

# Peacekeeping and International Conflict Resolution



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*The Civil Affairs Division of the UN Mission in South Sudan (UNMISS) visited the Gun cattle camp, near Rumbek, in the Lakes State of South Sudan, to facilitate a third round of conflict resolution meetings for groups in the region who have been in conflict with each other since 2007. A recent clash on 15 March 2015 left over 100 people dead and spurred retaliatory killings and ambushes. A view of the discussions being held with the Ruop section of the Agar clan of the Dinka tribe. 21 April 2015. UN Photo #629532 by JC McIlwaine.*

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# Peacekeeping and International Conflict Resolution

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### Additional Resources »

Go to POTI's Quizlet page to access virtual flashcards for *Peacekeeping and International Conflict Resolution* and other UN-related topics. Available from: <<https://quizlet.com/530067375/peacekeeping-in-international-conflict-resolution-flash-cards/>>.





## Foreword by the Author

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UN peacekeeping, initially formed as an experimental innovation in international conflict resolution in 1956, remains the prominent intervention strategy for managing and resolving conflicts in the global community. The first UN peacekeeping mission, United Nations Emergency Force (UNEF) I, was a low-profile, interpositional mission, designed to monitor a ceasefire. However, because of the increasingly complex threats to international security, peacekeeping responses have become much more elaborate. They have become functionally more diverse (including conflict prevention, humanitarian assistance, human rights monitoring, electoral monitoring, demobilization and rehabilitation, peacebuilding, and post-conflict reconstruction), with the composition of missions developing accordingly (including military and civilian peacekeepers, humanitarian personnel, intergovernmental, governmental, and non-governmental actors).

Now in the third decade of the twenty-first century, UN peacekeeping has lasted the course, and for all its limitations, it has a track record that demonstrates its importance. The new demands being made on peacekeeping and the multifaceted character of contemporary operations call for greater attention to be paid to the training and preparation of anyone involved in a peacekeeping operation. One essential component of the training and preparation is a better understanding of conflict and its resolution. Past peacekeeping experience demonstrates that to be successful, international actors require an awareness of the nature and relevance of conflict resolution theory and practice to their work, from policy making above to activities on the ground. This new edition of the course substantially revises the second edition, published in 2015. The revisions are firstly presented in the form of a comprehensive chronological update showing the changes in the world of UN peacekeeping, in terms of numbers deployed and missions established, between 2000, the release of the first edition, and the world of UN peacekeeping as we know it to be today. Lesson 4 on conflict dynamics provides comprehensive coverage of conflict data with statistics on conflict location, intensity, and type, as well as information on how to keep up to date with the ever-changing dynamics of conflict.

Secondly, the revisions cover the continued development of peacekeeping doctrine, theory, and practice in relation to the role of conflict analysis and resolution in peacekeeping, especially over the same period of 2000–2020. Within this evolution of peacekeeping, new policies and practices have emerged and have embedded conflict resolution capacity even deeper into the core of peacekeeping. These innovations include the emergence of the UN Peacebuilding Commission, operational from 2006, and the connection of UN peacekeeping with more long-term and sustainable post-conflict recovery: The emergence of the idea of human security and the Responsibility to Protect norm, which may generate new complex challenges of conflict resolution for peacekeepers; the reforms of peacekeeping which ensued following the recommendations of the Brahimi Report from 2000 and, more recently, the High-level Independent Panel on Peace Operations (HIPPO); the emergence of cultural projects supported by peacekeepers, including the protection of cultural property and heritage; the increasing attention paid to making peacekeeping operations more gender-sensitive following the passing of resolution 1325 and indeed the twentieth anniversary of that resolution in 2020; and speculation about new modes of peacekeeping appropriate for twenty-first-century conflicts, including the emergence of peacekeeping as counter-insurgency and as stabilization. However peacekeeping may evolve in the

next 10–15 years, it is clear that if it is to remain effective and relevant, continuing high standards of training in conflict resolution for peacekeeping personnel is vital. There has also been an interesting turn to a focus on methodologies for linking peacekeeping and post-conflict peacebuilding with the idea that peace needs to be measured as both a value and as an event and process. Students of this new edition of the course will also notice that the impact of information and communication technology on peacekeeping and conflict resolution is transforming conflict resolution as much as it has revolutionized so many other fields of activity. We now have UAVs (unmanned aerial vehicles) as assets in missions and calls for e-peace simulations to help train peacekeepers. This course covers all these topics and more. Based on the 20 years of experience in serving this e-learning course to students around the world, we are confident that you will learn the concepts central to peacekeeping and gain an awareness of field reality and practice through case studies and skill orientation exercises. Throughout the course, tools and resources available are recommended so that you can follow not only how peacekeeping is operating in the present but also how it continues to evolve and adapt to the future.

### **Aim**

The overall aim of this course is to provide the student with a basic understanding of the field of conflict resolution and its application — theoretically and practically — to peacekeeping intervention in contemporary international conflicts.

### **Scope**

The course explores the emergence and development of the academic discipline of conflict resolution and its relation to the evolution of peacekeeping. The contributions of conflict resolution theory and practice to peacekeeping practice are identified early on and considered throughout the course. The nature of conflict and the dynamics of contemporary conflict are defined along with the key concepts and techniques for resolving conflict. The course explores the significant areas that will improve responses to today's armed conflicts, including conflict analysis and mapping, early warning and conflict prevention, contingency and complementarity approaches, peace modelling and mapping, inter-agency coordination, post-conflict peacebuilding and reconciliation, cultural understanding, and gender awareness.

### **Approach**

The course focuses predominantly on the international level of conflict and conflict intervention; however, many of the principles and techniques that underlie this level are applicable to other levels of conflict (i.e., interpersonal, intergroup, and intercommunal). Additionally, in any international intervention process, occasions will arise whereby military and civilian peacekeepers may be required to engage in conflict resolution activities at the interpersonal and intergroup levels.

Following each lesson, a Recommended Reading is given from the textbook by Oliver Ramsbotham, Tom Woodhouse, and Hugh Miall (2016), *Contemporary Conflict Resolution*. Further information about this book and sample chapters can be accessed at <<http://www.polity.co.uk/ccr/>>. Additional readings are also suggested to allow the student a further exploration of the lesson's content.

To assist the student in understanding the issues in the lessons and to demonstrate how conflict resolution techniques and processes may be applied in conflict situations, the course includes interactive exercises at the end of each lesson in addition to the self-scoring End-of-Lesson Quiz. The exercises aim to apply the concepts, skills, and approaches raised in the lesson to a personal conflict and conflict resolution experience, a conflict scenario provided, or to a current conflict situation. Students are invited to engage with the exercises on their own or with colleagues, friends, or family members.

### **Audience**

The course is aimed at anyone working in a zone of conflict, whether a government or international organization representative designing intervention policy, a military soldier/officer/observer securing the peace in a peacekeeping environment, a civilian police officer maintaining law and order, a humanitarian worker providing relief in a complex emergency, or a non-governmental representative working with local communities. As such, the course may be useful to both military and civilian representatives of the international peacekeeping community.

### **Application**

Given the complexity and diversity of contemporary conflicts and the range of actors involved in trying to create and sustain peace in war-torn societies, this course on *Peacekeeping and International Conflict Resolution* does not intend to provide the student with a prescription for resolving the world's conflicts. As no two conflicts are identical, effective conflict intervention requires understanding, flexibility, and creativity. It also requires the ability to assess a situation and determine whether it is safe or constructive to intervene or not to intervene.

The course offers the student a broad understanding of the fundamental concepts, principles, and techniques of conflict resolution that may be applied in a variety of contexts and on a number of different levels. It seeks to provide students with some of the conceptual, analytical, and practical tools that will allow them to understand and operate more effectively in peacekeeping environments.



View a video introduction of this lesson at <https://www.peaceopstraining.org/videos/376/peacekeeping-and-international-conflict-resolution-introduction/>.

## Method of Study

*This self-paced course aims to give students flexibility in their approach to learning. The following steps are meant to provide motivation and guidance about some possible strategies and minimum expectations for completing this course successfully:*

- Before you begin studying, first browse through the entire course. Notice the lesson and section titles to get an overall idea of what will be involved as you proceed.
  - The material is meant to be relevant and practical. Instead of memorizing individual details, strive to understand concepts and overall perspectives in regard to the United Nations system.
  - Set personal guidelines and benchmarks regarding how you want to schedule your time.
  - Study the lesson content and the learning objectives. At the beginning of each lesson, orient yourself to the main points. If possible, read the material twice to ensure maximum understanding and retention, and let time elapse between readings.
  - At the end of each lesson, take the End-of-Lesson Quiz. Clarify any missed questions by rereading the appropriate sections, and focus on retaining the correct information.
  - After you complete all of the lessons, prepare for the End-of-Course Examination by taking time to review the main points of each lesson. Then, when ready, log into your online student classroom and take the End-of-Course Examination in one sitting.
- » ***Access your online classroom at***  
***<[www.peaceopstraining.org/users/user\\_login](http://www.peaceopstraining.org/users/user_login)>***  
***from virtually anywhere in the world.***
- Your exam will be scored electronically. If you achieve a passing grade of 75 per cent or higher on the exam, you will be awarded a Certificate of Completion. If you score below 75 per cent, you will be given one opportunity to take a second version of the End-of-Course Examination.
  - A note about language: This course uses English spelling according to the standards of the Oxford English Dictionary (United Kingdom) and the United Nations Editorial Manual.

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- Access to all of your courses;
- A secure testing environment in which to complete your training;
- Access to additional training resources, including multimedia course supplements; and
- The ability to download your Certificate of Completion for any completed course.

# LESSON 1

## The Emergence and Development of the Field of Conflict Resolution



UN Photo #123817.

Conflict resolution is an applied academic study that has been defined over the past 50 years and has come of age in the post-Cold War era.

### In this lesson »

- Section 1.1 Historical Background of Conflict Resolution and New Areas of Theory and Practice
- Section 1.2 The Relationship Between Conflict Resolution and Peacekeeping
- Section 1.3 Reconstructions and New Challenges and Opportunities: Peacekeeping and Conflict Resolution in the Twenty-First Century

### Lesson Objectives »

- Trace the origins of the conflict resolution field.
- Identify the key pioneers and institutions that have contributed to the development of conflict resolution theory and practice.
- Discuss the methods and processes of conflict management advocated by these contributors.
- Define the relationship between the academic field of conflict resolution and the practice of peacekeeping.
- Summarize the contributions that conflict resolution theory and practice offer to the practice of peacekeeping.
- Begin reflecting on conflict and conflict resolution experiences in conflict situations and peacekeeping environments.





A United Nations soldier raises the United Nations flag during the opening ceremony as the United Nations Stabilization Mission in Haiti (MINUSTAH) opens its mission in Port-au-Prince. 2 June 2004. UN Photo #5229 by Evan Schneider.

"The goal of peace operations is not military victory. The conflict is the enemy rather than specific enemy forces."

–Richard Rinaldo (1994),  
*US Army Field Manual*  
*100-23: Peace Operations*



View a video introduction of this lesson at <https://www.peaceopstraining.org/videos/377/the-emergence-and-development-of-the-field-of-conflict-resolution/>.



## Introduction

In this lesson, you will be introduced to the historical origins and development of the academic field of conflict resolution, beginning with its origins in peace research and the first institutional developments in the 1950s and 1960s. Recent debates and ideas are reviewed, and the relevance of conflict resolution ideas to peacekeeping is defined.

## Conflict resolution

As well as being a set of techniques for the resolution of conflict by a third party, conflict resolution is an applied academic study that has been defined over the past 50 years and has come of age in the post-Cold War era. A variety of academic disciplines — including international relations, economics, development studies, law, psychology and psychotherapy, management, communication studies, anthropology, sociology, and peace research — has informed this field. Based on the assumption that conflict can be a catalyst for positive personal and social change, conflict resolution, using peaceful, non-violent methods, focuses on preventing, decreasing, stopping, or transforming violent conflict.

## Conflict resolution and peacekeeping

The academic study and practice of conflict resolution have much in common with the role of peacekeeping in international conflict management. At about the same time that the field of conflict resolution was emerging at the height of the Cold War, Dag Hammarskjöld and Lester B. Pearson were defining the basic principles of peacekeeping. These principles guided the work of one of the first peacekeeping operations, the United Nations Emergency Force (UNEF I), created in response to the Suez Crisis in the Middle East in 1956. Both areas have developed a common interest in the dynamics and resolution of conflict, and many of the same concepts and principles underpin both. Despite a history of “mutual neglect” between the field of conflict resolution and the practice of peacekeeping, recent attempts have been made to merge the theory and practice of conflict resolution and peacekeeping.

## Section 1.1 Historical Background of Conflict Resolution<sup>1</sup>

This section outlines the historical evolution of the field of conflict resolution and identifies the individuals who have contributed strategically to the subject. The discussion is not exhaustive; many others have played important roles. In the later stages of development, and especially in the first two decades of the twenty-first century, several new perspectives and challenges have further enhanced the field and affected the relationship between conflict resolution and peacekeeping. The last part of this course outlines these new perspectives and challenges.

### Precursors: Before 1945

The failure of the variety of peace, socialist, and liberal internationalist movements to prevent the outbreak of the First World War motivated many people to develop a “science of peace” that would provide a firmer basis for preventing future wars. Prominent here were the early empirical studies of war and conflict conducted in the inter-war years by Pitirim Sorokin, Lewis Fry Richardson, and Quincy Wright.

1) See: Oliver Ramsbotham, Tom Woodhouse, and Hugh Miall, Chapters 2 and 6 in *Contemporary Conflict Resolution*, 4<sup>th</sup> ed. (Cambridge: Polity Press, 2016).

### ***Pitirim Sorokin***

Pitirim Sorokin was a Professor of Sociology in Russia, but following a dispute with Vladimir Lenin in 1922, he left for the United States. There, he founded the Department of Sociology at Harvard in 1930. The third volume of his four-volume work, *Social and Cultural Dynamics*, published in the late 1930s, contained an analysis of war, including a statistical survey of warfare since the sixth-century BCE. Both Wright and Richardson would later refer to Sorokin's work.

### ***Lewis Fry Richardson***

Lewis Fry Richardson was born into a prominent Quaker family in England. He worked for the Meteorological Office but served from 1913 to the end of the First World War with the Friend's Ambulance Service in France. His experience in the war, along with his background in science and mathematics and his growing interest in the field of psychology, led him to research the causes of war. The first product of this research was an essay in 1919, "The Mathematical Psychology of War", in which what is now known as his "arms race model" first appeared. He compiled a catalogue of every conflict he could find information on since 1820. By the mid-1940s, he had assembled his studies. However, they were not published until after his death when Quincy Wright (with whom Richardson had entered into correspondence in his later years) and other academics succeeded in having them published in two volumes (*Arms and Insecurity* and *Statistics of Deadly Quarrels*) in 1960. His work inspired the formation of the Richardson Institute of Peace and Conflict Research in London.

### ***Quincy Wright***

Quincy Wright was a Professor of Political Science at the University of Chicago from 1923 and became a Professor of International Law in 1931. An enthusiastic advocate of the work of the League



Ceremonial guards (right) play during a ceremony held in commemoration of the fallen in World War I. Pictured at left (from right to left): Didier Reynders, Deputy Prime Minister and Minister for Foreign Affairs of Belgium; Miroslav Lajčák, President of the seventy-second session of the General Assembly; King Philippe and Queen Mathilde of Belgium; and Maria Luiza Ribeiro Viotti, Chef de Cabinet to Secretary-General António Guterres. 24 April 2018. UN Photo #759513 by Mark Garten.

of Nations in the 1920s and 1930s and later of the United Nations, he produced his monumental work, *A Study of War*, after 16 years of comprehensive research. This study was one of the first attempts to make an empirical synthesis of the variety of factors related to the historical incidence of war. In 1970, a committee of American scholars nominated him for the Nobel Peace Prize.

### ***Other Precursors***

Other pioneering work conducted elsewhere later enriched the field of conflict resolution. Prominent here was the thinking of Mary Parker Follett in the field of organizational behaviour and labour-management relations. Advocating a “mutual gains” approach to negotiation (associated with what was later called “integrative bargaining”) against the traditional concession/convergence approach (associated with “distributive bargaining”), she anticipated much of the later problem-solving agenda. Lessons 2 and 3 will further discuss this.

Initiatives in other fields also contributed to the future of the interdisciplinary study of conflict resolution: in psychology, the frustration-aggression theories of human conflict and work on the social psychology of groups; in political studies, the analysis of political revolutions; in international studies, the functionalist approach to overcoming the realist win-lose dynamic of competitive inter-State relations through cross-border institution-building (e.g. the creation of the European Union). Accounts and analyses of pacifist and non-violent objectives and strategies have also influenced and defined the formation of the conflict resolution field. For example, the historical traditions of pacifism, such as those contained in the beliefs of Quakers, Mennonites, and Buddhists and the ideas of Mahatma Gandhi, have enhanced the academic understanding of violent conflicts and peaceful alternatives.

### **Foundations: The 1950s and 1960s**

The historical evolution of conflict resolution gained momentum in the 1950s and 1960s, at the height of the Cold War, when the development of nuclear weapons and conflict between the super-Powers (at the time, the US and USSR) seemed to threaten human survival. A group of pioneers from different disciplines saw the value of studying conflict as a general phenomenon with similar properties, whether it occurs in international relations, domestic politics, industrial relations, communities, families, or between individuals. However, they were not taken seriously by some. The international relations profession had its own understanding of international conflict and did not see value in the new approaches as proposed. The combination of analysis and practice implicit in the new ideas was not easy to reconcile with traditional scholarly institutions or the traditions of practitioners, such as diplomats and politicians.



*UN Forces in Korea. Friendly relations are established between Dutch and Thai troops before going into action in Korea. 1 December 1950. UN Photo #187943.*

Yet, the new ideas attracted interest, and the field began to grow and spread. Individuals in North America and Europe began to establish research groups, formal centres in academic institutions, and scholarly journals to develop these ideas. The first institution of peace and conflict research was the Peace Research Laboratory, founded by Theodore F. Lentz in St. Louis, Missouri, after the bombings of Hiroshima and Nagasaki in 1945. The field also began to develop subdivisions with different groups studying international crises, internal wars, social conflicts, and techniques that ranged from negotiation and mediation to experimental games.

### ***Kenneth Boulding and the Journal of Conflict Resolution***

Kenneth Boulding was born in England in 1910. Motivated personally and spiritually as a member of the Society of Friends (Quakers) and professionally as an economist, he moved to the United States in 1937 and married Elise Bjorn Hansen in 1941. Boulding and Bjorn-Hansen would begin a partnership that would make an important contribution to the formation of peace and conflict research. After the Second World War, he was appointed as a Professor of Economics at the University of Michigan. There, with a small group of academics (including the mathematician-biologist Anatol Rapoport, the social psychologist Herbert Kelman, and the sociologist Norman Angell), he initiated the *Journal of Conflict Resolution* (JCR) in 1957 and set up the Center for Research on Conflict Resolution in 1959.

Boulding's publications focused on the issue of preventing war partly because of the failures of the discipline of international relations. His book, *Conflict and Defense*, advanced the thesis of the decline of the nation State. At the same time, *Perspectives on the Economics of Peace* argued that conventional prescriptions from international relations were unable to recognize, let alone analyse, the consequences of this decline. If war was the outcome of inherent characteristics in the sovereign State system, then it might be prevented by reforming the organization of the international system and by the development of a research and information capability. Data collection and processing could enable the advance of scientific knowledge about the build-up of conflicts and replace the inadequate insights available through standard diplomacy. For example, in the first issue of the JCR, Wright contributed an article proposing a "project on a world intelligence centre", which demonstrated Richardson's influence, while anticipating what has more recently been called "early warning" and "conflict prevention".

### ***Johan Galtung and conflict resolution in Northern Europe***

The emergence of peace and conflict research in Scandinavia is notable, most remarkably in the influential work of Johan Galtung. His output over the past 35 years has been phenomenal, and his influence on the institutionalization and ideas of peace research is seminal. Galtung, a Norwegian, became a Visiting Professor at Columbia University in 1958 and returned to Oslo in 1960 to help found a unit for research into conflict and peace at the University of Oslo — the precursor to the International Peace Research Institute Oslo (PRIO). He was also the founding editor of the *Journal of Peace Research*, which launched in 1964.

Galtung developed the distinction between direct violence (e.g. children are murdered), structural violence (e.g. children die through poverty), and cultural violence (i.e. whatever blinds us to this or seeks to justify it). We end direct violence by changing conflict behaviours, structural violence by removing structural injustices, and cultural violence by changing attitudes. He further makes the distinction between "negative peace" and "positive peace", characterizing the former by the absence of direct violence and the latter by the elimination of structural and cultural violence. Another influential

idea attributed to Galtung is the conflict triangle (discussed in Lesson 2). He was also the first to make an analytical distinction between the three tasks that could be undertaken by the international community in response to conflict: peacekeeping, peacemaking, and peacebuilding. These categories were also used (but with revised definitions) in Boutros Boutros-Ghali's *Agenda for Peace* (1992) to describe the differences between intervention operations employed at different stages of a conflict.

Further emergence of peace research institutions in Europe during the 1960s was widespread. In 1962, the Polemological Institute was formed in Groningen, Holland; in 1966, the Stockholm International Peace Research Institute (SIPRI) was opened to commemorate 150 years of peace in Sweden; and in 1969, the Tampere Peace Research Institute was formed in Finland.



*Former Secretary-General Boutros Boutros-Ghali addresses the Business Council for the United Nations at a luncheon held at UN Headquarters. 23 May 1996. UN Photo #298779 by Evan Schneider.*

### ***John Burton and a new paradigm in international studies***

John Burton was born in Australia in 1915. Following his studies at the London School of Economics in 1938, he joined the Australian civil service, attended the foundation conference of the United Nations in San Francisco, served in the Australian Department of External Affairs, and served as the High Commissioner in Ceylon. After a research fellowship at the Australian National University in Canberra, he was appointed to a post at University College London in 1963. His appointment coincided with the formation of the Conflict Research Society in London of which he became the first Honorary Secretary.

While working as a diplomat, Burton became dissatisfied with traditional diplomacy. He began to advocate bringing together multidisciplinary insights about conflict at the international level from a much broader perspective than the formal international relations field. He broke away from the sociological tradition that regarded conflict as dysfunctional and instead saw conflicts as intrinsic in human relationships. His ideas about how to better handle conflict were influenced by systems theory and game theory as a means of analysing the options available to conflict parties. An early product of this initiative was the publication of *Conflict in Society*.

His work was linked to attempts to coordinate international study through the formation of an International Peace Research Association (IPRA), which held its first conference in Groningen, Holland (1965). At the same time, Burton began to develop his theories about the use of controlled communication, or the problem-solving method, in international conflict (discussed in Lesson 3). His research in controlled communication led to the formation of the Centre for the Analysis of Conflict at the University College, London (1966) under the directorship of Burton.

Burton later spent time at the University of Maryland, where he assisted Edward Azar with the formation of the Center for International Development and Conflict Management. Azar and Burton developed the concept of “protracted social conflict”, an important part of an emerging theory of



international conflict that combines domestic, social, and international dimensions and focuses at a hybrid level between inter-State war and purely domestic unrest. This model anticipated much of the re-evaluation of international relations thinking that has occurred since the end of the Cold War.

What made it possible to unlock these intractable conflicts for Burton was the application of human needs theory through the problem-solving approach. Needs theory holds that the denial of one or more basic human needs — such as security, identity, and recognition — cause deep-rooted conflicts. The theory distinguishes between interests and needs: interests, being primarily about material goods, can be traded, bargained, and negotiated; needs, being non-material, cannot be traded or satisfied by power bargaining. However, non-material human needs are not scarce resources (e.g. territory, oil, minerals, and water) and are not necessarily in short supply. With proper understanding, conflicts based on unsatisfied needs can be resolved.

### **Constructions: The 1970s and 1980s**

By the early 1970s, conflict resolution defined its specific subject area. It was attempting to formulate a theoretical understanding of destructive conflict at three levels to refine the most appropriate, practical responses. Firstly, at the inter-State level, the main effort went into translating a détente between the super-Powers into formal win-win agreements. Secondly, at the level of domestic politics, the focus was on developing expertise in Alternative Dispute Resolution (ADR) (e.g. family conciliation, labour, and community mediation). Thirdly, the most significant development in the 1970s and 1980s was the definition and analysis of deep-rooted conflicts (or “intractable conflicts” or “protracted social conflicts”) in which the distinction between international- and domestic-level causes was seen to be blurred. Lesson 4 will describe these types of conflict. This period also saw the first attempts to apply the problem-solving approach to real conflicts.



*A Fijian soldier communicates with the United Nations Interim Force in Lebanon colleagues. 1 May 1980. UN Photo #123012 by John Isaac.*

### ***The Harvard School: Problem-solving and principled negotiation***

Three groups of scholar-practitioners were involved in the development of the theory and practice of problem-solving, initially referred to as “controlled communication”: a group based at the University College, London; a group at Yale University; and later, a group at Harvard University. The first attempts to apply the problem-solving method were in two workshops organized by the London group in 1965 and 1966. The organizers designed the workshops to address the conflicts between Malaysia, Singapore, and Indonesia in 1965 and between the Greek and Turkish communities in Cyprus in 1966. One of the facilitators of the second workshop was Herbert C. Kelman, a leading social psychologist who founded the Program on International Conflict Analysis and Resolution at Harvard. He went on to become the leading scholar-practitioner of the problem-solving method over the next thirty years and specialized



in the Israeli-Palestinian conflict. Kelman's series of Arab-Israeli interactive problem-solving workshops (1974–1991) had an important influence on the eventual conclusion of the Oslo Accords in 1993.

Harvard continues to be at the forefront of the study of negotiation and conflict resolution. The Program on Negotiation at Harvard Law School involves a consortium of academic centres and draws from a range of disciplines; it also produces the *Negotiation Journal*. A significant development within the programme is the principled negotiation approach, which distinguishes between positions (i.e. concrete demands) held by the parties and their underlying interests. Roger Fisher and William Ury's best-selling title *Getting to Yes* popularized this approach. In a recent survey, Dr. David Curran, a Research Fellow at the Centre for Trust, Peace and Social Relations at Coventry University in the United Kingdom (UK), has shown that peacekeeping can be defined as a two-tiered approach in terms of conflict resolution: On one tier is the macro-level of politics where peacemaking and peacebuilding efforts are made; on the other is the micro-level, where peacekeepers work to facilitate settlement and to resolve disputes in the field at a local level. Deborah Goodwin (who leads negotiation training for the UK Army at the Royal Military Training Academy, Sandhurst and whose book *Soldier Diplomats* is the definitive text on the use of negotiation skills by military peacekeepers) applies the "interest-based negotiation" approach developed by the Harvard Negotiation Project for the training of military personnel. In essence, by following four key areas — people (separating the people from the problem), interests (focusing on interests, not positions), options (generating a variety of possibilities before deciding what to do), and criteria (insisting that the result be based on some objective standard) — peacekeepers can be trained in the method of dealing with disputes at both the macro- and micro-levels. We return to this in our section on training for peacekeepers.<sup>2</sup>

### ***Adam Curle: The theory and practice of mediation***

Coming from an academic background in anthropology, psychology, and development education, Adam Curle moved from Harvard to take up the first Chair of Peace Studies at the University of Bradford in the United Kingdom in 1973. Curle's academic interest in peace was a product of front-line experiences with conflict in Pakistan and Africa, where he not only witnessed the threats to development from the eruption of violent conflicts but also was increasingly drawn into the practice of peacemaking as a mediator.

From his experiences of the Biafran War in Nigeria, Curle felt a need to understand more about why these conflicts happened. He saw violence, conflict, processes of social change, and the goals of development as linked themes. His work, *Making Peace*, defines peace and conflict as a set of peaceful and chaotic relationships; peacemaking, therefore, consists of making changes to relationships so that they may be brought to a point where development can occur. As a result of his academic background, it was natural that he should see peace broadly in terms of human development rather than as a set of "peace-enforcing" rules and organizations. For Curle, the purpose of studying social structures was to identify those that enhanced rather than restrained, or even suppressed, human potential.

Curle's work is an illustration of both the applied nature of conflict resolution and the crucial link between academic theory and practice. *In the Middle* identifies four elements to his mediation process, which was inspired by the values of his Quaker practice, his background in humanistic psychology, and

2) D. Goodwin, *The Military and Negotiation: The Role of the Soldier Diplomat* (London: Cass, 2005); David Curran, "Training for Peacekeeping: Towards Increased Understanding of Conflict Resolution?", *International Peacekeeping*, Vol. 20, No. 1, 80–97.

his field experiences: First, the mediator acts to build, maintain, and improve communications; second, to provide information to and between the conflict parties; third, to “befriend” the conflict parties; and fourth, to encourage what he refers to as “active mediation” (i.e. to cultivate a willingness to engage in cooperative negotiation). He developed the concept of “soft mediation”, which later became “Track 2 mediation”, or “citizens diplomacy” (see Lesson 3).

### ***Elise Boulding: New voices in conflict resolution***

Elise Boulding trained as a sociologist and was involved in the early work of the Michigan Center and served as the Secretary-General of IPRA from 1964 and Chair of the Women’s International League for Peace and Freedom. She was active in the promotion of peace research and education through the United Nations system, including projects with the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the United Nations Institute for Disarmament Research (UNIDIR), the United Nations Institute for Training and Research (UNITAR), and the United Nations University. Boulding introduced the idea of “imagining the future” — enabling people to break out of the private, defensive shells into which they retreated, often out of fear of what was happening in the public world, and encouraging them to participate in peace and conflict resolution processes. The use of social imagination was placed within the context of what she called the “200-year present” (i.e. we must understand that we live in a social space that reaches into the past and the future).

She was also an early supporter of the idea of civil society — opening up new possibilities for a global civic culture that is receptive to the voices of people and cultural communities who are not part of the traditional discourses of nation-State politics. In doing so, Boulding anticipated many of the preoccupations of conflict resolution participants today (e.g. local communities and women). For Boulding, the next half of our “200-year present” (i.e. the next one hundred years from the 1980s) contains within it the basis for a world civic culture and peaceful problem-solving among nations but also the possibility of armageddon. The development of local and international citizens’ networks could be a way of ensuring that the former prevailed.

For Boulding, peacemaking demands specific “craft and skills” and a peace praxis that must be taught so that more and more people begin to deal with conflict from an integrative standpoint. In the relationships that make up social and political life, as well as in the structures and institutions within which they are embedded, the success with which these skills are encouraged and operationalized will determine whether, in the end, we are “peacemakers” or “war-makers”.

## **Section 1.2 The Relationship Between Conflict Resolution and Peacekeeping**

### **Defining the relationship**

Following the end of the Cold War, peacekeeping has become central to the international community’s response to many complex, violent conflicts. It has taken on unfamiliar roles in prevention (United Nations Preventative Deployment Force [UNPREDEP] in Macedonia), intervention in active war zones (United Nations Observer Mission in Liberia [UNOMIL], United Nations Protection Force [UNPROFOR] in Bosnia, United Nations Operation in Somalia [UNOSOM]), as well as post-settlement peacebuilding (United Nations Observer Mission in El Salvador [ONUSAL], United Nations Transitional Authority in



Members of the FMLN (Frente Farabundo Martí para la Liberación Nacional) celebrate as they are moved to ceasefire zones. An ONUSAL vehicle (right) is accompanying the convoy. 1 February 1992. UN Photo #160270 by John Issac.

Cambodia [UNTAC], and United Nations Operation in Mozambique [ONUMOZ]). Consequently, it has become more common for conflict resolution theorists to refer to peacekeeping as an important instrument of positive conflict transformation. In this sense, peacekeepers (military and civilian) are increasingly required to use psychological and communications strategies over the use of military force. In the same way, one of the striking features of recent analyses by practitioners of peacekeeping has been the frequency with which they refer to the relevance of aspects of conflict resolution.

The end goals and objectives of peacekeeping may be defined as military (controlling and ending violence and securing the environment), humanitarian (delivering emergency relief), political (restoring legitimate government), and economic (assisting the efforts for development). However, peacekeeping on the ground is essentially comprised of conflict management and communication activities. The original principles of peacekeeping (consent, impartiality, and non-use of force except in self-defence and defence of the mandate) can only be observed by closer integration of the communication and problem-solving strategies associated with conflict resolution into the doctrine and practice of peacekeeping.

It is noticeable how much of the military peacekeeping doctrine is suffused with the language of conflict resolution. Examples include the peacekeeping doctrine *Peacekeeping: An Evolving Role for Military Forces* (2011).<sup>3</sup> US doctrine covering peace support operations has also taken the same approach.<sup>4</sup> In 2008, the United Nations Department of Peace Operations (DPO) produced a “Capstone Doctrine” entitled *United Nations Peacekeeping Operations: Principles And Guidelines*.<sup>5</sup>

This new doctrine identified three “success factors” that correlated with effective peacekeeping: legitimacy, credibility, and the promotion of national and local ownership. These success factors are, in turn, related to the management of consent (based on the principles of impartiality, legitimacy, mutual respect, minimum force, credibility, and transparency), which is also a function of the techniques of promoting good communication, negotiation, and mediation. These consent-promoting techniques constitute the “soft skills” and processes of peacekeeping — as opposed to the “hard”, or technical and military skills — designed to win hearts and minds. In recent years, following peacekeeping operations in Mali, Afghanistan, Iraq, and the Democratic Republic of the Congo (DRC), new challenges

3) Ministry of Defence, *Peacekeeping: An Evolving Role for Military Forces*, Swindon UK (London: Ministry of Defence, UK, 2011). Available from: <[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/432647/20150427-DCDC\\_JDN\\_5\\_11\\_Archived.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/432647/20150427-DCDC_JDN_5_11_Archived.pdf)>. This was superseded by the Allied Joint Publication 3.4.1 Peace Support Operations, a North Atlantic Treaty Organization (NATO) document. Available from: <[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/624153/doctrine\\_nato\\_peace\\_support\\_ajp\\_3\\_4\\_1.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/624153/doctrine_nato_peace_support_ajp_3_4_1.pdf)>.

4) US Department of the Army, *United States Joint Publication 3-07.3. (2018): Peace Operations* (Washington, DC: Department of the Army, 2018). Available from: <[http://pksoi.armywarcollege.edu/default/assets/File/jp3\\_07\\_3%20Peace%20Operations%201Mar18.pdf](http://pksoi.armywarcollege.edu/default/assets/File/jp3_07_3%20Peace%20Operations%201Mar18.pdf)>.

5) As part of organizational restructuring beginning 1 January 2019, the Department of Peacekeeping Operations (DPKO) became the Department of Peace Operations (DPO), and the Department of Political Affairs (DPA) became the Department of Political and Peacebuilding Affairs (DPPA). United Nations, “Capstone Doctrine” in *UN Peacekeeping Operations: Principles and Guidelines* (New York: United Nations, 2008). Available from: <[https://peacekeeping.un.org/sites/default/files/capstone\\_eng\\_0.pdf](https://peacekeeping.un.org/sites/default/files/capstone_eng_0.pdf)>.

to peacekeeping have emerged with the language of stabilization and counter-insurgency that challenge or confuse the consent-based values and approaches traditionally associated with UN peacekeeping missions. Nevertheless, as a recent quantitative study of the United Nations Operation in Côte d'Ivoire (UNOCI) mission has shown, the organization of intercommunal, community-based dialogues that reduce negative biases persists as a core part of the business of UN peacekeeping.<sup>6</sup>

### Section 1.3 Reconstructions and New Challenges and Opportunities: Peacekeeping and Conflict Resolution in the Twenty-First Century

The 1990s offered conflict resolution theory increasingly unexpected opportunities to make effective contributions to the resolution of contemporary, deadly conflicts. With greater opportunity, however, has come greater critical scrutiny; conflict resolution ideas were tested both at local and international levels in the first two decades of the twenty-first century, and both peacekeeping and conflict resolution have evolved to meet new challenges and to remain relevant and effective in the changing landscapes of twenty-first-century conflict. The lessons in this course explain how peacekeeping has evolved as a conflict resolution mechanism. There has been a continued shift away from a top-down model of peacebuilding toward widening participation of civilian personnel and the local population in peacekeeping deployments. These efforts strengthen and balance the civilian content and capacity of



A UNOSOM soldier from Turkey is at a lookout post near UNOSOM II military headquarters in Mogadishu. 1 April 1993. UN Photo #180247 by Milton Grant.

missions. At the same time, the global context has changed, with analysts seeing a move from a unipolar to a multipolar world.<sup>7</sup> This shift means that the conflict environment has changed from the post-Cold War, unipolar world. Debates have emerged about the need for corresponding changes in the nature of UN peacekeeping — for example, in relation to counter-terrorism and counter-insurgency, the protection of civilians, and the tension between peacekeeping as *stabilization* or peacekeeping as *transformation*, designed to address the root cause of conflict. There is a concern that peacekeeping missions that are only concerned with stabilization or counter-insurgency may restore order in the short term but might end up reinforce the economic, political, and military structures that created the conflict in the first place.

While covering these debates, the perspective in this course further emphasizes the process of conflict transformation, which refers to the longer-term and deeper structural, relational, and cultural dimensions

6) Hannah M. Smidt, "United Nations Peacekeeping Locally: Enabling Conflict Resolution, Reducing Communal Violence", *Journal of Conflict Resolution*, Vol. 64, No. 2-3, 2020, 344-372.

7) "Unipolar" and "multipolar" refer to a theory in international relations called "polarity", or the theory of how power is distributed globally. Unipolar means that one State holds the majority of the power in the world, so there is only one super-Power. An example includes the United States becoming the sole super-Power after the Cold War. Multipolar means that many States share the same amount of power and that no State is dominating over another. Therefore, there are multiple great powers.

of conflict resolution. In taking this approach, all the lessons in this course engage with the ways in which peacekeeping and conflict resolution continue to innovate and respond to conflicts, for example, in the areas of cultural sensitivity, gender relations, conflict mapping and analysis, and re-thinking the balance between negative peace (stopping violence) and positive peace (the attitudes institutions and structures that create and sustain peaceful societies). Case studies, where such innovative activity is displayed at the peacekeeping-conflict resolution interface, are embedded throughout the course. In the areas of conflict data, conflict mapping, and conflict analysis, we show how new methodologies have enriched existing ones — for example, the Global Peace Index, the Positive Peace Index, and the Eight Pillars Model of Positive Peace developed by the Institute for Economics and Peace (Lessons 4 and 8). Developments in information and communications technologies (ICTs) continue to advance with great speed and reach (Lesson 7). While there is still some way to go, there is a much greater understanding of how to operate effectively around issues of cultural and gender sensitivity and inclusion, as suggested in the following sections in this lesson.

### A gendered critique of conflict resolution

This lesson has shown how conflict resolution as an academic project was created and institutionalized in a small number of centres, most of them set up by men who, consequently, constitute a majority among the exemplars (although, today the gender proportions may well have more parity). More troubling is the fact that women are usually the silent victims of violent conflict. However, they are often the main creators of new modes of survival and conflict resolution. The involvement of women in formal peace processes and negotiations has been limited; they are largely excluded from high-level negotiations despite their active participation in local peace movements and peacemaking initiatives. Regrettably, women at the negotiation table or in mediation teams are underrepresented. UN Women found that in 24 peace processes since 1992, only 4 per cent of signatories, 2.4 per cent of chief mediators, and 9 per cent of negotiators were women.<sup>8</sup> Nearly all peace agreements have been written in gender-neutral language and have not taken into consideration that women and men have different needs and priorities. Additionally, the experiences, needs, and interests of men are considered as the “norm” and point of reference.

The exclusion of women from the discourse about new political structures defined in peace agreements and the political process of negotiations determined at the international level may well be factors that perpetuate the exclusionist and violent discourses and institutions that contribute to the conflict in the first place. Gender is rarely considered when choosing participants of mediation and negotiation teams, and gender is rarely on top of the agenda when identifying issues to negotiate. If women and men contribute equally, they will be able to build resilient communities where no talent remains untapped. According to the International Peace Institute, research on peace processes that have included women shows that a more robust and resilient peace is achieved as a result.<sup>9</sup> Women's mere participation does not guarantee gender-sensitive peace agreements. It is necessary to ensure everyone's commitment to gender-sensitive peace agreements. The earlier gender issues and women's participation are integrated into a peace process, the easier it becomes to incorporate them into the peace agreement. This integration may reduce resistance to gender issues and facilitate implementation

8) “Facts and figures: Peace and security”, UN Women, accessed 15 July 2020. Available from: <<https://www.unwomen.org/en/what-we-do/peace-and-security/facts-and-figures>>.

9) Marie O'Reilly, Andrea Ó Súilleabháin, and Thania Paffenholz, *Reimagining Peacemaking: Women's Roles in Peace Processes* (New York: International Peace Institute, 2015). Available from: <<https://www.ipinst.org/wp-content/uploads/2015/06/IPI-E-pub-Reimagining-Peacemaking-rev.pdf>>.



right from the outset. The importance of gender in peacekeeping and peacebuilding is dealt with fully in Lesson 10. A case study of the role of women in the peace process in Mindanao, Philippines, illustrates positive peacekeeping and peacebuilding since the UN Security Council adopted resolution 1325 in 2000.

### The culture question

In the last decade, the question of whether the conflict resolution field constitutes a truly global enterprise as its founders assumed or whether it is based upon hidden cultural specifics that are not universal. Anthropological studies have long demonstrated the diversity of conflict expression and conflict resolution practice across cultures. This research eventually led to a major controversy in the 1980s in the form of an explicit critique of Burton's universal human needs theory by anthropologists Kevin Avruch and Peter Black (Center for Conflict Analysis, George Mason University in Virginia, United States [US]). Others have also offered cultural perspectives in response to the "Western" assumptions of the field, including John Paul Lederach, a distinguished scholar at the Eastern Mennonite University (Virginia, US).

The expansion in peacemaking, peacekeeping, and peacebuilding work in areas of conflict in the 1990s has propelled the culture question in conflict resolution to the top of the agenda. The presence of thousands of military and civilian personnel from numerous countries in conflict zones in all parts of the world, attempting to achieve common conflict resolution goals, has highlighted glaring cultural discontinuities. In many cases, there has been a clear presence of ignorance and misunderstanding of other cultures, illustrating the need to adopt culture-specific approaches to conflict resolution. In Lesson 9, we show examples of the importance of culture in recent peacekeeping operations, including the protection of cultural heritage in areas of conflict and the power of culture to provide a unifying "root metaphor" that provides a universal set of cosmopolitan values for peacekeepers, regardless of their national or ethnic affiliations.

### Recommended Reading »

Ramsbotham, Oliver, Tom Woodhouse, and Hugh Miall. "Chapter 2: Conflict Resolution: Foundations, Constructions and Reconstructions". In *Contemporary Conflict Resolution*, 4<sup>th</sup> ed. Cambridge: Polity Press, 2016.

Curran, David. *More than Fighting for Peace?: Conflict Resolution, UN Peacekeeping, and the Role of Training Military Personnel*. Basel: Springer International, 2017.

### Web Resources »

"Parents of the Field of Peace and Conflict Studies". School for Conflict Analysis and Resolution. Accessed 23 April 2020. Available from: <<http://activity.scar.gmu.edu/parents>>. A unique collection of the founding mothers and fathers of peace and conflict studies made by the School for Conflict Analysis and Resolution at George Mason University.



## Exercise: Reflecting on Experience »

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**Aim:**

- » To allow you to begin exploring conflict and conflict resolution by reflecting on your own experiences in peacekeeping environments.

**Method:**

On your own, or with another individual(s), think of a challenging situation(s) that you have faced in the field.

**Consideration/Discussion:**

- » Did the situation involve other individuals or groups? If so, who?
- » What events led to the situation arising?
- » How did you behave in the situation?
- » Was your response appropriate or inappropriate, effective or ineffective?
- » What were your strengths and weaknesses in the situation?
- » How could the outcome have been improved if you had known more or responded differently?

*No answers are provided for discussion questions. They are for reflection and consideration only.*

## End-of-Lesson Quiz »

1. **Prominent to the development of the field of conflict resolution during the inter-war years were the early works of:**
  - A. Burton, Richardson, and Galtung
  - B. Sorokin, Richardson, and Wright
  - C. Azar, Burton, and Sorokin
  - D. Galtung, Richardson, and Wright
2. **The field of conflict resolution emerged at the same time as the basic principles of peacekeeping were being defined.**
  - A. True
  - B. False
3. **Kenneth Boulding's major contribution to conflict resolution was the:**
  - A. Alternative Dispute Resolution (ADR)
  - B. problem-solving workshops
  - C. *Journal of Peace Research*
  - D. *Journal of Conflict Resolution*
4. **John Burton's human needs theory is based on:**
  - A. compromising needs through negotiation
  - B. satisfying basic human needs through problem-solving methods
  - C. enabling access to scarce resources
  - D. a set of peace-enforcement rules
5. **The 1965 problem-solving workshop was designed to address the real conflicts between:**
  - A. Malaysia, Singapore, and Indonesia
  - B. the Soviet Union and the US
  - C. Israel and Palestine
  - D. the Catholic and Protestant communities in Northern Ireland
6. **Herbert Kelman became leading scholar-practitioner of the problem-solving method, specializing in which conflict?**
  - A. Northern Ireland
  - B. India-Pakistan
  - C. Nigeria
  - D. Israel-Palestine
7. **List the four elements of Adam Curle's mediation process developed in *In the Middle*.**
8. **Elise Boulding developed the concept of:**
  - A. active mediation
  - B. controlled communication
  - C. imagining the future
  - D. positive peace
9. **Peace praxis refers to:**
  - A. the skills to deal with conflict constructively
  - B. pacifist approaches to violence
  - C. campaigns against the development of nuclear weapons
  - D. the analysis of protracted social conflicts
10. **List three areas in which the theory and practice of conflict resolution may contribute to the practice of peacekeeping.**

*Answer Key provided on the next page.*

## End-of-Lesson Quiz »

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### Answer Key »

1. B
2. A
3. D
4. B
5. A
6. D
7. Build/improve communication, provide information, befriend, encourage cooperation
8. C
9. A
10. Any three from the following: understanding the nature of conflict; choosing appropriate intervention strategies; managing relations with conflict parties through negotiation; developing mediation skills; developing problem-solving skills; promoting reconciliation; facilitating cooperation, including the following: inter-agency coordination; integrating intervention levels; handling politics of power; developing cultural awareness skills

## Appendix A: List of Acronyms

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Acronym	Meaning
ADR	Alternative Dispute Resolution
AMISOM	African Union Mission in Somalia
ASEAN	Association of Southeast Asian Nations
ATF	Air Task Force
AU	African Union
BCE	Before the Common Era (previously B.C. or Before Christ)
BCPR	Bureau for Crisis Prevention and Recovery
BRICS	Brazil, Russia, India, China, and South Africa (an acronym used for these five emerging economies)
CAR	Central African Republic
CBOs	community-based organizations
CDR	Coalition pour la Défense de la République (Coalition for the Defence of the Republic)
CE	Common Era (previously A.D., or <i>Anno Domini</i> )
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CFSP	Common Foreign and Security Policy
CIMIC	Civil-Military Cooperation
CIVPOL	civilian police contingent
CMOC	Civil-Military Operations Centre
CPTMs	Core Pre-deployment Training Materials
CSOs	civil society organizations
DCs	District Councils
DDR	disarmament, demobilization, and reintegration
DFID	Department for International Development
DPA	Department of Political Affairs
DPKO	United Nations Department of Peacekeeping Operations
DPPA	Department of Political and Peacebuilding Affairs
DPO	Department of Peace Operations
DRC	Democratic Republic of the Congo
ECHO	European Union's Humanitarian Office
EU	European Union
EUCO	European Council

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EWS	Early Warning System
FIB	Force Intervention Brigade
FMLN	Frente Farabundo Martí para la Liberación Nacional
GAP	Gaming for Peace
GOMN	Groupement des Observateurs Militaires Neutres (Neutral Military Observation Group)
GPPAC	Global Partnership for the Prevention of Armed Conflict
GROs	grass-roots-based organizations
HCNM	High Commissioner on National Minorities
HFOR	Human Rights Field Operation in Rwanda
HIPPO	High-Level Independent Panel on Peace Operations
ICAR	Institute for Conflict Analysis (US)
ICC	International Criminal Court
ICISS	International Commission on Intervention and State Sovereignty
ICRC	International Committee of the Red Cross
ICRtoP	International Coalition for the Responsibility to Protect
ICT	information and communications technologies
IDP	internally displaced people
IEP	Institute for Economics and Peace
IFIs	International Financial Institutions
IFOR	Implementation Force
IGO	intergovernmental organization
IMF	International Monetary Fund
INGO	international non-governmental organization
IPRA	International Peace Research Association
ISIL	Islamic State of Iraq and the Levant
JCR	<i>Journal of Conflict Resolution</i>
JPOTF	Joint Psychological Operations Task Force
KWI	Kosovo Women's Initiative
LOs	Liaison Officers
MILF	Moro Islamic Liberation Front
MINURSO	United Nations Mission for the Referendum in Western Sahara

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MINUSCA	United Nations Multidimensional Integrated Stabilization Mission in the Central African Republic
MINUSMA	United Nations Multidimensional Integrated Stabilization Mission in Mali
MINUSTAH	United Nations Stabilisation Mission in Haiti
MONUC	United Nations Organization Mission in the Democratic Republic of the Congo
MONUSCO	UN Organization Stabilization Mission in the Democratic Republic of the Congo
MRND	Mouvement Révolutionnaire National pour le Développement (National Republican Movement for Democracy and Development)
NATO	North Atlantic Treaty Organization
NGO	non-governmental organization
NLAOO	Northern Limit of the Area of Operations
NRA	National Resistance Army
OAS	Organization of American States
OAU	Organisation for African Unity
OECD	Organisation for Economic Co-operation and Development
ONUC	United Nations Operation in the Congo
ONUMOZ	United Nations Operation in Mozambique
ONUSAL	United Nations Observer Mission in El Salvador
OSCE	Organization for Security and Co-operation in Europe
PBC	Peacebuilding Commission
PBF	Peacebuilding Fund
PBSO	Peacebuilding Support Office
POC	protection of civilians
POLISARIO	Frente Popular de Liberación de Saguía el Hamra y Río de Oro (Popular Front for the Liberation of Saguia el-Hamra and Río de Oro)
PRIO	International Peace Research Institute Oslo
PSC	protracted social conflict
PSO	peacebuilding support operation
R2P or RtoP	Responsibility to Protect
RCs	Regional Councils
RPF	Rwandese Patriotic Front
RTLMC	Radio-Television Libre des Mille Collines (Free Radio and Television of the Thousand Hills)
SCR	Security Council resolution



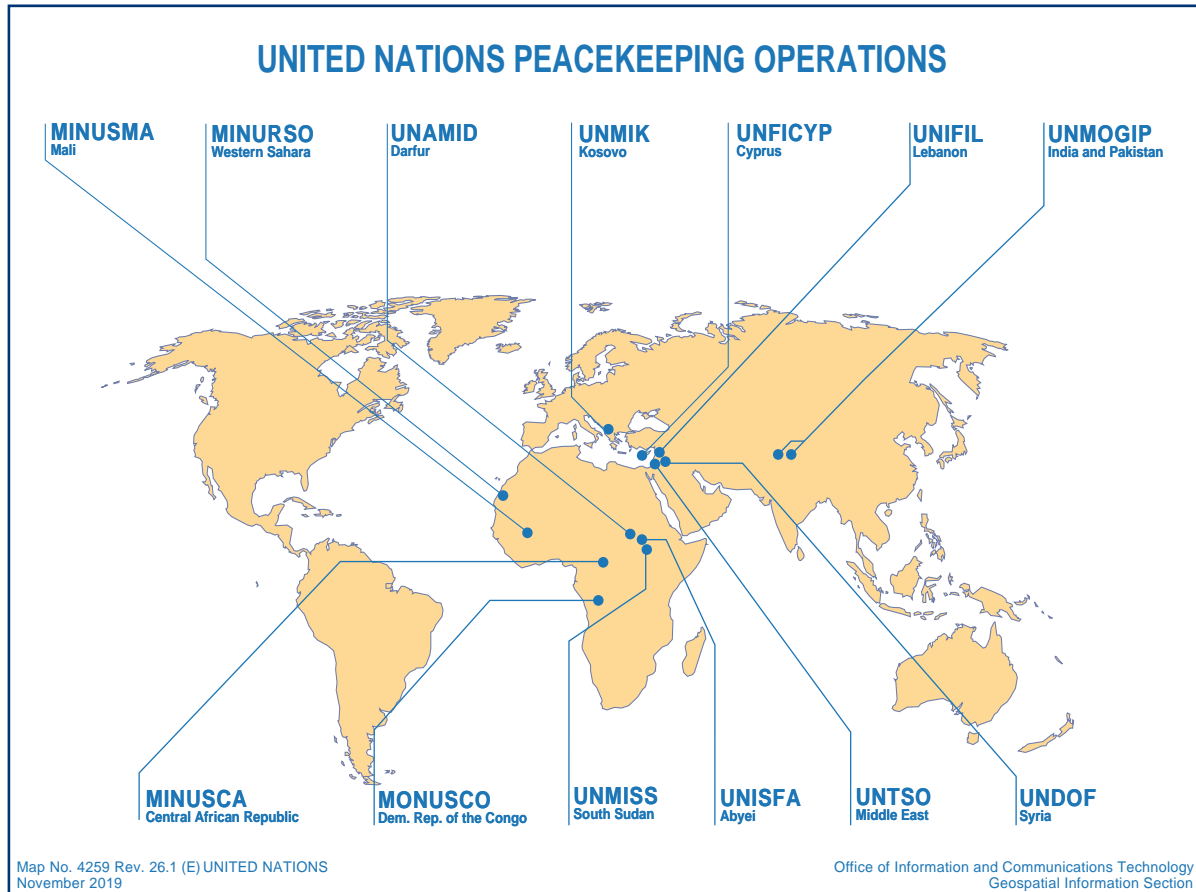
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SFOR	Stabilization Force
SIPRI	Stockholm International Peace Research Institute
SOP	standard operating procedure
SRSG-SVC	Office of the Special Representative of the Secretary-General on Sexual Violence in Conflict
SSR	security sector reform
STGMs	Standard Generic Training Modules
STMs	Specialised Training Materials
SWAPOL	South West Africa Police
TNC	Transitional National Council
TRC	Truth and Reconciliation Commission
UAE	United Arab Emirates
UAVs	unmanned aerial vehicles
UCDP	Uppsala Conflict Data Program
UK	United Kingdom
UN	United Nations
UNAMID	United Nations — African Union Mission in Darfur
UNAMIR	United Nations Assistance Mission for Rwanda
UNAVEM	United Nations Angola Verification Mission
UNDOF	United Nations Disengagement Observer Force
UNDP	United Nations Development Programme
UNEF I	United Nations Emergency Force
UNEPS	United Nations Emergency Peace Service
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNFICYP	United Nations Peacekeeping Force in Cyprus
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
UNIDIR	United Nations Institute for Disarmament Research
UNIF	United Nations Intervention Force
UNIFIL	United Nations Interim Force in Lebanon
UNIOSIL	United Nations Integrated Office in Sierra Leone
UNIPSIL	United Nations Integrated Peacebuilding Office in Sierra Leone
UNISFA	United Nations Interim Security Force for Abyei

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UNITA	National Union for the Total Independence of Angola
UNITAF	United Nations International Task Force
UNITAR	United Nations Institute for Training and Research
UNMIBH	United Nations Mission in Bosnia and Herzegovina
UNMIH	United Nations Mission in Haiti
UNMIK	United Nations Interim Administration Mission in Kosovo
UNMIL	United Nations Mission in Liberia
UNMISS	United Nations Mission in South Sudan
UNMOGIP	United Nations Military Observers Group in India and Pakistan
UNOCI	United Nations Operation in Côte d'Ivoire
UNOMIL	United Nations Observer Mission in Liberia
UNOMUR	United Nations Observer Mission Uganda-Rwanda
UNOR	United Nations Office in Rwanda
UNOSOM	United Nations Operation in Somalia
UNPOL	United Nations Police
UNPREDEP	United Nations Preventive Deployment Force
UNPROFOR	United Nations Protection Force
UNREO	United Nations Rwanda Emergency Office
UNTAC	United Nations Transitional Authority in Cambodia
UNTAG	United Nations Transition Assistance Group
UNTSO	United Nations Truce Supervision Organization
US	United States
USAID	United States Agency for International Development
USSR	the Soviet Union (present-day Russia)
WFP	World Food Programme
ZNA	Zimbabwe National Army

## Appendix B: Current Peacekeeping Missions



UN Peacekeeping Map from the UN Cartographic Section, November 2019: <[https://www.un.org/Depts/Cartographic/map/dpko/P\\_K\\_O.pdf](https://www.un.org/Depts/Cartographic/map/dpko/P_K_O.pdf)>.

- » ***Looking for statistics or other data about peacekeeping around the world today? Visit the UN Peacekeeping resource page for the most up-to-date information about current peacekeeping operations and other UN missions:***
- <<https://peacekeeping.un.org/en/resources>>.***

## About the Author: Professor Tom Woodhouse

### Professional History

- Founding Director of Centre for Conflict Resolution at the University of Bradford 1990;
- Adam Curle Chair in Conflict Resolution 1999;
- Professor Emeritus 2010 to date;
- Visiting Professor at the Universitat Ramon Llull Blanquerna in Barcelona, Spain; and
- Visiting Professor at the Chulalongkorn University in Bangkok, Thailand.

### Research Areas

Sports, popular culture and conflict resolution, cyberpeace and online learning, history of positive peace thinking and practice, UN peacekeeping, and conflict resolution

### Network Roles

- Council Member of the Conflict Research Society UK;
- Adviser to the All-Party Parliamentary Group on Conflict Issues, UK Parliament; and
- Member of the International Advisory Board of the Institute for Economics and Peace, Sydney Australia.

### Main Publications

- *Contemporary Conflict Resolution* (4<sup>th</sup> ed., 2016 fully revised and updated) Polity Press, Cambridge (co-authored with Oliver Ramsbotham and Hugh Miall). This book was the winner of the Book of the Year Award made by the Conflict Research Society Annual Conference 2011 at the University of Lancaster. The book has been translated into Japanese and Spanish.
- *Adam Curle: Radical Peacemaker*, co-authored with John Paul Lederach and published by Hawthorn Press, 2016.

## Instructions for the End-of-Course Examination

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### Format and Material

The End-of-Course Examination is a multiple-choice exam that is accessed from the Online Classroom. Most exams have 50 questions. Each question gives the student four choices (A, B, C, and D), and only one is the correct answer. The exam covers material from all lessons of the course and may also include information found in the annexes and appendices. Video content will not be tested.

- » ***Access the exam from your Online Classroom by visiting <[www.peaceopstraining.org/users/courses/](http://www.peaceopstraining.org/users/courses/)> and clicking the title of this course. Once you arrive at the course page, click the red “Start Exam” button.***

### Time Limit

There is no time limit for the exam. This allows the student to read and study the questions carefully and to consult the course text. Furthermore, if the student cannot complete the exam in one sitting, he or she may save the exam and come back to it without being graded. The “Save” button is located at the bottom of the exam, next to the “Submit my answers” button. Clicking on the “Submit my answers” button will end the exam.

### Passing Grade

To pass the exam, a score of 75 per cent or better is required. An electronic Certificate of Completion will be awarded to those who have passed the exam. A score of less than 75 per cent is a failing grade, and students who have received a failing grade will be provided with a second, alternate version of the exam, which may also be completed without a time limit. Students who pass the second exam will be awarded a Certificate of Completion.

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- Stay connected with POTI by visiting our community page and engaging with other students through social media and sharing photos from your mission. Visit <[www.peaceopstraining.org/community](http://www.peaceopstraining.org/community)> for more. Once you pass your exam, see your name featured on the Honour Roll as well.