



## PEACE PARADIGMS

SIS.607.02

Fall 2009

Monday 5:30 am – 8:00pm

Dr. S. Ayse Kadayifci-Orellana

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In this class we will explore the concept of “Peace”; what it means for different people and different approaches to establishing a “Peaceful” world. We will specifically examine the following paradigms:

Peace through Coercive Power/ Realist/Power Politics.

Peace through the Power of Law: World Order and Institutions.

Peace through the Power of Communication: Conflict Resolution.

Peace through Will Power: Nonviolence and Movements for Social Change.

Peace through the Power of Love: Transformation, Individual and Community.

Course objectives include enhancing your:

- Knowledge of the history, development and current expression of the peace studies field
- Knowledge of the basic concepts of peace (positive, negative and culture of peace), violence (direct, structural, cultural), and processes of peace (peacemaking, peacebuilding, peacekeeping)
- Understanding of the major approaches (paradigms) to achieving peace (coercive power, world order, conflict resolution, nonviolence, personal and community transformation), including their characteristics, actors/institutions, strengths, weaknesses, and critical analyses
- Awareness of challenges and issues in achieving and maintaining peace (economics, development, globalization, gender, democracy, responsibility to protect, post conflict peacebuilding)
- Awareness of the principles and values of peace



The course also aims to introduce the following skills and attitudes:

*Skills:*

- Awareness of self-capacity for peaceful relations with others
- Ability to produce policy recommendations to bring about peace

*Attitudes (Values):*

- Appreciation of diverse nonviolent approaches to achieving positive peace
- Valuing of peaceful relations and communities
- Respect for diversity

## CLASS REQUIREMENTS AND EVALUATION PROCESS

**Ten Percent (10%)** of the final grade will be based on the quality of your **participation** in class discussions. Therefore it is imperative that students come to the class prepared. In order to prepare for the class, students are expected to do **all the required** readings and prepare one question for discussion.

**Forty percent (40%)** of your grade will be based **five (5) journals** submitted throughout the semester. Each journal entry should be five pages (typed, double-spaced). Each entry should demonstrate 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. Four (4) journals with the highest grade will be taken into account in your final grade.

**Twenty Five percent (25%) 25%:** Student groups (2-3 people) will make brief (30-35 minute) presentations **in addition** to the course material on each group's assigned week. **Creative Learning Partners Presentations** should not include a summary of the readings for the class, but should present relevant other material to the week's topic. Some students may choose to present relevant current events with an analysis, others may present a scholarly article relevant to the week's topic, others may present a relevant video clip and others may lead an experiential, exercise relevant to the topic. **Creativity** will be encouraged. Nevertheless, each presentation should have clear learning objectives and should be designed to achieve these objectives effectively. **Each student will write a brief (4-5 pages) each where they describe the project, state its relevance to the theme of the week and learning objectives and how this presentation achieves the learning objectives.** Students will be evaluated on their preparation and research, relevance and connecting the presentation to week's topic, analysis, and effective use of time. Students are **required** to discuss their plans ahead of time with Dr. Kadayifci-Orellana. Please refer the Creative Learning Partners' Presentation Guidelines handout for more detailed information. **Students who are not present to give their presentations will not receive any credit for this assignment.**

**Twenty Five percent (25%)** of your grade will be based on the **take-home final** examination, due **December 7, 2009**. Exam questions will be given to students on November 30<sup>th</sup>. The final will consist of three or four questions that will be given to you one week prior to this date. Academic dishonesty will not be tolerated.

## 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 class-room 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 class room (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 Peace Paradigms, **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.

#### **GRADING:**

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

Participation 10%	10
Journal Entries: 40%	40
Creative Learning Partners Presentation: 25%	25
Take-home Final Exam: 25%	25
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-
70-74: C+
65-69: C
60-64: D



### **IMPORTANT DATES:**

<b>September 14:</b>	<b>Journal Entry #1 Due</b>
<b>October 5:</b>	<b>Journal Entry #2 Due</b>
<b>October 26:</b>	<b>Journal Entry #3 Due</b>
<b>November 9:</b>	<b>Journal Entry #4 Due</b>
<b>November 23:</b>	<b>Journal Entry #5 Due</b>
<b>December 7:</b>	<b>Final Exam Due</b>

### **STATEMENT ON ACADEMIC INTEGRITY**

All students are governed by American 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 American University's Academic Integrity Code booklet, which is also available on the American 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.

### **EMERGENCY PREPAREDNESS**

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail and blackboard regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site ([www.prepared.american.edu](http://www.prepared.american.edu)) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information. For specific emergency measures regarding "Peace Paradigms" see Emergency Guidelines under Blackboard/Assignments.

For information about Blackboard see [http://www1.american.edu/cte/bb\\_students.htm](http://www1.american.edu/cte/bb_students.htm)

### **COURSE MATERIALS**

Required course can be found both at the **American University Library Reserve Desk** and the



**American University Bookstore.** Other course materials, such as articles and chapters, can also be found at the **American University Library Reserve Desk** in a folder. 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:**

Niccolo Machiavelli. Trans. George Bull The Prince Penguin Books

Lederach, John Paul. The Moral Imagination: The Art and Soul of Building Peace. Oxford, New York: Oxford University Press, 2005

#### **Recommended:**

Avruch, Kevin. Culture and Conflict Resolution. USIP Press, 1998.

Sharp, Gene. Waging Nonviolent Struggle: 20th Century Practice and 21st Century Potential Boston: Extending Horizons Books, Porter Sargent Publishers 2005

Chester A. Crocker, Fen Osler Hampson, Pamela R. Aall eds Turbulent Peace: the Challenges of Managing International Conflict. 2001 USIP

#### ***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**



**August 24** (Week one): We will devote this session to meeting one another, reviewing the syllabus, establishing class requirements, and finally introducing the major concepts that will be explored in this class throughout the semester. Some of these concepts include: paradigms, peace, war, international relations, conflict, and conflict resolution.

### **PART I: PEACE THROUGH COERCIVE POWER:**

**August 31** (Week two): **Development of International Relations and Peace and Conflict Resolution Theory and Power Political Approach**

**Required:**

Morgenthau, Hans J. Politics Among Nations: The Struggle for Power and Peace, Fifth Edition, Revised, (New York: Alfred A. Knopf, 1978) Chapter 1\*

Niccolo Machiavelli. Trans. George Bull The Prince Penguin Books

Stephen Forde, "Classical Realism," in Traditions of International Ethics Nardin and Mapel, Cambridge University Press 1992.\*

Jentleson, Bruce "Preventive Statecraft: A Realist Strategy for the Post-Cold Era" in Turbulent Peace: the Challenges of Managing International Conflict Chester A. Crocker, Fen Osler Hampson, Pamela R. All eds. 2001 USIP Chapter 15 pp/ 249-264\*

**Recommended:**

Hobbes, Thomas Leviathan. Introduction, Chapters 13, and 14\*

William A. Schabas "International Law as a Deterrent of the Ravages of War in The Future of Peace in the 21<sup>st</sup> Century ed. D. Nicholas N. Kittrie, KSTJ, H.E. Rodrigo Carazo, and H.E. James R. Mancham, KBE Caroline Academic Press Durham North Carolina 2003 pp. 1050-1065\*

Morgenthau, Hans J. Politics Among Nations: The Struggle for Power and Peace, Fifth Edition, Revised, (New York: Alfred A. Knopf, 1978)

**September 14** (Week three): **Neo-Realism and Critique of Realism**

**Creative Learning Partner's Presentation**

**Required Readings:**

Nye, Jr. Joseph "Soft Power and Conflict Management in the Information Age" in Turbulent Peace Chapter 22 pp. 353-364\*

Richmond Oliver Maintaining Order, Making Peace. Palgrave 2002 Chapter 2\*

Waltz, K. "Political Structures" in Neorealism and its Critics pp.71-97\*

Keohane, Robert, "Realism, Neorealism and the Study of World Politics" in Neorealism and its Critics. pp.1-26\*

**Journal Entry #1 Due**



## PART II: PEACE THROUGH POWER OF LAW

**September 21 (Week four): World Order Paradigm: Kantian Cosmopolitanism and International Law**  
**Creative Learning Partner's Presentation**

### Required Readings

Kant Emmanuel Perpetual Peace at <http://www.mtholyoke.edu/acad/intrel/kant/kant1.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>\*

Schabas, William A. "International Law and Response to Conflict" in Turbulent Peace Chapter 35 pp. 603-618\*

Richmond, Oliver P. Transformation of Peace Palgrave MacMillan 2005 pp. 1-51 (Introduction and Chapter 1)\*

### Recommended

Galtung, Johan "Violence, Peace and Peace Research" Journal of Peace Research Vol. 6, No. 3 (1969) pp. 167-191\*

Lerche III, C. O. "Conflicts of Globalization" in International Journal of Peace Studies Vol. 3 No. 1. January 1998\*

Cox Robert "A Perspective on Globalization" in Globalization: Critical Reflections. James Mittleman eds. Lynn Rienner Publishers 1997\*

**September 28 (Week five): World Order Paradigm in the Age of Globalization**  
**Creative Learning Partner's Presentation**

### Required:

Jean Marie Guehenno "The Impact of Globalization on Strategy", in Turbulent Peace Chapter 6 pp. 83-96\*

Chantal de Jonge Oudraat The role of UN in International Peace and Security in The Future of Peace in the 21<sup>st</sup> Century ed. D. Nicholas N. Kittrie, KSTJ, H.E. Rodrigo Carazo, and H.E. James R. Mancham, KBE Caroline Academic Press Durham North Carolina 2003 pp. 841-855 \*

Said, Abdul Aziz and Charles Lerche "Peace as a Human Right" in Julie Mertus and Geoffrey Helsing eds. Human Rights and Conflict: Exploring the Links Between Rights, Law and Peacebuilding. 2006 USIP Washington D.C.\*



**Recommended**

Groff and Smoker “Creating Global-Local Cultures of Peace at [www.gmu.edu/academics/pes/smoker.htm](http://www.gmu.edu/academics/pes/smoker.htm) \*

Brock, L. “Peace Through Parks: The Environment on the Peace Research Agenda” in Journal of Peace Research. Vol. 28/no4. 1991\*

**PART III: PEACE THROUGH POWER OF COMMUNICATION**

**October 5 (Week six) Development of Conflict Resolution Theory**

**Required:**

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

Zartman. Peacemaking in International Conflict” Methods and Techniques. Revised Edition 2007 *Chapters 2 and 6* \*

Louis Kriesberg “The Growth of the Conflict Resolution Field: in Turbulent Peace Chapter 25 pp. 407-426\*

Richmond Oliver Maintaining Order, Making Peace Palgrave 2002 Chapter 3 and 5\*

**Recommended:**

Burton, John “Resolution of Conflict” International Studies Quarterly Vol. 16 No.1 (March 1972) pp. 5-29\*

**Journal Entry #2 Due**

**October 12 (Week Seven): Constructivist, Post-Structuralist Approaches to Peace and Conflict Resolution**

**Creative Learning Partner’s Presentation**

**Required Readings:**

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 and 7\*

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>

**Recommended:**

Walker, R.B.J. “The Prince and “The Pauper”: Tradition, Modernity, and Practice in the Theory of International Relations.” International/Intertextual Relations: Postmodern Readings of World Politics. pp.25-48.\*

Der Derian, James “The Boundaries of Knowledge and Power in International Relations.” in International/Intertextual Relations: Postmodern Readings of World Politics. pp.3-22.\*





**October 19 (Week Eight) Processes of Conflict Resolution in International and Cultural Contexts.**

**Creative Learning Partner's Presentation**

**Required**

Galtung, Johan. "Cultural Violence" *Journal of Peace Studies* vol 27. no. 3 pp. 291-305\*

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\*

**Recommended**

Avruch, Kevin. *Culture and Conflict Resolution*.

**October 26 (Week Nine): Women and Peace.**

**Creative Learning Partner's Presentation**

**Required:**

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\*

Boulding Elise, "Feminist Inventions in the Art of Peace Making: Century Overview" *Peace and Change* Vol. 20 No.4 October 1995 pp. 408-438 \*

**Recommended:**

Elshtein, J. B. "Feminist Inquiry and International Relations" in *New Thinking in International Relations Theory*. Doyle and Ikenberry eds. Chapter 4 \*

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\*

**Journal Entry #3 Due**

**November 2 (Week Ten): Development of the Theory of Nonviolence**

**Creative Learning Partner's Presentation**

**Required**

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\*

Sharp, Gene. Waging Nonviolent Struggle: 20th Century Practice and 21st Century Potential Boston: Extending Horizons Books, Porter Sargent Publishers 2005 Chapters 1, 2, 3, 32\*

King Martin Luther, Jr. “Letter From Birmingham Jail.” \*

### **November 9 (Week Eleven): Analysis of Nonviolence Paradigm Creative Learning Partner’s Presentation**

**Movie:** A force more powerful: a century of nonviolent conflict. South Africa and Chile [videorecording] / written, produced and directed by Steve York ; a co-production of York Zimmerman Inc. and WETA.

#### **Required:**

Nagler Micheal N. “What is Peace Culture?” in The New Agenda for Peace Research Ho-Wong Joeng eds 1999\*

Sharp, Gene. Waging Nonviolent Struggle: 20th Century Practice and 21st Century Potential Boston: Extending Horizons Books, Porter Sargent Publishers 2005 Chapters 4, 8, 10\*

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\*

#### **Recommended:**

Smith, Christopher. Subverting Hatred: The Challenge of Nonviolence in Religious Tradition. 2000.\*  
**Journal Entry # 4 Due**

## **PART V: PEACE THROUGH POWER OF LOVE**

### **November 16 (Week Twelve): Conflict Transformation and Reconciliation Creative Learning Partner’s Presentation**

#### **Required**

Lederach, Jean Paul The Moral Imagination: The Art and Soul of Building Peace 2005 New York Oxford University Press\*

Abu-Nimer, Mohammed, ed. Reconciliation, Justice and Coexistence: Theory and Practice. 2001 Conclusion\*

### **November 23 (Week Thirteen): The Roles of Spirituality, Consciousness, Religion and Education Creative Learning Partner’s Presentation Required**



Appleby “Religion as an Agent of Conflict Transformation and Peace Building” in *Turbulent Peace*  
Chapter 48 pp. 821-840\*

Zartman, eds. Peacemaking in International Conflict: Methods and Techniques. Revised edition 2007  
*Chapter. 7\**

Landau, Yehezkel “Healing the Holy Land: Interreligious Peace Building in Israel/Palestine”  
Peaceworks No. 31 USIP August 2003\* (Available online also at [www.usip.org](http://www.usip.org))\*

Smock eds. Interfaith Dialogue and Peacebuilding Introduction and Chapter 1 pp3-31 USIP Press  
2002\*

**Journal Entry # 5 Due**

**November 30 (Week Fourteen): Summary and Overview of the Course**  
**Final Exams will be distributed**

**December 7 (Week Fifteen): Final Exam Due**