



*Academic Year 2019-2020*

## **UPM 6001 UPEACE Foundation Course**

### ***Course Syllabus***

**Monday 26 August to Friday 13 September 2019**

**Coordinator: Dr. Amr Abdalla**

**(Office Hours: Monday to Friday 2:00 p.m.-3:00 p.m.)**

**Office: PCS Visiting Professor Office 1 located at Building 5, first room**

#### **Instructors:**

- *Amr Abdalla*, Visiting Professor
- *Jan Breiting*, Dept. of Environment and Development
- *Mariateresa Garrido Villareal*, Dept. of International Law
- *Mibir Kanade*, Dept. of International Law
- *Heather Kertyzia*, Dept. of Peace and Conflict Studies
- *Uzma Rashid*, Dept. of Peace and Conflict Studies
- *Olivia Sylvester*, Dept. of Environment and Development

#### **Seminar Facilitators:**

- Amr Abdalla
- Jan Breiting
- Mariateresa Garrido Villareal
- Tiyamike Mkanthama
- Alonso Muñoz

### **1. Course Description**

The UPEACE Foundation Course provides a critical and concise introduction to the broad field of “Peace Studies” for students in ALL UPEACE programs. It initially addresses key conceptual and theoretical underpinnings of the origins and development of peace studies as an interdisciplinary area within the fields of international relations and political economy. Based on a critical analysis of policies, strategies, institutions, organizations and movements, the course then examines a range of core issues, dimensions, perspectives and paradigms for understanding the root causes of conflicts and violence and constructive strategies to address them and build peace

in contemporary global, international, regional, national and local contexts. The core concepts include militarization, disarmament and arms control; human rights violations and promotion; gender inequalities, gender-based violence and gender mainstreaming; structural violence, human security, development and globalization; environmental sustainability; corporate social responsibility; international law in conflict and peacebuilding; cultural and religious identities; media's role in conflict and peacebuilding; strategies of nonviolence; and peace education. This Foundations course will be essential in catalyzing the awareness, understanding and motivation of UPEACE students in diverse academic programs to relate, ground and intersect their specific areas of academic and practitioner interest with core theoretical, conceptual and analytical ideas in peace studies.

## 2. Intended Participants

All UPEACE students; no pre- or co-requisites needed.

## 3. Course number/number of credits

UPM 6001, 3 credits

## 4. Course length

The course is intended to be taught in a three-week period (15 sessions) from Monday 26 of August to Friday 13 of September 2019.

## 5. Course meeting times

**LECTURES** will be held from **8:45 – 10:00** in the Council Room

All **SEMINARS** will be held from **10:20 – 11:45**

- **Group 1** – in Classroom N°1 – *Seminar Facilitator:* Alonso Muñoz
- **Group 2** – in Classroom N°2 – *Seminar Facilitator:* Amr Abdalla
- **Group 3** – in Classroom N°3 – *Seminar Facilitator:* Mariateresa Garrido Villareal
- **Group 4** – in Classroom N°4 – *Seminar Facilitator:* Tiyamike Mkanthama
- **Group 5** – in Classroom N°5 – *Seminar Facilitator:* Jan Breitling

A list of seminar groups (~22–23 students) will be made available before the course starts, and subsequently will be placed on the wall outside of the Council Room and in the corresponding classrooms.

## 6. Course objectives

- (i) to engage in critical analysis of the root causes of these multiple conflicts in the world across diverse levels and contexts (micro, macro, local, national, regional, international and global);
- (ii) To gain foundational knowledge of the comprehensive and multi-dimensional elements of conflicts and peaceful approaches to addressing them;
- (iii) To develop conceptual and practical knowledge and skills for conflict analysis and mapping with the objective of promoting sensitive and relevant peaceful interventions in conflicts;
- (iv) to gain a general awareness of the realities of conflicts and multiple forms of violence in the contemporary world and their consequences for human and planetary well-being, including militarized conflicts and expanding manifestations of economic, social, cultural and environmental violence;
- (v) to develop a critical vision that there cannot be any successful conflict resolution and peacebuilding without gender equity; that gender inclusive strategies are central to preventing or resolving conflicts to build greater peaceful local, national, international and global systems and orders;
- (vi) to understand the roles of women, men and diverse agencies, institutions, organizations and networks (e.g. United Nations, regional intergovernmental agencies, national governments/states, economic organizations) and the expanding civil society sector in promoting/maintaining and/or overcoming these conflicts toward a culture of peace;
- (vii) to feel an initial empowerment and sense of hope that a more peaceful world is possible amidst the realities of conflicts, violence, unsustainable development, environmental degradation, and inequalities and injustices (gender, economic, social, cultural, environmental, political).

## 7. Teaching method/Class format

The course will be taught in 15 sessions in various formats. Face to face or taped lectures will run for ~45-50 minutes followed by a ~20-minute open forum in the Council Room. After a 20-minute break, seminars will be conducted for ~90 minutes. All students will attend the lecture sessions. The seminars will be smaller sessions of approximately twenty five students each. The seminars will be facilitated by resident faculty, doctoral students and UPEACE alumni.

The seminars will be guided discussions pertaining to the lectures and the assigned readings, the development of concepts introduced or emerging from the lectures and readings, and the exploration of case studies or personal/social experiences. Seminars will be participatory.

## 8. Pedagogy

The teaching and learning strategies in the course will be based on critical pedagogical principles, including the use of creative, interactive and participatory activities, which will encourage the students to share their experiences and critically reflect on concepts, theories, issues and practices related to peace studies.

## 9. UPEACE Policies

### *UPEACE Policy on Equity and Inclusive Language*

UPEACE is committed to providing an environment of trust and equality for everyone by creating spaces for teaching and learning that are inclusive and respectful to all. As an UN-affiliated institution, UPEACE expects its students and instructors to conduct themselves in a manner that is consistent with and reflects the values enshrined in the Charter of the United Nations, and in accordance with our Code of Ethics, especially with regards to a respect for fundamental human rights, social justice and human dignity, and respect for the equal rights of women and men. UPEACE expects its students and instructors to show respect for all persons equally without distinction whatsoever of race, gender, religion, colour, national or ethnic origin, language, marital status, sexual orientation, age, socio-economic status, disability, political conviction, or any other distinguishing feature. This includes upholding an environment where all students and instructors have the opportunity to have their views heard and to contribute from their knowledge, experience, and individual viewpoints.

### *UPEACE Code of Student Behavior*

The University for Peace is committed to the highest standards of academic integrity and honesty. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behavior (Refer to *Student Handbook 2019-2020*). Academic dishonesty such as plagiarism is a serious offence and can result in suspension or expulsion from the University.

### **UPEACE Policy on Plagiarism**

Plagiarism is among the most serious breaches of academic honesty, and is not tolerated under any circumstances. Plagiarism involves the use of someone else's ideas or words without full acknowledgement of and reference to the source. This definition covers all published and unpublished material, whether in manuscript, printed or electronic form. Plagiarism may be intentional or unintentional, and consent of the author of the source is inconsequential. Plagiarism includes the following instances:

- a. Failure to use quotation marks when text is directly copied from another source;
- b. Paraphrasing or copying text from another source without due acknowledgement by way of a reference;
- c. Adopting the same frame or structure of another author's written work without due acknowledgement by way of a reference;

- d. Adopting the ideas or concepts, or the sequence thereof, of another author's written work without due acknowledgement by way of a reference;

Plagiarism is, therefore, not only about copying the text of another author's work, but also about presenting someone else's approach (the "paradigm") without acknowledgement, thereby suggesting that your work was the result of your own creativity and originality.

These rules apply to all written work. That includes, but is not restricted to: exams, papers, group reports, PowerPoint presentations, thesis, posters, etc. The same rules apply to group work and documents produced by several contributors. It is the responsibility of every member of the group or every contributor to verify that the plagiarism rules have been followed in the whole assignment. If a student has any doubts about the nature of plagiarism, the rules for use and citation of sources or other issues relating to academic honesty, it is the student's **responsibility to seek clarification from faculty before submitting a written assignment.**

#### **Electronic media in class**

Using mobile phones or any similar devices in class is **NOT ALLOWED**. Each professor must decide if the use of laptops is allowed.

## **10. Course requirements**

### **Assessment:**

The system of grading for this course is the official UPEACE-grading-system.

Students will be required to complete all readings on the syllabus for each day. This will equip them with the tools necessary for their effective participation in the lectures and the seminars. Of importance here is for students to realize that their participation and interaction in seminar discussions will make the course all the more successful.

### ❖ **Participation (30%)**

#### ▪ ***Attendance and Absences***

Regular attendance in all classes is expected. As a matter of courtesy, absence from class should be accounted for by informing the class instructor in writing about the reasons. Absences will proportionately reduce the participation grade, unless extenuating circumstances are documented (for example by a medical certificate). Visits by family and friends and attending weddings do not count as "extenuating circumstances". Whatever the reason for absence, students are always responsible for the material covered in the lectures they may have missed. Students who fail to attend more than 20% (twenty percent) of the class will not be approved to complete the class. When their absences are properly justified, they may negotiate with the course professor for the submission of additional independent work. (*Student Handbook 2019-2020*).

- ***Participation in the seminars, lectures, exercises & other activities***

Participation will be assessed according to the following criteria: active participation in seminar discussions and activities; and quality of participation, i.e. bringing something tangible to further the academic discussion at stake. Quality participation involves respect for other seminar participants, serious engagement with the views of others, articulation of your thoughts on the issues, making contributions to discussions, and familiarity with lecture and seminar readings.

- ❖ **Group Mid-Term Assignment (20%): Presentation *date: September 6, 2019***

Each seminar group will be divided into 4 smaller groups. Drawing upon the readings and course lectures from Session 1 through Session 5, each group prepares a concise synthesis of selected themes/concepts/topics and presents the synthesis to the seminar group. The presentation could make use of power-point, panel, videotape, or any creative mode. Please see **attachment 1** on **page 22** for more information on this assignment.

***Criteria for Assessment:***

- Appropriate use of readings
- Critical synthesis of readings
- Appropriateness of presentation vis-à-vis the topics
- Evidence of team planning and team work
- Time management

- ❖ **Individual Final Paper (50%) *Submission date: September 23, 2019***

**Length:** 3000 – 4000 words

Critically reflect on issues and concepts raised and discussed in the readings and in the seminar groups weaving in your relevant personal and social experiences, and with a focus on prospects and challenges to peace in a particular conflict situation.

***Criteria for Assessment:***

- Comprehensive and concise coverage of the readings (15%)
- Evidence of critical understanding of the concepts (15%)
- Integration of personal and social experiences (15%)
- Proper format and citation of an academic paper (5%)

Students are required to follow the rules on plagiarism, as mentioned in the Students Handbook. Please see **attachment 2** on **page 23** for more information on this assignment.

**NOTE:** Seminar facilitators will be responsible for assessing students' performance in their seminar group based on the quality of students' written and oral assignments and participation.

## 11. Latecomer procedure

Each year, some students are delayed on their way to Costa Rica due to visa procedures and other imponderables. Below is a formal procedure to follow for latecomers:

### Students who are a few days to one week late

- Access the course material in digital format on the Virtual Classroom site <http://classroom.upeace.org/> using the **username** and **password** that Information Technologies Unit provided you.

If you don't know your username and password, please contact Information Technologies Unit, E-mail: [it@upeace.org](mailto:it@upeace.org). After you access the Virtual Classroom site, you have to find "*UPM 6001 UPEACE Foundation Course*" and then choose "**Academic Year 2019-2020**". After that choose "*UPM 6001 UPEACE Foundation Course*". Finally, you will be able to see the course readings.

- Please report to Shirley Mata ([smata@upeace.org](mailto:smata@upeace.org)), who will assign you to your seminar group.
- Once assigned to a seminar group, please meet with your facilitator, who will answer questions related to assignments and course flow.
- Please notice that a copy of the videos of each morning lecture will be available the day after at the Virtual Classroom site <http://classroom.upeace.org/>. If you have any query regarding these lectures, please contact directly the corresponding professor.

### Students who are more than one week late

- Students who are more than one week late, as a matter of general policy, will need to take the **online course** that starts on **September 9, 2019**. The requirements of the online course will be supplemented by additional work in consultation with seminar facilitators. Please contact the Head of your Department to ask for the procedure for enrolment.

## 12. Description of Sessions

### Week I: Foundations

#### **Sessions 1 & 2: Introduction to Peace and Conflict Studies**

***(Lecturer: Amr Abdalla)***

**Date: Monday 26 & Tuesday 27 August 2019**

After introducing the course syllabus and plan, these two sessions will provide students with an overview of how the field was developed over the past few decades and the major influences politically, culturally and academically. The sessions also provide students with an understanding of the main foundational principles in the field of peace and conflict studies. Throughout, examples from real conflict situations are used to illustrate some of the dry theoretical concepts.

#### **Required Readings:**

Ramsbotham, O.; Woodhouse, T. and Miall, H. (2016). *Contemporary Conflict Resolution*. Cambridge: Polity Press. 4th Edition. Chapter 2: Conflict Resolution: Origins, Foundations and Development of the Field, pp. 38-67.

Abdalla, Amr and Sender, Marie. (2019). *C.R. SIPPABIO: A Model for Conflict Analysis*. Washington, D.C. Chapter 1 & 2.

#### **Recommended Readings:**

Pruitt, D. & Kim, S H. (2004). *Social Conflict: Escalation, Stalemate and Settlement*. Boston: McGraw-Hill. 3<sup>rd</sup> Edition. Chapter 1: Overview, pp. 3-14.

Mitchell, C. R. (1981). *The Structure of International Conflict*. Basingstoke: Macmillan. Introduction, pp. 1-11.

#### **Sessions 3 & 4: Conflict Analysis and Mapping**

***(Lecturer: Amr Abdalla)***

**Date: Wednesday 28 & Thursday 29 August 2019**

These sessions introduce students to systematic comprehensive understanding of conflict including conflict analysis and mapping. It emphasizes contextual analysis and takes into consideration factors such as relationship dynamics and interrelation of factors influencing conflicts and peaceful interventions. It also introduces students to the major vocabulary in the field and provides them with a comprehensive understanding of the main intervention approaches. Throughout, examples from real conflict situations are used to illustrate some of the dry theoretical concepts.

### **Required Readings:**

Ramsbotham, O.; Woodhouse, T. and Miall, H. (2016). *Contemporary Conflict Resolution*. Cambridge: Polity Press. 4<sup>th</sup> Edition. Chapter 1: Introduction to Conflict Resolution: Concepts and Definitions, pp. 3-37.

Abdalla, Amr and Sender, Marie. (2019). *C.R. SIPPABIO: A Model for Conflict Analysis*. Washington, D.C. Chapters 3, 4.1-4.6 and 4.8.

### **Recommended Readings:**

Pruitt, D. & Kim, S H. (2004). *Social Conflict: Escalation, Stalemate and Settlement*. Boston: McGraw-Hill. 3<sup>rd</sup> Edition.

Chapter 4: Contentious Tactics, pp. 63-84.

Chapter 5: Escalation and its Development, pp. 87-100.

Chapter 6: The Structural Change Model, pp. 101-120.

Chapter 7: Conditions that Encourage and Discourage Escalation, pp. 121-150.

## **Session 5: Conflict Behavior Theories**

***(Lecturer: Amr Abdalla)***

**Date: Friday 30 August 2019**

This session introduces examples, of macro, meso, and micro theories prevalent in the field of Peace and Conflict Studies. The theories discussed in this session contribute to our shared understanding of patterns of behavior during conflicts and in the process of making peace, they also provide us with deeper understanding of human nature potential on the group and individual levels.

### **Required Readings:**

Ho-W J. (2000). *Peace and Conflict Studies –An Introduction*. England: Ashgate Publishing Ltd.

Chapter 6: Sources of Social Conflict, pp. 65-74.

Chapter 7: Feminist Understandings of Violence, pp. 75-85.

Chapter 8: Political Economy, pp. 87-93.

Chapter 9: Environmental Concerns, pp. 95-105.

### **Recommended Readings:**

Galtung, J. (1990). International Development in Human Perspective. In Burton, J. *Conflict: Human Needs Theory*. Basingstoke: Macmillan. Chapter 15: pp. 301-335.

Gurr, T. (2016). *Why Men Rebel*. Fortieth Anniversary Edition. New York: Routledge.

Chapter 2: Relative Deprivation and the Impetus to Violence, pp. 22-58.

Chapter 5: Social Origin of Deprivation: Determinants of Value Capabilities, pp. 123-154.

- Monte, C. (1980). *Beneath the Mask*. 2<sup>nd</sup> Edition. New York: Holt, Reinhart and Winston. Chapter 14: Social learning theory, pp. 596-664.
- Collins, R. (1994). *Four Sociological Traditions*. New York: Oxford University Press. The Conflict Tradition, pp. 47-118.
- Kim, U., Triandis, H. C., Kâğitçibaşı, Ç., Choi, S.-C., & Yoon, G. (Eds.). (1994). *Cross-cultural research and methodology series, Vol. 18. Individualism and collectivism: Theory, method, and applications*. Thousand Oaks, CA, US: Sage Publications, Inc. Chapter 4: A critical appraisal of individualism and collectivism, pp. 52-65.
- Merton, R. (1968). *Social Theory and Social Structure*. New York: The Free Press. Chapter 6: Social Structure and Anomie, pp. 185-248.
- Skjelsbæk, I. and Smith, D. (2001). *Gender peace and conflict*. London: Sage Publications. Chapter 3: Is Femininity Inherently Peaceful? pp. 47-67.

## **Week II: Perspectives**

### **Session 6: Gender, Conflict and Peacebuilding**

***Lecturer: Uzma Rashid***

**Date: Monday 2 September 2019**

This session will deal with the contributions of gender studies to the diverse disciplines and interdisciplinary programs within the broad field of 'Peace Studies'. It will facilitate an exploration of the distinctions between the concepts of sex and gender including the contemporary debates about how to separate biology from environment and/or how to integrate them. The need for gender equality will be discussed in relation to conflict and peacebuilding.

#### **Required Readings:**

- Lips, H. M. (2014). *Gender: The basics*. NY: Routledge, pp. 2-22.
- Peterson, V. S. (2010). Gendered identities, ideologies and practices in the context of war and militarism. In L. Sjoberg & S. Via (Eds.). *Gender, war and militarism*. Santa Barbara: Praeger. Chapter 1, pp. 1-11.

#### **Recommended Readings:**

- Pankhurst, D. (2008). The gendered impact of peace. In M. Pugh, N. Cooper & M. Turner, M. (Eds.) *Whose peace? Critical perspectives on the political economy of peacebuilding*. New York: Palgrave Macmillan. Chapter 2, pp. 32-48.

Sandole, D. and Staroste, I. (2015) *Making the Case for Systematic, Gender-Based Analysis in Sustainable Peace Building*. Conflict Resolution Quarterly. George Mason University. pp. 119-147.

UN Security Council, Security Council resolution 1325 (2000) [on women and peace and security], 31 October 2000, S/RES/1325 (2000), available at:  
<http://www.refworld.org/docid/3b00f4672e.html>

LaForgia, Rachel (2011). *Intersections of violence against women and militarism*. Meeting Report. New Brunswick, NJ: Center for Women's Global Leadership, pp. 1-12.

## **Session 7: Food Security and Sustainable Agriculture**

***(Lecturer: Olivia Sylvester)***

**Date: Tuesday 3 September 2019**

In this session, we will examine key concepts & debates in food security and sustainable agriculture in the 21st century.

### **Required Readings:**

Full Documentary (2018, August 15). Where does your fruit come from and at what cost?  
Retrieved from <https://www.youtube.com/watch?v=th4bggeDdjQ>

Sylvester, O. (2019). Food security and sustainable agriculture in the 21st century: Key concepts and debates. Book chapter forthcoming.

### **Recommended Reading:**

Tudge, C. 2017. Can we really 'feed the world' and keep the biosphere healthy and diverse?  
*Biodiversity*, 18, 64-67.

### **Group Discussion Question:**

In small groups, choose one or two of the contemporary debates associated with SDG2 (presented in the Sylvester 2019 chapter) and analyze the challenges and opportunities associated with these debates.

## Session 8: Human Rights, Conflicts, and Peacebuilding (Lecturer: Mihir Kanade)

Date: Wednesday 4 September 2019

This session will introduce participants to the different ways in which human rights have been conceptualized by thinkers, the historical evolution pre and post WWII, and the contemporary debates on ‘generations of human rights’ and ‘universalism *versus* cultural relativism of human rights’. It will also explore the linkages between human rights on the one hand, and peace and conflict on the other, with a view to understanding how human rights violations can be both causes and consequences of conflicts.

### **Required Readings:**

Dembour, M. B. (2010). “What are Human Rights? Four Schools of Thought. *Human Rights Quarterly*, 32(1), pp. 1-20.

Sriram, C.; Martin-Ortega, O.; and Herman, J. (2010). *War, Conflict and Human Rights: Theory and Practice*. London: Routledge. pp. 3-12, 30-47

International Peace Institute. (2017). *Human Rights and Sustaining Peace*. [https://www.ipinst.org/wp-content/uploads/2017/12/1712\\_Human-Rights-and-Sustaining-Peace.pdf](https://www.ipinst.org/wp-content/uploads/2017/12/1712_Human-Rights-and-Sustaining-Peace.pdf), accessed on 26/07/2018.

### **Recommended Readings:**

Nickel, J. (2007). *Human rights as rights. Making sense of human rights*. Oxford: Blackwell Publishing. Chapter 2, pp. 22-34 and Chapter 3, pp. 35-32.

Mutua, M. (2002). Human rights as a metaphor. *Human rights: A political and cultural critique*. Philadelphia: Penn Press. Introduction and Chapter 1: pp. 1-38.

Parlevliet, M. (2010). “Rethinking Conflict Transformation from a Human Rights Perspective”. In V. Dudouet, & B. Schmelzle (Eds.) *Human Rights and Conflict Transformation: the Challenges of Just Peace* (Berghof Handbook Dialogue Series No. 9). Berlin: Berghof Conflict Research. pp. 15-46.

## **Session 9: Media, Conflict and Peace** **(Lecturer: Mariateresa Garrido Villareal)**

**Date: Thursday 5 September 2019**

Information is essential for any conflict. Parties to the conflict are interested in obtaining and disseminating information that can influence the outcome of the conflict. Media plays an important role for the dissemination of that information, and for that reason, it is an important element for conflict escalation and de-escalation. In this session, students will consider the role of media in conflict and peace. They will discuss key concepts (i.e. information, media, and content) with the goal of understanding how media influences our communication system, and how information management affects our perception and analysis of conflicts.

### **Required Readings:**

Hoffmann, J. (2014). Conceptualising 'communication for peace'. *Peacebuilding*, 2014 Vol. 2, No. 1, 100-117.

Hamelink, C. (2015). Media Studies and the Peace issue, pp. 34-47 in Hoffmann, J. and Hawkings, V. (Ed.) *Communication and Peace: mapping an emerging field*. Florence: Taylor and Francis.

Manor, I., and Crilley, R. (2018). Visually framing the Gaza War of 2014: The Israel Ministry of Foreign Affairs on Twitter. *Media, War & Conflict*, Vol. 11(4), 369-391.

### **Recommended Readings:**

Baden, C., and Tenenboim-Weinblatt, K. (2018). The search for common ground in conflict news research: Comparing the coverage of six current conflicts in domestic and international media over time. *Media, War & Conflict*, Vol. 11(1) 22-45.  
<https://journals.sagepub.com/doi/pdf/10.1177/1750635217702071>

Fröhlich, R., and Jungblut, M. (2018) Between factoids and facts: The application of 'evidence' in NGO strategic communication on war and armed conflict. *Media, War & Conflict*, Vol. 11(1) 85-106. <https://journals.sagepub.com/doi/pdf/10.1177/1750635217727308>

## **Session 10: Presentation of Group Mid-Term Assignment**

**Date: Friday 6 September 2019**

Each seminar group will be divided into 4 smaller groups by the beginning of week 2. Each small group will arrange to meet regularly outside the course hours to prepare for this assignment. Drawing upon the readings and course lectures from Session 1 through Session 5, each group prepares a concise synthesis of selected themes/concepts/topics and presents the synthesis to the seminar group. The presentation could make use of power-point, panel, videotape, or any creative mode. Please see attachment 1 for more information on this assignment.

Criteria for Assessment:

- Appropriate use of readings
- Critical synthesis of readings
- Appropriateness of presentation vis-à-vis the topics
- Evidence of team planning and team work
- Time management

## **Week III: Peace Praxis**

### **Session 11: Introduction to Conflict Interventions**

**(Lecturer: Amr Abdalla)**

**Date: Monday 9 September 2019**

This session introduces students to the logic and processes of intervening peacefully in conflicts. It addresses ethical considerations of conflict interventions, types of conflict interventions and cultural influences on such interventions. Throughout, examples from real conflict situations are used to illustrate some of the dry theoretical concepts.

In addition to addressing the main third-party intervention models such as peacekeeping, peacemaking and peacebuilding, the session will also address key interventions carried out to by parties to effect structural and cultural changes using non-violent approaches. Advocacy and activism will be discussed in the second part of this session.

#### **Required Readings:**

Abdalla, Amr and Sender, Marie. (2019). *C.R. SIPPABIO: A Model for Conflict Analysis*. Washington, D.C., Chapter 4.7.

Ho-W J. (2000). *Peace and Conflict Studies –An Introduction*. England: Ashgate Publishing Ltd. Chapter 11: Conflict Resolution and Management, pp. 167-204.

Pruitt, D. & Kim, S H. (2004). *Social Conflict: Escalation, Stalemate and Settlement*. Boston: McGraw-Hill. 3<sup>rd</sup> Edition. Chapter 10: Problem Solving and Reconciliation, pp. 189-225.

### **Recommended Readings:**

Ramsbotham, O.; Woodhouse, T. and Miall, H. (2016). *Contemporary Conflict Resolution*. Cambridge: Polity Press.

Chapter 6: Containing Violent Conflict: Peacekeeping, pp. 173-198.

Chapter 7: Ending Violent Conflict: Peacemaking, pp. 199-235.

Chapter 9: Peacebuilding, pp. 266-285.

Chapter 5: Preventing Violent Conflict, 144-172.

## **Session 12: Environment, Natural Resources, and Peace and Conflict**

***(Lecturer: Jan Breitling)***

**Date: Tuesday 10 September 2019**

This session will go over the main links between environment and conflict, analyzing the evolution and debates around three approaches of Environmental Security. It will also analyze some of the main themes of critical inquiry including inequality, population growth, economic growth and ecological destruction. It critically reviews the concepts of environmental scarcity and abundance, resource wars, greed versus grievance driven conflicts, the difference between environment and natural resources, environmental peacebuilding, as well as the general move from focusing on national security to human security and finally to ecological security.

### **Required Reading:**

Dalby, S. 2008 “Security and Environment Linkages Revisited”, in H. Günter Brauch, Ú.O. Spring, C. Mesjasz, J. Grin, P. Dunay, N.C. Behera, B. Chourou, P. Kameri-Mbote, P.H. Liotta (eds) (2008) “*Globalization and Environmental Challenges: Reconceptualizing Security in the 21st Century*”, Berlin/ Heidelberg/ New York: Springer-Verlag. Chapter 9, pp. 165-172.

### **Recommended Readings:**

Blondel, A. (2012). *Climate change fueling resource-based conflicts in the Asia-Pacific*. New York: UNDP, pp. 24-25.

## **Session 13: Educating for Cultures of Peace and Nonviolence**

***(Lecturer: Heather Kertyzia)***

**Date: Wednesday 11 September 2019**

This session focuses on the theme of educating for a culture of peace, where peace is understood in its broadest and holistic framework as articulated throughout the previous sessions. Analysts and practitioners have acknowledged that education plays an indispensable role in all processes and practices of conflict formation and peacebuilding. Through appropriate forms and strategies of critical education, whether in formal, non-formal or informal structures and institutions, individuals and groups can develop a critical understanding of the root causes of conflicts from micro to macro levels of life. From this understanding, citizens are moved to engage in personal and social action to transform cultures of violence to cultures of peace and nonviolence. However, it is also crucial to clarify that a critical or transformative paradigm of education rests not only on cognitive knowledge and understanding; equally necessary are transformative and critical pedagogies and teaching-learning processes which catalyze values of commitment and courage for personal and social peacebuilding.

### **Required Readings:**

Reardon, B.A. (2012) Education for sustainable peace: Practices, problems and possibilities. In P. Coleman (Ed.) Psychological Components of Sustainable Peace. Peace Psychology Book Series. New York, NY: Springer. Read only: 325-343.

Freire, P. (1972) Pedagogy of the Oppressed. New York: Continuum. Chapter 2, pp. 71-86.

### **Recommended Readings:**

Bar-Tal, D. (2002). The elusive nature of peace education. In G. Salomon & B. Nevo (Eds.), Peace education: The concept, principles and practice in the world. (pp. 27-36). Mahwah, NJ: Lawrence Erlbaum.

Illich, I. (1971). Deschooling society. New York: Harper & Row. Chapter 1.

## **Session 14: International Law Dimensions of Conflicts and Peacebuilding**

***(Lecturer: Mihir Kanade)***

**Date: Thursday 12 September 2019**

This session introduces students to the fundamental role which international law seeks to play in 'regulation' of conflicts and in 'maintenance' of international peace and security. It explores the international legal standards enshrined in the UN Charter with respect to use of force, collective security, and self-defense. The session also introduces students to international humanitarian law, that is the limb of the laws of war which seeks to limit its barbarity, before presenting a holistic perspective of the interface between international law, international relations and politics, and peace and conflict studies.

### **Required Readings:**

Schrijver, Nico (2015). "The Ban on the Use of Force in the UN Charter" in *The Oxford Handbook of the Use of Force in International Law*. Oxford: Oxford University Press. pp. 465-487.

D'Aspremont, Jean (2015). "The Collective Security System and the Enforcement of International Law" in *The Oxford Handbook of the Use of Force in International Law*. Oxford: Oxford University Press. pp. 129-156.

ICRC (2014) *What is International Humanitarian law*. pp. 1-4. <https://www.icrc.org/en/document/what-international-humanitarian-law>, accessed on 26/07/2018.

Kennedy, David (2012). "Lawfare and Warfare". In J. Crawford & M. Koskenniemi (Eds.). *The Cambridge Companion to International Law*. Cambridge: Cambridge University Press. pp. 158-183.

### **Recommended Readings:**

Charter of the United Nations (1945). Articles 2 (4), (5), and (7), Chapters V, VII, VIII

United Nations (2016). General Assembly Resolution 70/262 and Security Council Resolution 2282 (2016) on Sustaining Peace. <https://www.un.org/press/en/2016/sc12340.doc.htm>

United Nations (2009). *Implementing the responsibility to protect: Report of the Secretary-General*. Report of the Secretary-General. New York: United Nations. pp 1-33.

Genser, Jared (2018). "The United Nations Security Council's Implementation of the Responsibility to Protect: A Review of Past Interventions and Recommendations for Improvement". *Chicago Journal of International Law*. 18(2), pp. 420-501.

## **Session 15: Foundations in Peace Studies and MA Programmes**

**Date: Friday 13 September 2019**

For this session, the seminar groups will be re-grouped according to their MA Programmes. On the first half of the session, the Programme Coordinator will facilitate the discussion to provide students an opportunity to relate the themes, issues and concepts of the Foundation course with the goals, objectives and content of their specific programme. After the break, group members will discuss and design a creative synthesis, which will illustrate key elements of the relevance and interconnections of the Foundations themes and issues to their MA Programme.

## Facilitators for this last session:

### Council Room:

- Environment, Development and Peace: *Jan Breiting and Olivia Sylvester*
- Natural Resources and Sustainable Development: *Jan Breiting and Olivia Sylvester*
- Water Cooperation and Diplomacy: *Jan Breiting and Olivia Sylvester*

### Classroom #1:

- International Law and Human Rights: *Mihir Kanade and Mariateresa Garrido*
- International Law and Settlement of Disputes: *Mihir Kanade and Mariateresa Garrido*

### Classroom #2:

- Responsible Management & Sustainable Economic Development: *Alonso Muñoz*

### Classroom #3:

- Gender and Peacebuilding: *Heather Kertyzia, Uzma Rashid and Adriana Salcedo*
- International Peace Studies: *Heather Kertyzia, Uzma Rashid and Adriana Salcedo*
- Media and Peace: *Heather Kertyzia, Uzma Rashid and Adriana Salcedo*
- Peace Education: *Heather Kertyzia, Uzma Rashid and Adriana Salcedo*

## 13. Lecturers' and Facilitators' Biographical Information:

### ▪ Lecturers:

#### **Amr Abdalla** (Egypt/United States)

Dr. Abdalla is a visiting professor of peace and conflict studies at the University for Peace and the Wesley Theological Seminary. He serves as the Senior Advisor on Conflict Resolution at the Washington-based organization KARAMAH (Muslim Women Lawyers for Human Rights in the Washington, D.C. area. From 2014 to 2017 he was the Senior Advisor on Policy Analysis and Research at the Institute for Peace and Security Studies (IPSS) of Addis Ababa University. In 2013-2014, he was Vice President of SALAM Institute for Peace and Justice in Washington, D.C. From 2004-2013 he was Professor, Dean and Vice Rector at the United Nations-mandated University for Peace (UPEACE) in Costa Rica. Prior to that, he was a Senior Fellow with the Peace Operations Policy Program, School of Public Policy, at George Mason University, Virginia. He was also a Professor of Conflict Analysis and Resolution at the Graduate School of Islamic and Social Sciences in Leesburg, Virginia.

Both his academic and professional careers are multi-disciplinary. He obtained a law degree in Egypt in 1977 where he practiced law as a prosecuting attorney from 1978 to 1986. From 1981-1986, he was a member of the public prosecutor team investigating the case of the assassination of President Sadat and numerous other terrorism cases.

He then emigrated to the U.S. where he obtained a Master's degree in Sociology and a Ph.D. in Conflict Analysis and Resolution from George Mason University. He has been teaching graduate classes in conflict analysis and resolution, and has conducted training, research and evaluation of conflict resolution and peacebuilding programs in several countries in Africa, Asia, the Middle East, Europe and the Americas.

He has been an active figure in promoting effective cross-cultural messages within the Islamic and Arabic-speaking communities in America through workshops, T.V. and radio presentations. He has also been actively involved in inter-faith dialogues in the United States. He pioneered the development of the first conflict resolution training manual for the Muslim communities in the United States titled (“...Say Peace”). He also founded Project LIGHT (Learning Islamic Guidance for Human Tolerance), a community peer-based anti-discrimination project funded by the National Conference for Community and Justice (NCCJ). In 2011, he established with Egyptian UPEACE graduates a program for community prevention of sectarian violence in Egypt (Ahl el Hetta).

Dr. Abdalla teaches regularly (face-to-face and online) at Wesley Theological Seminary and the University for Peace.

**Mihir Kanade** (India)

*Head of the Department of International Law and Human Rights and Director of the UPEACE Human Rights Centre*

Dr. Kanade holds a Ph.D. in Peace and Conflict Studies, with a focus on Human Rights (Multilateral Trading System and Human Rights: A Governance Space Theory on Linkages) and a Master degree in International Law and the Settlement of Disputes from UPEACE. He also holds a LL.B. from Nagpur University, India. Prior to joining UPEACE in 2009, Mihir practiced for 6 years as a lawyer in the Supreme Court of India and the Bombay High Court, focusing on issues of fundamental human rights violations. His principal area of academic research is Globalization and Human Rights.

**Heather Kertyzia** (Canada)

*Head, Dept. of Peace and Conflict Studies, Resident Professor*

Dr. Heather Kertyzia is the Head of the Peace and Conflict Studies department at the University for Peace in Costa Rica. Her teaching focus lies within the Peace Education and Gender and Peacebuilding programmes. Dr. Kertyzia's research uses participatory methods to better understand and improve practices of peace education, primarily at the secondary and university levels. She has engaged in these processes in several countries, working in partnership with faculty and teachers to collectively develop more peaceful educational cultures. Dr. Kertyzia writes from an intersectional feminist perspective and draws on post-development theories. As a former secondary school teacher, she understands the importance of the local community in building more socially, economically and environmentally just educational spaces. As an interdisciplinary scholar, Dr. Kertyzia has worked with communities throughout the Americas, with a recent focus on partnering with local grassroots organizations in Los Angeles, Nicaragua and Costa Rica. She has taught at universities in New Zealand, Colombia, the United States and Costa Rica in peace studies, conflict resolution, peacebuilding, teacher education, human rights and international law programmes.

**Uzma Rashid** (Pakistan)

*Assistant Professor, Department of Peace and Conflict Studies*

Dr. Uzma Rashid currently serves as Assistant Professor, Department of Peace and Conflict Studies at the University for Peace, Costa Rica. Prior to joining UPEACE, she worked as Chair at the Department of Sociology, and Associate Dean for Research of the School of Social Sciences and Humanities at the University of Management and Technology, Lahore, Pakistan. Dr. Rashid has done her PhD as a Fulbright scholar from the interdisciplinary Language, Literacy, and Culture program at the University of Maryland, Baltimore County, USA, and has extensive teaching and research experience in a variety of contexts. Her current research interests lie at the intersections of gender, religion, race, ethnicity, and class, in particular focusing on intersectionality and inclusivity in peacebuilding efforts.

**Olivia Sylvester** (Canada)

*Assistant Professor and Head of the Department of Environment and Development*

Dr. Olivia Sylvester is Head of the Environment and Development Department and Assistant Professor at the University for Peace. She teaches in the University for Peace online programme, the Spanish and English Masters programmes as well as the Doctoral Programme. Olivia is also an adjunct professor for Long Island University and teaches in their Global Studies program. In the last decade, Olivia's research program has focused on food security, sustainable agriculture, climate change, and gender; she works with Indigenous people, women, smallholder farmers, and youth on these topics. Olivia is also member of the International Union for Conservation of Nature and the International Society of Ethnobiology. Being active within these networks allows her to work at the interface of policy and practice.

▪ **Seminar Facilitators:**

**Jan Breitling** (Germany)

*Assistant Professor, Department of Environment and Development*

He holds a BSc. in Tropical Forestry, from the Technological Institute of Costa Rica, and a MSc. in Environmental Sciences from WUR Wageningen University and Research Center, The Netherlands. His research interests include root causes of deforestation and Global Environmental Change, and Environmental Governance, specifically market based approaches addressing biodiversity conservation and Climate Change.

**Mariateresa Garrido Villareal** (Venezuela)

*Instructor, Department of International Law*

Dr. Garrido is a lawyer and holds two Master's Degrees; one from UPEACE in International Law and the Settlement of the Disputes and one from the Central University of Venezuela in Public International Law. Her main research area is related to the exercise of the right to freedom of expression and the protection of journalists in Latin America; but she is also researching on the interaction between human rights and Information and Communication Technologies. She uses mixed methodologies and legal research to find linkages between the law, journalism and new technologies.

**Tiyamike Mkanthama** (Malawi)

Tiyamike Mkanthama is a first-year Probationary Doctoral candidate at the University for Peace. His research focus is on how social action, as a tool of empowerment, can facilitate autonomous sustainable development for local/indigenous peoples. Specifically, he plans to critically analyze a social action program aimed at building the capacity of the Bribri indigenous community in Talamanca, Costa Rica. He is currently researching and drafting his PhD proposal. As an aspiring environmental sustainability academic and practitioner, he is keen on exploring the middle ground where indigenous/local knowledge and scientific knowledge can converge. He is a holder of a master's degree in Environment, Development and Peace at the University for Peace, and has a bachelor's degree in Social Sciences (with a bias in Sociology) at University of Malawi, Chancellor College. He is also a dancer, musician, painter and stage actor—and has been exploring how best to use these talents as tools for community building efforts.

**Alonso Muñoz** (Costa Rica)

*Instructor in the Department of Environment and Development*

He holds a BSc. in Electrical Engineering from the University of Costa Rica and a Msc. in Business Administration. His research interests include migration, environmental impact of systems and Social Enterprises. He is a writer, blogger, an entrepreneur and passionate about social and environmental development.

## Attachment 1: Information on the Mid-term Group Presentation

**Group Presentation on Conflict Mapping and Intervention:** A presentation of not more than 20 minutes (seminar leaders *will* stop groups at 20 minutes exactly), followed by 20 minutes of discussion and Q&A. In their presentations, groups of four or five students will present to the rest of their seminar group one conflict that they have chosen to map out. The groups can draw on any international/community/institutional/interpersonal conflict. This assignment is intended to help students develop their knowledge and skills in analyzing conflicts with their various components and to identify appropriate interventions based on conflict dynamics and ripeness:

- (1) Select a conflict you are familiar with from your own experience or a conflict you are interested in analyzing. Please make sure to gather or provide balanced information about the conflict. It is likely in most conflicts to focus on information representing one point of view. It is our ethical and professional duty to ensure balanced inquiry into the conflict. You can use information based on your own knowledge of the conflict, or from academic, official and media sources.
- (2) Make short summary about the conflict story to explain what exactly happened. Please do not use more than a few minutes on the story. We need you to save your time for the analysis and mapping. Most of those who do not receive good evaluations on this assignment spend most of their time on telling the story.
- (3) Taking into consideration the CR SIPPABIO model of analysis, or any other recognized model of conflict mapping and analysis you are familiar with (in this case please provide the source of such model), please provide an assessment of conflict sources, issues, parties, etc., and please address the contextual and relationship factors that may have influenced the conflict. There are no standard approaches to delivering this section. This is where you as a group are artists and where you use your creativity to best present your analysis. Some groups follow strictly the conflict analysis model we provided in this course. Some start with contextual analysis, while others start with the SIPPABIO elements. Others fold their analysis with the summary mentioned in item (2) above. In all cases, use this section to analyze WHAT HAPPENED including interventions that took place, not what should happen or what interventions should take place. Leave the “what should happen” to the concluding remarks of the presentation. One suggestion to make it easy for the class to follow this is to use subheadings because they help the audience follow your logic and train of thought. This part should account for most of the presentation.
- (4) Finally, finish your thesis with concluding remarks which may include suggestions for intervention. This should be another short section of the presentation in the range of a few minutes.
- (5) You are encouraged to use references from the course readings, or other academic sources, to support your arguments, and which demonstrate your familiarity with the literature we have been covering so far. If you use any source for information or academic references, YOU MUST USE PROPER CITATIONS in your PPT.

All facilitators are available to provide more information and guidance.

## **Attachment 2: Information on the Individual Final Paper**

An **individual final paper** of 3000-4000 words focusing on key challenges to peace in the student's national/regional/social/cultural context will be due on **Monday September 23<sup>th</sup>, 2019**, by **5:00 p.m.** It should be submitted to the respective facilitator. The essay ought to be written in an academic manner (refer to the Foundation Course Grading Criteria and Note on Plagiarism). Students will be graded on the extent to how they relate a situation of their choosing to course readings and theoretical themes analyzed throughout the course. The essay should illustrate how students manage to incorporate hitherto explored themes and readings to a structured argument.

This essay is not a conflict mapping. Students are expected to pick a situation of their choosing (student's national/regional/social/cultural context), identify relevant challenges to peace that apply to that situation and that have or have not been exposed in the foundation course, and write an academic essay about this (introduction, development of ideas, conclusion with appropriate bibliography and referencing). Students can choose one or more challenge to peace to a given situation. They do not need to list exactly all challenges, rather, they are expected to show the person that will grade them that they can write an essay that relates to one or some of the topics and major themes that have been analysed in the course. Students are expected to provide a sound analysis of the topic that they will choose.

**NOTE:** Seminar facilitators will be responsible for assessing students' performance in their seminar group based on the quality of students' written and oral assignments and participation.