2.3 Thematic study: peace and conflict

Name: _____ Class: _____ Date: _____ **Total: 30 marks**

KEY WORDS peace • conflict • negative peace • positive peace • structural violence • just war theory • peacekeeping

Objective

Study the thematic study **peace and conflict**: types of **peace** and **conflict**, the causes and dynamics of conflict, the debate on when violence is justified, and ways to build peace.

You must be able to:

- distinguish negative and positive peace, and direct and structural violence
- classify conflicts: interstate, intrastate and internationalized
- explain causes of conflict and how conflicts escalate and end
- apply just war theory to a case
- evaluate methods of peacemaking, peacekeeping and peacebuilding

1 Key knowledge and worked examples

■ Kinds of peace and violence (Johan Galtung)

idea	meaning
negative peace	the absence of direct violence
positive peace	the absence of structural violence too: justice, rights, fair institutions
direct violence	physical harm by an actor, e.g. war
structural violence	harm built into a system, e.g. poverty or discrimination that shortens lives

■ Kinds of conflict

Interstate (between states), **intrastate** (inside one state, e.g. a civil war), **internationalized intrastate** (a civil war in which other states send troops). Conflicts

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can also be non-violent: strikes, protests, legal disputes.

Causes: competition for territory and resources; identity (ethnic, religious, national); weak or unjust governments; outside intervention. Conflicts move through stages: latent → escalation → violence → de-escalation → settlement, and can return.

■ Just war theory

Jus ad bellum (going to war): a just cause, legitimate authority, right intention, last resort, a reasonable chance of success, proportionality. **Jus in bello** (fighting): discrimination between soldiers and civilians, and proportionality.

■ Building peace

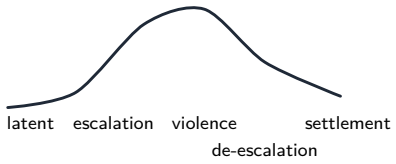
Peacemaking: negotiation and mediation to reach an agreement. **Peacekeeping**: neutral forces, often UN, keep sides apart and watch a ceasefire. **Peacebuilding**: rebuilding institutions, justice and trust, e.g. truth commissions (South Africa's Truth and Reconciliation Commission, 1996–2003).

Worked application. Northern Ireland: the Good Friday Agreement (1998) ended most direct violence (negative peace), but divided schools and housing show that positive peace is still being built.

2 Practice

2.1 Distinguish **negative peace** from **positive peace**. [2]

2.2 The diagram shows the stages of a conflict. Explain why a ceasefire at the stage of de-escalation does not guarantee lasting peace. [3]



2.3 Explain **two** causes of intrastate conflict, with an example. [4]

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2.4 Apply **three** criteria of **jus ad bellum** to a use of force you have studied. [6]

3 Exam-style questions

3.1 *(Paper 2 style.)* Evaluate the effectiveness of **peacekeeping** in resolving conflicts. [15]



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Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

2.1

negative peace: the absence of direct violence, e.g. a ceasefire; positive peace: also the absence of structural violence: justice, rights and fair institutions

2.2

a ceasefire stops direct violence only: negative peace; the causes, e.g. disputes over land, identity or unfair institutions, may remain; so the conflict can escalate again unless peacebuilding addresses structural violence

2.3

any two, explained with an example: identity divisions used by leaders, e.g. Rwanda in 1994; competition for resources such as land, oil or minerals, e.g. diamonds in Sierra Leone's civil war (1991–2002); a weak or unjust government that excludes groups, e.g. Syria from 2011; outside intervention that prolongs fighting

2.4

for each of three criteria: the criterion stated correctly (e.g. just cause, legitimate authority, last resort, proportionality, chance of success, right intention); and applied to the chosen case with evidence, e.g. NATO in Kosovo (1999): just cause (stopping ethnic cleansing), but no Security Council authorization (legitimate authority)

3.1

Mark with the markbands: [13-15] clearly focused on the question, accurate and relevant knowledge and real-world examples used as evidence, concepts applied, well-developed critical analysis, different perspectives evaluated, a reasoned conclusion; [10-12] focused, mostly accurate knowledge, analysis with some evaluation; [7-9] some focus, relevant knowledge, mostly narrative or description with limited analysis; [4-6] little focus, limited knowledge, mostly narrative; [1-3] little understanding of the question. Points that may be included: definitions: peacekeeping, peacemaking, peacebuilding; successes: UN missions can hold ceasefires, e.g. Cyprus since 1964 has prevented renewed war; missions after civil wars, e.g. Sierra Leone (1999–2005), supported disarmament and elections; research suggests missions reduce the chance of war restarting; failures: Rwanda (1994): peacekeepers too few and without a mandate to stop the genocide; Srebrenica (1995): a "safe area" fell; limits: missions depend on consent of the parties and on troops from member states; keeping the peace is not resolving the conflict: Cyprus remains divided (negative peace); perspectives: host states may see missions as outside interference; conclusion: a clear judgement, e.g. effective at stopping violence when combined with peacebuilding, weak at resolving its causes

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