

**American University School of International Service
International Peace and Conflict Resolution Program**

**New Frontiers in Peacebuilding
SIS 619.001 2017X
Tuesdays and Thursdays, 5:30-8:40PM; SIS 113**

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I. Course Description

This course is intended to introduce students to currents in thought and practice that are of potential value in considerations about new paths to peace and to peacebuilding effectiveness. The course also involves examination of established fields, such as urban design, that have something to teach us about constructing environments to reduce social tension and build more peaceful communities. Fundamentally, it is about the drivers of human behavior, and adjustments that can be made, both internally and externally, to enhance the potential for more constructive engagement between people and their environments. Topics to be covered include complex systems dynamics, social media and technology, neuroscience, “bottom-up” or hybridity in peacebuilding, peace through commerce, and healing and reconciliation through art.

II. Course Objectives

- Introduction to various allied disciplines to model better peacebuilding practice
- Examination of new approaches to building less conflictual systems, drawing on knowledge and practice in such fields as social media, art, science, culture and gaming
- Increasing awareness of the basic elements of brain science, systems dynamics, environmental design, commercial activity and other factors that can have an impact on peace (positive, negative and culture of peace), violence (direct, structural, cultural), and the processes of peacemaking
- Experimentation with tools used in other domains of practice to increase the store of resources practitioners can draw on to increase peacebuilding effectiveness

III. Learning Outcomes

You will be able to think critically about the main themes and topics of the course, specifically, what are the potential applications of the topics covered in increasing peacebuilding effectiveness. You will gain new knowledge about work in fields not traditionally considered in peace and conflict resolution studies. You will look at old problems through new lenses provided by other disciplines. You will add to your store of knowledge about tools to improve practice. You will be introduced to literature, worldviews and modes of practice not always identified with conflict resolution studies. Through individual and group exercises you will gain a better understanding of the promise and limitation of the disciplines examined.

IV. Assignments and Grading Criteria

Note: we will discuss the nature and content of the assignments during our first meeting on May 23

Assignment I (15%): Due June 2

Assignment II (15%): June 12

Team Presentations (20%): June 20 and 22

Final Assignment (35%): June 29

Participation (15%)

- Obviously you must attend class to participate!
- Consistent engagement
- Preparation and familiarity with course topics and content of readings
- Quality of interpretation and analysis of topics and themes
- Response to other students and to instructor
- Each of the criteria will be scaled as adequate (1 point), good (2 points), and excellent (3 points)

Grade scale

A	100-94
A-	93-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70

D	69-60
F	59 or lower

See, <http://www.american.edu/provost/registrar/academicservices/system.cfm>

Please note that an “A” grade denotes an excellent performance and work that is original, insightful, critical, clear, well written and well presented. It indicates that you (and your group) worked effectively and successfully to complete all assignments. A “B” is solid work that is well organized and goes beyond minimum requirements. It reflects a good command of the material, with instances of higher-level thinking and intellectual engagement. It will also indicate the degree to which the team has worked effectively. A “C” reflects a lack of higher-level thinking, intellectual originality, clear organization, and teamwork. A “D” indicates that minimum course requirements were not fully met. An “F” means the minimum course requirements were not met.

Late Assignment Policy

Late assignments will not be accepted without penalty except in cases of genuine, documented, illness or emergency. Late submissions will be downgraded one-third a letter grade for the first three hours (e.g., A- to B+) and a full letter grade thereafter, up to 24 hours later (e.g., A to B), after which papers will not be accepted without more severe penalty.

V. Academic Integrity Code

In the unlikely event that you have not consulted the American University Academic Integrity Code, I urge you to carefully read all sections at <http://www.american.edu/academics/integrity/code.cfm>. There is no excuse for violation of the Code, not least due to ignorance of standards of conduct or definition of integrity violations.

VI. Required Texts

All required readings will be available on line.

VII. Class Schedule and Reading Assignments

Session I (May 23): Introduction

- Review of syllabus, course content, course objectives, assignments
- Discussion of learning objectives
- Concepts and Definitions

Required Reading

Session II (May 25): Systems Dynamics

Required Reading

- “Introduction to Systems Thinking,” Daniel H. Kim, *Systems Thinker*, <https://thesystemsthinker.com/wp-content/uploads/2016/03/Introduction-to-Systems-Thinking-IMS013Epk.pdf>
- “Systems Thinking in Conflict Assessment: Concepts and Applications,” USAID. http://pdf.usaid.gov/pdf_docs/pnady737.pdf

Recommended Reading (Optional)

- Ricigliano, Robert (2010). “Systemic Peacebuilding: Implications for Teaching and Practice,” Presentation, June 28, 2010. <http://global.wisc.edu/peace/readings/supplemental-presentation-ricigliano.pdf>
- Conklin, Jeff (2010). “Wicked Problems and Social Complexity,” CogNexus Institute. <http://www.cognexus.org/wpf/wickedproblems.pdf>

Additional Resources

- Ropers, Norbert (2011a). “Systemic Conflict Transformation: Reflections on the Conflict and Peace Process in Sri Lanka,” *Berghof Handbook of Conflict Transformation*, Dialogue Series No 6: A Systemic Approach to Conflict Transformation. http://www.berghof-handbook.net/documents/publications/dialogue6_ropers_lead.pdf
- O’Connor and McDermott, 1997. *The Art of Systems Thinking*
- Checkland, Peter, 1981. *Systems Thinking, Systems Practice*
- Couprie, Dale et al., 2004. *Soft Systems Methodology . A report from the University of Calgary, Department of Computer Science.* <http://sern.ucalgary.ca/courses/seng/613/F97/grp4/ssmfinal.html>
- Ricigliano, Robert, 2012. *Making Peace Last: A Toolbox for Sustainable Peacebuilding*

Session III (May 30): Social Media, Technology and Peace

Required Reading

- Gluck, Jason and Brendan Ballou (2014). "New Technologies for Constitution Making." United States Institute of Peace.

<http://www.usip.org/publications/new-technologies-constitution-making>

- Long, Callie (2013). When Words Were Weapons: Kenya's Media Turn the Tide on Hate Speech and Conflict. Washington D.C.: Internews. http://www.internews.org/sites/default/files/resources/Internews_Kenya_Hate_Speech_Report%202013.pdf

Recommended Reading

- "Technology and Peacebuilding: Lessons from Build Peace 2015 | Insight on Conflict." Insight on Conflict Technology and Peacebuilding Lessons from Build Peace 2015 Comments. <http://www.insightonconflict.org/2015/04/technology-peacebuilding-lessons-build-peace-2015/>

SUMMARY. The event explores how technology can be used to help peacebuilding work around the world. Peace Direct went along to showcase digital peacebuilding platform Insight on Conflict, and discuss the future of technology in peacebuilding. Here, Insight on Conflict Programme Manager Ruairi Nolan and Peace Direct Web Editor Joel Gabri share their thoughts on the event.

- Himelfarb, Sheldon and Sean Aday. "Media That Moves Millions." United States Institute of Peace. <http://www.usip.org/publications/media-moves-millions>
- Himelfarb, Sheldon, "Can Big Data Stop Wars Before They Happen?" United States Institute of Peace. <http://www.usip.org/publications/can-big-data-stop-wars-they-happen>.

Additional Resources

- "Media That Moves Millions." United States Institute of Peace. <http://www.usip.org/publications/media-moves-millions>

EXCERPT. "Overall, there is no question that digital media have created a richer information environment than that provided solely by traditional media. In fact, our research and that of other scholars shows not only that new media can act as a corrective to the limitations of old media, but also that the functions, roles, and influence of the two are increasingly blurred. In the end, media of any sort are unlikely to have the transformative power some have claimed and many have hoped for. Yet there's no question we live in a world that is more connected than ever before in human history, a fact that has enormous implications for mobilizing mass movements. It is therefore important...to find a proper balance between knee-jerk

skepticism of technology's promise and the techno-utopianism that too often plagues public discourse."

- "Can Big Data Stop Wars Before They Happen?" United States Institute of Peace. <http://www.usip.org/publications/can-big-data-stop-wars-they-happen>

EXCERPT. "What really defines the recent data revolution in peace-building...is that it is transcending size and resource limitations. It is finding its way to small organizations operating at local levels and using knowledge and subject experts to parse information from the ground. It is transforming the way peacebuilders do business, delivering data-led programs and evidence-based decision-making not seen since the field's inception in the latter half of the 20th century.

- "These Text Messages Could Be the Difference between War and Peace in Kenya." Quartz. <http://qz.com/59428/these-text-messages-could-be-the-difference-between-war-and-peace-in-kenya/>

EXCERPT. 9:57 a.m.: "The following message was sent in Mombasa, in the wake of reports that people had been warned against voting after clashes between the separatist organization Mombasa Republican Council (MRA), and the police: 'Let us not be left behind. Let us take pride in our right to vote and to vote peacefully. Peace is you and me.'"

10:18 a.m.: "Rowdy youth overpowered police at a polling station in Dandora Phase 4, one of the informal settlements in Nairobi. They blocked others from voting and the situation was tense. The message we sent: 'When we maintain peace, we will have joy & be happy to spend time with friends & family but violence spoils all these good things.'"

- "Roundtable on Technology, Science, and Peacebuilding." PeaceTech Lab. <http://www.peacetechnology.org/technology/roundtable/>

SUMMARY. Experts from NGOs, start-ups, government, and academia came together to explore frameworks, partnerships, and creative means of financing to scale a peacetechnology industry.

- "New Media and Old: Using Social Media and Radio to Build Peace in Pakistan and Afghanistan." United States Institute of Peace. <http://www.usip.org/publications/new-media-and-old-using-social-media-and-radio-build-peace-in-pakistan-and-afghanistan>

Summary of trip to Afghanistan and Pakistan by USIP staff who examined ways to harness the power of social media to prevent or reduce violence

and the use of a new radio program to educate rural Afghans on rule of law concepts in an attempt to strengthen security outside urban centers.

- Legatis, Rousbeh (2015). Media-Related Peacebuilding in Processes of Conflict Transformation. Berghof Foundation. http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Articles/legatis_handbook_e.pdf

ABSTRACT. The article emphasizes the media's constructive potential and the contributions that media and journalists have made, and are making, to peacebuilding. The author notes that such a focus seems pertinent at a time when the attention of the public, policy-makers and media is drawn predominantly towards the conflict-escalating roles of media as seen in various forms. The hypotheses of the article are threefold: First, the author asserts that the work of media and journalists can play an important role in the transformation of conflicts that have escalated. In what way, depends on how constructive their work is. Secondly, the author claims that their constructive potential in turn hinges on the manner in which journalists depict the underlying causes, development and dynamics of a conflict. Third the author posits that this constructive potential also depends on the degree to which media actively engage with local actors for peace (or local peace constituencies) in their work. [This is taken almost verbatim from the text of the article.]

- Syria's Socially Mediated Civil War." United States Institute of Peace. <http://www.usip.org/publications/syria-s-socially-mediated-civil-war>

ABSTRACT. "Much of what the outside world thinks it knows about Syria has come from videos, analysis, and commentary circulated through social media. In the report, leading social media researchers assess the sources of this content, its credibility, and how it travels. Their examination of English-language and Arabic-language Twitter feeds on Syria reveal insular networks with vastly different content, calling into question Western reliance on English-only sources of information on the conflict."

- "New Technologies for Constitution Making." United States Institute of Peace. <http://www.usip.org/publications/new-technologies-constitution-making>

ABSTRACT. "This report explores the role of new technologies in increasing participation of constitution making. Gluck and Ballou look at how using technology during the constitution-making process can strengthen the trust between citizen and government, build national unity, and promote reconciliation. New technologies—such as the web,

including email, Facebook, and Twitter, and mobile phones—are opportunities to engage and educate citizens and build public awareness. Citing examples in Iceland, Ghana, and Somalia (among others), the authors illustrate the scope of these new technologies, the risks, and what may come from them in the future.”

- "Blogs and Bullets: New Media in Contentious Politics." United States Institute of Peace. 2010. <http://www.usip.org/sites/default/files/pw65.pdf>

SUMMARY EXCERPT. “The impact of new media can be better understood through a framework that considers five levels of analysis: individual transformation, intergroup relations, collective action, regime policies, and external attention. New media have the potential to change how citizens think or act, mitigate or exacerbate group conflict, facilitate collective action, spur a backlash among regimes, and garner international attention toward a given country. Evidence from the protests after the Iranian presidential election in June 2009 suggests the utility of examining the role of new media at each of these five levels. Although there is reason to believe the Iranian case exposes the potential benefits of new media, other evidence -- such as the Iranian regime’s use of the same social network tools to harass, identify, and imprison protesters -- suggests that, like any media, the Internet is not a ‘magic bullet.’ At best, it may be a ‘rusty bullet.’ Indeed, it is plausible that traditional media sources were equally if not more important. Scholars and policymakers should adopt a more nuanced view of new media’s role in democratization and social change, one that recognizes that new media can have both positive and negative effects.”

- Anderson, Mary 2004. Experiences with Impact Assessments: Can We Know What Good We Do?, in: Alex Austin, Martina Fischer & Norbert Ropers (eds.). Transforming Ethnopolitical Conflict. The Berghof Handbook. Wiesbaden: VS Verlag, 193-206. www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Articles/anderson_handbook.pdf
- Bläsi, Burkhard 2004. Peace Journalism and the News Production Process, in: Conflict & Communication Online, 3(1/2), 1-12. www.cco.regeneration-online.de/2004/pdf_2004/blaesi.pdf
- Bratic, Vladimir & Dov Shinar 2010. “Asymmetric War and Asymmetric Peace: Real Realities and Media Realities in the Middle East and the Western Balkans,” in: *Dynamics of Asymmetric Conflict*, 3(2), 125-142

- Bonde, Bent Nørby 2007. "Introduction to Media in Conflict Prevention and Peacebuilding, in: Shira Loewenberg, Bent Nørby Bonde & Mark Whitehouse (eds.). *Media in Conflict Prevention and Peace Building Strategies*. Bonn: DW-Media Services GmbH (in cooperation with the Bonn Network), 11-38
- Frère, Marie-Soleil 2013. "Media Sustainability in a Postconflict Environment: Radio Broadcasting in the DRC, Burundi, and Rwanda, in: Kenneth Omeje & Tricia Redeker Hepner (eds.). *Conflict and Peacebuilding in the African Great Lakes Region*. Bloomington: Indiana University Press, 161-178
- Gilboa, Eytan 2009. "Media and Conflict Resolution," in: Jacob Bercovitch, Victor Kremenyuk & William Zartman (eds.). *The Sage Handbook of Conflict Resolution*. London, Thousand Oaks, New Delhi, Singapore: Sage Publications, 455-474
- Hawkins, Virgil 2011. "Peace Process or Just Peace Deal? The Media's Failure to Cover Peace, in: Ibrahim Seaga Shaw, Jake Lynch & Robert Hackett (eds.). *Expanding Peace Journalism: Comparative and Critical Approaches*. Sydney: Sydney University Press, 261-284
- Hoffmann, Julia & Virgil Hawkins (eds.) 2015. "Communication and Peace: Mapping an Emerging Field. Abingdon, New York: Routledge.
- Howard, Ross 2005. *The Power of Media: A Hand-book for Peacebuilders*. The Hague: European Centre for Conflict Prevention
- Kalathil, Shanthi 2008. "Towards a New Model: Media and Communication in Post-Conflict and Fragile States." *Communication for Governance & Accountability Program (CommGAP) Paper*. Washington D.C.: The World Bank.
- Livingston, Steven 2015. "Digital Technology and Peace," in Julia Hoffmann & Virgil Hawkins (eds.). *Communication and Peace: Mapping an Emerging Field*. Abingdon, New York: Routledge
- Loewenberg, Shira, Bent Nørby Bonde & Mark Whitehouse (eds.) 2007. "Media in Conflict Media-Related Peacebuilding in Processes of Conflict Transformation Prevention and Peace Building Strategies." Bonn: DW-Media Services GmbH (in cooperation with the Bonn Network)

- Puig Larrauri, Helena 2013. "New Technologies and Conflict Prevention in Sudan and South Sudan," in Francesco Mancini (ed.). *New Technologies and the Prevention of Violence and Conflict*. New York: International Peace Institute (IPI), 71-86
- Spurk, Christoph 2002. "Media and Peacebuilding: Concepts, Actors and Challenges." *Working Paper 1/2002*. Bern: Swiss Peace Foundation
- Taylor, Maureen & Theo Dolan 2013. "Mitigating Media Incitement to Violence in Iraq: A Locally Driven Approach." Washington D.C.: USIP (Special Report, no 329). www.usip.org/sites/default/files/SR329-Mitigating-Media-Incitement-to-Violence-in-Iraq.pdf

Documentary

- "PeaceTXT: The Potential for Peace through Mobile Technology." PopTech. <http://poptech.org/peacetxt>

EXCERPT. "When violence threatens to break out on city streets, in the run-up to an election, or in a land dispute, how can community leaders instantly reach out to urge calm and quash false rumors? It turns out that the key may already be in our pockets: the mobile phone. PeaceTXT builds on the proven success of one-on-one violence prevention programs and is exploring the potential of mobile technology to reach more people in high-risk situations more quickly, stopping violence and creating a more durable peace."

- SALAM SHABAB. USIP. Global Peacebuilding Center. <http://www.buildingpeace.org/video/iraq/salam-shabab>

DESCRIPTION. A TV documentary about Iraqi youth from across the country brought together to participate in supporting a new and growing community of young Iraqis committed to peacebuilding. The series has been nominated for a Prix Jeunesse International award, which promotes excellence in TV for young people.

Article Accompanying Salam Shabab: "Next Generation Peacebuilding and Social Change in the Arab World." USIP. <http://www.usip.org/salam-shabab-premiere>

Session IV (June 1): Neuroscience and Peace

Required Reading

- “Neuroscience and Peacebuilding: Reframing How We Think About Conflict and Prejudice.” *Beyond Conflict* (2015): 1-23.
http://www.beyondconflictint.org/2014/wp-content/uploads/2015/10/Neuroscience-and-Peacebuilding_v1.pdf

SUMMARY. “A revolution is currently taking place in brain science. With recent access to new technologies, leading neuroscientists are putting the most sophisticated tools available to the task of understanding how the brain processes experience in ways that shape tendencies toward cooperation or confrontation. As a result, there is a growing body of research and an emerging understanding of the neurobiological underpinnings of key processes and experiences, such as fear, trauma, bias, memory, empathy, exclusion and humiliation, many of which are driven by unconscious cognitive processes. These findings offer a new framework or lens for addressing persistent challenges faced in conflict resolution, reconciliation, peace-building and diplomacy.”

- Taffel, David (2013). “The Neuroscience and Social Conflict Initiative: Dehumanization in Conflict Meeting.” *Beyond Conflict*, 1-24.
http://www.beyondconflictint.org/2014/wp-content/uploads/2014/09/100_Dehumanization_In_Conflict_Report_FINAL.pdf

Recommended Reading

- Phillips, Ted (2014). “The Neuroscience of Social Conflict.” *TEDxBoston*.
<https://www.youtube.com/watch?v=AfljJGTVcKE>

SUMMARY. Can we change our behavior and move away from these destructive mindsets of identifying with sect, ethnicity as opposed to a sense of nationhood? Looks at the stories of two men, Roelf Meyer (South Africa) and David Ervine (Ireland), and how they overcame their initial prejudice against the perceived ‘other.’ Finds hope in the fact that humans can rewire their brains and overcome differences -- a powerful and liberating finding.

- *Beyond Conflict Innovation Forum*: “How Neuroscience is Revolutionizing Peacebuilding” May 13, 2015 (USIP).
<https://www.youtube.com/watch?v=3Smz5pevbl4>

SUMMARY. Discussion by Emile Bruneau of his work and findings. Extremely helpful and engaging talk at USIP about the core of his research.

- Interlandi, Jeneen, “The Brain’s Empathy Gap: Can mapping neural pathways help us make friends with our enemies?” *NYT*, March 19, 2015. http://www.nytimes.com/2015/03/22/magazine/the-brains-empathy-gap.html?_r=0

SUMMARY. Throughout Hungary, Roma children are segregated into public schools away from non-Roma children at the urging of the Greek Catholic Church. The Chance for Children Foundation (CFCF) filed a lawsuit in opposition to this practice. In 2014 a Hungarian court sided with CFCF. Government has a hard time persuading individuals to identify or even tolerate people and groups perceived as outsiders. Using the Milgram and Zimbardo experiments as a launch-point, psychological researchers are now asking: What role does group identity play? Does authority make us passive or just reinforce our belief that we are right? How much of our empathy is innate and how much is instilled in us by our environment? Cognitive neuroscientist, Emile Bruneau of MIT, is using fMRIs instead of psychological experiments to map when and how our brains empathize. Bruneau: “I get that there isn’t going to be any one magic solution. But if you trace even the biggest of these conflicts down to its roots, what you find are entrenched biases, and these sort-of calcified failures of empathy. So I think no matter what, we have to figure out how to root that out.”

Additional Resources

- “Ethical Issues in Neuroscience,” by Thomas Fuchs

SUMMARY. As the field of neuroscience expands and merges with experimental psychology and the social sciences, the ability for increasingly sophisticated neuroimaging techniques to interfere with unconscious attitudes and predispositions demand a discourse on privacy, as brain processes become more transparent.

- “Inside Islam: What a Billion Muslims Really Think” (Unity Productions Foundations [55:00])

SUMMARY. The short film explores expertly gathered opinions of Muslims around the globe as revealed in the world’s first major opinion poll, conducted by Gallup. Looks at the themes of prejudice, fear, and monolithic ‘othering’ in relation to how the United States view Muslims.

- “How Neuroscience is Offering Hope for a More Peaceful World” by Michelle Boorstein (*Washington Post*), March 4, 2015.

SUMMARY. Neuroscience offers a concrete avenue for challenging the assumptions of ancient, tribal violent hatreds. Teaching individuals that a neurological basis for their prejudice against other individuals and groups creates a potential for looking at the conflict more objectively. Peacebuilders are using cutting edge neuroscience to understand what really works in changing behavior through not only understanding what people are thinking but how they are thinking it. The overriding hope is to one day be able to train people to make the unconscious process conscious.

- “MRIs for a More Peaceful World: Neuroscientists and Political Scientists Join Together” (MIT)

SUMMARY. “Many things that happen during conflict are unpalatable. Or illegal. Sometimes, there are things about someone’s experience of conflict that they don’t know how to put into words. Neuroimaging has the advantage. Its power is that it can tell us when many things are happening simultaneously. And not only can we extract aspects of bias and empathy that people acknowledge, but also determine things they’re less willing to talk about...Traditionally in political science there is an assumption that ‘more or less, we are all rational actors, and that if offered the right incentives, people will do the rational thing. But new lessons from neuroscience are teaching us that what people value, what generates strong emotional responses, are not always those rational things we assume. We’re often not even aware of some of the processes that are driving our behaviors.’”

Session V (June 6): Local Peace and Hybridity

Required Reading

- Pinnington, Rosie (2014). *Local First In Practice*. London, UK: *Peace Direct*, pp. 7-83: <http://actlocalfirst.org/wp-content/uploads/2014/10/Local-First-In-Practice.pdf>
- “Local Systems: A Framework for Supporting Sustained Development,” *USAID*, April 2014, pp. v-15: <http://www.usaid.gov/sites/default/files/documents/1870/LocalSystemsFramework.pdf>

Recommended Reading

- MacGinty, Roger and Oliver Richmond. "Myth or Reality: Opposing Views on the Liberal Peace and Post-War Reconstruction." *Global Society* 21, no. 4 (2007): 491-497

- Jafari, Sheherazade. "Local Religious Peacemakers: An Untapped Resource in U.S. Foreign Policy," *Journal of International Affairs* 61, no. 1 (Fall/Winter 2007): 111-130

SUMMARY. "Based on interviews with local religious peacemakers, this article argues that such actors can be critical partners in diplomacy. They have an in-depth knowledge of their communities and the conflict, as well as legitimacy with their communities that is unmatched by foreign peacemakers and aid workers. The article concludes with recommendations on how U.S. government officials and diplomats can benefit from the efforts of local religious peacemakers, thereby enhancing their own security and policy objectives in facing contemporary challenges."

- Huang, Reyko and Geoffrey Gunn. "Reconciliation as State-building in East Timor." *Lusotopie* (2004): 19-38,
<http://www.lusotopie.sciencespobordeaux.fr/gunn-huang2004.pdf>

Additional Resources

- Funk, Nathan C. and Said, Abdul Aziz (2010) "Localizing Peace: An Agenda for Sustainable Peacebuilding," *Peace and Conflict Studies*: Vol. 17: No. 1, Article 4

Local, Faith Based

- Abu-Nimer, Mohammed. "Conflict Resolution, Culture, and Religion: Toward a Training Model of Interreligious Peacebuilding." *Peace Research* 38, no.6 (2001): 685-704.

SUMMARY. The authors study the role of religion in peacebuilding through existing theories as well as through data collected through workshops and other qualitative approaches. The literature suggests the central role religion plays in the identity of persons can be drawn upon to facilitate cooperation toward peace rather than the promotion of animosity and violence. Religious peacebuilding addresses negative attitudes and behaviors about the "other" by examining religious values of both exclusion and inclusion. The article concludes that interreligious trainings require different content and process than other trainings and due to the limitations of cultural models of behavioral and attitude change, future models are needed.

- Chappell, D. W. *Buddhist Peacework: Creating Cultures of Peace*. Somerville, MA: Wisdom Publications, 1999

SUMMARY. "Eighteen Buddhist leaders respond here to the United Nations document Declaration on the Role of Religion in the Promotion of a Culture of Peace. Peace, according to the collection's editor, is more than merely the inner tranquility sometimes ascribed to Buddhism; it requires the recognition that all beings suffer, and that 'we are not separate from others.' The book's contributors include monks and laypersons from the Theravada, Mahayana and Vajrayana Buddhist traditions, speaking not just theoretically about peace, but from their personal experiences of life in war-ravaged or unjust societies...the most intriguing stories deal with the justice-oriented offshoots of the Buddhist tradition, such as the revival of Chontae Buddhism in Korea."

- Little, David, ed. *Peacemakers in Action: Profiles of Religion in Conflict Resolution*. New York: Cambridge University Press, 2007

SUMMARY. Consists of case studies of 16 religiously motivated peacemakers in different conflicts: El Salvador, Northern Ireland, Bosnia-Herzegovina, Kosovo, Eritrea/Ethiopia, Sudan, South Africa, Nigeria, Sierra Leone, Israel and Palestine, Afghanistan, and West Papua (Indonesia). Provides examples of less known local religious peacemakers from around the world and the techniques they use in different contexts.

Culture

- Brigg, Morgan. "Mediation, Power, and Cultural Difference." *Conflict Resolution Quarterly* 20, no. 3 (2003): 287-306

SUMMARY. Addresses "the issue that dominant mediation practices, which define conflict and violence as negative, reflecting Western ideology. Many non-Western cultures do not share this assumption; instead, conflict plays a constructive and productive role in many societies. Thus, in intercultural mediation efforts, this cultural difference can cause difficulties for the peace initiative as established mediation techniques are grounded in a Western framework, which doesn't consider different approaches to peace and conflict resolution. Briggs supports the idea of localizing peace efforts in the way that they should be grounded in the local cultures, in which they are used, as only then, a successful result can be produced."

- Lederach, John Paul. *Preparing for Peace: Conflict Transformation Across Cultures*. Syracuse, NY: Syracuse University Press, 1995

SUMMARY. Author “writes about the need to reexamine our epistemological assumptions as practitioners, arguing that, ‘trainers should do their homework in becoming aware and recognizing the cultural assumptions implicit in their model’ (121). Lederach advocates for an elicitive approach -- drawing from the belief all the tools and knowledge necessary for resolving a conflict is already present within the community, and knowledge does not need to be imported from external (often Western) sources.”

- Oetzel, John, G., Bibiana Arcos, Phola Mabizela, A. Michael Weinman. "Historical, Political, and Spiritual Factors of Conflict: Understanding Conflict Perspectives and Communication in the Muslim World, China, Colombia, and South Africa." in *The SAGE Handbook of Conflict Communication: Integrating Theory, Research, and Practice*, edited by John G. Oetzel and Stella Ting-Toomey, 549-574. Thousand Oaks, CA: SAGE Publications, 2006

SUMMARY. Study “develops an analytical framework for understanding key cultural concepts associated with conflict and constructive conflict resolution in four non-Western, collectivistic cultures: Arab-Islamic, Chinese, Colombian, and South African. The authors emphasize the role of history and politics (including colonial legacies) as well as spiritual beliefs in shaping cultural perspectives on conflict and attitudes toward its resolution. Particular attention is given to specific cultural values associated with social harmony and facework, and criteria for addressing conflict constructively within each cultural context.”

- Schirch, Lisa. *Ritual and Symbol in Peacebuilding*. Bloomfield, CT: Kumarian Press, Inc, 2005

SUMMARY. Author “explores the use of rituals as symbolic acts in peacebuilding. The pre-existing rituals that limit violence and build relationships within each culture can be used as a tool in peacebuilding. Schirch also talks about the communication styles of certain cultures and how most peacebuilding institutions or seminars teach the western style of communication which emphasizes the English language and direct verbal communication. This is often problematic and sometimes offensive in collective cultures. Furthermore 60-90% of meaning comes from non-verbal cues, further highlighting the usefulness of ritual in communication.”

- Selin, Helaine, ed. *Nature across Cultures: Views of Nature and the Environment in Non-Western Cultures*. Norwell: Kluwer Academic Publishers, 2003

SUMMARY. Book “consists of about 25 essays dealing with the environmental knowledge and beliefs of cultures outside of the United States and Europe. Included are articles surveying Islamic, Chinese, Native American, Aboriginal Australian, Indian, Thai, and Andean views of nature and the environment as well as essays on Environmentalism and Images of the Other, Traditional Ecological Knowledge, Worldviews and Ecology, Rethinking the Western/non-Western Divide, and Landscape, Nature, and Culture. The essays address the connections between nature and culture and relate the environmental practices to the cultures which produced them.”

Session VI (June 8): Local Peace and Hybridity (cont.)

Required Reading

- De Coning, Cedric. "Understanding peacebuilding as essentially local." *Stability: International Journal of Security and Development* 2, no. 1 (2013)
- “Bridging the Participation Gap: Developing Macro-level Conflict Analysis through Local Perspectives.” *World Vision*, September 2013, pp. 5-29: <http://9bb63f6dda0f744fa444-9471a7fca5768cc513a2e3c4a260910b.r43.cf3.rackcdn.com/files/8513/8008/4706/Bridging-the-participation-gap.pdf>

Recommended Reading

- “Beyond Victimhood: Women’s Peacebuilding in Sudan, Congo, and Uganda,” *International Crisis Group*, June 28, 2006: <http://www.crisisgroup.org/~media/Files/africa/horn-of-africa/Beyond%20Victimhood%20Womens%20Peacebuilding%20in%20Sudan%20Congo%20and%20Uganda.pdf>
- Dayley, P. "Challenges to Peace: Conflict Resolution in the Great Lakes Region of Africa." *Third World Quarterly* 27, no. 2 (March 2006): 303-319
- Bercovitch, Jacob. Elgstron, Ole. Skau, Carl. “Regional Organizations and International Mediation: The Effectiveness of Insider Mediators.” *Africa Journal on Conflict Resolution* (2003): 11-27

Additional Resources

Gender

- Anderlini, Sanam Naraghi. *Women Building Peace: What They Do and Why it Matters*. Boulder: Lynne Rienner Publishers, 2007

SUMMARY. Examines “the ways in which women contribute to the peace process, including where they are most active as well as limited/marginalized...” Author “draws from case studies of women in conflicts around the world, placing them within the framework defined by the international policy community: conflict prevention; negotiation; disarmament, demobilization and reintegration; post-conflict governance; and transitional justice and reconciliation. The book concludes that despite women’s critical roles in the peace process, and despite the great success of activists and scholars who have advocated on behalf of women peacemakers, the international community has remained largely unresponsive.”

- Mazurana, Dyan, Angela Raven-Roberts, and Jane Parpart, eds. *Gender, Conflict, and Peacekeeping*. Lanham: Rowman and Littlefield Publishers, Inc., 2005

SUMMARY. “Through case studies and legal and institutional analyses, the various authors examine the intersections of gender and power in today’s complex and multifaceted conflicts, as well as the contemporary peacekeeping and humanitarian operations that intervene. They also examine the development of key legal instruments for the protection of women’s and girl’s rights.” Book offers “evidence on the need for a gender perspective in local peace efforts...” and “provides background on how international instruments can help strengthen local peace efforts, as well as how communities can learn from each other (as in the case of El Salvador and Guatemala).”

Gender, Video

- *Pray the Devil Back to Hell*. DVD. Directed by Gini Reticker. 2008. Sydney, Australia: Fork Films, 2008.

DESCRIPTION. A documentary on the women's interfaith grassroots organizations that led Liberia to become a democratic country. A description of how women and locals can transformed their countries from violence to peace.

Western Interventionism

- Dayley, P. "Challenges to Peace: Conflict Resolution in the Great Lakes Region of Africa." *Third World Quarterly* 27, no. 2 (March 2006): 303-319

SUMMARY. Article evaluates the inability for strictly western models of peace processes to produce outcomes conducive to African countries. Rwanda, DRC, and Burundi are used as examples of the ineffectiveness of peace agreements. The author suggests the premise of peace processes must be transformation not re-constructive. Author suggests that peace agreements must incorporate a regional component due to the inter-relatedness of conflicts, a new approach to addressing economics within the state, and a more local emphasis on justice for crimes against humanity.

- MacGinty, Roger and Oliver Richmond. "Myth or Reality: Opposing Views on the Liberal Peace and Post-War Reconstruction." *Global Society* 21, no. 4 (2007): 491-497

SUMMARY. MacGinty and Richmond elaborate on the different and opposing views of liberal peace in the current peace and conflict resolution literature. Article elaborates on the different views of liberal peace, which form a necessary background knowledge to develop an understanding of local peacebuilding.

- Walker, Polly. "Decolonizing Conflict Resolution: Addressing the Ontological Violence of Westernization" *American Indian Quarterly* 28, no. 3/4 (Summer-Fall 2004): 527-549

SUMMARY. Article "describes the westernization of conflict resolution models and methods, and the problems of imposing these models on indigenous communities -- a process Walker describes as ontological violence. Walker compares Western and Indigenous approaches to conflict resolution and highlights the power imbalances in conflict resolution research and practice between these two approaches."

Indigenous Methods

- Bercovitch, Jacob. Elgstron, Ole. Skau, Carl. "Regional Organizations and International Mediation: The Effectiveness of Insider Mediators." *Africa Journal on Conflict Resolution* (2003): 11-27

SUMMARY. “The authors investigate the advantages and disadvantages of mediation efforts by insiders in comparison with initiatives led by the UN. Using the example of the ECOWAS interventions in West Africa, the authors identify strong advantages for ‘local’ mediation, as it produced positive results; however, the insider's impartiality causes at the same time immense disadvantages.

- MacGinty, Roger. "Indigenous Peace-Making Versus the Liberal Peace." *Cooperation and Conflict* 43, no. 2 (2008): 139-163

SUMMARY. The author “investigates the compatibility of indigenous forms of peacemaking during civil wars with ‘the currently dominant Western form of peacemaking and peace support, often described as the liberal peace.’ He does so by acknowledging the recent trend in PCR of considering both traditional and indigenous peace approaches and trying to explain this phenomenon.”

- Ruto Pkalya, Mohamud Adan, and Isabelle Masinda. *Indigenous Democracy: Traditional Conflict Resolution Mechanisms Pokot, Turkana, Samburu, Marakwet*. Edited by Betty Rabar and Martin Karimi. Intermediate Technology Development Group Eastern-Africa, 2004

SUMMARY. “Study outlines the indigenous methods of conflict resolution of the Pokot, Turkana, Samburu and Marakwet communities of North Rift Kenya. The authors outline some of the main governance, conflict prevention and conflict resolution structures and methods common in these communities. The authors include information about the marginalization and exclusion of women and youth/children from these conflict resolution processes.

Huang, Reyko and Geoffrey Gunn. "Reconciliation as State-building in East Timor." *Lusotopie* (2004): 19-38,
<http://www.lusotopie.sciencespobordeaux.fr/gunn-huang2004.pdf>

SUMMARY. Article “examines the reconciliation processes in East Timor. The authors look at the contribution of the Serious Crime Unit (SCU) and The Commission for Reception, Truth, and Reconciliation (CAVR). Emphasizing the importance of looking at the local context, the authors question the relevancy of a democratic model due to the complexity of the society and history of East Timor.”

Indigenous Models: North America

- Schlegel, Alice. "Contentious But Not Violent: The Hopi of Northern Arizona," in *Keeping the Peace: Conflict Resolution and Peaceful Societies Around the World*, edited by Graham Kemp and Douglas P. Fry, 16-28. New York : Routledge, 2004

SUMMARY. "The chapter depicting an ethnographic sketch of Hopi life in Northern Arizona explains the social, political, and environmental structures that enable the particularly contentious dynamics to live harmoniously over long periods of time. The authors go over the basic arrangement of society including family organization, social roles, etc. The article discusses the role of violence, retribution, and other conflict dynamics in homicide, rape, and public fights, violence against animals, domestic arrangements, and its relationship with other clans."

Indigenous Approaches: Africa

- Nader, Laura and E. Grande. "Current Illusions and Delusions about Conflict Management -- In Africa and Elsewhere." *Law and Social Inquiry* 27, no. 3 (Summer 2002): 573-594

SUMMARY. "Article argues that the popular US-style dispute resolution technique, ADR, can produce more harm than positive outcomes in communities. The authors use examples of ADR techniques applied in Africa to support this argument. Article is intended to demonstrate that an outsider's different ideological assumptions of surroundings and failure to localize a peace effort, can lead to harmful ethnocentric peace-making initiatives that cause even greater harm to communities affected by conflict instead of helping them."

- Osamba, Josiah. "Peacebuilding and Transformation from below: Indigenous Approaches to Conflict Resolution and Reconciliation among the Pastoral Societies in the Borderlands of Eastern Africa." *Africa Journal on Conflict Resolution*, no. 1 (2001)

SUMMARY. Argues that "within the context of pastoral communities in Eastern Africa that traditional customs and marginalized indigenous ways of approaching and resolving conflict must be explored and utilized. The article focuses on how indigenous peace methods from pastoral regions in

Eastern Africa can improve the sustainability of peace through applying relevant cultural values, actors, and institutions.”

- Choudree, R.B.G. “Traditions of Conflict Resolution in South Africa.” *Africa Journal in Conflict Resolution* (2000), pdf.

SUMMARY. “Article shows the difference between Western and African CR methods in terms of cultural values. It also discusses the impact of modern constitution on local methods in South Africa and the role and advantages of traditional/tribal courts vs. modern courts to settle disputes in South Africa. It includes specific methods by the Pedi, Pondo, and other groups in Kenya.”

- Hagg, Gerard. Kagwanja, Peter. “Identity and Peace: Reconfiguring Conflict Resolution in Africa.” *Africa Journal on Conflict Resolution* (2007): 9-31

SUMMARY. “The author discusses the recognition of the role of regional peace and security mechanisms in CR in Africa. The article defines the role of identity in conflict and resolution and discusses the impact of Westernization towards local peace methods and the ineffectiveness of the traditional liberal peace model in resolution and reconciliation. The article specifically discusses the Gacaca system in Rwanda and the Abashingantahe in Burundi.”

- Murithi, Tim. “African Approaches to Building Peace and Social Solidarity.” *Africa Journal on Conflict Resolution* (2006): 9-33

SUMMARY. “Paper examines how African methods of peace and conflict resolution can bring sustainable social solidarity to conflict areas in Africa. It also discusses the value systems that base many societies in Africa and includes the issue of how gender will need to be addressed even within local peace methods. The author discusses traditional healing practices and reconciliation in Mozambique, methods from Somalia, Somaliland, Ubuntu, Mato Oput in Northern Uganda, and Gacaca in Rwanda. He puts forth strategies for building peace processes from local peace methods.”

Indigenous Models: Latin America/Caribbean

- Alther, Gretchen. "Colombian Peace Communities: the Role of NGOs in Supporting Resistance to Violence and Oppression." *Development in Practice* 16, no. 3/4 (2006): 278-291

SUMMARY. "Argues that 'nurturing communities in non-violent resistance can save lives and encourage peaceful solutions to armed conflict.'" Author "bases this argument on the theoretical investigation of non-violent resistance and grassroots peace initiatives, but even more so, on the case study of four peace communities in Colombia."

- Shoemaker, Ann Torfin, Brett R. Noel, and Claudia L. Hale. "Striving to Sow the Seeds of Peace: Conflict Resolution Training in Indonesia." *Conflict Resolution Quarterly* 25, no. 1 (2007): 137-143

SUMMARY. "The authors share their experiences of conflict resolution education and training with educators and community leaders in Indonesia. They describe the set-up of their efforts and elaborate on the challenges they had to face. They conclude from this example that 'the more we can shift from Western examples to local examples of successful peace programs, the more success we will experience.' This article provides a firsthand account of an effort undertaken to localize conflict resolution efforts and it supports the paradigm of locally grounded PCR work leading to more successful outcomes."

Indigenous Efforts: South Pacific

- Howard, Alan. "Restraint and Ritual Apology: The Rotumans of the South Pacific." *Keeping the Peace: Conflict Resolution and Peaceful Societies Around the World*, edited by Graham Kemp and Douglas P. Fry, 29-42. New York : Routledge, 2004

SUMMARY. "Article outlines an important component within the paradigm of high-conflict/low-violence communities. The authors explain how the Rotumans employ cultural mechanisms to constrain physical violence and resolve disagreements consistently."

- "Bridging the Participation Gap: Developing Macro Level Conflict Analysis Through Local Perspectives," World Vision, September 2013, pp. 5-29: <http://9bb63f6dda0f744fa444-9471a7fca5768cc513a2e3c4a260910b.r43.cf3.rackcdn.com/files/8513/8008/4706/Bridging-the-participation-gap.pdf>

Session VII (June 13): Peace Through Commerce

Required Reading

- International Alert (2006). “Executive Summary” in *Local Business, Local Peace: the Peacebuilding Potential of the Domestic Private Sector*: 1 - 11. http://www.international-alert.org/sites/default/files/publications/01_exec_sum.pdf
- International Alert (2006). Chapter 3, “Local Business as Connectors: Rebuilding Relationships Across Divides,” in *Local Business, Local Peace: the Peacebuilding Potential of the Domestic Private Sector*: 112 - 138. http://www.international-alert.org/sites/default/files/publications/06_section_1_chap3.pdf
- International Alert (2006). Chapter 5, “The Role of Women Entrepreneurs in Peacebuilding,” in *Local Business, Local Peace: the Peacebuilding Potential of the Domestic Private Sector*: 166 - 189. http://www.international-alert.org/sites/default/files/publications/08_section_1_chap5.pdf

Recommended Reading

- Mercy Corps (2011). Peacebuilding Through Economic Development. https://d2zyf8ayvg1369.cloudfront.net/sites/default/files/mc_peacebuilding_through_economic_devt_approach_2011-11-18.pdf
- Ombati, Mokua (2014). “Indigenising Peacebuilding in Kenya’s Sotik/Borabu Cross Border Conflict.” http://www.irenees.net/bdf_fiche-analyse-1016_en.html

Additional Resources

- Ombati, Mokua (2014). “Indigenising Peacebuilding in Kenya’s Sotik/Borabu Cross Border Conflict.” http://www.irenees.net/bdf_fiche-analyse-1016_en.html

EXCERPT. “Significant impetus is given to the informal peacebuilding activities in what Abdalla (2012) represents as “peace markets.” Peace markets are market centres established in optimum locations along the Sotik/Borabu common border. For years they have represented innovative cross-border commerce, trade, relationships, bonding, and commodity exchange model of how the two neighbouring communities preserve their common interests by circumventing the border’s insecurity pressures, even in the intensity of a conflict. These common markets, from Chepilat and

Tembwo to Ndanai, are not only arcades and fairs of trade and commerce, but also epicentres of cultural exchange and civilisation, bonding, networking, sharing, discussions, and conversation. The market days of the peace markets are always scorching with activity as market-goers (mostly women) trade in goods and services, interact, and exchange pleasantries, and form friendships oblivious of their communities' animosities. They all seem to adhere to the unwritten rules and regulations through which all observe and respect each other's religious and ethnic codes of conduct, practices, protocols, and belief systems. The peace markets, therefore, provide an outstanding example of how the realities of geography, humanness and context remain superior and more sustainable than those of ethnicity and electoral politics, and accordingly should be revitalized."

- Williams, Oliver F., C.S.C. *Peace through Commerce: Responsible Corporate Citizenship and the Ideals of the United Nations Global Compact*. Notre Dame: University of Notre Dame Press, 2008

SUMMARY:

1. The Role of Corporate Actors in Peace-Building Processes pp. 96-106
 2. International Concord and Intranational Discord pp. 133-154
 3. Grassroots Enterprise Development in Post- Conflict Southern Sudan and Darfur pp. 283-306
- Oetzel, Jennifer, Michelle Westermann-Behaylo, Charles Koerber, Timothy L. Fort, and Jorge Rivera. "Business and Peace: Sketching the Terrain." *Peace Through Commerce*, 2010, 5-27. doi:10.1007/978-94-007-0237-0_2
http://home.gwu.edu/~jriversa/Jorge_E_Rivera/Publications_files/BusinessAndPeace,JBE,March2009.pdf

ABSTRACT. Stated goals of the article "are to summarize the existing literature on the role business can play in creating sustainable peace and to discuss important avenues for extending this research. As part of authors' discussion, they review the ethical arguments and related research made to date, including the rationale and motivation for businesses to engage in conflict resolution and peacebuilding, and discuss how scholars are extending research in this area. They also focus on specific ways companies can actively engage in conflict reduction including promoting economic development, the rule of law, and principles of external valuation, contributing to a sense of community, and engaging in track-two diplomacy and conflict sensitive practices. They conclude by developing a set of future research questions and considerations."

- Killick, Nick, et al. 2005. *The Role of Local Business in Peacebuilding*. Berghof Research Center for Constructive Conflict Management.
http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Articles/killick_et_al_handbook.pdf
- Nelson, Jane 2000. *The Business of Peace: The Private Sector as a Partner in Conflict Prevention and Resolution*. London: International Alert/ International Business Leaders Forum/ Council on Economic Priorities
- Economy and Conflict Research Group 2004. *From War Economies to Peace Economies in the South Caucasus*. London/ Moscow: International Alert
- *How Business Can Foster Peace* by John Forrer, Timothy Fort, and Raymond Gilpin (Special Report, 2012)
- *Conflict-Business Dynamics in the Democratic Republic of Congo* by Raymond Gilpin and Richard Downie (Special Report, October 2009)
- *Oil and State Building in South Sudan: New Country, Old Industry* by Jill Shinkleman (Special Report, July 2011)
- *Leadership, Peace, Stability, and Prosperity in the DRC* edited by Kitenge N’Gambwa (Special Report, October 2011)
- *Reconstruction Zones in Afghanistan and Haiti: A Way to Enhance Aid Effectiveness and Accountability* by Graciana del Castillo (Special Report, October 2011)
- International Alert (2006). *Local Business, Local Peace: the Peacebuilding Potential of the Domestic Private Sector*.
http://www.international-alert.org/sites/default/files/publications/01_exec_sum.pdf

Session VIII (June 15): Architecture, Urban Design and Peace

Required Reading

- Bollens, Scott A. "Urban planning and peacebuilding." *Progress in Planning* 66, no. 2 (2006): 67-139
- Amin, Ash. "Ethnicity and the multicultural city: living with diversity." *Environment and planning A* 34, no. 6 (2002): 959-980
- Berg, Nate, "Diplomacy by Design." *Foreign Policy* Diplomacy, September 5, 2014. <http://foreignpolicy.com/2014/09/05/diplomacy-by-design/>
- "Chipping Away" Documentary Series. SAYA. Architecture in the Israeli-Palestinian Conflict. <http://www.chippingawayseries.org>

Recommended

- Gizem Sucuoglu, Elif Ensari, Havard Breivik and Can Sucuoglu, The challenge of conflict0Affected cities: Building peace through arhitecture and urban design," Academia.edu, ND, https://www.academia.edu/23015477/The_challenge_of_conflict-affected_cities_Building_peace_through_architecture_and_urban_design?auto=download
- Goodyear, S. *How Urban Design Affects Ethnic Or Religious Tensions*, <http://www.citylab.com/design/2012/06/how-urban-design-affects-ethnic-or-religious-tensions/2252/>
- Piquard, B. and Swenarton, M. (2011). "Learning from Architecture and Conflict," *The Journal of Architecture*: 16 -1:1-13
- Richmond, O.P. (2012). "Beyond Local Ownership in the Architecture of International Peacebuilding," *Ethnopolitics*, 11:354-375

Session IX (June 20): Public Health Approaches

Required Reading

- Slutkin, Gary. "Violence is a contagious disease." In *Contagion of violence: Workshop summary*, pp. 94-111. National Academy Press Washington, DC, 2012. <http://cureviolence.org/wp-content/uploads/2015/05/Violence-is-a-Contagious-Disease.pdf>

- World Health Organization. "Preventing violence and reducing its impact: How development agencies can help." (2008).
http://apps.who.int/iris/bitstream/10665/43876/1/9789241596589_eng.pdf

Recommended

- Saile, Regina, Verena Ertl, Frank Neuner, and Claudia Catani. 2014. Does war contribute to family violence against children findings from a two-generational multi-informant study in northern Uganda. *Child Abuse and Neglect* 38 (1): 135-46
- Clark, Cari Jo, Susan A. Everson-Rose, Shakira Franco Suglia, Rula Btoush, Alvaro Alonso, and Muhammad M. Haj-Yahia. "Association between exposure to political violence and intimate-partner violence in the occupied Palestinian territory: a cross-sectional study." *The Lancet* 375, no. 9711 (2010): 310-316
http://www.peacewomen.org/assets/file/Resources/Academic/vaw_political_violence_intimate_partner_violence_occupied_palestine_clark_et_al_jan23_2010.pdf
- Begum, Shamshad, Shaneela Sadruddin Khawaja, and Gulnar Ali. "Media created violence: A social Determinant of mental health." *Journal of Pakistan Medical Association* 62, no. 12 (2012): 1338-1340
<http://www.jpma.org.pk/PdfDownload/3870.pdf>

Additional Resources

- Murray, Christopher and King, Gary and Lopez, Alan and Tomijima, Niels and Krug, Etienne, "Armed Conflict as a Public Health Problem,"
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1082870

Session X (June 22): Art and Peace

Required Reading

- Cynthia Cohen, "Creative Approaches to Reconciliation,"
<https://www.brandeis.edu/ethics/peacebuildingarts/pdfs/CreativeApproaches.pdf>, pp. 2-54

Session XI (June 27): Art and Peace (cont.)

Required Reading

- Katherine Wood, “The Arts and Peacbuilding,”
<https://www.usip.org/insights-newsletter/the-arts-and-peacebuilding-emerging-approach>

Additional Resources

- Bryan Doerries (translator). (2015). *All That You’ve Seen Here Is God: New Versions of Four Greek Tragedies – Sophocles’ Ajax, Philoctetes, Women of Trachis; Aeschylus’ Prometheus Bound*. New York: First Vintage Book Edition
- Jonathan Shay. (2003). *Odysseus in America: Combat Trauma and the Trails of Homecoming*. New York: Scribner

Session XII (June 29): Summative Discussion and Conclusion

VIII. Sources of Support

If you experience difficulty in this course for any reason, please don’t hesitate to consult with me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.

Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle 228.

Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities. If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

IX. Emergency Preparedness

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site ([www. prepared. american.edu](http://www.prepared.american.edu)) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.