

# National Centre for Peace and Conflict Studies

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## Welcome from the Director

The Centre has continued to deepen, expand and consolidate its programme over the last 5 months. In May, we graduated another Ph.D., Dr Patrick Mbugua, who wrote a lovely thesis on the Sudanese Conflict. He returned to Kenya to apply his research to a variety of conflicts in Africa. Five of our foundation Master of Peace and Conflict Studies class also graduated at the May 2015 Ceremony, with five more MPCS students to graduate in the second semester.

We have 15 MPCS students enrolled for the 2015 course, some beginning in Semester 2, with more applications arriving every week. These students are extraordinarily bright, enthusiastic and passionate about their work.

We now have 28 Ph.Ds. from 16 countries. These students are all engaged in high quality pioneering research on topics relevant to building a more just, peaceful and nonviolent world. But more importantly each one challenges us to think afresh about global problems from their own national and cultural perspectives. Faculty and students alike are working hard to create a safe space within which we can generate real mutuality and respect across these boundaries of difference.

We do this in a number of ways. First we create social and community relationships that are supportive, welcoming and inclusive. Through our informal pot lucks, reading groups and most recently a weekly open space for informal discussions about global and personal problems we try to honour each member of the Centre. Second, we continue to generate high quality intellectual discussion around our poster presentations and Centre Research Seminars. Third, we organise a range of events (most recently an alternative way of remembering ANZAC day), which enable us to fulfil our role as critical conscience for a society that all too often is complacent about the big issues.

Most recently our GFCT scholarship students spoke about their research to the Global Future Charitable Trust. The Trustees were impressed not only by the quality of the students' scholarship but by their dedication and commitment to social and political change.

We are very quietly beginning to make a difference within the academy, in New Zealand and in the wider Asia Pacific region. For example, I have recently facilitated a Workshop of Moslem scholars and policy makers on Islam and Nonviolence in Tokyo Japan. This is a small attempt to begin an alternative discourse on Islam to those that dominate the media. I have facilitated workshops all around New Zealand in recent months on reconciliation and the role of peace, justice, mercy and truth in unifying peoples in the midst of conflict.

I have also renewed live cast and podcast public conversations with individuals making a difference in Aotearoa-New Zealand, most recently Dr Kennedy Graham, Global Affairs spokesperson for the Greens and Professor Peter Matheson. These podcasts will soon be available on our website.

All of these things, and many others in which my colleagues are engaged, are adding critical consciousness to the ways in which we connect with each other and fulfilling the promise of the Centre, which is to understand how we can make the world less violent and more peaceful for all peoples.

I am on study leave for a year. Professor Richard Jackson will be Acting Director. I trust that all of you will give him the same support that you have given me in the continued development of this centre of excellent theory, research and practice.

Me rongo  
Kevin

# Peace Education Curricular Analysis (PECA) Project



First PECA Team in March 2014 (from left) Heather Kertyzia, Dr Katerina Standish, Sylvia Frain and Rachel Rafferty.

The Peace Education Curricular Analysis (PECA) Project was created by Dr Katerina Standish in 2014 as the very first systematic analysis of existing national curricula for peace education qualities at the early childhood, primary and secondary level. The project is concerned with the following research question:

**What values (attitudes and behaviours) do nations communicate in their national curricula related to peace education?** To answer this question, the research uses mixed method content analysis to assess three peace education components: recognizing violence, transforming conflict nonviolently and components of positive peace that contribute to full Arcadian humanity.

Humans are not *natural* beings; they are *cultural* creatures that acquire the majority of their information and understandings through socialization. Schools are locations where socialization takes place – places where we learn to be human and interact with others in our social world. Because we can link social values to education systems we should see variation in transmitted social values. If this is so, it is vital that we investigate which values are being transmitted.

## Rationale

Why study curricular statements for peace education values? In peace education programs, organized learning is used to impart ideals and techniques to participants and educands and uses either formal or informal learning to examine and transform negative behaviour and/or perceptions about others. Practitioners of peace education use organized learning to share techniques of nonviolent conflict resolution and other peaceful abilities such as ecological consciousness, respect for diversity, gender awareness and nonviolent political, cultural, and societal transformation. But can *non-peace* educations also contribute to building peace? The majority of the world's children attend mandatory education at the primary and (increasingly) the secondary level in *non-peace* education. If mainstream education is the customary form of education *most* children in *most* countries encounter how do we know which values are communicated if we do not investigate the values *non-peace* educative curricula communicate?

*Peace education in UNICEF refers to the process of promoting the knowledge, skills, attitudes, and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace (Fountain 1999, 1).*

The PECA Project has emerged from a consideration of the UNICEF model. The multi-faceted nature of this study hopes to provide international and intercultural comparisons of global significance by using the results of this project against other established social science metrics for example: the Global Peace Index, the World Report on Violence and Health, the Human Development Index and the Environmental Performance Index. Further, the broad scope of this project will encourage and employ researchers from a variety of national/lingual/cultural standpoints in a productive and reciprocal positive relationship.

The PECA Project is a global scholarly study. Completed research has been conducted for New Zealand, Australia and England-Wales. Current research is analyzing Northern Ireland, Scotland, The Kingdom of Saudi Arabia, Mexico and South Africa.

# Nonviolence cluster growing

The events of the so-called Arab Spring and the recent revolutions in Ukraine and Burkina Faso have spurred interest in the causes, dynamics and consequences of 'civil resistance'. Civil resistance is the use of nonviolent tactics, such as strikes, boycotts and protests, to prosecute political goals up to and including regime change.

The study of such 'nonviolent conflict' is one of the research strengths at the National Centre for Peace and Conflict Studies. Three Doctoral students and two M.A students are examining questions including whether the use of limited violence in protests makes government concessions less likely, why elite defections occur in the face of popular protests, whether social media can impact the likelihood that extreme government violence 'backfires' and whether 'anarcho-pacifism' can be a guide for future activists.

Four completed postgraduate theses have also focused on this area.

We have a strong ethos of collaboration between faculty and students and have produced a number of publications and conference presentations examining questions ranging from why civil resistance movements start, to why regime violence sometimes backfires, whether staying disciplined can increase the success rate of campaigns, whether labour union participation increases the likelihood that autocrats fall and are replaced by democratic states, whether assuming executive power after revolution increases the prospects for democratization, post-revolution, and why religious groups choose violent or nonviolent tactics to resist the state.

To learn more about past and present research in the "Studies in Nonviolent Conflict" research cluster at the National Centre for Peace and Conflict Studies, please visit our webpage: [otago.ac.nz/ncpacs/research/nonviolent/](http://otago.ac.nz/ncpacs/research/nonviolent/).

You can also read recent blog posts by our members at: [isn.ethz.ch/Digital-Library/Articles/Detail/?lng=en&id=189695](http://isn.ethz.ch/Digital-Library/Articles/Detail/?lng=en&id=189695) and <https://ncpacs.wordpress.com/2015/04/20/nonviolent-action-responses-to-its-critics/>.

For enquires or possible media please contact Dr Charles Butcher at [charles.butcher@otago.ac.nz](mailto:charles.butcher@otago.ac.nz). Thanks to the National Centre for Peace and Conflict Studies Trust, the University of Otago Humanities Grant Scheme and the Peace and Disarmament Education Trust for support of projects within this cluster.

# 2015 GFCT PhD scholars: Jonathan Sutton



## 1. Briefly describe your research project and what led to your interest in your chosen area of research.

My research aims to explain why the elite backers of dictators would choose to defect to the opposition during nonviolent revolutions. Although we are starting to understand a lot more about how nonviolent action works, there are still a lot of mysteries about how the theory matches the reality of nonviolent conflict on the ground. Just about every work on dictatorship acknowledges that elite defections are a key part

of transitions to democracy – if the regime can't stay cohesive, then it often collapses – but we know very little about this inner circle of key elite decision-makers. Why do they stay loyal to the regime or choose to side with the opposition? Are protests really driven by the people, or do politicians just use them to get political leverage? How can a committed regime supporter reach out to the opposition and get guarantees that they won't just be thrown in jail if they change sides? My thesis will be, I hope, a step towards answering some of these questions.

I chose this topic because I wanted to know how nonviolence really works. Nonviolent action has a lot of potential, but I still couldn't answer the question: why would dictators step down just because people are chanting and waving banners in the streets? Why was it that some of the protest movements of the Arab Spring could overthrow entrenched dictators so quickly, regardless of the problems that came afterwards, and yet the huge Occupy Wall Street movement so clearly failed to have any effect? Thinking about this question – and a lot of reading! – has led me to the current research topic.

## 2. As a graduate of NCPACS, what drew you back to do your PhD at the Centre?

The Centre is one of the few places where you have the freedom and support to take a really critical approach on pretty much any research topic you want related to conflict and peace. I think that was the main draw for me – being in an environment where you don't have to follow any academic orthodoxy but are free to develop your own ideas. A big part of this is the inter-disciplinarity of the Centre and the people who study here. You're exposed to a huge range of ideas and experiences that you might not encounter somewhere that's more locked in to traditional paths of research. I also really like the relaxed, informal atmosphere here. It would be very strange to go to a graduate school where you're not on a first-name basis with the faculty and you don't get the constant opportunity for personal interaction that you do here.

## 3. Where do you see yourself in the future and how does the PhD contribute to that goal?

My career goal is to teach in peace and conflict studies or political science. I'm interested in Southeast and East Asian politics – I lived for some time in Vietnam and have also spent time in Thailand and Myanmar – so I'd like to specialise more in this region in the future. I'm really interested in Myanmar's ongoing democratic transition, which a while ago would have seemed unlikely if not impossible, and with that the possibilities for a democratic regime change in North Korea. So I see my PhD as mainly a training period, and I'm looking forward to learning more about the research process as I get into it.

## 4. What is your background prior to undertaking Peace and Conflict Research, and what drew you to this field in the first place?

I did my undergraduate degree in Philosophy, Politics and Economics here at Otago before starting the Master's program at the Centre. I was really interested in development economics and the politics of conflict during my third year, and didn't feel like I could pursue those interests outside academia at that stage. After completing my MA, I took some time off to travel, teach English and look for NGO work, but after a couple of years I decided that it wasn't for me and that academia is where I want to be working in the future.



Left to right: Danny Fridberg, Professor Kevin Clements, Jonathan Sutton, Mahdis Azarmandi, Joe Llewellyn, Reiko Fukutake, Karen Marshall, Rachel Rafferty.

## Thanks to GFCT for its continuing support of the Centre

Three years ago the Global Future Charitable Trust entered into an arrangement with the Centre to provide two GFCT Doctoral Scholarships per year. This wonderful arrangement has enabled us to recruit six outstanding Ph.D. students, from all around the world.

In early May 2015 Reiko Fukutake and Karen Marshall from the Global Future Charitable Trust visited the Centre to meet with the five GFCT doctoral scholars currently on campus. The session began with Jonathan Sutton and Joe Llewellyn, the 2015 scholars, reporting on their research into nonviolent resistance and the differences between principled and pragmatic nonviolence. 2014 scholars Mahdis Azarmandi and Daniel Fridberg reported on race and racism in postcolonial environments and on conscientious objection in Israel. The final presentation was from Rachel Rafferty, whose research focuses on understanding what turns militants into peace builders in Northern Ireland. Rachel and Hafiza Yazdani (who is currently in Afghanistan) were our very first GFCT scholars in 2013.

The students were ably assisted by fellow student and interpreter, Ria Shibata, who translated their presentations into Japanese for Reiko.

The students impressed Reiko and Karen with their wisdom, intelligence and passion for their research work. The formal paper presentations were followed by afternoon tea with the Vice Chancellor who once again thanked Reiko and the Trust for their very generous philanthropy.

I would like to add our enthusiastic thanks to Reiko and the Trust as well. This Centre has been able to recruit stunning students committed to both peace research and peace practice because of their generous philanthropy.

The Centre will advertise for the fourth round of GFCT applications in June 2015 with the successful recipients expected to begin in early 2016.

Kevin



L to R: Alex Scott, Angela Eketone-Kelly, Alison Wadworth, Maari McCluskey, Dr SungYong Lee, Professor Kevin Clements, Professor Richard Jackson, Chloe Brown, Daniel Benson-Guiu.

## First MPCS cohort graduates

The first graduates from the Master of Peace and Conflict Studies crossed the stage at the Dunedin Town Hall on Saturday 16 May, ushering in a new era in the life of the Centre. Five students were awarded their MPCS: Olive Price, Alexander Scott, Chloe Brown, Daniel Benson-Guiu and Angela Eketone-Kelly. The other students in the first class are expected to graduate later in the year.

The MPCS replaced the Postgraduate Diploma in Arts (Peace and Conflict Studies) in 2014, and the first cohort of 10 students began their studies in February last year. The full year coursework Masters allows students to study in a full time or part time capacity. While it is recommended that students study within a calendar year, there is flexibility to offer a mid-year commencement, which suits northern hemisphere candidates wishing to come straight from their undergraduate qualification. Last year, Ramzi Dosch from Brigham Young University in Hawaii began his MPCS in Semester 2 and will finish his study mid 2015.

The students have been enthusiastic about the course, which gives the opportunity to apply for Masters level study from a 3-year undergraduate degree.

Alex Scott chose to do the MPCS as he wanted a critical approach to study, in which students would be encouraged to question the status quo, not to toe the party line. The course met his expectations and more in relation to this. What he learned is that Peace and Conflict Studies is not all about large overarching themes of international relations, war, terrorism or political agendas. It is about the everyday inequalities that many people face; it is about education, it is about micro level conflict resolution, but most of all it is about trying to make a positive difference in a world that often seems coldly indifferent to those most in need.

“We need only look as far as New Zealand or Australia’s participation in the War on Terror, the treatment of indigenous peoples, or just as shameful treatment of asylum seekers to see why PACS is necessary in ‘our’ little political sphere,” said Alex. “I hope to apply what I have learnt during the course to the rest of my life, how I see and treat people, and perhaps if I am lucky I will be able to work in a related career.”

Alison Wadworth, who will graduate later this year, chose to change direction in her life and return to study to learn more about the world of academia and to find out “if I was still able to use my brain”. This particular course stood out, as she wanted to learn about peace building.

“I have travelled to several Asian and East European countries either pre or post conflict and can see that there will continue to be conflict in the world unless something changes. I found juggling the workload, part time paid employment and part time volunteer work a challenge, but rewarding, and hope to finish my practicum-based dissertation this year. By studying peace building and conflict resolution I hope to have gained skills I can use within non-government organisations in our own country to reduce violence and conflict here.”

Maari McCluskey, another student who will graduate later in the year, really enjoyed meeting a wide variety of fellow thinkers on the problems that plague our world, and considering the possible solutions we can engender through critical, reflective engagement. The breadth of experience of students and staff at the National Centre for Peace and Conflict was inspiring.

“My expectations were surpassed by the quality of teaching, and the collegial nature of the student body across all levels of study. I would advise anyone who is interested in studying for a Master of Peace and Conflict to expect to have their worldview challenged, to make new friends and numerous acquaintances in the professional field. I can look forward to applying the critical and research skills I learned in my own creative writing and teaching.”

The class of 2015 is well underway, and this year has begun with a group of 10 who will be joined by at least another four in semester 2.

Dr Charles Butcher, coordinator of the Masters programme, is receiving more and more enquiries from students.

“The course is becoming better known in New Zealand and beyond, and we look forward to seeing the class grow later this year, and in the future.”

# News in brief



Left to right: Anita Clarke, Talia Ellison-Collins, Chandima Daskon, Joanna Tang.

## MPCS study awards

A generous grant has enabled us to provide Study Awards to enable students to come into our one year Master of Peace and Conflict Studies programme. Four members of the 2015 class, Talia Ellison-Collins, Anita Clarke, Joanna Tang and Chandima Daskon received Study Awards, funded through the Aotearoa New Zealand Peace and Conflict Studies Centre Trust. The study awards of \$10,000 are equivalent to the University of Otago Coursework Masters Scholarships. The Centre is hugely grateful for the opportunity to support our MPCS students with this funding, without which many of the students would not be able to consider a year of full time study at this level.

Three students beginning their study in semester 2 have also been given Study Awards. Gifts in support of scholarship programmes like this are always gratefully received and ensure that we have a diverse cross-cultural group of students in the Centre.

## New book for Dr SungYong Lee

Dr SungYong Lee has co-edited a new publication entitled *Local Ownership in International Peacebuilding: Key Theoretical and Practical Issues (Studies in Conflict, Development and Peacebuilding)*. Published by Routledge, and co-edited by Professor Alpaslan Özerdem from Coventry University, this volume empirically examines key theoretical and practical issues relevant to the promotion of local ownership in contemporary international peacebuilding.

This book attempts to provide comprehensive understanding of the issue of local ownership in international peacebuilding. By providing an empirical analysis of nine case studies, the volume aims to supplement contemporary academic discussions on local ownership, which have thus far mainly focused on its normative or theoretical dimensions. The case studies included here examine the peace operations in a wide range of countries - Afghanistan, Bosnia-Herzegovina, Cambodia, Cyprus, Kenya, Uganda, Sierra Leone, South Sudan, and Sri Lanka. The book seeks to address the weaknesses of conventional studies and explore a key research question from both theoretical and empirical perspectives: How can international peacebuilding facilitate effective, active local community participation?

## Student publications

An article entitled "The Impact of Relationship Dynamics on Third-Party Coordination: Perceptions of Third-Party Practitioners in Nepal and the Philippines" by recent PhD graduate Prakash Bhattarai has now been accepted for publication in *International Negotiation*. This is his first sole author article in a peer reviewed journal.

Janine Joyce, PhD candidate has published her field report entitled "Participatory Development in Myanmar's Dry Zone Region: the Village Book" in the *Journal of Conflict Transformation and Security*.

## Best PSA postgraduate paper

John Gray, PhD candidate, won best postgraduate paper at the 2014 New Zealand Political Studies Association Conference, held in Auckland last December. The title of John's paper was "Security Sector Representation and Perceptions of Safety: Evidence from Kosovo." In his paper, John examined how the inclusion of ethnic minorities in Kosovo's security institutions has impacted public perceptions of safety across Kosovo's 37 municipalities.

## 2014 NCPACS prize winners

At the annual award ceremony in December last year, the NCPACS Best Citizen Award went jointly to Joe Llewellyn and Rula Talahma, for their high levels of participation in and organisation of activities within the Centre. Best poster went to Josh Wineera, PhD candidate, for his presentation "Training us to train them: Observations of NZ military advisors preparing to train Afghan army officer cadets". The Creative Nonviolence Award was given to Michelle Jackson in recognition of her coordination of the Peace Concert in November and for writing music for the Centre waitata.

## Paula Green workshop

Following the Centre Review in October 2014, panelist Dr Paula Green offered a full day experiential workshop called "Breaking the cycles of revenge: Moving towards reconciliation". This workshop was open to staff, students and members of the public interested in developing tools to aid recovery and renewal, and rebuild trust and a sense of community in a post conflict environment.

## Visiting students

The first semester of 2015 has been a busy time for visiting students.

In February, Wondyrad Asmamaw arrived for a three-month stay. Wondyrad is a PhD student from Addis Ababa University.

As part of the STINT collaboration, we welcomed Colin Walch from Uppsala in March, followed by Niklas Karlen in April.

Monika Onken departed in April after an extended stay, during which she worked as a Research Assistant on several projects led by faculty. Monika is about to begin PhD study in Berlin.

## Research and study leave

Professor Kevin Clements and Dr Heather Devere will be away from the Centre on Research and Study Leave in 2015 and 2016.

Kevin will take 12 months leave from 1 June and for most of that time will be based at the University of Kent as a Visiting Professor and Oxford where he has a Visiting Fellowship. He will also visit George Mason University, Tufts University, and Harvard while in the United States and Uppsala in Sweden. As well as working with colleagues in the area of development and peacebuilding Kevin will work on developing strategic partnerships for the Centre and the university, edit two books and write a single authored book on The Politics of Compassion.

Heather will be away for the second semester, and will be based at Leeds University to collaborate with colleagues and continue work on an edited book with the working title *Conceptions of Civic Friendship*.

From 1 June 2015, Professor Richard Jackson will be Acting HOD of the Centre for 12 months.

## Visiting student from Addis Ababa



For three months the Centre hosted Wondyrad Asmamaw, a visiting PhD student from Addis Ababa, Ethiopia.

Wondyrad arrived at the end of February and was amazed by the friendly welcome he received from staff and students. Being invited to attend a potluck dinner at the home of the Centre Director was a huge surprise, as such informal interaction would not happen in his home university where relationships between faculty and students are much more hierarchical.

Wondyrad particularly enjoyed sharing ideas at the weekly centre research seminars and poster presentations. Hearing how others approached their research and raising different ideas and perspective was a valuable part of life at the centre. Singing the Centre waiata every week at the poster presentation also made a powerful impression.

“Singing together was like a prayer, a living desire for peace,” said Wondyrad.

The library resources on campus have been well utilized. Coming from a country where access to the Internet or even a reliable electricity supply is not guaranteed, Wondyrad has been able to advance his research in Peace and Security Studies and access valuable material while based in Dunedin.

Once he has completed his study in Ethiopia, Wondyrad would like to be a practitioner, working as a conflict analyst.

“As God helps me, I would like to work in this field and also serve as a lecturer and researcher.”

## Distinguished Japanese academics visit

Professors Koichi Nakano and Mari Miura from Sophia University in Tokyo visited the University of Otago in March. The visit was cosponsored by Sociology, Gender and Social Work and supported by Associate Professor Takashi Shogimen from the Department of History.

Professor Nakano is Professor of Political Science at the Faculty of Liberal Arts, Sophia University. While in Dunedin at the invitation of Centre Director, Professor Kevin Clements, he gave a lecture entitled “The rightwards drift in Japanese Politics”. Professor Nakano’s central claim in the lecture was that there has indeed been a shift to the right in Japan, with an increasing number of scholars and journalists, as well as critics in China and South Korea, starting to express serious concerns over Prime Minister Shinzo Abe’s historical revisionism and authoritarian politics since his return to office in December 2012.

A frequent commentator on Japanese politics for the international and Japanese media, Professor Nakano is author of articles in *The Journal of Japanese Studies*, *Asian Survey*, *The Pacific Review*, *Governance*, and a single-authored book entitled *Party Politics and Decentralization in Japan and France: When the Opposition Governs* (Routledge, 2010).

His wife, Professor Mari Miura, also gave a seminar while in Dunedin, hosted by Professor Hugh Campbell from Sociology, Gender and Social Work. Professor Miura’s research interest is neoliberal motherhood, gender inequality, and the position of women in policy discourses and partisan debate. Professor of Political Science in the Faculty of Law, Professor Miura has published a book entitled *Welfare to Work: Conservative Ideas, Partisan Dynamics, and Social Protection in Japan* (Cornell University Press, 2012), which looks in depth at Japan’s social protection system as a factor in the contemporary malaise of the Japanese political economy.

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## Cartoon competition

A cartoon competition run by the Centre has attracted entries from all over the country.

The inspiration for the competition came from supporters John and Shirley Murray, who made a donation to the Centre to support work promoting peacebuilding through the arts. Admirers of the work of Australian cartoonist Michael Leunig, John and Shirley gave the Centre the challenge of finding New Zealand’s equivalent.

The theme for the competition, Power to the Peaceful, allowed entrants to bring a wide range of interpretations, from the role of peace in interpersonal relationships to peaceful interventions in global conflict.

The competition closed at the end of May, and the winners will be featured in the next newsletter. The competition had two classes, a secondary school section and an open section. It was pleasing to see whole secondary school classes submitting entries and thanks go to the teachers who gave their pupils the opportunity to work on cartoons as part of their study.

It is hoped that an exhibition of some of the cartoons will be mounted in Semester 2.

# Matariki Fellowship: Erika Forsberg



Erika with her son Jasper, her husband Kamyar and daughter Elmira.

After a brief visit in early February 2014 under the STINT arrangement, Erika Forsberg successfully applied for a Matariki Fellowship, which allowed her to return to Dunedin in February 2015 for a further three months. She was asked to reflect on her visit.

## 1. What were your goals for your visit to New Zealand and to what extent have they been met?

I had two primary goals. First, to get an opportunity to work on my own research (both finishing up some old projects and starting up some new). My administrative and teaching workload in Uppsala has lately been so substantial that I have had very little time to conduct research. Second, I wanted to be part of the research environment and discuss various research activities going on at the centre and potentially identify joint outlets. The Matariki Fellowship provided an excellent opportunity to meet both of these goals.

On a personal level, I also wanted – together with my family who is joining me here – to enjoy much of what the NZ nature has to offer. Our experiences of the South Island have been truly amazing.

## 2. What similarities or differences do you see between the research being done at NCPACS and Department of Peace and Conflict Research in Uppsala?

In Uppsala we have a much stricter focus in both our research and teaching. Almost all research projects in Uppsala are related to questions regarding the causes, dynamics, and resolution of armed conflict, and the majority focuses on civil wars. At the NCPACS, the research employs a much more diverse conceptualisation of peace and conflict. So for example, while research in Uppsala typically focuses on conflict as armed political confrontations between organised actors, projects at the centre also examine other aspects such as structural violence, racism, oppression, resistance. Uppsala also has a more limited focus on theory-driven empirical research using a positivist approach, while the centre has more variety in terms of other ontological, epistemological, and methodological approaches. If I should speculate, I believe this difference is the result of Uppsala being an older department than the centre and has over time developed its own unique (but perhaps too limited) research profile, where it aspires to be one of the leading institutions for research and education. The NCPACS is still in a build up phase and will likely consolidate its profile over time (but hopefully keep some of its variety).

## 3. What do you think is the value of the exchanges and the relationship between Otago and Uppsala?

We all share the same interest and dedication to questions relating to peace and conflict. I hope and think that the differences between our two departments just mentioned leads to beneficial interactions. From my point of view, coming with a quite limited focus and strong positivist bias, being at the centre opens my eyes to new perspectives and alternative interpretations. And perhaps the scientific approach which Uppsala-based researchers employ can provide important input to research to the centre.

## 4. What memories and experiences in particular will you take back to Sweden with you?

From the centre, I have truly enjoyed the kindness and hospitality of the people working there and some very interesting discussions during the Centre Research Seminar. I particularly like the relatively relaxed pace, which I hope I can bring back to Sweden. From outside the centre, I have particularly fond memories from the house we stayed in on the Otago Peninsula and a number of amazing walks and other activities in the Lake Hawea/Wanaka/Queenstown region.

## Recent publications

Butcher, Charles (2015) 'Capital punishment': Bargaining and the geography of civil war. *Journal of Peace Research* 52(2): 171-186

Clements, Kevin P. (2015) Principled Nonviolence: An Imperative not an Optional Extra, *Asian Journal of Peacebuilding*, Vol. 3 No. 1 (2015): 1-15

Nakhid, Camille and Heather Devere (2015) Negotiating Multiculturalism and the Treaty of Waitangi. In *Asians and the New Multiculturalism in Aotearoa New Zealand*, Gautam Ghosh and Jacqueline Leckie (eds.). Otago University Press, Dunedin.

Jackson, Richard (2014). Bringing Pacifism Back into International Relations, *Social Alternatives*, vol. 33, no. 4, pp. 63-66.

Johansson, Patrik (2015). The Humdrum Use of Ultimate Authority: Defining and Analysing Chapter VII Resolutions, in *Economic Sanction*, Michael P. Malloy (ed), Cheltenham: Edward Elgar

Lee, SungYong (2015). Motivations for Local Resistance against International Peacebuilding. *Third World Quarterly* (forthcoming)

Standish, Katerina and Heather Kertyzia (2015). Looking for Peace in the National Curriculum of England. *Journal of Peace and Justice Studies*. (Forthcoming)

# ANZAC Day commemoration



Thanks to Stephanie Smith who captured these pictures of the alternative ANZAC Day commemoration at the Peace Pole on 25 April. With music and spoken word, the alternative commemoration is being sought out by a growing number of people as a way to mark this national day with a celebration of peace and a call for an end to war.

## CONTACT INFORMATION

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## Graduates

Congratulations to all those who graduated in May 2015.

### PhD

Patrick Mbugua

### MA

Jim Batson  
Penny Connolly  
Joe Llewellyn  
Angelina Mnyanyi

### Master of Peace and Conflict Studies

Daniel Benson-Guiu  
Chloe Brown  
Angela Eketone-Kelly  
Olive Price  
Alex Scott