

Academic Year 2024-2025

EXPC 6066

Peace and Conflict Studies - The Foundation Course

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1. Course Descriptions

The UPEACE Foundation Course provides a critical and concise introduction to the broad field of “Peace Studies” for students in ALL UPEACE programmes. 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 programmes to relate, ground and intersect their specific areas of academic and practitioner interest with core theoretical, conceptual and analytical ideas in peace studies.

2. Pre- or Co-requisites

None

3. Course number/number of credits

EXPC - 6066, 3 credits

4. Course length

The course is taught in a nine-week period (9 sessions) from the 9th of September to the 10th of November 2024.

5. Methodology

Because of the international nature of our online classroom where students bring diverse knowledge and experiences, this online course will be a combination of collaborative learning using participatory methods and independent study that will be presented in the virtual classroom, with guidance from the instructors.

Participatory and active methodologies will be used in a seminar format. Students become the constructors of their own knowledge, emphasizing the exchange of knowledge and questions as well. Students will have a central role in learning, deciding how and when to learn, while the professor will stimulate and facilitate the learning process.

Active discussions will be strongly encouraged; students will acquire new information, analyse it, reflect upon its meaning, and then discuss it with each other. The cultural diversity of the different students will contribute to vivid and diverse discourses.

Three instructional interactions will be used 1) interaction between the professors and students, such as discussions in open forums; 2) interaction between students, such as socializing/exchanging knowledge and experience; and 3) interaction through information resources, such as the active reading of selected articles, research assignments in the libraries, or searching the internet.

The material for the discussions will be based on the reader of this course and additional material, like texts, videos, links to websites, etc., which will be provided by the facilitators throughout the course.

6. 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 acknowledgment by way of a reference;
- c. Adopting the same frame or structure of another author's written work without due acknowledgment by way of a reference;
- d. Adopting the ideas or concepts, or the sequence thereof, of another author's written work without due acknowledgment 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 acknowledgment, 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.

The following list of resources has been created to help students to prevent plagiarism:

1. **University of Missouri** - The following tutorial includes quizzes to test yourself to see if you can recognize plagiarism, information on how to cite your sources and other helpful tips: [MU Libraries - University of Missouri - Plagiarism Tutorial](#)
2. **Indiana University Bloomington - School of Education** - This site includes cases, examples and practice tests for guests: [IU Bloomington School of Education - How to Recognize Plagiarism](#)
3. **Colby, Bates and Bowdoin (CBB) Plagiarism Resource Site** - This site includes a 15-minute self-test on plagiarism with an overview of helpful terms: [CBB Self-Test](#)
4. **University of Toronto** - ["How Not to Plagiarize"](#) - this site includes a special section for English as a Second Language (ESL) students.
5. **Cornell University** - In addition to exercises, this site on ["Recognizing and Avoiding Plagiarism"](#) also provides links to citation management systems.

UPEACE policy on the use of GenAI tools:

What is allowed:

- ❖ You can use **GenAI tools as a language assistant** for reviewing or improving texts you wrote, *provided the tools do not add new content*.
 - Always include a reference, comment, and footnote to your output informing the lecturer that you used GenAI tools as a language assistant. This includes translation tools like Deep L and grammar editing tools like Grammarly.
 - Make sure that using GenAI does not interfere with a professor's ability to evaluate your output and assess your original contribution.
- ❖ You are allowed to use **GenAI as a search engine** to get initial information on a topic or to make an initial search for existing research on the subject. Gathering information can be like using an ordinary search engine when working on an assignment.

- After this initial search, look up the sources referred to and conduct your own analysis of the source documents.
- Interpret, analyze, and process the information you obtained; do not just copy-paste it.
- Be critical of the output sources generated and be conscious of the inherent biases and the potential fabrication of sources.
- Verify the output generated.
- Once you use the GenAI tools for more than identifying relevant sources, and instead, you rely on the output generated/ ideas created, you must reference the GenAI tools used.

GenAI as a research assistant:

- ❖ You can use GenAI to understand the main discussions around a topic and the research questions that could be answered with your research. In this case:
 - Ensure you check the information given and conduct your own analysis of the source documents.
 - Interpret, analyze, and process the information you obtained; do not copy-paste it.
 - Be critical of the output sources generated and be conscious of the inherent biases and the potential fabrication of sources.
 - Verify the output generated.

If you copy-paste certain parts of GenAI output (for instance, because of the nature of the assignment), you must cite your sources. See below for instructions on referring to GenAI tools in your writing.

What is not allowed:

- ❖ Any form of copy-pasting of any content generated by GenAI **without fully acknowledging the source** (citing, referencing) is not allowed. Anyone who claims AI-generated texts or translations as their own violates the rules of basic academic integrity and will face the consequences of plagiarism. See the Student Handbook and the UPEACE Code of Conduct for the rules and procedures in place if plagiarism is detected.
 - GenAI tools may only serve as a supportive tool but may not replace your authentic output.
 - Any source used/cited in your academic work should be verified, whether AI or of another origin.
 - Using GenAI-generated text with proper referencing can only be done in exceptional situations.
- ❖ Any use of GenAI that prevents the professors from assessing your skills is prohibited. For example, paraphrasing tools can be used on texts you did not write yourself to cover up plagiarism and misuse of translation software.

- ❖ Any use of GenAI during examinations or other forms of assessment when the professors have indicated that the use of GenAI is not allowed.

Course objectives

- (i) 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.
- (ii) 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).
- (iii) to understand the roles of gender dynamics, 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.
- (iv) 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. Course requirements (for credit and non-credit students)

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 week. This will equip them with the tools necessary for their effective participation in the forums. Of importance here is for students to realize that their participation and interaction in forum discussions will make the course all the more successful.

❖ **Participation** (50% spread across forum discussions – Sessions 2-9)

- ❖ In addition to the posting on the first session's forum (which is not graded), students will be expected to participate *in six of the eight weeks* by contributing to forum discussions based primarily on the **READINGS** and their personal experiences related to the theme. As mentioned, *Session 1 does not count for this purpose.*
- ❖ Students should respond to each discussion thread started by the professor in the chosen session by directly responding to the forum question. During fora, students will demonstrate familiarity with the assigned readings. It is also important that students

respond to the forum discussion during the week of the session (**NOT A WEEK AFTER**), as it becomes challenging to maintain a discussion on a topic when the course has moved on to another session. **Late posting (after Sunday midnight – Costa Rica time) will not be counted towards participation.**

❖ Each forum post MUST include the following three elements:

1. A review of concise concept(s) discussed in the week's readings and/or video presentation. Students can focus on any one or more concepts of their choice from the readings or the video. The review should be an original writing of the student. The summary should reflect how the student understands the concept(s), with proper citations as needed. (40% of the grade for each forum post)
2. Application of the concept(s) to the student's own experiences or context. These can be their own personal, community, societal or cultural contexts. Here a student will demonstrate how the concept(s) discussed in the first element help explain or shed light on a specific situation from their own experience or context. (30% of the grade for each forum post)
3. Application of the concept(s) to any issue that is part of the world's current affairs. Here, the student applies the concept(s) in the first element to a situation of public nature in the world or local news media. Students must apply proper citations and references to the news media. (30% of the grade for each forum post)

❖ Each forum post must be in the range of 400 words (give or take 20 words).

❖ Full participation also includes active engagement with special activities in the fora, (such as quizzes, if necessary), as well as the sharing of relevant resources with the rest of the class.

❖ **Group Conflict Analysis (50%)**

Submission date: Sunday, 10 November 2024

Groups of four or five students will work together to analyze one conflict that they have chosen to map out. The groups can draw on any international/communal/institutional conflict. This assignment is intended to help students develop their knowledge and skills in analyzing the various components of conflicts and to identify appropriate interventions based on conflict dynamics. The outcome document is a series of presentation slides in PDF or PowerPoint, submitted as a group.

❖ 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 a balanced inquiry into the conflict. You can use information based on your own knowledge of the conflict or from academic, official and media sources.

- ❖ Include a short summary of the conflict story to explain what exactly happened. Please do not use more than a few paragraphs on the story. Focus on the analysis and mapping.
- ❖ Taking into consideration the CRT SIPPABIO model of analysis, 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. This part should account for most of the presentation. Some groups strictly follow 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 the presentation easy to follow is to use subheadings because they help the audience follow your logic and train of thought.
- ❖ Finally, finish your analysis with concluding remarks which may include suggestions for intervention. This should be another short section of the presentation.
- ❖ You are encouraged to use references from the course readings or other academic sources to support your arguments and demonstrate your familiarity with the literature. If you use any source for information or academic references, YOU MUST USE PROPER CITATIONS in your PPT. Please make sure to recommendations provided in the UPEACE policy on plagiarism and the use of AI tools.
- ❖ Your group analysis should be presented as a PowerPoint or PDF document (.ppx or .pdf) and uploaded to the course website on Sunday, November 10, 2024, before midnight Costa Rica time.

8. Description of Sessions

Session 1: Introduction to Peace Studies

Instructor: *Amr Abdalla*

This session will provide students with an overview of how the field of peace and conflict studies was developed over the past few decades and the major influences politically, culturally and academically. The session also provides 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 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. 38-66.

Abdalla, Amr and Marie Sender (2023). C.R.T. SIPPABIO: A Model for Conflict Analysis. In *Peace Institute*. Maryland, USA. Pages 4-19.

Recommended Readings:

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

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

Sessions 2 and 3: Conflict Analysis and Mapping

Instructor: *Amr Abdalla*

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

Required Readings:

Ramsbotham, O.; Woodhouse, T. and Miall, H. (2016). *Contemporary Conflict Resolution*. Cambridge: Polity Press. 4th Edition. Chapter 1: Introduction to Conflict Resolution: Concepts and Definitions, pp. 3-36.

Abdalla, Amr and Marie Sender (2023). C.R.T. SIPPABIO: A Model for Conflict Analysis. In *Peace Institute*. Maryland, USA. Pages 20-85.

UN WOMEN (2012). *Gender and conflict analysis*. New York: UN WOMEN, pp. 1-5.

<http://www.unwomen.org/~media/Headquarters/Media/Publications/en/04AGenderandConflictAnalysis.pdf>

Recommended Readings:

Pruitt, D. & Kim, S H. (2004). *Social Conflict: Escalation, Stalemate and Settlement*. Boston: McGraw-Hill. 3rd 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 4: Conflict Behavior Theories

Instructor: *Amr Abdalla*

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 a 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
Chapter 5: Social Origin of Deprivation: Determinants of Value Capabilities

Monte, C. & Sollod, R. (2003). *Beneath the Mask*. 7th Edition. New Jersey: Wiley. Chapter 16: Psychodynamic Social learning theory, pp. 551-581.

Collins, R. (1994). *Four Sociological Traditions*. New York: Oxford University Press. The Conflict Tradition, pp. 47-118.

Kim, U., Triandis, H. C., Kâğıtçıbaşı, 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.

Session 5: Militarization and Disarmament

Instructor: *Adriana Salcedo*

This session will provide a brief introduction to militarization and international efforts to design and monitor effective methods of conventional arms control (the Arms Trade Treaty) and those aimed at reducing/eliminating nuclear weapons. In addition, this session will discuss the launch of Intervention, Reconstruction and Withdrawal Operations –IRW carried out by peacekeeping forces to stabilize and stop violent conflict. It will also provide an overview of disarmament, demobilization, and reintegration processes (DDR) and the challenges and opportunities of implementing security-sector reforms (SSR) in fragile contexts.

Required Readings:

Blix, H. (2018). *Is the World on the Road to Peace or War?* Stockholm International Peace Research Institute.

Gordon, E. (2019). *Conflict, Security and Justice: Practice and Challenges in Peacebuilding*. Chapter 8 (Security Sector Reform). Red Globe Press. UK

Recommended Readings:

Lustgarten, L. (2015). The Arms Trade Treaty: Achievements, Failings, Future. *International Comparative Law Quarterly* 64(03), 569-600.

Call, C.T. & Stanley, W. (2003). Military and Police Reform after Civil Wars, in Darby, J. & Mac Ginty, R. (eds.), *Contemporary Peacemaking. Conflict, Violence and Peace Processes*. Palgrave Macmillan. Chapter 18, pp. 212-223.

Gamba, V. (2003). Managing Violence: Disarmament and Demobilization, in Darby, J. & Mac Ginty, R. (eds.), *Contemporary Peacemaking. Conflict, Violence and Peace Processes*. Palgrave Macmillan. Chapter 11, pp. 125-136.

Session 6: Gender, Violent Conflict and Peacebuilding

Instructor: *Adriana Salcedo*

This session will examine the concept of gender (as socially constructed understandings of bodies) and the critical role that these considerations play in contexts of violent conflict but also, in building

long-lasting peace. We will revisit some of the main assumptions concerning the participation of men, women and LGBTQI+ individuals in these dynamics. In addition, this session will analyze the role of the United Nations in enhancing the participation, protection and inclusion of 'women' in peacekeeping efforts, peacemaking, peace processes and in building sustainable peace (mainly through the examination of the UNSCR 1325). We will apply a critical view of these efforts as well as the opportunities that have emerged for achieving gender equity in practice through the implementation of the 1325 resolution.

Required Readings:

United States Institute of Peace. (2012). *Gender, War, and Peacebuilding*, pp. 1-15.

Žarkov, D. (2018). From women and war to gender and conflict? Feminist trajectories. In Aoláin, F. N. et. al. (Eds.). *The Oxford handbook of gender and conflict*. UK: Oxford University Press, pp. 17-34.

Shepherd, L. (2017). Women in UN Peacebuilding Discourse, in *Gender, UN peacebuilding, and the politics of space: locating legitimacy*. Oxford University Press, pp, 104-128

Recommended Readings:

Ritholtz, A., Serrano-Amaya, Jamie, F., Hagen, J. & Judge, M. (2023). Under Construction: Toward a Theory and Praxis of Queer Peacebuilding, *Revista de Estudios Sociales*, 83 | 01. URL: <http://journals.openedition.org/revestudsoc/53671>

Lips, H. (2014). *Gender: The basics*. New York Routledge. (Chapter 2: Power, Inequalities, and Prejudice, pp. 23-46).

UN Documents on Women, Peace and Security, including the United Nations Security Council Resolution 1325. "Women, Peace and Security," October 31, 2000.
<https://www.securitycouncilreport.org/un-documents/women-peace-and-security/>

Session 7: Introduction to Conflict Interventions

Instructor: *Amr Abdalla*

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.

Required Readings:

Abdalla, Amr and Marie Sender (2023). C.R.T. SIPPABIO: A Model for Conflict Analysis. In *Peace Institute*. Maryland, USA. Pages 86-131.

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. 3rd 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. 173-197.

Chapter 7: Ending Violent Conflict: Peacemaking, pp. 199-234.

Chapter 9: Peacebuilding, pp. 266-284.

Chapter 5: Preventing Violent Conflict, 144-171.

Session 8: The International Architecture for Peace and the Role of Civil Society Organizations in Peacebuilding

Instructor: Adriana Salcedo

This session will introduce students to the international architecture for peace and security under the United Nations system and what is known as the Liberal Peace paradigm that has inspired many conflict interventions. It will discuss the doctrine of Responsibility to Protect (R2P), and the successes, failures, and challenges of the concept thus far using the examples of Libya, Syria and Gaza. This session will also cover the role that civil society organizations play in building and sustaining peace.

Required Readings:

Cavalcante, F. (2019). Introduction in *Peacebuilding in the United Nations. Coming into Life*. Palgrave Macmillan, Chapter 6, pp. 153-186 and 218-224

Guterres, A. (2023). A New Agenda for Peace. Our Common Agenda. Policy Brief # 9. United Nations, New York.

<https://www.un.org/sites/un2.un.org/files/our-common-agenda-policy-brief-new-agenda-for-peace-en.pdf>

Paffenholz, T. (2009). *Civil Society and Peacebuilding*. Center on Conflict, Development and Peacebuilding, Geneva, pp. 5-24.

https://www.sfcg.org/events/pdf/CCDP_Working_Paper_4-1%20a.pdf

Recommended Readings:

Ki-moon, B. (2009). *Implementing the Responsibility to Protect: Report of the Secretary-General*, United Nations, pp. 1-33.

Nilsson, D. (2012). Anchoring the Peace: Civil Society Actors in Peace Accords and Durable Peace. *International Interactions: Empirical and Theoretical Research in International Relations*, 38(2), pp. 243-266.

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.

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

Session 9: Nonviolence: Theory and Practice

Instructor: *Adriana Salcedo*

This session provides a critical understanding of the principles, concepts, and methods of nonviolent social action as they have been applied by historical and contemporary movements in response to violent conflict, political repression, and/or economic, social, and cultural injustice.

This session will focus on exploring nonviolent resistance as a strategy to prevent or transform violent conflicts, why and when nonviolence works, its organizing principles, strategic collective action, and power and conflict.

Required Readings:

Chenoweth, E. & M. J Stephan. (2009). *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict*. New York, NY: Columbia University Press, Chapter 1, pp. 3-29.

Dudouet, V. (2017). *Powering to Peace. Integrated Civil Resistance and Peacebuilding Strategies*. International Center for Non-Violent Conflict, pp. 8-35.

Lehoucq, F. (2016) Does nonviolence work? *Comparative Politics* 42(2). pp. 269-287.

Chenoweth, E. (2016) Letter to the editor regarding Fabrice Lehoucq's critique. *Comparative Politics*, pp. 580-582.

Recommended Readings:

Dudouet, V. (2013). Dynamics and Factors of Transition from Armed Struggle to Nonviolent Resistance," *Journal of Peace Research* 50:3, pp. 404-413.

Principe, M. (2017). Women in non-violent movements. United States Institute for Peace, pp. 1-13.

Instructors

Amr Abdalla (Egypt/USA)

Dr. Abdalla is a professor emeritus at the University for Peace, and the Baker Institute fellow at Juniata College, PA, USA. 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 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). Abdalla teaches regularly (face-to-face and online) at Wesley Theological Seminary and the University for Peace.

Adriana Salcedo (Ecuador/USA)

Head and Associate Professor, Department of Peace and Conflict Studies, Academic Coordinator of M.A. in International Peace Studies and M.A. in International Peace Studies with specialization in Media, Peace and Conflict Studies programmes

Dr. Adriana Salcedo currently serves as Head of the Peace and Conflict Studies Department at the University for Peace in Costa Rica and Academic Coordinator of the Masters in International Peace Studies (IPS) and International Peace Studies with specialization in Media, Peace and Conflict Studies (IPS-MPCS) programmes. She is a scholar-practitioner in the field of conflict transformation and peacebuilding with a focus on conflict, gender, identity and migration. She holds a Doctorate in

Conflict Analysis and Resolution from The Jimmy and Rosslyn Carter School for Peace and Conflict Resolution at George Mason University, in Virginia, United States. For this degree, she conducted extensive research on forced migration, conflict and the social integration of refugees in the Colombian-Ecuadorian borderlands and in inner cities in Ecuador. She is deeply committed to achieving positive social change through non-violent means and to strengthening social actors including grass-roots organizations, indigenous communities and minority groups through her research and practice. Adriana has taught courses at The Carter School for Peace and Conflict Resolution, George Mason University in Washington D.C., at Boston University and at the Simón Bolívar Andean University in Quito, Ecuador in conflict analysis, collaborative methodologies for building peace, mediation, identity conflicts, gender and migration.

As a practitioner, Adriana has provided training for the Northern Virginia Mediation Center (as a Certified Instructor/Mediator) and for the United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP), Rediálogo and Oportunidades Acción Ciudadana (Venezuela) as well as for the Canadian Embassy in the Dominican Republic and the Observatory of Migration in the Caribbean (OBMICA). With more than fifteen years of experience in analyzing and transforming social conflicts, her professional practice has covered the Amazon basin, the Galapagos Islands and the Andean region (Ecuador, Colombia and Bolivia), the United States, the Dominican Republic, Haiti and Costa Rica. She has conducted research and collaborated with various public, grassroots and civil society organizations across the Americas and the Caribbean.