



ICIR 213 Conflict, War and Peace Studies

Course Description & Aims

This course exposes students to the basic tenets of conflict studies, by comparing and contrasting various concepts and definitions of war, conflict, violence and peace. War and violence are discussed both in historical perspective and in regard to contemporary conflict geographies. Trends, types and tendencies of contemporary conflict are examined and illustrated through a number of relevant case studies. The course focuses on interdisciplinary approaches to collective violence, demonstrating the merits of a holistic understanding of human aggression for the analysis of conflict and violence. Students will scrutinize the correlation between war and politics, interpret the nexus of violence and identity, and discuss the issue of war crimes and atrocities. Modalities of peace making and peace building are examined and contrasted, leading to a critical discussion of the challenges of trauma and reconciliation in post-conflict societies.

The impact of war upon society and the state; social and political consequences of war; the mobilization of society in times of war; the status of human rights and freedom in times and places of war; politics and war; patterns of military organization; the possible social and political role of the military. Students will describe; explain; analyze; assess major approaches to conflict, war and peace in comparative global perspective.

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Assessment

Active Class Participation	10 %
Presentation of Reading Assignment	20 %
Group Debate	10 %
Midterm Exam	30 %
Final Essay Paper	30 %

Course Learning Outcomes

At the completion of the course the student will be able to:

1. Understand different conceptualizations of conflict, war and peace.
2. Apply a range of theoretical approaches in the interdisciplinary field of conflict studies.
3. Explain, interrelate and interpret armed conflict in global comparative perspective.

Topic No.	Topic
1	Introduction and Course Organization
	Concepts and Definitions
2	Typologies of War and Conflict
	Conflict Trends and Geographies
3	War and Conflict in Historical Perspective
	Conflict Genealogies
4	Causes, Origins and Motivations
	Theories of War and Conflict
5	War, Politics and Ideology
	Political Conflict and Revolutions
6	Identity and Conflict
	The Concept of “New Wars”
7	Midterm Review
	Midterm Exam
8	Aggression and Relative Deprivation
	Rational Choice
9	“Greed” and “Grievance” in Civil War
	Environmental Scarcity and War
10	Ethics and Laws in War
	War Crimes and Atrocities
11	Peace and Peace-building
	Justice, Accountability and Post-conflict Reconstruction
12	Trauma and Reconciliation
	Final Discussion

Assessment Methods and Criteria

1. Active Class Participation [10 %]. – Students are expected to actively and regularly take part in class discussions. It is important to keep up with the reading materials in order to be able do so. Core readings are clearly indicated (in **bold** letters) in the detailed lecture schedule at the end of this syllabus, all others are further reading suggestions. Relevant readings will be made available to students electronically and/or in form of a study pack.

2. Presentation of Reading Assignment [20 %]. – Each student enrolled in this course will have to prepare a presentation of one of the core readings (indicated in **bold** letters). The presentation should last no more than 10 minutes. A sign-up sheet for the presentation of readings will be circulated in the first week of classes. The presentations of reading materials must (a) briefly summarize the main arguments of the presented text, (b) point out problematic or questionable sections of the reading, and (c) provide 2-3 questions for further in-class discussion in relation to the presented materials. It is expected that each reading presentation be accompanied by a one-page outline that must be distributed in class; PowerPoint may be used to aid the presentations, although this is not mandatory.

3. Group Debate [10 %]. – During week 6 students will be divided into two groups and asked to discuss a given topic from different angles. Groups will be given 30 minutes to develop arguments for their respective positions. Afterwards both groups are discussing the merits and limitations of their contrasting positions with each other. During the group debate, students can accumulate up to 10 points. Assessment scores depend on the level of participation and the quality of contributions to the debate, both during the preparation in small groups and during the open-floor debate.

4. Midterm exam [30 %]. – In Week 7, students will take an in-class exam that is divided into two parts. The first part [20 points] consists of ten short-answer questions that ask students to briefly explain some of the terms and concepts discussed in the first half of term. Answers can be concise, but must be precise and attend to all aspects of the question (read the questions carefully!). The second part of the exam [10 points] consists of three essay topics to choose from. Students are asked to write a structured argumentative essay with relevant reference to topics, issues and associated theoretical frameworks that have been discussed in class.

5. Final Essay Paper [30 %]. – At the end of term, students are required to write a final essay paper on an assigned topic. A list of available essay topics will be distributed after the midterm exam. Essays need to be clearly structured and argumentative and make substantial reference to concepts and theories introduced in the duration of this course. In particular, the final essay paper must include the following aspects: (a) a brief introduction of the chosen topic, including a more descriptive section regarding background and context, (b) an analysis and discussion section with relevant references to concepts, theories and debates introduced in class, and (c) a conclusion demonstrating the ability to critically reflect and assess relevant aspects of the chosen essay topic.

Introduction

Topic description: What are useful definitions of ‘violence’, ‘conflict’, ‘war’ and ‘peace’? After a general introduction into course contents, the weekly schedule and the course requirements, we will discuss foundational aspects of violent conflict and war, including the distinction between expressive and instrumental violence, distinctions and modalities of the concept of peace, and suggestions regarding the difference of violent conflict and war. During a brainstorming exercise students will develop questions for the field of conflict and peace studies, with a focus on types of violent conflict and aspects of war and violence that need to be assessed.

Expected learning outcomes:

- Students will develop an awareness regarding foundational terms and concepts in the field of conflict and peace studies.
- Students will explore and understand the diversity of concepts and definitions of war, violent conflict and peace.
- Students will pose questions regarding the scope and focus of conflict and peace studies.

Activity:

- Students assemble in small groups to develop questions regarding the dynamics of violent conflict: What is the general scope of conflict and peace studies? What are the issues that this academic field should aim to address? How can different types of violent conflict be categorized?

Trends and Types of Violent Conflict

Topic description: Different typologies of violent conflict are introduced and discussed, based on datasets of the Center for Systemic Peace (CSP), the Uppsala Conflict Data Program (UCDP) and the Peace Research Institute Oslo (PRIO). Definitions and measurement principles for the distinction of armed violent conflict and war are critically discussed and historical as well as regional trends of violent conflict are explored.

Expected learning outcomes:

- Students will explore and understand different typologies of armed conflict and reflect about its conceptual foundations.
- Students will explore, understand and review historical and geographical trends in the global distribution of armed conflict.

Activities:

- Individual presentations of reading assignments, followed by a plenary discussion
- Students assemble in small groups to explore and discuss selected graphs that illustrate conflict trends based on a variety of categorizations of violent conflict and war. The groups are given graphs that have been published by CSP, UCDP and PRIO. Some of the issues that should be explored during group work include: How useful are regional and historical comparisons for an understanding of war and violence? What is the impact of statistics (and statistical error) for categorizations of violent conflict? How can key terms relating to war, violence and conflict be defined and how do different definitions impact the typology of violent conflict? The groups' findings and suggestions will then be presented and examined in an open-floor discussion.

Readings:

- **Earl Conteh-Morgan: *Collective Political Violence: An Introduction to the Theories and Cases of Violent Conflicts*. New York and London: Routledge, 2004.**
Chapter 2: "Trends in Collective Political Violence" (pp. 29-48)
- **Kendra Dupuy and Siri Aas Rustad: *Trends in Armed Conflict, 1946-2017*. Oslo: Peace Research Institute Oslo (PRIO), 2018.**
- Kristine Eck: "An Overview and Typology of Conflict Data: The Advantages of Data Diversity", in: Mayeul Kauffmann (ed.), *Building and Using Datasets on Armed Conflicts*, Amsterdam: IOS Press, 2008, pp. 29-40.
- Joakim Kreutz: "Calling a Conflict a Conflict: Violence and Other Aspects of War", in: Mayeul Kauffmann (ed.), *Building and Using Datasets on Armed Conflicts*, Amsterdam: IOS Press, 2008, pp. 49-61.

Histories of Conflict and War

Topic description: Herakleitos of Ephesos, some two and a half millennia ago, suggested that "war is the father of everything", highlighting the productive and creative qualities of violence for historical processes. In agreement with this, Karl Marx suggests: "violence is the midwife of every old society pregnant with a new one". Departing from these insights, during this week students are exposed to historical perspectives in the study of war and conflict. Additionally, to the historical functions of war, the idea of 'origins' and 'roots' of violent conflict are discussed – and contrasted to the idea of conflict genealogies. The merits of an analysis of conflict histories are discussed alongside selected case studies.

Activity:

- Individual presentations of reading assignments, followed by a plenary discussion

Expected learning outcomes:

- Students will explore and understand the historical functions of violent conflict.
- Students will understand and be able to explain the historical dynamics of war and violence.
- Students will discuss different approaches to situate and analyze violent conflict from a historical perspective.

Readings:

- **Anna Simons: "War: Back to the Future", *Annual Review of Anthropology* 28 [1999]: 73-108.**
- **Christian Oesterheld: "Genealogies of Anti-Madurese Violence in Kalimantan," in: Cathrin Arenz, Michaela Haug, Stefan Seitz, et al. (eds.), *Continuity under Change in Dayak Societies*, Wiesbaden: Springer VS, 2017, pp. 163-188.**

- René Girard: *Violence and the Sacred* [La violence et le sacré, transl. by Patrick Gregory], London: The Athlone Press, 1988 [1972].
- Edward Newman: “The ‘New Wars’ Debate: A Historical Perspective Is Needed”, *Security Dialogue* 35(2) [2004]: 173-189.
- Edward Newman: “The Violence of State building in Historical Perspective: Implications for Peacebuilding”, *Peacebuilding* 1(1) [2013]: 141-157.

Scope and Theory of Conflict Studies

Topic description: Adjoining to discussions on the history of war and violent conflict, this week we are exploring concepts of cause and effect in the study of violence and war. Different theoretical traditions in the field of conflict studies are introduced, including their ontological foundations and explanatory scope. The merits and limitations of different approaches are critically discussed and students are provided with a general overview of conflict theories and their analytical frameworks. This includes macro- as well as micro-level theories, Marxian (conflict-) approaches as well as functionalism and system theory, and contingency- as well as inherency-based models of explanation.

Activities:

- Students are asked to brainstorm the differences of “causes”, “origins” and “motivations” in the field of conflict studies and discuss their suggestions in an open-floor debate.
- Individual presentations of reading assignments, followed by a plenary discussion
- Students assemble in small groups to explore and critically discuss one of the three major divides in conflict theory (macro vs. micro, Marxist vs. functionalist, and contingency vs. inherency based explanations). Each group then briefly presents its findings.

Expected learning outcomes:

- Students will understand and be able to differentiate a range of theoretical traditions in the field of conflict studies.
- Students will explore and discuss the basic differences of explanatory frameworks for conflict, violence and war.

Readings:

- **Earl Conteh-Morgan: *Collective Political Violence: An Introduction to the Theories and Cases of Violent Conflicts*. New York and London: Routledge, 2004.**
 - **Chapter 1: “Collective Political Violence: Scope, Assumptions, and Approaches” (pp. 1-27)**
 - **Chapter 3: “Social-Structural Theories and Violent Change” (pp. 49-67)**

Political Conflict and War

Topic description: Regarding “war as a continuation of politics by other means” (Clausewitz), the focus of class discussions this week is on macro-structural theories of war. We are discussing the relationship between nationalism and modern warfare and will analyze the connection between the internal and external dimensions of war, comparing and contrasting bipolarity and multipolarity in relation to war. The concept of status inconsistency (or ‘rank disequilibrium’) will be introduced and discussed as a possible cause for violent conflict on the international level. During the second session of this week, we are shifting our attention towards the internal dimensions of political conflict and discuss the social conditions for revolutionary wars, including different types of revolutions.

Expected learning outcomes:

- Students will explore macro-structural theories of war.

- Students will compare and contrast different explanatory frameworks for violent political conflict.
- Students will examine internal and external dimensions of political violence and explore different types of revolutionary wars.

Activities:

- Individual presentations of reading assignments, followed by a plenary discussion
- Students assemble in small groups and use a basic online search to develop case-study briefs of selected revolutions (e.g. the French, Iranian, Russian or Cuban revolution, the Arab Spring and the Bolivarian Revolutionary Movement in South America). In an open floor debate differences and similarities of these revolutions will be discussed in relation to relevant conflict theory.

Readings:

- **Earl Conteh-Morgan: *Collective Political Violence: An Introduction to the Theories and Cases of Violent Conflicts*. New York and London: Routledge, 2004.**
 - **Chapter 6: “Macro-Structural Theories of War” (pp. 111-136)**
 - Chapter 7: “Revolutionary Leaders and Political Violence: Competing Theoretical Approaches” (pp. 137-155)
 - **Chapter 8: “Revolutions: Causes and Types” (pp. 156-173)**
 - Chapter 9: “The Marxist Explanation of Revolutionary Change” (pp. 174-191)

Identity Sources of Conflict

Topic description: In contrast to the macro-level approaches introduced in the previous week, we are now focusing on micro-level frameworks for an understanding of violent conflict. It has been suggested that after the end of the Cold War a new form of violent conflicts has been on the rise, largely replacing ideology with identity as a foundational motivation for going to war. We are discussing the extent to which these “New Wars” are actually ‘new’ through a comprehensive consideration of ethnic, religious and other identity conflicts in historical perspective. Contending views on ethno nationalist conflicts will be explored and critically discussed.

Expected learning outcomes:

- Students will explore, compare and contrast different perspectives towards ethno-nationalist conflicts.
- Students will develop a critical and differentiated understanding of the concept of “New Wars”.
- Students will critically discuss and examine the differences of identity and ideology as causes for violent conflict.

Activities:

- Individual presentations of reading assignments, followed by a plenary discussion
- Students will be divided into two groups to develop opposing perspectives and arguments in relation to the “New Wars” debate. One group is supposed to explore and defend arguments in favor of the category of New Wars whereas the other group should suggest that identity sourced conflicts are a persisting module of war and violence throughout history. During the preparation for the debate (in groups), as well as during the plenary discussion, students will engage with discourses on conflict theory and categorization in order to understand and apply the significance of explanatory frameworks for the field of conflict studies. – *Note that students’ participation and performance in this group debate is part of the assessment for this course (10 %).*

Readings:

- **Earl Conteh-Morgan:** *Collective Political Violence: An Introduction to the Theories and Cases of Violent Conflicts*. New York and London: Routledge, 2004.
 - **Chapter 10: “Interethnic or Identity Sources of Violent Conflicts”** (pp. 192-214)
- **Siniša Malešević:** “The Sociology of New Wars? Assessing the Causes and Objectives of Contemporary Violent Conflicts”, *International Political Sociology* 2 [2008]: 97-112.
- **Kay B. Warren:** “Culture, Violence, and Ethnic Nationalism”, in: **R. Brian Ferguson (ed.)**, *The State, Identity and Violence: Political Disintegration in the Post-Cold War World*, London and New York: Routledge, 2003, pp. 102-114.
- Glenn Bowman: “The Violence in Identity”, in: Bettina E. Schmidt and Ingo W. Schröder (eds.), *Anthropology of Violence and Conflict*, (London and New York: Routledge, 2001, pp. 24-46.
- Ted Robert Gurr and Anne Pitsch: “Ethnopolitical Conflict and Separatist Violence”, in: Wilhelm Heitmeyer and John Hagan (eds.), *International Handbook of Violence Research*, (Dordrecht: Kluwer, 2003, pp. 227-45.
- Charles Selengut: *Sacred Fury: Understanding Religious Violence*. Lanham, MD [et al.]: AltaMira Press, 2003.

Midterm Review and Exam

Topic description: A review of the materials of the first half of the course, in order to prepare students for the midterm examination. – The format and expectations of the midterm exam will be introduced in detail and students are then given the opportunity to ask questions about any of the topics covered during week 1-6. A review sheet will be provided prior to the review session as a basis for preparation.

Activity:

- After the midterm exam, anonymized copies of exam booklets will be distributed to students alongside with the assessment rubrics used by the instructor. Each student is asked to peer evaluate one exam based on the official rubric as a mechanism to ensure impartiality and to develop an awareness for assessment methods used in the IRGA program. Student and lecturer scores of the midterm exams will later (in Week 8) be compared and discussed.

Relative Deprivation and Rational Choice

Topic description: The focus of class discussions this week concerns individual motivations for participating in violent conflict. We are comparing relative deprivation explanations and issues of rational choice as motivational forces, but also discuss the impact of wider structural frameworks for taking part in violent strife, comparing innate and environmental explanations for violence and exploring the relationship of relative deprivation to frustration and aggression. Different modes of relative deprivation (decremental, aspirational and progressive) will be introduced and compared. The basic tenets of rational choice theory will be introduced by making use of game theory, in order to then discuss the applicability of this theory for an explanation of child participation in irregular warfare.

Expected learning outcomes:

- Students will understand and explain differences of relative deprivation and rational choice as motivations for participation in violent conflict.
- Students will explore and understand different modes of relative deprivation in relation to environmental factors.

- Students will compare macrostructural and actor-based approaches as explanatory frameworks in the field of conflict studies.

Activities:

- Students will engage in a four-group version of a prisoner dilemma simulation game in order to explore issues of risk and trust between conflict parties, as well as the effects of competition and trust betrayal. By playing ten brief rounds of the game, with possible ad-hoc conferences between the teams after rounds four and eight, students will gradually experience the potential advantages of a collaborative approach to solving problems.
- Individual presentations of reading assignments, followed by a plenary discussion

Readings:

- **James D. Fearon and David D. Laitin: “Ethnicity, Insurgency, and Civil War”, *The American Political Science Review* 97(1) [2003]: 75-90.**
- **Earl Conteh-Morgan: *Collective Political Violence: An Introduction to the Theories and Cases of Violent Conflicts*. New York and London: Routledge, 2004.**
 - **Chapter 4: “The Psychocultural Approach to Explaining Collective Political Violence” (pp. 68-91)**
 - **Chapter 5: “Collective Political Violence as Rational Choice” (pp. 92-110)**
- Ted Robert Gurr: *Why Men Rebel*. Princeton: Princeton University Press, 1970.
- Walter Korpi: “Conflict, Power and Relative Deprivation”, *American Political Science Review* 68(4) [1974]: 1569-1578.
- Daniel Egiegba Agbiboa: “Why Boko Haram Exists: The Relative Deprivation Perspective”, *African Conflict and Peacebuilding Review* 3(1) [2013]: 144-157.
- Alam Saleh: “Relative Deprivation Theory, Nationalism, Ethnicity and Identity Conflicts”, *International Quarterly of Geopolitics* 8(4) [2013]: 156-174.

Greed and Grievance in Civil War

Topic description: This week we focus on the discussion of “greed and grievance” in civil wars. This discourse in the field of the political economy of violent conflict has developed in close relation to issues of relative deprivation versus rational choice as motivational forces for taking part in war (as discussed during week 8). We are going to explore Paul Collier’s concept of opportunity and the politics of “war economies”, before contrasting his claims to studies on the nexus of environmental degradation and violent conflict.

Activity:

- Individual presentations of reading assignments, followed by a plenary discussion

Expected learning outcomes:

- Students will develop a systematic and differentiated understanding of the political economy of violent conflict.
- Students will explore and discuss discourses on greed and grievance in civil war.
- Students will critically discuss macrostructural and actor-based approaches as explanatory frameworks in the field of conflict studies.

Readings:

- **Paul Collier and Anke Hoeffler: “Greed and Grievance in Civil War”, *Oxford Economic Papers* 56 [2004]: 563-595.**
- **Earl Conteh-Morgan: *Collective Political Violence: An Introduction to the Theories and Cases of Violent Conflicts*. New York and London: Routledge, 2004.**
 - **Chapter 12: “Environmental Degradation–Violent Conflict Nexus” (pp. 235-251)**

- Anthony Vinci: “Greed-Grievance Reconsidered: The Role of Power and Survival in the Motivation of Armed Groups”, *Civil Wars* 8(1) [2006]: 25-45.
- David Keen: “Incentives and Disincentives for Violence”, in: Mats Berdal and David Malone, *Greed and Grievance: Economic Agendas in Civil Wars*. Boulder, CO: Lynne Rienner, 2000, pp. 19-43.
- Paul Collier and Nicholas Sambanis: “Understanding Civil War: A New Agenda”, *Journal of Conflict Resolution* 46(1) [2002]: 3-12.
- Paul Collier: “Doing Well Out of War: An Economic Perspective”, in: Mats Berdal and David Malone, *Greed and Grievance: Economic Agendas in Civil Wars*. Boulder, CO: Lynne Rienner, 2000, pp. 91-112.
- Katherine Barbieri and Rafael Reuveny: “Economic Globalization and Civil War”, *The Journal of Politics* 67(4) [2005]: 1228-1247.

Acts of War

Topic description: From earlier discussions on conflict theory concerned with explanations of origins, causes and motivations of violence and war, we are now shifting our attention towards a consideration of the conduct of warfare. Introducing normative frameworks of *ius in bello* – the law that governs the way in which warfare is, or should be, conducted – we explore traditions of justice in war and their contemporary applicability. A particular focus of this week is the role of civilians in war, which will be critically discussed and assessed. The second session of this week focusses on atrocities and war crimes.

Expected learning outcomes:

- Students will explore and understand traditions of justice in war.
- Students will compare and contrast different perceptions of ‘civilians’ in war contexts.
- Students will critically discuss a range of war crimes and atrocities.

Activities:

- Students assemble in small groups to brainstorm and discuss the concept of “just(ified) violence”. Each groups’ suggestions are then interrelated and discussed in an open-floor debate.
- Individual presentations of reading assignments, followed by a plenary discussion

Readings:

- **Karma Nabulsi:** “Traditions of Justice in War: The Modern Debate in Historical Perspective”, in: Stathis N. Kalyvas, Ian Shapiro and Tarek Masoud (eds.), *Order, Conflict, and Violence*, Cambridge: Cambridge University Press, 2008, pp. 120-138.
- **Hugo Slim:** “Why Protect Civilians? Innocence, Immunity and Enmity in War”, *International Affairs* 79(3) [2003]: 481-501.
- **Eric J. Hobsbawm:** “Barbarism: A User's Guide”, in: Eric J. Hobsbawm, *On History*, London: Abacus, 1998, pp.334-350.
- Benedikt Korf: “Contract or War? On the Rules of the Game in Civil Wars”, *Journal of International Development* 19 [2007]: 685-694.
- Paul Gilbert: “Civilian Immunity in the ‘New Wars’”, in: Igor Primoratz (ed.), *Civilian Immunity in War*, (Oxford [et al.]: Oxford University Press, 2007, pp. 201-216.
- Richard T. De George: “Non-Combatant Immunity in an Age of High Tech Warfare”, in: Steven P. Lee (ed.), *Intervention, Terrorism and Torture: Contemporary Challenges to Just War Theory*, Dordrecht: Springer, 2007, pp. 301-314.
- Paul Robinson: *Military Honour and the Conduct of War: From Ancient Greece to Iraq*. London and New York: Routledge, 2006.
 - Chapter 8: “The Cold War and After” (pp. 164-189)

- Elisabeth Jean Wood: "Sexual Violence during War: Toward an Understanding of Variation", in: Stathis N. Kalyvas, Ian Shapiro and Tarek Masoud (eds.), *Order, Conflict, and Violence*, Cambridge: Cambridge University Press, 2008, pp. 321-351.
- Martin Shaw: "New Wars of the City: Relationships of 'Urbicide' and 'Genocide'", in: Stephen Graham (ed.), *Cities, War, and Terrorism: Towards an Urban Geopolitics*, Malden, Mass. [et al.]: Blackwell, 2004, pp. 141-153.
- Werner Bergmann: "Pogroms", in: Wilhelm Heitmeyer and John Hagan (eds.), *International Handbook of Violence Research*, Dordrecht: Kluwer, 2003, pp. 351-367.

Peace, Post-Conflict Reconstruction and Accountability

Topic description: What is the end of war? And what happens after? We are discussing different concepts of peace and peacebuilding, making use of Johan Galtung's distinction between 'negative' and 'positive' peace. Issues of post-conflict reconstruction are briefly introduced and the question of accountability and justice after war is discussed. We review efforts of international tribunals to produce post-conflict justice and accountability in order to prepare a final discussion (week 12) on social reconciliation.

Expected learning outcomes:

- Students will explore the challenges of post-conflict situations.
- Students will compare and contrast different perceptions of peace and their social impact.
- Students will begin to critically discuss frameworks of post-conflict reconstruction, justice and accountability.

Activities:

- Students are handed a selection of scholarly definitions of "peace" and are given time to discuss these in small groups. Each group is asked to choose one of the definitions, modify if the group agrees this is necessary, and then explain and present their choice to open the floor for debate.
- Individual presentations of reading assignments, followed by a plenary discussion

Readings:

- **Johan Galtung: "Violence, Peace, and Peace Research", *Journal of Peace Research* 6(3) [1969]: 167-191.**
- **David J. Whittaker: *Conflict and Reconciliation in the Contemporary World*. London and New York: Routledge, 1999.**
 - **Chapter 1: "Conflict and Reconciliation in the Contemporary World" (pp. 1-9)**
- Catia C. Confortini: "Galtung, Violence, and Gender: The Case for a Peace Studies/Feminism Alliance", *Peace and Change* 31(3) [2006]: 333-367.
- Louise Mallinder: *Amnesty, Human Rights and Political Transitions: Bridging the Peace and Justice Divide*. Oxford and Portland: Hart, 2008.
- Elisabeth Porter: *Connecting Peace, Justice & Reconciliation*. Boulder: Lynne Rienner, 2015.
- Oliver P. Richmond: *Peace in International Relations*. London and New York: Routledge, 2008.
- Benjamin Miller: *States, Nations, and the Great Powers: The Sources of Regional War and Peace*. Cambridge: Cambridge University Press, 2007.
- Charles A. Kupchan: *How Enemies Become Friends: The Sources of Stable Peace*. Princeton and Oxford: Princeton University Press, 2010.

Trauma and Reconciliation

Topic description: Departing from our discussion in the previous week, we are going to further explore the issue of social reconciliation and the limitations of such efforts in post-conflict societies. This leads us to a general final discussion of the impact of violent conflict on society, conflict regions – and the international system. During the final discussion we will also compare and relate relevant issues discussed earlier in the term in order to guide students towards their final essay papers.

Activity:

- Individual presentations of reading assignments, followed by a plenary discussion

Expected learning outcomes:

- Students will continue to critically discuss frameworks of post-conflict reconstruction, justice and accountability
- Students will conclude their exploration of the field of conflict studies by comparing and relating relevant issues discussed throughout the term.
- Students will interrelate different approaches in the field of conflict studies and assess the impact of violent conflict in the contemporary world.

Readings:

- **Erwin Staub et al:** “Healing, Reconciliation, Forgiving and the Prevention of Violence after Genocide or Mass Killing: An Intervention and Its Experimental Evaluation in Rwanda”, *Journal of Social and Clinical Psychology* 24(3) [2005]: 297-334.
- **Priscilla B. Hayner:** “Fifteen Truth Commissions: 1974 to 1994: A Comparative Study,” *Human Rights Quarterly* 16(4) [1994]: 597-655.
- Martha L. Minow: *Between Vengeance and Forgiveness: Facing History After Genocide and Mass Violence*. Beacon Press, 1998.
- Eric Stover and Harvey M. Weinstein (eds.): *My Neighbor, My Enemy: Justice and Community in the Aftermath of Mass Atrocity*. Cambridge University Press, 2004.