

PEAC204: CONFLICT TRANSFORMATION

An introduction to the theory and practice of negotiation, mediation, and peace building

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Credit Hours:	1	Office Hours:	Tues., Fri., 11am-12pm or by appointment, Africana Studies 24

I. Course Description

This course provides an introduction to the theory and practice of conflict transformation, including: armed conflict prevention, negotiation, and mediation; nonviolent struggle, and constructive conflict *creation*; humanitarian interventions; and post-conflict peace building, reconciliation, and justice. The emphasis of this course will be on conflicts in the international arena. We will spend alternating weeks first exploring general concepts and theoretical frameworks and then pursuing in-depth case studies drawn from a variety of conflicts around the world, including: Rwanda, Peru, East Timor, Kosovo, Burma/Myanmar, South Africa, and Argentina. The case selection is designed to shed light on a variety of critical questions facing scholars, policy-makers, NGO workers, human rights advocates, community organizers, and government officials. What are the causes and consequences of conflict? How do our assumptions about conflict affect our strategies for management, resolution, or transformation? And what methods are available for resolving armed conflicts productively rather than destructively?

II. Learning Outcomes

By the end of this course you should be able to demonstrate the following knowledge and skills:

1. Strong awareness of the history, theory, and practice of international conflict transformation;
2. A firm grasp of the history and dynamics of conflicts in a variety of cases around the world;
3. Deeper understanding of obstacles to peace, the ethical quandaries of “humanitarian interventions”, and the frequently intimate role of the United States and other major powers in conflicts in seemingly remote regions;
4. Experience writing reflective papers with depth and rigor on substantive questions arising from conflict processes;
5. An ability to critically engage with conflict transformation literature in dialogue, discussion, and civil debate with others.

III. Grading Scale and Distribution

The grading scale for this course is as follows: A (90-100); B (80-89); C (70-79); D (60-69); F (< 60). You will be assessed based on the following distribution of points:

- 10% Seminar Leadership:** You will be responsible to help guide a seminar by providing an overview of an assigned reading or readings and by raising some incisive questions to launch our discussion. (For more on what seminar leadership entails, see IV below.)
- 10% Reading Journal:** As you read you should keep an ongoing reading journal or set of notes in which you jot down key ideas as well as your impressions and responses to the material you are encountering. These notes, which can take the form of bullet points, will be useful to you when it comes time to write your reflection papers. They will also be a valuable aid to discussion. You should bring your reading journal with you to class each week and also provide me with a copy (either a photo-copied version of hand-written notes or a typed version) at the start of each Friday that we have class.
- 20% Seminar Attendance (10%) and Participation (10%):** You are expected to attend all classes on time and to actively contribute to discussions through thoughtful dialogue and respectful (but hopefully also vigorous!) debate with others based upon your careful reading of all assigned texts. Your engagement with our texts will be assessed both by your in-class participation and possibly periodic pop “did you read it” quizzes, which should not be difficult if you have done the reading. *Note: Out of consideration for the vicissitudes of college life, you are permitted two missed classes without any grade reduction. Each additional missed class will result in a letter grade reduction from your final grade. I will also drop your lowest quiz score.*
- 60% Writing Assignments:** You will hand in three reflection papers (each paper counting toward 20% of your overall grade) that address important questions or themes from the readings using only our assigned texts as sources (or other sources sparingly). You are required to meet with me by appointment after your papers have been handed in to receive feedback on your writing. Papers should be approximately 1000 words in length and should be handed in on double-spaced, single-sided pages in 12-point Times New Roman font (no cover page is necessary). Use the standard citation method (MLA, Chicago, etc.) that you are most familiar with. In addition, you must email me an electronic Word version of your paper by the due date. *Note: there is a letter grade reduction for each day a paper is turned in late.*

Due Date for Paper #1 = The last class day of Week Four (February 19)

Due Date for Paper #2 = The last class day of Week Eight (March 18)

Due Date for Paper #3 = The last class day of Week Thirteen (May 3)

IV. Seminar Leadership

As seminar leader you will present a 10-minute introduction to the assigned reading for the day. You should be prepared to help facilitate a discussion of the reading with the class. You should NOT use Powerpoint or any other electronic or onscreen aids. However, you should prepare a single-page handout (front and back if necessary) to distribute to the class. Your task as seminar leader is to do the following as clearly and concisely as possible:

- 1) Summarize: You should *briefly* identify the key ideas, facts, theories, and/or evidence in the article(s), calling attention to especially insightful passages or quotations. Make your summary succinct on the assumption that others have done the reading and do not need to have the entire reading repeated back to them.
- 2) Engage: You should critically discuss the significance of the article and analyze its possible strengths and weaknesses. In doing so, strive to be a sympathetic and open reader even when confronted by an author you may strongly disagree with.
- 3) Reflect: Raise several questions for reflection and further discussion with the entire class. Good questions might do one of several things. They might: a) seek to clarify a difficult concept or theory; b) invite vigorous debate over a controversial or contentious idea; or c) encourage “big picture” thinking by bringing one author/reading/theory into conversation (or collision!) with others.

V. Students with Special Needs

Students requesting academic accommodations based on disability or special needs are required to contact the Director of Disability Services with the necessary documentation. The Director will then notify me of what specific accommodations should be granted. Please be sure the letter is delivered to me as early as possible. More information about school policies and procedures for students who need academic accommodations can be found on the College website. Note that while this course does not include particularly graphic reading material, it is a course focused on the less than cheerful realities of conflict, war, genocide, and violence. Some of the things we read might therefore be unsettling to some students. If you have any concerns after examining our reading list please do not hesitate to speak to me about it.

VI. Academic Integrity

Your work on all assignments should be your own. You should not use the words or ideas of others without giving full credit to them using proper citation methods. If you have any questions about how and when to cite other peoples’ work you should come and speak with me. Students found to be copying or plagiarizing the work of others on any assignment will receive an automatic failing grade for the course.

Academic integrity means more, however, than simply not cheating or plagiarizing. It also means fulfilling assignments with the care and rigor of a serious scholar, showing basic respect and courtesy to others both in and out of the classroom (including being in class on time), and being honest and forthright in dialogue. While not all of these virtues are directly subject to grading, they will serve you well in this class and in your academic and professional lives in general.

VII. No Electronic Devices Policy

This course depends upon your active participation as an attentive listener and generous conversation partner with others. Texting devices, internet, and social media are grave impediments to conversation and are not permitted in class at any time. Their use at any time will result in an automatic absence mark for the day. Because this is a discussion-based seminar, there is also no need for you to use a computer to type extensive notes (although you might periodically wish to jot some notes on paper for your future reference).

VIII. Course Outline and Weekly Reading Assignments

To encourage active reading and discussion, you are required to bring printed copies (preferably copiously marked) of all assigned texts to class. There are no required textbooks for this class. All readings will be made available to you online in PDF format. I have provided approximate page numbers for each week to help you budget your time, although some weeks with higher page numbers (such as week 11) should in fact take you less time since they include material with fewer words per page. A typical week will require in the range of 35,000 words of reading, or 116 minutes of reading at a rate of 300 words per minute. Superscript numerals indicate the course days (first or second) of each week on which we will discuss the required texts.

i. Introduction

Wk.1 (Jan.26, 29): What Do We Mean by “Conflict” and “Transformation”? (20 pages)

²Marie Dugan, “A Nested Theory of Conflicts,” in *The Contemporary Conflict Resolution Reader*, eds. Tom Woodhouse, Hugh Miall, Oliver Rambsotham, and Christopher Mitchell (Cambridge: Polity Press, 2015), pp.113-119

²“Code of Conduct for Conflict Transformation,” in *The Contemporary Conflict Resolution Reader*, pp.343-352.

²“Women Take the Peace Lead in Pastoral Kenya,” in *The Contemporary Conflict Resolution Reader*, pp.353-357.

ii. Conflict Prevention

Wk.2 (Feb.2, 5): History, Theory, and Practice of Conflict Prevention (68 pages)

¹Ackermann, Alice, “The Idea and Practice of Conflict Prevention,” *Journal of Peace Research*, Vol.40, No.3 (May, 2003), pp.339-347.

¹Leatherman, Janie, William DeMars, Patrick D. Gaffney, Raimo Vayrynen, “The Early Warning Toolbox: Cues from Background Conditions,” in *Breaking Cycles of Violence: Conflict Prevention in Intrastate Crises* (West Hartford: Kumarian Press, 1999), pp.51-73.

¹“United Nations Security Council: Resolution 1366 (On the Role of the Security Council in the Prevention of Armed Conflicts),” *International Legal Materials*, Vol.41, No.1 (January, 2002), pp.248-251.

²Maio, Jennifer de, “Managing Civil Wars: An Evaluation of Conflict-prevention Strategies in Africa,” *World Affairs*, Vol.168, No.3 (Winter, 2006), pp.131-144

²Rubin, Barnett R., and Bruce D. Jones, “Prevention of Violent Conflict: Tasks and Challenges for the United Nations,” *Global Governance*, Vol.13, No.3 (July-September, 2007), pp.391-408.

²Stedman, Stephen John, “Alchemy for a New World Order: Overselling 'Preventive Diplomacy,’” *Foreign Affairs*, Vol.74, No.3 (May-June, 1995), pp.14-20.

Wk.3 (Feb.9, 12): Case Study: When Conflict Wasn’t Prevented: Rwanda (82 pages)

¹Power, Samantha, “Bystanders to Genocide,” *Atlantic Monthly* (September, 2001), pp.84-108.

¹Gourevitch, Philip, “*We Wish To Inform You That Tomorrow We Will Be Killed With Our Families*”: *Stories from Rwanda* (New York: Farrar, Straus and Giroux, 1998), pp.100-109.

²Andersen, Regine, “How Multilateral Development Assistance Triggered the Conflict in Rwanda,” *Third World Quarterly*, Vol.21, No.3 (June, 2000), pp. 441-456.

²Mamdani, Mahmood, “Introduction,” and “Conclusion” in *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda* (Princeton: Princeton University Press, 2002), pp.3-18, 264-283.

iii. Conflict Negotiation

Wk.4 (Feb.16, 19): History, Theory, and Practice of Conflict Negotiation (67 pages)

FIRST PAPER DUE ON FEB. 19

¹Fisher, Roger, “Fractionating Conflict,” *Daedalus*, Vol.93, No.3 (Summer, 1964), pp.920-941.

¹Fisher, Roger, William Ury and Bert Spector, “An Interview with Roger Fisher and William Ury,” *The Academy of Management Executive* (1993-2005), Vol.18, No.3 (August,2004), pp.101-108

¹Nyerere, Julius, “Third World Negotiating Strategy,” *Third World Quarterly*, Vol.1, No.2 (April, 1979), pp.20-23.

¹Vickers, Brendan, “Africa and the rising powers: bargaining for the ‘marginalized many,’” *International Affairs*, Vol.89, No.3 (May, 2013), pp.673-693.

²Philip Gulliver, “Disputes and Negotiations,” in *The Contemporary Conflict Resolution Reader*, eds. Tom Woodhouse, Hugh Miall, Oliver Rambootham, and Christopher Mitchell (Cambridge: Polity Press, 2015), pp.267-275.

²Cecilia Albin, “Explaining Conflict Transformation: How Jerusalem Became Negotiable,” in *The Contemporary Conflict Resolution Reader*, pp.276-284.

Wk.5 (Feb.23, 26): Case Study: The Role of Gender in Ending Civil Wars: Peru and Liberia (117 pages)

¹Florea, Natalie, et al., “Negotiating from Mars to Venus: Gender in Simulated International Negotiations,” *Simulation and Gaming*, Vol.34, No.2 (June, 2003), pp.226-248.

¹Diana Francis, “From Pacification to Peacebuilding: A Call to Global Transformation,” in *The Contemporary Conflict Resolution Reader*, eds. Tom Woodhouse, Hugh Miall, Oliver Rambootham, and Christopher Mitchell (Cambridge: Polity Press, 2015), pp.385-387.

¹Priscilla Hayner, “Negotiating Peace in Liberia: Preserving the Possibility for Justice”, Report of the Centre for Humanitarian Dialogue, November 2007, pp.5-31.

²Del Pino H., Ponciano, “Family, Culture, and ‘Revolution’: Everyday Life With Sendero Luminoso,” *Shining and Other Paths: War and Society in Peru, 1980-1995*, ed. Steve J. Stern (Durham: Duke University Press, 1998), pp.158-192.

²Cordero, Isabel Coral, “Introduction to Part Four” and “Women in War: Impact and Responses,” *Shining and Other Paths*, pp.341-374.

iv. Conflict Mediation

Wk.6 (March 1, 4): History, Theory, and Practice of Conflict Mediation (82 pages)

¹Crocker, Chester, et al., “Part I: Conflict Mediation: Concepts, Issues, Strategies, and Actors,” in *Herding Cats: Multiparty Mediation in a Complex World* (Washington, DC: US Institute of Peace, 1999), pp.1-63.

¹Kyle Beardsley, “The Mediation Dilemma,” in *The Contemporary Conflict Resolution Reader*, eds. Tom Woodhouse, Hugh Miall, Oliver Ramsbotham, and Christopher Mitchell (Cambridge: Polity Press, 2015), pp.234-235.

²“Training Manual in Community Mediation Skills,” and “Use of Language by Mediators: Exercises,” in *The Contemporary Conflict Resolution Reader*, pp.262-267.

²Saadia Touval and William Zartman, “International Mediation in Theory and Practice,” in *The Contemporary Conflict Resolution Reader*, pp.222-224.

²Hellman, Johan, “The Occurrence of Mediation: A Critical Evaluation of the Current Debate,” *International Studies Review*, Vol.14, No.4 (December, 2012), pp. 591-603.

Wk.7 (March 8, 11): Case Study: Abetting and Finally Ending Genocide: East Timor (110 pages)

¹⁻²Robinson, Geoffrey, “*If You Leave Us Here, We Will Die*”: *How Genocide Was Stopped in East Timor* (Princeton: Princeton University Press, 2010), pp.1-21, 139-229.

Wk.8 (March 15, 18): Sanctions Regimes, Foreign Aid, Nonviolent Conflict Creation (118 pages)

¹Lopez, George A. and David Cortright, “Containing Iraq: Sanctions Worked,” *Foreign Affairs*, Vol.83, No.4 (July-August, 2004), pp.90-103.

¹Alnasrawi, Abbas, “Iraq: Economic Sanctions and Consequences, 1990-2000,” *Third World Quarterly*, Vol.22, No.2 (April, 2001), pp.205-218.

¹Anderson, Mary B., “Ch.4: Aid’s Impact on Conflict Through Resource Transfers,” and “Ch.5: Aid’s Impact on Conflict Through Implicit Ethical Messages,” in *Do No Harm: How Aid Can Support Peace—Or War* (Boulder: Lynne Rienner, 1999), pp.37-67.

²Veronique Dudouet, “Nonviolent Resistance and Conflict Transformation in Power Asymmetries,” in *The Contemporary Conflict Resolution Reader*, eds. Tom Woodhouse, Hugh Miall, Oliver Ramsbotham, and Christopher Mitchell (Cambridge: Polity Press, 2015), pp.179-183.

²Chenoweth, Erica and Maria J. Stephan, “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict,” *International Security*, Vol.33, No.1 (Summer, 2008), pp.7-44.

²Arens, Omri and Edward Kaufman, “The Potential Impact of Palestinian Nonviolent Struggle on Israel: Preliminary Lessons and Projections for the Future,” *Middle East Journal*, Vol.66, No.2 (Spring, 2012), pp.231-252

*****SECOND PAPER DUE ON MARCH 18*****

*****WK.9: SPRING BREAK, MARCH 21-25*****

v. Nonviolent Strategies

Wk.10 (March 29, April 1): Case Study: Religion and Resistance: Burma/Myanmar (58+ pages)

¹“The Resistance of the Monks: Buddhism and Activism in Burma,” report by Human Rights Watch (New York: Human Rights Watch, 2009), 1-59.

¹Joshua Hammer, “Aung San Suu Kyi, Burma’s Revolutionary Leader,” *Smithsonian Magazine*, September 2012, on the web at: <http://www.smithsonianmag.com/people-places/aung-san-suu-kyi-burmas-revolutionary-leader-17728151/?all>

²Christian Caryl, “Can Burma Save Buddhism from the Politicians?” *Foreign Policy*, October 30, 2015, on the web at: <http://foreignpolicy.com/2015/10/30/can-burma-save-buddhism-from-the-politicians/>

²Peter A. Coclanis, “Terror in Burma: Buddhists vs. Muslims,” *World Affairs*, November/December 2013, on the web at: <http://www.worldaffairsjournal.org/article/terror-burma-buddhists-vs-muslims>

²Mehdi Hasan, “Aung San Suu Kyi’s Inexcusable Silence”, *Al Jazeera*, May 24, 2015, on the web at: <http://www.aljazeera.com/indepth/opinion/2015/05/aung-san-suu-kyi-inexcusable-silence-150524085430576.html>

vi. Humanitarian Interventions

Wk.11 (April 5, 8): When Negotiations Fail: Use of Force (106 pages)

¹Trim, D. J. B., “Ch.15: Humanitarianism in Historical Perspective” in *Humanitarian Intervention: A History*, eds. Brendan Simms and D. J. B. Trim (Cambridge: Cambridge University Press, 2011), pp.381-402.

¹Betts, Richard K., “The Delusion of Impartial Intervention,” *Foreign Affairs*, Vol.73, No.6 (November-December, 1994), pp.20-33.

²Chomsky, Noam, “Ch.1: Intentional Ignorance and Its Uses,” in *A New Generation Draws the Line: Kosovo, East Timor and the Standards of the West* (London: Verso, 2001), pp.1-48.

²Rieff, David, “Kosovo’s Humanitarian Circus,” *World Policy Journal*, Vol.17, No.3 (Fall, 2000), pp.25-32.

²Mertus, Julie A., “Legitimizing the Use of Force in Kosovo,” *Ethics and International Affairs*, Vol.15, No.1 (2001), pp.133-150.

Wk.12 (April 12, 15): Case Study: R2P and the Syria Crisis (109+ pages)

¹“Samantha Power’s Case for Striking Syria,” Washington Post, September 7, 2013, on the web at:

<https://www.washingtonpost.com/news/worldviews/wp/2013/09/07/samantha-powers-case-for-striking-syria/>

¹Robert W. Murray and Alasdair McKay, eds., *Into the Eleventh Hour: R2P, Syria and Humanitarianism in Crisis* (E-International Relations Edited Collections, 2014), pp.10-44.

²Robert W. Murray and Alasdair McKay, eds., *Into the Eleventh Hour*, pp.44-75.

²Evan Osnos, “The Samantha Power Doctrine: In the Land of the Possible” *New Yorker*, December 22 and 29, 2014, on the web at:

<http://www.newyorker.com/magazine/2014/12/22/land-possible>

vii. Post-Conflict Peace and Justice

Wk.13 (April 22): Peacebuilding and Truth and Reconciliation Commissions (60, pages)

¹Roland Paris and Timothy Sisk, “Understanding the Contradictions of Postwar Peacebuilding,” in *The Contemporary Conflict Resolution Reader*, eds. Tom Woodhouse, Hugh Miall, Oliver Ramsbotham, and Christopher Mitchell (Cambridge: Polity Press, 2015), pp.301-306.

¹Roger Mac Ginty, “Hybrid Peace: The Interaction Between Top-Down and Bottom-Up Peace,” in *The Contemporary Conflict Resolution Reader*, pp.316-322.

¹Martina Fischer, “Transitional Justice and Reconciliation: Theory and Practice,” in *The Contemporary Conflict Resolution Reader*, pp.325-331.

¹Dan Smith, “Towards a Strategic Framework for Peacebuilding: Getting Their Act Together,” in *The Contemporary Conflict Resolution Reader*, pp.334-338.

²Beswick, Danielle, “Aiding State Building and Sacrificing Peace Building? The Rwanda-UK relationship,” *Third World Quarterly*, Vol. 32, No.10 (2011), pp.1911-1930.

²Rotberg, Robert I., “Ch.1: Truth Commissions and the Provision of Truth, Justice, and Reconciliation,” in *Truth v. Justice: The Morality of Truth Commissions*, eds. Robert Rotberg and Dennis Thompon (Princeton: Princeton University Press, 2010), pp.3-22.

Wk.14 (April 26, 29): Case Study: South Africa and Argentina (106 pages)

¹“Ch.1: Chairperson’s Forward,” and “Ch.5: Concepts and Principles” in *Truth and Reconciliation Commission of South Africa Report: Volume I* (1998), pp.1-24, 103-135.

¹Leigh A. Payne, “Ch.6: Perpetrators’ Confessions: Truth, Reconciliation, and Justice in Argentina,” in *What Justice? Whose Justice?: Fighting for Fairness in Latin America*, eds., Susan Eva Eckstein and Timothy P. Wickham-Crowley (Berkeley: University of California Press, 2003), pp.158-185.

²Gutman, Amy, “Ch.2: The Moral Foundations of Truth Commissions,” in *Truth v. Justice: The Morality of Truth Commissions*, eds. Robert Rotberg and Dennis Thompon (Princeton: Princeton University Press, 2010), pp.22-45.

Wk.15: May 3: TBA

*****THIRD PAPER DUE ON MAY 3*****