ECS 5302: Approaches to Conflict and Social Justice
Fall 2012

The assignment for each class is listed at the end of the readings for that class.

**One: September 11th**  *Introduction*

Participants
Course purpose, materials and requirements.
Conflict Studies theories and approaches
Historical overview

Johan Galtung: *Theories of Conflict: Definitions, Dimensions, Negations, Formations.*
[www.transcend.org/.../Galtung_Book_Theories_Of_Conflict_single](http://www.transcend.org/.../Galtung_Book_Theories_Of_Conflict_single)
(does not always work) also try ebook browse, or by title. Full book is on several sites.

Ralf Dahrendorf: *Toward a Theory of Social Conflict*
Find with search. Is free as a PDF from California State University Library system.

**Two: September 18th**  *Approaches to and Theories of Conflicts*

Contemporary aspects and analyses

**Read:** Paul Farmer, *“On Suffering and Structural Violence: A View from Below”.*
Find with Google search or try [www6.ufrgs.br/horizon/files/antropolitica/farmer.pdf](http://www6.ufrgs.br/horizon/files/antropolitica/farmer.pdf)

**Watch Video:** *Breaking the Cycle of Violent Conflict*
[http://www.johangaltung.de/video/](http://www.johangaltung.de/video/)

**For the enthusiastic:** Diane Hendrick Working Paper 17, 2009.
Department of Peace Studies. University of Bradford, UK

**Assignment:** Farmer, Clements and Galtung approach the topic of transforming violence in distinct yet interrelated ways. Discuss one theme / analysis/starting point that is central to each, and then how they are interrelated.
Three: September 25th  

**Social Justice:** Definitions, Histories, Theories, Events.  

**Read:** 8 *Social Justice* Jonathan Wolff  
www.oup.com/uk/orc/bin/9780199217007/mckinnon_ch08.pdf

**Read:** Louise Arbour: “*Economic and Social Justice for Societies in Transition*”  

**Visit:** So Just: A Primary Source History of Social Justice  
http://www.sojust.net/  
**Peruse** the site. **Read** a few Essays. Sing a few songs  
**Read** the Narrative of Sojourner Truth, 1850, in the Literature section.

**Go to Speeches:** **Read** ten speeches: the five here plus five others.  
1) John Adams Inaugural Address. March 4, 1797. Philadelphia, PA  
2) Adoption of the *Declaration of Human Rights*. Eleanor Roosevelt. 1948  
4) *I Have a Dream*: Martin Luther King, Jr., August 28, 1963  

**Read:** Ayelet Banai, Miriam Ronzoni, Christian Schemmel, “*Global social justice: The possibility of social justice beyond states in a world of overlapping practices,*”  
www.mwpweb.eu/1/51/resources/publication_1066_1.pdf

**Guest:** Wayne Menard: Reverend Menard is a Ph.D. candidate in theology studying social justice topics, predominantly from South Africa and the anti-apartheid movement. He is the Ecumenical Chaplain at Carleton University in Ottawa, and well known for his social justice positions.  
http://www6.carleton.ca/ecumenicalchaplaincy/ecumenical-chaplain/

**Assignment:** What is social justice? Be precise.

Four: October 2nd  

**Social Justice:** Analysis, Advocacy, Action  

**Read:** The International Forum for Social Development, 2006.  
“*Social Justice in an Open World: The Role of the United Nations*”  

**Peruse:** Oxfam International: www.oxfam.org  
Type ‘social justice 2012’ in the search box.
Read the Oxfam Strategic Plan, "Demanding Justice" 2007-2012
http://www.oxfam.org/en/about/accountability/strategic-plan plus ten or so of the press releases to see what Oxfam is working on in terms of social justice.


Guest: Bob Carty  Investigative Journalist: Bob Carty is well known for his outstanding documentary work on CBC’s Sunday Morning. For decades this award winning journalist has produced significant social justice reports on many issues, and in particular from Latin America where he lived for several years. http://www.bobcarty.ca/bio.html and http://canadiancentreinvestigates.org/about-ccir/advisory-board/bob-carty/

Assignment: How does a broad theory of social justice relate to the specific realities of injustices? How can a global institute such as the United Nations play a role in local issues? In your response to the above two questions, address the tensions between the theory/praxis and global/local.

Five  October 9th  Human Rights: History, Education, Advocacy


Assignment: Why has the concept of human rights gained so much traction? What are its strengths? What are the limitations in either the concept or the implementation?
Six: October 16th  
Gender  
**Read** Entire Book: *Women, War and Peace: The Independent Experts’ Assessment on the Impact of Armed Conflict on Women and Women’s Role in Peace-building*, by Elisabeth Rehn and Ellen Johnson Sirleaf  
**Unifem, 2002.**  
[www.ucm.es/cont/descargas/documento7201.pdf](http://www.ucm.es/cont/descargas/documento7201.pdf)  

**Peruse:** UN WOMEN [http://www.unwomen.org/](http://www.unwomen.org/) Study the topics.  

**Optional choice:** Excellent Book!  
*Development, Women, and War: Feminist Perspectives.*  

Assignment: What are the specific types of analyses used at the intersection of gender and conflict studies? Discuss four.

Seven: October 30th  
Environmental Issues, Conflicts, Security, Rights  

**Read:** David Miller, “*Global Justice and Climate Change: How Should Responsibilities Be Distributed?*” The Tanner Lectures on Human Values, Tsinghua University, Beijing, 2008.  
[http://www.tannerlectures.utah.edu/lectures/documents/Miller_08.pdf](http://www.tannerlectures.utah.edu/lectures/documents/Miller_08.pdf)  

There are many similar documents. This is 53 pages.

**Read:** George Monbiot: “*After Rio, we know. Governments have given up on the planet.*”  

Assignment: Discuss three ways in which environmental issues are involved in conflicts? How central are these to efforts towards sustainable peace? In the last paragraph consider why environmental issues are rarely addressed effectively.
Eight: November 6th  War, Conflict, Justice
  **Read:** Andreas Paulus and Mindia Vashakmadze, "*Asymmetrical war and the notion of armed conflict – a tentative conceptualization,*" International Review of the Red Cross, Volume 91, Number 873, 2009.  

  **Read:** Heidelberg Institute for International Conflict Research  

  **Read:** Matthew O. Jackson and Massimo Morelli  
  "*The Reasons for Wars – an Updated Survey,*" Revised: December 2009  
  [www.stanford.edu/~jacksonm/war-overview.pdf](http://www.stanford.edu/~jacksonm/war-overview.pdf)  

**Assignment:** After reading the three required texts, consider the types of wars / conflicts occurring in the world today. How would you describe them; causes, form, methods?

Nine: November 13th  Post-conflict Reconstruction and Development
  **Read** Veronique Dudouet, “*Transitions from Violence to Peace: Revisiting Analysis and Intervention in Conflict Transformation,*”  
  [www.berghof-conflictresearch.org/documents/publications/br15e.pdf](http://www.berghof-conflictresearch.org/documents/publications/br15e.pdf)

  **Read** Paul Collier Dominic Rohner, “*Democracy, Development and Conflict,*"  
  Department of Economics, University of Oxford  
  [http://users.ox.ac.uk/~econpco/research/conflict.htm](http://users.ox.ac.uk/~econpco/research/conflict.htm)

  United Nations University and World Institute for Development Economics Research,  
  Find PFD on right hand side of screen

**Assignment:** Given these readings, what is transitional justice?  
What is required for transitional justice to occur, and what is required to it to become an established judicial system?
Ten: November 20th  

Truth, Reconciliation, Restoration, Healing  

www.global.ucsb.edu/.../luce/.../Philpott_SSRC-working-paper.pdf

Read  Eric Brahm, “What is a Truth Commission and Why Does it Matter?”  
Peace & Conflict Review, Volume 3, Issue 2, Spring 2009, 1-14  
www.review.upeace.org/pdf.cfm?articulo=83&ejemplar=17

Read  Worldwide Truth and Reconciliation Commissions  
A Summarised Comparative Fact Sheet – PART ONE  

Florida International University College of Law, 2011  

Assignment:  Truth and Reconciliation Commissions are seen to be a form of transitional justice. Why? Do you think that justice is served with these commissions? Be precise.

Eleven: November 27th  

Civil Society: World Social Forum / Ekta Parishad  
( Occupy, Arab Spring )

Study Websites: World Social Forum:  
World Social Forum Dakar 2011  
http://fsm2011.org/  
World Social Forum India 2006  
http://www.wsfindia.org/  
World Social Forum 2012: On Migration  
Manilla, Philippines  
http://www.wsfm2012.org/programleft

Watch Video  University of Victoria: Social Justice Inaugural Lecture October 21, 2011  
Dr. Janet Conway. Professor in Sociology, Canada Research Chair in Social Justice, Teaches in the Social Justice and Equity Studies at Brock University
http://www.youtube.com/watch?v=KhetghZKxhU&feature=youtu.be
"Is the Global Justice Movement Colonial? A Troubling Tale of Indigenous Peoples at the World Social Forum," Parts One and Part Two

Study Website: Ekta Parishad http://ektaparishad.com/

Assignment: What is the World Social Forum about? What are its strengths for global transformation? What are its weaknesses?
Or
What is Ekta Parishad? How it this non-violent organization / movement effective? Discuss five aspects.

Twelve: December 4th  The Politics of Peace

Read “Crises in a New World Order: Challenging the humanitarian project”
158 Oxfam Briefing Paper 7 February 2012
www.oxfam.org Read full report (32 pages) not the summary.

Read John McMurtry, “Human Rights versus Corporate Rights: Life Value, the Civil Commons and Social Justice,”
ojs.uwindsor.ca/ojs/leddy/index.php/SSJ/article/view/3113

Read Wim Naudé, “What is the (New Deal) with Fragile States?”
United Nations Policy Brief, Number 1, 2012
United Nations University
i.unu.edu/media/unu.edu/publication/…/policy-brief-12-01_web.pdf

Read Global Peace Index 2012
Institute for Economics and Peace
www.visionofhumanity.org/…/2012/…/2012-Global-Peace-Index-Re…

Assignment: Given these readings, what are the options for peace in the world today? What would be the best path to peace? The most effective path? The most realistic?
This is a required course at Saint Paul University in the Master’s in Conflict Studies Program. Class members come from a wide range of academic backgrounds and personal and professional experiences. Some have academic or experiential knowledge of the field of conflict studies or peace building, while others have little. Academic expectations are at a Master’s level in terms of commitment, focus, and research and writing skills. A collegial atmosphere is a priority: a learning community and an adult learning model. If you have considerable knowledge or experience already, and find the material introductory, please discuss other options with me. Attendance is mandatory for all classes.

This is a paperless course in terms of required readings. All resources are online. For written assignments please print these and submit in class. I strongly encourage printing on recycled paper. No cover sheet.

**Learning Objectives:**

- to gain an introductory and critical understanding of distinct approaches to conflict studies.
- to become familiar with key themes, academic disciplines, research institutes, journals, NGO’s, think tanks, advocacy organizations, the United Nations and other bodies that address peace and conflict work.
- to develop a nuanced understanding of terms such as social justice, human rights, structural violence.
- to expand the understanding of conflict from strictly war and post war activities and analyses.
- to consider approaches such as gender and environmental issues, that require particular methodologies.
- to study alternate approaches to conflict resolution, such as Truth and Reconciliation commissions.
- to examine civil societies initiatives: World Social Forum, Ekta Parishad, Occupy, Arab Spring.

**Internet readings, assigned material, class discussions and weekly assignments** are the priority of the course. The lecture and discussion will not make sense without the readings. There will be between 100 and 200 pages of reading per week, at different levels of difficulty. Expect to work on this course for 10 – 12 hours each week. Work is oriented towards understanding general approaches to conflict studies, critical thinking and integration. Lectures are not a repetition of the assigned material, but in addition to.
Evaluation of the course:

Three requirements:

1) **Ten one-page papers** one page, double-spaced, readable font, which is a response to a question about the readings **Must be handed during class.**
   After the discussion is not accepted. There are eleven weeks.
   
   10 papers are required. 5% each 50%  

2) **Final synthesis take-home** or oral exam: **(Ten Pages)**
   Given out November 27th: Due Friday December 14th 35 %
   OR
   **Ten Page Research paper or equivalent** 35%
   If you want to explore a specific topic, you can substitute a research option for the final exam. This could be an academic paper, an annotated bibliography, a video, or another form of research. Due December 14th.

3) **Participation** 15 %

1) **The one pagers:** - read all material first. Be specific rather than general in your answer. Think and assess diverse aspects of the question. Respond from the readings, not from whether you agree or disagree, unless you are sure it adds to the paper. There is no 'correct' answer, as there are many ways to answer the questions. The answer is not a summary of the topic. The papers need to be well structured, clear, precise and well written. Plan the paper to prevent rambling. Avoid words and phrases such as: in my opinion, in the readings the author said, it could be said that, that the topic is too large to discuss adequately... etc. Please check spelling and grammar. Each assignment must be typed, double-spaced and in a readable font. Cover sheets are not required – use recycled paper - save trees! Use inclusive language. You can write in French or English. If these are not languages you are competent in, please speak to me.

2) **The final exam is a synthesis.** No new material is required. You have three weeks to complete it. Written or oral. If you choose the research option, please discuss this with me in advance.

3) **The meaning of participation:** At the end of the course each student is asked to assess her or his learning in the course, out of 15. This relates to the following: class attendance, doing the readings each week, present to the discussions, your engagement with the course, and what you have learned. Did you
work? Did you wrestle with the material? It does not mean how much someone talks in class, how intelligent or how often. It does not mean doing well on the assignments. It means engagement and learning. A very brief paragraph helps me to evaluate this mark. I may change the mark.

Criteria for Grading
A major factor in grading is assessing if all the readings were done, and how carefully and thoroughly they were understood.

A-- An A paper is where the work is presented coherently, clearly and critically. The written work is systematic, relevant and well articulated addressing itself adequately to the issues at stake, and explicitly answers the question. Spelling and grammar are correct. (A+ has all the A requirements, and is exceptionally well researched, argued, structured and written.)
B -- Will be given for work that is of good quality that adequately addresses itself to the issues and is relatively well articulated. Spelling and grammar mistakes will move an A paper to a B.
C-- Will be given for work that meets the minimal requirements of the assignment.
D-- Poorly presented work, barely relevant, and not coherent or well articulated.
F-- Irrelevant, disorganized, incoherent work, indicates lack of understanding of the basic material and does not meet the requirements of the course at all.

Expectations about marks: If you want good marks, I will help you get them. I will meet with you and coach you on how to get better grades. Learning to read carefully, think critically, and write well means acquiring the skills to do all three. If you do poorly on an assignment, you can rewrite by the Friday of the same week. If you do all eleven one page assignments, I will take the best ten marks.

Talk to me! Please speak with me if you are concerned about any aspect of the course, if you get lost in the course content, if you get ill, or if you want more resources, other topics, to make suggestions or get better marks. Make an appointment with me, or chat with me before or after class. Please use email very sparingly.

Late/missed assignments and extensions.
Assignments need to be handed in during class. Late assignments are not accepted as this is an inductive teaching/learning method. If you miss a class due to illness, you can hand in the assignment the following week. Extensions will be granted only under exceptional circumstances.

Policy of plagiarism: Students are reminded that plagiarism (i.e. the use of other people’s ideas, words or work, or anything taken from the Internet without properly acknowledgment is a serious offence. Students should be aware of the strong sanctions against plagiarism. If proven, charges of plagiarism usually result in an F. See the university policy.

Policy on attendance: Saint Paul University has an attendance policy. Class attendance is mandatory except for emergencies. See the university policy. Children are welcome in class if needed.
Office hours: By appointment. Please do not hesitate to contact me if needed. Tel: 236-1393, ext: 2276. Room 327A. Please feel free to discuss any aspect of the course with me. Limit emails.

E-mail Access: Occasionally, class materials, announcements or relevant events will be distributed electronically. Please use the group list to suggest ideas, videos, readings, etc. If you do not want to be on the list, do not put your name on. It is optional.