



PACS 2500: Introduction to Peace and Conflict Studies

Spring 2015

General Course Information

Peace and Conflict Studies Certificate Program: [Website](#) with information on PACS Certificate program requirements and sign-up procedures.

Course: PACS 2500-001: Introduction to Peace and Conflict Studies

Instructor: Guy Burgess -- [Contact Link](#)

Main Campus Office: [Norlin Library Room S423](#)

Guy Burgess' Main Campus Office Hours: 2:45-3:15 Tuesday/Thursday (I'm also almost always available after my second class at 4:45 or before my first class at 9:30. I'm also often findable during the middle of the day on Tuesday and Thursday – between 10:45 and 2:45. **Just make an appointment or check by phone to see if I'm available before coming over.** Office hours can be a time for informal conversation. Don't feel like you have to have a problem. If these times don't work, I'm happy to schedule a meeting at my East Campus office).

Main Campus Office Phone: 303-492-6708 Used during office hours only. **Do Not Use for Messages.** Use [Urgent Contact Form](#).

East Campus Office: [ARCE building](#), 3100 Marine St, East campus, Room A228 [2nd floor (excluding basement), south "Annex" wing, (not room 228)] -- Take the [Stampede](#) bus.

Guy Burgess' Secondary, East Campus Office Hours: If regular office hours don't work, I can often meet, by appointment, at my East Campus research office on Monday, Wednesday, or Friday.

East Campus Office Phone: 303-492-1635 -- Use [Urgent Contact Form](#) form not voice mail for messages.

Class Period: Tuesday, Thursday 3:30 PM - 4:45 AM

Classroom: [Hellems 252](#)

Class E-mail: Updates about the class will be sent out to your official University e-mail address. **You are responsible for routinely monitoring mail to this address.**

Web Site: <http://peacestudies.colorado.edu/pacs2500-course-homepage-spring2015>. This site will be continually updated as the course proceeds. Check frequently for updates. (I will also send out e-mail notices whenever a significant update is posted.)

Urgent Contact Web Form: For urgent questions requiring a quick response, this sends me an immediate, flagged e-mail and it preserves a record of your message in the gradebook. **Do not simply reply to an existing e-mail message from me.** I check this constantly, it's the best way to reach me. I will try to respond quickly. If you don't hear back reasonably promptly, feel free to resend your message. (For example, you should use this form to report any problems with the website.)

All-Purpose Web Form: For all assignment submissions plus questions regarding grades, attendance records, assignment modifications, special arrangements, or anything else I need to remember over the long term, use the [All-Purpose Web Form](#). These messages will automatically be saved in your gradebook file so I won't lose them. **Do not submit this kind of information by e-mail, it will get lost.**

Back-Ups: You are responsible for making backups of all of your work. This is easy to do. Use flash drives or e-mail yourself copies of draft and final assignments. This will protect you in case something terrible happens to your computer. Every semester I have several students who run into serious trouble because of computer failure. Don't be one of them. Protect yourself!

Text: The custom, online text used in the class is produced from major online knowledge-based systems based at the University of Colorado Conflict Information Consortium. These include Beyond Intractability, the web site of the Intractable Conflict Knowledge Base Project and CRInfo, the Conflict Resolution Information Source, as well as other Web accessible sources. Required and supplementary readings will include summaries of some of the key books in the peace and conflict resolution fields as well as comprehensive articles describing key conflict dynamics and intervention strategies. Also included are interviews with professional peace builders, inspirational stories and case studies, and relevant news articles. This online text will be supplemented with online news articles and editorials offering the latest information on major peace and conflict issues as well as a variety of sometimes controversial opinions on how to make sense of these events.

The cost of the online textbook is \$40.00 and must be purchased from the University Bookstore in the UMC. From the Bookstore you will receive a [Voucher](#). Simply fill out the voucher, cut off the receipt and give it to me. You will receive a username and an initial password (which you should change) by e-mail. You'll need to do this to access course materials after the first three weeks. We've tried to keep the cost of this text quite low by comparison with other courses.

Still, if you have trouble affording this, contact me about options. We will work something out. It is important that everyone has access to the system.

Lost Online Text Password: If you lose or forget your password, simply enter your official University e-mail address (that you used to register your online text) using the **Request New Password** link in the upper right-hand corner of the Web site. A new password will be immediately e-mailed to you. Try this before contacting me with password problems. It almost always works.

Clickers: I may use clickers to conduct in-class polls. These are not required and you can use the same clicker in other classes. I will send you an e-mail for classes where they will be used.

Reading Assignments and Class Activities: Day-to-day assignments will be posted on the Online Textbook and Course Schedule page (see link at the top of this page) which will be updated as the course proceeds. Since plans for the course may occasionally vary significantly from the original syllabus, you should talk to me before working ahead more than one week.

PowerPoints and .MP4 Podcasts: To help you get the most out of lectures and class sessions, I will try to post the PowerPoints immediately before class and a video with the PowerPoints and accompanying soundtrack shortly after class. (The course schedule includes links to these Power Point and QuickTime files. These links will not, however, work until the files are posted.) The purpose of this is to help you study for the tests and make up for any classes that you may have to miss. (See attendance policy below.) Students should also assume that there will be occasions when the Power Points or Podcasts are not available because of equipment failure or some other reason. There will also be class sessions that feature materials (such as DVDs) that cannot be posted online. In these cases, it is the your responsibility to get the notes from one of your fellow students.

Slides will be posted in .PPT format so that they can be read and edited by Microsoft Office. If you don't have Office and don't want to pay for Office, you can download Open Office <http://www.openoffice.org/> (Mac, Windows, and Linux versions) for free to read and edit the files. This free, high-quality software suite includes a spreadsheet, word processor, PowerPoint-like presentation software. The University may also provide low/no-cost access to Microsoft software.

Laptops: Use of laptops is permitted as long as they are **only used to take notes for this class**. I will be posting PowerPoints ahead of each class and I encourage you to use them as a basis for your note taking. I want the PowerPoints to help you spend more time listening and less time furiously writing. **Significant grade penalties may be imposed for the use of laptops for other purposes as well as the use of cell phones and smart phones.**

Course Requirements / Grading

Assignment / Grades Web Form Online Submission System

To simplify the process of keeping your gradebook file up to date I require everyone to send me all submissions using an online submission system. This system automatically enters anything that you send me into the appropriate section of the gradebook. It is vastly easier and less prone to error than the process of accepting paper or e-mail submissions. **To use this system simply follow links to the [All-Purpose Web Form](#), use the "pulldown" selection menu to indicate the nature of your submission, and then enter your submission into the text boxes. Keep things simple--you don't need bold, italic, etc. Just use simple paragraphs. You should know that once the deadline for particular assignment passes, you will no longer be able to use this system to submit that assignment.**

To practice using the system you can select "practice" from the pulldown, Submission Type field

Get Acquainted Assignment

To make it easier for me to get to know you and to familiarize you with the online submission system, I am asking everyone to use the [All-Purpose Web Form](#) to send me a get acquainted message by the end of the 2nd week of class with the information listed below. If you haven't yet turned in your Voucher and received the username and password you can still use the Web Form. Just leave the username and e-mail address fields blank

Full name

Name that you prefer me to use

Major / year (freshman, sophomore, junior, senior)

Career aspirations

Reason for taking the course

Related courses that you've taken

Anything else about yourself that you think I should know

Confirmation that you have read and agreed to the course rules on this website.

Desire to Learn (D2L)

Frequently, throughout the semester, your grades will be uploaded to Desire to Learn (<https://learn.colorado.edu/>). I will send out an e-mail when I do this along with a request that you check your grades and let me know about anything that might be incorrect. **I only use D2L to post grades – everything else is handled on this website. After posting, you will have 2 weeks bring any errors to my attention by submitting an "Error Report" using the all-purpose web form system.**

Grade Problems

If you become sick or encounter other problems that prevent you from completing coursework in a timely fashion, talk to me as soon as possible and I will work out a reasonable solution. Similarly, if you find your grades not meeting your expectations, talk to me promptly and we will figure out what needs to be done to correct the situation. Don't leave it until the end of the semester when there is very little that I can do.

Tests -- 50% of Your Grade

There will be three tests (two midterms and a final) each covering a third of the course. (For the most part the final will not be cumulative. It will however include a few "summing up" questions that ask you to consider the entire course as a whole.) The dates of these tests are posted at the top of this page and on the course schedule page (see link at the top of this page).

The purpose of the tests is to determine how well you understand and can apply the big ideas presented in class and in the readings. The tests will be structured around a series of study questions. The study questions and associated reading assignments and class sessions will be found on the Course Schedule page. For each test, I am asking you to be prepared to write (during an in-class, "blue book" test) short answers to questions based on the study questions. For each question you should be prepared to 1) list the major points, 2) demonstrate that you understand the meaning of each point, and 3) explain why a particular idea is important and how it can be applied to actual conflict situations. For "opinion type" current events readings you will be asked to demonstrate that you have read and thought about the articles.

To encourage you to focus more on understanding and applying the ideas and less on memorization, you will be allowed to bring one page of notes to each test. You can use both sides of an 8.5 x 11 sheet of paper with small type and small margins. While study groups are okay, **I insist that you write your own notes.** It's not okay to simply copy someone else's notes. You are also required to submit your notes page with your test. Should questions arise about your test grade, we may look at your notes page and use it to assess the degree to which you prepared for the test.

At least 80% of the test questions will be based on the study questions. There may be a few questions that cover other topics and should be relatively easy for you to answer if you've been attending class, paying attention, and doing the readings.

The test will also be graded on a curve. So, if the test turns out to be too hard or too easy, the grades will be adjusted accordingly. The grading scale will be adjusted to match University grading criteria.

Example "A" test questions: [1](#) | [2](#) | [3](#)

*****NEW** Students who are disappointed with their grade on the first test will have a few options for improving their grade. These options are outlined on the [Re-Test / Extra Credit Assignment](#) page. **These options will not be available for the 2nd and 3rd tests.**

Attendance -- 20% of Your Grade

Not all of the course material will be covered in the study questions. Many other insights will be offered in class. While it is impractical to test for everything, it is practical to give those who attend class regularly credit for doing so. Accordingly, we will be taking attendance throughout the semester. We will also be noting (and penalizing accordingly) students who chronically arrive late, leave early, do other work, or who are disruptive. (We recognize there are occasional situations in which students have to come late or leave early. In these cases, I expect a brief explanation of the situation.

Sign-up Sheet -- The principal attendance taking strategy will be in attendance sheet passed around in class each day. It's important that you sign this sheet and pass it along to the next person so that everybody gets a chance to sign before the end of the class. If it misses you for some reason, come sign it after class.

Coming Late / Leaving Early -- If you arrive late (more than 5 minutes) or have to leave early, sign-in/out using the sign-up sheet at the back of the room. Everyone gets 2 free arrive late / leave early opportunities. After that there will be an attendance penalty.

Notes -- In the event that you feel that you attended class on a particular day but my records show that you did not, you can show me your notes for that day. (This opportunity, which is limited to two classes per semester, requires that you take reasonably detailed notes.)

Attendance Grades -- Attendance grades will be calculated on a sliding scale based on the number of un-made-up absences. **Students who have 2 un-made-up absences will receive an "A" for their attendance grade. Students who had even fewer un-made-up absences will**

receive extra credit. Students who have more than two un-made-up absences will lose one half of a grade (on their attendance grade) for each un-made-up absence.

Attendance Makeups -- I realize that everyone is likely to have to miss a few classes. That is why I post .MP4 Video recordings of class sessions. All that you need to do to get credit for classes that you miss is listen to the video and send me reasonably detailed notes (at least 450 words). *Your write-up should demonstrate that you listened to the recording and did not simply copy and paste headings from the PowerPoint slides.* In the event that the recording is not available or that much of the class consisted of videos or activities that were not recorded, you should talk to me about an alternative makeup assignment. Unless you receive special permission, you need to do this within two weeks of the class that you missed. Everyone gets 3 automatic makeup opportunities. If you need more than that I ask you to talk to me and we will work out some appropriate arrangement. I'm quite reasonable about this. **Don't feel like you have to come to class sick.** While I make it easy to make up missed classes, I never completely excuse missed classes. (This includes religious holidays.) You have to do the makeup if you want credit.

Group Discussion Makeups -- To receive credit for group discussions associated with a class that you are making up, simply include in your write up your thoughts on the discussion questions and include at the top of your attendance makeup submission a notation indicating that you are also making up a group discussion. Students who have already submitted an attendance makeup without doing this can submit a revised makeup. Students who are listed as attending a class but did not receive a discussion grade (because the problem with ID numbers, for example) can, in a limited number of cases, ask to receive discussion credit.

Special Circumstances -- There are a variety of good reasons for missing class – religious holidays, major field trips associated with other classes, illness, family emergencies, etc. In these cases, my policy is to provide ample time to do the appropriate attendance makeup assignments. This includes providing additional attendance makeup opportunities if needed. **I do not count the missed classes as having been attended unless a makeup assignment is received.**

Opinion Assignments -- 20%

In addition to the testable, "core insights" material, I want to encourage everyone to start developing their own opinions about how the big conflicts confronting our society and the world should be handled. The opinion assignments will be asking your opinion about how we should deal with issues like the wars in Iraq and Afghanistan, the larger threat of terrorism, weapons of mass destruction, failed states, economic inequality, global warming, economic revitalization, partisan differences, globalization, immigration, abortion, and homosexual marriage.

These issues all embody irreducible political components which make grading in the conventional sense inappropriate. This is why, for the opinion assignments, grades will be based on the level of effort expended not the views expressed. During the course of the semester you will have the opportunity to submit four "opinion assignments" (three are required) using the [All-Purpose Web Form](#) system. These assignments are due roughly every three weeks and if you miss one period you cannot, without special permission, do that assignment later. In other words, you're required to work on this steadily throughout the semester. The due dates are noted on the course schedule and at the top of this page.

For each opinion assignment I would like you to read and react to materials mentioned in the daily PowerPoint slides **that are not required readings**. You should feel free to find and get credit for other articles on these topics. If you want to do something else, let me know. As long as it fits with the spirit of the assignment it should be okay.

These assignments are evaluated on the basis of five criteria:

The amount of the opinion reading done. *"B-level" target: two highlighted articles*

Length of the opinion assignment. *"B-level" target: 450 words*

Writing quality. *"B-level" target: well written, and proofed essay*

Persuasiveness. *"B-level" target: reasonably compelling arguments*

Opinion. *"B-level" target: focus on opinion not "book report"*

Conflict Dynamics. *"B-Level" Target: Include Ideas for more constructively approaching the conflict. This aspect of the assignment is very important and weighted twice as much as the other criteria.*

Anyone who meets the above criteria will be assured of a B with a curve used to assign grades above (and below) that. (Everyone should be able to do B or better work on this.)

In writing your paper, be sure to start with a list of links (URLS) for each item that you read.

You should feel free to approach this from either a neutral or a partisan perspective. And, you should feel free to take whatever political position you might believe in. **No penalties for taking positions with which we might disagree!**

All direct quotations should be clearly cited using whatever formal or informal method you desire. It is also good to highlight, in general, the source where you learned about key aspects of the conflict you are discussing. Don't spend too much time on this, however. Remember the focus of this assignment is your opinion.

[Sample "A" Opinion Papers](#) from last semester.

D2L Grading Codes

The D2L listing for Opinion Grades uses this format: [Letter Grade] > R= [Amount of reading score]; L= [Length score]; W= [Writing quality score]; P= [Persuasiveness score]; O= [Opinion score]; C= [conflict dynamics score]; X=0 [Lateness penalty if applicable].

In-Class Group Discussions -- 10%

Often, over the course of the semester, the class will break up into small groups to discuss interesting conflict issues, debrief videos or other presentations, or participate in exercises and simulations. Each group will be asked to hand in notes describing what they talked about and list group participants. The notes pages will be graded and averaged for this portion of your grade. For this you will need to use your class ID number, which we will assign as well as your name.

Class discussion notes will be graded as follows: [ok] indicates that you received a grade that is the same as your average grade for the rest of the course; [+1] indicates that received a grade that is one step above your average grade for the course (e.g. if your average grade is a B then this means that you received a B+. If your average grade was a C then you received a C+); [+2] indicates two steps above your average grade; [-1] indicates one step below, etc.

To receive credit for group discussions associated with a class that you are making up, simply include in your write up your thoughts on the discussion questions and include at the top of your attendance makeup submission a notation indicating that you are also making up a group discussion. Students who have already submitted an attendance makeup without doing this can submit a revised makeup. Students who are listed as attending a class but did not receive a discussion grade (because of a problem with ID numbers, for example) can, in a limited number of cases, ask to receive discussion credit.

Group Discussion Makeups -- To receive credit for group discussions associated with a class that you are making up, simply include in your write up your thoughts on the discussion questions and include at the top of your attendance makeup submission a notation indicating that you are also making up a group discussion. Students who have already submitted an attendance makeup without doing this can submit a revised makeup. Students who are listed as attending a class but did not receive a discussion grade (because the problem with ID numbers, for example) can, in a limited number of cases, ask to receive discussion credit.

Political Diversity

This class, by its very nature, addresses controversial political issues. In fact, Peace and Conflict Studies is widely seen as offering a liberal, progressive approach to foreign policy and social issues. While there is some truth to this perception, it is not as well-founded as you might think. Over the course of the semester I will explain what appears to be a major convergence in views of those who approach issues of war and peace from perspectives commonly associated with the military and the religious right, as well as the diplomatic and secular left. Still, it's impossible to do justice to this topic without critically reviewing politically sensitive arguments on all sides of the issue.

I will do my best to fairly represent highly competing arguments and will not, in any way, penalize students for the political views they express in their work. My goal is to encourage you to develop your personal opinions on the important issues that we will be discussing. Anybody who feels uncomfortable about any of this is encouraged to talk to me. You will find that I will be quite accommodating.

Apology for Voice Recognition Errors

I use voice recognition software because of problems that I have with my fingers. Occasionally, this results in spectacular and often inexplicable typographical mistakes. I apologize in advance. And, obviously, let me know if I've written something that is difficult to understand.

University Policies

Disabilities: If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at [303-492-8671](tel:303-492-8671) or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](#) under the Quick Links at the [Disability Services website](#) and discuss your needs with your professor.

Religious Observances: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. The procedures used in this class are outlined above. Contact your instructor if you still have questions. Information about University policies regarding religious observances is available at: <http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>

Unacceptable Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the [policies on classroom behavior](#) and [the student code](#).

Discrimination and Harassment: The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU-Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at [303-492-2127](tel:303-492-2127). Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).

Honor Code: All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](#) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; [303-735-2273](tel:303-735-2273)). Students who are found responsible of violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at <http://honorcode.colorado.edu>.

Course Schedule / Online Textbook

This page includes: Course Schedule, Textbook Links, Test Dates, Reading Assignments, Power Points, Lecture "Videos."

See Course Homepage for Instructor Contact Information, Course Rules, Grading, University Policies.

Weekly Schedule, Topics, Readings, Study Questions, PowerPoints, Videos

<u>January 13</u>	<u>February 17</u>	<u>March 31</u>
<u>January 20</u>	<u>February 24</u>	<u>April 7</u>
<u>January 27</u>	<u>March 3</u>	<u>April 14</u>
<u>February 3</u>	<u>March 10</u>	<u>April 21</u>
<u>February 10</u>	<u>March 17</u>	<u>April 28</u>

All-Purpose Web Form ^[1] -- Urgent Contact Form ^[2]

Main Course Homepage ^[3]

Online Textbook and Course Schedule

Note: Reading assignments and topics covered will be adjusted over the course of the semester. You will receive an e-mail notices of all significant changes.

Week 1 -- January 13, 15

[Lecture Topics, In-class Activities](#)

Course overview

The Peace and Conflict Studies field

Examples of frivolous and counterproductive aspects of the "peace movement:" Code Pink
Examples of serious conflict resolution and peacebuilding: US Institute of Peace, ABA, ACR, Counterinsurgency, ISIS, and Ferguson.

Conflict--the engine of social learning

Social conflict problems:

- climate change and environmental protection

- IPCC Nobel Peace Prize

- Climate change deniers and skeptics

- Climate change adaptation conflicts

- Geo-Green,

- fracking,

- petrodollars

- The ultimate resource limit -- Ehrlich or Simon?

Required Reading

Costs of Intractable Conflict [4] -- The twentieth century was the deadliest in all of human history. With eight million Jews murdered and one million Rwandans, it was named "the age of genocide." However, human casualties merely scratch the surface of the true cost of conflict. This essay discusses the human, economic, social, and political costs of intractable conflict.

The Fragile States Index [5] -- Browse this website. You don't have to read it in detail. Just be able to list and explain the social, economic, political, and military indicators [6] that go into calculating the index.

Order vs. Disorder, Part 3 [7] -- Thomas Friedman Battleground and Bellweather [8] -- Frank Bruni

A Nation Divided Against Itself -- Charles Blow [9]

Is America becoming a house divided against itself? -- David Gergen and Michael Zuckerman [10]

Study Questions

Why does your instructor say that social learning and change is a conflict process? How does one assess the constructiveness of efforts to promote social learning?

Why does your instructor say that climate change is a conflict problem?

According to Blow, Gergen readings, what do you regard as the five major elements on the conflict that divides the United States?

Explain why Bruni thinks that Colorado is so politically interesting?

Based on the Friedman article, explain the meaning and significance of the distinctions between "freedom from" and "freedom to" and the "world of order" and the "world of disorder."

According to the Beyond Intractability article and your instructor, what are the costs of intractable conflict?

Explain five conflict problems will have to be addressed as part of any effort to sensibly deal with climate change and related environmental issues?

What was the Ehrlich / Simon bet and what issue does it raise? Describe the issues associated with "fracking"-related conflicts?

Explain the meaning and importance of the concepts of "internalities," "externalities," "vested interests," and "interest groups." Also explain the role that these concepts might play in addressing the "inequality" problem.

Explain the concept of "the tragedy of the commons" and how it relates to a wide range of environmental and social problems.

Class PowerPoints/Audio

.PPT Slides -- January 13 [11]

.MP4 Slides/Audio January -- January 13 [12]

.PPT Slides -- January 15 [13]

.MP4 Slides/Audio -- January 15 [14]

Week 2 -- January 20, 22

[Lecture Topics, In-class Activities](#)

War -- the ultimate conflict problem

Costs of war

World War II, a very brief history

Vietnam, a very brief history

Failed states, Failed States Index, Kristof's Nuba Mountains and Somali refugee videos
Revolutions, Crane Brinton effect, Egypt, Libya, Syria

Oppression and tyranny

Social problems as conflict problems: the economic crises Financial euphoria -- booms and busts

Distribution of income -- inequality

The invisible hand/fist -- the exploitation problem Mega-worry -- the "coming class war"

[Required Reading](#)

Forms of Oppression [15] -- This essay defines five types of injustice that lead to oppression: distributive injustice, procedural injustice, retributive injustice, moral exclusion, and cultural imperialism.

Maintaining Oppression [16] -- In this essay, the author considers factors that keep oppression in place, including power, the social production of meaning, self-fulfilling prophecies and distorted relationships.

What the Right Gets Right [17]

What the Left Gets Right [18]

Cross-Cultural Communication [19] -- Even with all the good will in the world, miscommunication is likely to happen, especially when there are significant cultural differences between communicators. Miscommunication may lead to conflict, or aggravate conflict that already exists.

Culture and Conflict [20] -- People from different cultures often have such radically different worldviews that what seems like common sense to one side is anything but sensible to the other. Different cultures and worldviews can lead to completely different understandings or frames of a conflict, making resolution a challenge.

Study Questions

Explain the costs of war highlighted by your instructor.

Based on the Fragile States Index lecture and website, explain what you regard as the five most important indicators that contribute to state failure?

What do you regard as the five most important points from Edsall's "Left/Right Gets Right" articles? List and briefly explain the major points made by Deutsch in his articles on forms of oppression.

List and briefly explain the major points made by Deutsch in his articles on maintaining oppression. Describe the "Crane Brinton Effect" and its threat to successful revolutionary change.

Based on Michelle LeBaron's article on cross-cultural communication, what are the four principal variables affecting cross-cultural communication?

Based upon Michelle LeBaron's Culture and Conflict article what are the four principal dimensions of cultural fluency?

What does your instructor see as the conflict problems associated with inequality?

Based on lecture, why does your instructor think that the economy is the conflict problem?

What do you see as the five most important arguments being made in the debate over potential US intervention in Syria?

Class PowerPoints/Audio

.PPT Slides -- January 20 [21]

.MP4 Slides/Audio -- January 20 [22] Also listen to Eisenhower Video [23]

.PPT Slides -- January 22 [24]

.MP4 Slides/Audio -- January 22 [25] Also listen to April 6 Video [26]

Week 3 -- January 27, 29

Lecture Topics, In-class Activities

Sources of conflict: distributional, moral, status, and identity issues Culture/identity-based conflict

Dimensions of cultural difference Limits of tolerance and coexistence

The United States' big cultural conflict: progressives versus conservatives Pew map of the electorate

The battleground: swing voters Red, blue, gold divide University/society conflicts Individualist versus collectivist

Religion and conflict, J. F. Kennedy speech How much is too much?

Cultural lag

Required Reading

Steven Pinker: The surprising decline in violence [27]

Underlying Causes of Intractable Conflict [28] -- Intractable conflicts, such as between Israel and Palestine, are rarely just about surface issues such as land or religion. At the core of most intractable conflicts is a tangle of issues threatening the most vital interests of the parties. This essay describes some of the common causes underlying many intractable conflicts.

Identity Issues [29] -- Israelis and Palestinians, Protestants and Catholics, whites and blacks, labor and management...these are all examples of identities that have resulted in conflicts. This essay discusses the importance of identity in intractable conflicts.

Moral or Value Conflicts [30] Intractable moral conflicts tend to arise when one group views the beliefs and actions of another group as being so fundamentally evil that they exceed the bounds of tolerance. The abortion debate in the United States is an example of a moral conflict.

High-Stakes Distributional Issues [31] These are distributional conflicts that really matter: over jobs, land, a parent's love. Since the stakes are high, the willingness to compromise or lose may be low, making resolution more difficult

Conflicts and Disputes [32]-- Explain the difference between long-term underlying conflict and short- term dispute episodes.

What does religious freedom mean? [33] -- Michelle Boorstein

Beyond Red vs. Blue: The Political Typology [34] -- Pages 1 and 2 only

Study Questions

What evidence does Pinker offer that violence is actually declining?

According to lecture, what are the five most important cultural dimensions that divide liberals and conservatives, Democrats and Republicans?

Explain what you regard as the five most important points made by your instructor in his lecture on the principal dimensions of culture.

List and explain the causes of intractable conflict.

List and explain what you regard as the five most important points about identity conflicts made by Kriesberg.

What are the key aspects of moral or value conflicts? What are the key aspects of distributional conflicts? What is the difference between conflict and dispute?

What are the key elements of the Lasswell/Higman theory of propaganda that your instructor cites? Summarize the practical complexities associated with guarantees of religious freedom.

List and briefly define Pew's Political Typology and explain what it says about the nature of political conflict in the United States.

What is the big idea behind the Charter for Compassion?

List and briefly explain at least ten of the problems that would have to be addressed as part of any comprehensive effort to deal with the Have/Have-not problem.

From your instructor's lecture on wars since World War I, explain what do you regard as the five most important points.

From your instructor's lecture on the Have/Have-Not problem, explain what you regard as the five most important things for people to know about the nature of our economic difficulties.

Class PowerPoints/Audio

[.PPT Slides -- January 27 \[35\]](#)

[.MP4 Slides/Audio -- January 27 \[36\]](#)

[.PPT Slides -- January 29 \[37\]](#)

[.MP4 Slides/Audio -- January 29 \[38\]](#)

Week 4 -- February 3, 5

Opinion Assignment #1 Due 8am Monday, February 2

Lecture Topics, In-class Activities

Visions and definitions of peace, Justpeace, Stable Peace The Fitzduff debate

Conflict mapping introduction Conflicts and disputes

Overlay and core conflict problems Conflict stages

Conflict the first, second, and third parties; conflict arenas Polarization

Profiteers

Fighters, compromisers, and the spoiler problem

Required Reading

Conflict Mapping [39] -- Conflict mapping is one approach to conflict assessment. Originally developed in the 1970s by Paul Wehr, it has been adapted and used by many scholars and practitioners since. Many others have developed their own conflict assessment "tools," with 100s of different categories. But Wehr's approach to complex mapping is one of the simpler and easier- to-use tools and is a good example of the kinds of things people should look at as they become engaged in or start to study a particular conflict.

Conflict Stages [40] -- Most conflicts go through a series of stages, which may or may not occur in order. They start as latent conflict. They then emerge, escalate, de-escalate and are resolved-- sometimes permanently, sometimes temporarily until they emerge or escalate again.

Limits of Rationality [41] -- Negotiation theory often assumes that people in conflict behave rationally, making their decisions on the basis of a cost-benefit analysis. While rational assessment is sometimes one part of the disputants' decision making rubric, other factors usually play a significant role as well, often overriding what would be seen to be the "rational" response.

Reconciliation [42] -- Reconciliation is seen as the ultimate goal of peacebuilding, in which parties re-establish relationships and attempt to move beyond the past.

Settlement, Resolution, Management, or Transformation [43] -- These refer to four different goals for a conflict intervention. These resources define the four terms and explain how their meanings have evolved over time.

Study Questions

List and explain the principal stages of conflict.

What are the “overlay” and “core” aspects of conflict?

Define and explain the two visions of peace offered in lecture – stable peace and justpeace.

What are the principal elements that should be included in a conflict map and why?

Explain the conflict between fighters and compromisers. Why is this important?

Explain your instructor's conflict actor / intervener graphic?) (We may ask you to focus on just parts of this complex figure. Still, be prepared to explain it all.)

Explain your instructor's red/blue (cultural) and gold/purple (distributional) divide and its relationship to the conflict with the "1% of the 1%.". (We may ask you to focus on just parts of this complex figure. Still, be prepared to explain it all.)

What do you regard as the six most important nonrational determinants of conflict behavior?

What arguments does your instructor cite for government intervention in the economy?

Explain your instructor's "perfect storm," "mega-worry" about the possibility that have/have-not tensions could escalate into a violent confrontation.

Define and explain the importance of the following terms: reconciliation, settlement, resolution, management, and transformation.

Based on class discussion and course materials, what principles do you think that the United States should follow when deciding whether or not to intervene in foreign "trouble spots?"

Explain what you regard as the five most important points made by your instructor regarding the moral conflict between the political left in the political right.

Explain what you regard as the five most important points made by your instructor regarding the process of political persuasion and the role that this process plays in determining the course of political conflict in the United States.

Class PowerPoints/Audio

.PPT Slides --February 3 [44]

.MP4 Slides/Audio -- February 3 [45] Also listen to John Stewart Video [46] (without annoying music track).

.PPT Slides -- February 5 [47]

.MP4 Slides/Audio -- February 5 [48] Also listen to The Night They Drove Old Dixie Down [49] and Compassion [50]

Week 5 -- February 10, 12

Lecture Topics, In-class Activities

Review Session: Tuesday, February 10 TEST 1: Thursday, February 12

Test 1 Study Questions [51] [52] Study from this list!

Core and overlay issues Misunderstandings, miscommunication Facts and fact-finding

Required Reading

Stop Fighting Tutorial -- <http://www.crinfo.org/stop-fighting> [53]-- A seven-step strategy for dealing with interpersonal conflict.

Study Questions

The Stop Fighting website provides a seven-step tutorial for people involved in relationship conflicts. What are the seven steps?

Class PowerPoints/Audio

.PPT Slides -- February 10 [54]

.MP4 Slides/Audio -- February 10 [55]

.PPT Slides -- February 12 [56] **NO Slides Test Day**

.MP4 Slides/Audio -- February 12 [57] **No Video Test Day**

Week 6 -- February 17, 19

Lecture Topics, In-class Activities Dealing with complexity

Levels of action The Third Side Escalation

Conflict traps(continued) The posterity trap

Tragedy of the commons

51% winner-take-all syndrome Rights talk

Overshoot and collapse Paramedic syndrome Hammer syndrome Primal scream syndrome
Cultural lag

Risky and cautious shifts Externalities

Outbridge's Law Framing

Required Reading

Complex Adaptive Systems [58]-- An alternative to unrealistic and simplistic models of conflict processes

Levels of Action [59] -- This essay explains John Paul Lederach's "triangle," which describes three levels of society at which would-be conflict resolvers might work: the grassroots, the leaders, and the middle level. While peacework must be done at all three levels, the middle level is especially important, Lederach says, at it links the top with the bottom as well as linking across party lines. Third Siders [60] -- Third siders act in a community threatened with destructive conflict as an immune system acts in a body threatened by disease. Average citizens such as teachers, journalists, artists and police officers can play key roles in preventing, de-escalating and resolving conflict. Bill Ury has labeled these people "third siders."

Obama on the World [61] -- This interview steps back from the partisan political rhetoric that dominates the news and offers a glimpse into the kinds of things that the President of the United States needs to consider.

Paralysis Isn't Inevitable [62] -- This article offers two scenarios that show how today's partisan paralysis on the big issues might be overcome.

Study Questions

List and explain what you regard as the five most important conflict traps described by your instructor.

Explain the distinction your instructor makes between engineering and medical problem-solving models.

Based on the readings and lecture, what is the difference between adaptive and determined systems? What is the difference between complicated and complex systems?

Based on lecture and readings, list the "third side roles" and explain their applicability to the various conflict stages.

Based on the readings and lecture, describe John Paul Lederach's "levels of action."

What was the April 6th Youth Movement? What did they do? How? Why? What was the long term result?

Critically evaluate Obama's comments – where do you think he's right and where do you think he's wrong and why?

What examples does Nocera offer for overcoming political paralysis?

Class PowerPoints/Audio

[.PPT Slides -- February 17 \[63\]](#)

[.MP4 Slides/Audio -- February 17 \[64\]](#)

[.PPT Slides -- February 19 \[65\]](#)

[.MP4 Slides/Audio -- February 19 \[66\]](#)

Week 7 -- February 24, 26

Lecture Topics, In-class Activities

Escalation / de-escalation

Civic power, the Boulder Open Space Case Power contest arenas

Backlash effect Power strategy mix Stop Fighting tutorial

Required Reading

[Fact-Finding \[67\]](#) -- If conflict is fuelled by suspicion, assumptions and misunderstandings, then one of the simplest ways to defuse it is to find out the facts of the situation. Every conflict resolution process needs a solid base of facts to stand on. However, it is often difficult to obtain accurate facts.

[Persuasion \[68\]](#) -- Persuasion is the ability to change people's attitudes largely through the skillful use of language. Martin Luther King's "Letter from a Birmingham Jail" is a classic example of persuasion.

[Power \[69\]](#) -- If power were one-dimensional, we could agree who has more and who has less. However, we are often surprised when a seemingly less powerful party holds a more powerful

party at bay. This essay discusses both potential and actual power, the forms power can take, and its role in causing and solving intractable conflicts.

Power Inequities [70] -- Plutarch wrote, "An imbalance between rich and poor is the oldest and most fatal ailment of all republics." This essay deals with the power inequities that have existed in almost all human societies.

When Women Lead [71]

Study Questions

In the lecture on the "Power Strategy Mix," what are the three types of power and the four major social groups (that each require a different mix of power strategies)?

Explain the backlash effect and the backlash coefficient and how it relates to the power strategy mix?

According to your instructor, what are the major steps in the process of escalation or conflict intensification? Briefly explain.

Explain what you regard as the five most valuable de-escalation strategies described by your instructor.

Based on the Beyond Intractability article on persuasion, explain and offer an example of the three types of persuasive appeals.

According to the Maire Dugan article on power, what is power and what does Gene Sharp see as the sources of power?

According to the Maire Dugan article on power inequities, what are the sources, forms, and impacts of inequity?

Based on lecture and the Beyond Intractability article on fact-finding, explain the analysis paralysis problem, the distinction between risk and uncertainty, and opportunity costs.

From your instructor's lecture on misunderstandings, explain the "iron law of stereotypes,"

cognitive dissonance, active listening, and the difference between "I" and "you" messages. Explain the Communication Matrix described by your instructor from the Truman National Security Project.

Class PowerPoints/Audio

.PPT Slides -- February 24 [72]

.MP4 Slides/Audio -- February 24 [73]

.PPT Slides -- February 26 [74]

.MP4 Slides/Audio -- February 26 [75]

Week 8 -- March 3, 5

Opinion Assignment #2 Due 8am Monday, March 2

Lecture Topics, In-class Activities

Principled negotiation Interests

Hard, soft, and principled negotiation BATNA

Ripeness ZOPA

Game theory

Positive, negative, and zero-sum games Win-win-win, win-lose, lose-lose games

Required Reading

Getting to Yes -- Book Summary [76]

Interests, Positions, Needs and Values [77] -- Interests are people's desires, concerns, and fears. In their best-selling book, *Getting to Yes*, Roger Fisher and William Ury assert that almost all adversaries have negotiable interests. It is only when the conflict becomes about rights, values, or power that it becomes intractable.

Mediation [78] -- Mediators [79] -- Mediators get involved in a dispute in order to help the parties resolve it. Unlike arbitrators or judges, mediators have no power to define or enforce an agreement, but they can help the parties to voluntarily reach agreement.

Arbitration [80] -- Arbitrators [81] -- Arbitrators listen to the arguments of both sides in a dispute and issue a final and binding decision. Arbitration is used for cases that either cannot be negotiated, or where negotiation has failed.

Study Questions

Based primarily on the readings, describe mediation and arbitration and explain the differences between these techniques.

According to the article (and lecture) on interests, positions, needs, and values, what do these four terms mean and why are they important?

According to the article (and lecture) on interest-based bargaining, what are the five most important differences between positional and integrative (also called interest-based) bargaining? What is the difference between positive, negative, and zero-sum games, and win-win-win, win-lose, and lose-lose games?

Class PowerPoints/Audio

.PPT Slides -- March 3 [82]

.MP4 Slides/Audio -- March 3 [83]

.PPT Slides -- March 5 [84]

.MP4 Slides/Audio -- [85]We also watched part of the *Fire Next Time* [86] video.

Week 9 -- March 10, 12

Lecture Topics, In-class Activities

Fire Next Time Video

Community "Common Ground" reconciliation conference Power contest shortcuts, bitter end power contest Consensus building

Intermediaries

Mediation

Arbitration

Facilitation

Required Reading

Convening Processes [87]-- Strategies for bringing people together to consider conflict issues.

Facilitation [88]-- Arbitrators listen to the arguments of both sides in a dispute and issue a final and binding decision. Arbitration is used for cases that either cannot be negotiated, or where negotiation has failed.

Adjudication [89]

Hybrid Processes [90]

Study Questions

Briefly describe five of the power options illustrated by the your instructor's Open Space story. What do you think that most people would find surprising about the story told in the *Fire Next Time* video? Answer in a way that demonstrates that you watched and thought about the video. Based on the *Fire Next Time* video, what are the principal conflicts represented? Interests?

Interest groups?

Based on the *Fire Next Time* video, offer examples of events that are driving the escalation process. Also, briefly describe efforts to de-escalate the conflict.

Describe convening, the convening process, and the characteristics of conveners. What is facilitation, how does it work, why is it valuable?

What is adjudication, what are its advantages and disadvantages and what is its relationship to "alternative dispute resolution processes?"

What are hybrid processes and how are they useful?

What does your instructor describe at the Keys to Dealing with Complexity?

What does your instructor list as the Security, Relationship, and Effectiveness challenges that peacebuilding efforts must successfully address?

Describe the key elements of consensus building.

Explain the nature and importance of your instructor's distinction between the "invisible hand" and the "invisible fist." What is this say about his image of the ultimate goal of the peace and conflict movement?

Explain the nature of conflict between "peace workers" and the "peace movement." Outline and justify your position.

Who was Leymah Gbowee, what did she do, why is she important?

Explain the principal steps that your instructor sees in the recent evolution of the Peace and Conflict field?

Class PowerPoints/Audio

.PPT Slides -- March 10 [91]

.MP4 Slides/Audio -- March 10 [92] -- We finished watching the *Fire Next Time* [86] video then we did the group exercise for most of the class. So, for make up credit, listen to the March 12 video, the full, *Fire Next Time* [86] video and then write an essay describing what you would have said in the caucus and common ground sessions (see .MP4 for directions).

.PPT Slides -- March 12 [93]

.MP4 Slides/Audio -- March 12 [94]

Week 10 -- March 17, 19

[Lecture Topics, In-class Activities](#) Review Session: Tuesday March 17 TEST 2: Thursday, March 19

Test 2 Study Questions [95] -- Study from this list. History of conflict knowledge

Theories of change

Required Reading

Providers [96] -- Conflict usually arises in the first place from frustrated needs, like safety, identity, love and respect. Providers are those who help others attain such needs.

Humanitarian Aid and Development Assistance [97] -- Humanitarian aid is assistance given by an organization and/or foreign government to countries who are experiencing need because of mass migration, hunger, disease, and/or other crisis conditions.

Unmet Human Needs [98] -- Human essentials go beyond just food, water, and shelter. They include all those things humans are innately driven to attain, such as love, dignity and safety. Some theorists argue that most intractable conflicts are caused by the drive to satisfy unmet needs.

Healers [99] -- Conflict often leaves deep wounds. Even if a conflict appears resolved, the wounds may remain and, with them, the danger that the conflict could recur. The role of the healer is to restore injured relationships.

Tolerance [100] -- William Ury explained, "Tolerance is not just agreeing with one another or remaining indifferent in the face of injustice, but rather showing respect for the essential humanity in every person."

Coexistence [101] -- In a state of coexistence, the parties agree to respect each other's differences and resolve their conflicts nonviolently.

Study Questions

Briefly explain what you regard as the five most important traps or conflict pathologies outlined by your instructor.

Based on your instructor's lecture on Paul Wehr's ideas of accumulating conflict knowledge, explain the meaning and importance of what you regard as the five most important additions to Wehr's body of knowledge.

Explain the four steps of consensus building.

Based on your instructor's "theories of change" lecture what you describe is the five most effective change strategies?

According to Bill Ury's article, what are the four principal contributions that providers can make? According to Amelia Branczik's article, what do you regard as the five most important problems associated with humanitarian aid and development assistance? And, why?

According to Bill Ury, what are the principal contributions of healers?

Define coexistence and tolerance. Explain the difference between active and passive coexistence. Describe the dynamics that perpetuate intolerance.

Class PowerPoints/Audio

.PPT Slides -- March 17 [102]

.MP4 Slides/Audio -- March 17 [103]

Test, No .PPT Slides

Test, No .MP4 Slides/Audio

Spring Break

Week 11 -- March 31, April 2

[Lecture Topics, In-class Activities](#)

War

Terrorism

Israel

9/11

Domestic terrorism

Homeland security

J. Edgar Hoover, Joseph McCarthy, Brave New World, 1984

Military 101

[Required Reading](#)

Terrorism [106] -- Terrorism is defined differently by different people, but fundamentally involves extreme acts of political violence, targeting civilians, and intended to arouse fear as much as or more than the actual damage the violence causes directly.

Suicide Bombers [107] -- It is easy to assume that suicide bombers are "evil." However, terrorism is not a simple phenomenon with easy explanations. Usually, a number of factors motivate someone to take both their own and others' lives.

War Crimes [108] -- Although inhuman acts have been committed in wars throughout history, the concept of war crimes is relatively new. It was only with the Holocaust and other atrocities of World War II that people began to think of some of the horrors of war as crimes for which perpetrators could be held legally accountable.

Genocide [109] -- In recent years, genocide, or attempts to completely erase adversaries--either through death or exile, have become increasingly common. These resources describe the special problems posed by genocide and other war crimes.

Refugees [110] -- Conflict can cause people to flee an area, either because of intolerable living conditions or forceful expulsion. Such situations can lead to more conflict when refugees try to return home.

Anybody's Son Will Do [111] -- An honest account of the nature of basic training. You can base your answer off the video shown in class.

Study Questions

What does Karen Armstrong mean by compassion and how does she think that it help transform religious conflict?

Based on lecture and the article on terrorism, what is terrorism and why is it so destructive? According to "Anybody's Son Will Do," what are the key elements of basic military training? According to the Military 101 lecture, what are the six "unofficial" but deeply held military values? Why does the military believe that progressives don't live up to those values?

Based on lecture, what are the risks that the five different types of actors discussed will actually use weapons of mass destruction?

Based on lecture, why did Ricks view the first phase of the war in Iraq as a "fiasco?"

Based on lecture, what do you regard as the most important elements of General Petraeus' approach to fighting the war in Iraq? How does this approach relate to peacebuilding?

Explain what do you regard as the five most important point from the articles on war crimes and genocide.

Explain the refugee problem and why it is so difficult.

Class PowerPoints/Audio

.PPT Slides -- March 31 [112]

.MP4 Slides/Audio -- March 31 [113]

.PPT Slides -- April 2 [114]

.MP4 April 2 Slides/Audio -- April 2 [115]

Week 12 -- April 7, 9

Opinion Assignment #3 Due 8am Monday, April 6

Lecture Topics, In-class Activities

Iraq and Afghanistan Wars The "Fiasco" phase Conscientious objection

The "Gamble" phase / counterinsurgency Drone strikes

Lessons learned Weapons of mass destruction

Arms-control Prisoners Dilemma

Veterans, PTSD, suicide

Required Reading

Nonviolence and Nonviolent Direct Action [116] -- Nonviolent direct action is action, usually undertaken by a group of people, to persuade someone else to change their behavior. Examples include strikes, boycotts, marches, and demonstrations--social, economic, or political acts that are intended to persuade an opponent to change its policies without using violence.

International War Crimes Tribunals [117] -- These are tribunals designed to prosecute war crimes such as genocide, torture, and rape. Such tribunals are becoming increasingly common and are used instead of or in conjunction with truth commissions to try to move beyond the violence of many ethnic conflicts and allow the society to build peace.

Amnesty [118] -- Many argue that amnesty can allow societies to wipe the slate clean after war crimes or other human rights abuses, to put the past behind them in favor of the future. Others argue, that this condones the perpetrators' actions and encourages such behavior.

Meaning of Civility [119] -- Civility does not require people to abandon the defense of their interests.

Study Questions

Based on lecture, what are the major types of "weapons of mass destruction?" What are the potential impacts associated with these weapons?

What is the likelihood that different types of leaders would wish to acquire weapons of mass destruction for defensive (deterrence) purposes? For offensive purposes?

Based on the article and lecture on nonviolence, compare and contrast nonviolence as a political strategy and nonviolence as a philosophy and/or lifestyle (pragmatic vs. principled nonviolence). Based on lecture, discussion, and your own views, explain the "truth, justice, peace, and mercy" problem and how you think it should be handled.

Based on lecture, what do you regard as the five most important "human needs?"

Based on lecture, explain what you regard as the five most important elements of US democracy with respect to the prevention of tyranny.

In the article on civility, your instructor identifies a number of elements of civil public-policy debate. What do you regard as the six most important.

Briefly compare and contrast the nonviolent protest movements in the United States, Liberia, Egypt, and Palestine covered in class videos.

Class PowerPoints/Audio

.PPT Slides -- April 7 [120]

.MP4 Slides/Audio -- April 7 [121]

.PPT Slides -- April 9 [122]

.MP4 Slides/Audio -- April 9 [123]

Week 13 -- April 14, 16

Lecture Topics, In-class Activities

Nonviolence

Gene Sharp power of ideas

Principled versus pragmatic nonviolence

Martin Luther King March on Washington

Contrast with Vietnam and Occupy protests

Palestinian nonviolence?

Moral imagination

Pray the Devil Back to Hell

Required Reading

Activism [124] -- This essay discusses ways that disputants can (and do) address intractable conflicts in constructive ways through activism.

Intergovernmental Organizations (IGOs) [125] -- IGO activities are actions taken by inter-governmental organizations (IGO's) to transform, resolve, or manage conflicts. Activities of the UN and regional IGOs are described in this essay.

Nongovernmental Organizations (NGOs) [126] -- In 1945, there were around 3,000 international NGOs; by 1990, that number had increased to more than 13,000. This essay discusses both the positive and the negative effects NGOs have on conflict.

Viral Video, Vicious Warlord [127]OR Kony is Not Uganda [128]

Democratization [129] -- Winston Churchill once said, "Democracy is the worst form of government except for all the others." This essay examines the process of democratization in all its forms.

Civil Society [130]-- Public involvement in governance.

Peacebuilding [131] -- Peacebuilding is a long-term process that occurs after violent conflict has stopped. It is the phase of the peace process that takes place after peacemaking and peacekeeping.

Multi-Track Diplomacy [132] -- Peacebuilding is seen by many participants to have many "tracks" beyond just track I and track II. This essay explains the concept of multi-track diplomacy, developed by Louise Diamond and John MacDonald.

Study Questions

What are the main points raised in the article on activism?

Explain what your instructor saw as the principal elements in Martin Luther King's I Have a Dream Speech.

What was the April 6th Movement? What did it accomplish and how? Who was Leymah Gbowee? What did she do? How?

Based on the readings, what do you regard as the three most important contributions of IGOs and the three most important contributions of NGOs.

According to Michelle Maiese, what are the three principal dimensions of peacebuilding?

According to Michelle Maiese's article, explain what you regard as the five most important peacebuilding agents.

List and define the nine multitrack diplomacy tracks.

What is democratization, why is it important, and what can be done to promote it? What is civil society, why is it important, and what can be done to promote it?

Class PowerPoints/Audio

.PPT Slides -- April 14 [133]

.MP4 Video -- April 14 [134]

.PPT Slides -- April 16 [135]

.MP4 Slides/Audio -- April 16 [136] The normal video is not available because of a computer problem. However, a partial audio [137] is available as are the videos we watched on Desmond Tutu and Neve Shalom.

Soldiers of Peace Video [138] Pastor and Imam @ ~ 3 min, Neve Shalom @ ~ 18 min, Fatuma @ ~ 34 min., Ireland @ ~ 55 min.

Week 14 -- April 21, 23

Lecture Topics, In-class Activities

The "Third Side"

Soldiers of Peace Video

Required Reading

Peacekeeping [139] -- When violence breaks out, the community needs to employ measures to stop harmful conflict in its tracks. The police and UN peacekeepers can act as peacekeepers, but it is a community function too.

Conflict Transformation [140] -- Many people believe that conflict happens for a reason and that it brings much-needed change. Therefore, to eliminate conflict would also be to eliminate conflict's dynamic power. In transformation, a conflict is changed into something constructive, rather than being eliminated altogether.

Apology and Forgiveness [141]-- A strategy for dealing with unrightable wrongs. (See also Desmond Tutu Video.)

Capitalism vs. Democracy [142] - This article reflects on the tension between capitalism and democracy that is at the root of so many contemporary conflicts.

Study Questions

Based on the Soldiers of Peace video shown in class, who was Fatuma and what did she do? What is Neve Shalom and what was it trying to do?

What did the Imam and the Pastor do? What did the story from Northern Ireland illustrate? How? Explain the three phases of UN peacekeeping.

Explain, based on the interview with Desmond Tutu what are the big ideas behind South Africa's Truth and Reconciliation Commission?

List and explain the components of conflict transformation?

Based on the apology and forgiveness article and in class materials, how do the concepts of apology and forgiveness apply to reconciliation efforts?

What is the nature of the conflict between capitalism and democracy? Under what circumstances can they coexist?

Class PowerPoints/Audio

.PPT Slides -- April 21 [143]

.MP4 Slides/Audio -- April 21 [144]

.PPT Slides -- April 23 [145]

.MP4 Slides/Audio -- April 23 [146]

Soldiers of Peace Video [138] Pastor and Imam @ ~ 3 min, Neve Shalom @ ~ 18 min, Fatuma @ ~ 34 min., Ireland @ ~ 55 min.

Week 15 -- April 28, 30

Opinion Assignment #4 Due 8am Monday, April 27 Final Exam Review Session, Thursday, April 30 Final Exam: Thursday, May 7, 7:30 p.m. - 10:00 p.m.

Final Study Questions [147] -- Study from this list

[Lecture Topics, In-class Activities](#)

PACS Worldview

Peace and Conflict Careers The PACS Certificate

Beyond Intractability Vision: a challenge-oriented, long-term, large-scale, learning community

Required Reading

Beyond Intractability Audio/Video -- John Paul Lederach at ACR [148] -- Book Summary [149] (at least read this) -- In this lecture Lederach, outlines his theory of the "moral imagination."

Current Events: Down with Everything [150] -- A discussion of how the inability to resolve disputes and make decisions poses a direct threat to US society. Alternate Link [151]

Study Questions

Based on the entire class, what exhibits would you put in the peacebuilding museum? Why? What does Lederach regard as the key elements of the "moral imagination?"

Final Exam: Held during the official University exam period for this course.

What examples of incremental improvements does your instructor describe as meeting Security, Relationship, and Effectiveness challenges?

Based on ideas presented in class, and your own thoughts, what do you regard as the most important steps that might be taken to limit the United States' slide into warring identity groups on the left and right and promote efforts to apply the best ideas from liberal and conservative perspectives to solving the nation's common problems?

Based on ideas presented in class, and your own thoughts, what do you think that the judgment of history will be on the United States' response to 9/11 (including the wars in Iraq and Afghanistan)? Based on ideas presented in class, and your own thoughts, what lessons learned from the war on terror should be applied to future security threats.

What do you regard as the five most important keys to dealing with the staggering complexity of the conflict problem? Dec 9 Lecture

Class PowerPoints/Audio

[.PPT Slides -- April 28 \[152\]](#)

[.MP4 Slides/Audio -- April 28 \[153\]](#)

[.PPT Slides -- April 30 \[154\]](#)

[.MP3 Audio -- April 30 \[155\]](#) Because of a computer problem only audio is available. [Jody Williams Video \[156\]](#)

[Soldiers of Peace Video \[138\]](#) Pastor and Imam @ ~ 3 min, Neve Shalom @ ~ 18 min, Fatuma @ ~ 34 min., Ireland @ ~ 55 min.

Links:

- [1] <http://peacestudies.colorado.edu/pacs-2500-all-purpose-web-form-iii>
- [2] <http://peacestudies.colorado.edu/pacs-2500-urgent-contact-form>
- [3] <http://peacestudies.colorado.edu/pacs2500-course-homepage-spring2015>
- [4] <http://peacestudies.beyondintractability.org/essay/costs>
- [5] <http://ffp.statesindex.org/>
- [6] <http://ffp.statesindex.org/indicators>
- [7] <http://www.nytimes.com/2014/08/24/opinion/sunday/thomas-l-friedman-order-vs-disorder-part-3.html>
- [8] <http://www.nytimes.com/2014/08/17/opinion/sunday/frank-bruni-a-battleground-and-bellwether.html>
- [9] http://www.nytimes.com/2013/06/20/opinion/blow-a-nation-divided-against-itself.html?_r=0
- [10] <http://www.cnn.com/2011/09/28/opinion/gergen-broken-government?c=&page=2>
- [11] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~13-Jan.ppt
- [12] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~13-Jan.mp4
- [13] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~15-Jan.ppt
- [14] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~15-Jan.mp4
- [15] <http://peacestudies.beyondintractability.org/essay/Forms-of-oppression/>
- [16] <http://peacestudies.beyondintractability.org/essay/maintaining-oppression/>
- [17] <http://campaignstops.blogs.nytimes.com/2012/01/22/what-the-left-gets-right/>
- [18] <http://campaignstops.blogs.nytimes.com/2012/01/15/what-the-right-gets-right/>
- [19] <http://peacestudies.beyondintractability.org/essay/cross-cultural-communication/>
- [20] <http://peacestudies.beyondintractability.org/essay/culture-conflict/>
- [21] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~20-Jan.ppt
- [22] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~20-Jan.mp4
- [23] <https://www.youtube.com/watch?v=8y06NSBBRtY>
- [24] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~22-Jan.ppt
- [25] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~22-Jan.mp4
- [26] <http://www.pbs.org/wgbh/pages/frontline/revolution-in-cairo/>

- [27] http://www.ted.com/talks/steven_pinker_on_the_myth_of_violence.html
- [28] <http://peacestudies.beyondintractability.org/essay/underlying-causes/>
- [29] <http://peacestudies.beyondintractability.org/essay/identity-issues/>
- [30] <http://peacestudies.beyondintractability.org/essay/intolerable-moral-differences>
- [31] <http://peacestudies.beyondintractability.org/essay/distribution-issues>
- [32] <http://peacestudies.beyondintractability.org/essay/conflicts-disputes/?nid=1068>
- [33] http://www.washingtonpost.com/opinions/in-an-america-with-so-many-religions-what-does-religious-freedom-mean/2012/08/10/a3bda324-cc45-11e1-9986-640e8e5f844f_story.html
- [34] <http://www.people-press.org/2014/06/26/the-political-typology-beyond-red-vs-blue/>
- [35] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~27-Jan.ppt
- [36] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~27-Jan.mp4
- [37] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~29-Jan.ppt
- [38] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~29-Jan.mp4
- [39] <http://peacestudies.beyondintractability.org/essay/conflict-mapping/>
- [40] <http://peacestudies.beyondintractability.org/essay/conflict-stages/>
- [41] <http://peacestudies.beyondintractability.org/essay/limits-of-rationality/>
- [42] <http://peacestudies.beyondintractability.org/essay/reconciliation/>
- [43] <http://peacestudies.beyondintractability.org/essay/meaning-resolution>
- [44] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~3-Feb.ppt
- [45] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~3-Feb.mp4
- [46] <https://www.youtube.com/watch?v=AWX6N-eopOc>
- [47] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~5-Feb.ppt
- [48] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~5-Feb.mp4
- [49] <https://www.youtube.com/watch?v=NnyeqyCiLdo>
- [50] <https://www.youtube.com/watch?v=DCG4qrry1Dg>
- [51] <http://peacestudies.colorado.edu/s15-test-1-study-questions>
- [52] <http://peacestudies.colorado.edu/pacs2500-r/pacs-2500-spring-2013-test-1-study-questions>
- [53] <http://www.crinio.org/stop-fighting>
- [54] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~10-Feb.ppt

- [55] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~10-Feb.mp4
- [56] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~12-Feb.ppt
- [57] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~12-Feb.mp4
- [58] <http://peacestudies.beyondintractability.org/essay/complex-adaptive-systems/>
- [59] <http://peacestudies.beyondintractability.org/essay/hierarchical-intervention-levels/>
- [60] <http://peacestudies.beyondintractability.org/essay/Thirdsiders/>
- [61] <http://mobile.nytimes.com/2014/08/09/opinion/president-obama-thomas-l-friedman-iraq-and-world-affairs.html>
- [62] <http://mobile.nytimes.com/2014/09/27/opinion/joe-nocera-paralysis-isnt-inevitable.html>
- [63] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~17-Feb.ppt
- [64] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~17-Feb.mp4
- [65] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~19-Feb.ppt
- [66] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~19-Feb.mp4
- [67] <http://peacestudies.beyondintractability.org/essay/fact-finding/>
- [68] <http://peacestudies.beyondintractability.org/essay/persuasion/>
- [69] <http://peacestudies.beyondintractability.org/essay/Power/>
- [70] <http://peacestudies.beyondintractability.org/essay/power-inequities/>
- [71] <http://www.project-syndicate.org/commentary/nye103/English>
- [72] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~24-Feb.ppt
- [73] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~24-Feb.mp4
- [74] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~26-Feb.ppt
- [75] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~26-Feb.mp4
- [76] <http://peacestudies.beyondintractability.org/bksum/fisher-getting>
- [77] <http://peacestudies.beyondintractability.org/essay/interests/>
- [78] <http://peacestudies.beyondintractability.org/essay/mediation>
- [79] <http://peacestudies.beyondintractability.org/essay/mediators/>
- [80] <http://peacestudies.beyondintractability.org/essay/arbitration>
- [81] <http://peacestudies.beyondintractability.org/essay/arbitrators/>
- [82] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~3-Mar.ppt
- [83] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~3-Mar.mp4

- [84] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~5-Mar.ppt
- [85] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~5-Mar.mp4
- [86] http://peacestudies.colorado.edu/pacs_courses_files/fire-next-time-ZAQ!2wsx.mp4
- [87] <http://peacestudies.beyondintractability.org/essay/convening-processes/?nid=1297>
- [88] <http://peacestudies.beyondintractability.org/essay/facilitation>
- [89] <http://peacestudies.beyondintractability.org/essay/adjudication>
- [90] <http://peacestudies.beyondintractability.org/essay/hybrid-roles>
- [91] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~10-Mar.ppt
- [92] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~10-Mar.mp4
- [93] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~12-Mar.ppt
- [94] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~12-Mar.mp4
- [95] <http://peacestudies.colorado.edu/s15-test-2-study-questions>
- [96] <http://peacestudies.beyondintractability.org/essay/providers/>
- [97] <http://peacestudies.beyondintractability.org/essay/humanitarian-aid/>
- [98] <http://peacestudies.beyondintractability.org/essay/human-needs/>
- [99] <http://peacestudies.beyondintractability.org/essay/healers/>
- [100] <http://peacestudies.beyondintractability.org/essay/tolerance/>
- [101] <http://peacestudies.beyondintractability.org/essay/coexistence/>
- [102] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~17-Mar.ppt
- [103] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~17-Mar.mp4
- [104] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~19-Mar.ppt
- [105] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~19-Mar.mp4
- [106] <http://peacestudies.beyondintractability.org/essay/terrorism>
- [107] <http://peacestudies.beyondintractability.org/essay/suicide-bombers>
- [108] <http://peacestudies.beyondintractability.org/essay/war-crimes-general>
- [109] <http://peacestudies.beyondintractability.org/essay/war-crimes-genocide>
- [110] <http://peacestudies.beyondintractability.org/essay/refugees>
- [111] <http://www.youtube.com/watch?v=DSHdaJK5qo>
- [112] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~31-Mar.ppt
- [113] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~31-Mar.mp4

- [114] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~2-Apr.ppt
- [115] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~2-Apr.mp4
- [116] <http://peacestudies.beyondintractability.org/essay/nonviolent-direct-action/>
- [117] <http://peacestudies.beyondintractability.org/essay/int-war-crime-tribunals>
- [118] <http://peacestudies.beyondintractability.org/essay/amnesty>
- [119] <http://peacestudies.beyondintractability.org/essay/civility>
- [120] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~7-Apr.ppt
- [121] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~7-Apr.mp4
- [122] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~9-Apr.ppt
- [123] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~9-Apr.mp4
- [124] <http://peacestudies.beyondintractability.org/essay/activism/>
- [125] <http://peacestudies.beyondintractability.org/essay/role-igo/>
- [126] <http://peacestudies.beyondintractability.org/essay/role-ngo/>
- [127]
<http://www.nytimes.com/2012/03/15/opinion/kristof-viral-video-vicious-warlord.html?partner=rssnyt&emc=rss>
- [128]
http://blog.foreignpolicy.com/posts/2012/03/07/guest_post_joseph_kony_is_not_in_uganda_and_other_complicated_things
- [129] <http://peacestudies.beyondintractability.org/essay/democratization/>
- [130] <http://peacestudies.beyondintractability.org/essay/civil-society/?nid=1355>
- [131] <http://peacestudies.beyondintractability.org/essay/peacebuilding/>
- [132] <http://peacestudies.beyondintractability.org/essay/multi-track-diplomacy/>
- [133] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~14-Apr.ppt
- [134] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~14-Apr.mp4
- [135] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~16-Apr.ppt
- [136] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~16-Apr.mp4
- [137] http://peacestudies.colorado.edu/pacs_courses_files/nov20.mp3
- [138]
http://peacestudies.colorado.edu/pacs_courses_files/soldiers-of-peace-ZAQ!2wsx.mp4
- [139] <http://peacestudies.beyondintractability.org/essay/peacekeeping/>
- [140] <http://peacestudies.beyondintractability.org/essay/transformation/>

- [141] <http://peacestudies.beyondintractability.org/essay/apology-forgiveness/>
- [142] http://www.washingtonpost.com/opinions/the-growing-tension-between-capitalism-and-democracy/2011/11/22/gIQAuYOitN_story.html
- [143] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~21-Apr.ppt
- [144] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~21-Apr.mp4
- [145] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~23-Apr.ppt
- [146] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~23-Apr.mp4
- [147] <http://peacestudies.colorado.edu/s15-test-3-study-questions>
- [148] <http://peacestudies.beyondintractability.org/audioplay/lederach-ACR>
- [149] <http://peacestudies.beyondintractability.org/bksum/lederach-moral>
- [150] <http://www.nytimes.com/2012/04/22/opinion/sunday/friedman-down-with-everything.html>
- [151] <http://peacestudies.colorado.edu/pacs2500-r/down-everything-backup-link>
- [152] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~28-Apr.ppt
- [153] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~28-Apr.mp4
- [154] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~30-Apr.ppt
- [155] http://peacestudies.colorado.edu/pacs_courses_files/2500_S15~30-Apr.mp3
- [156] <http://www.youtube.com/watch?v=FD6CqD1kV8s>