



Lakehead University
International Peacebuilding

POLI-4011-WA
Fridays 2:30-5:30PM – AT-2004

Winter 2026

Instructor: Dr. Benjamin Maiangwa

Office: RB 2041

Hours: by appointment or email

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COURSE DESCRIPTION

This seminar explores the evolution and development of the International Peace Architecture (IPA), examining traditional and contemporary approaches to peacebuilding and peacemaking. We will analyze strategies employed by international actors, including conflict negotiation and resolution, the liberal peace model, hybridity, and everyday emancipatory processes. The course contrasts state-centric international relations with the agency of individuals and communities in transforming and resolving conflicts at local, national, regional, and global levels.

Peacebuilding methods under review include reconciliation and forgiveness, truth commissions, restorative and transitional justice, diplomacy and negotiation, external economic aid, social justice, Indigenous peacebuilding, and post-conflict agreements. Designed as a collaborative seminar, the course emphasizes critical thinking and practical engagement with peacebuilding concepts.

Rationale

This course recognizes the need to equip students—as political agents—with the tools, concepts, and techniques required to develop a humanistic and transformative approach to conflict analysis and sustainable peace processes.

Topics of Discussion

1. Theories and Images of the IPA

- Review and critically evaluate theories and processes of international conflict and prospects for peace.

2. Mechanisms of International Peacemaking

- Examine cultural, gendered, and power dynamics in conflict resolution and post-accord peacebuilding.

3. Actors within the IPA

- Explore the roles of diplomats, Indigenous peoples, citizens, media, and international NGOs in peacemaking and peacebuilding.

4. Projecting the Future of the IPA

- Apply theoretical concepts to assess how the IPA may evolve and what local and global issues will shape its trajectory.

The seminar will be structured generally after the manner of a colloquium, where students and instructor will gather to discuss the material in depth and in a critical and systematic manner. The exact nature of this structure, however, will be dynamic and evolving, because it will be defined by the group as a whole. My goal is to engender an informal participatory class environment where we can collectively assess the relative explanatory power of various theoretical approaches to peace and subject them to rigorous examination based on experiential and primary insights. The learning process will be accomplished in several ways, through lectures, readings, class exercises, open class discussions, and case study presentations.

COURSE REQUIREMENTS/ASSIGNMENTS

Class Participation 10%

The instructor will briefly lecture at the beginning of the class and set the tone for the discussions to follow. The expectation is that all members will attend regularly. Regular attendance is important for two reasons: first, the classes will help you to identify and absorb nuances inherent in the readings. Secondly, the quality of class discussion is contingent upon your ability to build on previous deliberations and analyses.

To this end, please note that **attendance is mandatory**. Success in this class requires that you do all the reading and that you come regularly to class. More than three absences would disqualify the student from completing the course. Students will be

expected to have completed the reading assignments for each week **prior** to seminar sessions. The readings will serve as vehicles for lectures and discussions in the classroom. Class participation should provide some evidence that you are keeping up with the readings and continuing to think about the issues raised in the course.

Evaluation of your class participation will be based on the following criteria:

- 1). Raising and answering questions related to the assigned readings.
- 2). Sharing ideas and insights.
- 3). Sharing personal experiences and observation related to the course.
- 4). Relating and synthesizing ideas of others.

- 5). Pointing out relationships to earlier discussion.

Seminar Presentations: 30%

Seminar Presentation (Ongoing): Students are expected to participate consistently in ongoing class seminars. Participation/Response paper constitutes 30% of your final mark, and therefore it will be unlikely for you to succeed in the course if you are unable to participate consistently. Each week you are expected to produce a critical response—**based on one of the chapters assigned for the week**—that 1) identifies and reacts to the most important insights you have learned from the course material of the week and 2) provides a minimum of 2 question prompts for discussion. Your response should **NOT** be a summary of the reading(s). It should be 300-350 words in length and should be submitted in MyCourseLink. Each response is worth 3%. **No late responses will be accepted.** Students are also expected to share their responses through email with fellow classmates prior to class presentation or post these on D2L.

Some Guidelines on Reading Assigned Articles & Books

The most effective approach to this task, in my experience, has been to follow and to practice very particular guidelines in reading the assignments for this course:

- 1). What is the author's ***thesis***? The major point s/he is trying to make?
- 2). What are the major ***assumptions*** the author makes (and expects you to accept) in arguing that thesis?
- 3). What are the ***implications for research or practice*** if the author's thesis and underlying assumptions are valid or true?
- 4). What are some ***important or useful concepts*** the author presents?
- 5). How does the reading ***relate to previous readings***?
- 6). Critically reflect on and assess the article as a whole; what are its ***strengths and weaknesses***?
- 7). Are there any ***other arguments or perspectives*** that might explain the topic better than the author's argument?

Research Paper: 35%

One **13-16-page** research paper on a topic of your choice is **due April 7**. The research paper is a detailed analysis of a particular case and the application of theory to that case. Part I will thoroughly describe a particular form of international conflict (e.g., ethnic, environment, North-South, gender, terrorism etc.) and review appropriate peace architecture that might be able to respond to this conflict. In discussing approaches to the intervention, you may use a combination of peace theories, including theories not discussed in class. You should begin to think about the topic of your paper at the beginning of the semester. Possible topics include, but are certainly not limited to, the following:

- * Ethics of international peace and conflict resolution.
- * Role of international peace and conflict resolution in business.
- * Role of international institutions in managing international conflicts.
- * Role of international law in mediating regional conflicts.
- * Environmental peacebuilding.
- * Indigenous peacemaking Approaches.
- * Emerging Trends in Peacebuilding
- * The UN Peacebuilding Architecture
- * Canada's role in humanitarianism and peacekeeping.
- * The dynamics of Peace Accords.

Please Note:

- Students should come up with their essay topics based on their individual interests. Such topics should first be cleared with the instructor.
- All essays should have a title page indicating the title of the essay, the name of the student, the course number, the name of the instructor, and the department.
- In terms of formatting, all essays should be doubled-spaced, Times New Roman 12-point fonts, 1 inch margin and should be submitted on D2L on or before the due date.
- All written assignments must be submitted on time, otherwise a 2 per cent penalty will apply each day the essay is late.
- For citation and referencing, please use the APA referencing style 7th edition for all written work.

- The essays will be evaluated based on grasp of the topic, quality of argument, depth of analysis, originality of approach, familiarity with the issues and literature, as well as structure, organisation, grammar, referencing and formatting.

The expectation of the instructor is that you will employ a full library search strategy to uncover materials for your paper.

Case Study 25%

This is a group project in which students will research on and select a case study of a specific peacebuilding practice and or activism and present it in class. Students will be divided into groups for this project. The issue to be presented could be the peacebuilding or conflict practices of an ethnic group, nation, civil society, or community. Groups must notify the instructor of their case study topic at least one week in advance of the presentation date. Groups can draw upon academic and non-academic sources including books, newspapers, expert interviews, and documentary sources for the purposes of this assignment.

Students should use a variety of critical approaches to present their cases including audiovisuals and diverse adult learning exercises. The case study should also include the following features:

- A summary of the case and methodological approach
- The context/locale and issues therein
- The concepts
- The key findings
- The strengths and weaknesses of the approaches, as well as relationship to other contexts.

In addition, the presentation of the case should be a maximum of 40 minutes in length, including all learning exercises. The group's overall plan, including the PowerPoint slides and a complete bibliography for this exercise should be submitted to the instructor at the end of the exercise.

GRADING CRITERIA, ASSIGNMENTS AND WEIGHTS:

Class Participation	10%
Seminar papers	30%
Case Study Facilitation	25%
Final Essay	35%

LATE ASSIGNMENTS

Late assignments are **not acceptable** because I have found that late assignments disrupt the learning process. Late assignments will be marked down if the student fails to notify the instructor in advance of the circumstances surrounding the reason for

turning in the paper late. This course is envisioned as a kind of simulated classroom where students learn in interaction with each other and the instructor. If you are not caught up with assignments and readings, you are unable to participate effectively in class discussions, and this affects the quality of the whole course, as learning is an interdependent process. Also, it is rarely possible to build up a store of knowledge without a measure of consistency and continuity. But things happen! I will accept one late assignment during the semester. All subsequent late assignments will be marked down a grade if they are submitted one week after the due-date, and two grades if they are submitted more than two weeks after the due-date.

WITHDRAWALS

The final date to withdraw from the course is Friday November 04, 2024.

OFFICE HOURS

Office Hours: By appointment. Students are encouraged to meet with the instructor to discuss any questions, problems, issues, thoughts, or concerns, which might arise. I urge you to come and see me during office hours. My office is Room 2041 in the Ryan Building.

A RESPECTFUL WORK AND LEARNING ENVIRONMENT

It is important for students to behave professionally and appropriately in class and in their interactions with faculty, staff and students in the political science department and the university environment. This is critical for ensuring a healthy learning environment, the instructors' ability to teach, and the students' ability to learn. The University supports a climate of respect in the workplace and in the learning environment where individuals or groups of individuals are free from harassment and discrimination. The University also supports a commitment to academic freedom and freedom of thought, inquiry, and expression among its members which may result in respectful disagreements regarding beliefs or principles. Furthermore, the University does not condone behavior that is likely to undermine the dignity, self-esteem or productivity of any of its members and prohibits any form of discrimination or harassment whether it occurs on University property or in conjunction with University-related activities. Therefore, we are committed to an inclusive and respectful work and learning environment, free from:

- (a) human rights discrimination or harassment;
- (b) sexual harassment; and
- (c) personal harassment

REQUIRED TEXTS

(1) Books - the following books are available for purchase at the campus bookstore.

Richmond, O. 2022. *The Grand Design: The Evolution of the International Peace Architecture*. Oxford: Oxford University Press. \$79

Annan, K. and Mousavizadeh, N. 2012. *Interventions: A Life in War and Peace*. New York: Penguin Books. \$39

Maiangwa, B. (Ed.). (2026). *Peace and conflict in core-periphery relations: Rethinking margins, violence, and power* (Routledge Studies in Peace and Conflict Resolution). Routledge. ISBN 978-1-0410-64688. \$260

WEEKLY TOPICS AND READING ASSIGNMENTS

Part 1: The Evolution of the International Peace Architecture

Week 1 Introduction: What is Peace: Key Concepts, Theories and Themes.

United Nations, (2023). A New Agenda for Peace. Our Common Agenda, Policy Brief 9. <https://www.un.org/sites/un2.un.org/files/our-common-agenda-policy-brief-new-agenda-for-peace-en.pdf>

Chapter I: Some Background Observations, Theory, and Concepts

(Richmond, O.P. 2022. *The Grand Design: The Evolution of the International Peace Architecture*. Oxford: Oxford University Press)

Week 2 The Evolution of the International Peace Architecture

Chapter II: A Sketch of the International Peace Architecture

Chapter III: Stages One and Two in the Development of the International Peace Architecture

(Richmond, O.P. 2022. *The Grand Design: The Evolution of the International Peace Architecture*. Oxford: Oxford University Press)

Week 2 response due 6PM (EST) on the day prior to class.

Week 3 The Evolution of the International Peace Architecture

Chapter IV: Stage Two: The Rise of Liberal Constitutionalism and Liberal Internationalism

Chapter V: Stages Three and Four and the Expansion of Rights: The Critical Challenge to Stages One and Two

(Richmond, O.P. 2022. *The Grand Design: The Evolution of the International Peace Architecture*. Oxford: Oxford University Press).

Week 3: response due 6PM (EST) on the day prior to class

Week 4 Derailment and Bifurcation

Assigned Reading

Chapter IX: Stage Six: Updating Emancipatory Peace or Revisiting Geopolitics?

Chapter X: Implications for Different Elements of the Contemporary Peace Architecture

Conclusion: The Limits of the Old and New Possibilities

(Richmond, O.P. 2022. *The Grand Design: The Evolution of the International Peace Architecture*. Oxford: Oxford University Press)

Week 4 response due 6PM (EST) on the day prior to class

Part III: The Practice of Everyday Peace

Week 5 Mapping Marginalism and Confronting Violence

Chapters 2. Am I Complicit?

Chapters 4. From the Margins: Informal Markets, Gender, and Everyday Peacebuilding

Chapters 5. Reclaiming Peace from the Margins.

(Maiangwa, B. (Ed.). (2026). *Peace and conflict in core-periphery relations: Rethinking margins, violence, and power* (Routledge Studies in Peace and Conflict Resolution). Routledge. ISBN 978-1-0410-64688).

Week 5 response due 6PM (EST) on the day prior to class

Week 6 (October 11): Creative Resistance and Emancipatory Peacebuilding

Chapter 8. The Aesthetics of Peace

Chapter 9. Meditations on Core-Periphery Relations.

Chapter 17. The Migrant's Impulse.

(Maiangwa, B. (Ed.). (2026). *Peace and conflict in core-periphery relations: Rethinking margins, violence, and power* (Routledge Studies in Peace and Conflict Resolution). Routledge. ISBN 978-1-0410-64688).

response due 6PM (EST) on the day prior to class

Week 7: Reading Week

Week 8 Interventions

Chapter 3. Independence: Africa's Beginnings.

Chapter 4. Promises to Keep: Somalia, Rwanda, Bosnia.

Chapter 5. Sovereignty and Human Rights.

(Annan, K. and Mousavizadeh, N. 2012. *Interventions: A Life in War and Peace*. New York: Penguin Books).

Week 8 response due 6PM (EST) on the day prior to class

Week 9 Interventions

Chapter 6. A People's United Nations.

Chapter 7. The Fate of the Continent: Africa's Wars, Africa's Peace.

(Annan, K. 2012. *Interventions: A Life in War and Peace*. New York: Penguin Books).

Week 9 response due 6PM (EST) on the day prior to class

Week 10: Case Study Presentation

Group presentations prepared by students

Week 11: Case Study Presentation

Week 11 response due 6PM (EST) on the day prior to class

Week 12 (November 29) : The Future of the IPA

Conclusion (Richmond): The Limits of the Old and New Possibilities

Conclusion (Kofi Annan): Epiloque: Dreams of a Realist

(Annan, K. and Mousavizadeh, N. 2012. Interventions: A Life in War and Peace. New York: Penguin Books).

(Richmond, O.P. 2022. The Grand Design: The Evolution of the International Peace Architecture. Oxford: Oxford University Press).

Week 12 response due 6PM (EST) on the day prior to class

Students with Special Needs

Students with special needs may request accommodations in accordance with the Senate Policy on Students with Disabilities. Such students should at the earliest opportunity advise the Student Accessibility Services (formerly the Learning Assistance Centre) and the instructor of such needs so that appropriate arrangements can be made to accommodate their needs. Those who encounter extenuating circumstances which may interfere with the successful completion of the course should, as soon as possible, discuss these circumstances with the instructor and the Student Accessibility Services.

Lakehead Policy on Academic Dishonesty

As academic integrity is crucial to the pursuit of university education, students are expected to uphold the academic honour code at all times and are advised to familiarise themselves with the university's policy on academic dishonesty, especially in relation,

but not limited, to plagiarism, cheating, impersonation etc. In order to make sure that a degree awarded by Lakehead University is a reflection of the honest efforts and individual academic achievement of each student, Lakehead University treats cases of academic dishonesty very seriously and severely penalises those caught in violation of the university's policy on academic honesty.

Policy on Electronic Devices

Cell phones are distracting and therefore should be turned off and kept out of sight during lectures. A visible phone will be assumed to be used. In such a scenario, the instructor may ask the offending student to leave the class. Except where prior permission is sought from the instructor and given, no audio or video recording of lectures is allowed. Where permission is sought and granted, such recordings should be only for the student's private use.

Draft Generative AI Policy/Syllabus Statements

The following Generative AI Policy/Syllabus Statements are being made available for instructors for use in their course outlines. Instructors are encouraged to adapt and modify the statements as they see fit.

GenAI Use Permitted

Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variant Bing (built by OpenAI) and Bard (built by Google) among several others. Other generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E.

GenAI tools can provide valuable assistance and support in academic work. However, it is essential to use them responsibly and ethically. The following information and guidelines apply to the use of AI-based tools in this course:

- a. **Student Responsibility** – It is the responsibility of the student to understand the limitations of AI-based tools. While these tools can provide suggestions and insights, final decisions and critical thinking should come from the student's own understanding and effort. Before submitting, review your work with this in mind. If you don't understand what type of GenAI usage is appropriate, ask the course instructor for clarification.

- b. **Formative Usage** – In this class, you may use GenAI for formative, but not summative, work. That means it can be used as a “possibility engine” (brainstorm tool), a “study buddy,” a “collaboration coach,” a “guide on the side,” a “personal tutor,” a “co-designer,” etc. to help you learn course content, but it cannot be used as the primary vehicle for any work that is submitted for marks or evaluation. (See UNESCO’s [ChatGPT and Artificial Intelligence in Higher Education Quick Start Guide](#), page 9, for explanations and examples of these and other roles GenAI can productively serve in a formative capacity.)
- c. **Error & Bias** – AI content is created by computer algorithms that have been trained using large amounts of data. The AI learns from patterns and examples in the data to generate new content that resembles what it has been trained on. If the training data used to train the AI model is biased or limited in scope, the AI may reproduce content that is inaccurate, incomplete, offensive, and/or biased. Students should weigh this as they consider material produced by AI.
- d. **Trustworthiness** – Generative AI can be vulnerable to manipulation and misuse. It can be used to generate fake news, misinformation, or deepfake content, which can have harmful consequences. Students should check AI generated content against reputable sources.
- e. **Plagiarism** – Since [writing and critical thinking ability] are learning outcomes of this course, all work submitted for evaluation must be the student's original work. Using the work of others (including content curated/generated by AI) without proper citation is considered plagiarism. See [Citing Artificial Intelligence](#) for assistance with correct documentation.
- f. **Citation of Sources** – If you use material generated by an AI program for an assignment in this course, it must be cited like any other source (with due consideration for the quality of the source, which may be judged as poor). Failure to do so will be considered a violation of academic integrity. [See Student Code of Conduct – Academic Integrity](#).