

Conflict Resolution & Conflict Transformation

SVF-3024 – Spring 2008
Master's in Peace & Conflict Transformation

Course Organisation and Content

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Indra de Soysa—Political Science, NTNU
Ida Hydle—Centre for Peace Studies, UiTø
Wenche Hauge—Peace Research Institute in Oslo, PRIO
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Vidar Vambheim—Education, UiTø
Ingvild Flaskerud—Centre for Peace Studies, UiTø

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*)

Deutsch, Morton, Coleman, Peter (eds.), 2006, *The Handbook of Conflict Resolution: Theory and Practice*, San Francisco: Jossey Bass

Juergensmeyer, Mark, 2005, *Gandhi's Way: A Handbook of Conflict Resolution*, Berkeley: University of California Press

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

Martín-Baró, Ignacio, 1994, *Writings for a Liberation Psychology*, Cambridge, Massachusetts: Harvard University Press

*Miall, Hugh, 2007, *Emergent Conflict and Peaceful Social Change*, London: Palgrave

* Walzer, Michael, 2000, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, New York: Basic Books

* 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 course package, 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 Violent Conflict and Negotiation

The Use of Force, Social Control, Mediation and Justice

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

Warfare and Economic Activities: The Social Order of Insurgencies

- (04) Economic approaches to violent conflict
- (05) The resource case: how can wealth make you poor and insecure?
- (06) State capacity and rebel financing

Negotiation Theory and Practice

- (07) Peace process: Restorative justice and negotiation
- (08) Peace process: Truth commissions and reconciliation
- (09) Peace process: Demobilisation of women fighters in Guatemala
- (10) Peace process: Disarmament, Demobilisation and Reintegration (DDR) of fighters in Haiti

II The Pursuit of Peace. Institutions and Social Dynamics

Dealing With the Consequences of a Violent History

- (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) The nature and goals of peace education
- (16) Challenges facing peace education
- (17) Perspectives on peace education
- (18) What do we know about the effectiveness of peace education?

Gender and Peace

- (19) Gender perspectives on women in peace and conflict studies
- (20) Gender and social welfare, during conflict and post-war reconstruction

III 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.

Introduction

The section begins by encouraging students to reflect upon the course curriculum itself, as how different people and groups are guided in their thoughts and actions by different epistemologies (organised ways of understanding about how the world works or ought to work). The lectures entail thus contending epistemologies, discursive negotiations of violence and efforts at peace making. 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.

Recommended Readings

Deutsch, Morton, Coleman, Peter (eds.), 2006, *The Handbook of Conflict Resolution: Theory and Practice*, San Francisco: Jossey Bass, 2nd Ed.

Juergensmeyer, Mark, 2005, *Gandhi's Way: A Handbook of Conflict Resolution*, Berkeley: University of California Press

Miall, Hugh, 2007, *Emergent Conflict and Peaceful Social Change*, London: Palgrave

I 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.

The Use of Force, Social Control, Mediation and Justice

(01) *Political violence and its social control and mediation*

-Hayashi

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

Walzer, Michael, 2000, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, New York: Basic Books, Ch. 2: 'The Crime of War', pp. 21-33, Ch. 4: 'Law and Order in International Society', pp. 51-73 and Ch. 5: 'Anticipations', pp. 51-85 (68 pp.)

Recommended Readings

Walzer, Michael, 2000, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, New York: Basic Books, Ch. 1: 'Against Realism', pp. 3-20 and 'Afterword: Nonviolence and the Theory of War', pp. 329-335 (23 pp.)

(02) *Force and justice: "Jus ad bellum", "Jus in bello"*

-Hayashi

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, Michael, 2000, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, New York: Basic Books, Ch. 8: 'War's Means and the Importance of Fighting Well' and Ch. 9: 'Noncombatant Immunity and Military Necessity', pp. 127-159 (33 pp.)

(03) Contemporary applications and challenges

-Hayashi

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

Required Readings

Walzer, Michael, 2000, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, New York: Basic Books, Ch. 6: 'Interventions', pp. 86-108, Ch. 11: 'Guerilla War' and Ch. 12: 'Terrorism', 176-206, and Ch. 16: 'Supreme Emergency' and Ch. 17: 'Nuclear Deterrence', pp. 251-286 (87 pp.)

Warfare and Economic Activities: The Social Order of Insurgencies

In these three lectures, the focus will be on diverse economic practices during war. Rather than solely examining the causes of conflict, the aim is to provide insights into the varying economic issues shaping conflicts in time and space; how wars are sustained, from the ways in which collective grievances are mobilised for individual economic gains, natural resource abuse, to livelihood adaptations in war afflicted communities. The main emphasis is on how non-state actors (such as rebel groups, militias, and warlords) finance their activities and establish specific forms of socio-economic systems in conflict situations, as well as how other social actors (e.g. children and women) affect and are affected by shadow war economies.

Besides the case studies in the reading list, which somewhat focus mostly on sub-Saharan Africa, students are encouraged to find supplementary materials on conflicts in other geographical areas. Further readings will be provided during the lectures.

Required Readings for de Soysa's lectures

- *E1* Collier, Paul, Anke, Hoeffler, 2004, 'Greed and Grievance in Civil War', *Oxford Economic Papers* 56 (4), pp. 563-95 (32 pp.)
- *E2* de Soysa, Indra, 2002, 'Paradise is a Bazaar? Greed, Creed, and Governance in Civil War, 1989-1999', *Journal of Peace Research* 39, pp. 395-416 (21 pp.)
- *E3* Fearon, James D., 2005, 'Primary Commodities Exports and Civil War', *Journal of Conflict Resolution* 49 (4), pp. 483-507 (24 pp.)
- *E4* Fearon, James D., Laitin, David D., 2003, 'Ethnicity, Insurgency, and Civil War', *American Political Science Review* 97 (1), pp. 1-16 (15 pp.)
- *E5* Homer-Dixon, Thomas F., 1991, 'On the Threshold: Environmental Changes as Causes of Acute Conflict', *International Security* 16 (2), pp. 76-116 (40 pp.)

1 [Hhttp://oep.oxfordjournals.org/cgi/reprint/56/4/563.pdf](http://oep.oxfordjournals.org/cgi/reprint/56/4/563.pdf)H

2 [Hhttp://jpr.sagepub.com/cgi/reprint/39/4/395.pdf](http://jpr.sagepub.com/cgi/reprint/39/4/395.pdf)H

3 [Hhttp://jcr.sagepub.com/cgi/reprint/49/4/483.pdf](http://jcr.sagepub.com/cgi/reprint/49/4/483.pdf)H

4

[Hhttp://journals.cambridge.org/action/displayFulltext?type=1&fid=142718&jid=PSR&volumeId=97&issueId=01&aid=142717](http://journals.cambridge.org/action/displayFulltext?type=1&fid=142718&jid=PSR&volumeId=97&issueId=01&aid=142717)H

- *E6* Nafziger, Estel W., Auvinen, Juha, 1999, 'The Sources of Humanitarian Emergencies', *The Journal of Conflict Resolution* 43 (3), (June), pp. 267-290 (23 pp.)
- *E7* Papyrakis, Elissaios, Gerlagh, Reyer, 2004, 'The Resource Curse Hypothesis and its Transmission Channels', *Journal of Comparative Economics* 32, pp. 181-93 (8 pp.)
- *E8* Regan, Patrick, Norton, Daniel, 2005, 'Greed, Grievance, and Mobilization in Civil Wars', *Journal of Conflict Resolution* 42 (3), pp. 319-36 (17 pp.)
- *E9* Ross, Michael, 2004, 'How do Natural Resources Influence Civil War? Evidence From Case Studies', *International Organization* 58 (1), pp. 35-67 (32 pp.)

(04) *Economic approaches to violent conflict*

—de Soysa

(05) *The resource case: how can wealth make you poor and insecure?*

—de Soysa

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

(06) *State capacity and rebel financing*

—de Soysa

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 potential implications of conflicts and policy approaches to address them.

Negotiation Theory and Practice

(07) *Peace process: Restorative justice and negotiation*

—Hydle

Required Readings

- *E10* Cameron, Lynne J., 2007, 'Patterns of Metaphor Use in Reconciliation Talk', *Discourse and Society* 18 (2), pp. 197-222 (25 pp.)
- *O* Moore, David B., 2004, 'Managing Social Conflict – The Evolution of a Practical Theory', *Journal of Sociology and Social Welfare* 31 (1, March), pp. 71-91 (20 pp.)

5 H<http://www.jstor.org/cgi-bin/jstor/printpage/01622889/di008136/00p00157/0.pdf?backcontext=page&dowhat=Acrobat&config=jstor&userID=81f25cb3@uit.no/01c0a8346800501cbba24&0.pdf>H

6 H<http://www.jstor.org/cgi-bin/jstor/printpage/00220027/ap010174/01a00010/0.pdf?backcontext=results&dowhat=Acrobat&config=&userID=81f25cb3@uit.no/01c0a8346800501cbba24&0.pdf>H

7 Hhttp://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6WHV-4BFXRG8-1&_user=596705&_coverDate=03%2F31%2F2004&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&_acct=C000030698&_version=1&_urlVersion=0&_userid=596705&md5=eb8cd45ca0afd70bfb52a4e42d380b94H

8 H<http://jcr.sagepub.com/cgi/reprint/49/3/319>H

9

H<http://journals.cambridge.org/action/displayFulltext?type=1&fid=197306&jid=&volumeId=&issueId=&aid=197304>H

10 H<http://das.sagepub.com/cgi/reprint/18/2/197.pdf>H

Recommended Readings

E11 Sherman, Lawrence, Strang, Heather, 2007, *Restorative Justice: The Evidence*, London: The Smith Institute, pp. 1-96 (96 pp.)

(08) *Peace process: Truth commissions and reconciliation*

—Hydle

Required Readings

C Ross, Fiona C., 2001, 'Speech and Silence, Women's testimony in the First Five Weeks of Public Hearings of the South African Truth and Reconciliation Commission', in Das, Veena, et al., 2001, *Remaking a World. Violence, Social Suffering and Recovery*, Berkeley: University of California Press, pp. 250 – 280 (30 pp.)

E12 Shaw, Rosalind, 2005, *Rethinking Truth and Reconciliation Commissions: Lessons from Sierra Leone*, Washington: United States Institute of Peace (12 pp.)

(09) *Peace process: Demobilisation of women fighters in Guatemala*

—Hauge

Required Readings

E13 Hauge, Wenche, 2007, *Demobilization and Political Participation of Female Fighters in Guatemala*, Report to the Norwegian Ministry of Foreign Affairs, Oslo: Peace Research Institute in Oslo, pp. 1-36 (35 pp.)

O Jensen, Steffen, Stepputat Finn, 2001, 'Demobilizing Armed Civilians', *CDR Policy Paper*, Copenhagen: Centre for Development Research (pp.)

Recommended Readings

Barth, Elise Fredrikke, 2002, *Peace as Disappointment: The Reintegration of Female Soldiers in Post Conflict Societies. A Comparative Study from Africa*, PRIO Report 3/2002, Oslo: Peace Research Institute in Oslo, (Web-based)

Conaway, Camilla Pampell, Martínez, Salomé, 2004, *Adding Value: Women's Contributions to Reintegration and Reconstruction in El Salvador*, Washington DC: Women Waging Peace, pp. 1-42 (42 pp.)

Luciak, Ilja A., 2001, *After the Revolution: Gender and Democracy in El Salvador, Nicaragua and Guatemala*, Baltimore & London: The John Hopkins University Press (336 pp.)

(10) *Peace process: Disarmament, Demobilisation and Reintegration (DDR) of fighters in Haiti*

—Hauge

Required Readings

O International Crisis Group, 2007, *Consolidating Stability in Haiti, Latin America / Caribbean Report N 21*, 18 July, Brussels: International Crisis Group, pp. 1-32 (31 pp.)

Recommended Readings

Mazurana, Dyan, Carlson, Christopher, 2004, *From Combat to Community: Women and Girls of Sierra Leone*, Washington DC: Women Waging Peace (41 pp.)

United Nations Development Fund for Women (UNIFEM), 2004, *Getting it Right, Doing it Right: Gender and Disarmament, Demobilization and Reintegration*, New York: UNIFEM (47 pp.)

11 Hhttp://www.smith-institute.org.uk/pdfs/RJ_full_report.pdfH

12 H<http://www.usip.org/pubs/specialreports/sr130.pdf>H

13 Hhttp://www.prio.no/files/file49399_hauge_mfa_female_fighters.docH

II 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

- *E14 * Lamboure, Wendy, 2003, 'Post conflict peacebuilding: Meeting human needs for justice and reconciliation', *Peace Conflict and Development* 4, pp. 1-24 (23 pp.)
Martín-Baró, Ignacio, 1994, *Writings for a Liberation Psychology*, Boston: Harvard University Press, Ch. 'War and Trauma', Part II, pp. 103-167 (64 pp.)

Recommended Readings

- Binford, Leigh, 1996, *The El Mozote Massacre: Anthropology and Human Rights*, Tucson: University of Arizona Press (263 pp.)
Conteh-Morgan, Earl, 2004, *Collective political violence: an introduction to the theories and cases of violent conflicts*, London: Routledge (368 pp.)
Dickson-Gómez, Julia, 2003, 'Growing up in guerrilla camps: The long- term impact of being a child soldier in El Salvador's civil war', *Ethos* 30 (4), pp. 327-356 (29 pp.)
Wessells, Michael, 2007, *Child soldiers: from violence to protection*, Cambridge, MA: Harvard University Press (308 pp.)
E15 World Health Organization, 2004, *The economic dimensions of interpersonal violence*, Geneva: Department of Injuries and Violence Prevention (56 pp.)

(12) The costs of social violence

-Gaborit

Required Readings

- *E16* Lochner, Kimberly, Kawashi, Ichiro, Kennedy, Bruce, 1999, 'Social capital: a guide to its measurement', *Health and Place* 5 (4), pp. 259-270. (21 pp.)
E17 McIlwaine, Cathy, Moser, Caroline, 2001, 'Violence and social capital in urban poor communities: perspectives from Colombia and Guatemala', *Journal of International Development* 13, pp. 965-984 (19 pp.)

(13) Social exclusion and gangs

-Gaborit

Required Readings

- *E18* Hume, Mo, 2004, *Armed violence and poverty in El Salvador. A mini case study for the Armed Violence and Poverty Initiative*, Bradford: Centre for International Cooperation and Security, University of Bradford (39 pp.)
E19 Koonings, Kees, 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*, London: ILAS, (14 pp.)
Savenije, Wim, van der Borgh, Chris, 2004, *Youth gangs, social exclusion and the transformation of violence in El Salvador*, in Koonings Kees, Kruijt, Dirk (eds.), 2004, *Armed Actors: Organised violence and State Failure in Latin America*, London: Zed Books (19 pp.)

14 H<http://www.peacestudiesjournal.org.uk/docs/PostConflictPeacebuilding.PDF>H

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

16 Hhttp://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.pdfH

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

18 Hhttp://www.brad.ac.uk/acad/cics/publications/AVPI/poverty/AVPI_El_Salvador.pdfH

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

Recommended Readings

Eron, Leonard, Gentry, Jacquelyn., Schlegel, Peggy, 2002, *Reasons to hope. A psychological perspective on youth violence*, Washington DC: American Psychological Association (492 pp.)

Koonings, Kees, Kruijt, Dirk (eds.), 2004, *Armed actors, organised violence and state failure in Latin America: a survey of issues and arguments*, London: Zed Books (214 pp.)

Peace Education

(14) *The nature of intractable conflicts*

Recommended Readings

E²⁰ Bar-Tal, Daniel, 2004, 'Nature, Rationale, and Effectiveness of Education for Coexistence', *Journal of Social Issues* 60 (2), pp. 253-271 (19 pp.)

E²¹ Nadmie, Rouhana, Bar-Tal, Daniel, 1998, 'Psychological Dynamics of Intractable Ethnonational Conflicts. The Israeli-Palestinian Case', *American Psychologist* 53 (7), pp. 761-770, (web version) (10 pp.)

E²² Schwebel, Milton, 2006, 'Realistic empathy and active nonviolence confront political reality', *Journal of Social Issues* 62 (1), pp. 191-208 (17 p.)

E²³ Utterwulge, Steve, 1999, *Rwanda's Protracted Social Conflict: Considering the Subjective Perspective in Conflict Resolution Strategies*, (web version) (21 pp.)

(15) *The nature and goals of peace education*

Recommended Readings

E²⁴ Danesh, Hossain, et al., 2005, 'Education for Peace (EFP) Project: A Case Study Report', Bosnia, web version (28 pp.)

O Salomon, Gavriel, 2002, 'The Nature of Peace Education: Not All Programs are Created Equal', in Salomon, Gavriel, Nevo, Baruch (eds.), 2002, *Peace Education: The Concept, Principles and Practices around the World*, Mahwah, New Jersey: LEA, pp. 3-14, web version (12 pp.)

E²⁵ Salomon, Gavriel, 2004, 'A Narrative-based View of Coexistence Education', *Journal of Social Issues* 60 (2), pp. 273-287, web version (15 pp.)

E²⁶ UNESCO's definition of peace education, (web version) (1 pp.)

(16) *Challenges facing peace education*

Recommended Readings

E²⁷ Afghanistan, 'Peace Education Program' (web version)

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

E²⁸ BBC News, In Depth, 'India-Pakistan: Troubled Relations' (web version)

²⁰ NOTE: This article must be accessed through BIBSYS. Search for the journal Journal of Social Issues and access it electronically.

²¹ NOTE: This article must be accessed through BIBSYS. Search for the journal American Psychologist and access it electronically.

²² NOTE: This article must be accessed through BIBSYS. Search for the Journal of Social Issues and access it electronically.

²³ [Hhttp://www.trinstitute.org/ojpcr/2_3utter.htmH](http://www.trinstitute.org/ojpcr/2_3utter.htmH)

²⁴ [Hhttp://uit.no/getfile.php?SiteId=116&PageId=3324&FileId=130H](http://uit.no/getfile.php?SiteId=116&PageId=3324&FileId=130H)

²⁵ NOTE: This article must be accessed through BIBSYS. Search for the Journal of Social Issues and access it electronically.

²⁶ [Hhttp://www3.unesco.org/iycp/uk/uk_sum_cp.htmH](http://www3.unesco.org/iycp/uk/uk_sum_cp.htmH)

²⁷ [Hhttp://www.humanities.mcmaster.ca/~mpeia/projectoverview2.htmlH](http://www.humanities.mcmaster.ca/~mpeia/projectoverview2.htmlH)

²⁸

[Hhttp://news.bbc.co.uk/hi/english/static/in_depth/south_asia/2002/india_pakistan/timeline/default.stm](http://news.bbc.co.uk/hi/english/static/in_depth/south_asia/2002/india_pakistan/timeline/default.stm)

H

- *E29* Bedrov, Ivan, 'The epitome of ethnic minority reporting problems - examples of Sinti and Roma reporting from Britain, Bulgaria, and Germany', in Bromley, Michael, Sonnenberg, Urte, 1998, *Reporting Ethnic Minorities and Conflict. Beyond Good and Evil*, Maastricht: European Journalism Center (20 pp.)
- *E30* Burgess, Heidi, Burgess, Guy, 1996, *Transformative Approaches to Conflict Resolution*, Created in conjunction with The Training Design Consultation Project, funded by the Surdna and Hewlett Foundations, Denver: University of Colorado (web version)
- *C * Cairns, Ed, Hewstone, Miles, 2002, 'Northern Ireland: The Impact of Peacemaking in Northern Ireland on Intergroup Relations', in Salomon, Gavriel, Nevo, Baruch (eds.), 2002, *Peace Education: The Concept, Principles and Practices around the World*, Mahwah, New Jersey: Lawrence Earlbaum Ass., pp. 217-228 (11 pp.)
- *E31 * NPR, 'LAPD Strives to Improve Image' (web version)
- *E32* Salomon, Gavriel, 2006, 'Does peace education really make a difference?', *Peace and Conflict: Journal of Peace Psychology* 12 (1), pp. 37-48 (pp. 11)
- Staub, Erving, 1992, *The Roots of Evil*, Cambridge: Cambridge University Press (352 pp.)
- *C * Tal-Or, Nurit, Boninger, David, Gleicher, Faith, 'Understanding the conditions and processes necessary for intergroup contact and reduced prejudice', in Salomon, Gavriel, Nevo, Baruch (eds.), 2002, *Peace Education: The Concept, principles and practices around the world*, Mahwah, New Jersey: LEA, pp. 89-108 (19 pp.)
- *E33* The Middle East Research and Information Project, 'The Israel-Palestine Conflict' (web version)
- *E34 * The Truth and Reconciliation Commission in South Africa (web version)
- *E 35* The Truth and Reconciliation Commission in Peru (web version)
- *E36* Voelckers Powell, Emily, 1996, 'Notes from Hamburg: Immigrants Challenge Germany's Social Net', *Advocates Forum* 2 (3), Chicago: SSA Publications (web version)

(17) Perspectives on peace education

—Vambheim

Required Readings

- *O* Bernstein, Basil, 1994, 'The Pedagogising of Knowledge: A social grammar', in Amundsen, Inge (ed.), 1994, *Knowledge and Development. Proceedings of the NFU Annual Conference*, Tromsø: Centre for Environment and Development Studies (SEMUT), pp. 115-139 (24 pp.)
- *O* Haavelsrud, Magnus, 1996, 'On Inclusion and Exclusion', in Burns, Robin J., Aspeslagh, Robert (eds.), 1996, *Three Decades of Peace Education Around the World. An Anthology*, New York: Garland Publishing Inc., pp. 97-112 (15 pp.)
- *O* Salomon, Gavriel, 2002, 'The Nature of Peace Education: Not All Programs are Created Equal', in Salomon, Gavriel, Nevo, Baruch (eds.), 2002, *Peace Education: The Concept, Principles and Practices around the World*, Mahwah, New Jersey: LEA, pp. 3-14, web version (12 pp.)
- *E37* Harris, Ian, 2004, 'Peace Education Theory', *Journal of Peace Education*, 1 (1), (March), pp. 5-20 (15 pp.)

(18) What do we know about the effectiveness of peace education?

—Vambheim

Required Readings

- *C* Nevo, Baruch, Brem Iris, 2002, 'Peace Education Programs and the Evaluation of their Effectiveness', in Salomon, Gavriel, Nevo, Baruch (eds.), 2002, *Peace Education. The*

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

30 H<http://www.colorado.edu/conflict/transform>H

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

32 Hhttp://www.leaonline.com/doi/pdf/10.1207/s15327949pac1201_3H

33 Hhttp://www.merip.org/palestine-israel_primer/toc-pal-isr-primer.htmlH

34 H<http://www.doi.gov.za/trc/>H

35 H<http://www.hrw.org/americas/peru/>H

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

37 H<http://www.informaworld.com/smpp/ftinterface~content=a713624884~fulltext=713240930>H

Concept, Principles, and Practices around the World, Mahwah, New Jersey: Lawrence Erlbaum Ass., pp. 271-282 (pp. 11)

- * E38 * Salomon, Gavriel, 2006, 'Does peace education really make a difference?', *Peace and Conflict: Journal of Peace Psychology* 12 (1), pp. 37-48 (pp. 11)
- *O* Sommerfelt, Ole Henning, Vambheim Vidar, 2008, 'The Dream of the Good – a Peace Education Project Exploring the Potential to Educate for Peace at an Individual Level', *Journal of Peace Education* 5 (1), (March) (26 p.)

Gender and Peace

In this section, the field of gender studies will be introduced and then related to the subject matter of peace studies. Gender is presented as a dimension to highlight the differential impacts of conflicts on men and women, and how their respective gendered needs are addressed in subsequent periods of peace and post-war reconstruction. What do gender relations (the relationships between men and women in society, and the perceived inequalities in those relationships) bring to peace studies?

(19) Gender perspectives on women in peace and conflict studies

–Flaskerud

Required Readings

- *C* Afshar, Haleh, 2004, 'Women and wars: some trajectories towards a feminist peace', in Afshar, Haleh, Eade, Deborah (eds.), 2004, *Development, Women, and War. Feminist Perspectives*, Oxford: Oxfam, pp. 43-59 (16 p).
- *E39* Giles, Wenona, Hyndman, Jennifer (eds.), 2004, 'Introduction. Gender and Conflict in a Global Context', in *Sites of Violence. Gender and Conflict Zones*, Berkeley: University of California Press, pp. 3-23 (20 p).
- *C* Mazurana, Dyan, 2005, 'Gender, and the Causes and Consequences of Armed Conflicts', in Mazurana, Dyan, Raven-Roberts, Angela, Parpart, Jane Gender (eds.), 2005, *Conflict, and Peacekeeping*, Oxford: Rowman and Littlefield Publishers, pp. 29-42 (13 p).

(20) Gender and social welfare, during conflict and post-war reconstruction

–Flaskerud

Required Readings

- *C* Ask, Karin, 2005, 'Tradition and Change: Afghan Women in the Era of War and Displacement', in Okkenhaug, Inger Marie, Flaskerud Ingvild (eds.), 2005, *Gender, Religion and Change in the Middle East. Two Hundred Years of History*, Oxford: Berg Publishers, pp. 191-207 (15 pp.).
- *C* Deeb, Lara Z., 2005, 'From Mourning to Activism. Sayyedah Zaynab, Lebanese Shi'i Women, and the Transformation of Ashura', in Aghaie, Kamran Scot (ed.), 2005, *The Gender Dynamics of Ritual Performances and Symbolic Discourses of Modern Shi'i Islam*, Austin: The University of Texas Press, pp. 241-266 (25 pp.).
- *E40* Peteet, Julie, 1997, 'Icons and Militants: Mothering in the Danger Zone', *Signs: Journal of Women in Culture and Society* 23 (1), pp. 133-160 (27 pp.)

III Course review

– Oware

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