**Learning goals:**

This unit aims at exposing students to the main school of thought in the areas of Peace, Violence and Security, starting from positivistic approaches until the most recent post-positivistic ones. In other words, from both Realist and Liberal schools up to the critical strands. It also aims at noticing central concepts within such approaches and the way in which follows theoretical developments in these study areas. This curricular unity intends that students acquire fundamental knowledges related to theoretical and conceptual assumptions, authors, works of reference and debates; it also wishes them to develop argumentative capacity, critical analysis competence, whether in theoretical terms, or in terms of analysis of international realities, and the different readings that such differentiated perspectives offer to its analysis and understanding. Thus, the organization of seminars presupposes the active participation of students. Apart from the theoretical framing of the topics, the course privileges analyses of content and contextual debates centred on scientific texts and relevant case studies in different areas.

**Course Grading:**

1. Participation at sessions through informed contributions to the topics under discussion, with active involvement in debates [40%]

2. Group presentation, followed by discussion, based on the suggested topics [30%]

3. Final Essay – This work should be a continuation of the oral presentation made at the classroom, benefiting from the comments resulting from discussions. It should have a maximum of 1,500 words, including footnotes. It should also include a theoretical and/or conceptual review, its developments, as well as a critical argumentation. References do not count to the total number of words. It must be delivered until the week after the oral presentation, using the *inforestudante* platform together with a printed copy.

**Syllabus:**

1.**Introduction** – sessions, readings, and grading methodology.

**2. The schools of thought about violence, peace and security.**

a) Traditional Perspectives: Realism and Liberalism.

b) The 'Conflict Analysis' school

c) Critical studies: constructivism, critical theory, and poststructuralism.

d) The Copenhagen School

e) Epistemological and Methodological Assumptions of Peace Studies

**3. The Conceptual Path**

a) The triangles of violence and peace: direct, structural and cultural.

b) From the triangle to the continuum.

c) From political-military security to human security.

d) The age of the Liberal Peace: peace as governance, and the "peacebuilding consensus".

e) Critiques and alternatives to the Liberal Peace

**4. Conclusion**

The violence-peace-security nexus in applied perspective.

Collective assessment of the course.

**Thematic sessions and scheduled readings:**

**09/out – Initial session**

**Presentation of the syllabus, readings and grading methodology**

Mapping of International Relations theories as a base from which to interpret and analyse the debates that will be developed throughout the semester: Authors of reference, key concepts, contributions and relevant critiques.

**16/out – Traditional perspectives about security: realism e liberalism.**

Walt, Stephen (1991), "The Renaissance of Security Studies", *International Studies Quarterly*, vol. 35(2), pp. 211-239.

Doyle, Michael (1983), "Kant, liberal legacies and foreign affairs (I)", *Philosophy and Public Affairs*, vol. 12(3), p.205-235.

Mearsheimer, John (2011), "Realists and Idealists", *Security Studies,* 20(3), pp. 424-430.

**16/out – The 'Conflict Analysis' School.**

Ramsbotham, Oliver; Woodhousem Tom; Miall, Hugh (2011), *Contemporary Conflict Resolution*. London: Polity (Chapter 1 - Introduction do Conflict Resolution: concepts and definitions; Chapter 4 – Understanding Contemporary Conflict).

Ryan, Stephen (2003) "Peace and conflict studies today", *Global Review of Ethnopolitics*, vol. 2(2), p. 75-82.

**23/out – Critical Studies: constructivism, critical theory, and poststructuralism.**

Fierke, K.M. (2007), *Critical Approaches to International Security*. Cambridge: Polity (Chapter 1 – Definitions and Redefinitions).

Weldes, Jutta (1999), "The cultural Production of Crises: US identity and Missiles in Cuba". In: Weldes et al. *Cultures of insecurity: States, Communities and the Production of Danger*. Minneapolis: University of Minnesota Press, p. 35-62.

Jackson, Richard (2005), *Writing the War on Terrorism: Language, Politics and Counter-Terrorism*. Manchester: Manchester University Press (Chapter 2 – Writing September 11th 2001)

Zehfuss, Maja (2012) "Culturally sensitive war? The Human Terrain System and the seduction of Ethics", *Security Dialogue*, vol. 43(2), pp. 175-190.


**30/out – The Copenhagen School**

Buzan, Barry; Waever, Ole; Wilde, Jaap (1998). *Security: a new framework for analysis.* Boulder: Lynne and Rienner Publishers (Introduction, Chapters 1 and 2 – Security Analysis; Conceptual Apparatus).

Barrinha, André; Freire, Maria Raquel (org.) *Segurança, Liberdade e Política: Pensar a Escola de Copenhaga em Português*. Lisboa: Imprensa de Ciências Sociais.


**06/nov – Epistemological and Methodological Assumptions of Peace Studies - The triangles of violence and peace: direct, structural and cultural; from the triangle to the continuum.**

Galtung, Johan (1964) "An Editorial", *Journal of Peace Research*, vol. 1(1), pp.1-4.

Galtung, Johan (1969) "Violence, Peace and Peace Research", Journal of Peace Research, vol. 6(3), p. 167-191.

Lawler, Peter (2008) "Peace Studies", In: Williams (ed.) *Security Studies: An Introduction.* New York: Routledge, p. 73-88.

Farmer, Paul (2004) "Anthropology of Structural Violence", *Current Anthropology*, vol. 45(3), p. 305-325.


**13/nov – The age of the Liberal Peace: peace-as-governance, and the "peacebuilding consensus".**

Richmond, Oliver (2006) "The Problem of Peace: Understanding the Liberal Peace". *Conflict, Security and Development*, vol. 6(3), pp. 291-314.

Berents, Helen (2015) "An embodied everyday peace in the midst of violence". Peacebuilding, vol. 3(2), pp. 1-14.

Pontes Nogueira, João (2017) "From failed states to fragile cities: redefining spaces for humanitarian practice. *Third World Quarterly*, vol. 38(7), pp. 1437-1453.


**20/nov – From political-military security to human security: beyond the Liberal Peace?**

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of the European Union

Paris, Roland (2001) "Human Security: Paradigm Shift or Hot Air?", *International Security*, vol. 26(2), pp. 87-102.

MacDonald, Matt (2002) "Human Security and the Construction of Security", *Global Society*, vol. 16(3), pp. 277-295.

Gasper, Des (2005) "Securing Humanity: situating 'Human Security' as Concept and Discourse", *Journal of Human Development,* 6(2), pp. 221-245.

**27/nov – The "hypercritics" of Liberal Peace: reaches and limitations.**

Pugh, Michael (2005) "The political economy of peacebuilding: a critical theory perspective". *International Journal of Peace Studies*, vol. 10(2), pp. 23-42.
Duffield, Mark (2001) *Global Governance and the New Wars: the merging of development and security*. London: Zed Books (Chapter 2 – p. 22-43).

Sabaratnam, Meera (2013) "Avatars of Eurocentrism in the critique of the Liberal Peace", *Security Dialogue*, 44(3), pp. 259-278.

Värynen Tarja. (2010) "Gender and Peacebuilding". In: Richmond, Oliver. (ed.). *Palgrave advances in peacebuilding: critical developments and approaches*. London: Palgrave Macmillan.

Chandler, David (2010) "The uncritical critique of 'liberal peace'", *Review of International Studies*, vol. 36(1), pp. 137-155.

**04/dez – "Saving" the Liberal Peace and new approaches: Hybrid Peace and Adaptive Peace.**

Paris, Roland (2010) "Saving Liberal Peacebuilding", *Review of International Studies*, vol. 26, p. 337-365.

MacGinty, Roger; Richmond, Oliver (2015) "The fallacy of constructing hybrid political orders: a reappraisal of the hybrid turn in peacebuilding. *International Peacekeeping*, vol. 3(2), pp. 219-239.

De Coning, Cedric (2018) "Adaptive peacebuilding", *International Affairs*, vol. 94(2), pp. 3-1-317.

Chandler, David (2015) "Resilience and the 'everyday': beyond the paradox of 'liberal peace', *Review of International Studies*, vol. 41(1), pp. 27-48

**11/dez – Films to discuss (watch at home, debate in classroom).**

Morel Pierre (2015), "The Gunman", USA, 1h55min.

Peck, Raoul (2013) "Fatal Assistance", USA, 1h37min.

**18/dez – Conclusion**

The violence-peace-security nexus in applied perspective.

Collective assessment of the course.