

**Course Name** : Peacebuilding/*Bina Damai*  
**Course Code/SKS** : SPB2421/3 SKS  
**Language of Instruction:** English/Indonesian  
**Lecturer** : Annisa Gita Srikandini  
**Department** : International Relations  
**Faculty** : Faculty of Political and Social Sciences (FISIPOL)

### Course Description

The Class of Peace Building will focus on post-conflict processes and activities. Johan Galtung stated that peace building is the process of forming a support structure that can independently eliminate the causes of war and can provide alternatives when a biased war occurs. Referring to this basic definition, the Peace Building class will also touch on the efforts undertaken in the process of transformation towards achieving peace, which puts efforts to building sustainable relationships between the parties involved and affected by the conflict. In this context, peace building involves conflict transformation, restoration of justice, reconciliation, development, democratisation and religion.

### Course Objective

- 1 Understanding the concepts of basic peace building (ELO 1, 2, 4, 5, 7)
- 2 Applying these concepts in case studies (ELO 1, 2, 4, 5, 7)
- 3 Have confidence in the post-conflict change process in nonviolent ways (ELO 1, 2, 4, 5, 7)

### Course Rules

Students must obey the rules below:

- 1 Turn off electronic devices, turn on the spirit and attention
- 2 It is strictly forbidden to cheat and plagiarism
- 3 No shouting / shouting in class. Please do not make a fuss during class

### Assessment Components

No	Evaluation Method	Weight	Deadline	Notes
1	Participation	10%	Every meeting	Students are expected to actively ask questions and express opinions during lectures.
2	Quizzes	20%	Quizzes will be given 4 times in one semester	Quiz will take place without prior notification  Quizzes are an evaluation method used to gauge students' commitment in reading

				and understanding the basic concepts of peacebuilding
<b>3</b>	Response to presentation	<b>10%</b>	View presentation schedule	<p>In each presentation, there will be two groups doing the presentation.</p> <p>At the end of each presentation, there will be a Q &amp; A session followed by a discussion to critique the arguments provided by the presenters.</p> <p>Class participants are encouraged to give their opinions and the second group doing the presentation on the day will be required to provide response.</p>
<b>4</b>	Group paper	<b>20%</b>	View presentation schedule	<p>The group allocation and presentation topics will be determined at the first meeting.</p> <p>Lecturers will also provide guiding questions on the last meeting that must be answered as part of the progress paper</p>
<b>5</b>	Progress paper	<b>20%</b>		<p>Each group is required to provide progress paper every two weeks.</p> <p>The lecturer will respond to the progress paper.</p>
<b>6</b>	Final exams	<b>20%</b>	As per final exam schedule from Faculty	Written exam in class

### Course Plan

<b>Session</b>	<b>Topic</b>	<b>Lecturer</b>	<b>Method</b>
<b>1</b>	An introduction	AGS	Discussion of syllabus
<b>2</b>	Peace building: Understanding, Coverage, Basic Concepts	AGS	Lectures, discussions
<b>3</b>	Reconciliation: Ethics in Peace building	AGS	Lectures, discussions
<b>4</b>	The Role of International Institutions in peace building	AGS	Lectures, discussions
<b>5</b>	Peace building Initiative: Evaluation	AGS	Lectures, discussions

6	Sanctions, counter terrorism, peace building strategies	AGS	Lectures, discussions
7	Contribution of the international judicial process in peace building	AGS	Lectures, discussions

### MID SEMESTER EXAM

8	Religion and peace building	AGS	Lectures, discussions
9	Challenges of peace building	AGS	Lectures, discussions
10	Case study	AGS	Lectures, discussions
11	Case study	AGS	Presentations, discussions
12	Case study	AGS	Presentations, discussions
13	Case study	AGS	Presentations, discussions
14	Conclusion and evaluation	AGS	

### FINAL EXAM

### Detailed Course Plan

Introduction	
A brief description	The lecturers together with the class participants discuss the prepared syllabus and make changes if necessary in accordance with the mutual agreement.
Class Activity	Submission of syllabus that has been prepared by lecturers, delivery of responses by class participants, change of syllabus according to agreement
Read Compulsory Materials	Syllabus
Recommended Reading Material	-
Preparation	-
Task	Group allocation and presentation topics
Conceptual framework and theories	
A brief description	This meeting is the first part of the learning that covers the theoretical framework and concepts.
Class Activity	Lectures, discussions
Read Compulsory Materials	Philpott & Powers (2010, ch.1)

Recommended Reading Material	
Preparation	Reading the reading material
Task	Working on group progress 1
<b>Reconciliation: Ethics in Peace building</b>	
A brief description	This meeting is the second part of learning about the reconciliation process: its process and what initiatives can be done to achieve reconciliation
Class Activity	Lectures, discussions
Read Compulsory Materials	Philpott & Powers (2010, ch.4)
Recommended Reading Material	Manuputty et.al. (2014)
Preparation	Reading the reading material
Task	Collect group progress paper 1 Lecturer responds
<b>The Role of International Institutions in peace building</b>	
A brief description	This meeting discusses topics related to the role of international institutions in peace building. Two basic questions that must be answered: what should be done to speed up the process of achieving peace and what to avoid?
Class Activity	Lectures, discussions
Read Compulsory Materials	Philpott & Powers (2010, ch.5)
Recommended Reading Material	Mathews (2001), ECCP (1999), GPPAC (2012)
Preparation	Reading the reading material
Task	Responding to lecturers' responses (progress paper group 2)
<b>Peace building Initiative: Evaluation</b>	
A brief description	This meeting discusses the effort to evaluate peace building initiatives. How can the evaluation process be carried out? What can be learned from the peace building process?
Class Activity	Lectures, discussions
Read Compulsory Materials	Philpott & Powers (2010, ch.3)
Recommended Reading Material	Mathews (2001), ECCP (1999), GPPAC (2012)
Preparation	Reading the reading material
Task	Collect group progress 2 Lecturer responds
<b>Sanctions, counter terrorism, Peace building strategies</b>	
A brief description	Can Peace building be done in coercive ways? If so in what context?

Class Activity	Lectures, discussions
Read Compulsory Materials	Philpott & Powers (2010, ch.7)
Recommended Reading Material	-
Preparation	Reading the reading material
Task	Responding to lecturers' responses (progress paper group 3)
<b>Contribution of international judicial proceedings in peace building</b>	
A brief description	How can the judicial process support Peace building's efforts?
Class Activity	Lectures, discussion
Read Compulsory Materials	Philpott & Powers (2010, ch.8)
Recommended Reading Material	Mathews (2001), ECCP (1999), GPPAC (2012)
Preparation	Reading the reading material
Task	Submit group progress 3 Lecturer responds
<b>Religion and Peace building</b>	
A brief description	How does religion contribute to the Peace building process?
Class Activity	Lectures, discussions
Read Compulsory Materials	Philpott & Powers (2010, ch.13)
Recommended Reading Material	-
Preparation	Reading the reading material
Task	Responding to lecturers' responses (progress paper group 4)
<b>Challenges of Peace building</b>	
A brief description	What are the criticisms and challenges in the peace building process?
Class Activity	Lectures, discussions
Read Compulsory Materials	Philpott & Powers (2010, ch.2)
Recommended Reading Material	
Preparation	Reading the reading material
Task	Submit group progress 4
<b>Case study</b>	
A brief description	In this meeting, pre-established student groups will present papers on international security case studies. This presentation will be followed by a question-and-answer session, and be closed with debrief from the lecturer. Through this meeting, students are expected to have the opportunity to learn to analyse the cases related to international security.
Class Activity	Student presentation, discussion
Read Compulsory Materials	

Recommended Reading Material	
Preparation	Presentation papers and presentation materials
Task	
<b>Case study</b>	
A brief description	In this meeting, pre-established student groups will present papers on international security case studies. This presentation will be followed by a question-and-answer session, and be closed with debrief from the lecturer. Through this meeting, students are expected to have the opportunity to learn to analyse the cases related to international security.
Class Activity	Student presentation, discussion
Read Compulsory Materials	
Recommended Reading Material	
Preparation	Presentation papers and presentation materials
Task	
<b>Case study</b>	
A brief description	In this meeting, pre-established student groups will present papers on international security case studies. This presentation will be followed by a question-and-answer session, and be closed with debrief from the lecturer. Through this meeting, students are expected to have the opportunity to learn to analyse the cases related to international security.
Class Activity	Student presentation, discussion
Read Compulsory Materials	
Recommended Reading Material	
Preparation	Presentation papers and presentation materials
Task	
<b>Case study</b>	
A brief description	In this meeting, pre-established student groups will present papers on international security case studies. This presentation will be followed by a question-and-answer session, and be closed with debrief from the lecturer. Through this meeting, students are expected to have the opportunity to learn to analyse the cases related to international security.
Class Activity	Student presentation, discussion
Read Compulsory Materials	
Recommended Reading Material	
Preparation	Presentation papers and presentation materials
Task	
<b>Course Evaluation</b>	
A brief description	The course will be closed with reflection and evaluation of the whole learning process.
Class Activity	

Read Compulsory Materials	
Recommended Reading Material	
Preparation	
Task	

### Marking Rubric

Value	Scale of 4	Percent	Quality
A	4		'A' indicates excellent student quality in all evaluation methods. To earn A, students must show excellent liveliness and contribution to class discussions throughout the lecture meetings; have excellent understanding, use excellent references and excellent use of language in all written assignments and examinations; demonstrate the skills of conveying and enthusiastically discussing both classroom and oral examination assignments by making a significant contribution to classroom material; and show a very satisfactory performance in other assessment indicators in the classroom.
B	3		The B value shows good student quality in all evaluation methods. Students earn B, if students show good liveliness and contribution to class discussions and attend at least 80% of all lecture meetings; have a good understanding, use good references and use of good language in all assignments and written examinations; demonstrate the skill of conveying and provoking discussions well in class presentation assignments as well as oral examinations by making a good contribution to classroom material; and show satisfactory performance in other assessment indicators in the classroom.
C	2		The C value indicates sufficient student quality in all evaluation methods. Students earn C, if students show liveliness and sufficient contributions to classroom discussions and attend at least in 75% of all lecture meetings; have sufficient understanding, use sufficient reference and adequate use of language in all written assignments and examinations; demonstrate the skill of conveying and eliciting discussions well enough in class presentation assignments as well as oral exams by contributing adequately to classroom material; as well as showing satisfactory performance in other assessment indicators in the classroom.
D	1		The D value indicates poor student quality in all evaluation methods. Students earn D if students show liveliness and poor contribution to class discussions and attend below 75% of all lecture meetings; have a poor understanding, use poor references and poor use of language in all written assignments and examinations; demonstrate the skill of conveying and

			provoking poor discussions in classroom or verbal examination tasks by contributing less to classroom material; and show less satisfactory performance in other classroom assessment indicators.
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### Recommended Reading List

- Appleby, R.S. (2000). *Ambivalence of the Sacred: Religion, Violence, Reconciliation*. Lanham & Oxford: Rowman & Littlefield.
- European Centre for Conflict Prevention. (1999). *People building peace: 35 Inspiring stories from around the world*. ECCP.
- GPPAC. (2012). *People building peace 2.0*. GPPAC: The Hague.
- Lederach, J.P. (2005). *The moral imagination: The art and soul of building peace*. Oxford: Oxford University Press.
- Manuputty, J., Salampeppy, Z., Ali-Fauzi, I. & Rafsadi, I. (Eds.). (2014). *Carita orang basudara: Kisah-kisah perdamaian dari Maluku*. Ambon: Lembaga Antar Iman Maluku & PUSAD Paramadina.
- Matthews, D. (2001). *War prevention works: 50 stories of people resolving conflict*. Oxford: Oxford Research Group.
- Philpott, D. & Powers, G.F. (Eds.). (2010). *Strategies of peace: Transforming conflict in a violent world*. New York: Oxford University Press.
- Satha-Anand, C. (1993). The nonviolent crescent: Eight theses on Muslim nonviolent actions. In Paige, G.D., Satha-Anand, C. & Gilliatt, S. (Eds.). *Islam and Nonviolence*. Honolulu: Center for Global Nonviolence Planning Project, Matsunaga Institute for Peace, University of Hawai'i.
- Stephen, R. (2007). *The transformation of violent intercommunal conflict*. Hampshire: Ashgate.
- World Bank. (2011). *World development report 2011: Conflict, security, and development*. Washington, D.C.: The World Bank.
- Zürcher, C., Manning, C., Evenson, K.D., Hayman, R., Riese, S., & Roehner, N. (2013). *Costly democracy: Peacebuilding and democratization after war*. Stanford: Stanford University Press.