



**SSC2037-  
PEACE AND CONFLICT  
STUDIES**

By

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## SSC2037-PEACE AND CONFLICT STUDIES

### DESCRIPTION

In this course, we will focus on theories of violence and discuss conditions for peace. The course will cover many issues related to the approaches, methods, causes and models of violent conflict in the first part. Then in the second part, we will discuss forms of conflict resolution and peace-making, including how to build peace and transform societies to reconcile their differences.

### EXPECTATIONS, GOALS AND LEARNING OBJECTIVES

Some **background knowledge** on important conflicts in history, current conflicts and issues around them, IR theories, and Philosophy of Science is helpful in this course. Students are **expected** to be familiar with the news around the world (regarding conflicts and wars) and they should be able to find and analyse all information about them. In this course, student initiatives to find and spread information and to learn as much as possible about conflicts will be essential and encouraged.

The objectives of this course are to survey the theory and practice of violent conflict and its resolution. The course will discuss some current issues in conflict and peace studies related to causes of violence, and conditions for a durable peace, as well as to gain insight into basic elements of peace and security studies, conflict management and international politics.

During and after completing this course, the students will:

- have a fundamental knowledge of what conflict and peace mean and what the types of conflicts are present in the contemporary world;
- get familiar with conflict and violence models;
- discuss ontological and epistemological issues regarding violence and their studies;
- find a chance to apply these models, concepts and theories to several conflicts;
- understand the main conditions for peace; mainstream approaches for peace, as well as critical ones;
- gain an introductory knowledge on ending conflicts, on some peace models, role of third parties, post-conflict reconstruction, peacebuilding and reconciliation processes.

### COURSE MATERIAL

**MANDATORY COURSE BOOK:** Jolle Demmers, Theories of Violent Conflict: An Introduction, 2<sup>nd</sup> edition, Routledge, 2017 (AVAILABLE IN OUR LIBRARY'S E-BOOKS COLLECTION).

**OTHER COMPULSORY LITERATURE:** In addition to the book, there will be **some compulsory literature, articles, reports and links for most tasks**. This sort of literature will be posted in CANVAS/MODULES.

**LINKS IN DISCUSSION FORUMS:** Important, essential, interesting and necessary links and examples will be posted in DISCUSSION FORUM at the beginning of every week. Students are asked to read/watch or listen to them before the relevant tutorial.

**IMPORTANT** CHECK CANVAS every week, for the additional literature, links and examples in DISCUSSION FORUMS, and for the INFORMATIVE LECTURES and of course for announcements.

**IMPORTANT:** Read news every day and discuss them in the tutorials shortly.

## COURSE ASSESSMENT AND GRADING

### **GRADING:**

Midterm assignments (**EITHER** two quizzes **OR** one quiz + a presentation): 50%

Final paper/Take-home exam: 50%

### **EXPLANATION:**

#### **MID-TERM:**

For their **MID-TERM**, students can choose from

A) Doing **TWO LECTURES WITH QUIZZES**.

Each Quiz will make up **25 percent** of the final grade.

**OR**

B) **INSTEAD OF TWO LECTURES WITH QUIZZES, STUDENTS CAN DECIDE TO DO ONLY ONE OF THEM AND (PLUS) GIVE A PRESENTATION IN THE TUTORIAL.**

**PRESENTATIONS WILL BE GIVEN IN THE LONG PBL MEETINGS AND ONLY BY A TEAM OF TWO STUDENTS!**

Presentations will make up **25 percent** of the final grade.

#### **FINAL:**

**SUBMITTING A FINAL PAPER OR THE TAKE-HOME EXAM: 50 percent of the total grade.**

### **CLARIFICATIONS:**

**LECTURES WITH QUIZZES:** In Week 3, the first Lecture with Quiz, in Week 5 the second Lecture with Quiz will be posted on Canvas.

Quiz questions will be hidden in an audio lecture presentation and in its slides. Students will listen to the presentation, read slides and answer questions.

Since these are applicatory, investigative and explorative quizzes, there can be also some links or references to some literature or cases. Students might be asked to read, study, analyse and incorporate the cases in their answers.

**DEADLINE:** Quiz answers will be submitted two days after they are uploaded to Canvas.

**LENGTH:** A Quiz will require about 1500-2000 words long **essay** from students.

### **PRESENTATION:**

**INSTEAD OF DOING ONE QUIZ,** students can decide to give a presentation IN THE LONG PBL TUTORIALS.

Presentations will be about a course-related matter. They should have a clear research question, argumentation, critical analysis and literature review section. Presentation topic cannot be simply informative. They need to be analytical and critical. Students should do a literature review (especially academic literature).

Presentations will be made by a team of **TWO STUDENTS** and there will be ONE PRESENTATION in each long tutorial.

A presentation will be 15 minutes long.

The night before their presentations, the team will send a short essay/summary of the presentation with the academic references to their teacher and their classmates via Canvas.

These summaries will be VERY SHORT, about 500-700 words summarizing the issue, the theory and method used and state the findings and conclusions. References will not be included in the word count! Our objective here is to help the audience and teachers understand and learn the topic better before the presentation.

These summaries will constitute only **5 percent of the presentation grade**.

**IMPORTANT: Since we have only 6 long PBL meetings, time is highly LIMITED. We advise you to make up your minds about the presentations as soon as possible.**

#### **FINAL PAPER OR TAKE-HOME EXAM:**

For their final grades, students can decide to submit an analytical and academic paper on a course-related issue OR doing the take-home exam.

Both papers and exams will have the same deadline and they will be minimum 2500 words, maximum 3000 words.

**DEADLINE FOR FINALS:** 26 MARCH 2021, 17:30 (05:30 PM).

**NOTE:** Students can write a **group paper** with a peer. In that case, word limit will be min. 4500, max. 5000 words. For this consult your tutor. Take-home exams will be written individually. These are NOT group work (see the rules about plagiarism!).

MORE INFORMATION ABOUT THE FINAL ASSIGNMENT WILL BE POSTED ON CANVAS.

#### **DEADLINES AND IMPORTANT NOTES**

##### **LECTURES WITH QUIZZES:**

**POSTED:** WEEK 3 AND WEEK 5

**SUBMISSION:** TWO DAYS AFTER the quiz is posted

**FINAL PAPERS/TAKE-HOMES:** March 26 (17:30)

##### **IMPORTANT NOTES:**

- Every paper/presentation needs to fulfil academic qualifications. For the requirements and assessment as well as some guidelines and informative texts, check the CANVAS or contact your tutor. If you have questions about writing an academic paper, we advise you to contact the Writing Centre.
- **PLAGIARISM:** Take home exams, Quizzes and individual paper need to be personal. You can study with your peers but you cannot copy each other`s papers/exams. In any assignment, words must be your own, not others. Anything you borrow from somewhere else needs to be referenced clearly.
- Tutors should be informed by the students on a **TIMELY MANNER**, if they want to consider giving a presentation. Ideally there will not be more than **ONE PRESENTATION** in a long tutorial meeting. So, if you are interested in making a presentation, book a tutorial slot in advance.
- We advise you to submit your assignments on a timely and responsible manner, as agreed by you and your tutor at the beginning and try not to change it, unless your tutor agrees.

- Please do not negotiate any **deadline** with your tutors or course coordinator. Try to respect the official deadline. Please consider that for the exams, no personal favours will be made. Everyone is subject to the same deadlines. Any late submission will result with a reduction in your grade (a 24 hours late submission may result with a 20 percent reduction. Later submissions will have more reductions). If you showed a sincere attempt and failed the exam, you may take part in the resit exam (for this see the relevant section below).
- If you have a health related reason for not doing your assignments, your tutor may ask for a doctor's letter or to contact the Examination Committee.

### COURSE ATTENDANCE, ADDITIONAL ASSIGNMENTS AND RESITS

For the course attendance, UCM's rules and regulations will be applied.

For the resit exam, rules and procedures determined by the UCM Academic Rules and Regulations will be applied. These rules can be found in student's or teacher's handbooks.

Resit exam will be in the format of a paper or take-home exam and it will be announced on the first Monday of the official resit week.

### COURSE STRUCTURE (WHAT DO WE DO IN LONG AND SHORT PBL MEETINGS?)

**LONG PBL MEETINGS:** Substantial, conceptual, theoretical and methodological issues will be discussed in long PBL meetings. Students have to study the mandatory literature and answer the given LGs. Presentations will take place in long meetings as well.

**SHORT PBL MEETINGS:** Examples and cases will be discussed in shorter meetings. Students should choose 1 or 2 cases from the given list. Students will read/study the SUGGESTED literature. But they will also find their own resources, make their own research. In these meetings, students are encouraged to find credible, analytical, critical academic literature on the given case(s).

### COURSE SCHEDULE AND TUTORIAL MEETINGS

Week	Topic	Reading	Exercises
<b>TUTORIAL 1</b>	What is Violence? What is Conflict? What is Peace? Role of Identity (individual)	Coursebook INTRODUCTION and Selected readings (check the Task and Canvas for the literature)	Discussing links and examples in the Task
<b>TUTORIAL 2</b>	Individual and Violence And Case discussion	Coursebook Chapter 1, Links/texts in the Task, Individual research and Check Canvas	Rwanda (also the documentary)

<b>Week</b>	<b>Topic</b>	<b>Reading</b>	<b>Exercises</b>
<b>TUTORIAL 3</b>	Society, Violence and Prolonged conflicts	Coursebook Chapter 2 and Literature given in the task and Canvas, Links in the Task (check Canvas for additional literature)	Discussing links (check DISCUSSION FORUMS as well)
<b>TUTORIAL 4</b>	Mobilisation of Minorities And Case discussion	Coursebook (selected pages) and additional literature mentioned in the task and in Canvas (for the case: Individual research and Check Canvas for suggestions)	Suggested: Mali, Myanmar, Hong Kong, Black Lives Matter, Boko Haram, Ethiopia, Uighurs in China, ISIS, Syrian war, Yemeni war
<b>TUTORIAL 5</b>	Structure, discourse and violence	Coursebook (and additional literature in the task and on Canvas)	Discuss examples and links in DISCUSSION FORUMS
<b>TUTORIAL 6</b>	Structural conflicts and Anti-structure protests	Individual research and Check Canvas	Some cases are suggested in the task
<b>TUTORIAL 7</b>	Positive Peace	Check task and Canvas for the literature	Examples and links in DISCUSSION FORUMS
<b>TUTORIAL 8</b>	Peace-building in the community	Check the task and canvas for the literature and Individual research	Short documentaries
<b>TUTORIAL 9</b>	Gendered and racial violence	Check the task and Canvas for literature	Examples and links in DISCUSSION FORUMS
<b>TUTORIAL 10</b>	Peacekeeping and Peacemaking	Check the task and Canvas for literature	Learn about some UNPK operations and some humanitarian interventions (Iraq, Afghanistan, Libya etc)

Week	Topic	Reading	Exercises
TUTORIAL 11	Reconciliation, Democratisation and Peacebuilding	Check the task and canvas for literature	Colombia, Germany, Rwanda, South Africa,
TUTORIAL 12	Cases	Individual research and Check Canvas	Suggested cases: Colombia, Germany, Rwanda, S. Africa,
	Exam week		Take-home exam or a final paper

### PRE-RECORDED LECTURES AND LIVE LECTURES

**INFORMATIVE LECTURES:** Course teachers might post INFORMATIVE AND PRE-RECORDED LECTURES for students to help them navigate in the course content easier.

**ONLINE/LIVE LECTURES:** IN THE WRITING OF THIS MANUAL, 5 LIVE LECTURES HAVE BEEN PLANNED.

PLEASE NOTE THAT LECTURES ARE ON WEDNESDAYS AND THEY ARE NOT MANDATORY.

**PLEASE FEEL FREE TO INVITE YOUR FRIENDS TO THESE LECTURES.** LECTURES ARE OPEN TO ALL CURIOUS STUDENTS!

**RACHEL BENAÏM-ABUDARHAM:** ISRAEL-PALESTINE CONFLICT -10 FEBRUARY

**DASTAN JASIM:** KURDS AND THEIR STRUGGLE- 24 FEBRUARY, 13:00

**SUSANA CARMONA CASTILLO:** EXTRACXTION AND CONFLICT- 24 FEBRUARY

**BASAR BAYSAL:** FARC AND PEACE IN COLUMBIA- 10 MARCH, 15:00

**BIRSEN ERDOGAN:** TURKEY AND ARMENIA RECONCILIATION – 17 MARCH

### NOTES

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## PART I: VIOLENCE AND CONFLICT

### MEETING 1-TASK 1: VIOLENCE, CONFLICT AND PEACE: CONCEPTS, DEFINITIONS

Conflict is more common than one can imagine. In our daily lives, we are in conflicts very often. Be it with your sibling, your parents or a driver in the traffic. Many of us do not even question some conflicts as they are naturalized; conflict between political left and rights, conflict between trade unions and employers, or conflict between children and parents, students and school management, pro-life and pro-choice groups, feminists and governments and so on. Many conflicts are part of the modern life and its institutions. Some of them are intrinsic to being human beings and having social relations with others. We should start this course with this realization: Conflict is part of who we are and our relations, just like love, peace, hate, hope and anger. Violence though is harmful, dangerous and usually breeds more violence.

What makes conflicts complicated is their subjective nature: Parties in the conflict believe that their side is right thus they should win. Perspectives and interpretations of parties in conflicts are subjective and relative. Conflict is an individual (ontological) matter. It is about who you are and your existence.

Violence is dangerous and it can be predicted and prevented. How?

Peace is a complicated and difficult task especially if one is aiming at establishing 'positive peace.' Peace is not only social, cultural, economic and political but it is also a structural and systemic matter.

In the first task, we will discuss important concepts in this field. We will also learn some models and approaches of peace, conflict and violence.

#### LITERATURE:

- Read INTRODUCTION of Jolle Demmers book

#### OR

- Read Miall Chapter 1 pp. 10-16, 23-32 (on Canvas)

#### THEN READ THIS:

- Read Chapter 1 What is Peace here: <https://pestuge.iliauni.edu.ge/wp-content/uploads/2017/12/David-P.-Barash-Charles-P.-Webel-Peace-and-Conflict-Studies.pdf>

#### TAKE A LOOK AT THESE REPORTS HERE:

- Take a quick look at this report here: <https://www.prio.org/utility/DownloadFile.ashx?id=2117&type=publicationfile>
- Take a look at this one here: <https://www.prio.org/utility/DownloadFile.ashx?id=2193&type=publicationfile>
- Look at the sections called Highlights, Rankings, GPI Trends, and Positive Peace (pp.50-56) [https://www.visionofhumanity.org/wp-content/uploads/2020/10/GPI\\_2020\\_web.pdf](https://www.visionofhumanity.org/wp-content/uploads/2020/10/GPI_2020_web.pdf)

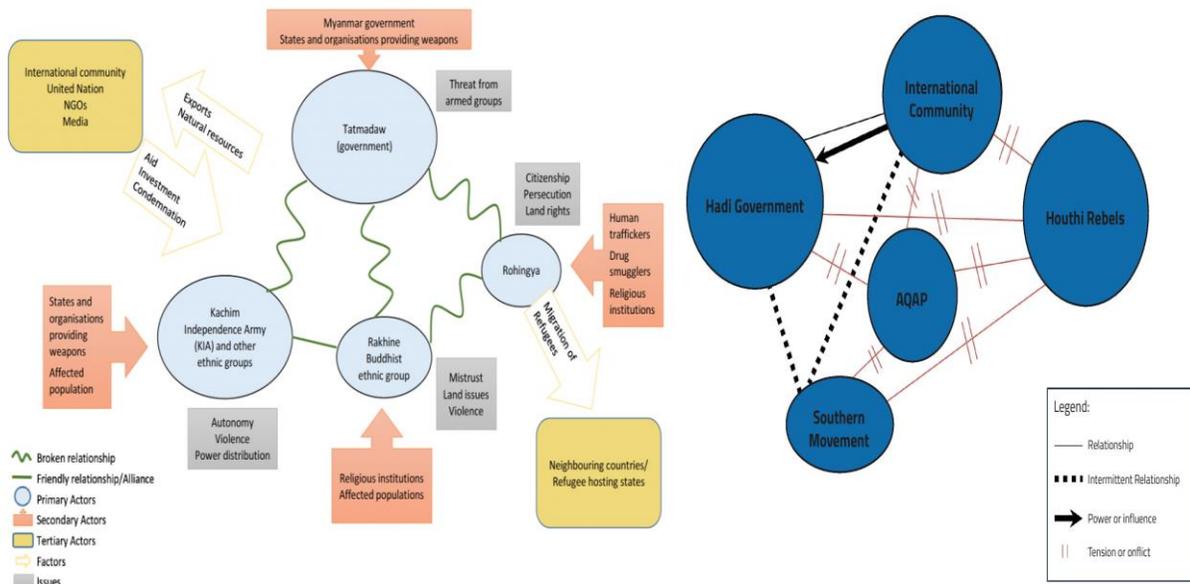
#### LEARNING GOALS:

1. What is conflict? What are the conflicts you personally experience or witness the most in your life?
2. What is war? What is violence?
3. What is Peace?
4. What do you think in your societies make violence rare, if it is rare? What makes peace possible?
5. Explain Galtung's triangle model. Apply this model to a conflict you know.
6. What is Positive and Negative peace?
7. What is structural violence? What are examples of structural violence in your society?

8. What are stages of a conflict escalation and de-escalation?
9. What is conflict mapping? What is its purpose?
10. How are peace and conflict measured?
11. Based on the reports given above, discuss: Conflict trends, peace trends, war types, peace agreements, ending conflicts, emerging conflicts and resuming conflicts in 2020.
12. Do we have more wars since 1975? Have conflict types changed? Do we have more peace? Discuss why.
13. Take A quick look at the graphs, maps below. IF YOU HAVE TIME LEFT, MAP A CONFLICT IN THE TUTORIAL.

**BELOW TWO SIMPLE CONFLICT MAPS (MYANMAR AND YEMEN** (retrieved from <https://blogs.kent.ac.uk/carc/2018/01/30/conflict-map-of-myanmar-and-the-rohingya/> AND <https://www.bic-rhr.com/research/yemen-policy-report-3-civil-war-yemen-understanding-actors>)

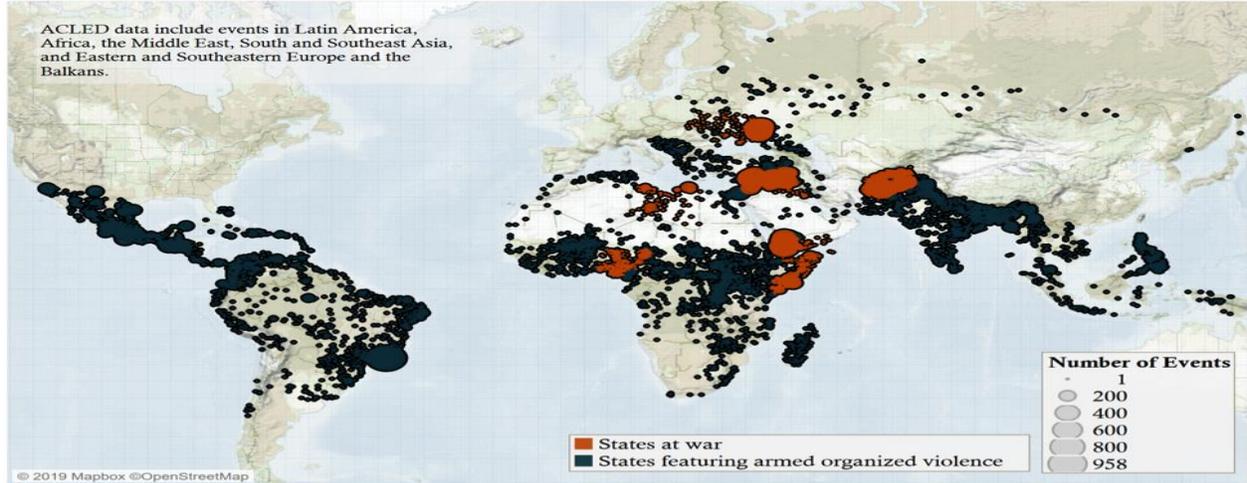
Graph 10. Relationship Mapping of Actors in Yemen



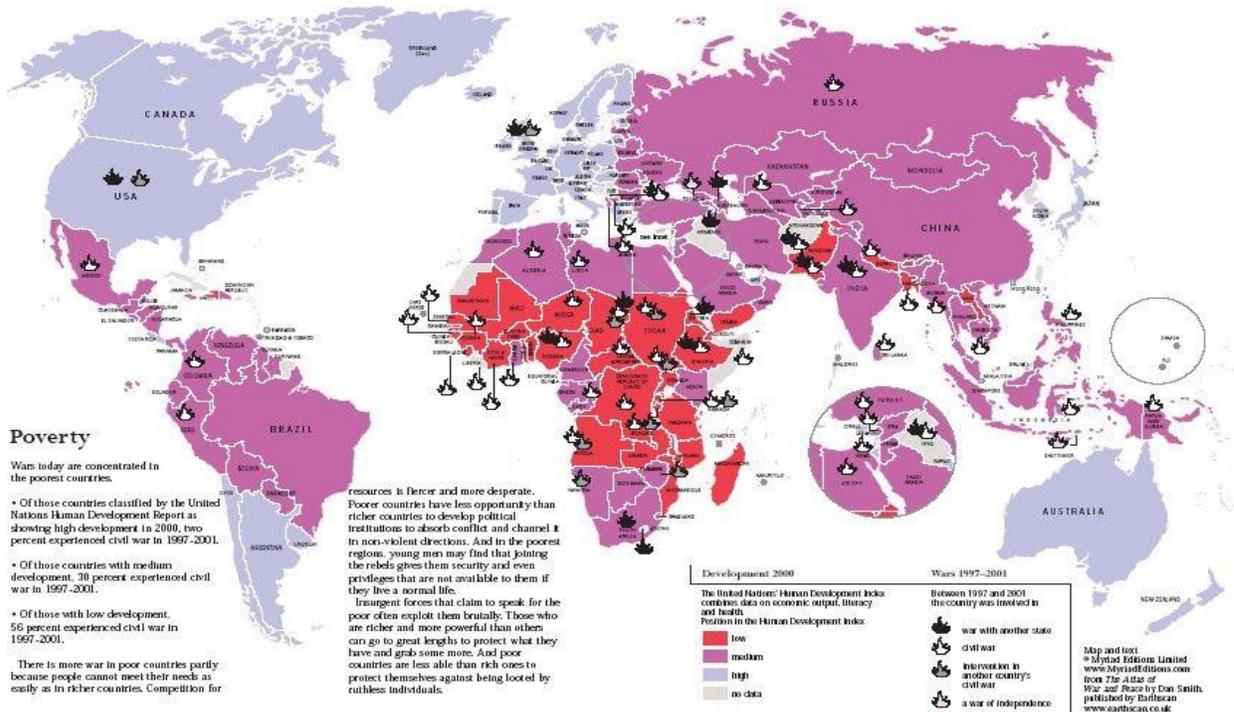
## CONFLICT TRENDS

<https://www.acleddata.com/2019/10/17/global-conflict-and-disorder-patterns/>

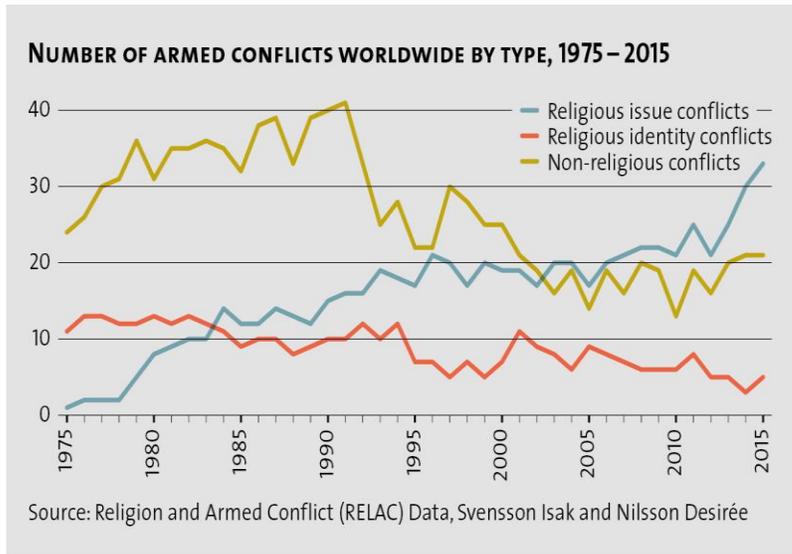
### *Armed conflict events in states at war & with armed organized violence* 1 January 2018 - 31 August 2019



## WORLD CONFLICTS AND POVERTY



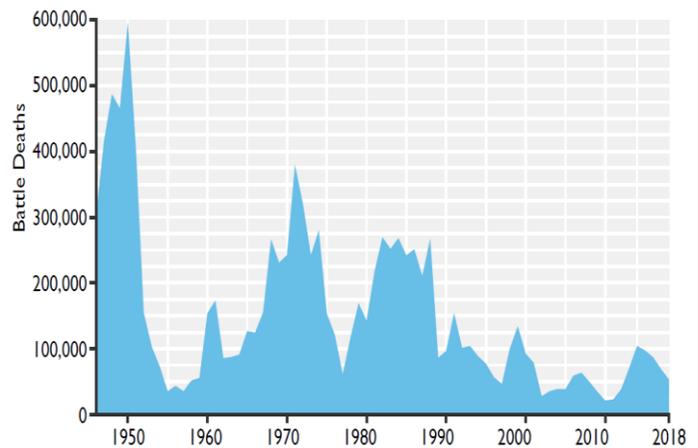
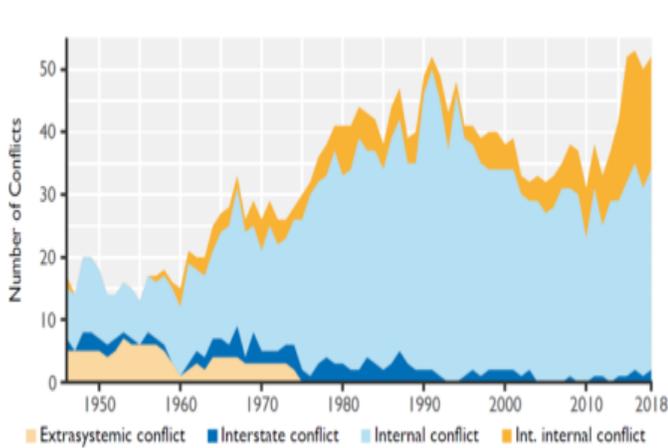
<http://www.systemicpeace.org/CTfigures/CTfig03.htm>



Policy Perspective Vol. 6/1, February 2018



<https://isnblog.ethz.ch/conflict/trends-in-armed-conflict-1946-2018>



## NOTES

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## MEETING 2-TASK 2: INDIVIDUAL AND VIOLENCE

Identity is both about being **unique** (I am me!), also about **sameness** and being part of a group (I belong to ....!) and **difference** (I don't belong to them!). Some claim identities are constructed. As opposed to constructivists, some thought that identity was given or natural (primordialism). Identity politics can be emancipatory (give examples). Identity politics can be exclusive, dangerous and even violent (give examples). Some identity politics require the extinction of the other. Other is seen as inferior or dangerous. Such (identity) politics might lead to ethnic cleansing, racism or genocide (examples?). Demmers criticize the following formula: "Identity causes conflicts" She reveals a riddle: is the identity a cause or a result of a conflict? Is someone a Hutu or Tutsi naturally OR is he/she made of one? Do identities change or are they fixed? In violence and conflict studies, even though majority of scholars agrees that identities are constructed, they disagree about who constructs them.

Discuss the Rwandan case and how identities constructed or played a role in the making of genocide (some excerpts are given below):

### LITERATURE:

- Watch this video here: <https://www.coursera.org/lecture/violence/are-we-born-bad-biological-and-psychological-determinants-Lc9y1>
- Read Course book Chapter 1.
- Weir's text OR Schraml's text (can be found on Modules in Canvas)

Read ONE of those below:

- <https://www.e-ir.info/2016/06/01/linking-instrumentalist-and-primordialist-theories-of-ethnic-conflict/>
- <https://www.e-ir.info/2020/11/19/the-identity-matrix-and-contemporary-conflict-in-sub-saharan-africa/>
- <https://www.e-ir.info/2020/06/24/the-rituals-of-a-massacre-mapping-violence-during-the-rwandan-genocide/>
- Baylis, Smith and Owens text about the Rwanda case study for different theories/approaches (on Modules in Canvas)
- If you have time, watch: **Ghosts of Rwanda**: <https://www.youtube.com/watch?v=VJAuyIRfYIM>

### LEARNING GOALS:

1. What is identity? What is social identity?
2. What is reification?
3. What is ethnicity? Why is it important? What are elements of ethnicity?
4. What is primordialism? What are the problems with it?
5. What is constructivism? How are these approaches different from each other?
6. According to the informative video. is violence hereditary? Is it learned? Can it be controlled, predicted, or prevented?
7. What are the conditions leading to violence?
8. In the remaining half an hour, discuss Rwanda genocide based on the given texts.: What is the role of primordialism and constructivism in Rwanda genocide? What is the role of identity? How is violence mapped?
9. What is the role of colonialism and power and racial relations?

NOTES

Mod. 3



Amazina y'abana n'igihe bavukiye  
Noms, prénoms et date de naissance des enfants.

Amazina Noms et Prénoms	Yavutse kuwa Né le	Igitsina Sexe
1. MUREKAZI	15/3/79	
2. MURAHANGA	14/10/81	
3. BANYAMUKIRA	1985	
4. UHIREJIMANA	22/1/88	
5. OTE T. B.	35/2/91	
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Ubwoko (Hutu, Tutsi, Twa, Naturalisé)  
Ethnie

Aho yavukiye ... REMERA  
Lieu de Naissance

Italiki yavutseho ... 1954  
Date de Naissance

Umwuga ... CHEV. F.F. U. KAGYIRU  
Profession

Aho atuye ... REMERA  
Lieu de domicile

Amazina y'uwo bashakanye  
Noms du Conjoint ... FERU

N° C.I.

Umukono cyangwa igikumwe cya nyirayo  
Signature ou l'empreinte du titulaire

Mod. 3



Amazina y'abana n'igihe bavukiye  
Noms, prénoms et date de naissance des enfants.

Amazina Noms et Prénoms	Yavutse kuwa Né le	Igitsina Sexe
1. Umurazamba	27/8/79 B	
2. Umuhazoz	13/10/82 B	
3. Umupereya	16/11/88 B	
4. Umuhazoz	15/11/98 B	
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Ubwoko (Hutu, Tutsi, Twa, Naturalisé)  
Ethnie

Aho yavukiye ... Bushamara  
Lieu de Naissance

Italiki yavutseho ... 1954  
Date de Naissance

Umwuga ... Muzi  
Profession

Aho atuye ... Bushamara  
Lieu de domicile

Amazina y'uwo bashakanye  
Noms du Conjoint ... MARAMBA

N° C.I. ... 5104

Umukono cyangwa igikumwe cya nyirayo  
Signature ou l'empreinte du titulaire

### MEETING 3-TASK 3: SOCIETY, VIOLENCE AND PROLONGED CONFLICTS

Prolonged conflicts are known as Protracted or Intractable conflicts. They have some commonalities: colonial past, broken societies, and fragile governments supported by some external powers. In this view, many conflicts are consequences of decades old grievances. And unfortunately, these conflicts are very complicated to resolve. Examples are IRA, ETA in Basque, Israel-Palestine, Jihadists versus governments/West, Tibet or Uighurs in China, Catalans in Italy, Zapatistas in Mexico, Tuaregs in Mali, FARC in Colombia, Northern Cypriots in Cyprus, Kurds in several countries, conflicts in Yemen, in Iraq, in Syria so on so forth).

#### LITERATURE:

- Listen to the **Informative Lecture** on Canvas.
- Read coursebook Chapter 2
- Read Ramsbotham's text on Azar's PSC Theory (until page 118) on Canvas **OR** Coursebook Chapter 4 (skip pages between 93-101 from Ted Gurr: Why Minorities Rebel? To Conclusion. But **READ** Conclusion!).
- Read Sociopsychological Foundations of Intractable Conflicts by Bar-Tal (on Canvas) **OR** Bar-Tal Intractable Conflicts (this book is available in our library) Chapter 1 Nature of Intractable Conflicts
- Watch this informative video here: <https://www.coursera.org/lecture/violence/strain-theory-other-sociological-determinants-S87la>

#### LEARNING GOALS:

1. You have listened to the informative lecture by the course coordinator. How are different approaches in conflict, violence and peace studies classified? Why is this important?
2. Explain this classification by referring to Hollis matrix used by Demmers.
3. What are the causes of community or inter-group violence? What are relevant theories?
4. What kind of social and political conditions lead to conflict? Discuss Azar and his PSC theory.
5. What are approaches mentioned in the informative video?
6. Have you ever joined a protest? What made you join it? Why were you convinced that it was necessary?



#### NOTES

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## MEETING 4-TASK 4: MOBILISATION OF MINORITIES AND CASE DISCUSSION

In this meeting, you will continue discussing Azar's PSC theory and blend it with Ted Gurr's Minority Mobilisation model.

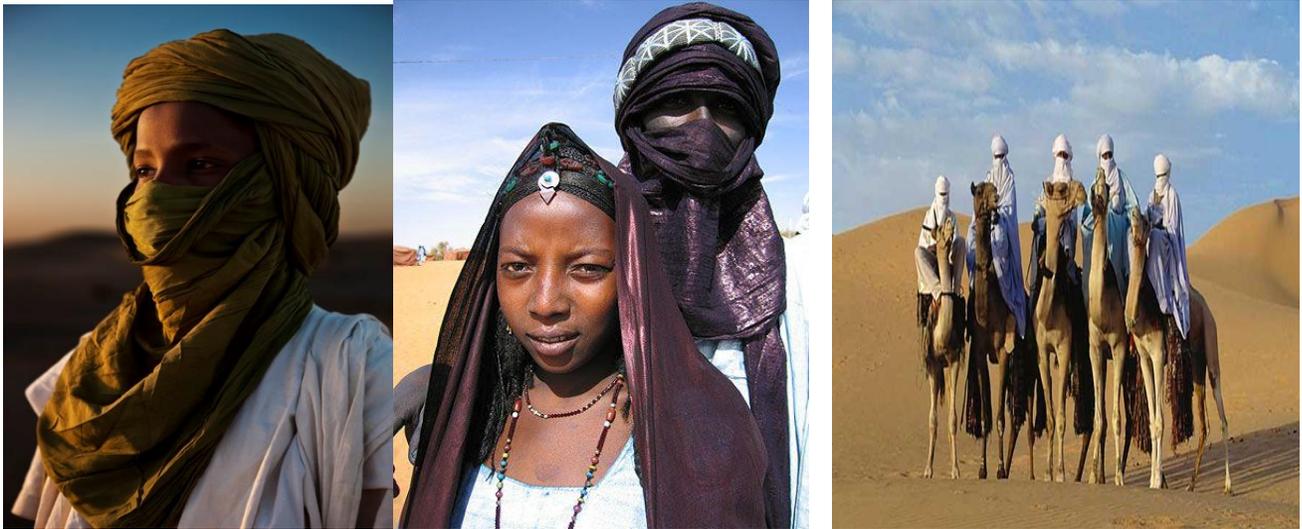
According to Azar and Gurr, there are certain conditions (opportunities) for minorities (or identity group) to rebel.

Discuss one or two cases based on Azar's pre-conditions and Gurr's mobilisation model.

We suggested Tuaregs in Mali and Rohingyas in Myanmar but you can also choose a different case (Hong Kong, Ethiopia, Cyprus, former Yugoslavia, Latin America, Boko Haram in Nigeria, Black Lives Matter protests, Syrian civil war, war in Yemen, Uighurs in China so on so forth).

### TUAREGS

The armed conflict between some Tuareg groups and the government of Mali has been going on for some time and it is internationalized with the involvement of external actors. In this conflict, colonial policies, natural resources, availability of weapons, poverty and unfulfilled needs, deeply rooted grievances, the mobilization of an armed group and finally parties entering into the vicious cycle of violence played considerable roles. This is a sad story of Tuareg people and many others; 'orphans of desert' as Al-Jazeera called them in its well-made documentary.



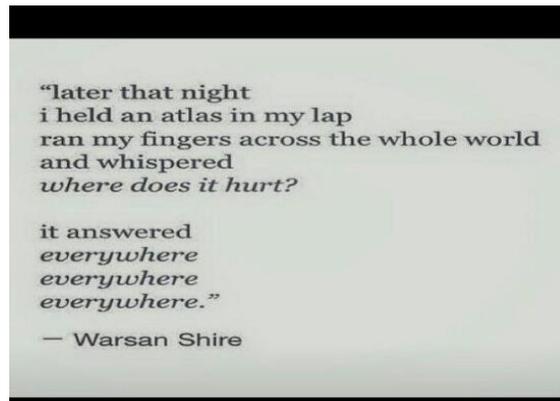
### ROHINGYAS

According to the report of a UN Fact Finding Mission on Myanmar, atrocities against Myanmar's Rohingyas are out-of-proportion and in a horrific scale. In addition to torture, killings, forced migration, and burning villages, a pattern of rape and other forms of sexual violence committed on a shocking scale. Hundreds, possibly thousands, of Rohingya women and girls were brutally raped, including in public mass gang rapes. Many victims were then killed or mutilated. This represents a particularly serious pattern of orchestrated and condoned sexual violence.

The report further details how the extreme violence perpetrated against the Rohingya in 2017 and their mass expulsion can only be properly understood against a backdrop of decades of institutionalised oppression and persecution affecting the lives of the Rohingya "from birth to death". This includes the denial of legal status and identity; restrictions on freedom of movement, access to food, livelihood, health and education; and restrictions affecting private life such as marriage and birth...

The report also investigated the rampant hate speech in Myanmar disseminated through public pronouncements, religious teachings and traditional and social media including Facebook. “The Myanmar authorities have emboldened those who preach hatred and silenced those who stand for tolerance and human rights,” the report notes. “By creating an environment where extremists’ discourse can thrive, human rights violations are legitimised, and incitement to discrimination and violence facilitated.” (retrieved from <https://www.ohchr.org/EN/HRBodies/HRC/Pages/NewsDetail.aspx?NewsID=23575&LangID=E> or here <http://burmacampaign.org.uk/media/International-Fact-Finding-Report-on-Myanmar.pdf> ).

Labelled as ‘Jihadists’ by the Myanmar government, according to a report Rohingyas lived in one of the poorest regions of Asia (poverty rate 78 percent) and they have been marginalised and persecuted for decades as the ‘ethnic other’ of the majority population.



**LITERATURE:**

- Read coursebook page 94 **AND** A Framework for Mobilisation by Harff and Gurr (on Canvas).
- If you have time: Chapter 2 and 3 of Bar-Tal’s book on Intractable Conflicts are also excellent texts about mobilisation of minority/identity groups and escalation of conflicts to a violent level (book is available in our library’s e-book database)

**LEARNING GOALS:**

1. Why do minorities rebel? How do they mobilise according to Gurr and Harff?
2. Apply Azar’s pre-conditions (from the previous readings) and Gurr’s mobilisation model to your case(s). If you have read Bar-Tal you can use his ideas as well.

**NOTES**

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## MEETING 5-TASK 5: STRUCTURE, DISCOURSE AND VIOLENCE

Do we attempt to resolve conflicts by addressing their root causes or do we simply try to fix and contain a single incident? Is it true that war is a by-product of social and economic conditions and conflicts are the outcome of history of oppression, certain structures, institutions and economic systems? In this light, scholars from Global South focusses on the role of historically established unequal racial relations, colonialism, exploitation (of people and natural resources) and neoliberal markets.

### LITERATURE:

- Read coursebook Chapter 3 till page 75 (and Conclusion) AND Chapter 6.
- Watch Kony Campaign video (Invisible Children) and read the relevant text about it.
- If You have time watch BBC's Untold Story (a documentary about Rwanda genocide) and then read this critical article here: <https://www.e-ir.info/2014/11/17/bbc-and-genocide-in-rwanda-conflict-of-competence-over-post-genocide-narrative/>

### LEARNING GOALS

1. Discuss this statement: If in a country average life expectancy is 85 years and if somewhere else it is 55 years, that 30 years difference is due to the STRUCTURAL VIOLENCE.
2. Why is structure important? How can it be violent?
3. Why would one claim that starting a war and ending it is a discursive act?
4. How is the enemy constructed?
5. How is violence made possible through discourses? How are discourse and structural approaches different than the others?
6. What is the role of power relations, images and representation in understanding or explaining violence?
7. Why are these approaches called Critical? Are they explaining or understanding (interpretative)?
8. Can individuals challenge the structures? Discuss why the Dutch journalist Teun van de Keuken turned himself in a Court claiming that he was involved in slavery by eating chocolate in 2004 (explained here: <https://tonyschocolonely.com/us/en/our-story/our-timeline> ).

### NOTES

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## MEETING 6-TASK 6: STRUCTURAL CONFLICTS AND ANTI STRUCTURAL PROTESTS

### NIGERIA'S OIL

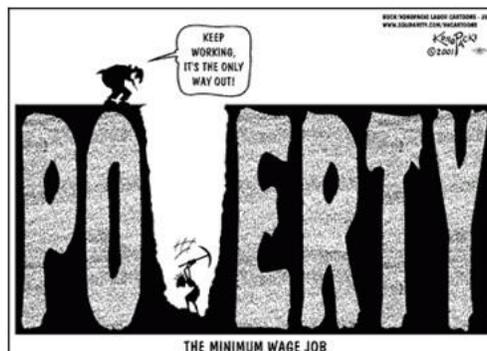
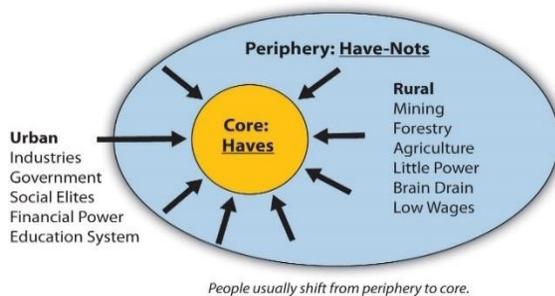
“As western oil companies loot some \$140 Billion a year of Nigeria’s black gold two thirds of the country’s 100 million people live on less than \$2 a day. Nigeria’s “official” oil production figures show about 3 million barrels a day being pumped from their oil fields into the holds of western tankers though for decades now informed observers have estimated up to one third of all Nigerian oil is actually “stolen”, secretly loaded onto oil tankers after bribes are paid to corrupt government officials. If 4 million barrels of oil are being shipped out of Nigeria daily at \$100 a barrel, times 30 days a month times 12 months you arrive at almost \$150 Billion year in potential oil revenues for Nigeria. The problems is not just theft but the fact that the western oil companies are literally looting Nigeria’s oil, paying as little as a 9% royalty. Do the math, 9% of \$150 Billion minus the one third oil that is stolen and the Nigerian government only receives about \$10 billion a year of this amount. Simply put, at \$100 a barrel the western oil companies get \$91 and Nigeria only gets \$9. Or more shockingly, Big Oil makes \$140 billion a year vs. Nigeria’s \$10 Billion” (<https://www.counterpunch.org/2012/05/22/the-looting-of-nigeria/>).

### EBOLA AND STRUCTURAL VIOLENCE

As of October 2014, the disease had killed 4,951 and infected 13,567.2 It has crippled families, health systems, livelihoods, food supplies and economies in its wake. How did it get to this? The scale of the disaster has been attributed to the weak health systems of affected countries, their lack of resources, the mobility of communities and their inexperience in dealing with Ebola.

This answer, however, is woefully de-contextualized and de-politicized. A different set of explanations [is] rooted in the history of the region and the political economy of global health and development.... this briefing highlights how structural violence has contributed to the epidemic.

Structural violence refers to the way institutions and practices inflict avoidable harm by impairing basic human needs.... Structural violence in this case must be understood in the context of a regional history and global economy that have cultivated inequalities. It is no coincidence that Guinea, Liberia, and Sierra Leone are three of the poorest countries in the world; their rich natural and human resources have long been extracted for elite and foreign profit – as opposed to being developed for the benefit of the majority of their populations. The result has been legacies of distrust and governments that are unable to provide basic services, health included.... The epidemic is neither bad luck nor inevitable. It should be understood as the human-made result of international extraction and local exploitation (Annie Wilkinson and Melissa Leach, “Briefing: Ebola: Myths, Realities and Structural Violence” *African Affairs*, 136:148, 2014).



In this meeting, you can discuss your selection of case(s) and discursive and structural elements in it.

**Suggested cases** are: Covid and poverty, Covid and unjust distribution of vaccines, anti-structural protests (Arab spring, Algeria, Lebanon, Egypt, Iraq, so on), climate change as a structural problem, neoliberal economy related conflicts such as oil, precious gems and natural resources related conflicts.

**LITERATURE:**

- CHECK Canvas for suggestions.

**LEARNING GOALS:**

1. What are the structural elements in your case(s)?
2. What are the discursive elements?
3. Why do you think we have structural issues/conflicts?
4. How do you think they can be solved?
5. What is the difference between problem-solving theory (rational) and critical theory? Why are rational approaches often failing according to critical approaches?
6. Is conflict a discursive construct? Why do you think discourse plays a role in a conflict?
7. How can you criticise these approaches?

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## MEETING 7-TASK 7: POSITIVE PEACE

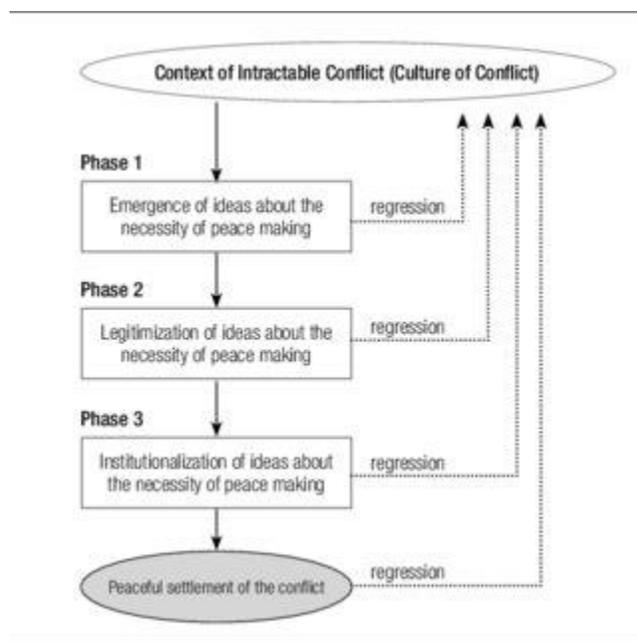
Peace is not easy to achieve. Everyone in the conflict/society has to work for it. In this meeting, we will discuss the concept of positive peace.

### LITERATURE:

- Make a quick research about Galtung (check Canvas for suggested texts).
- Read pages 8-16 and then 41-66 here: <http://economicsandpeace.org/wp-content/uploads/2015/10/Positive-Peace-Report-2015.pdf>
- Read Bar-Tal Chapter 9 Breaking the Cycles of Intractable Conflicts

### LEARNING GOALS:

1. Who is Galtung? What has he achieved?
2. What is Positive Peace according to the Positive Peace Report?
3. What are its pillars?
4. What are the phases of Breaking Cycles of Intractable Conflicts according to Bar-Tal? What are possible problems in each phase?
5. Who are the main actors and what are their roles?



### NOTES

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## MEETING 8-TASK 8: PEACEBUILDING IN THE COMMUNITY

In this meeting we will discuss how peace can be achieved in small communities and through peace workshops.

### LITERATURE:

- Read Herbert Kelman's article on Interactive Problem-Solving workshops (on Canvas)
- Watch these 3 short documentaries here: <https://shiftproject.org/resource/corporate-community-dialogue-documentary-series/>
- Read <https://www.e-ir.info/2014/07/08/rwandas-mediation-of-memorialization-through-community-based-sociotherapy/>  
**OR**
- [https://www.researchgate.net/publication/257837727\\_Intergroup\\_Contact\\_as\\_a\\_Tool\\_for\\_Reducing\\_Resolving\\_and\\_Preventing\\_Intergroup\\_Conflict\\_Evidence\\_Limitations\\_and\\_Potential/link/57f5e3ad08ae8da3ce55365b/download](https://www.researchgate.net/publication/257837727_Intergroup_Contact_as_a_Tool_for_Reducing_Resolving_and_Preventing_Intergroup_Conflict_Evidence_Limitations_and_Potential/link/57f5e3ad08ae8da3ce55365b/download)  
**OR**
- [https://www.researchgate.net/publication/245336042\\_An\\_Experiment\\_in\\_Peace\\_Reconciliation-Aimed\\_Workshops\\_of\\_Jewish-Israeli\\_and\\_Palestinian\\_Youth](https://www.researchgate.net/publication/245336042_An_Experiment_in_Peace_Reconciliation-Aimed_Workshops_of_Jewish-Israeli_and_Palestinian_Youth)

### LEARNING GOALS:

1. Who is Herbert Kelman? What has he achieved?
2. What is his approach about? What are its advantages/promises? What are its disadvantages/pitfalls?
3. What are its main characteristics, rules, codes?
4. Can this approach be used in all conflicts? Discuss.
5. You watched 3 short documentaries. What is common in them? Who are the parties? What is the issue about?
6. What is the role of each party?
7. How is the dispute escalated? How is the dispute de-escalated? Is it solved?
8. You have read one of the links given above. What is the main argument? What did these texts/videos make you think of? Are they realistic? Can we use these methods in big-scale conflicts?

### NOTES

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## MEETING 9-TASK 9: GENDERED AND RACIAL VIOLENCE

Some claim that even in the absence of a 'war', certain groups in the population still continue to suffer on daily basis.

This is a normalised violence because it is in the deep-rotted old structures, such as sexual violence or racial violence.

In this meeting you will discuss, why these forms of violence still continue even (or especially) in developed states and how it can be overcome.

### LITERATURE:

- Read Naruzzaman article on Canvas.

Read at least TWO of these:

- <https://www.e-ir.info/2015/05/22/postrukturalism-and-feminism-the-interplay-between-gender-language-and-power/>
- <https://www.e-ir.info/2021/01/13/queering-genocide-how-can-sexuality-be-incorporated-into-analyses-of-genocide/>
- How Gender Intersects with Political Violence:  
<https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-308?print=pdf>
- <https://medium.com/age-of-awareness/structural-violence-and-the-perpetuation-of-anti-black-racism-58064a8bf04c>
- We may post some more interesting and relevant literature/resources/cases on Canvas.

### LEARNING GOALS:

1. Why do we have racial, gendered or sexual violence? Do conflicts and violence have a racial, gendered and/or sexual dimension?
2. When or where are racial and sexual violence common?
3. Who are the victims? Perpetrators?
4. How can it be prevented?
5. What is the difference between feminist and critical theory and other approaches according to Naruzzaman?
6. What is the relationship between power, violence and language?
7. You are given some links. Why should women, youth and indigenous communities playing an important role in peace-making according to them?
8. Why is their role indispensable and important?
9. What is the role of culture and bottom-up practices in making peace? Give examples.

### NOTES

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## PART II: THIRD PARTIES AND AFTERMATH OF VIOLENCE

### MEETING 10-TASK10: PEACEKEEPING AND PEACEMAKING

UN peacekeeping began in 1948 when the Security Council authorized the deployment of UN military observers to the Middle East. Since then, 71 peacekeeping operations have been deployed by the UN, 58 of them since 1988. PK operations vary depending to their mandate, their chain of command and their rules of engagement. See below:

	Missions	Contributing states	Military	Civilian
• 1988 first generation:	5	26	9,600	1,500
• 1994 second gen.:	17	76	75,500	2,260
• 2000 third gen.:	14	89	37,300	3,240
• 2006 November:	18	112	81,000	15,000
• 2010 October:	15	112	83,100	16,400
• 2012 October	15	115	96,927	17,966
• 2013 October	16	115	116,837	16,822
• 2016 December	16	123	100,000	16,400
• 2018 November	14	124	89,606	12,932 <sup>1</sup>

Note that since Rwanda and Srebrenica, a lot has changed in the PK.

#### LITERATURE:

- Check Canvas for the literature.

#### LEARNING GOALS:

1. What is peacekeeping? How has it changed/evolved? Watch the Ghosts of Rwanda documentary!
2. What are the strengths and weaknesses of UNPK?
3. Study some examples from UNPK official page.
4. What are the functions of third-party interventions?
5. What are the problems with these interventions?
6. Learn about some humanitarian interventions (Iraq, Libya, Afghanistan, Kosovo).
7. How can UNPK and interventions be improved?
8. Study the literature and discuss these questions with examples.

#### NOTES

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<sup>1</sup> Visit here for the information about UN-PK: <https://peacekeeping.un.org/en/data>

**IF YOU DON'T COME TO DEMOCRACY**



**DEMOCRACY WILL COME TO YOU**

**MEETING 11-TASK 11: RECONCILIATION, DEMOCRATISATION AND PEACEBUILDING**

Ottoway thinks that enforced democratization might not work if the country in question does not have certain background conditions. However, in all cases when the violence is over, it might be necessary to have a closure to settle the accounts with the past and to move forward. In this vein, perhaps some sort of 'healing' is necessary. But how to find the right way to heal and look ahead as a society?

**LITERATURE:**

- Read Ottoway text on Canvas.
  - Study the additional literature given on neoliberal peace-building.
  - Read the Miall text
- OR**
- Bar-Tal's Chapter 11

**LEARNING GOALS:**

1. What is enforced democratisation entail? How is Ottoway criticising it?
2. Can enforced democratisation work? If so, how?
3. What are the problems with neoliberal peace-building? How can peace-building be improved?
4. What is reconciliation? What are different forms of it? Give examples.
5. How is reconciliation linked to positive peace? How/when can reconciliation work?

**NOTES**

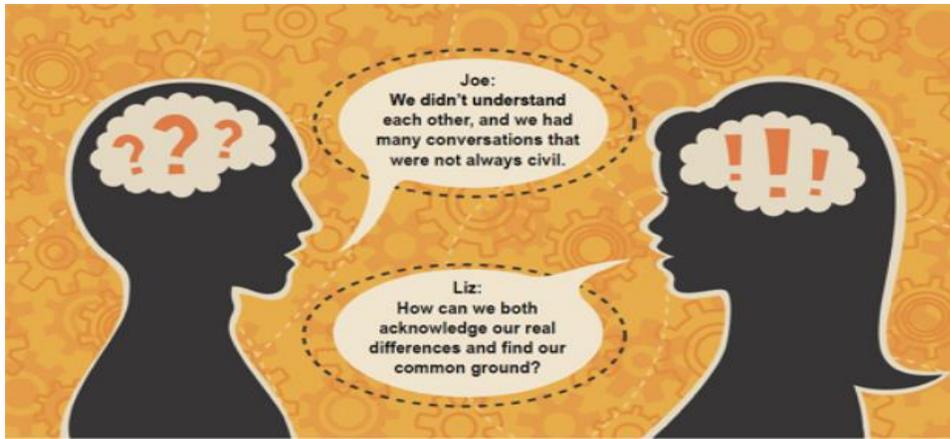
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## MEETING 12-TASK 12: CASES

### LITERATURE:

- On Canvas you can find some suggested articles and cases.

### LEARNING GOALS:

1. How did the reconciliation work or fail?
2. How did the democratisation work or fail?
3. Use what you have learned so far in explaining your cases: role of stakeholders, causes of the conflict, issues at hand, processes, discourses, structures, roles, institutions, bottom-up and top-down processes.
4. What kind of conditions do you think make peace possible?

## NOTES

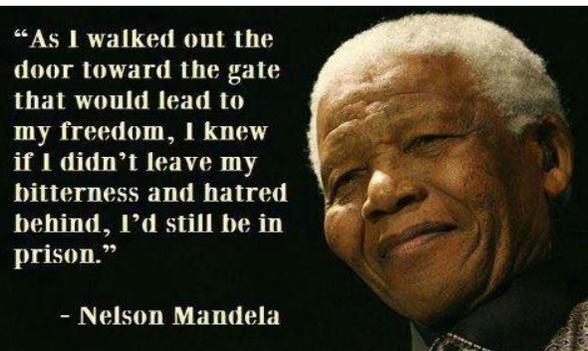
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## NOTES

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### AS A GOODBYE AND THANK YOU:

It is awesome that you took this course and enriched it with your participation, ideas, comments and verbal or written contributions.

We hope that you enjoyed learning about conflict resolution and found discussions, cases and literature interesting. We also hope that what you learned here will stay with you and guide you in your future careers.

For a peaceful world and a happy planet...

Thank you 😊



**NOTES**