PST 5101 Conflict Analysis and Transformation Spring 2025 **Draft Syllabus**

**Exact Dates and Topics will be finalized before the start of the course but this is a close approximation of the course contents.**

**Instructor:** Prof. Katarina Connery and Thomas Ward

**Phone:** 203-908-6107; Email: ward@uts.edu

**Office Hours:**By Appointment for Zoom or Phone Meeting, please contact me via Canvas or by email at [ward@uts.edu](mailto:ward@uts.edu). If you deem it urgent or of great importance requiring an immediate response, you may also text or call me (203-908-6107).

**Class Venue:** Online utilizing Canvas and occasionally Zoom

**Class Meeting Time:** This is an online asynchronous Canvas-based Course. Based on student interest and demand, there may be some synchronous Zoom sessions but attendance is not required (they will be recorded and made available afterwards to those unable to participate). These sessions will largely consist of simulations related to conflict analysis and transformation. It will not be possible to conduct some of these exercises without a critical mass of six to eight students). These sessions will allow students to hone the practical competencies introduced and fostered through the class.

**Course Description:**

This course introduces students to the factors that need to be assessed when addressing violent conflict and when working to prevent international, intra-national, and even interpersonal disputes from escalating into an intractable conflict. It shows the ways in which conflict resolution and transformation differ from each other and elucidates why the focus of this course is conflict transformation.

**INTERNATIONAL CONFLICT AND NEGOTIATION (Dimensions of the Course)**

1. **Introduction**

This course introduces the factors that need to be assessed when addressing violent conflict and when working to prevent international and intra-national disputes from escalating into war. Many of the principles are also applicable to other dimensions of conflict including interpersonal relations.

The course begins by tracing the history of and current status of peace studies. Peaceful and non-violent resistance to injustice can be found in a variety of religious traditions including Christianity, Islam, Hinduism, Buddhism, Jainism, and Unificationism.

A key intention of the readings, lectures and discussions of this course is to help learners to develop a working model of conflict analysis that can provide a practical and theoretical context for negotiation and/or mediation. Secondly it is meant to help learners to develop skills needed to address conflict without resorting to violence or to tactics that exacerbate differences between disputing parties.   The course will introduce the important role that both the attitude of negotiators and the mastery of historical, cultural, demographic, political and economic detail play in the prevention, management, and transformation of conflict. This course will introduce students to extant resources available for assessing the causes and the gravity of conflict and for fostering conditions that increase the likelihood of productive and effective diplomacy, negotiation, and conflict transformation.

In this course, we frequently reference models of conflict analysis and transformation that have been developed and/or refined by the United States Institute of Peace (USIP), a quasi- independent national training institution that was founded and is funded by the United States Congress.

Its website ([www.usip.org](http://www.usip.org)) defines its goals to include:

\* Prevention and resolution of violent international conflicts

\* Promotion of post-conflict stability and development

\* Diffusion of conflict management capacity, tools, and intellectual capital worldwide

In this class, the instructor and students may occasionally also access resources such as the International Peace Research Institute in Norway (PRIO) [http://www.prio.no/  (Links to an external site.) Links to an external site.](http://www.prio.no/)and the BBC [https://www.bbc.com/news (Links to an external site.) Links to an external site.](https://www.bbc.com/news) (the BBC as well as the USIP provide synopses of numerous conflicts and insights into the underlying issues leading to many of the world's conflicts).

Useful glossaries on conflict analysis and resolution are available at http://www.usip.org/issue-areas  and at http://www.beyondintractability.org/ . Students will want to familiarize themselves with these sites for future reference (beyond this course per se).

Participating students will need to keep up to date on readings and related assignments. Active and thoughtful student participation in assignments including Discussion Boards will be seen as an important indicator of a student’s level of achievement in the course and will be one factor in grading (See Class Participation guidelines in the grading section of the course).

All students are expected to contribute at a high level, with enthusiasm and professionalism. It should be noted and stressed that the principal focus of this course is acquiring not only crucial theoretical but also highly practical skills for conflict analysis and for addressing conflict.

A part of each student’s evaluation will be based on her/his demonstrated acquisition of competencies in these areas. In selecting a topic for their final paper, students are expected to choose a focus which demonstrates both realism in approaching conflict and informed creativity in proposing steps to move forward in addressing the conflict in question.

1. **Intended Learning Outcomes**

Through participating in this course, students will:

1. Demonstrate an understanding of the history and evolution of peace and conflict studies.
2. Be able to explain the role that NGOs can play in Conflict Resolution and Transformation.
3. Be able to explain the practical and theoretical contribution that Father and Mother Moon and the organizations that they have created such as the Universal Peace Federation, Women’s Federation for World Peace International, and the Summit Council for World Peace have made to conflict transformation.
4. Demonstrate an ability to explain and apply the extant models for conflict analysis, management, resolution, and transformation that are covered in this class.
5. Demonstrate an ability to classify the quality of relations between nation-states or other social or political groupings based on utilizing Lund’s curve of conflict and the USIP’s Analytical Framework of Conflict, which will both be introduced and applied in class).
6. Demonstrate the ability to propose interventions for conflicts that are appropriate interventions, based on the history, the conflict's stage  (e.g., "**stable peace"** versus **"unstable peace"** versus **"crisis"**), and the "leverage" of the each of the key actors in the conflict.
7. **Canvas**

Each student needs to have or must create a Canvas Account. All of the class-related lectures, readings and assignments will be completed through Canvas. If you have any difficulties with Canvas, please contact [it@hji.edu](mailto:it@hji.edu) and arrange a meeting with Mr. Kenneth Sohn, UTS Director of Information Technology. You may also contact your instructor directly at [ward@uts.edu](mailto:ward@uts.edu) or call 203-908-6107.

1. **Texts**

We have four textbooks for this course. These texts are standard texts for this field of study. They are not expensive and, in fact, two of them are available online without charge. They are concise texts but should prove to be very useful to you in any role that you might play in the future with conflict resolution or transformation..

**Required textbooks are:**

Smith, Amy L. and Smock, David R., *Managing a Mediation Process*, (Washington, DC: United States Institute of Peace), 2008, pp. 61. [ISBN 978-1-60127-037-5]

This is available online for free here: [https://www.usip.org/sites/default/files/managing\_mediation\_process.pdf (Links to an external site.)Links to an external site.](https://www.usip.org/sites/default/files/managing_mediation_process.pdf)

William Ury and Roger Fisher, *Getting to Yes—Negotiating Agreement without Giving In*, (Boston: Houghton Mifflin Company), 1991, pp. 200. Available through Amazon.com ($13.80). There are various versions of this book; however, we will be reliant on the 1991 edition.  Very inexpensive used versions of this text are available at Amazon.com for as little as $1.38 plus shipping.

Ury William, *Getting Past No—Negotiating in Difficult Situations*, (New York: Bantam Books, 1991), pp. 190. [This can be purchased at amazon.com. $12.99 and Kindle version is available immediately for $12.99]. Used versions are available on Amazon.com from $1.38. You can also probably find this book in your home countries at any large bookstore.

John Paul Lederach, *The Little Book of Conflict Transformation****,***(Delaware: Good Books, 2014), pp. 64.

[https://professorbellreadings.files.wordpress.com/2017/10/the-little-books-of-justice-peacebuilding-john-lederach-the-little-book-of-conflict-transformation-good-books-2014-1.pdf (Links to an external site.)Links to an external site.](https://professorbellreadings.files.wordpress.com/2017/10/the-little-books-of-justice-peacebuilding-john-lederach-the-little-book-of-conflict-transformation-good-books-2014-1.pdf)

Additional readings and resources will be posted with their URLs and can be accessed through links in the Syllabus and modules for reading assignments of a given class date. Readings must be done in advance of each class and 1-2 page summaries of readings are to be posted on Canvas by students prior to each class.

1. **Factors Considered in Grading**

***Overall Guidelines for Grading and Breakdown of Grading***

           Letter Grade                      Percentage Points

A                                             94 - 100

A-                                           89 - 93

B+                                           85 - 88

B                                             79 - 84

B-                                            75 - 78

C+                                           70 - 74

C                                             65 -69

C-                                            60 - 64

D+                                          55 - 59

D                                             51 - 54

D-                                           49 - 50

F                                              0 - 48

**NETIQUETTE**

When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put you or those whom you know at risk. The Seminaries Learning Management System (LMS) has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied.

 Do not download and share course materials without permission of the instructor, as this may violate copyright law. UTS reserves the right to delete postings on UTS-maintained sites that are considered insensitive, harassing or illegal. Language that is obscene, defamatory, threatening, infringing on intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing, abusive, hateful or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

1. **Weekly Assignments (Percentage of the Final Grade: 25%).**

One-to two-page, single-spaced briefs on assigned readings or related exercises are required to be posted on the Canvas assignment page for each week. Each assignment will be graded based on a scale of 1 to 5 where 5 is excellent and 1 is “very inadequate.” A grade of 3 to 5 is acceptable and any score of 3 or above will count as full credit (**yes, regardless of whether a student receives a 3 or a 5, the same amount of credit is given**); however, receiving less than 5 for an assignment signals that the student has not completely grasped the key points of the assigned reading. If you receive a 5 on your assignment, you can rest assured that your summary will be sufficient to prepare for any exam or quiz in the course. Less than 3 means that the assignment is not viewed as satisfactory and will impact on your weekly assignments grade. Your weekly assignments should be posted on Canvas. **As an aside, please pay no attention to any grade projection that you find on Populi. There is no coordination between Populi grades and scores for papers and tests on Canvas. If you have questions about your academic status, you may ask the instructor; however, if you have not heard from him, it means that you are performing at an acceptable level of B or higher.**

1. **Conflict brief. (Percentage of Final Grade: 5%)**

**Students will develop a final paper in which they demonstrate expertise on the background of a conflict (Please note that the conflict that a student chooses must be approved by the instructor before the student proceeds). In the paper, students will also be expected to propose  a creative, realistic approach to beginning to address or manage some aspect of the conflict (I will be more specific about this as the course develops).**The main purpose of this exercise is to allow students to demonstrate an understanding of the tools of conflict analysis, resolution, and transformation.

As one of the weekly assignments, each student will submit a two-page written background brief on the conflict, as well as the country/countries or region involved the conflict that they wish to address before proceeding with the final paper. The conflict must be a conflict that is currently occurring and not an historical conflict that has already been resolved. You cannot write a paper, for example, on Britain's War of the Roses or the First World War.

The instructor reserves the right to ask you to change your topic after the written brief if he finds it severely lacking. The date for the selection of your topic will be announced in a few weeks after the start of class. If you wish to discuss your conflict with me (Dr. Ward) personally, I will be available to you via email or a Zoom meeting. **I would strongly advise that you not choose a conflict that is not occurring in your own country or in the immediate surrounding region where you live. This should not be an exercise that serves primarily to display your expertise in or "insider's view" on a conflict that you have lived with for much of your life; it is an exercise to show that you can approach a conflict through the lens and the tools of this class.**

The brief that you develop should identify what your research has led you to understand as the key elements of the conflict that you are studying, including historical features, motivations and causes; steps taken to prevent or to manage the conflict until now, etc. **Students must use reliable resources for this work and NOT general online resources such as *Wikipedia*, *Answersplease*, etc. for which you will be penalized.** If you have any question about the legitimacy of a source, please contact Dr. Ward. Make sure that the work that you submit is your own work and cite any sources in the brief (using the Chicago Manual of Style method of referencing [https://owl.purdue.edu/owl/research\_and\_citation/chicago\_manual\_17th\_edition/cmos\_formatting\_and\_style\_guide/chicago\_manual\_of\_style\_17th\_edition.html (Links to an external site.) Links to an external site.](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html)).

when material from other authors is used.

1. **Mid-Term Exam/Evaluation (Percentage of the Final Grade: 30%)**

1. **Conflict Research Paper including the posting of an online recording on the paper  (Percentage of the Final Grade: 25%).**

The Final Work product of this class and how well you have prepared your conflict research paper will be the basis for grading this final assignment of the course.  The guidelines for the brief also inform the way in which you approach this paper.

The submission of the paper may be handled differently than in other classes; the instructor will elaborate on this further in the first classes of the course.

Papers should utilize assigned class readings as well as additional research (at least five academic peer-reviewed articles or other reputable publications). Note that the instructors is very willing to identify and review appropriate sources with you via messaging on Canvas or via phone or a 1-0n-1 Zoom meeting. Each paper should include suggested approaches to resolving some dimension of the conflict you have chosen (in agreement with the instructor) or taking steps to promote ripeness (a key concept that will be covered in this course and the basis for much of your analysis).

**Do not use material that is not yours in this paper without proper attribution. It will have a very adverse impact on your grade and very possibly result in failure of the course. See section on Academic Honesty that appears below.**

The paper is due at the final class. It will be graded based on the criteria outlined here:

For research papers, seminar papers, and other major written assignments for graduate students (MA and PhD), the following grade definitions apply[[2]](https://utseminary.instructure.com/courses/274/assignments/syllabus" \l "_ftn2):

**A**

An outstanding paper. Well-written with a truly insightful and original argument. Ample evidence of serious thought and analysis, as well as thorough coverage of the literature.

**A-**

A very good paper written in a clear style. The argument is interesting and generally sound, but not as original or insightful as an A paper. Evidence of a very good knowledge of the literature.

**B+**

A good paper with a reasonably clear argument. The ideas are not particularly original, but there are some interesting points. Coverage of the literature is fair, but more research would have been desirable.

**B**

A competent paper, but with an argument that is not as well-structured as it should be. A few interesting ideas, but the paper could have been improved with more thought, organization, and imagination. Coverage of the literature and analysis of the major ideas are acceptable, but serious improvement on both fronts is needed.

**B- to F**

Papers of poor to wholly unacceptable quality, with problems of both structure and content ranging from serious to catastrophic.

Each student will also be expected to do a Powerpoint on the conflict that he or she has selected [See what follows here].

1. **Class presentation uploaded on the Discussion Board with constructive online engagement during other students’ presentations (Percentage of the Final Grade: 15%)**

Students will be expected to do an online Powerpoint or Prezi presentation of the conflict that they choose. This presentation should last 10 minutes or less and be posted on the Discussion Board. These presentations must be uploaded no later than Saturday April 29 at 11:59 PM to the designated Canvas Discussion Board, where students and the instructor will provide Feedback. Students will be assigned other presentations to comment on by May 5. Students need not comment on postings done after the April 29 deadline. Lack of such postings means that the student loses 5 of the possible 15 points for the presentation. If students fail to comment on the presentations of fellow students that they were assigned to comment on by May 5 at 11:59 PM, they will also lose points assuming that the papers that they were assigned to were available from April 30. To receive the full fifteen points (five of which are based on comments made and received), a paper should receive comments from at least three fellow students. The Instructor's Grading for presentations will take into account 1. Student’s understanding of the background leading to or the causes of the conflict; 2. Student’s understanding of the progression of the conflict; 3. Student’s diagnosis of the current stage of the conflict; 4. Student’s creative, realistic recommendation for steps forward in “taming the conflict,” 5. Comments and observations of fellow students.

1. **Other Policies and Guidelines**

1. **Academic Honesty**

A high standard of ethical conduct is expected of students in their academic activities. UTS does not tolerate plagiarism or cheating in any form. A first incident of academic dishonesty will result in non-acceptance of the assignment. A second case of academic dishonesty will result in failure of the assignment and a third case would result in failure of the course. This would constitute “multiple cases” of academic dishonesty and will result in an alert to the Office of the Academic Dean and an inquiry to the student’s other instructors. Multiple cases of academic dishonesty across courses will result in serious sanctions including separation. If you have any questions concerning academic dishonesty please contact the instructor.

1. **Sources for Research Papers and Presentations**

Sources that students choose need to be credible sources and referencing is done in this course based on the *Chicago Manual of Style*[http://owl.english.purdue.edu/owl/resource/717/01/ (Links to an external site.) (Links to an external site.)Links to an external site. (Links to an external sLinks to an external site.](http://owl.english.purdue.edu/owl/resource/717/01/%C2%A0(Links%20to%20an%20external%20site.)%C2%A0(Links%20to%20an%20external%20site.)Links%20to%20an%20external%20site.)

Students are encouraged to use the UTS online library, as well as the USIP.org and intractability.org. You may also find sources through Google Scholar. We will conduct a brief tutorial on accessing the UTS Library in in the event you have any problems; you can also contact your instructor to assist you with this. Note that sources should be objective and not partisan or ideological unless they are identified as such.

1. **Classroom Demeanor and Protocols**

Students are expected to act professionally in all instances.

**COURSE SCHEDULE**

**Week One: Week of January 27 Introducation and Significance of this Course**

* **Readings: The Story of Sant’Egidio**

**How a Religious NGO addressed Conflict in Mozambique:**

[https://s3.amazonaws.com/berkley-center/130801BCMozambiqueReligiousPeacebuildersBrokerEndCivilWar.pdf Links to an external site.](https://s3.amazonaws.com/berkley-center/130801BCMozambiqueReligiousPeacebuildersBrokerEndCivilWar.pdf)

"The UN formalizes its Partnership with Sant'Egidio, the Rome-Based Mediator" (*Pass Blue* 2017)

[https://www.passblue.com/2017/06/09/the-un-formalizes-its-partnership-with-santegidio-the-rome-based-mediator/ (Links to an external site.)Links to an external site.](https://www.passblue.com/2017/06/09/the-un-formalizes-its-partnership-with-santegidio-the-rome-based-mediator/)

1. **Instructor Presentation:**Introduction to Peace and Conflict Studies:

Introduction to Peace Studies and UWV: [https://vimeo.com/442786799/4a82e1e8be (Links to an external site.)Links to an external site.](https://vimeo.com/442786799/4a82e1e8be)

Review of the Syllabus embedded in your Canvas Screen for this opening lesson.

1. **Introductions on Discussion Board (Please do not introduce yourself until you have watched the opening presentation and read the assignment for this week).**

Kindly introduce yourself and why you have chosen this course and also answer the following:

* Have you ever experienced conflict, e.g., interpersonal conflict, ethnic or religious conflict, war?
* Have you ever played the role of a mediator in a conflict?
* Reflect on yourself. In what ways might you think that you can or cannot contribute to conflict resolution or transformation? Think broadly.

**Week Two: Week of February 3 Unification Theory and Conflict Transformation**

1. **Assignment: Do a 1-2 Page summary of the assigned reading on the Assignment Page in Canvas.**
2. **Reading::John Paul Lederach Conflict Transformation [Please read this before viewing the lecture; it will help]**

[https://professorbellreadings.files.wordpress.com/2017/10/the-little-books-of-justice-peacebuilding-john-lederach-the-little-book-of-conflict-transformation-good-books-2014-1.pdf (Links to an external site.)Links to an external site.](https://professorbellreadings.files.wordpress.com/2017/10/the-little-books-of-justice-peacebuilding-john-lederach-the-little-book-of-conflict-transformation-good-books-2014-1.pdf)

1. **Lecture I Presentation: Did Jacob and Esau really Reconcile? Zoom Recording.**

Jacob & Esau as a Model of Conflict Transformation vis a vis the Approach of Father and Mother Moon:

[https://vimeo.com/788432632/bb23d9048b Links to an external site.](https://vimeo.com/788432632/bb23d9048b)

**4. Lecture II on Introduction to UWV and Peace Studies**

* 1. Peace Studies and their Genesis I: [https://vimeo.com/442786790/d5528cde4a(Links to an external site.)Links to an external site.](https://vimeo.com/442786790/d5528cde4a)

**Week Three: Week of February 10, Pivotal Recent Figures in Non-Violent Responses to Injustice**

* **Assignment: Do a 1-2 Page summary of these three assigned readings on the Assignment Page in Canvas.**
* **Readings:**
  + **Gandhi**

[https://www.mkgandhi.org/philosophy/gandhiphil.htm (Links to an external site.)Links to an external site.](https://www.mkgandhi.org/philosophy/gandhiphil.htm)

* **Abdul Ghaffar Khan**

[https://www.thecitizen.in/index.php/en/newsdetail/index/9/12938/khan-abdul-ghaffar-khan--a-man-of-peace-who-turned-fighters-into-believers-of-non-violence (Links to an external site.)Links to an external site.](https://www.thecitizen.in/index.php/en/newsdetail/index/9/12938/khan-abdul-ghaffar-khan--a-man-of-peace-who-turned-fighters-into-believers-of-non-violence)

* Thomas J. Ward, “Unification Thought’s Insights into Gandhi’s Approach to Peace,” *Journal of Unification Studies,*13, 2012, pp. 113-138, [https://journals.uts.edu/volume-xiii-2012/173-unification-thought-s-insights-into-gandhi-s-approach-to-peace(Links to an external site.) Links to an external site.](https://journals.uts.edu/volume-xiii-2012/173-unification-thought-s-insights-into-gandhi-s-approach-to-peace).

* **Online Lecture: Instructor Zoom-based Presentation on Gandhi and Abdul Ghaffar Khan:**
  1. Gandhi and UWV:  [https://vimeo.com/442786789/ca0a579763(Links to an external site.) Links to an external site.](https://vimeo.com/442786789/ca0a579763)
  2. Remembering Abdul Ghaffar Khan: [https://vimeo.com/442786792/76b2a35db8(Links to an external site.)Links to an external site.](https://vimeo.com/442786792/76b2a35db8)

**Week Four: Week of February 17 USIP Micro Course in Peacebuilding**

**Lecture Presentation by Your Instructor based on Conflict Analysis work done previously with USIP.**

USIP Conflict Analysis: [https://vimeo.com/451990892/a63d1e6704 (Links to an external site.)Links to an external site.](https://vimeo.com/451990892/a63d1e6704)

* **Assignment:**A 1-2 page summary of the contents of the USIP Micro Course in Conflict Analysis is due on this date.
* **Reading and Reviewing:**USIP Micro Course in Conflict Analysis [https://www.usip.org/academy/catalog/introduction-peacebuilding-micro-course (Links to an external site.) Links to an external site.](https://www.usip.org/academy/catalog/introduction-peacebuilding-micro-course). Do not wait until the last minute to do this. You must register with USIP to enter this course.

You need to post your certificate for having completed the micro course by  at 1159 PM. There is a quiz towards the end of the course and based on your score you will receive a certificate of completion on your email that you will be asked to post on an Assignment page in Canvas. **Please use your UTS email in signing up for these courses. It is important that USIP gets to know UTS as a partner institution.**

1. **Instructor’s Advice:**I strongly recommend that you also complete the entire Conflict Analysis course as well [https://www.usipglobalcampus.org/training/conflict-analysis/ (Links to an external site.) Links to an external site.](https://www.usipglobalcampus.org/training/conflict-analysis/) but that will take more time and is not required but only ***highly recommended***. If you complete it, this course will help you in approaching your final paper and it will prepare you for assisting in transforming conflict in the future It will also give you an additional prestigious certificate from the United States Peace Academy that you can add to your resume.
2. **Note also**that there are many other courses available for free on USIP.

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**Week Five: Week of February 24 “Getting to Yes”**

1. **Assignment: Do a 1-2 Page Summary of***Getting to Yes*by Ury and Fisher and post on Canvas.
2. **Reading:**[https://www.fd.unl.pt/docentes\_docs/ma/AGON\_MA\_25849.pdf(Links to an external site.)Links to an external site.](https://www.fd.unl.pt/docentes_docs/ma/AGON_MA_25849.pdf)
3. **Lecture Presentation on Applying *Getting to Yes***

Getting to Yes (William Ury): [https://vimeo.com/451990779/202c923f4e (Links to an external site.)Links to an external site.](https://vimeo.com/451990779/202c923f4e)

**Week Six: Week of March 3 “Getting past No”**

* **Assignment: Prepare the outlined 2-page paper on doing an Analysis of a Conflict that you would like to write your final paper on or address in your final exam.**Kindly choose one country and review the resources provided here as well as at least one other source that you have consulted. Sources should be listed in the paper that you will submit. Place the dispute along the curve of conflict and be prepared to explain your choice. Each student should post a written conflict brief  on the Canvas Discussion Board prepared for this week of class (September 20, 2017). The brief should identify what your research has led you to understand to be the key elements of the conflict that you are studying that will include briefly introducing 1. historical roots, 2. ethnic and cultural dimensions if any, 3. the role of ideology if any, 4. motivations and causes based on personality, 5. steps taken to prevent or to manage conflict , 6. results of such efforts, 7. areas that you feel deserve further attention and research, etc.
* **Read***Getting Past No*. Note that you need not do a summary of this because of your other assignment.
* **Lecture (A Brief Lecture!)**-Presentation on *Getting past No*and its Implications

*Getting Past No*: [https://vimeo.com/451990738/05aa0122a7 (Links to an external site.)Links to an external site.](https://vimeo.com/451990738/05aa0122a7)

**Week Seven: Week of March 10 Topic: Securing Peace and the Role of Mediators and Negotiators**

1. **Assignment:**Do a 1-2 Page Summary of the Readings combined (not two summaries)
2. **Readings:**Smith, Amy L. and Smock, David R. *Managing a Mediation Process*, pp., 21-30.
3. **Lecture I *Taming Intractable Conflicts*:**[**https://vimeo.com/451997318/964cb68526(Links to an external site.)Links to an external site.**](https://vimeo.com/451997318/964cb68526)
4. **Lecture II**

Taming Intractable Conflicts (Pamela Aall) and an Application: [https://vimeo.com/451997444/e1c6d6822e (Links to an external site.)Links to an external site.](https://vimeo.com/451997444/e1c6d6822e)

Taming Intractable Conflicts (Pamela Aall) and an Application II (Brief Continuation Only 6 Minutes): [https://vimeo.com/451997393/98028aa84f (Links to an external site.)Links to an external site.](https://vimeo.com/451997393/98028aa84f)

**Week Eight: Week of March 17 “Determining Ripeness and Other Key Terms”**

1. **Assignment:You need not do a summary of this week’s readings on Canvas but you do need to have done these readings. Instead there is a second assignment in addition to your text reading that you do need to post:**

In preparation for this class, students are also asked to do research into at least one major international figure who has had success in mediating conflicts. Possible figures deserving of study are United Nations Undersecretary and Nobel Laureate Ralph Bunch, Declaration of Human Rights Overseer Eleanor Roosevelt, Dayton Accord Architect Richard Holbrooke, Lebanon Hostage negotiator Terry Waite, Paul Laxalt (the Philippines under Marcos), James Baker (Oslo Accords), Anwar Sadat (Israel-Egypt), (Nazi-Soviet Pre World War II Pact),Nelson Mandela, Andrei Gromyko, Mikhail Gorbachev, Martin Luther King, Indira Gandhi, Mohandas Gandhi, Aung San Suu Kyi, Benazir Bhutto, Chou En\_Lai, Oscar Arias,  and Angela Merkel. You may also choose someone else whom you would like to learn about through this exercise. What are the strengths of this negotiator? Where did he or she succeed in a negotiation or mediation and how. Your brief report should discuss personality, work style, manner of getting things done, approach to negotiation and settlement of problems, education, background, etc. of the person whom you choose. 1-2 pages to be submitted on Canvas.

1. **Readings:**

             Smith, Amy L. and Smock, David R., *Managing a Mediation Process*, pp. 31-36.  [Find URL for the second book listed above]

1. **Lecture Presentation:**Paving the Way for Negotiations:

[https://vimeo.com/451997255/79c63b4393 (Links to an external site.)Links to an external site.](https://vimeo.com/451997255/79c63b4393)

**Week Nine: Week of March 24**

**Mid-Term Evaluation.**Writing Assignment and Assessment based on your work in this course until this date. You will have 2.5 Hours to Complete this.  The Exam will be administered on Canvas.

**Week Ten: Week of March 31 “Culture and Negotiation”**

1. **Assignment:**1-2 page summary of key points in the reading should be submitted on Canvas.
2. **Reading:**Smith, Amy L. and Smock, David R., Managing a Mediation Crisis, pp. 37-61.

**Lecture Presentation:**Huntington and Fukuyama and beyond: [https://vimeo.com/443379008/2cc74d29ff (Links to an external site.) Links to an external site.](https://vimeo.com/443379008/2cc74d29ff)

**April 6-18 Spring Break**

**Week Eleven: Week of April 18**

1. **Assignment:**You are asked to submit a draft of your final paper for review. Note that it need not be perfect but should give a sense of where your paper stands. It should include the following:

* *Abstract*
* *Statement of the Problem (What the student anticipates covering in the paper and hopes to address in the conflict under study)*
* *Criteria or types of evidence used in assessing the conflict*
* *A Literature Review (a Description by the student of the literature and the major challenges in the conflict, demonstrating the “correctness” of the positions of each side).*
* *Analysis and Recommendations through the prism of both your research on the conflict and the themes and readings of this course (including Lund’s Curve, Analytical Framework, Getting to Yes, Getting past No, Taming Intractable Conflicts, Managing a Mediation Crisis) of this course.*
* *Conclusion—I am interested about your ideas on ripening the conflict but it should be based on a clear knowledge of the conflict and the tools introduced in this course. It is okay if you have not developed on this yet.*

1. **Lecture Presentation:**The Comfort Women Controversy and a Proposed Approach to Conflict Transformation.

Comfort Women and a Negotiated Settlement Between Japan and Korea: [https://vimeo.com/451997198/8be1981d67 (Links to an external site.)Links to an external site.](https://vimeo.com/451997198/8be1981d67)

**Week Twelve: Week of April 25 “The Challenges of Political and Economic Integration”**

1. **Assignment:**Write a 1-2 page summary of the article below on the Israel-Palestine Conflict. Please review everything including videos imbedded in the main article here.
2. **Reading and Video:**

“Donald Trump's Middle East Peace plan: The Israeli-Palestinian situation explained”

29 January 2020” [https://www.bbc.com/news/newsbeat-51294755?intlink\_from\_url=https://www.bbc.com/news/topics/cny67yq47ynt/jerusalem&link\_location=live-reporting-story (Links to an external site.)Links to an external site.](https://www.bbc.com/news/newsbeat-51294755?intlink_from_url=https://www.bbc.com/news/topics/cny67yq47ynt/jerusalem&link_location=live-reporting-story)

1. **Lecture Presentation:**Understanding the Middle East through the Prism of Conflict Analysis and b. Political and Economic Integration and its needed Conditions, the case of the EU and the UN

Understanding the United Nations: [https://vimeo.com/451990674/536e3cc583 (Links to an external site.)Links to an external site.](https://vimeo.com/451990674/536e3cc583)

The European Union as a Model for Conflict Transformation: [https://vimeo.com/451996985/a8cd1a2e1b (Links to an external site.)Links to an external site.](https://vimeo.com/451996985/a8cd1a2e1b)

**Week Thirteen: Week of May 2**

1. **Focus of this Class: “Thinking out loud about your Final Paper”**

Your Powerpoint or Prezi presentation on your paper must be posted during this week and you must comment on the Powerpoints that you are assigned to be November 30.  The Instructor will also comment on all of these Powerpoints in writing on the Discussion Board. This Powerpoint need not be the final version of your paper but it will reflect where you are in this work at this point. Consider it equivalent to “thinking out loud.

**Week Fourteen: Week of May 9 North Korea from the Perspective of Conflict Analysis and Transformation**

1. **Assignment:**Write a 1-2 page summary of the key issues in the US-Korea conflict over nuclear holdings of Pyongyang based on the readings below. You may include additional thoughts but use these below as your fundamental historical framework.
2. **Readings:**

The Korean War: An Overview

[http://www.bbc.co.uk/history/worldwars/coldwar/korea\_hickey\_01.shtml (Links to an external site.)Links to an external site.](http://www.bbc.co.uk/history/worldwars/coldwar/korea_hickey_01.shtml)

North Korea blows up its liaison office with the South

[https://www.usip.org/publications/2020/06/north-korea-blew-its-liaison-office-south-what-now (Links to an external site.)Links to an external site.](https://www.usip.org/publications/2020/06/north-korea-blew-its-liaison-office-south-what-now)

North Korea questions need to keep holding hands with US

[https://www.bbc.com/news/world-asia-53018171?intlink\_from\_url=https://www.bbc.com/news/topics/c6lvvvr0356t/north-korea-weapons-programme&link\_location=live-reporting-story (Links to an external site.)Links to an external site.](https://www.bbc.com/news/world-asia-53018171?intlink_from_url=https://www.bbc.com/news/topics/c6lvvvr0356t/north-korea-weapons-programme&link_location=live-reporting-story)

1. **Lecture-Presentation: “On Korea Reunification”**

The United Nations: Scourge of War or SDGs: [https://vimeo.com/451997078/aa099c1718 (Links to an external site.)Links to an external site.](https://vimeo.com/451997078/aa099c1718)

Future of US-DPRK Relations and of Korea: [https://vimeo.com/451996861/6acb82962e (Links to an external site.)Links to an external site.](https://vimeo.com/451996861/6acb82962e)

**Week Fifteen: Week of May 16  “Wrap-Class”**

1. **Assignment: This is the Format for the Submission of your Final Paper or your FinalExam**
   1. Abstract
   2. Statement of the Problem (What the student anticipates covering in the paper and hopes to address in the conflict under study)
   3. Criteria or types of evidence used in assessing the conflict
   4. A Literature Review (a Description by the student of the literature and the major challenges in the conflict, demonstrating the “correctness” of the positions of each side).
   5. Analysis and Recommendations through the prism of both your research on the conflict and the themes and readings of this course (including Lund’s Curve, Analytical Framework, *Getting to Yes*, *Getting past No*, *Taming Intractable Conflicts, Managing a Mediation Crisis*) of this course.
   6. Conclusion—I am interested about your ideas on ripening the conflict but it should be based on a clear knowledge of the conflict and the tools introduced in this course. It is okay if you have not developed on this yet.
   7. Reminder of Paper Format: [1] Double-spaced, New Times Roman 12 Font, 1 inch margins both vertically and horizontally. Note use of a different font must be explained to and approved by the instructor. Submission of a paper with a different font, font size, or margin will result in a full grade reduction on the paper. This means that if you write an “A” paper but use an unauthorized font, font size, or margin, you will receive a “B” for the paper.

**Rubric of Learning Outcomes and Metric of Progress**

Outcome         Beginning                   Developing                 Mastered                     Exceptional

1. **Demonstrate an understanding of the history and evolution of conflict resolution.**

Beginning: Student will be able to explain the chronological development of conflict resolution,\

Developing: Student will be able to distinguish between pacifism and non-violent action.

Mastered: Student will be able to view a given conflict from the perspective of conflict resolution.

Exceptional: Student will be able to recommend measures to ripen a conflict for resolution.

1. **Explain the role that NGOs play in Conflict Resolution and Transformation.**

Beginning: Student will be able to explain the meaning and purpose of NGOs.

Developing: Student will be able to explain the role and a purpose an NGO can play in Conflict Resolution and Transformation.

Mastered: Student will be able to explain the role that a specific NGO played in the resolution or transformation of a conflict.

Exceptional: Student will be able to recommend the ways in which an NGO that he or she has deep familiarity might or might not play a role in conflict resolution,

1. **Explain the role that Father and Mother Moon and the organizations that they have created have supported conflict transformation.**

Beginning: Students will demonstrate knowledge of the theoretical underpinnings of an organization or organizations created by Father and Mother Moon that may contribute to peace.

Developing: Students will demonstrate knowledge of cases where any of these organizations have been involved in peace initiatives.

Mastered: Students will be able to explain the particular dimensions of one or more of the organizations under consideration that can help to address conflict resolution.

Exceptional: Student will be able to propose ways in which a Unification-related organization or organizations can assist in addressing conflict.

1. **Demonstrate an ability to explain and apply extant models for conflict analysis, management, resolution and transformation that are covered in this class.**

Beginning: Student will demonstrate an understanding of Lund’s curve and of the USIP Analytical Framework for approaching conflict.

Developing: Students will be able to demonstrate the ways in which these models complement John-Paul Lederach’s model of Conflict Transformation or Galtung’s notion of “negative peace” versus “positive peace.”

Mastered: Students will be able to apply these models in analyzing an existing conflict.

Exceptional: Students will be able to use these understandings in addressing a real-life conflict.

1. **Demonstrate an ability to classify the quality of relations between nation-states or other social or political groupings based on utilizing Lund’s curve of conflict and the USIP’s Analytical Framework of Conflict, which will also be introduced and applied in class).**

Beginning: Students will demonstrate familiarity with key Lund and Framework terminology including stable versus unstable peace and primary versus secondary actors.

Developing: Students will demonstrate the ability to apply these terms in conflict analysis.

Mastered: Students will begin to use these as frameworks to assess conflict.

Exceptional: Students will apply these to a specific conflict and contribute to the advance of peace studies as a social science.

1. **Demonstrate the ability to propose interventions for conflict that are appropriate, based on the phase of a conflict (e.g., stable peace versus crisis versus war).**

Beginning : Students will be able to identify the specific traits of each level of peace and conflict based on the conceptual framework of Lund’s curve.

Developing: Students will demonstrate an understanding of the diplomatic methods that are advisable at each stage in the conflict.

Mastered: Students will be able to apply this in a specific conflict.

Exceptional: Students will be able to create and oversees simulations based on such analyses.

[[1]](https://utseminary.instructure.com/courses/274/assignments/syllabus" \l "_ftnref1) Double-spaced, New Times Roman 12 Font, 1 inch margins both vertically and horizontally. Note use of a different font must be explained to and approved by the instructor. Submission of a paper with a different font, font size, or margin will result in a full grade reduction on the paper. This means that if you write an “A” paper but use an unauthorized font, font size, or margin, you will receive a “B” for the paper.

[[2]](https://utseminary.instructure.com/courses/274/assignments/syllabus" \l "_ftnref2) These criteria were developed by Professor Charles King, Professor of International Affairs and Government at Georgetown University http://www9.georgetown.edu/faculty/kingch/Grading.html#Gradpaper