



University for Peace



Version 27 September 2021

Academic Year 2021-2022

UPM 6001 UPEACE Foundation Course

Course Syllabus

Dates: Monday 27 September – Friday 15 October 2021

Coordinator: Dr. Amr Abdalla, E-mail: aabdalla07@outlook.com

(Office Hours: by appointment)

Instructors:

- *Amr Abdalla*, Professor Emeritus
- *Mariateresa Garrido Villareal*, Dept. of International Law
- *Mibir Kanade*, Dept. of International Law
- *Alonso Muñoz*, Dept. of Environment and Development
- *Uzma Rashid*, Dept. of Peace and Conflict Studies
- *Adriana Salcedo*, Dept. of Peace and Conflict Studies
- *Olivia Sylvester*, Dept. of Environment and Development

Seminar Facilitators:

- Amr Abdalla
- Mariateresa Garrido Villareal
- Mary Little
- Tiyanike Mkanthama
- Juan José Vásquez
- Maurício Vieira

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-requisites needed.

3. Course number/number of credits

UPM 6001, 3 credits

4. Course length

The course will be taught in three weeks (15 sessions) from Monday 27 September – Friday 15 October 2021.

5. UPEACE Virtual Classroom Site

UPEACE uses MOODLE platform to upload each course syllabus, readings, and materials.

The link to access the readings of this course at UPEACE Virtual Classroom Site is <https://classroom.upeace.org/course/view.php?id=1216>

Each student will be receiving a username account and password from the IT Office to access the UPEACE Virtual Classroom Site. If you have an issue to access, please get in touch with Marcelo Quesada, Information Technology Office, E-mail: mquesada@upeace.org

6. Course meeting times

LECTURES will be held from **8:45 a.m. – 10:00 a.m.** (Costa Rica Time) in the Council Room & Live-streamed through ZOOM

▪ Foundation Lectures ZOOM Link:

<https://us06web.zoom.us/j/88697902529?pwd=NXJtQnBVU3BxdkViMDlZNMxGMXUxUT09>

Meeting ID: 886 9790 2529

Access code: 738531

SEMINARS will be held as follow:

Seminar Facilitation Time from **10:15 a.m. – 11:45 a.m.** (Costa Rica Time)

- **Group 1 – Face to Face** in Classroom 3 – ***Seminar Facilitator:*** Juan José Vásquez
- **Group 2 – Face to Face** in the Earth Charter Room – ***Seminar Facilitator:*** Tiyamike Mkanthama
- **Group 3 – Face to Face** in Classroom 5 – ***Seminar Facilitator:*** Mary E. Little
- **Group 4 – Face to Face** in Classroom 6 – ***Seminar Facilitator:*** Maurício Vieira
- **Group 5 – Hybrid: Face to Face** in the Council Room **& Live-streamed (ZOOM)** – ***Seminar Facilitator:*** Mariateresa Garrido
 - **Seminar Group 5 Facilitation ZOOM Link:**
<https://us06web.zoom.us/j/85897956258?pwd=OHZCdWhyQUMwaTZoTlBaZG1PdWFCZz09>
Meeting ID: 858 9795 6258
Access code: 906541
- **Group 6 – Online: Live-streamed (ZOOM)** – ***Seminar Facilitator:*** Amr Abdalla
 - **Seminar Group 6 Facilitation ZOOM Link:**
<https://us06web.zoom.us/j/81865829181?pwd=N0VTcGRlTWVvRzJ6T05MSjJZVB5dz09>
Meeting ID: 818 6582 9181
Access code: 540255

A list of seminar groups (~20-25 students) will be available before the course starts.

7. 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).

8. Teaching method/Class format

The course will be taught in 15 sessions in various formats. Face-to-face lectures will be recorded and will run for ~45-50 minutes, followed by a ~20-minute open forum in the designated room. After a 15-20-minute break, seminars will be conducted for ~90 minutes. All students will attend/watch the lecture sessions. To accommodate all students equally, according to the recommended COVID-19 distancing protocol, there will be a video-transmission of the Council Room lectures in the Earth Charter Room and Classroom N^o 4 (please refer to the attached rotation chart for your seminar group). The seminars will be smaller sessions of approximately twenty-two – twenty-five students each. The seminars will be facilitated by resident faculty and doctoral students. For students unable to attend the lecture (whether face-to-face or live-streamed), they will need to watch the recordings and inform the seminar facilitator for further instructions.

The seminars will be guided discussions about 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.

9. 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.

10. 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 2020-2021*). 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.**

11. 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 2021-2022*).

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

Participation will be assessed according to the following criteria: active participation in seminar discussions, online forum 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:* **Monday 11 October 2021**
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 teamwork
- Time management

- ❖ **Individual Final Paper (50%)** *Submission date:* **Monday 18 October 2021**

Length: 3000 – 4000 words

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

Criteria for Assessment:

- Comprehensive and concise coverage of the readings (15%)
- Evidence of a 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.

12. Description of Sessions

Week I: Foundations

Sessions 1 & 2: Introduction to Peace and Conflict Studies

(Lecturer: Amr Abdalla)

Date: Monday 27 & Tuesday 28 September 2021

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 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). *CR SIPPABIO: A Model for Conflict Analysis*. Washington, DC Chapter 1 & 2.

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 3 & 4: Conflict Analysis and Mapping

(Lecturer: Amr Abdalla)

Date: Wednesday 29 & Thursday 30 September 2021

These sessions introduce students to systematic comprehensive understanding of conflict, including conflict analysis and mapping. It emphasizes contextual analysis and takes into considerations 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. 4th Edition. Chapter 1: Introduction to Conflict Resolution: Concepts and Definitions, pp. 3-37.

Abdalla, Amr and Sender, Marie. (2019). *CR SIPPABIO: A Model for Conflict Analysis*. Washington, DC 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. 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 5: Conflict Behavior Theories

(Lecturer: Amr Abdalla)

Date: Friday 01 October 2021

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's 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*. 2nd 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., 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.

Week II: Perspectives

Session 6: Introduction to Conflict Interventions: Ethics, Conflict Management, and Conflict Resolution

(Lecturer: Amr Abdalla)

Date: Monday 4 October 2021

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 Sender, Marie. (2019). *CR SIPPABIO: A Model for Conflict Analysis*. Washington, DC, Chapter 4.7.1-4.7.6.

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. 173-198.

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

Session 7: Food Security and Sustainable Agriculture

(Lecturer: Olivia Sylvester)

Date: Tuesday 5 October 2021

This session will examine key concepts & debates in food security and sustainable agriculture in the 21st century.

Required Readings:

Full Documentary (2018, 15 August). Where does your fruit come from and at what cost?
Retrieved from <https://www.dailymotion.com/video/x6gnefe>

Sylvester, O. (2020). 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 2020 chapter) and analyze the challenges and opportunities associated with these debates.

Session 8: Human Rights, Conflicts, and Peacebuilding

(Lecturer: Mihir Kanade)

Date: Wednesday 6 October 2021

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, 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 7 October 2021

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 in 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 Hawkins, V. (Ed.) *Communication and Peace: mapping an emerging field*. Florence: Taylor and Francis.

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>

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.

Session 10: Gender, Conflict, and Peacebuilding

(Lecturer: Uzma Rashid)

Date: Friday 8 October 2021

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.

Week III: Peace Praxis

Session 11: Presentation of Group Mid-Term Assignment

Date: Monday 11 October 2021

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 teamwork
- Time management

Session 12: Educating for Cultures of Peace and Nonviolence

(Lecturer: Adriana Salcedo)

Date: Tuesday 12 October 2021

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 13: Striving for Sustainability

(Lecturer: Alonso Muñoz)

Date: Wednesday 13 October 2021

This session will explore the concept of ‘Sustainable Development’. Where does it come from? When and why did we start talking about this? What does it really mean, and why has it been so hard to achieve it? We will use a case study to illustrate the –often overlooked but always important– challenges faced when trying to improve the system.

Required reading:

Stafford-Smith et al. (2016) Integration: the key to implementing the Sustainable Development Goals. Sustainability science, 12(6), 911-919.

Recommended reading:

Sachs, Jeffrey (2015) The Age of Sustainable Development. New York Columbia University Press. Chapter 1: Introduction to Sustainable Development.

Session 14: International Law Dimensions of Conflicts and Peacebuilding

(Lecturer: Mihir Kanade)

Date: Thursday 14 October 2021

This session introduces students to the fundamental role that 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 the use of force, collective security, and self-defense. The session also introduces students to international humanitarian law, which is the limb of the laws of war that 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.

Kanade, Mihir (2020). “The Role of International Adjudication in Conflict Resolution and Transformation” in *The Difficult Task of Peace: Crisis, Fragility and Conflict in an Uncertain World* (Francisco Rojas ed.), Cham, Switzerland: Palgrave Macmillan, pp. 131-170.

Session 15: Conflict Interventions: Peacebuilding and Conflict Transformation

(Lecturer: Amr Abdalla)

Date: Friday 15 October 2021

This session is a continuation of Session 6 on Conflict Interventions. The session will address key conflict transformation, and peacebuilding interventions carried out by parties to effect structural and cultural changes using non-violent approaches. Reconciliation, advocacy, and activism will be discussed, in addition to the concept of Social Cohesion. Throughout, examples from real conflict situations are used to illustrate some of the dry theoretical concepts.

Required Readings:

Abdalla, Amr and Sender, Marie. (2019). *CR SIPPABIO: A Model for Conflict Analysis*. Washington, DC, Chapter 4.7.7-4.8.

Ramsbotham, O.; Woodhouse, T. and Miall, H. (2016). *Contemporary Conflict Resolution*. Cambridge: Polity Press.
Chapter 9: Peacebuilding, pp. 266-285.
Chapter 5: Preventing Violent Conflict, 144-172.

13. Lecturers' and Facilitators' Biographical Information:

▪ **Lecturers:**

Amr Abdalla (Egypt/United States)
Professor Emeritus, University for Peace

Dr. Abdalla is a Professor Emeritus at the University for Peace (UPEACE) established by the General Assembly of the United Nations with main campus in Costa Rica. He is also the Senior Advisor on Conflict Resolution at the Washington-based organization KARAMAH (Muslim Women Lawyers for Human Rights).

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, DC. From 2004-2013 he was Professor, Dean and Vice Rector at UPEACE. 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 US, 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 numerous countries in Africa, Asia, the Middle East, Europe, and the Americas.

He has been an active figure in promoting inter-faith dialogue and effective cross-cultural messages through workshops and community presentations in the United States and beyond. He pioneered the development of the first conflict resolution teaching and training manual for Muslim communities 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). In 2018 he led the publication of the first Arabic Glossary of Terms in Peace and Conflict Studies in cooperation with UNDP-Iraq and the Iraqi Amal Association.

Mihir Kanade (India)

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

Dr. Mihir Kanade (India) is currently the Academic Coordinator of UPEACE, the Head of its Department of International Law, and Director of the UPEACE Human Rights Centre. Dr. Kanade is also the academic co-coordinator of the LL.M programme in Transnational Crime and Justice jointly offered by UPEACE and the United Nations Interregional Crime and Justice Research Institute in Turin, Italy. Dr. Kanade was elected by the UN Human Rights Council as an independent expert on its Expert Mechanism on the Right to Development where he currently serves as a member in representation of the Asia-Pacific region. He also chairs the drafting group of international experts appointed by the United Nations for preparing a legally binding instrument on the right to development. Dr. Kanade is an adjunct faculty at Universidad Alfonso X El Sabio (Spain), Long Island University (LIU Global Centre in Costa Rica), and Universidad de Los Andes (Colombia). His principal area of academic research and study is the interface between public international law, human rights, globalization and governance, covering several themes including peace, trade, business and investment, sustainable development, forced displacement of people, indigenous peoples' rights, public health, amongst others. Prior to academia, Dr. Kanade practiced for several years as a lawyer at the Bombay High Court (Nagpur and Bombay benches) and at the Supreme Court of India. He holds a LL.B from Nagpur University (India) and a Master degree and Doctorate from UPEACE.

Alonso Muñoz (Costa Rica)

Instructor in the Department of Environment and Development

His academic journey started in Electrical Engineering from the University of Costa Rica, and a master's in Business Administration. His research interests include circular economy, the environmental impact of systems, and Social Enterprises. He is currently leading a project with the UNDP that aims to help the country transition to a more circular system.

Uzma Rashid (Pakistan)

Associate Professor, Department of Peace and Conflict Studies and Academic Coordinator of MA in Religion, Culture, and Peace Studies, and MA in Gender and Peacebuilding Programmes

Dr. Uzma Rashid currently serves as Associate 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.

Adriana Salcedo (Ecuador/United States)

Head and Assistant Professor, Department of Peace and Conflict Studies

Dr. Adriana Salcedo 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 George Mason University School for Conflict Analysis and Resolution (S-CAR), 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 Simón Bolívar Andean University in Quito, Ecuador, at George Mason University in Washington DC, and at Boston University in conflict analysis, collaborative methodologies for building peace, mediation, gender, and migration. She was a visiting professor at the Department of Peace and Conflict Studies at the University for Peace (Costa Rica) for three consecutive years (2017-2019) before joining UPEACE as a resident faculty member. 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), 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, and Haiti. She has conducted research and collaborated with various public, private, and civil society institutions across the Americas and the Caribbean.

Olivia Sylvester (Canada)

Associate 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, and 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 a 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:**

Mariateresa Garrido Villareal (Venezuela)

Assistant Professor, Department of International Law

Dr. Mariateresa Garrido is an Assistant Professor in the Department of International Law at the University for Peace (UPEACE) and the Doctoral Degree Coordinator. She is an international lawyer and holds a Doctorate from the University for Peace (2018). 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 explore linkages between the law, journalism, and new technologies. She also 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.

Mary Little (United States)

Mary E. Little is an associate professor of Environmental Ethics at the School for Field Studies in Costa Rica. As a human rights lawyer she has worked to improve gender equality through micro-entrepreneur programs in China and to support survivors of domestic violence in Japan. Her current research focuses on environmental and social justice issues, particularly the roles of regenerative tourism and food security initiatives in protecting the environment while strengthening local communities.

Tiyamike Mkanthama (Malawi)

Tiyamike Mkanthama is a doctoral candidate at the University for Peace (UPEACE). His research focus is on how social action, as a tool of empowerment, can facilitate autonomous sustainable development for local/indigenous peoples. Specifically, he is researching about a social action program aimed at empowering the Bribri Indigenous community of Talamanca to pursue their own self-determined development efforts. 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 (UPEACE) and has a bachelor's degree in Social Sciences (with a bias in Sociology) at the University of Malawi, Chancellor College (CHANCO). He is also a part-time professor in undergraduate courses at the Faculty of International Relations at the Universidad Latinoamericana de Ciencia y Tecnología (ULACIT). His past time activities include dancing, playing music, painting, and stage acting—and he has been exploring how best to use these talents as tools for community building.

Juan José Vásquez (Costa Rica)

Juan José is a certified mediator by the Costa Rican Bar Association. He studied Law and Psychology at the University of Costa Rica, where he worked as an Administrative Assistant in the Legal Clinic. He has worked as an intern at the Central American Court of Justice, in Managua, Nicaragua and has served as a mediator in the Houses of Justice held by the Ministry of Justice and Peace of Costa Rica throughout the country. He completed his master's degree in Conflict Resolution, Peace and Development at the University for Peace, where he currently works as a Legal Advisor and as a professor on conflict resolution, peace, negotiation and mediation issues. He is deeply interested in peace, conflict and mediation.

Maurício Vieira (Brazil)

Assistant Professor and Head of the Chair on “Countering and Preventing Illicit Trade and Transnational Organized Crime”

Maurício Vieira is Assistant Professor and Head of the Chair on “Countering Illicit Trade and Preventing Transnational Organized Crime” at the University for Peace (headquarters in Costa Rica), established by the General Assembly of the United Nations. Prior to this position, he assumed a position as Visiting Doctoral Researcher at the Norwegian Institute of International Affairs (NUPI) in Oslo, Norway; at the Graduate Institute in Geneva (Switzerland); and at the University for Peace (Costa Rica). He obtained his Ph.D. in International Politics and Conflict Resolution from the University of Coimbra, Portugal (summa cum laude); MA in International Relations with a focus on Peace and Security Studies; a Specialization Diploma in International Law and BA in Journalism, these last two degrees from the University of Fortaleza, Brazil. His areas of research focus on the analysis of decision-making within international organizations, institutional approaches on labeling and framing, and ‘post-conflict’ peacebuilding under the scope of the UN, and Peace Research within Transnational Organized Crime. He is currently an external associate researcher at the Nationalities Observatory and the Laboratory on the Study of Conflict and Violence, both associated at the Ceará State University, in Brazil.

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 a short summary of 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 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 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 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 18 October 2021**, 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 challenges 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.