

# Abstracts

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## **One-sided Violence in Civil Wars and its Effect on Mediation Supply and Demand**

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The pressure on third parties to intervene in civil wars in order to foster a peaceful solution to the conflict is higher if the conflicts are marked by massacres or other acts of one-sided violence. One rather cost-efficient instrument of intervention is mediation. We analyse whether mediation offers and acceptances are more likely in conflicts that are characterized by one-sided violence and argue that democratic states and international organizations with a humanitarian focus are more likely to offer mediation if more civilians fall victim to one-sided violence. At the same time, we expect that the perpetrators of one-sided violence are likely to reject these offers, as continued conflict is the less costly option. Our statistical analyses of civil wars between 1989 and 1999 support these arguments and show that the likelihood of mediation offers increases when the conflict is marked by a high number of victims of one-sided violence, especially if the government is the perpetrator. Yet, the likelihood of mediation acceptance declines with such acts of violence.

**Keywords:** civil war, civilians, one-sided violence, mediation offer, mediation acceptance

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## **Conditions and Coping: Congolese Refugees in conflict-induced Refugee Camps in Uganda**

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Worldwide, many people flee from violent conflicts every year. Especially in asylum countries in the Global South they are mainly settled in refugee camps where they are often portrayed as helpless victims and passive beneficiaries of aid. My article switches the perspective from refugees as beneficiaries to agents. The aim of the article is to analyze the conditions in refugee camps and how refugees cope with them. Based on a case study in Uganda, it is argued that refugees are confronted with structural limitation, lack employment opportunities, continuous violence, unsecure future and harassing treatment in refugee camps. Despite all this, refugees are found to use diverse individual and social approaches to cope with these conditions.

**Keywords:** refugees, refugee camp, coping strategies, sexual and gender-based violence, post conflict

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**The Conflict Potential of Exclusive Land Grabbing Practices: Challenging regional peace?**

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The current global »land rush« challenges governments, investors and communities alike due to its new spatio-temporal dimensions. Pastoral groups are increasingly impacted by large-scale land deals, respective externalities and exclusion from compensation and negotiation which adds to their historical marginalization. Thereby, social closure limits pastoral access to resources and information and at the same time maximizes the political and economic power of the governing elite. Following Hall et al.'s Power of Exclusion approach I argue that regulation, force, markets and legitimization determine scope and characteristics of land-related exclusion. However, the implications of exclusive land grabbing practices tend to be manifold. Both state induced-resource scarcity and sociopolitical marginalization can facilitate socioeconomic disparities and fuel conflict. Referring to the case of South Omo in Ethiopia this paper reveals the different kinds of social exclusion emerging in the context of land grabbing and explores consequences for continuing pastoral marginalization. Finally, the paper discusses the far-reaching impact of social exclusion for the regional conflict potential.

**Keywords:** Ethiopia, large-scale land acquisitions, social exclusion, pastoralism, distributive justice

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**Protest and Resistance against Large-Scale Investment in the Global South**

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Many countries of the Global South have experienced a tremendous rise in large-scale foreign investment in land and natural resources since the early 2000 s. This investment has often been criticized for having negative social implications at the local level, in particular through »land/resource grabbing«. In response, affected local communities and civil society groups have often protested or resisted investment projects. Despite the high relevance and immediacy of the subject, so far scholars of peace and conflict research have hardly examined the causes and dynamics of these protests. Furthermore, the role of national and international law as an opportunity, but also as a potential obstacle for protest against investment has not yet been investigated. In this discussion piece we summarize the findings of a workshop that addressed these research gaps. The workshop was held in November

2015 at the Collaborative Research Centre »Threatened Order – Societies under Threat« (CRC 923) in Tübingen, Germany.

**Keywords:** land grabbing, investment, protest, resistance, law

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**Active Learning in the Inverted Classroom: A New Option for Teaching Peace and Conflict Studies**

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Students studying for a degree in peace and conflict studies don't just need a substantial body of knowledge – they also need practical skills and higher-order cognitive capacities. These skills are best acquired through active learning. The Inverted Classroom Model (ICM) opens spaces for active learning in traditional lecture and seminar courses by moving passive learning to the preparatory phase while the in-class phase is used for practical, hands-on work. This article aims to provide an introduction to the ICM for teachers in higher education and to help them develop and implement courses in an ICM format. Based on our experiences with the ICM we discuss the planning process of an ICM course and offer recommendations for first-time users.

**Keywords:** inverted classroom, flipped classroom, active learning, competence orientation, teaching and learning

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**Cross-site lecture series – Experiences from a teaching project on the »Islamic State«**

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If you want to integrate current topics in the teaching of peace and conflict studies, it is important to use the scarce existing human and monetary resources wisely. Therefore, nine universities started a joint, cross-site lecture series on the so-called »Islamic State« in the summer term 2016. The expert lectures, which were held at one university, were transmitted digitally to the other via video conference technology. The hypotheses of the speakers were discussed by all students. Through this model, the »Islamic State« could be studied from different perspectives in a short time. The students as well as the local organizers gave positive feedback on the lecturers-oriented, video-based course setup. They praised the diversity of perspectives and insights into research approaches from other universities. The limited opportunities for discussion and the less discursive character of the course were

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criticized. In this paper we outline the teaching experiment and derive suggestions for potential follow-up events.

**Keywords:** lecture series, Islamic State, e-learning, cross-site teaching, teaching cooperation