



# Brandeis University

## The Heller School for Social Policy and Management

### GRADUATE PROGRAM IN COEXISTENCE AND CONFLICT

#### COEX 236F-1

#### Strategies for Coexistence Interventions

Professor Peter Dixon

<b>Class Times:</b> Wednesdays 2pm to 4:50pm
<b>Classroom &amp; Office Location:</b> <ul style="list-style-type: none"> <li>• Remote: <a href="https://brandeis.zoom.us/j/92905358204">https://brandeis.zoom.us/j/92905358204</a></li> <li>• In-person: TBD</li> </ul>
<b>Email:</b> Peter: <a href="mailto:pdixon@brandeis.edu">pdixon@brandeis.edu</a>
<b>Phone (WhatsApp):</b> Peter: +1 (617) 838-1796
<b>Teaching Assistant:</b> Miranda Pursley - <a href="mailto:mirandapursley@brandeis.edu">mirandapursley@brandeis.edu</a>
<b>Office Hours:</b> Peter: <ul style="list-style-type: none"> <li>• In-person: Wednesdays 5-6pm (Heller-Brown Building, 241)</li> <li>• Remote: Fridays 10-11am (<a href="https://brandeis.zoom.us/j/92905358204">https://brandeis.zoom.us/j/92905358204</a>)</li> </ul> Miranda: <ul style="list-style-type: none"> <li>• Remote: Thursdays 12-2pm (<a href="https://brandeis.zoom.us/j/7446438868">https://brandeis.zoom.us/j/7446438868</a>)</li> </ul>

#### Course Description:

Welcome to Strategies for Coexistence Interventions 236F-1!

This course offers a review of some of the core concepts, skills and practical steps used by practitioners working toward peacebuilding and coexistence at the community level in war-torn contexts. The course will feature in-class exercises, reflective writing, practice with examining and developing programmatic strategies.

#### *Learning Objectives*

By the end of this course, you should be able to accomplish the following goals:

- Deepen your understanding of the international landscape in which peacebuilding takes place;
- Understand the ethical issues and power dynamics that arise in peacebuilding work, and a consideration of strategies and approaches for increasing equity and inclusion in everyday work;
- Learn to identify shortcoming of interventions and peacebuilding practices.
- Recognize the basic principles behind effective strategies to build peace and resolve conflict.
- Critically reflect on your own values. This course is first and foremost a course on how our world works. Therefore, time and time again, we will confront thorny moral and ethical questions that bedevil practitioners and citizens. What is the role of the external world in alleviating conflict? Is violence sometimes justifiable?

### **Course Requirements:**

1. Class participation (10%): daily + weekly discussion leaders
2. Weekly Reading Reflection (40%): due weekly by 11:59pm on Mondays  
*NOTE: There are no reading reflections due the first and final weeks of the course*
3. Strategy Development Paper (50%): due March 21  
*NOTE: final grades are due Mar 28, so I can't give any extensions beyond this date!*

**Assignments are due on Latte by 11:59 on the due date (unless otherwise instructed).**

**Undocumented excuses will not be accepted. All submissions will be checked by 'Turn it in' – Latte's plagiarism detection software.**

### **Grades and Grading**

**A** Given for work that meets all expectations: shows creative and original thinking, is well organized and clearly written without grammatical and spelling errors, and demonstrates rigorous reading and reflection of assignments.

**B** Given for work that meets most expectations: good work with a strong argument, sound organization and solid writing.

**C** Given for work that meets some expectations: the work satisfies the assignment, but offers a more limited analysis and grasp of material explored in the course.

**F** Given for work that is unacceptable and/or incomplete: no degree of participation and effort to learn material, inability to engage with the concepts and theories learned in class and readings, difficulty writing a comprehensible assignment.

**Late Work:** Class assignments that are submitted late will be penalized by half a grade for each day they are late (e.g. B instead of B+). Please email Professor Dixon if you have a **documented** personal illness with scanned documentation of your illness or official documentation from the Brandeis Office of Student Accessibility Support. **Undocumented excuses will not be accepted.**

### **Disability**

If you have a documented disability on record at Brandeis University and require accommodations, please bring it to the instructor's attention prior to the second meeting of the class. If you have any questions about this process, contact Ravi Lakshmikanthan, disabilities coordinator for The Heller School at [kanthan@brandeis.edu](mailto:kanthan@brandeis.edu).

### **Writing Requirements and Academic Integrity:**

The writing requirements listed below are intended to encourage you to approach reading materials critically, to foster improved research and writing skills, and to serve as a basis for contributing to class discussion and a diversity of ideas and opinions. You are expected to devote careful attention to the technical quality of your written work, as well as its substance. Honesty matters in all academic work, and is strictly enforced by the instructor.

All written work for this course must include appropriate citation of the sources used. A student shall not receive credit for work that is not the product of the student's own effort. Students should carefully review the proper use of quotations when drafting any paper to avoid even inadvertent plagiarism, since an unintentional offense is not an excuse for plagiarism

- See <https://www.brandeis.edu/studentlife/srcs/academicintegrity/index.html> for more details and for an online academic integrity **tutorial**.
- Our Brandeis Research librarians and their guidebooks can also be a great source for learning more about proper citations <sup>[L]</sup><sub>[SEP]</sub> <http://guides.library.brandeis.edu/coex>.
- The university policy on academic honesty is distributed annually in the [\*Rights and Responsibilities\*](#) handbook. Academic integrity is critical in all that you write and say, and transgressions are treated severely. Instances of alleged dishonesty will be forwarded to the Office of Campus Life for possible referral to the Student Judicial System. Potential sanctions include failure in the course and suspension from the university. If you have any questions about this, do not hesitate to talk to your instructor, and to seek guidance.

For individual class assignments, you may discuss your ideas with others or ask for feedback;

however, you are responsible for making certain that there is no question that the work you hand in is your own. You may study with others for exams, but do not copy answers. **All of your work in this class will be checked by “Turn it on”, Latte’s plagiarism detection software.** You may not submit papers or presentations from other courses to fulfill assignments for this class.

**Paper Format:** Papers for the course should be typed, double-spaced, have 1” margins, and use a common 12-point font. Headers should include only the course number, and name. Please save and upload your papers and exams to Latte under the assignments tab with the corresponding assignment title.

Sources should be cited using a single standard academic citation format (**either APA or Chicago**) and papers must include a bibliography. Wikipedia is not an appropriate source for academic paper writing, although you may use it as a guide as you begin researching. Your papers should cite primarily academic journals and books, although occasional inclusion of online newspapers is acceptable.

Chicago Style Manual:

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

APA Style Manual:

<http://www.apastyle.org>

### **Required Course Materials:**

*Required readings will be available to download from Latte. Optional readings are available through your library access (contact me if you are unable to find them).*

### **Classroom Expectations:**

A course about peacebuilding and conflict transformation inevitably involves disagreement. In this course we will practice and model ways of nonviolently discussing and debating values and ideas while simultaneously practicing respect for diversity, whether of background, perspective, values, or experiences. You will undoubtedly disagree with some ideas or perspectives in the assigned readings or with the opinions of the course instructor, teaching assistant or your fellow students. This is a good thing, as it stimulates vigorous discussion and debate and encourages each of us to clarify our own values, thinking, and justification, and their consequences. Everyone has a legitimate opinion, and disagreement is not an excuse to remain silent or to be rude or disrespectful. Our expectation is that everyone in the course will participate and will treat all others in the course with respect.

Additionally, to be courteous to others, including the instructor, you must be on time for class and turn off all cell phones. Please limit any texting or calling to emergencies (and remember to mute yourself if you need to take a call). Try to limit distractions as much as possible since this will reduce your focus and take you away from the class content. We will take frequent breaks throughout the class, so please check your email and phone then.

**Class Time:**

Each day we will open with reflections on the reading from the week's assigned discussion leaders, as well as some probing questions. In addition to some short lectures by Professor Dixon and guest speakers, students will discuss readings and material through breakout groups and simulations of the strategies explored each week.

Class attendance is mandatory and, if attending remotely, your camera should be turned on at all times with the microphone muted when you are not speaking. You are allowed one missed class. After the first undocumented absence, each subsequent undocumented absence will lower your *final grade* by a grade (e.g. B instead of A). Please make sure you arrive or log-in on time and that you are prepared for class. Chronic tardiness will result in a lower final grade for this class.

<b>Week One: Introduction to the Course</b>
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What is this course about? How is it organized? What are the expectations? How can we get to know and trust our classmates?

*Required Reading*

1. Firchow, Pamina (2020). World Peace is Local Peace. *Ethics & International Affairs*, Volume 24, Issue 1, pp. 57 – 65.
2. Pugh, M. (2013). The problem-solving and critical paradigms. In Mac Ginty, Roger, ed. *Routledge handbook of peacebuilding*. Routledge.
3. Blum, Andrew. 2016. Gauging What Works and What Doesn't in Peacebuilding: Reflections on Monitoring and Evaluation from a Departing "M&E Guy"  
(<https://www.usip.org/publications/2016/06/gauging-what-works-and-what-doesnt-peacebuilding>)
4. CDA Collaborative Learning Projects. (2016) "Designing Strategic Initiatives to Impact Conflict Systems: Systems Approaches to Peacebuilding."  
(<https://www.cdacollaborative.org/wp-content/uploads/2016/12/Designing-Strategic-Initiatives-to-Impact-Conflict-Systems-Systems-Approaches-to-Peacebuilding-Final.pdf>)
  - a. Module Four: Toward Positive Change in a Conflict System

*Optional*

CDA Collaborative Learning Projects. (2016). Reflecting on Peace Practice (RPP) Basics: A Resource Manual (<https://www.cdacollaborative.org/wp-content/uploads/2017/01/Reflecting-on-Peace-Practice-RPP-Basics-A-Resource-Manual.pdf>)

Christopher Miller and Mary King. 2005. A Glossary of Terms and Concepts in Peace and Conflict Studies, Second Edition. <https://www.upeace.org/pdf/glossaryv2.pdf>

Watch John Paul Lederach's lecture at Brandeis from 2019:  
<https://www.brandeis.edu/gittlerprize/recipient/index.html>

**Week Two: Conflict Sensitivity & Ethics**
*Required reading*

1. A Distinction with a Difference: Conflict Sensitivity and Peacebuilding Peter Woodrow and Diana Chigas (<https://www.dmeforpeace.org/peaceexchange/wp-content/uploads/2015/10/A-Distinction-with-a-Difference-Conflict-Sensitivity-and-Peacebuilding.pdf>)
  - a. p. 4-12 (beginning with “The Consequences: Common Myths and Misconceptions”)
2. Swiss Peace. Conflict Sensitivity Fact Sheet ([https://www.swisspeace.ch/fileadmin/user\\_upload/pdf/KOFF/KOFF\\_Documents/KOFF\\_Factsheet\\_Conflictsensitivity.pdf](https://www.swisspeace.ch/fileadmin/user_upload/pdf/KOFF/KOFF_Documents/KOFF_Factsheet_Conflictsensitivity.pdf))
3. Neufeldt, Reina C., (2007). “Frameworkers and Circlers – Exploring Assumptions in Impact Assessment,” Berghof Research Center for Constructive Conflict Management
  - a. 1. Introduction
  - b. 2. The Contenders: “Logical Frameworkers” and “Complex Circlers”
  - c. 4. Articulating Assumptions
  - d. 5. Frameworker versus Circler: What the Tensions Tell Us
4. Neufeldt, Reina C. (2018) When Good Intentions Are Not Enough: Confronting Ethical Challenges in Peacebuilding and Reconciliation ([https://uwaterloo.ca/grebel/sites/ca.grebel/files/uploads/files/cgr\\_36-2\\_neufeldt.pdf](https://uwaterloo.ca/grebel/sites/ca.grebel/files/uploads/files/cgr_36-2_neufeldt.pdf))
5. Peace Direct (2021) Time to Decolonise Aid: Insights and lessons from a global consultation ([https://www.peacedirect.org/wp-content/uploads/2021/05/PD-Decolonising-Aid\\_Second-Edition.pdf](https://www.peacedirect.org/wp-content/uploads/2021/05/PD-Decolonising-Aid_Second-Edition.pdf))
  - a. 1. Executive Summary
  - b. 5. Structural Racism in the Modern-Day Aid System
  - c. 7. Conclusions and Recommendations

*Optional*

Anderson, M. B. (1999). *Do no harm: how aid can support peace--or war*. Lynne Rienner Publishers.

Handschin, S., Abitbol, E., & Alluri, R. (2016). *Conflict Sensitivity: Taking it to the Next Level* (Vol. 2, p. 106). CHE.

**Week Three: Big-P Peacebuilding Strategies***Required Reading*

1. Richmond, O. P., & Mac Ginty, R. (2015). Where now for the critique of the liberal peace? *Cooperation and Conflict*, 50(2), 171-189.
  - a. p. 171-174
  - b. p. 177-185

Chapters from 2021 *Oxford Handbook of Peacebuilding, Statebuilding, and Peace Formation*:

2. Rachel M. Gisselquist, Foreign Aid and Peacebuilding  
<https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780190904418.001.0001/oxfordhb-9780190904418-e-38>
3. Christoph Zürcher, Democratization and Peacebuilding  
<https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780190904418.001.0001/oxfordhb-9780190904418-e-32>
4. Paul Jackson, Statebuilding, Security-Sector Reform, and the Rule of Law  
<https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780190904418.001.0001/oxfordhb-9780190904418-e-34>
  - a. Intro
  - b. Success or Failure?
  - c. Dilemmas within SSR and ROL Approaches
  - d. Toward a New Approach to ROL and SSR?

*Optional*

Maulden, Patricia (2013). Education and Learning. In Mac Ginty, Roger, ed. *Routledge handbook of peacebuilding*. Routledge, 2013.

Campbell, S and J. Peterson. Statebuilding. (2013). In Mac Ginty, Roger, ed. *Routledge handbook of peacebuilding*. Routledge, 2013.

Sedra, M. (2016). *Security sector reform in conflict-affected countries: The evolution of a model*. Taylor & Francis: Introduction.



Özerdem, Alp. (2013). Disarmament, Demobilization, Reintegration. In Mac Ginty, Roger, ed. *Routledge handbook of peacebuilding*. Routledge, 2013.

Bell, Christine. (2013). Peacebuilding, Law and Human Rights. In Mac Ginty, Roger, ed. *Routledge handbook of peacebuilding*. Routledge, 2013.

**Week Four: Mediation & Dialogue**
*Required Reading*

1. Abu-Nimer, Mohammed. (1996). "Conflict Resolution Approaches: Western and Middle Eastern Lessons and Approaches." *American Journal of Economics and Sociology*, 55 (1), 35-52.
2. Froude, Jack, and Michael Zanchelli (2017), What Works in Facilitated Dialogue Projects. USIP Special Report 407 (<https://www.usip.org/sites/default/files/2017-07/sr407-what-works-in-facilitated-dialogue-projects.pdf>)
  - a. Summary
  - b. Background
  - c. Findings
  - d. Recommendations
3. Dialogue in Peacebuilding Understanding Different Perspectives. The Dag Hammarskjöld Foundation Uppsala, Sweden
  - a. Women for conflict transformation: Perspectives from South Asia, p. 188
  - b. Bridging faiths and worldviews through dialogue, p. 196
  - c. Insider reconcilers: Dialogue for sustaining peace, p. 208
4. Cameron Ronayne (2020) Reconciliation through Dialogue: Dialogue Circles and Reconciling Racism on the Eastern Shore of Maryland  
(<https://www.beyondintractability.org/casestudy/Ronayne-dialogue-circles-MD>)

*Optional*

Cobb, S. B. (2013). *Speaking of violence: The politics and poetics of narrative in conflict resolution*. Oxford University Press.

Theresa de Langis. Across Conflict Lines: Women Mediating for Peace. The Institute for Inclusive Security. [https://www.inclusivesecurity.org/wpcontent/uploads/2013/05/2011-Colloquium-Report\\_FINAL.pdf](https://www.inclusivesecurity.org/wpcontent/uploads/2013/05/2011-Colloquium-Report_FINAL.pdf)

Bouvier, V. M. (2009). *Colombia: Building peace in a time of war*. US Institute of Peace Press: Introduction.

Beardsley, K. (2011). *The mediation dilemma*. Cornell University Press: Mediation.

Crocker, C. A., Hampson, F. O., & Aall, P. R. (2004). *Taming intractable conflicts: Mediation in the hardest cases*. US Institute of Peace Press: Introduction.

Leslie, E. (2013). Widening the Table: Hybrid Support Groups in Conflict Mediation. *World Politics Review*.

Pruitt, Dean. 1997. Ripeness theory and the Oslo Talks. *International Negotiation* 2 (2): 237-50.

Saunders, H. (1999). *A public peace process: Sustained dialogue to transform racial and ethnic conflicts*. Springer: Personal Essay & Introduction.

Lederach, John Paul (1997, 2010), *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press. p.74: "Rethinking Time Frames."

Bohm, David, 1996. *On Dialogue*. Routledge

Isaacs, William, 1999. *Dialogue and the Art of Thinking Together*. Random House

Pruitt, Bettye and Phillip Thomas (2007). *Democratic Dialogue - A Handbook for Practitioners*

**Week Five: Restorative & Transformative Justice**
*Required Reading*

1. Brandon Hamber (2015) Dealing with Painful Memories and Violent Pasts Towards a Framework for Contextual Understanding.  
[http://www.brandonhamber.com/publications/pap-Berghof\\_Dealing\\_with\\_Memories.pdf](http://www.brandonhamber.com/publications/pap-Berghof_Dealing_with_Memories.pdf)
  - a. 1. Introduction
  - b. 2. The impact of mass violence: destruction of trust, relationships and belonging
  - c. 3. Types of intervention: psychosocial initiatives and people-to-people peacebuilding
  - d. 5. Linking the levels: processes at the micro and the macro level
2. Sandrine Lefranc (2011) A Critique of 'Bottom-up' Peacebuilding: Do Peaceful Individuals Make Peaceful Societies?
  - a. p. 1-6
  - b. p. 12-19
3. The Little Book of Restorative Justice [SECTIONS]
4. Catherine Turner, Transitional Justice and Peacebuilding  
<https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780190904418.001.0001/oxfordhb-9780190904418-e-36>
  - a. Intro
  - b. Gaps between TJ and Peacebuilding
5. Gready and Robbins (2014) From Transitional to Transformative Justice: A New Agenda for Practice  
<http://www.simonrobbins.com/Transformative%20Justice%20Briefing%20Paper.pdf>

*Optional*

Brounéus, K. (2010). The trauma of truth telling: Effects of witnessing in the Rwandan Gacaca courts on psychological health. *Journal of conflict resolution*, 54(3), 408-437.

Simmons, S. J. (2020). *Root Narrative Theory and Conflict Resolution: Power, Justice and Values*. Routledge: Chapter 3.

Hamber, B., Ševčenko, L., & Naidu, E. (2010). Utopian dreams or practical possibilities? The challenges of evaluating the impact of memorialization in societies in transition. *International Journal of Transitional Justice*, 4(3), 397-420.

Payne, L. A. (2008). *Unsettling accounts: Neither truth nor reconciliation in confessions of state violence*. Duke University Press.

Balcells, L., Palanza, V., & Voytas, E. (2020). Do transitional justice museums persuade visitors? Evidence from a field experiment. *Evidence from a field experiment (September 1, 2020)*. Forthcoming at *The Journal of Politics*.

Mari Fitzduff. (2015). An Introduction to Neuroscience for the Peacebuilder.

**Week Six: Protest as Peacebuilding Practice***Required Reading*

1. Synergizing Nonviolent Action and Peacebuilding  
<https://www.usip.org/sites/default/files/2019-04/snap-synergizing-nonviolent-action-and-peacebuilding-action-guide.pdf>
  - a. Unit 1: p. 32-45
  - b. Unit 3: p. 56-69
  - c. Unit 6: p. 104-115
  - d. Unit 7: p. 116-137
2. Lessons from Street Protests as a Peacemaking Process\* Arsene Brice Bado and Philippe Gueu September 2021  
[https://www.wilsoncenter.org/sites/default/files/media/uploads/documents/SVNP-2021-Joint-Paper-Bado-Gueu-Lessons-Street-Protests\\_0.pdf](https://www.wilsoncenter.org/sites/default/files/media/uploads/documents/SVNP-2021-Joint-Paper-Bado-Gueu-Lessons-Street-Protests_0.pdf)
3. Stephan, Maria J., and Erica Chenoweth. (2008) “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict.” *International Security* 33, no. 1: 7–44.
  - a. p. 7-14
  - b. p. 25-44
4. Maria J. Stephan (2016) The Peacebuilder’s Field Guide to Protest Movements  
<https://www.usip.org/publications/2016/01/peacebuilders-field-guide-protest-movements>

*Optional*

Civil Society, Civic Engagement, and Peacebuilding

Christoph Spurk

[https://www.academia.edu/4367020/Civil\\_Society\\_Civic\\_Engagement\\_and\\_Peacebuilding?from=cover\\_page](https://www.academia.edu/4367020/Civil_Society_Civic_Engagement_and_Peacebuilding?from=cover_page)

**Week Seven: Alternative Peacebuilding Strategies**
*Required reading*

1. How photography can build peace and justice in war-torn communities (2021). The Conversation (<https://theconversation.com/how-photography-can-build-peace-and-justice-in-war-torn-communities-166143>)
  - a. Also browse: <https://www.everydaypeaceindicators.org/san-jose-de-urama>
2. Murithi, T. (2009). An African perspective on peace education: Ubuntu lessons in reconciliation. *International review of education*, 55(2-3), 221-233.
3. Höglund, K., & Sundberg, R. (2008). Reconciliation through sports? The case of South Africa. *Third world quarterly*, 29(4), 805-818.
4. Urbain, Olivier. (2019) “Overcoming Challenges to Music’s Role in Peacebuilding.” *Peace Review* 31, no. 3: 332–40.

*Optional*
**Job creation**

- Valeria Izzi Just keeping them busy? Youth employment projects as a peacebuilding tool ([https://gsdrc.org/wp-content/uploads/2016/03/Izzi\\_youthemploymentpeacebuilding.pdf](https://gsdrc.org/wp-content/uploads/2016/03/Izzi_youthemploymentpeacebuilding.pdf))
- Can more jobs bring peace? Understanding peace impact in employment programme design in Kenya and Somalia (International Alert) (<https://www.international-alert.org/publications/can-more-jobs-bring-peace-kenya-somalia/>)
- Youth, armed violence and job creation programmes A Rapid Mapping Study (<https://gsdrc.org/docs/open/eirs11.pdf>)

**Bottom-up VS. Top-down**

- Millar, G., Van Der Lijn, J., & Verkoren, W. (2013). Peacebuilding plans and local reconfigurations: Frictions between imported processes and indigenous practices. *International Peacekeeping*, 20(2), 137-143.
- In Enemy Territory: A Colombian Social Leader’s Act of Defiance <https://www.aljazeera.com/program/episode/2019/12/4/in-enemy-territory-a-colombian-social-leaders-act-of-defiance/>
- Clark, P. (2010). *The Gacaca courts, post-genocide justice and reconciliation in Rwanda: Justice without lawyers*. Cambridge University Press.

- Mouly, C., Garrido, M. B., & Idler, A. (2016). How peace takes shape locally: The experience of civil resistance in Samaniego, Colombia. *Peace & Change*, 41(2), 129-166.
- Hancock, L. E., & Mitchell, C. R. (Eds.). (2007). *Zones of peace*. Kumarian Press.

### Art, Music & Performance

- Peruse the website and videos of Brandeis University's "Acting Together on the World Stage: Performance and the Creative Transformation of Conflict":  
<https://www.atwsresources.com/>
- Awet Andemicael. (2017) "Music, Religion, and Peacebuilding: The Pontanima Choir of Sarajevo," in *Music, Theology, and Justice*, eds. Michael O'Connor, Hyun-Ah Kim, Christina Labriola (Lexington Books)
- Sandoval, E. (2016). Music in peacebuilding: a critical literature review. *Journal of Peace Education*, 13(3), 200-217.
- Cohen, Cynthia. "[Creative Approaches to Reconciliation.](#)" In *The Psychology of Resolving Global Conflicts: From War to Peace; Volume 3 Interventions*, edited by Mari Fitzduff and Christopher E. Stout, 69-102. Westport, CT: Greenwood Publishing Group, 2005.
- *Acting Together on the World Stage: Performance and the Creative Transformation of Conflict*: <https://www.youtube.com/watch?v=6TRfMn6yXZY&feature=youtu.be>
- Wood, Katherine. State of the Art - The Arts and Peacebuilding: An Emerging Approach. USIP Insights Newsletter. Summer 2015. Accessed February 2017.  
[https://www.usip.org/sites/default/files/Insights\\_Summer-2015-Arts-Peacebuilding.pdf](https://www.usip.org/sites/default/files/Insights_Summer-2015-Arts-Peacebuilding.pdf)
- Shank, M., & Schirch, L. (2008). Strategic arts-based peacebuilding. *Peace & Change*, 33(2), 217-242.
- Hunter, M. A., & Page, L. (2014). What is "the good" of arts-based peacebuilding? Questions of value and evaluation in current practice. *Peace and Conflict Studies*, 21(2), 117-134.
- Premaratna, N., & Bleiker, R. (2016). Arts and theatre for peacebuilding. In *The Palgrave handbook of disciplinary and regional approaches to peace* (pp. 82-94). Palgrave Macmillan, London.
- Mitchell, J. P., Vincett, G., Hawksley, T., & Culbertson, H. (Eds.). (2020). *Peacebuilding and the Arts*. Palgrave Macmillan.

### Sports

- Johnston, L. M. (Ed.). (2017). *Sports, Peacebuilding and Ethics*. Routledge.



- Baines, E. (2010). Spirits and social reconstruction after mass violence: rethinking transitional justice. *African Affairs*, 109(436), 409-430.