

2019SP

Pathways to Peace: Case Studies from the East

Theories and Insights into the Causes of Violence

Section 1

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Course Description:

What is peace? How can the study of peace lead to a reduction in violence? This course will review a range of theories that explore the nature of violence, charting opportunities for interventions and foundations for peace. The course will examine recent case studies and interdisciplinary approaches.

Section 2

Course Objectives:

- Explore analytical concepts and theories within the peace and conflict studies discipline
- Describe patterns in the causes of conflict and violence
- Gain practical understanding of the strengths and weaknesses of several approaches to conflict resolution and peace building

Section 3

Classroom, Literature and Materials:

This course combines formal lectures by the instructor with assigned group work and student-led in-class activities. Before each class session, students are expected to have read the assigned reading before coming to class, where participation is both encouraged and expected. Reading newspapers, periodicals and other relevant material is encouraged. Student knowledge and analysis of the assigned material will be tested in class through substantive conversation and through Reading Summary Quizzes, a mid-term examination, and the final exam. Students will also be required to participate actively and equally to small group activities and presentations.

Each session will last 90 minutes, with classes held twice per week. Some classroom time will be allotted to small groups to discuss and prepare for assigned presentations.

Regular attendance is required for this course. Attendance will be taken before the start of each class. Please listen for your name and raise your hand when it is called. Missing more than five (5) classes will result in a 2.5% reduction in your overall grade, with a further reduction for each additional absence. Attendance policy is lenient. If you are ill, please do NOT come to class. No official doctor's certificate is required. If you will be absent, please notify me BEFORE class.

Course Readings: Readings for this course have been uploaded to [Blackboard](#). No textbook is required.

Course Schedule:*

Class / Date	Reading / Assignments Due
Introduction and Definitions	
1 - (1/28)	Introduction / Syllabus <ul style="list-style-type: none"> ❖ Read Syllabus and Review Assignments, Class Requirements
2	Definitions of Peace <ul style="list-style-type: none"> ❖ Galtung, Johan. "Violence, peace, and peace research." <i>Journal of peace research</i> 6.3 (1969): 167-191. ❖ Galtung, Johan, and Dietrich Fischer. "Positive and negative peace." In <i>Johan Galtung</i>, pp. 173-178. Springer, Berlin, Heidelberg, 2013.
3	Measuring Peace <ul style="list-style-type: none"> ❖ Global Peace Index 2018: Measuring Peace in a Complex World, Institute for Economics and Peace, http://visionofhumanity.org/app/uploads/2018/06/Global-Peace-Index-2018-2.pdf
4	Direct, Structural and Cultural Violence <ul style="list-style-type: none"> ❖ Walton, Matthew and Hayward, Susan. "Contesting Buddhist Narratives: Democratization, Nationalism, and Communal Violence in Myanmar," (2014).
5	Reading Summary Quiz #1 <ul style="list-style-type: none"> ❖ None, Review lecture notes, required readings in preparation for quiz
Analytical Tools	
6	Documentary Film: "Myanmar: The Hidden Genocide"
7	Conflict Mapping <ul style="list-style-type: none"> ❖ The Conflict Tree ❖ Conflict Diagrams ❖ The Conflict Triangle ❖ Needs-Fears Mapping
8	
	Readings: <ul style="list-style-type: none"> ❖ Dan Smith: Trends and Causes of Armed Conflict. 2004. Handbook Article Berghof Foundation.

Case Study #1: Sri Lanka	
9	Film: “Sri Lanka’s Killing Fields” a Channel 4 Documentary
10	A Brief History <ul style="list-style-type: none"> ❖ de Silva, M. (1999, 12). Sri Lanka's Civil War. <i>Current History</i>, 98, 428-432.
11	Root Causes of Conflict <ul style="list-style-type: none"> ❖ DeVotta, Neil. "Control Democracy, Institutional Decay, and the Quest for Eelam: Explaining Ethnic Conflict in Sri Lanka." <i>Pacific Affairs</i> 73, no. 1 (2000): 55-76. doi:10.2307/2672284. ❖ DeVotta, Neil. "Illiberalism and ethnic conflict in Sri Lanka." <i>Journal of Democracy</i> 13, no. 1 (2002): 84-98.
12	A Fragile Peace <ul style="list-style-type: none"> ❖ Höglund, K., & Orjuela, C. (2011). Winning the peace: conflict prevention after a victor’s peace in Sri Lanka. <i>Contemporary Social Science</i>, 6(1), 19–37. doi:10.1080/17450144.2010.534491 ❖ International Crisis Group. "Sri Lanka: a bitter peace." (2010).
13	Peacebuilding and Reconciliation <ul style="list-style-type: none"> ❖ Uyangoda, Jayadeva. "Sri Lanka in 2009: From civil war to political uncertainties." <i>Asian Survey</i> 50, no. 1 (2010): 104-111.
14	Conflict Mapping Exercise
15	Mid-Term Examination
Case Study #2: The Mindanao Peace Process	
16	Root Causes of the Conflict <ul style="list-style-type: none"> ❖ Schiavo-Campo, Salvatore, and Mary P. Judd. The Mindanao conflict in the Philippines: Roots, costs, and potential peace dividend. Vol. 24. Conflict Prevention & Reconstruction, Environmentally and Socially Sustainable Development Network, World Bank, 2005. ❖ Abubakar, Carmen A. "Review of the Mindanao peace processes." <i>Inter-Asia Cultural Studies</i> 5.3 (2004): 450-464.
17	War and Peace <ul style="list-style-type: none"> ❖ Adriano, Fermin and Parks, Thomas, “The Case of Mindanao, Philippines: Subnational Conflict and International Development Assistance” Asia Foundation, 2013. https://asiafoundation.org/resources/pdfs/MindanaoCaseStudyFull

	Report.pdf
18	Conflict Mapping Exercise
19	Conflict Presentation Outlines
20	Conflict Presentation Outlines
Selected Topics	
21	<p>Protracted Conflict - Southern Thailand</p> <ul style="list-style-type: none"> ❖ Harish, S. P. "Ethnic or religious cleavage? Investigating the nature of the conflict in southern Thailand." <i>Contemporary Southeast Asia</i> (2006): 48-69.
22	<p>Latent Conflict - Cambodia, Khmer Rouge</p> <ul style="list-style-type: none"> ❖ Kiernan, Ben. "Introduction: conflict in Cambodia, 1945-2002." <i>Critical Asian Studies</i> 34, no. 4 (2002): 483-495. ❖ Peang-Meth, Abdul-Gaffar. "The United Nations Peace Plan, the Cambodian Conflict, and the Future of Cambodia." <i>Contemporary Southeast Asia</i> 14, no. 1 (1992): 33-46. http://www.jstor.org/stable/25798137
23	<p>Peace Journalism</p> <ul style="list-style-type: none"> ❖ Galtung, Johan (2003) <i>Peace Journalism</i>, Media Asia, 30:3, 177-180, DOI: 10.1080/01296612.2003.11726720 ❖ Lee, S. T., & Maslog, C. C. (2005). War or Peace Journalism? Asian Newspaper Coverage of Conflicts. <i>Journal of Communication</i>, 55(2), 311–329. ❖ Hanitzsch, Thomas. "Situating peace journalism in journalism studies: A critical appraisal." <i>Conflict & Communication</i> 6, no. 2 (2007). <p>Peace Journalism Exercise</p>
24	
25	
26	Film: TBD
27	Reading Summary Quiz #2
28	Group Presentations
29	Group Presentations
30	Group Presentations

Class Etiquette:

- Come to class prepared to learn and engage.
- Do not rest your head on your desk or fall asleep in class. I take great care in preparing for each lecture.
- Falling asleep or deliberately tuning out class discussions is disrespectful. If you need a drink of water or need coffee to help maintain focus, do so.
- Cellular phones or other mobile devices must be put away--turned off or put on silent.
- Laptops are allowed, but should be used for note-taking purposes only.

Note on Attendance: Class attendance does NOT account for a percentage of your total grade. However, missing more than 4 classes over the course of the semester WILL result in a reduction of one letter grade.

Section 4

Learning Assessment/Course Rubric:

Reading Summary Quizzes:	25%
Group Presentations:	25%
Mid-Term Exam:	25%
Final Exam:	25%

Reading Summary Quizzes (25%): Reading summary quizzes will be distributed at the beginning of class. Each quiz will consist of four (4) essay questions covering key messages in assigned readings or as presented during lectures. You will be graded not only on your recollection of key arguments or concepts, but your ability to *critically* think about the material. Each quiz should take you no longer than 50 minutes to complete. Following each quiz, we may divide into small groups and reflect upon each question. Regular attendance in class is critical to ensuring above average academic performance. Please see the course schedule for quiz dates.

Class Presentations (25%): You will be divided into small groups. Each group will give a 40-50 minute presentation on a conflict of their choice in broader Asia. Your task is to give the class a detailed examination of the country you selected. Your method of analysis can be creative. This is not a descriptive exercise. I am not as much interested in an explanation of events as much as I am interested your analysis of democratization. *Why* is this topic worthy of study? *What* makes it significant and relevant? Audio-visual/multimedia presentations are strongly encouraged. All topics must be approved in advance. Each group must provide an outline of their presentation for approval.

Mid-Term Examination (25%): The mid-term examination will feature four (4) short-answer essay questions over required readings, class lectures, and discussions covered during the first half of the semester. There will also be *one* bonus question, which you can choose to answer for some extra credit. This exam should take you no longer than 90 minutes to complete.

Final Exam (25%): The final exam will feature four (4) short-answer essay questions over required readings, class lectures, and discussions. The exam is cumulative. The exam should take you no longer than 70 minutes to complete.

Section 5

Classroom Policy Information:

- **Plagiarism** (*the practice of taking someone else's work or ideas and passing them off as one's own*) of any kind will not be tolerated. If you intentionally copy an article without crediting the source or original author, it is unethical and will be considered cheating. As a rule, I use plagiarism detection software to screen for potential cases. It is in your own best interest to summarize ideas *in your own words*, or use quotes around thoughts or material that is not your own. Use in-text citations whenever possible. Quotes over 50 words in length should be indented and do NOT count toward the length of an assignment. No answer should contain more than 10% quoted material.
- **Disability Statement:** *This course is open to all students who meet the academic requirements for participation.* Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible (within the first week of class). It is the responsibility of the student to contact the instructor then meet to determine reasonable accommodation based on the official documentation/accommodation list.
- **Syllabus:** I reserve the right to modify the course syllabus at any time, especially if I feel it enhances the learning experience. I will provide advanced warning of any changes.
- **Free Speech/Safe Space:** This course will likely cover difficult topics which will result in a wide range of personal opinions and emotions. It is important to come to class with an open mind and a respect for diversity of opinion. Discrimination, marginalization or other abhorrent behavior based on gender, sex, race, age, national origin, ethnicity, religion, socio-economic status, or sexual orientation will not be tolerated. Violators will be asked to leave the classroom. In this classroom, we respect each other.