



THEORIES OF PEACE AND CONFLICT RESOLUTION

GOVT-580-01

Fall 2017

Location: ICC 120

Time and Day: Mondays 5:00pm-7:30pm

Office Hours: Mondays 2:00pm-4:00pm
and by appointment

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This course will explore theories of “Peace” and “Conflict Resolution”; and discuss different approaches to “resolving conflicts” and establishing a “peaceful” world rooted in these theories. The objective of the course is to provide a broad understanding of central peace and conflict resolution theories such as positivist theories including realist conflict resolution theory, liberal peace theory, and human needs theory and post-positivist theories including critical and post-structural theories, conflict transformation, nonviolence and gendered theories of peace and conflict resolution. Course will examine a) ontological, epistemological and methodological differences between these theories and discuss how each theory defines the core concepts of the field such as “conflict”, “violence”, “peace”, “power”, among others; b) how each theory explains sources of conflict and violence; and c) how each theory envisions resolution of conflicts and requirements of establishing peace. The course will also look at the practical application of these theories in addressing conflicts.

This is an interactive course that will combine lectures, seminar style discussion of the readings, class materials, simulations, group projects and presentations.

Course objectives include:

- Enhancing students' knowledge of the history, development and current expression of the peace and conflict resolution studies field;
- Improve students' understanding of basic concepts of peace and conflict resolution field (positive, negative and culture of peace), violence (direct, structural, cultural), and processes of peace (peacemaking, peacebuilding, peacekeeping)
- Help students think critically and systematically about various types of conflicts and how to address them;
- Increase students' understanding of the major theories of peace and conflict resolution and their practical application;
- Enhance students' ability to apply theoretical concepts and conflict assessment tools to various conflict contexts.

The course also aims to introduce the following skills:

- Awareness of self-capacity for resolving conflicts and developing peaceful relations with others
- Ability to conduct comprehensive conflict analysis from different theoretical perspectives;
- Ability to apply theories of conflict resolution and peace to cases;
- Ability to assess different conflict resolution theories and intervention strategies in terms of their limitations and advantages;
- Ability to produce policy recommendations to bring about peace and conflict resolution

CLASS REQUIREMENTS AND EVALUATION PROCESS

Participation (20 points) of the final grade will be based on the quality of your attendance and quality of **participation** in class and blackboard discussions. Students are expected to attend all classes, be on time, and come to class prepared to discuss the central themes of the week and readings. Additionally, it is essential for students to be present and actively participate in class activities, exercises, and discussion. Your in-class participation needs to reflect readings and other course materials. Class assignments should be submitted on time. Late assessments will affect your grade. If you are unable to attend the class you need to inform Dr. Kadayifci-Orellana. Missing more than 1 class session will impact your participation grade.

In regards to blackboard discussions, students are expected to write at least one two paragraph-reflection/comment on a reading, class discussions for that week or alternatively on a current event, or a movie/documentary etc. related to that weeks readings/ themes and has to respond to at least one other students comment each week. Comments should be reflective and analytical and engage with the ideas of the themes of the week. The comments should be submitted 1 hour before the class each week. Responses to comments of the other students have to be submitted within next week.

Case Study Paper (30 points): Case-Study Paper will be submitted at the end of the semester. Case-study paper should be 12-15 pages (typed, double-spaced). The paper should identify a conflict as a case study and apply two of the theories discussed in-class to that case. Case-Study paper should contrast two theories in terms of how they would each address and define the conflict, and based on the theoretical assumptions, epistemology and methodology, discuss how their proposed intervention strategy would differ. More specifically, case-Study paper should demonstrate a good understanding of the theories you are applying to your case study by discussing the key assumptions, epistemological, ontological, and methodological foundations of that theory. The paper should also address how that theory views who the actors of the conflict are, as well as the sources and dynamics of that conflict. Your paper should also discuss intervention strategies, rooted in those theoretical understandings and discuss which of these theories and intervention

strategies would be better suited to respond to the conflict at hand. Your paper should have a clear argument and support that argument logically and with evidence. Your paper also needs to reflect your acquaintance with the assigned literature, as well as your personal critique of the literature, the perspectives explored in class and the connections to the current worldly events. You are also expected to do further research and incorporate relevant literature outside the assigned class readings.

Due Date: **December 16, 2017**

Timeline:

Class Presentations (20 points): Student groups (2-3 people) will make 20-minute presentations followed by 10-minute class discussion, related to the course material. Class Presentations **should not** include a summary of the readings for the class, but should apply the themes of the week to real world events. Some students may choose to apply the theory discussed to a current-day conflict, others may present a relevant video clip exploring the relevance of the themes in real life contexts, and others may lead an experiential, exercise relevant to the topic. Nevertheless, each presentation should have clear learning objectives and should be designed to achieve these objectives effectively. Each student will write a 5-7 page paper. This paper will critically engage with the themes of the week, discuss their application in real world situations. This paper should also describe the presentation project, state its relevance to the theme of the week and articulate learning objectives and how this presentation achieves the learning objectives. Students will be evaluated on their ability analyze and critically engage with the readings, and their ability to apply the material to real world events, their preparation and research, and effective presentation and use of time. Students are **required** to discuss their plans ahead of time with Dr. Kadayifci-Orellana.

Creative Project (30 points): Final Creative Project is a group project in which students will form groups between 3-5 people to develop creative and practical intervention strategies or conflict resolution tools rooted in the theories, concepts and themes of the class. Based on the idea 'peace requires creativity and thinking outside the box' creative project gives you the opportunity to express the relationship between themes, concepts and theories explored in this class and your own interests, experiences, and pursuits. Since this project is based on creativity, there is no single format or way of doing it. However, your project should creatively engage with a particular theoretical framework of your choosing and should be hands-on and practical.

Paper: Each group will submit a 12-15 page paper discussing their project, its theoretical framework; a discussion under what conditions it can be effective tool, strategy, and what are its strengths and weaknesses. The paper should display a good understanding of the key themes, theories and concepts discussed in class; theoretical framework of the project; what kinds of conflicts, issues, dynamics this approach addresses, under what conditions this approach can be effective to resolve conflicts and bring sustainable peace and why; what kinds of peace/ conflict resolution outcome can be expected if this approach is applied effectively; what organizations, actors can employ this approach/ tool. Your papers should display mastery of the course material, have a clearly articulated argument, provide critical analysis of the themes and readings discussed and refer to relevant class readings and class discussions. All essays should include full citations and a bibliography. Creative Project Papers are due on **December 4th, 2017**.

In-Class Presentation: All groups are required to present their creative projects in class unless a special arrangement is made with Dr. Kadayifci-Orellana for extraordinary conditions. Each group will present their creative project in class on a date that will be determined during the first day of class. Each Presentation should be 20 minutes with a 10-min discussion afterwards.

Academic dishonesty will not be tolerated.

Grading:

Student Evaluations -- students' performances will be determined by adding the points received from:

Participation:	20
Class Presentations:	20
Case-Study Paper:	30
Creative Projects:	30
Total:	100

The final grade for the course -- A numerical score will be equivalent to the following letter grades:

100-95: A
90-94: A-
85-89: B+
80-84: B
75-79: B-

PEDAGOGICAL STYLE

This is an interactive course in which you are expected to engage with the ideas and thoughts presented in the assignments, by the professor, other students -- and yourself. The philosophy of teaching followed is **collaborative learning**, which favors a model where there is more interaction in the classroom between students and teachers, students and teachers work cooperatively, and assignments involve cooperation and creative thinking. **By taking this course, you are already involved in the process of creative thoughtfulness.**

What is Collaborative Learning?

- Collaborative learning means that in addition to the lectures, and the requisite assignments, we will engage in active, ongoing and focused discussion.
- The process is based on the concept that we each -- equally -- hold experience-based knowledge that provides a solution (or stimulus) to another person's question.
- Rather than passive learning, you will be engaged in "doing," in thinking, creating, rejecting, and building.
- You will be required to analyze the ideas of others, to organize your own and to express them constructively.
- We each have our own learning styles and ways of expression. Becoming aware of these and using them wisely is part of the collaborative process.
- In the collaborative process, we not only listen and observe, but actively participate by contributing ideas, resources and follow-up action. We also adjust our perceived realities.
- Preparedness includes coming to class having read and thought through the assignments, ready to build on what has already been done, to offer new solutions.
- Collaborative learning does not stop when you walk out of the classroom (nor begin when you enter). You are encouraged to continue your discussions and to work collaboratively out of class. **Your assignments, however, are individual.**
- **Collaborative Learning is neither** a free-for-all, nor talk for talk's sake. Collaborative Learning does not mean slacking off and hiding behind the work of others.

During your journey in Introduction to Peace and Conflict Resolution, **please remember:**

***Communication** of an idea is expedited when we are in touch with the core of ourselves. When we are in touch with our core, we open ourselves to creativity. We also discover that the essence of communication is intention.

***Self-expression:** in order for the self to express itself, it must express itself as a whole. When we are presenting papers, we are not only presenting an idea, but we are presenting ourselves. The person is more important than the idea, because it is the person who through effective communication, can transfer that idea to others.

***Active listening** is a communication skill which we develop as we learn to hear not only words and ideas, but also the emotions, feelings, and experiences behind words and ideas. We try to become a clear mirror for another person, reflecting back what we have heard and understood. We use empathy as a tool of analysis.

GREEN TEACHING

This is a **Green Course**. This means, for example, that I will use Blackboard extensively to post handouts, collect assignments, and provide you with feedback on assignments. To help make our class as green as possible, I encourage you to buy used books, minimize paper use by submitting assignments electronically as instructed, and read course readings online rather than printing copies. If you choose to print, please print double-sided, and recycle the paper after the end of the semester.

STATEMENT ON ACADEMIC INTEGRITY

All students are governed by Georgetown University's Academic Integrity Code, which details specific violations of ethical conduct that relates to academic integrity. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. All of your work, whether oral or written, in this class is governed by the provisions of the Code. Academic violations, particularly plagiarism, have been increasing in recent years, partly due to web sites and other sources that offer information or papers that students can submit as their own work. Defined by the Code, plagiarism is using the work, ideas, or words of someone else without attribution. Other violations include inappropriate collaboration (working on a project with another person but not acknowledging her or his contribution), dishonesty in examinations, whether in class or take-home, dishonesty in papers (not submitting original work), work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations. The adjudication process and possible penalties are listed in Georgetown University's Academic Integrity Code booklet, which is also available on the Georgetown University web site. The Instructor has the responsibility to monitor course assignments for violations of academic integrity, and the right to submit any suspicious assignments for electronic analysis to detect such violations. Being a member of this academic community entitles each of us to a wide degree of freedom in the pursuit of scholarly interests; with that freedom, however, comes a responsibility to uphold the ethical standards of scholarly conduct.

Course Materials

Required course readings can be found both at the **Georgetown University Library Reserve Desk** and the **Georgetown University Bookstore**. Other course materials, such as articles and chapters, can also be found at the **Georgetown University Library Reserve Website**. Some of the articles will also be available on **Blackboard**. Students are also suggested to familiarize themselves with the Blackboard, as important announcement will be posted there.

BOOKS AVAILABLE AT THE BOOKSTORE

Required:

- Richmond Oliver *Peace in International Relations* (Taylor and Francis, 2008)
- Lederach, John Paul. *The Moral Imagination: The Art and Soul of Building Peace*. (Oxford, New York: Oxford University Press, 2005)

Recommended:

- Richmond Oliver eds. *Palgrave Advances in Peacebuilding: Critical Developments and Approaches* (Palgrave, 2010)

Note on Recommended Readings Included in the Syllabus

Following the required books in the syllabus, you will find a set of recommended books, chapters, and articles. These books and articles are included in the syllabus as additional resources for those students who are interested in particular themes and topics and who would like to read more in those areas. Some of the recommended books will be available both at the bookstore and the library. Recommended articles and book chapters will be made available at the Library Reserves and, online space permitting, on blackboard for your convenience. While all the students are required to do the “required readings” students are encouraged to read the recommended readings relevant to their interest areas.



CLASS SCHEDULE

Week 1, August 30: History and Development of and Peace and Conflict Resolution Theory: In this class, we will first meet one another, review the syllabus, establish class requirements, and introduce the major concepts in CR, which include: paradigms, peace, war, international relations, conflict, and conflict resolution. We will then move on to review the history and origins of peace and conflict resolution theory and also discuss theory, ontology, epistemology and methodology of the field.

Required Readings:

- Richmond Oliver Peace in International Relations (Taylor and Francis, 2008) Introduction.
- Bercovitch, Kremenyuk, Zartman “Introduction” Bercovitch, Kremnyuk, and Zartman eds. The Sage Handbook of Conflict Resolution (Sage, London: 2009) pp. 1-12
- Kriesberg, Louis “Evolution of Conflict Resolution” in Bercovitch, Kremnyuk, and Zartman eds. The Sage Handbook of Conflict Resolution (Sage, London: 2009) p. 15-32

Recommended Readings:

- Druckman, Daniel “Doing Conflict Research Through a Multi-Method Lens” in Bercovitch, Kremnyuk, and Zartman eds. The Sage Handbook of Conflict Resolution (Sage, London: 2009) pp. 119-142
- Oliver Ramsbotham, Tom Woodhouse, Hugh Miall “Introduction to Conflict Resolution Concepts and Definitions” in Contemporary Conflict Resolution 3rd Edition at <http://www.oxfordresearchgroup.org.uk/sites/default/files/Chapter%201%20-%20Introduction%20to%20Conflict%20Resolution.pdf>

Week 2, September 4: No Class – Labor Day

Part I
Positivist Theories of Peace and Conflict Resolution

Week 3, September 11: Realist Theories of Peace and Conflict Resolution

Assignments:

- *Class Presentation*

Required Readings:

- Richmond, Oliver Peace in International Relations Chapter 2
- Wood Forsyth Jr., James The “Past as Prologue: Realist Thought and the Future of American Security Policy” in ASPJ 2nd 2012 Quarter Vol. 3 No. 2
- Schmidt, Brian C. & Michael C. Williams “The Bush Doctrine and the Iraq War: Neoconservatives Versus Realists” Security Studies, (June 2008) 17:2, 191-220 at <http://dx.doi.org/10.1080/09636410802098990>
- Art, Robert J, and Patrick M. Croning “Coercive Diplomacy” eds. Chester A. Crocker, Fen Osler Hamson, P. Aall Leashing the Dogs of War: Conflict Management in a Divided World (USIP, Washington DC: 2007) pp. 299-318

Recommended Readings:

- Niccolo Machiavelli. Trans. George Bull The Prince Penguin Books
- Hobbes, Thomas Leviathan.
- Morgenthau, Hans J. Politics Among Nations: The Struggle for Power and Peace, Fifth Edition, Revised, (New York: Alfred A. Knopf, 1978)

Week 4, September 18: Liberal Peace Theory: Kantian Cosmopolitanism and International Law

Assignments:

- *Class Presentation*

Required Readings:

- Kant Emmanuel Perpetual Peace at <http://www.constitution.org/kant/perpeace.htm>
- William Penn, (1970) “An ESSAY towards the Present and Future Peace of Europe by the Establishment of an European Dyet, Parliament, or Estates (1693)” - The Political Writings of William Penn (Indianapolis: Liberty Fund, 2002). at <http://oll.libertyfund.org/title/893/77004>
- Richmond, Oliver P. Peace in International Relations Chapter 1
- Kinsella, David and David L. Rousseau “Democracy and Conflict Resolution” Bercovitch, Kremnyuk, and Zartman eds. The Sage Handbook of Conflict Resolution (Sage, London: 2009)
- Nye, Jr. Joseph “Soft Power and Conflict Management in the Information Age” in Turbulent Peace Chapter 22 pp. 353-364

Week 5, September 25: Liberal Peace Theory in Practice

Assignments:

- *Class Presentation*

Required Readings:

- Minsgst, Karen, and M. P. Karns “The United Nations and Conflict Management: Relevant or Irrelevant? eds. Chester A. Crocker, Fen Osler Hampson, P. Aall Leashing the Dogs of War: Conflict Management in a Divided World (USIP, Washington DC: 2007) p. 497-520
- Richmond Oliver Palgrave Advances in Peace Building Chapters 11 and 12
- Shlash, Amal and Patrick Tom “Is Liberal Democracy Possible in Iraq? “ in ed. Shahrbanou Tadjbakhsh Rethinking Liberal Peace: External Models and Local Alternatives
- Schabas, William “International Law and the International Response to Conflict’, in Chester A. Crocker, Fen Osler Hampson & Pamela Aall, eds., Turbulent Peace, The Challenges of Managing International Conflict, Washington: United States Institute of Peace Press, 2001, pp. 603-618.

Week 6, October 2: Structuralism, Marxist and Dependency Theories of Conflict Resolution:**Assignments:**

- *Class Presentation*

Required Readings:

- Richmond, Oliver Peace in International Relations Chapter 3, 4 and 5
- Wallerstein, Immanuel (1974) “Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis” Comparative Studies in Society and History vol. 16 issue 4 at <http://bev.berkeley.edu/ipe/readings/Wallerstein.pdf>
- Johan Galtung “Violence, Peace, and Peace Research” Journal of Peace Research, Vol. 6, No. 3 (1969), pp. 167-191 <http://www.jstor.org/stable/422690>

Recommended Readings

- Marx, Karl and Engeles (1848) “Bourgeois and Proletarians” Communist Manifesto at <https://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch01.htm>
- Cordoso 1972 “Dependency and Development in Latin America” <http://www.rochelleterman.com/ComparativeExam/sites/default/files/Bibliography%20and%20Summaries/Cardoso%201972.pdf>
- Andre Gunder Frank (1966) “The Development of Underdevelopment” “http://www.colorado.edu/geography/class_homepages/geog_3682_f08/Articles/FrankDevofUnderdev.pdf
- Manuel J. Carvajal and Antonio Jorge “Dependency, Revolution, And Sociopolitical Change In Latin America : An attempt At Non-Marxian Dialectics International Review of Modern Sociology, Vol. 16, No. 1 (Spring 1986), pp. 19-50 URL: <http://www.jstor.org/stable/41420867>
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Week 7, October 9: No Class – Columbus Day**Week 8, October 16: Human Needs Theory****Assignments**

- *Class Presentation*

Required Readings:

- Coate, Roger A. and Jerel A. Rosati eds. Burton, John “Conflict Resolution as a Function of Human Needs” in The Power of Human Needs in the World Society Boulder, Colo. Lynne Rienner

- Zartman. Peacemaking in International Conflict” Methods and Techniques. Revised Edition 2007 Chapters 2 and 6
- Richmond Oliver Maintaining Order, Making Peace Palgrave 2002 Chapter 3.

Recommended Readings:

- Hill Barbara J. “An Analysis of Conflict Resolution Techniques: From Problem-Solving Workshops to Theory” The Journal of Conflict Resolution, Vol. 26, No. 1 (Mar., 1982), pp. 109-138.
- Kelman and Cohen (1976) “The Problem-Solving Workshop: A Social-Psychological Contribution to the Resolution of International Conflicts” Journal of Peace Research No. 2, Vol XIII1976

Part II

Post-Positivist Approaches to Peace and Conflict Resolution Theories

Week 9, October 23: Conflict Transformation and Its Theoretical Roots: Critical Theory, Post-Structuralism and Constructivism

Assignments:

- *Class Presentations*

Required Readings:

- Ben Agger “Critical Theory, Poststructuralism, Postmodernism: Their Sociological Relevance” Annual Review of Sociology, Vol. 17 (1991), pp. 105-131
<http://www.jstor.org/stable/2083337>
- Richard Jacksion “Constructivism and Conflict Resolution” Sage Handbook of Conflict Resolution p. 172
- Earl Conteh-Morgan “Peacebuilding and Human Security: A Constructivist Perspective” International Journal of Peace Studies, Volume 10, Number 1, Spring/Summer 2005
- Richmond Oliver Peace in International Relations Routledge May 2008 Part 2 Chapters 6 & 7
- Jabri, Vivienne in Palgrave Advances in Peace Building chapter 2
- Mac Ginty. Roger “Hybrid Reconstruction: The Case Waad in Lebanon” in O. Richmond, Audra Mitchell Hybrid Forms of Peace: From Everyday Agency to Post-Liberalism (Palgrave: UK: 2012)

Recommended Readings:

- Carlos L. Yordán (2003) “Towards Critical Theories of Conflict Analysis: What the "Critical Turn" in International Relations Can Teach Conflict Analysis” Journal of International and Area Studies, Vol. 10, No. 1 (June 2003), pp. 59-74

Week 10, October 30: Conflict Transformation and Reconciliation: New Ways of Knowing and Roles of Consciousness and Spirituality

Assignments:

- *Class Presentation*

Required Readings:

- Lederach, Jean Paul The Moral Imagination: The Art and Soul of Building Peace 2005 New York Oxford University Press
- Valérie Rosouxm “Reconciliation as a Peace-Building Process: Scope and Limits” Kremnyuk, and Zartman eds. The Sage Handbook of Conflict Resolution Sage, London: 2009
- Bond “Healing and Trauma in Australia’s Stolen Generation” in Berry Hart ets. Peacebuilding in Traumatized societies

Recommended Readings:

- Abu-Nimer, Mohammed, ed. Reconciliation, Justice and Coexistence: Theory and Practice. 2001 Chapter 16 “post-conflict peacebuilding in Cambodia and Rwanda” by Wendy Lambourne
-

Week 11, November 6: Processes of Conflict Resolution in Cross-Cultural Contexts.**Assignments**

- *Class Presentations*

Required Readings:

- Mac Ginty, Roger “Gilding the Lily: International Support for Indigenous and Traditional Peacebuilding Richmond eds. Palgrave Advances in Peace Building (2010)
- Kimmel, Paul R. "Culture and Conflict." In The Handbook of Conflict Resolution: Theory and Practice. Edited by Deutsch, Morton and Peter T. Coleman, eds. San Francisco: Jossey-Bass Publishers, 2000.
- Cohen, Raymond. “Negotiating Across Cultures” in Turbulent Peace: The Challenges of Managing International Conflict. Chapter 28
- Appleby “Religion as an Agent of Conflict Transformation and Peace Building” in Turbulent Peace Chapter 48 pp. 821-840

Recommended Readings:

- Zartman, eds. Peacemaking in International Conflict: Methods and Techniques. Revised edition 2007 Chapter. 7
- Smock eds. Interfaith Dialogue and Peacebuilding Introduction and Chapter 1 pp3-31 USIP Press 2002

Week 12, November 13: Nonviolence Theory of Peace and Conflict Resolution**Assignments:**

- *Class Presentations*

Required Readings:

- Joeng, Ho-Wong “Nonviolence” in Peace and Conflict Resolution Studies: An Introduction 1999 Chapter 17
- Bose Anima “A Gandhian Perspective on Peace” Journal of Peace Research Vol. 18, No. 2 Special Issue on Theories of peace 1981 pp.159-164
- King Martin Luther, Jr. “Letter From Birmingham Jail.”
- Webber, Thomas “Gandhian Philosophy, Conflict Resolution Theory and Practical Approaches to Negotiation” Journal of Peace Research Vol. 38, No.4 (July 2001) pp. 493-513

Week 13, November 20: Nonviolence Theory of Peace and Conflict Resolution

Assignments:

- *Class Presentations*

Video: A Force More Powerful

Required Readings:

- Sharp, Gene. Waging Nonviolent Struggle: 20th Century Practice and 21st Century Potential Boston: Extending Horizons Books, Porter Sargent Publishers 2005 Chapters 1, 2, 3, 4, 32 and 39
- Maria J. Stephan and Erica Chenoweth (2008) "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict" *International Security*, Vol. 33, No. 1 (Summer 2008), pp. 7–44
<http://www.mitpressjournals.org/doi/pdf/10.1162/isec.2008.33.1.7>

Week 14, November 27: Gendered Theories of Peace and Conflict Resolution

Assignments:

- *Class Presentation*

Required Readings:

- Boulding Elise, "Feminist Inventions in the Art of Peace Making: Century Overview" Peace and Change Vol. 20 No.4 October 1995 pp. 408-438
- Jabri, Vivienne. "Explorations of Difference in Normative International Relations" in *Women, Culture and International Relations* Jabri and O'Gorman eds. Lynne Reinner Publishers 1999
- Linda Rennie Forcey "Women as Peacemakers: Contested Terrain for Feminist Peace Studies" Peace and Change Vol. 16, No.4 October 1994 pp.331-354
- Caroline O. N. Moser and Fiona C. Clark "Gender, Conflict and Building Sustainable Peace: Recent Lessons From Latin America" Gender and Development Vol. 9 No.3 November 2001 pp. 29-39*
- Sophie Richter-Devroe "Gender, Culture, and Conflict Resolution in Palestine" in *Journal of Middle East Women's Studies*, Vol. 4, No. 2 (Spring 2008), pp. 30-59 URL: <http://www.jstor.org/stable/10.2979/MEW.2008.4.2.30>.

Recommended Readings:

- Kumar, Radha "Women's Peacekeeping During Ethnic Conflicts and Post Conflict Reconstruction" NWSA Journal Vol. 13, No.2 (Summer 2001) pp. 68-73
- Karam, Azza "Women in War and Peace Making: The Roads Traversed Challenges Ahead" International Feminist Journal of Politics Vol. 3, No. 1. (April 2001) pp. 2-25

Week 15, December 4: Final Class Discussion and Summary of the Course

We will Watch: Pray the Devil Back to Hell

- PBSO Briefing Paper Working Group Lessons Learned 19 September 2007 Lessons Learned from Peacebuilding Strategic Frameworks since the late 1990s at http://www.un.org/en/peacebuilding/pdf/doc_wgll/strategic_frameworks_meeting/wgll_pbsf_briefing_paper_14Sep07.pdf

- CRS (2016) State of Peace and Reconciliation in Liberia at https://www.crs.org/sites/default/files/tools-research/state-of-peace-reconciliation-liberia_0.pdf

December 16: Final Papers are due