanda.* Madison: The University of Wisconsin 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 – For Review Only)

Avruch, Kevin. 2013. Does our Field Have a Centre? Thoughts from the Academy. <u>In</u> *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. <u>In</u> *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? <u>In</u> *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 (Required)
Abdi, Cawo Mohamed. 2014. Threatened Identities and Gendered Opportunities: Somali Migration to America. In *Signs.* Vol. 39, No. 2(459-483).

Dunn, Elizabeth Cullen. 2014. Humanitarianism, Displacement, and the Politics of Nothing in Georgia. In *Slavic Review.* Vol. 73, No. 2(287-306).

Friedkin, Noah E. 2004. Social Cohesion. In *Annual Review of Sociology.* Vol. 30(409-425).

Gilligan, Michal J., Benjamin J. Pasquale, and Cyrus Samii. 2014. Civil War and Social Cohesion: Lab-in-the-Field Evidence from Nepal. In *American Journal of Political Science.* Vol. 58, No. 3(604-619).

Karandinos, George et al. 2014. The Moral Economy of Violence in the US Inner City. In *Current Anthropology.* Vol. 55, No. 1(NA).

Kilpatrick, Sue, John Field and Ian Falk. 2003. Social Capital: An Analytical Tool for Exploring Lifelong Learning and Community Development. In *Educational Research Journal.* Vol. 29, No. 3(417-433).

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 (Required)
Andreasson, Stefan. 2005. Orientalism and African Development Studies: The 'Reductive Repetition' Motif in Theories of African Underdevelopment. In *Third World Quarterly.* Vol. 26, No. 6(991-986).

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).

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 (*Required)
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. If you do not attend you cannot participate.

Essay 1   15%
An undergraduate and a graduate essay prompt will be handed out in class.
Due in class March 2

Essay 2   15%
An undergraduate and a graduate essay prompt will be handed out in class.
Due via email April 8

Essay 3   20%
An undergraduate and a graduate prompt will be handed out in class.
Due via email May 6

Final Assignments   30%
Guidelines for YouTube video essay will be handed out toward the end of the semester.
Due May 13

Course Agenda

Week 1. January 26   Course Introduction
       Overview of course requirements; begin critical reflection of peacebuilding,
       exploring assumptions, understandings, normative frameworks that underpin the
       domestic and international building of peace

Week 2. February 2   Peacebuilding I
         Readings: Andreasson Article
                           Richmond Article
                           Denskus

Week 3. February 9	Building Peace I
Readings:	Funk
	Chandler
	Cornwall

Week 4. February 16	Building Peace II
Readings:	Haider
	Jantzi & Jantzi
	Church & Rogers
	Essay 1 Prompt Handed Out

Week 5. February 23	Los Angeles I
Readings:	Karandinos
	Johnson Introduction, Chapters 2 & 3

Week 6. March 2	Los Angeles II
Readings:	Friedkin Article
	Johnson Chapters 4 & 5, Conclusion
	Essay 1 Due In Class

Week 7. March 9	Rwanda I
Readings:	Kilpatrick et al. Article
	Thomson Introduction, Chapters 1, 2, & 3

Week 8. March 16	Spring Break – No Class

Week 9. March 23	Rwanda II
Readings:	Thomson Chapters 4, 5, & 6
	Essay 2 Prompt Distributed

Week 10. March 30	Multiculturalism I
Readings:	Abdi
	Voyer Introduction, Chapters 1 & 2

Week 11. April 6	Multiculturalism II
Readings:	Voyer Chapters, 3, 4, & 5
	Essay 2 Due April 8 via email
	Essay 3 Prompt Distributed

Week 12. April 13	Peacebuilding & Community I
Readings:	Saatcioglu & Ozanne
	Mitchell & Kelley

Week 13. April 20	Peacebuilding & Community II
Readings:	Gilligan et al. Article
	Essay 3 Due Via Email May 6

Week 14. April 27   Peacebuilding & Community III

         Readings: Film Analysis – Synthesis

YouTube Video Essay Assignment Distributed

Week 15. May 4   Synthesis/Course Review

Review: course themes, critical reflection of case studies, building peace, peacebuilding approaches, and theories of change.

YouTube Video Essay Due May 13

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