Course title: Peace and Conflict Studies
Course code: POLI 3001 LNEN
Programs offering course: London Arts and Sciences Modified, London Open Campus Block
Open Campus Track: International Relations and Political Science
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Spring Block III 2020

Course Description

This course explores and analyses strategies for preserving and achieving peace and for managing and containing large-scale violent conflicts. Emphasis is placed on the European context, which is analysed from two dramatically different perspectives: non-violent social movements, on one hand, and peace-preserving security policies through transnational cooperation among states, on the other. While the bottom-up perspective of non-violent protest is traditionally associated with peace and conflict studies, the top-down perspective of states as agents for peace and civil security has increasingly become the focus of peace researchers since the end of World War II. Using the peace process in Northern Ireland as a case study, students will investigate the dynamics and difficulties in maintaining a peace agreement. Experts in the field lecture in class, and visits to organizations working in the area of peace operations, conflict management, etc. that are based or have a branch in London are offered to enhance the learning experience.

Learning Objectives

By completing this course, students will:

- Deconstruct key arguments and theories within peace and conflict studies as an interdisciplinary field.
- Analyse and apply these arguments and theories to the specific context of Northern Ireland, with specific emphasis on understanding causal effects and theories, rather than a chronology or history of the conflict.
- Develop the ability to write critically about peace, war and conflict, by both interrogating theoretical sources and exploring ethnographic and descriptive texts.

Course Prerequisites

None.

Methods of Instruction

This course is taught through lecture, discussions, individual assignments, and periodic film screenings. Site visits will enhance the learning experience.

Assessment and Final Grade

1. Online Discussion 5%
2. Presentation 20%
3. 3 Response Papers 30%
4. Final Paper 25%
5. Participation 20%
   TOTAL 100%

Course Requirements

Online Discussion
Presentation
Students must conduct a 5-minute oral presentation. Presentations will be assessed on the basis of preparation, structure and content. At least 3 sources not included in the syllabus should be discussed in the presentation.

3 Response Papers

Response papers are 750 words in length and engage with themes from the course. More detailed instructions will be given in advance of each assignment.

Final Paper

The final paper is 1500 words long. This paper must be an in-depth analysis of one of the topics discussed in class and include and discuss at least 4 scholarly sources. All papers are research papers and must therefore have proper annotation. An abstract and an annotated bibliography are due during Week 5 in order to allow for an on-going discussion between student and instructor and to ensure high academic standards.

Participation

As part of your work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilising the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:
N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**

Class: 1.1 Why we fight

Introduction to the course and an introduction to typologies of conflict

**Readings:** Ruane and Todd, chapters 1 and 2, Mead, Schön and Rein, chapter 1, Barash and Webel chapters 1 and 3

**Week 2**

Class: 2.1 Interstate conflict: Northern Ireland as a nationalist conflict

**Readings:** McGarry and O’Leary, chapter 1, Barash and Webel, chapters 7 and 10, Mitchell, chapter 4, Bruce, chapter 1, McGarry and O’Leary, chapters 5 and 6

Class: 2.2

Screening: *Five Minutes of Heaven*

Class: 2.3 Field Trip: International Institute for Strategic Studies

**Assignment:** First Response Paper due.

Which explanation or theory of the conflict in Northern Ireland that we have discussed thus far do you find the most compelling? Why? (You may also choose to present an alternate explanation of your own and / or bring in sources beyond those discussed in class.)

**Week 3**

Class: 3.1 Everyday life in a contested state

Spatial practice and architectural heritage in divided societies’

Class: 3.3 Guest Speaker

**Assignment:** Second Response Paper due.

What constitutes ‘peace’? Use both theoretical explanations (e.g. Lijpart; Barash and Webel) and more descriptive accounts (e.g. Bryan; Lysaght)
Week 4
Class: 4.1 Understanding non-violent social action as a strategy

Student-led and civilian movements, from Tiananmen square to Burntollet Bridge’

Class: 4.2 The role of the state as peacekeeper or peace-enforcer?’

Screenings: *Hunger*

Readings: Fetherston, Ellison and Martin, Stephan and Chenoweth, Barash and Webel, chapter 8

Class: 4.3 Field Trip: Visit with His Honour Judge Peter Thornton, QC, and Chief Coroner

Assignments:

Third Response Paper due.

What is symbolic violence? How can it manifest itself? Discuss the concept of symbolic violence critically, providing examples from outside Northern Ireland.

*Final Paper Peer Review Exercise* (1 page). Bring an abstract and brief outline of your final paper for peer review exercise.

Week 5
Class: 5.1 Positive peace

Readings: Lijphart, chapters 1 and 2, Gaffikin and Morrisey, chapter 7, Nagle and Clancy, chapter 2, McGarry and O’Leary, chapter 8, Barash and Webel, chapters 12 and 17

Class: 5.2 Consociationalism and the peace process in Northern Ireland

Class: 5.3 Assignment: Presentations: 5-minute oral presentations.

A critical analysis on the prompt, ‘Why do we fight?’ You are encouraged to look beyond the immediate and explore explanations and analyses from psychology, political science, sociology, anthropology, religious studies, etc. Please ensure you (verbally) cite three sources / scholars not included in this syllabus.

Annotated Bibliography for Final Paper (3 sources)

Week 6
Class: 6.1 An anthropology of war and peace

Reading: Rosaldo

Class: 6.2 Final Discussion / Q&A session and class debate

Class: 6.3 Individual Research Meetings

Assignment: *Final Paper* (10 pages)

Course Materials
Readings

Key text
Selections from


Mead, M. (1940) ‘Warfare is only an invention – Not a biological necessity,’ Asia, 40: 402-5.


Journals

International Journal of Peace and Conflict Studies

City

International Peacekeeping

International Security

Journal of Conflict Studies

Journal of Peace Research

Online Resources

CAIN Web Service for useful information and links on conflict in Northern Ireland: http://cain.ulst.ac.uk

Commentary on Northern Ireland: http://sluggerotoole.com

Devolved power-sharing government in Northern Ireland: http://www.niassembly.gov.uk

Linen Hall Library, Troubled Images: https://www.linenhall.com/pages/ni-political-collection

**Media Resources**

Five Minutes of Heaven (Hirschbiegel 2008)
Holy Cross (Brozel 2003)
Hunger (McQueen 2008)