

**NORTH EAST INSTITUTE OF SOCIAL SCIENCES & RESEARCH,
DIMAPUR – NAGALAND**

LESSON PLAN

SEMESTER: II

COURSE NO: SW 201

PAPERS TITLE: INTRODUCTION TO PEACE AND CONFLICT STUDIES

DATE: 21-01-22																																																									
LESSON PLAN NO: I	CLASS HOUR: 1.30 pm – 2.15pm	DURATION: 40 Mins (required 5 classes)																																																							
UNIT NO: I	TOPIC: History & Evolution of Peace & Conflict Studies																																																								
OBJECTIVES:																																																									
<ul style="list-style-type: none"> To let students learn about the history & evolution of Peace & Conflict Studies; Karl Marx and Lewis Coser on theory of Conflict. 																																																									
KEY WORDS/CONCEPTS:																																																									
<ul style="list-style-type: none"> Peace is experiencing a sense of tranquility and serenity within us and in the society we live due to prevalence of love, truth and Justice. 																																																									
METHODOLOGY:																																																									
<u>PRIMARY METHODS</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Recapitulation</td><td></td></tr> <tr><td>Lecture</td><td></td></tr> <tr><td>Lecture with discussion</td><td style="text-align: center;">✓</td></tr> <tr><td>Students led class</td><td></td></tr> <tr><td>Panel discussion</td><td></td></tr> <tr><td>Brainstorming</td><td></td></tr> <tr><td>Debate</td><td></td></tr> <tr><td>Group discussion</td><td></td></tr> <tr><td>Report back session</td><td></td></tr> <tr><td>Case study method</td><td></td></tr> <tr><td>Poster presentation</td><td></td></tr> <tr><td>Guest speaker</td><td></td></tr> <tr><td>Motivational talk of student</td><td></td></tr> <tr><td>Buddying and grouping</td><td></td></tr> <tr><td>Article review</td><td></td></tr> <tr><td>Any other methods: Online</td><td></td></tr> </table>	Recapitulation		Lecture		Lecture with discussion	✓	Students led class		Panel discussion		Brainstorming		Debate		Group discussion		Report back session		Case study method		Poster presentation		Guest speaker		Motivational talk of student		Buddying and grouping		Article review		Any other methods: Online		<u>OPTIONAL METHODS</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Role play</td><td></td></tr> <tr><td>Gaming and simulation</td><td></td></tr> <tr><td>Survey</td><td></td></tr> <tr><td>Quiz down gaming</td><td></td></tr> <tr><td>Story telling</td><td></td></tr> <tr><td>Project writing</td><td></td></tr> <tr><td>Mapping</td><td></td></tr> <tr><td>News reading</td><td></td></tr> <tr><td>Music</td><td></td></tr> <tr><td>Art</td><td></td></tr> <tr><td>Puzzle gaming</td><td></td></tr> <tr><td>Any other methods:</td><td></td></tr> </table>	Role play		Gaming and simulation		Survey		Quiz down gaming		Story telling		Project writing		Mapping		News reading		Music		Art		Puzzle gaming		Any other methods:	
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TIME MANAGEMENT:																																																									
<ul style="list-style-type: none"> 10 Minutes : recap of previous class and topic introduction 30 Minutes: Lecture & discussion on the day's topic (Online) 																																																									

- 5 Minutes: Summing up and clarification

TEACHING-LEARNING MATERIAL REQUIREMENTS:

- Laptop, good internet speed, Zoom connection

DUAL FACULTY SYSTEM:

Planned:	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If not planned, reason:

Name of the second faculty member:

Attendance (Tick mark)	Full time	Half time	Quarter time	Absent
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Reason for absence:

Contribution/Inputs of second faculty member:

EXPLANATION OF CONCEPT (CLASS NOTE):

PEACE:

- Peace is the presence of societal friendship, harmony, tranquility, calmness, stress-free, feeling secured, experiencing freedom within oneself and at societal level, in the absence of hostility, fear, violence and war.

CONFLICT:

- **Conflict** is a clash between individuals/communities/ states/nations arising out of a difference in thought process, attitudes, understanding, interests, requirements and even sometimes perceptions. A **conflict** results in heated arguments, physical abuses and definitely loss of peace and harmony.
- **Peace and conflict studies** is a social science field that identifies and analyzes violent and non-violent behaviours as well as the structural mechanisms attending **conflicts** (including social **conflicts**), with a view towards understanding those processes which lead to a more desirable human condition.

HISTORY & EVOLUTION:

- The First World War was a turning point in Western attitudes to war witnessing many deaths & destructions caused by the war
- In the year 1919, Peace of Paris, the leaders of France, Britain, and the United States, led by Georges Clemenceau, David Lloyd George, and Woodrow Wilson respectively, met to decide the future of Europe
 - Wilson proposed his famous Fourteen Points for peacemaking. These included breaking up European empires into nation states and the establishment of the League of Nations.
 - These moves, intended to ensure a peaceful future, were the background to a number of developments in the emergence of Peace and Conflict Studies as an academic discipline (but they also, as Keynes pointed out, laid the seeds for future conflict).
- **In 1919**, the first chair in International Relations at Aberystwyth University, Wales, was founded with an aim to further the cause of peace.
- **After World War II**, the founding of the UN system provided a further stimulus for more rigorous approaches to peace and conflict studies to emerge.
- As an academic subject, Peace Studies began in the aftermath of World War II.
- Many university courses in schools of higher learning around the world began to develop which

touched upon questions of peace, often in relation to war, during this period.

- **In 1948**, the first undergraduate academic program in peace studies in the United States was developed by Gladdys Muir, at Manchester University a liberal arts college located in North Manchester, Indiana
- Although individual thinkers such as **Immanuel Kant** had long recognised the centrality of peace (see Perpetual Peace), it was not until **the 1950s and 1960s** that peace studies began to emerge as an academic discipline with its own research tools, a specialized set of concepts, and forums for discussion such as journals and conferences.
- **Beginning in 1959**, with the founding of the Peace Research Institute Oslo- PRIO – (associated with Johan Galtung), a number of research institutes began to appear
- **In the late 1960s** in the United States, student concerns about the Vietnam War forced ever more universities to offer courses about peace, whether in a designated peace studies course or as a course within a traditional major.
- Work by academics such as Johan Galtung and John Burton, and debates in fora such as the *Journal of Peace Research* **in the 1960s** reflected the growing interest and academic stature in the field of Peace & Conflict Studies.
- A proliferation of international organisations, agencies and international NGOs, from the UN, Organization for Security and Co-operation in Europe, European Union, and World Bank to International Crisis Group, International Alert, and others, began to draw on such peace related research.
- **In 1960s** agendas relating to positive peace in European academic contexts were widely debated.
- **In 1963**, Walter Isard, the principal founder of Regional science assembled a group of scholars in Malmö, Sweden, for the purpose of establishing the Peace Research Society. The group of initial members included Kenneth Boulding and Anatol Rapoport.
 - **In 1973**, this group became the Peace Science Society.
 - Peace science was viewed as an interdisciplinary and international effort to develop a special set of concepts, techniques and data to better understand and mitigate conflict.
 - The society holds an annual conference, attended by scholars from throughout the world, and publishes two scholarly journals: *Journal of Conflict Resolution* and *Conflict Management and Peace Science*.
- **In 1964**, the International Peace Research Association was formed at a conference organized by Quakers in Clarens, Switzerland.
 - Among the original executive committee was Johan Galtung. The IPRA holds a biennial conference.
 - Research presented at its conferences and in its publications typically focuses on institutional and historical approaches, seldom employing quantitative techniques.
- **In 1980s**, growth in the number of peace studies programs around the world accelerated as students became more concerned about the prospects of nuclear war.
- **By the mid-1990s** peace studies curricula in the United States had shifted "...from research and teaching about negative peace, the cessation of violence, to positive peace, the conditions that eliminate the causes of violence."
- **As the Cold War ended**, peace and conflict studies courses shifted their focus from international conflict to complex issues related to political violence, human security, democratization, human rights, social justice, welfare, development, and producing sustainable forms of peace. As a result, the topics had broadened enormously.
- **By 1994**, a review of course offerings in peace studies included topics such as: "north-south relations"; "development, debt, and global poverty"; "the environment, population growth, and resource scarcity"; and "feminist perspectives on peace, militarism, and political violence."

- In 2001, the Peace and Justice Studies Association (PJSA) was formed as a result of a merger of two precursor organisations.
 - The PJSA is the North American affiliate of IPRA and includes members from around the world with a predominance from the United States and Canada.

SUMMING UP:

- Through peace studies one can also learn peace-making strategies to overcome persecution and transform society to attain a more just and equitable international community.
- Feminist scholars have developed a speciality within conflict studies, specifically examining the role of gender in armed conflicts.
- The importance of considering the role of gender in post-conflict work was recognised by the United Nations Security Council resolution 1325. Examples of feminist scholarship include the work of Carol Cohn and Claire Duncanson.

CONTRIBUTION OF MARXIST ON PEACE AND CONFLICT STUDIES

About Karl Heinrich Marx

- **Karl Heinrich Marx** (5 May 1818 – 14 March 1883) was a German philosopher, economist, historian, sociologist, political theorist, journalist and socialist revolutionary. Born in Trier, Germany, Marx studied law and philosophy at university.
- His best-known titles are the 1848 pamphlet *The Communist Manifesto* and the three-volume *Das Kapital* (1867–1883).
- Marx's political and philosophical thought had enormous influence on subsequent intellectual, economic and political history. His name has been used as an adjective, a noun, and a school of social theory
- Marx's critical theories about society, economics, and politics, collectively understood as Marxism, hold that human societies develop through class conflict.
- In the capitalist mode of production, this manifests itself in the conflict between the ruling classes (known as the bourgeoisie) that control the means of production and the working classes (known as the proletariat) that enable these means by selling their labour-power in return for wages.

KARL MARX CONFLICT THEORY:

- **Conflict Theory**, developed by Karl Marx, purports that due to society's never-ending competition for finite resources, it will always be in a state of conflict.
- The implication of this theory is that those in possession of wealth and resources will protect and hoard those resources, while those without will do whatever they can to obtain them. This dynamic means there is a constant struggle between the rich and the poor.
- Conflict theory examines any social phenomenon through the lens that there is a natural human instinct towards conflict.
- Marx is not saying that conflict is good or bad, but instead that it is an unavoidable aspect of human nature and helps explain why things are the way they are. (why things happened that way)
- For example, conflict theory can be used to look at wars, violence, revolutions, and forms of injustice and discrimination by explaining that there is a natural disparity in society that causes these problems.
- Conflict theory focuses on the competition between groups within society over limited resources.
- Conflict theory views social and economic institutions as tools of the struggle between groups or classes, used to maintain inequality and the dominance of the ruling class.

Application of Conflict in Financial Resources

- In terms of financial resources, governments seek to manage conflict by reallocating resources between the rich and the poor.
- Governments have several mechanisms for influencing the distribution of resources including progressive taxes, minimum wages, incentives, special programs, social assistance, and regulations.
- The theory is that if the wealth gap becomes too wide, social unrest will ensue. If the government doesn't help reduce the degree of inequality, conflict will run out of control and protests or even civil wars will break out.
- So when the wealth gap had grown too wide and competition over resources had grown so great, in order to manage the conflict situation some redistribution and crisis management was required.

Conflict Theory Assumptions

- In current conflict theory, there are four primary assumptions which are helpful to understand: competition, revolution, structural inequality, and war.

Competition:

- Conflict theorists believe that competition is a constant and, at times, an overwhelming factor in nearly every human relationship and interaction. Competition exists as a result of the scarcity of resources, including material resources—money, property, commodities, and more.
- Beyond material resources, individuals and groups within a society also compete for intangible resources as well. These can include leisure time, dominance, social status, sexual partners, etc. Conflict theorists assume that competition is the default (rather than cooperation).

Revolution:

- Given conflict theorists' assumption that conflict occurs between social classes, one outcome of this conflict is a revolutionary event.
- The idea is that change in a power dynamic between groups does not happen as the result of a gradual adaptation.
- Rather, it comes about as the symptom of conflict between these groups.
- In this way, changes to a power dynamic are often abrupt and large in scale, rather than gradual and evolutionary.

Structural Inequality:

- An important assumption of conflict theory is that human relationships and social structures all experience inequalities of power.
- In this way, some individuals and groups inherently develop more power and reward than others.
- Following this, those individuals and groups that benefit from a particular structure of society tend to work to maintain those structures as a way of retaining and enhancing their power.

War:

- Conflict theorists tend to see war as either a unifier or as a "cleanser" of societies.
- In conflict theory, war is the result of a cumulative and growing conflict between individuals and groups, and between entire societies.
- In the context of war, a society may become unified in some ways, but conflict still remains between multiple societies.
- On the other hand, war may also result in the wholesale end of a society.

LEWIS COSER CONFLICT THEORY

- Coser was the first sociologist to try to bring together structural functionalism and conflict

theory; his work was focused on finding the functions of social conflict.

- According to Coser conflict might serve to solidify a loosely structured group. In a society that seems to be disintegrating, conflict with another society, inter-group conflict, may restore the integrative core.
- For example, the cohesiveness of Israeli Jews might be attributed to the long-standing conflict with the Arabs. Conflict with one group may also serve to produce cohesion by leading to a series of alliances with other groups.
- Conflicts within a society, intra-group conflict, can bring some ordinarily isolated individuals into an active role.
- The protest over the Vietnam War motivated many young people to take vigorous roles in American political life for the first time.
- Conflicts also serve a communication function. Prior to conflict, groups may be unsure of their adversary's position, but as a result of conflict, positions and boundaries between groups often become clarified, leaving individuals better able to decide on a proper course of action in relation to their adversary.
- Much like status consistency, conflicts along the same cleavages intensify the severity of the conflict. Cross-cutting cleavages tend to dissipate the severity of the conflict.
- For example, the coincidence of economic and political disenfranchisement among Palestinians in the West Bank intensify their conflict with Israeli Jews.
- In contrast, the non-coincidence of economic and political disenfranchisement among Quebecers reduces somewhat the severity of their conflict with English Canada, especially with the rising prosperity of the French Canadian new middle class operating in the public sector and corporate world.

THE FUNCTIONS OF SOCIAL CONFLICT

Conflict theory emphasizes social inequality and suggests that far-reaching **social change** is needed to achieve a just society.

Two types of change:

- Change of a system
 - Change of a system is the more radical change; new institutions, political system etc.
- Change within a system
 - Change within is the slow marginal, adjustment type of change

Social conflict theory sees social life as a competition and focuses on the distribution of resources, power, and inequality. To prevent from social conflict;

- Try to resolve conflict will produce integration
- Allows group to re-adjust structure
- Revitalize existing norms or introduce new ones
- Way of assessing relative strength of existing groups; therefore reinforcing or shifting balance of power
- Helps to produce coalitions between groups, draw in members
- Helps to maintain group boundaries creation of safety-valve institutions

EXPERIENTIAL LEARNING:

NO

SUGGESTED READINGS:

-