



**CONFLICT RESOLUTION
COURSE MANUAL
PERIOD 4 2018**



Instructor Information

Instructors & Emails

Birsen Erdogan:

birsen.erdogan@maastrichtuniversity.nl

Kostagiannis Konstantinos:

k.kostagiannis@maastrichtuniversity.nl

General Information

Description

In this course, we will focus on contemporary conflict resolution. The course will cover many issues related to the theories, causes and models of violent conflict in the first part, and then conflict resolution, including prevention of conflicts, (issues of early warning and early action), halting ongoing violent conflict, the role and forms of mediation, peacekeeping and how to end violent conflict, build peace and transform societies to reconcile their differences in the second part.

Expectations, Goals and Learning Objectives

Some background knowledge on important conflicts in history, current conflicts and issues around them, IR theories, and Philosophy of Science is helpful in this course. Students are expected to be familiar with the news around the world (regarding conflicts and wars) and they should be able to find and analyse all information about them. In this course, student initiatives to find and spread information and to learn as much as possible about conflicts will be essential and encouraged.

The objectives of this course are to survey the theory and practice of violent conflict and its resolution. The course will discuss some current issues in conflict studies related to causes of communal violence, economic and environmental causes of conflicts, third-party intervention, responsibility to protect and reconciliation in the different stages of preventing, containing and ending violent conflict, as well as to gain insight into basic elements of peace and security studies, conflict management and international politics.

During and after completing this course, the students will:

- * have a fundamental knowledge of what conflict means and what the types of conflicts are in the contemporary world;
- * get familiar with conflict models and conflict studies, such as primordial, constructivist, discursive and cultural approaches;
- * discuss ontological and epistemological issues regarding conflicts and their studies;
- * find a chance to apply these models, concepts and theories to several conflicts;
- * understand the main techniques of conflict resolution such as mediation, problem-solving workshops and the efforts of International Organisations such as United Nations;
- * discuss peacekeeping, humanitarian intervention and responsibility to protect as ways of conflict resolution;
- * get an introductory knowledge on ending conflicts and post-conflict reconstruction, peacebuilding and reconciliation processes.

Course Materials

Required Materials

Mandatory Book: Jolle Demmers, Theories of Violent Conflict: An Introduction, 2nd edition, Routledge, 2017.

In addition to the book, there will be some compulsory literature, articles, reports and links for most tasks. This sort of literature will be posted in student portal or announced in tutorials. Students can find them in student portal or in electronic academic journals which students have access through our library. Some literature is freely accessible on the web.

IMPORTANT: Before every tutorial, please check the Student Portal for the reading list.

Optional Materials

IMPORTANT: In addition to the required literature, students will also find some recommended literature in student portal in the list mentioned above. These sources will help you in your presentations, assignments, debates, papers and also if you need more information during the preparation for post-discussions. Most of this literature can be found on student portal or from the electronic journals in the university library to which students have direct access or from the given web pages. Recommended literature is very useful for the post-discussion if you have time, for the debate and final paper. Please consult them as much as possible.

In addition to that, in the list for required and recommended literature, students can find an overview of online sources on conflict and peace research as well as the websites of international organizations involved with conflict resolution. A list of electronic journals that are available at the university are given as well. We hope that these articles and web sources will be helpful in writing your papers for this course.

Cases & Exercises

We invite students to enrich post-discussions with examples from the current or former conflicts in the world. We strongly encourage students to follow news and internet sites to have information about certain conflicts.

Students may bring news items or short descriptions of conflicts to the post-discussion and discuss them with their classmates. They can make division of labour during the pre-discussion and make sure that one or more conflict will be discussed in the following post-discussion. More preparation and search for examples means better post-discussions.

This course manual has some cases under the title Exercises or assignments. Students can discuss that given case or a student can make her/his presentation on this case that day. Students may also decide to discuss another case but only with the approval of the tutor and the whole group.

Course Assessment

In this course, class **participation** and preparation will be important.

Every student must submit a **Final Paper** in the exam week.

Final paper: 50%

Participation: 10%

Midterm assignment: 40%

Students can choose **one** of the following for their midterm assignment:

Class Presentation (20%) + Presentation-Paper (20%)

OR

Midterm-Paper (40%)

Deadlines

Midterm papers: March 6 (Safe Assignment, 23:30, NO HARD COPY)

Final papers: March 30 (Safe Assignment, 23:30, NO HARD COPY)

Presentation Paper: Within 24 hours after the presentation

IMPORTANT NOTES: Tutors should be informed by the students about the type and date of the assignment they want to make latest in the second week of the course.

In the previous years, we experienced that some students change the dates of their assignments. Since this causes serious problems in scheduling and planning, we ask students to refrain from doing this. Any late assignment or any change by the student will have consequences in the grade. Tutors have also discretion not to accept those changes. We advise you to submit your assignment on a timely and responsible manner, as agreed by you and your tutor at the beginning and try not to change it, unless your tutor agrees.

Please do not negotiate the deadline with your tutors or course coordinator. Try to respect the official deadline. Please consider that for the exams, no personal favours will be made. Everyone is subject to the same deadlines. Any late submission will result with a reduction in your grade (a 24 hours late submission may result with a 20 percent reduction. Later submissions will have more reductions). If you showed a sincere attempt and failed the exam, you may take part in the resit exam (for this see the relevant section below).

Course Attendance & Additional Assignment & Resit

Students have to attend tutorial meetings and lectures. If students miss more than 2 tutorial meetings, they can be given a chance to write an extra assignment. The content, type and the deadline of the additional assignment will be decided by the tutor who will inform the student about it. We highly recommend students to attend all tutorial meetings.

Students are asked to attend lectures as well. In the writing of this manual, not all guest lecturers have confirmed their lectures yet. For this reason, we cannot give you the exact dates and titles. In general, students can miss 2 lectures out of 5, 1 out of 4.

For the resit exam, rules and procedures determined by the UCM Academic Rules and Regulations will be applied. These rules can be found in student's or teacher's handbooks.

Resit exam will be in the format of a paper or take-home exam.

Course Schedule (Post-discussions)

TUTORIALS	Topic	Reading	Exercise/Case Study
MEETING 1	Introduction: What is Conflict? & Case Study	Coursebook INTRODUCTION and other literature in Student Portal (also background info for cases)	Israel-Palestine & Syria
MEETING 2	Identities & Case Study	Chapter 1 and other literature	Rwanda & Northern Ireland
MEETING 3	Social Identity & Structures & Violence	Chapters 2 and 3 and others	

TUTORIALS	Topic	Reading	Exercise/Case Study
MEETING 4	Case studies	Literature in Student Portal	Nigeria, ISIS, Ebola
MEETING 5	Mobilisation and Case Study	Chapter 4 and and other literature	Mali (Tuareg) & Yugoslavia
MEETING 6	Rational Choice & Discursive approaches	Chapters 5 & 6 and other literature	
MEETING 7	Case Study	Recommended Background Literature in Student Portal	Colombia (Farc), Uganda, Sierra Leone
MEETING 8	UN, PK and Humanitarian Intervention	Student portal	
MEETING 9	Environment and Conflict	Student Portal	
MEETING 10	Mediation and Ending Conflicts	Student Portal	
MEETING 11	Peace-building	Student Portal	
MEETING 12	Reconciliation	Student Portal	

Lectures

Lectures are compulsory to attend (see the section about attendance above).

In the writing of this course manual, no lecturer has confirmed her/his lecture yet. Titles, times and names of the lectures and lecturers will be announced soon on Student Portal.

Notes

Part I: Theories and Approaches in Conflict and Violence Studies

Meting 1, Task 1, Part 1: What is conflict?

It may not be difficult to define what a conflict is. It is also not so hard to recognize a conflict when we see one. Conflicts usually have certain common characteristics and qualities. They are more common than one can imagine. In our daily lives, we are in conflicts very often. Be it with your sibling or your parents or a driver in the traffic. Many of us will also take part in long historical conflicts such as the political conflict between left and right, labour unions and employers, government and opposition, students and government (or university management). Many conflicts are part of the modern life and its institutions. Some of them are intrinsic to being human beings and having social relations with others. We should start this course with this realization: Conflict is part of who we are and our relations, just like love, peace, hate, hope and anger.

Even though conflicts are not difficult to recognize when they emerge, what makes them complicated is their subjective nature: Parties in the conflict believe that their side is right thus it should win. Does not matter whom you talk in a conflict, it is highly probable that you will hear glorifying statements for their side and accusations and allegations for the opponent. In a way, it is a bit like inter-personal conflicts. Have you ever tried to mediate between two friends, between a child and parents or for a couple?

Perspectives and interpretations of parties in conflicts are subjective and relative. Conflict is an ontological matter. It is about who you are and your existence. It is individual. And every individual in the conflicts thinks that their situation is personal and unique. Is that really so?

In the field of Conflict Resolution (CR), there are scholars who try to find patterns and regularities in conflicts to make models, generalisations and even theories. Some statistical minded people try to understand trends and tendencies in conflicts. An alternative group would call for a more 'understanding' approach.

In the first task, we will discuss important concepts in this field. We will also learn some models and approaches of CR.

LEARNING GOALS:

1. What is conflict?
2. What is CR?
3. What is war, what is violence?
4. What is conflict containment and management?
5. What is peacekeeping, peacemaking and peacebuilding?
6. Explain escalation, hourglass and Galtung's model.
7. What is conflict mapping? How is it used?
8. What are the different approaches to CR?
9. What kind of categories of conflicts do our literature refer to? Are these natural or objective categories or are they also criticized?



Task 1, Part 2: Case study

In this part and in the similar exercises following this one, we will discuss one or two cases under the guidance of the literature. In the discussion, we will apply what we learnt so far to that case or cases.

You are given two options:

Israel-Palestine and Syria.

Choose both or one of these cases. We have recommended some background literature for these cases. You can try to find your own information as well. Make sure that information is reliable.

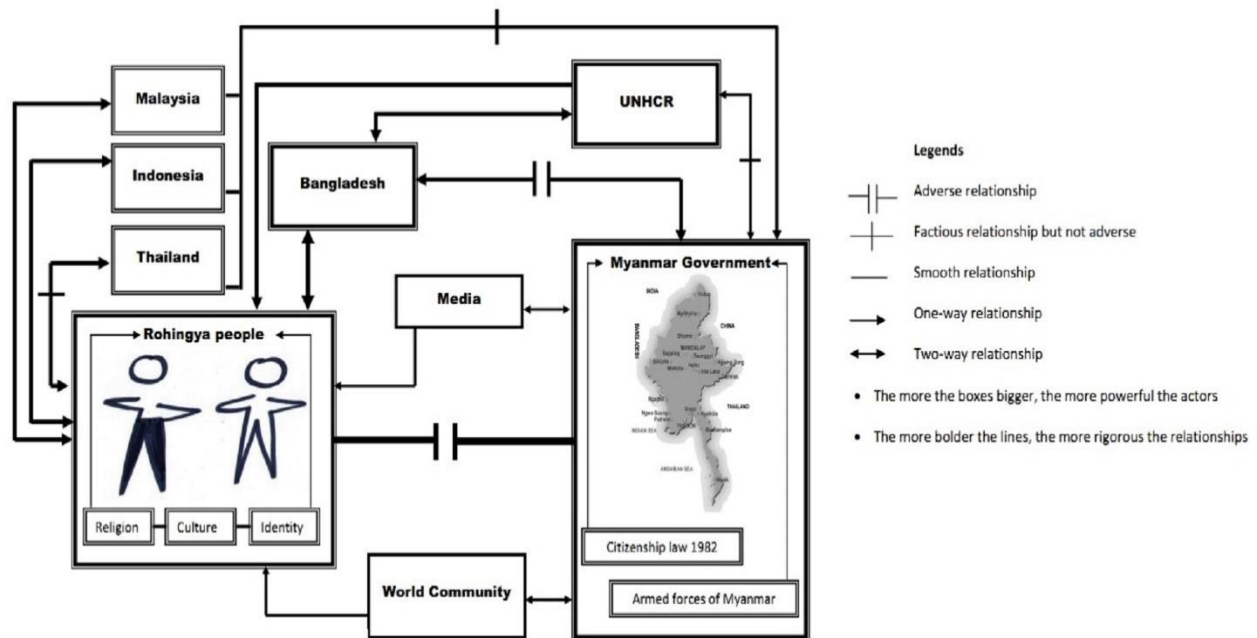
LEARNING GOALS:

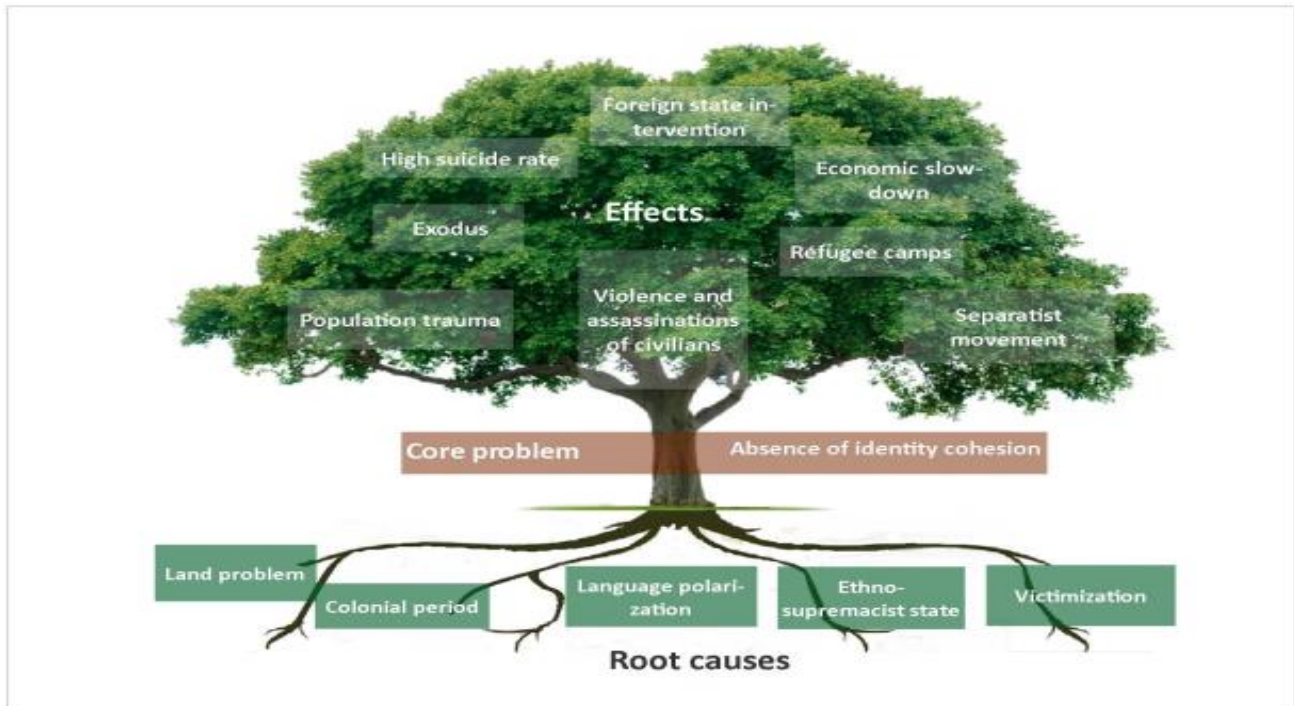
1. Start with 'mapping' your case.
2. Then discuss attitudes, behavior and contradictions.
3. Discuss if parties are equal in material power (is there one under-dog?).
4. How violent is the conflict?
5. Discuss the role of government, international system, regional actors, neighbours and if relevant natural resources.

6. Can this conflict be labelled or categorized easily as a religious, ethnic, political, territorial or greed conflict (conflicts over power or money)?
7. Has this conflict transformed from time to time (from being non-violent to violent or from a civil war to an internationalised war, from violence to cease-fire so on?)
8. How did the third parties involve in the conflict, in what forms, were they objective?
9. Is it was, how was the conflict resolved?

Below you are given two figures for Myanmar and Sri Lanka. The former explains the relationship between parties and the latter is a conflict tree (kind of mapping the causes of the conflict). You can make similar figures for the conflicts at hand.

Myanmar





Notes

Meeting 2, Task 2: Identity and Violence

Identity is an interesting concept. It is both about being unique (I am me!) and also about sameness and being part of a group (I belong to!). Some identities are considered naturally given (male and female), some are labels about us but made by others (You are a Moroccan Dutch or Afro-American!). Many constructivist claim that an identity is a social construct. Butler and Brubaker suggest that identity is a performance. Psychoanalysts like Lacan considered identities always split, broken and unfixed. One always looks for whole-ness as she/he is always incomplete. There is always something missing. Lacan thought it does not matter how much we look for being a whole, complete; we will never find complete-ness.

If this is so, then how can some individuals or groups claim to be a whole (such as a nation or group) and they attach to this idea at the expense of their lives?

Demmers criticize the following formula:

“Identity causes conflicts”

She reveals a riddle: is the identity a cause or a result of a conflict?

Is someone a Serb or Bosnian or Alevite or Catholic or is he/she made of one; does he/she become one?

What is identity?

Think about yourself.

When was the last time you thought you were (become or made) someone?

What part of your identity is quite rooted in you and almost natural to you?

What part of your identity has change or been changing the most?

What part of your identity feels un-natural, given, constructed?

Do you have two or more conflicting identities (you want to be a mother but also travel around the world, you are te citizen of a country but your parents are originally from somewhere else, you have two passports, you love animals but you are not a vegetarian so on)? How to they reconcile?

IN CR, there are several approaches which make certain claims about identities and what makes a group. For some ethnicity and national identity are different. Some others consider religion as a part of identity, whereas others question this claim.

The main debate is between constructivists and primordial explanations. Even though majority agrees that identities are constructed, they disagree about who constructs them: elite to (mis)(ab)use it instrumentally or the masses because of the perception of their own self?

Case studies are **Northern Ireland** (especially whether this can be classified a religious or ethnic or nationalist conflict; and **Rwanda** especially how the identities led to genocide). Choose one or both of them and discuss in the next tutorial.

Meeting 3, Task 3: Social Identity, Structures and Violence

Social Identity Theory (SIT) made an important contribution to these debates explaining the processes of identity formations and how they are used. This individualistic approach does not look for the causes (where identities come from?) but tries to explain the processes which made group and identity formations possible.

An intriguing research area here is violence and what makes groups resort to violence.

As a field of study, CR emerged as a critical response to the realist approaches in international relations offering ways to "resolve" rather than contain or manage conflict. It argues that conflict is not inevitable but the result of the interactions of behaviour, attitude and context. At the same time the concept of peace building was introduced as part of a more comprehensive approach to "human security" as defined in the 1994 UNDP Human Development Report as on the one hand protection against chronic threats like hunger, disease and political repression and on the other protection against sudden and damaging dislocation of daily life at household, labour and community level.

However, some scholars say that even though the character or occurrence of conflict has been altered, the causes of conflict have not been removed. Many left leaning people such as Marxists believe that unless there is a structural change in the world, most of our problems, including war and violence cannot be solved. They further state that the social conditions that promote war are always present. War and conflict are the outcome of international and domestic structures, institutions and ways of life. For them violence is the result of structural inequalities and systems of repression and domination. In CR, these groups explain the conflicts especially in the Global South from this perspective.

In this view, the state and nation formation in the South is explained with a historical, structural and economic view in the light of colonialisation, neoliberalism (markets and natural resources) and Western hegemony. They criticize the mainstream CR and they bring in new ideas and perspectives to the discipline.

Is CR as a study an attempt to manage and resolve the long term conflicts or is it a platform where the powerful continue to have their way?

Notes

People usually shift from periphery to core.



Source: CIA Factbook
Simon Khosla/GlobalPost



Meeting 4, Task 4: Case study



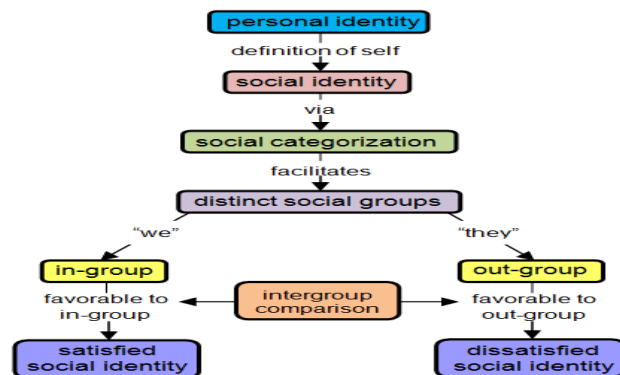
Important note: Start watching the documentary: The Death of Yugoslavia.

You are given some very interesting conflicts. After a short mapping of the relevant conflict, its parties and issues; try to understand identity formations. How are identity groups defined, by whom and against what? What are relationship of equivalence (us) and difference (other)? How are these differences justified, on what grounds? How solid are these identity formations? What are the tensions within the same group? Also discuss whether these identities have been transformed or challenged. What makes the group? Are they defined in terms of language, territory, ethnicity, religion or nation-hood or else? What is the role of government/state (constructive or not)? What are the third parties and how are they involved (in a constructive way or in a negative way)?

Please apply the SIT and/or systemic and structural factors to your findings. Then discuss power. How power relations play a role? Who is underdog and who is powerful? Are there structural inequalities which could have been prevented? Are they linked to the conflict and its causes? Are there colonial, historical, structural, global and economic dimensions to the conflict or issue at hand? Some of these conflicts have a link to the presence of precious natural resources such as oil, coco or diamonds. Some of them have structural elements such as interdependence, global capitalism, markets, trade (including illegal trade of drugs). What are the roles of these issues and resources?

If there is violence and aggression, finally discuss why groups resort to violence.

In-group / Out-group Bias



Notes

Meeting 5, Task 5: Mobilisation and Violence and Case Study

No war can begin without a group which posses some weapons.

Is violence ignited due to a simple fact actually? Someone had a weapon and used it against the other one...

Dicuss this controversial statement.

In any conflict there are some groups and these groups are mobilised to start a protest or rebellion. Mobilisation is a physical process (you need tool, human resources and money), as well as a psychological one. Belief in your case is not enough to start a war. You need more.

First, discuss how a group emerges. For instance, Edward Azar developed a theory called 'Protracted Social Conflict' (PSC). In this approach, the relationship between the identity group and government is analysed in a multi-dimensional model. Azar put the needs of identity group into the centre of his analysis and also explained why conflict is self-enforcing. This approach inspired many other research (also known as 'need-based' approaches).

Ted Gurr following Azar`s footsteps explained minority groups and how they were mobilized. Then discuss mobilization.

You are given some cases for which you can use hypothesis, variables and models proposed by people like Azar and Gurr.



Notes

Meeting 6, Task 6: Rational Actor versus Discursive Approaches

In his very controversial approach, Collier claims that rebel groups are rational actors trying to maximise their own gains. So conflicts are just like business and rebels are business-people. They are not emotionally driven agents but very purposeful players with calculated actions. This approach has been criticised by multiple angles. Yet, rational-actor model is still quite commonly used in conflict resolution practice and literature. This model can explain profit-seeking and greedy behaviours of actors. Usually rebel leaders are selfishly after some political or material gain. Conflicts can create lucrative business such as drugs or gems trade. Or leaders mostly try to increase their power position by controlling natural resources such as oil fields. Where is the line between grievances and fighting for people on one hand, and the selfish gain and fighting for your own good on the other? It is very interesting to see conflicts as rationally-driven or run business models with a certain economic motivation behind them. This view can also explain very well why some conflicts go on for such a long time. However, it is still a very provocative statement to claim that conflicts are not grounded on emotions, discontent, lack of justice, government repression and unfulfilled needs.

On the other end of the spectrum, we have discursive approaches. These approaches take a very constructivist position to explain war. For them, war and conflict are discursive constructs in which actors, issues, histories, relationships, causes and identities are discursively represented. These representations make violence possible and they also justify certain practices (such as war, intervention, killing, peace, so on). In these approaches, framing, representations, presentations, narratives and any language games play a crucial role to understand how a 'reality' about Self and Other is created and what this reality is capable of doing. If Libya was not represented as a humanitarian disaster, was there going to be an intervention there? If leaders of the Bosnia, Kosovo, Croatia and Serbia did not come up with the narratives of the past atrocities inflicted on their group by the other, would there have been still a Yugoslavia? If Kony campaign was not such a success, would the Western people have known about Uganda at all? And most importantly, can we say with a confidence that all these campaigns, representations and narratives were actually true or reflected the whole truth? But they have been very powerful and they all made certain wars and actions possible.

The power of discourse therefore "[renders] 'right', legitimate, taken for granted, natural, specific ways of knowing, acting and organising social life, thus it silences other possibilities". Some scholars say the way to deal with these causes is to look at long-term conflict prevention through a discourse for peace, as opposed to the discourses of violence which are the mainstay of conflict resolution.

Notes

Meeting 7, Task 7: Case Study

You are given some very interesting conflicts. After a short mapping of the relevant conflict, its parties and issues; try to understand identity formations. How are identity groups defined, what are their distinguishing features? Against what or whom do they define themselves (Other and Self)? How solid are these identity formations? Also discuss whether these identities have been stable, or transformed or challenged. What is the role of structure and agent? What is the role of government/state (constructive or not)? What are the third parties and how are they involved (in a constructive way or in a negative way)?

For this tutorial, it is important you use discourse-based theories/models and/or rational actor models. Please apply them to the case(s) at hand. Some of these conflicts have a link to the possession of precious natural resources. Some of them have structural elements. Some have discursive constructions. What is the role of natural resources in the emergence of conflict and/or in its prolongation? What is the role of 'language' in creating enemy and war?

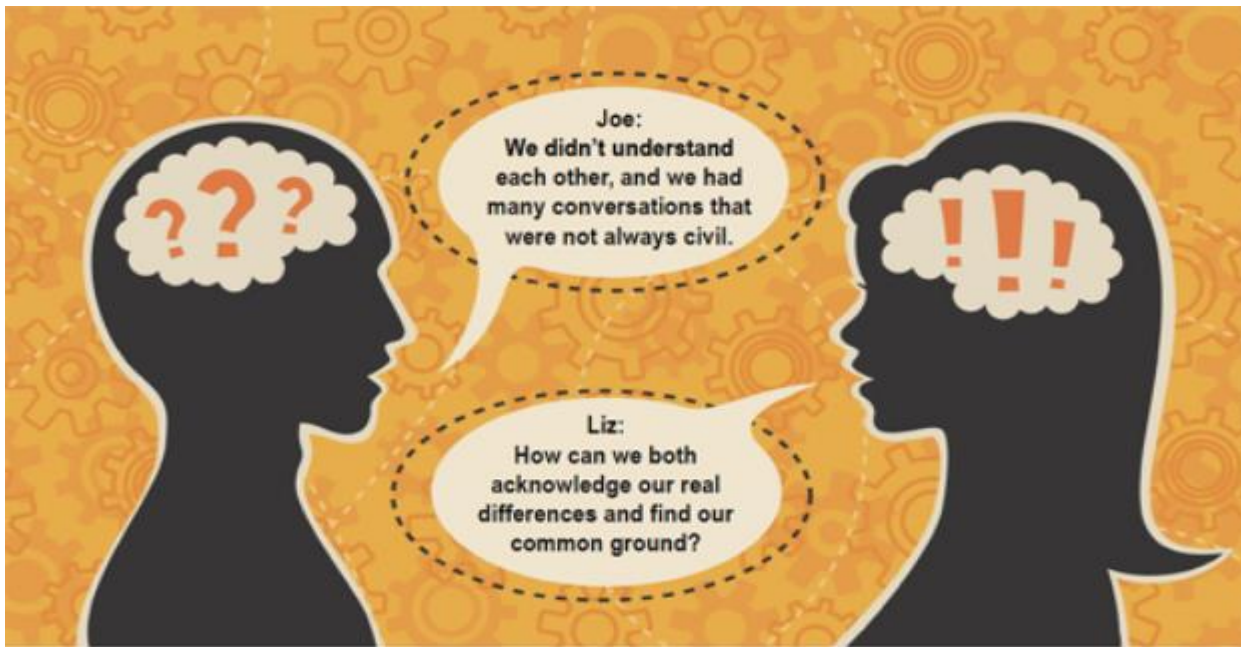
If there is violence and aggression, finally discuss how violence is legitimized and why groups resort to violence.

For every hand taken in marriage, another hand is taken away.



To secure that their enslaved workers wouldn't steal them, conflict diamond Guerilla's would often cut off one of their hands. Beauty isn't worth death.





Notes



Part II: Main Models, Issues, Actors and Institutions in Conflict Resolution

Meeting 8, Task 8: United Nations, Peace Keeping and Humanitarian Intervention



UN peacekeeping began in 1948 when the Security Council authorized the deployment of UN military observers to the Middle East. Since then, 71 peacekeeping operations have been deployed by the UN, 58 of them since 1988. Over the years, hundreds of thousands of military personnel, as well as tens of thousands of UN police and other civilians from more than 120 countries have participated in UN peacekeeping operations. Peacekeeping has been divided into three sections; (a) The early years (First Generation), (b) The post cold-war surge (Second Generation), and (c) The Present (Third Generation).

	Missions	Contributing states	Military	Civilian
• 1988 first generation:	5	26	9,600	1,500
• 1994 second gen.:	17	76	75,500	2,260
• 2000 third gen.:	14	89	37,300	3,240
• 2006 November:	18	112	81,000	15,000
• 2010 October:	15	112	83,100	16,400
• 2012 October	15	115	96,927	17,966
• 2013 October	16	115	116,837	16,822
• 2016 December	16	123	100,000	16,400

In the tutorial the background, history and the effect of peacekeeping and the role of United Nations in conflict resolution will be discussed. Note that United Nations Security Council and peacekeeping operations are not free from criticism. These criticisms vary from the lack of political will of states to contribute to the improvement of the peacekeeping operations, to the inefficient and usually incomplete mandate of the peacekeeping troops. After all failures like Rwanda and Srebrenica left deep scars in the face and hearts of humanity. Yet, peacekeeping operations are still going on in various parts of the world and some of them successfully contributed to the cease fires or peacebuilding in the aftermath of conflicts.

Some governments such as the Dutch, Canadian and the UK governments accepted humanitarian interventions as a norm in their foreign policies. Such interventions found more and more proponents after the war in Yugoslavia. Even though intervention is not free from criticism, UN General Assembly voted in favour of Responsibility to Protect (R2P) in 2005. Since then this norm has been used in some real cases such as Kenya and Libya. However, R2P has been criticized vastly especially after Libya and Security Council is highly divided on this issue. Unsurprisingly countries like China and Russia are vehemently against it but some others have serious concerns too, including South Africa, Brazil, India and Germany. Scholarly literature is also divided about the value of R2P, humanitarian interventions and their efficiency.

Notes

Meeting 9, Task 9: Environment and Conflict

According to a very popular scenario, future wars will be caused by environmental issues such as drought, land erosion, rising sea levels, and resource scarcity. Some claim that soon the world population will not be fed sufficiently, as water and food will not be enough for everyone. To make it worse, climate change, degradation of the earth and its atmosphere will create new fault lines where conflicts will arise.

Sudan's Darfur for instance is one of the world's most environmentally devastated regions with a decade long conflict history. It is possible there is a link between these two.

This has been a popular issue among CR scholars. Students in this meeting will discuss the link between environmental degradation and conflicts. Several literature will present varying views and students will analyse each view under the light of everything they learned so far in this course and in other courses.



Day by day, river by river, forest by forest, mountain by mountain, missile by missile, bomb by bomb - almost without our knowing it, we are being broken. **Arundhati Roy (on the left photo) and Ken Saro Wiva (1941-1995) (on the right)**

Notes

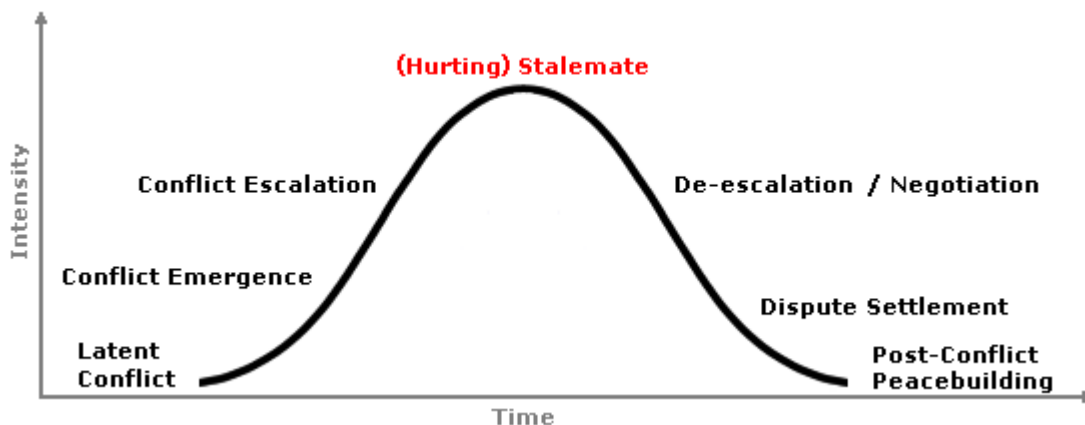
Meeting 10, Task 10: Mediation and Ending Conflicts

Many conflicts do not end because one party wins over others. In fact, majority of conflicts just fizzle out, dropping below the threshold that researchers use to classify them as armed conflicts. Sometimes violence may end, but conflict can remain. It is actually a very appropriate question to ask when a conflict ends finally. Maybe a conflict never ends ?!

Are conflicts in N. Ireland, Chechenia, or Sri Lanka really over? There is no violence in Cyprus for decades. Yet, do two communities live together? Is there positive peace in these cases? What about the conflict in Colombia (against FARC)?

A conflict can transform though. It can transform from one form to another. A careful spectator observed how the Syrian conflict mutated and transformed over the last 5 years. It is interesting to look into the moments and possible reasons of these transformations.

In this tutorial, we will discuss some well-known literature about ending conflicts. According to some experts, every conflict has a ripe moment which is suitable for a settlement. This is also called 'hurting stalemate.' It is important to realise when a conflict reaches a ripe moment and when the time is right for negotiation. We use various signals to see if a conflict is ripe as well as different actors for the settlement process. Is Syrian civil war in the moment of hurting stalemate? Was Colombian conflict in a ripe moment to be solved? What about other active conflicts you discussed throughout the course?



A third party mediator can be powerful or powerless, neutral or not. Sometimes the availability of carrots and sticks may be important in bringing parties together. At other times persuasion and individual contacts between decision-makers of both parties and the mediator may be more important factors. Some conflicts exhausted tens of mediators and nothing changed (Cyprus, Israel-Palestine) and some others could be resolved with the help of one mediator and determined parties (Colombia, Kenya). Whatever the result might be the mediator's role is still important to bring parties around a table.

Discuss one or more cases and apply what you learned.



Meeting 11, Task 11: Peacebuilding and Reconciliation



In 2017, many Colombians celebrated the long-awaited peace deal signed between FARC and the government. As the Colombian President said this is not the end though. This is just the beginning of yet another long, tough and challenging process. Peace requires action, work, efforts and also sincerity and transformation (of many institutions, way of thinking and communities). Peace needs to be realized, consolidated and sustained constantly. It is not easy to reach peace and maybe it is even more complicated to preserve it. This requires courage and hard work. As the Colombian President said in his Nobel acceptance speech, it was difficult to convince many people about the peace. Actually, surprisingly enough, the victims of the conflict were more ready to accept a peace deal, than those who were less affected by it.

In this meeting, we need to clarify first what peacebuilding means. Then we will discuss what it entails. Here we will also scrutinise the liberal peacebuilding model and enforced democratization from a critical perspective.

Notes

Meeting 12, Task 12: Reconciliation

Finally we came to the end of this course. I hope you enjoyed it.

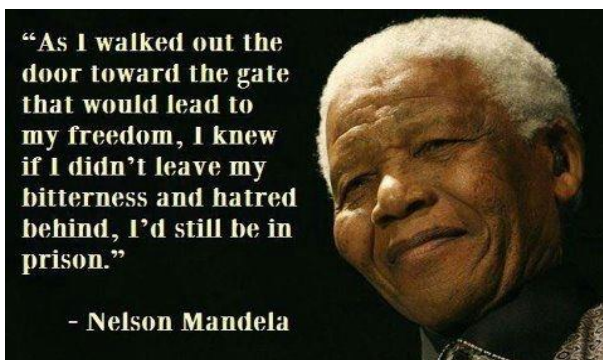
This task is perhaps one of the most popular topics in CR: reconciliation.

Read Hasan Nuhanovic's words first (a survivor of Srebrenica) about his story. For him reconciliation is not only about the trial of Mladic or any other 'big fish.'

(...) my point is that "the big fish" are important, but the small fish are even more important. One of the details about my mother's fate was that six Serbs in a nearby town in Srebrenica tried to rape her in prison. I got the story from a Serb who claimed to be there when it happened. She broke a glass on the window in the prison cell, and she cut her veins before they managed to open the cell door. Six Serbs. I know exactly the name of the chief of police who was in charge of the prison. And some other officials, police, the military civilian authorities, I know their names -- they've not even been indicted or arrested or anything. Mladic and Karadzic are important for me as a citizen of Bosnia Herzegovina, for the Balkans region -- for reconciliation. But for me personally, I would rather have first the information on who were those six soldiers who came to rape my mother when she killed herself. And what happened to this police chief?

Then he asks, "If I see the police chief on the street, what am I supposed to do?"

Hasan's story reflects the stories of many others. However, some of those who have suffered in conflicts prefer to give a chance to peace and take lessons from history, as happened in Germany after the Second World War. Some have adopted other approaches, like seeking truth and justice thorough specialized channels as happened in South Africa and Chile. In some cases, the international community has taken the initiative and built special tribunals, as with former-Yugoslavia and Rwanda. In Latin America we witness various reconciliation initiatives such as in Argentina, Peru and Chili. Cambodia experienced a late reconciliation process. But it is always difficult to identify perpetrators, to find appropriate ways of reconciling differences and traumas and to build a future.



Notes

We hope that you enjoyed learning about conflict resolution and found discussions, cases and literature interesting. We also hope that what you learned here will stay with you and guide you in your future careers.

Thank you 😊



