

Conflict Resolution & Conflict Transformation

**SVF-3024 – Spring 2007
(Master's in Peace & Conflict Transformation)**

Course Organisation and Content

Coordinator Associate Professor Diane Lister

Teachers Professor Ole D. Mjøs—Medicine

Guest lecturers Professor Michael Shapiro—
Political Science, University of Hawaii
Senior Researcher Greg Reichberg—Peace Studies, PRIO
Professor Gavriel Salomon—Education, University of Haifa
Professor Ida Hydle—Social Anthropology, Medicine, NOVA
M.Phil. Álvaro Cedeño—Chief of Staff, Ministry of Foreign
Trade, Government of Costa Rica, San José
Professor Mauricio Gaborit—
Community Psychology, UCA San Salvador
Senior Researcher Wenche Hauge—
Peace Research Institute in Oslo, PRIO

Objectives

The aim is to provide students with complementary knowledge of the political dynamics of violence and peace work. Students should not only develop practical knowledge of strategies of conflict management, negotiation, resolution and transformation, but the skills needed to analyse and critique these strategies. They should, in particular, be able to draw on theory relevant to violence and peace in the contemporary context. Such capacities for critical analysis will be evaluated with the help of a take-home examination (entailing answers in essay-form from a choice of questions) and an oral examination related to their written work and to the wider course curriculum.

Content

Students examine and relate two dimensions of social conflict:

- 1) Some important varieties of political roles played by violence in civil wars and international disputes. Students are encouraged to contrast the use of violence with negotiation strategies.
- 2) The role that is played (or potentially played) by various actors and institutions in inhibiting, mediating, managing and/or transforming conflicts.

Both dimensions are relevant to a critical consideration of the character of and prospects for the pursuit of peace. The pursuit of peace entails an evolving variety of peace strategies and an evolving variety of hindrances and obstacles, including, arguably, some of these strategies themselves.

The focus is on constructive measures, first, to avoid or reduce violence ('negative peace') and, second, to solve or transform conflicts in creative, less- or non-violent ways – or at least enhance the capacity to do so ('positive peace'). This entails a consideration of a wide variety of strategies, organisations, agencies and other means to reduce violence and/or promote peace.

Among the specific topics to be considered are: social and political violence, as they manifest and perpetuate themselves inter-, trans- and sub-nationally; the role of strategies, agents and institutions of peace, such as: education, diplomacy and organisations. Further topics explored are measures designed specifically to inhibit the incidence and/or mediate the conduct of war; the theory and practice of forms of non-violent negotiation; approaches to managing or resolving conflicts; and the importance of restorative justice.

Required Readings

Course texts

(available for purchase from the University bookshop, *Akademisk Kvarter*)

D. Smith & I. Skjelsbæk, (eds.) 2001: *Gender, Peace and Conflict*, PRIO. (Oslo. SAGE)

I. Martín-Baró, *Writings for a Liberation Psychology*. (Cambridge, Massachusetts. London, England: Harvard University Press, 1994)

* J.S. Nye, Jr., *Understanding International Conflicts: An Introduction to Theory and History* Third Edition (Longman, 2000)

K. Koonings and D. Kruijt (eds). *Armed Actors: Organised violence and State Failure in Latin America*. (London: Zed Books, 2004).

L. Binford. *The El Mozote Massacre: Anthropology and Human Rights*. (Tucson: University of Arizona Press, 1996).

M. Berdal and D. M. Malone (eds.), *Greed and Grievance: Economic Agendas in Civil Wars*. (Boulder, Colorado: Lynne Rienner Publishers, 2000).

* M. Walzer, *Just and Unjust Wars: A Moral Argument with Historical Illustrations* (New York: Basic Books, 2000)

R.W., Connell, 2002: *Gender*. (Cambridge. Polity Press).

* Also used as course text for SVF 3021: *Integrated Peace Studies*

Course packages and downloads

Those readings not taken from course texts (see above) are available, first, in a series of course packages which can also be purchased from *Akademisk Kvarter*, second, by direct download from the web, and third as an offprint provided to students in class. Those readings *not* taken from the course texts listed above are thus marked as one of the following under 'Class Plan':

Course packages – all readings marked *C*

Internet articles – all readings marked *E1, 2, 3, etc.*

Individual off prints – all readings marked *O*

All *unmarked* readings under 'Class Plan' are selections from the course texts.

Class overview

I Introduction: Power, Knowledge, Art, Peace

II Conflict, Violence and Negotiation

Warfare and economic activities: The Social order of insurgencies

- (01) Introduction to the economic approach to conflict
- (02) Dynamics of contemporary conflict: Economic and social organisation of insurgents
- (03) Towards an institutionalisation of conflict as a form of economic activity?

Negotiation Theory and Practice

- (04) Negotiation and Conflict
- (05) Effective Communication
- (06) Intercultural Negotiation
- (07) Mediation and Arbitration
- (08)

The use of force, social control, mediation and justice

- (09) Political violence and its social control and mediation
- (10) Force and justice: “Jus ad bellum”, “Jus in bello”
- (11) Contemporary applications and challenges

III The Pursuit of Peace. Institutions and Social Dynamics

Dealing With the Consequences of Violence

- (11) Political Violence and Historical Memory
- (12) The Costs of Social Violence
- (13) Social Exclusion and Gangs

Peace education

- (14) The nature of intractable conflicts
- (15) Challenges facing peace education
- (16) The nature and goals of peace education

Gender and Peace

- (17) Introduction to gender studies
- (18) Doing gender studies locally and globally
- (19) Gender and peace studies: theories and principles
- (20) Gender and peace studies: theories and principles

Case Study

- (21) The Peace Process in Sri Lanka

IV Course Review

Class Plan

Note that this plan details all required readings for the course. The classes themselves (each of two-hours' duration) are numbered 01,02,03, and so on.

I Introduction

– Lister

The course begins by encouraging students to reflect upon the course curriculum itself as epistemology and upon the subject matter as entailing contending epistemologies discursive negotiations of violence and peace. Knowledge is the terrain on which violence is both legitimised and challenged, and where peace is both conceived and instantiated. The character and challenges of such epistemic peace-work are explored further through a consideration of education and art as vehicles for the pursuit of peace.

(I) Power, Knowledge, Art, Peace

– Shapiro

Required readings

- *E1* M. Shapiro, *Preemption Up-Close: Film and Pax Americana*, University of Hawaii (37 p.)
- *E2* W. Benjamin, A. Blunden (tr.), 2005 [1936], *The Work of Art in the Age of Mechanical Reproduction*, UCLA School of Theatre and Television. (28 p.)
- *E3* M. Shapiro, *Perpetual War*, University of Hawaii (23 p.)
- *E4* L. Bersani, U. Dutoit, 'One Big Soul (The Thin Red Line)', Chapter 3 in *Forms of Being, Cinema, Aesthetics, Subjectivity*, BFI Publishing. (53 p.)

II Violent Conflict and Negotiation

This section focuses on the changing political role and practices for handling conflict at different levels and in different contexts. Much of the following material chronicles the different ways in which violence and/or oppression are institutionalised and hence draws attention to some key impediments to the institutionalisation of peace. At the same time it points to concrete strategies of communication and negotiation to handle conflicts constructively.

Recommended Readings

- M. Deutsch & P. Coleman (eds.), 2000, *The Handbook of Conflict Resolution: Theory and Practice*, San Francisco: Jossey Bass.
- M. Juergensmeyer, 2005, *Gandhi's Way: A Handbook of Conflict Resolution*, Berkeley: University of California Press

Warfare and economic activities: The social order of insurgencies

In these three classes the focus is on practices during war. Rather than examining the causes of conflict, the aim is to provide insight into the main factors shaping conflict dynamics in contemporary contexts. The main emphasis is on how actors, in particular non-state actors such as armed groups, militias, and warlords, finance their activities and establish specific forms of social organization in current conflicts.

In addition to the case-studies included in the reading list, which by the way focus mostly on Sub-Saharan Africa, students are encouraged to find additional information pertaining to particular conflicts in which they are interested. Further reading can be provided during the lectures.

1 1) Go to the url: <http://webct.hawaii.edu> 2) click on login and then use shapiro-2 as the name and tromso as the password NOTE: The last letter is a regular o, not an ø. 3) Click on the course, which begins with the word man (it is the only course on there). 4) Then click on the icon for readings.

2 Same procedure as footnote 1

3 Same procedure as footnote 1

4 Same procedure as footnote 1

Required readings

- *C* K. Ballentine and J. Sherman, 'Introduction', in: Ballentine and Sherman (eds.), *The Political Economy of Armed Conflict. Beyond Greed and Grievance* (London: Lynne Rienner, 2002), 1-15. (15 pp.)
- *C* K. Ballentine, 'Beyond Greed and Grievance: Reconsidering the Economic Dynamics of Armed Conflict', in Ballentine and Sherman, 259-283. (24 pp.)
- *C* J. Bakonyi, K. Stuvøy, 'Violence and Social Order Beyond the State: Somalia and Angola, in: *Review of African Political Economy*, No. 104/ 5: 359-382 (24 pp.)
- *C * C. Cramer, 'Homo Economicus Goes to War: Methodological Individualism, Rational Choice and the Political Economy of War, in: *World Development* 30, 11, pp. 1845-1864 (19 pp.)
- P. Collier, 'Doing Well Out of War: An Economic Perspective, in: Berdal; Malone (eds.): *Greed and Grievance*, pp. 91-111 (20 pp.)
- *C* F. De Boeck, 2001): 'Garimpeiro Worlds: Digging, Dying and "Huntin"' for Diamonds in Angola, *Review of African Political Economy* 90 (2001), 549-562. (13 pp.)
- *C* D. Keen, 'Organised Chaos: Not the New World We Ordered', *The World Today* 52:1 (1996), 14-17. (4 pp.)
- D. Keen, 'Incentives and Disincentives for Violence', in M. Berdal and D.M. Malone (eds.), *Greed and Grievance: Economic Agendas in Civil Wars* (London: Lynne Rienner Publishers, 2000), 19-41. (22 pp.)
- *C* W. Reno, 'The Business of War in Liberia', *Current History* 95:601 (1996), 211-215. (4 pp.)
- W. Reno, 'Shadow States and the Political Economy of Civil Wars', in Berdal and Malone, 43-68. (25 pp.)
- *E⁵* K. Vlassenroot and H. Romkema, 'The Emergence of a New Order? Resources and War in Eastern Congo', *Journal of Humanitarian Affairs* (2002), web version. (16 pp.)
- J.S. Nye, *Understanding International Conflicts*, Ch. 7: 'Globalization and Interdependence', 185-213. (29 pp.)

(01) *Introduction to the economic approach to conflict*

– Stuvøy

The first section provides an overview of the economic approach to conflict that emerged in the latter half of the 1990s.

(02) *Dynamics of contemporary conflict: Economic and social organization of insurgents*

– Stuvøy

The next step is to look into the empirical facts of economic activities during conflict in more detail. As a preparation for the second class, students are encouraged to find information about economic activities in specific conflicts in which they are interested. They might, for example, think about how economic activities were organized during the conflicts in the Balkans, or during other conflicts with which they are familiar.

(03) *Towards an institutionalisation of conflict as a form of economic activity?*

– Stuvøy

The concluding section entails a review of alternative theoretical perspectives on how to understand and analyse conflict dynamics. It concludes with a discussion of the

⁵ www.jha.ac/articles/a111.htm

potential implications of conflict dynamics for policy approaches to ongoing conflicts.

Negotiation Theory and Practice

- (04) *Negotiation and Conflict* —Cedeño
- (05) *Effective Communication* —Cedeño
- (06) *Intercultural Negotiation* —Cedeño
- (07) *Mediation and Arbitration* —Cedeño

The use of force, social control, mediation and justice

- (08) *Political violence and its social control and mediation* -Reichberg

Students consider the nature of ethical and legal arguments and rules concerning the practice of organised violence, focusing first on the discussion of the justice of the resort to arms or *jus ad bellum*.

Required readings

M. Walzer, *Just and Unjust Wars*. Ch. 2: 'The Crime of War', 21-33, and Ch. 4: 'Law and Order in International Society' and Ch. 5: 'Anticipations', 51-85. (48 pp.)

Recommended Readings

M. Walzer, *Just and Unjust Wars: A Moral Argument with Historical Illustrations* (Basic Books, 2000), Ch. 1: 'Against Realism' (pp. 3-20) and 'Afterword: Nonviolence and the Theory of War', 329-335

- (09) *Force and justice: "Jus ad bellum", "Jus in bello"* -Reichberg

The second lecture in this section focuses on issues pertaining to the justice of the kinds of means employed in armed conflicts, or *jus in bello*.

Required readings

Walzer, Ch. 8: 'War's Means and the Importance of Fighting Well' and Ch. 9: 'Noncombatant Immunity and Military Necessity', 127-159. (33 pp.)

- (10) *Contemporary applications and challenges* -Reichberg

Finally students take up some important contemporary issues and challenges informed by normative theories of war.

Required readings

Walzer, Ch. 6: 'Interventions', 86-108, Ch. 11: 'Guerilla War' and Ch. 12: 'Terrorism', 176-206, and Ch. 16: 'Supreme Emergency' and Ch. 17: 'Nuclear Deterrence', 251-283. (87 pp.)

III The Pursuit of Peace. Institutions and Social Dynamics

Dealing With the Consequences of a Violent History

(11) *Political Violence and Historical Memory*

-Gaborit

Required Readings

I. Martín-Baró, 'War and Trauma', Part II of *Writings for a Liberation Psychology*, (Boston: Harvard University Press 1994) 103-167 (64 pp.)

L. Binford. *The El Mozote Massacre: Anthropology and Human Rights*. (Tucson: University of Arizona Press, 1996) (263 pp.)

Suggested Readings

O J. Dickson-Gómez, (2003). *Growing up in guerrilla camps: The long-term impact of being a child soldier in El Salvador's civil war*. *Ethos*, 30 (4), 327-356. (29 pp.)

E6 World Health Organization (2004). The economic dimensions of interpersonal violence.

(12) *The Costs of Social Violence*

-Gaborit

E7 K. Lochner, , I. Kawashi, , B. P. Kennedy, (1999). *Social capital: a guide to its measurement*. *Health and Place*, Volume 5, Issue 4, 259-270. (21 pp.)

E8 McIlwaine & Moser, *Violence and social capital in urban poor communities: perspectives from Colombia and Guatemala*, *Journal of International Development* , 2001, (13), 965-984 (19 pp.) 984.

(13) *Social Exclusion and Gangs*

-Gaborit

Required Readings

W. Savenije, C. van der Borgh, (2004). *Youth gangs, social exclusion and the transformation of violence in El Salvador*. In K. Koonings and D. Kruijt (eds). *Armed Actors: Organised violence and State Failure in Latin America*. London: Zed Books (19 pp.)

E9 M. Hume, (2004). *Armed violence and poverty in El Salvador. A mini case study for the Armed Violence and Poverty Initiative*. Centre for International Cooperation and Security, University of Bradford, UK. (39 pp.)

6 <http://whqlibdoc.who.int/publications/2004/9241591609.pdf>

7 http://www.sciencedirect.com/science?_ob=MIImg&_imagekey=B6VH5-3XV2J4B-1-1&_cdi=6057&_user=596705&_orig=browse&_coverDate=12%2F31%2F1999&_sk=999949995&view=c&wchp=dGLzVlz-zSkzS&md5=a7ef5580cb4e8ee934397700b6abebe1&ie=/sdarticle.pdf

8 <http://www3.interscience.wiley.com/cgi-bin/fulltext/85511130/PDFSTART>

9 http://www.brad.ac.uk/acad/cics/publications/AVPI/poverty/AVPI_El_Salvador.pdf

- *E10*** K. Koonings, (2004). *The new violence and the politics of Coercion in Latin America*. Paper for the Social Policy, Stability and Exclusion in Latin America Seminar Series. ILAS, London. (14 pp.)

Suggested Readings

- K., Koonings, & D. Kruijt, (2004). Armed actors, organised violence and state failure in Latin America: a survey of issues and arguments. Chapter 1 in K. Koonings and D. Kruijt (eds). *Armed Actors: Organised violence and State Failure in Latin America*. London: Zed Books.

Peace education

(14) *The Nature of intractable conflicts*

– Salomon

Required readings

- *E¹¹*** S. Utterwulge, 'Rwanda's Protracted Social Conflict: Considering the Subjective Perspective in Conflict Resolution Strategies' (1999), web version. (21 pp.)
- *E¹²*** N. Rouhana and D. Bar-Tal, 'Psychological Dynamics of Intractable Ethnonational Conflicts. The Israeli-Palestinian Case' *American Psychologist* 53:7 (1998), 761-770, web version. (10 pp.)
- *E¹³*** D. Bar-Tal, 'Nature, Rationale, and Effectiveness of Education for Coexistence', *Journal of Social Issues*, 60:2 (2004), 253-271. (19 pp.)
- *E14*** Schwebel, M. (2006). Realistic empathy and active nonviolence confront political reality. *Journal of Social Issues*, 62 (1), 191-208 (17 p.)

(15) *The Nature of Peace Education and its basic approaches*

– Salomon

Required readings

- *O*** G. Salomon, 'The Nature of Peace Education: Not All Programs are Created Equal', in G. Salomon & B. Nevo (eds.), *Peace Education: The Concept, Principles and Practices around the World* (Mahwah, NJ: LEA, 2002), pp. 3-14, web version. (12 pp.)
- *E¹⁵*** H.B. Danesh et al, 'Education for Peace (EFP) Project: A Case Study Report', Bosnia, 2005, web version. (28 pp.)
- *E¹⁶*** UNESCO's definition of peace education, web version. (1 pp.)
- *E17*** G. Salomon, (2004) 'A Narrative-based View of Coexistence Education'. *Journal of Social Issues* 60:2. (2004), 273-287, web version. (15 pp.)

(16) *What do we know of the effectiveness of Peace Education?*

– Salomon

¹⁰ <http://americas.sas.ac.uk/events/ESRCKoonings.pdf>

¹¹ http://www.trinstitute.org/ojpcr/2_3utter.htm

¹² NOTE: This article must be accessed through BIBSYS. Search for the journal *American Psychologist* and access it electronically.

¹³ NOTE: This article must be accessed through BIBSYS. Search for the journal *Journal of Social Issues* and access it electronically.

¹⁴ NOTE: This article must be accessed through BIBSYS. Search for the *Journal of Social Issues* and access it electronically.

¹⁵ <http://uit.no/getfile.php?SiteId=116&PageId=3324&FileId=130>

¹⁶ http://www3.unesco.org/iycp/uk/uk_sum_cp.htm

¹⁷ NOTE: This article must be accessed through BIBSYS. Search for the *Journal of Social Issues* and access it electronically.

Required readings

*C *N., Tal-Or, , D. Boninger, & F. Gleicher, , 'Understanding the conditions and processes necessary for intergroup contact and reduced prejudice. In G. Salomon & B. Nevo (Eds.), 'Peace Education: The Concept, principles and practices around the world. (pp. 89-108). Mahwah, NJ: LEA (19 pp.)

*C * Cairns, E. & Hewstone, M., Northern Ireland: The Impact of Peacemaking in Northern Ireland on Intergroup Relations. In G. Salomon & B. Nevo (Eds.), Peace Education: The Concept, principles and practices around the world. (pp. 217-228). Mahwah, NJ: LEA (11 pp.)

* C * Salomon, G. (in press). 'Does peace education REALLY make a difference?', Peace and Conflict: Journal of Peace Psychology. (pp. ?)

Recommended Readings for all sessions with Gavriel Salomon

O S. Ahonen, 'The Role of Narratives in the Making of Historical Identity', reprint, 1999. (10 pp.)

*E18 * The Middle East Research and Information Project, 'The Israel-Palestine Conflict'

*E19 * The Truth and Reconciliation Commission in South Africa

E 20 The Truth and Reconciliation Commission in Peru

*E21 * Voelckers Powell, Emily, 'Notes from Hamburg: Immigrants Challenge Germany's "Social Net"', Advocates Forum, May 1996, Vol. 2, No. 3

*E22 * BBC News, In Depth, 'India-Pakistan: Troubled Relations'

*E23 * New York Times, Hedges, Chris, 'Bosnia Journal: Ethnic Diversity Distorts History, Art, Language,' November 25, 1997

*E24 * Burgess, H., Burgess, G., 'Transformative Approaches to Conflict Resolution' Created in conjunction with The Training Design Consultation Project, funded by the Surdna and Hewlett Foundations, University of Colorado

*E25 * Afghanistan, 'Peace Education Program'

*E26 * NPR, 'LAPD Strives to Improve Image'

*E27 * Bedrov, Ivan, 'The epitome of ethnic minority reporting problems - examples of Sinti and Roma reporting from Britain, Bulgaria, and Germany', Reporting Ethnic Minorities and Conflict. Beyond Good and Evil.

Staub, Erving, The Roots of Evil, Cambridge: Cambridge University Press

Gender and Peace

Required Readings

Connell, Robert 2000: "Arms and the man: using the new research on masculinity to understand violence and promote peace in the contemporary world". In Ingeborg Breines et. al. (eds.): *Male roles, masculinities and violence. A culture of peace perspective*, p. 21-34. Cultures of Peace Series. UNESCO Publishing. (14 p.)

Connell, R.W. 2002: *Gender*. Cambridge. Polity Press. (173 p.)

Giles, Wenona and Jennifer Hyndman 2004: "Introduction: Gender and Conflict in a Global Context". In Wenona Giles (ed.): *Sites of Violence. Gender and Conflict Zones*, p. 1-22. Ewing, NJ. University of California Press. (22 p.)

18 http://www.merip.org/palestine-israel_primer/toc-pal-isr-primer.html

19 <http://www.doj.gov.za/trc/>

20 <http://www.hrw.org/americas/peru/>

21 <http://www.ssa.uchicago.edu/publications/advforum/v2n3/advocates2.3.12.html>

22 http://news.bbc.co.uk/1/hi/english/static/in_depth/south_asia/2002/india_pakistan/timeline/default.stm

23 <http://www.mtholyoke.edu/acad/intrel/bosiden.htm>

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

25 <http://www.humanities.mcmaster.ca/~mpeia/projectoverview2.html>

26 <http://www.npr.org/news/specials/la/lapd/index.html>

27 <http://www.ejc.nl/hp/rem/bedrov.html>

Juschka, Darlene 2006: "Gender". In John R. Hinnells (ed.): *The Routledge Companion to the Study of Religion*, p. 230-242. Routledge. (12 p.)

Nye, Malory 2003: "Gender". In *Religion: The Basics*, p. 73-99. London. Routledge. (27 p.)

Reardon, Betty 1997: "Sexism and the war system". In David P. Barash (ed.): *Approaches to Peace Studies. A Reader*, p.250-257. Oxford/New York. Oxford University Press. (7 p.)

Skjelsbæk, Inger and Dan Smith (eds.) 2001: *Gender, Peace and Conflict*, p. 1-103. PRIO. Oslo. SAGE. (103 p.)

(17) *Introduction to gender studies*

—Olsen

(18) *Doing gender studies locally and globally*

—Olsen

(19) *Gender and peace studies: theories and principles*

—Olsen

(20) *Gender and peace studies: theories and principles*

—Olsen

Case Study

(21) *The Peace Process in Sri Lanka*

—Hauge

O Uyangoda, Yaydeva, 'Transition from Civil War to Peace, Challenges of Peace Building in Sri Lanka', Working Paper, November 2005, Social Scientists Association, Colombo, Sri Lanka. (8. p.)

O Uyangoda, Yaydeva, Transition from Civil War to Peace, Challenges of Peace Building in Sri Lanka', Policy Brief, Social Scientists Association, Colombo, Sri Lanka. (41 p.)

IV Course review

— Lister