

Pathways to Peace: Case Studies from the East

Theories and Insights into the Causes of Violence

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Class Date/Period: TBD

Classroom(s): TBD

Course Description:

A renowned peace scholar once said that peace is the absence of violence. Global conflicts are replete with all forms of direct and indirect violence, leaving conflict practitioners with limited options to stem hostilities. This course combines academic theories with practical analytical tools used by field practitioners to stem the flow of hostilities in conflict prone areas. This course consists of three parts. First, we will begin with a range of theoretical approaches to peace and conflict studies, all of which explore the nature of violence and chart opportunities for interventions and creating sustainable foundations for peace. Second, this course profiles conflicts both past and present, through three case studies: Sri Lanka's protracted civil war between 1982 and 2006, the current conflict in post-coup (February 2021) Myanmar, and the lingering conflict in Mindanao (Philippines). The final section of the course profiles tangible contributors to peace, through peace or solutions-oriented journalism or the efforts of non-state actors in the promotion of non-violent approaches.

Course Objectives:

This course aims to articulate three major themes. First, the course provides an introduction and theoretical approach to the concepts of peace and violence, while second it introduces practical conflict analysis and resolution tools to help students visualize and better understand the complexity of conflicts. While a number of regional conflicts are introduced through three major case studies, this course also examines peacebuilding approaches and lessons learned from past conflicts, introducing conflict-sensitive or solutions-oriented journalism as a tool of conflict reduction. This upper-division undergraduate course will review the peace and conflict studies landscape with specific Asia-specific case studies. By the end of the course, students should be able to:

- **Conceptualize Peace and Conflict Studies:** What is peace? How attainable is peace? What are the specific causes and varieties of violence? In this course we will approach peace and conflict through theoretical and practical means.
- **Understanding and Analyzing Regional Conflicts:** Most conflicts are now of the intra-state variety. Why do conflicts persist or become intractable? What are the pathways and entry points to conflict mediation, peacebuilding, and reconciliation? In conflict analysis, the first step is to better understand the actors before beginning any intervention or analysis.
- **Reviewing the Country Context** - Students will review specific case studies (Myanmar, Sri Lanka, and Mindanao) to highlight ethnic, religious, cultural, or regional conflicts and distinguish related political, social and economic events that may exacerbate conflicts. What is the role of international actors? How do international organizations such as the United Nations play a role in mediating conflict?

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 quizzes, classroom analyses, and the final exam. Students will also be required to participate actively in group 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 *not* a requirement for this course, however it is *strongly* encouraged. I believe that life somehow will find a way to interfere with regular classroom activities, from family visits, illnesses, pre-arranged travel, and more. Therefore, my attendance policy is lenient. Use common sense. 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 so I can help you when possible with discussions or class plans that you missed.

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

Course Schedule: (*subject to change*)

Class / Date	Reading / Assignments Due
Introduction and Definitions	
1 -	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, J. (1969). Violence, peace, and peace research. <i>Journal of Peace Research</i> 6(3), pp. 167-191. ❖ Galtung, J., & Fischer, D.. (2013) Positive and negative peace. In <i>Johan Galtung</i>, pp. 173-178. Springer: Berlin. ❖ Keen, D. (2000) War and peace: What's the difference? <i>International Peacekeeping</i>, 7(4), 1–22.
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"> ❖ Jones, W. J. (2017). Myanmar's Rohingya: human rights abuses and systemic violence. <i>Journal of Urban Culture Research</i>. https://ssrn.com/abstract=3864893 ❖ Tuntivivat, S. (2016). The inter-relationship between violence and education amidst armed conflict in Southern Thailand. <i>Journal of Aggression, Conflict and Peace Research</i>, 8(4), pp. 269-278.

	Reading Summary Quiz #1: To be distributed via Blackboard.
Conflict Analysis and Mapping Tools	
5 -	<p>Conflict Mapping Tools/Analysis</p> <ul style="list-style-type: none"> ❖ The Conflict Tree, Conflict Diagrams, The Conflict Triangle, Needs-Fears Mapping (in class) ❖ Dan Smith: Trends and Causes of Armed Conflict. 2004. Handbook Article Berghof Foundation.
6 -	<p>Actor Mapping, Conflict Mapping Exercise</p> <ul style="list-style-type: none"> ❖ This exercise will cover a simplified topic (<i>not a real-world scenario</i>) that we will conceive of and map in class. Prior understanding of the previous lecture's tools will be of critical importance.
Case Study #1: Myanmar <i>coup d'etat</i> (February 2021 - present)	
7 -	<p>Documentary Film: "Myanmar: The Hidden Genocide"</p> <ul style="list-style-type: none"> ❖ No prerequisite reading is required for this film. Prepare for discussion linking previous themes (peace, violence) afterward.
8 -	<p>Myanmar Before the Coup</p> <ul style="list-style-type: none"> ❖ Thawnghmung, A. (2016). The Myanmar elections 2015: why the national league for democracy won a landslide victory. <i>Critical Asian Studies</i>, 48(1), pp. 132-142. ❖ Akins, H. (2018). The two faces of democratization in Myanmar: A case study of the Rohingya and Burmese nationalism. <i>Journal of Muslim Minority Affairs</i>, 38(2), pp. 229-245.
9 -	<p>A Morning Coup</p> <ul style="list-style-type: none"> ❖ Kipgen, N. (2021). The 2020 Myanmar Election and the 2021 Coup: Deepening Democracy or Widening Division? <i>Asian Affairs</i>, 52(1), pp. 1–17. ❖ Vrieze, P. (2022) Joining the Spring Revolution or Charting Their Own Path?, <i>Asian Affairs</i>. pp. 1-31
10 -	<p>A Regional Problem</p> <ul style="list-style-type: none"> ❖ Dunst, C. (2021). The Myanmar Coup as an ASEAN Inflection Point. <i>Journal of Indo-Pacific Affairs</i>, Special Issue, pp. 37-43. ❖ Bo. M. (2022) The Rift Between ASEAN and Myanmar's Democracy Movement is Growing Wider. <i>The Diplomat</i>. https://thediplomat.com/2022/11/the-rift-between-asean-and-myanmars-democracy-movement-is-growing-wider/ ❖ Cogan, M.S. (2022) Hun Sen Has Botched Cambodia's ASEAN Chairmanship, <i>Geopolitical Monitor</i>. https://www.geopoliticalmonitor.com/hun-sen-has-sealed-cambodias-asean-chairmanship-as-a-failure/ ❖ Additional outside reading on this topic is strongly encouraged.

	Reading Summary Quiz #2: To be distributed via Blackboard.
11 -	<p>Conflict Mapping Exercise</p> <ul style="list-style-type: none"> ❖ This mapping exercise will cover the Myanmar case study. The goal is to understand the complexities of the conflict through proper actor mapping. Understanding of the course readings on Myanmar and additional outside research will be advantageous.
Case Study #1: Sri Lankan Civil War (1982-2006)	
12 -	<p>Film: “Sri Lanka’s Killing Fields” a Channel 4 Documentary</p> <ul style="list-style-type: none"> ❖ No prerequisite reading is required for this documentary film. Prepare for discussion linking previous themes (peace, violence, conflict analysis/mapping) afterward. <p>Please note that this film contains graphic imagery.</p>
13 -	<p>Root Causes of Conflict</p> <ul style="list-style-type: none"> ❖ DeVotta, N. (2000) Control Democracy, Institutional Decay, and the Quest for Eelam: Explaining Ethnic Conflict in Sri Lanka. <i>Pacific Affairs</i> 73(1), pp. 55-76. doi:10.2307/2672284. ❖ DeVotta, N. (2002) Illiberalism and ethnic conflict in Sri Lanka. <i>Journal of Democracy</i> 13(1), pp. 84-98. ❖ de Silva, M. (1999, 12). Sri Lanka's Civil War. <i>Current History</i>, 98, pp. 428-432. (Optional)
14 -	<p>A Fragile Peace</p> <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), pp. 19–37. ❖ Sri Lanka: a bitter peace. (2010). <i>International Crisis Group</i>. Asia Briefing N°99. www.crisisgroup.org/asia/south-asia/sri-lanka/sri-lanka-bitter-peace
15 -	<p>Peacebuilding and Reconciliation</p> <ul style="list-style-type: none"> ❖ Uyangoda, J. (2010). Sri Lanka in 2009: From civil war to political uncertainties. <i>Asian Survey</i> 50(1), pp. 104-111.
16 -	<p>Conflict Analysis Exercise</p> <ul style="list-style-type: none"> ❖ This conflict analysis exercise will cover the Sri Lanka case study. The goal is to understand the roots of the conflict through proper conflict analysis.. Understanding of the course readings on Sri Lanka will be advantageous. <p>Reading Summary Quiz #3: To be distributed via Blackboard.</p>
17 -	<p>Mid-Term Examination</p> <ul style="list-style-type: none"> ❖ Prepare for Mid-Term Examination, which will be distributed via Blackboard. See course assessments below for details.

Case Study #2: The Mindanao Peace Process	
18 -	<p>Root Causes of the Conflict</p> <ul style="list-style-type: none"> ❖ Adriano, F. & Parks, T. (2013). The Contested Corners of Asia. The Case of Mindanao, Philippines Executive Summary. <i>Asia Foundation</i>. ❖ Schiavo-Campo, S., & Judd, M.P. (2005) The Mindanao conflict in the Philippines: Roots, costs, and potential peace dividend. Vol. 24. Conflict Prevention & Reconstruction, Environmentally and Socially Sustainable Development Network, <i>World Bank</i>. ❖ Abubakar, C. (2004). Review of the Mindanao peace processes. <i>Inter-Asia Cultural Studies</i> 5(3), pp. 450-464. (Optional)
19 -	<p>Is Autonomy a Solution?</p> <ul style="list-style-type: none"> ❖ Söderberg Kovacs, M., Höglund, K., & Jiménez, M. (2021). Autonomous Peace? The Bangsamoro Region in the Philippines Beyond the 2014 Agreement. <i>Journal of Peacebuilding & Development</i>, 16(1), pp. 55-69. ❖ Abuza, Z., & Lischin, L. (2020). The Challenges Facing the Philippines' Bangsamoro Autonomous Region at One Year. <i>United States Institute of Peace</i>.
20 -	<p>The Peace Process</p> <ul style="list-style-type: none"> ❖ Trajano, J. C. (2020). Bottom-up peacebuilding: Role of grassroots and local actors in the Mindanao peace process. <i>Asian Journal of Peacebuilding</i>, 8(2), pp. 357-372. ❖ Loesch, J. (2017). The GPH-MILF peace process in the Philippines to prevent and transform violent extremism in Mindanao. <i>Journal of Peacebuilding & Development</i>, 12(2), pp. 96-101.
21 -	<p>Conflict Mapping Exercise</p> <ul style="list-style-type: none"> ❖ This mapping exercise will cover the Mindanao case study. The goal is to understand the complexities of the conflict through conflict tools.
22 -	<p>Conflict Presentation Outlines Due / Designated Group Preparation Period</p> <p>Reading Summary Quiz #4: To be distributed via Blackboard.</p>
Selected Topics	
23 -	<p>Protracted Conflict - Southern Thailand</p> <ul style="list-style-type: none"> ❖ Harish, S. P. (2006) Ethnic or religious cleavage? Investigating the nature of the conflict in southern Thailand. <i>Contemporary Southeast Asia</i>, pp. 48-69.
24 -	<p>Lessons Learned from Statebuilding</p> <ul style="list-style-type: none"> ❖ Kiernan, B. (2002). Introduction: Conflict in Cambodia, 1945-2002. <i>Critical Asian Studies</i> 34(4), pp. 483-495. ❖ Peang-Meth, A.G. (1992). The United Nations Peace Plan, the Cambodian Conflict, and the Future of Cambodia. <i>Contemporary Southeast Asia</i>. 14(1), pp. 33-46. http://www.jstor.org/stable/25798137

25 -	<p>Peace Journalism</p> <ul style="list-style-type: none"> ❖ Galtung, J. (2003) Peace Journalism, <i>Media Asia</i>, 30(3), pp. 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, T. (2007). Situating peace journalism in journalism studies: A critical appraisal. <i>Conflict & Communication</i>, 6(2).
26 -	<p>Peace Journalism Exercise</p> <ul style="list-style-type: none"> ❖ This peace journalism exercise will cover any of the prior case studies. We will dissect newspaper articles from the past, focusing on making revisions/edits that promote or encourage conflict solutions.
Group Presentations / Final Exam	
27 - 28 - 29 -	<p>Group Presentations</p> <ul style="list-style-type: none"> ❖ The following three class periods are reserved for Group Presentations. See the Course Assessments for details.
30	<p>Final Exam Preparation/Review</p> <ul style="list-style-type: none"> ❖ Prepare for the Final Exam, which covers the course readings, lecture, and class discussions over the entire semester. The Final Exam will be e-mailed to you.

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.

Learning Assessment/Course Rubric:

Reading Summary Quizzes:	40%
Group Presentations:	25%
Mid-Term Exam:	20%
Final Exam:	15%

Reading Summary Quizzes (40%): Four (4) reading summary quizzes will be distributed periodically at the end of class. Each quiz will consist of two (2) 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. The quiz will be e-mailed to you and completed over the course of a week via Blackboard. Regular attendance in class is critical to ensuring above average academic performance. Please see the course schedule for the quiz dates.

Group 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 using some of the analytical tools discussed in class. Your task is to accurately map and provide constructive analysis of the conflict situation you have chosen. 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 (20%): The mid-term examination will feature three (3) short-answer essay questions over required readings, class lectures, and discussions covered during the first half of the semester. The examination will be shared with you over Blackboard.

Final Exam (15%): The final exam will feature two (2) short-answer essay questions over required readings, class lectures, and discussions. The exam is cumulative. The exam should take you no longer than the length of a class period to complete. The quiz will be e-mailed to you and completed over no more than five (5) days via Blackboard.

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.