CU Peace and Conflict Studies Program

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PACS 4500: Senior Seminar in Peace and Conflict Studies

Spring 2016
Guy Burgess, Instructor
TTh 9:30-10:45 PM, Duane G125

Course Homepage

This "Course Homepage" includes: Instructor Contact Information, Course Assignments, Grading Procedures, and University Policies. Additional, important course pages include:

Course Schedule & Readings Page [1] This page contains reading assignments, text links, the course schedule, test information, power points, and lecture ".mp4 videos." **Access requires a username and password that you obtain by purchasing a voucher from the Bookstore** (see below) and handing it in to your instructor during class.   Use the Urgent Contact form to report access issues.

Temporary Course Schedule / Online Textbook Page [2] provides full access to all materials for the first three weeks while you obtain a Voucher, Username, and Password.

Desire-to-Learn (D2L) [3] use Dropbox for submitting *and receiving comments* on Reading Reflections, Draft and Final Conflict Maps and Concept Papers, and Attendance Makeups.

Urgent Contact Form [4] is used for anything requiring a prompt response. I check this constantly. This is the fastest way to reach me.

Notes from Class Activities [5]

"Make-a-Difference" Threaded Text Resource Tool [6]

Course Overview

Assignments

Request New Password [7]

Important Due Dates

- Getting Acquainted - Jan 20, 8am
- Draft Unit #1 Reading Reflections - Jan 27, 8am
- Unit #1 Final Reading Reflections - Feb 5, 8am
- Unit #2 Reading Reflections - Feb 24, 8am
- Unit #3 Reading Reflections - Mar 16 8am
- Unit #4 Reading Reflections - Apr 27 8am

- Project Topic - Feb 3, 8am
- Draft Map -- Mar 2, 8am
- Final Map -- Mar 9, 8am
- Draft Concept Paper -- Apr 25 8am
- Final Concept Paper -- May 3 8am

General Course Information

Peace and Conflict Studies Certificate Program: Website [8] with information on PACS Certificate program requirements and sign-up procedures.

Course: PACS 4500-001: Senior Seminar in Peace and Conflict Studies

Instructor: Guy Burgess

Main Campus Office: Norlin Library Room S423 [9]

Primary, 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).

Norlin Office Phone: 303-492-6708 Used only during office hours. Use urgent contact form e-mail (not voice mail) for messages.

East Campus Office: ARCE building [10], 3100 Marine St, East campus, [2nd floor (excluding basement), south "Annex" wing, Guy: A228, Heidi A222.
Take the Stampede [11] bus. for relatively quick access.

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 (or email), not voice mail for messages.

Class Periods / Classrooms: Tuesday/Thursday 9:30 PM - 10:45 PM Duane G125 [12]

Primary Course Web Site: http://peacestudies.colorado.edu/pacs4500-course-homepage-spring-2016 [13] 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.)

Secondary Course Websites: For assignment submission and grades only -- Desire to Learn (D2L): learn.colorado.edu [3]

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.

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!

Quick Response E-mail: For urgent questions, use the Urgent Contact Form [4]. You can also my personal e-mail: guy.burgess@colorado.edu and write "PACS4500 Urgent" in the subject line. I check this constantly. You can also call me at our office phone, 303-492-1635 (MWF primarily.) (For example, you should use a quick response e-mail to report any problems with the website.)

Grade Problems: If you become sick or encounter other problems that may prevent you from completing coursework in a timely fashion, talk to me as soon as possible. We will work out a reasonable solution. Similarly, if you find your grades are 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.

Course Overview

This is an advanced course designed for students completing the Certificate in Peace and Conflict Studies at the University of Colorado and others with comparable levels of interest in the peace and conflict field. The course is structured more as a graduate class focused on independent research than as an undergraduate class focused on passing exams covering a tightly defined collection of materials. While there will be some lecture time, a large amount of class time will be spent in small-group and full-class exercises and discussions. The course also recognizes that the peace and conflict field is extremely diverse. After providing students with a common foundation of the latest ideas for dealing with today's most complex and difficult conflicts, I try to offer students the freedom to pursue very different courses of study within the broad field.

The course recognizes and supports the work of students who approach conflict topics from both advocacy and intermediary perspectives. Here the primary goal is to help students develop and apply a sophisticated image of conflict dynamics in ways that can help them more wisely, equitably, and efficiently handle those controversial issues that must be constructively addressed as part of any sincere effort to equitably advance the common good.

There are no tests. Instead, the course is built around a two-part semester project and four groups of readings (and some listenings) that combine audiovisual materials with a selection of readings highlighting the field's big ideas, stories illustrating how these ideas play out in the real world, and occasionally hard data.

As a senior-level seminar it is expected that students will, by now, have developed specialized areas of interest within their major field of study (which accompanies the PACS Certificate). I have structured course assignments in ways that give you the flexibility to focus on these areas of interest.

Grading is correspondingly flexible and focused on the level of effort and sophistication that you bring each assignment. There are no "one-size-fits-all" set of expectations.

Recognizing that the assignments associated with this course are somewhat unusual, I give you the opportunity to revise a submitted assignment if you are not pleased with your initial grade.

Note for University of Colorado PACS 2500 Students -- Students who have taken (or are taking) Introduction to Peace and Conflict Studies PACS 2500 at the University of Colorado will note that this course relies on and includes a number of "prerequisite" materials from the PACS 2500 course. Students who have had the 2500 course can skip these materials or at least skim them on a review basis.

Substantive Focus

This course is about the biggest problems facing our communities, our nation, and our world today. Ones that quickly come to my mind — and probably yours — are human security (freedom from the fear of war, and/or terrorism, as well as unmet fundamental human needs), the economy (jobs, deficits, budgets, debt ceilings, housing, poverty, etc.), social services (health care, education, the justice system, etc.), and the environment (particularly climate change, energy and resources, and air and water quality, arable land, habitat, etc.).

Our communities, our nations (the US and others), and the world have proven remarkably unable to "solve" any of these problems. Why? Heidi and I believe that this is because they are all underlain by a more fundamental problem — the inability to constructively deal with difficult and intractable conflicts. These conflicts prevent us as individuals, organizations, and governments (at all levels) from making wise decisions or taking effective action that will address any of these pressing problems. We are stuck, in many cases, in what William Zartman calls a "hurting stalemate:" a situation in which combatants battle each other instead of the problem, and nothing ever gets solved — or, often, even addressed. Other intractable conflicts remain latent — for instance when oppression or inequality is so severe that the downtrodden don't even have the ability to fight for their rights or needs.

While "traditional conflict resolution" (which, somewhat ironically, 30 years ago was named "ADR" for "alternative dispute resolution,") is able to settle or resolve a great many "tractable" conflicts and disputes, there are a significant number of really difficult problems that seem largely unresponsive to standard ADR techniques.

Many mediators purposely shy away from these conflicts. Many years ago, the predecessor to the Association for Conflict Resolution — then called SPIDR (Society for Professionals in Dispute Resolution) — put out a "definitive" (for the time) handbook on mediating environmental conflicts. A large part of the handbook was spent explaining which conflicts could be mediated and which not. SPIDR members were advised to avoid the ones that were unlikely to respond positively to mediation because it would be a waste of everyone's time, and a threat to the mediators' (and the field's) reputations. If it can't be mediated, the implication was, stay away from it! Unfortunately, in much conflict resolution scholarship and practice, this attitude has changed remarkably little.

That advice long intrigued us, and like adolescents who refuse to listen to their parents, we were drawn toward such conflicts. If they can't be mediated, doesn't that suggest we ought to be doing something else? What? Is there really no solution but to suffer through? Will we ever be able to get to the other side of these conflicts? At what cost?

The second substantive focus of this class is complexity. Most intractable conflicts are very complex — so understanding the nature of complexity and its implications for conflict analysis and intervention is essential if any of these conflicts are to be effectively analyzed or transformed. We will be using a variety of systems theories and approaches to analyze intractable conflicts, and to design interventions or sets of interventions that hold promise for transforming these very destructive conflicts into something more productive — even when they cannot (and quite possibly should not) be resolved all together.

Overall, the goals of the course are:

- To give students a set of "lenses" and skills that will enable you to analyze complex conflicts effectiively--particularly systems analysis and conflict mapping
- To give students a sense of how difficult conficts can be constructively addressed and interventions designed
- To prepare students for further work in this and associated fields--either in grad school, a job, or civic and volunteer activities

Online Text / Readings

There is no traditional, paper text for this course — all readings are online.   Many of the readings come from the Beyond Intractability (BI) website produced by CU's Conflict Infromation Consortium. This is the same website which was used heavily in PACS 2500, but most of the readings we will do this semester are different from the ones used in that class. (I do, however, include review links to some of the most important articles from PACS 2500.) Since BI is not externally funded at the moment, the only way we can keep it available is by charging student users a small "online textbook" fee. Since we use fewer BI readings than are used in PACS 2500, the fee is half that one: $20.00, and that is the only textbook cost for this course. Still, if this poses a significant problem, contact me about options. We will work something out. It is important that everyone have access to this material and the website which is also used for submitting assignments.

In order to gain access the online textbook, buy a voucher, which is on the shelves at the CU Bookstore (in the UMC). Look for the orange/red-colored voucher. Once you buy the voucher, fill it out, **CUT OFF AND**

SAVE the receipt (until you get a password) and give the voucher to me. I will then enter you into the computer system and you will receive a username and initial password (which you should change) by e-mail. This username and password will give you access to a fully functional version of the Course Schedule and Readings page. The first three weeks' readings are free and are posted on the temporary course homepage; but you will need access to the full online textbook by Week 4. If you already did this for PACS 2500, you still need to do this again. Your earlier access gets you into that online textbook, but not this one. Once you pay the new fee, however, and I will add you to the PACS4500 list, you can still use your original username and password.

In addition to the BI material, we read a number of journal articles, news stories, and reports. Some of these are direct links to outside sites, but others are .PDFs stored on the class website. Links to all of these materials are on the Course Schedule and Readings page.

Lost Online Text Password: If you lose or forget your password, simply enter your official University e-mail address 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 (and provides much faster service).

Assignments and Grading

There are two major components of the course. The first component asks you to reflect on and discuss a series of readings, listenings, and mini-lectures organized into four units. The second component is a major class project divided into two parts – a conflict map and a series of three concept papers.

The Reading / Listening Reflection units ask you to look at and reflect upon a diverse array of materials that, collectively, explore the course's core theme of promoting more constructive approaches to conflict. Associated with each unit are a series of "framing" questions that specifically ask you to think about the field's big questions and then participate in class activities on each topic and write a series of short, informal paragraphs highlighting your thinking.

The second component of the course is a two-part semester project that asks you to systematically "map" a large-scale, complex, intractable conflict of your choice using today's sophisticated presentation software. The second part of the project asks you, based upon this map, to identify and develop three specific "make-a-difference" project ideas then prepare for two-page concept papers suitable for preliminary submission to potential funders outlining those ideas.

Course assignments, specific deliverables, and grade weighting are as follows:

- Acquainted E-Mail -- Not graded
- Written Reading / Listening Reflections
    - Unit #1 -- 7%
    - Unit #2 -- 7%
    - Unit #3 -- 7%
    - Unit #4 -- 9%
- Class Attendance and Participation -- 20%
- Course Project
    - Project Topic -- Not graded
    - Conflict Map -- 25%
    - Concept Papers -- 25%

Assignment Due Dates and Late Penalties: Due dates for the various assignments are listed on the course schedule page. If you need a little extra time, send a request for an extension BEFORE a particular component is due and I will try to be helpful (within the confines of University rules). Don't feel like you need to miss class if your work isn't quite done. Since I would rather have something a little late and good, rather than rushed and not so good, I will be reasonably flexible in granting short, occasional extensions as long as people don't abuse this flexibility. (This is less true, however, for class presentations which need to occur when scheduled.) Late penalties will be assessed on all assignments unless you get permission to be late.

Finally, late assignments may not be graded in as timely a fashion as those submitted on time.

Get Acquainted E-mail Assignment

Submit using D2L Dropbox.

To make it easier for me to get to know you, I am asking everyone to send me a get-acquainted message with the following information.

- Full name
- Name that you prefer me to use
- Major / year (freshman, sophomore, junior, senior)
- Career and graduate school aspirations
- Reason for taking the course
- Whether or not your are a PACS certificate candidate (or might want to be)
- Expected graduation date (for PACS candidates)
- Anything else about yourself that you think I should know

Attendance and Participation

Attendance and participation in class sessions is an important part of the course and worth 20% of your grade. Attendance grades are based on the number of classes missed and the degree to which you actively participate in classes attended.

Attendance Makeups -- Everyone receives two free "sick days." After that, I expect you to submit an attendance make up assignment (see below). To do in attendance make up, first listen to the .MP4 video recordings of "lecture" (not class discussion) segments of the missed class session. After that, use the Web Form system to send me a 450 word write up for the class including notes on lecture and your thoughts on the discussion topic for the day. Your write-up should demonstrate that you listened to the recording and did not simply copy and paste headings from the PowerPoint slides. **Unless you receive special permission, you need to do the makeups within two weeks of any classes that you miss.** Everyone gets 3 automatic makeup opportunities (in addition to the two missed classes). If you need more than that, talk to me.

Special Circumstances -- There are a variety of good reasons for missing class besides illness– religious holidays, major field trips associated with other classes, 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. Note, however, I do not count the missed classes as having been attended unless a makeup assignment is received.

Power Points 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 post .MP4 video with the PowerPoints and accompanying soundtrack shortly after class. This process captures my comments very well but not group discussion. The course schedule includes links to these Power Point and .MP4 files. **NOTE**: These links will not work until the files are posted.) Students should also assume that there will be occasions when the Power Points and .MP4 videos are not available or that class sessions that feature materials (such as DVDs) that cannot be posted online. In such cases, it is your responsibility to get the notes from one of your fellow students.

Reading Reflections

All Reading Reflections should be submitted using the D2L Dropbox.

The primary purpose of the Reading Reflections is to make sure everyone does and reflects upon the readings. (They replace tests!) The Reflections also allow you to focus your studies on those aspects of the readings that best address your areas of interest within the broader peace and conflict field.

Each set of Reflections should contain at least 25 "bullet point" paragraphs--one to three sentences each--that:

- Explain a key idea from the readings / listenings that you found particularly important (tell me why), interesting (tell me why), relevant to your project (tell me how), or relavent to the news (tell me how), or
- Highlight something you found puzzling (tell me how).

In other words, don't just repeat what the readings said--start with something they said and go further--"do something" with each idea.

Accompanying each of the four sets of reading reflections are a series of framing questions to get you started.

The Reflections should be written in your own words. If you want to copy and paste something from an article, you can do so as long as it's clearly cited. (It also doesn't figure it into the "word count" for the assignment.)

The big thing that I want you to do, now that you're taking an advanced senior seminar, is start really grappling with the tough questions that are the focus of this online seminar. As you'll see, I firmly believe that these problems collectively constitute an enormous threat to the future well-being of all of us.

Many of these materials come from high-quality, journalistic sources. As such, they tend to be written in a much more engaging way that captures both rational/analytic and subjective/emotional aspects of the problem.   Where more academic and statistical materials are involved, we urge you to think about what those numbers reveal about the lives of real people. I urge you to be a "social scientist" in the sense that this term means someone who can be moved to tears by statistics (because they really understand what they mean in human terms).

Grading -- These reflections, all together, are worth 30% of your grade. If you do an adequate job at the relatively highlevel of effort described above, that will earn you a A-/B+. If you do more points and/or particularly insightful or thoughtful points, that will raise you up to an A or, in exceptional cases an A+. Conversely, if you do fewer than 25 points, or you just repeat what the author said without adding any (or many) of your thoughts, that will drop you grade towards a B or below.

***Note:** Additional clarifications added to the description of Units 1, 2, 3, and 4 on the Course Schedule page.*

Course Project Introduction

The Course Project asks you to produce a set of materials, all focused on a large-scale, complex, intractable conflict of your choice: a community, inter-group or public policy conflict within the US; a conflict internal to another nation state; or an international conflict. After writing a short topic proposal to make sure you are on the right track, I would like you to spend about a month developing and documentating graphical maps that describe the nature of the "conflict system." I find that this strategy for analyzing conflict situations is particularly useful. Once constructed, we will ask you to use these maps as a basis for identifying things that are going wrong (or could go better) and strategies for improving things. Finally, we will ask you to propose (as policy briefs or concept papers) three concrete steps that might be taken to pursue your "improvement" strategies. The combined course project has three "deliverables:"

- A topic proposal.
- A linked set of conflict maps and map documentation
- A policy brief or concept paper

Relationship with Reading / Listening Reflections -- The content presented in the Reading / Listening Reflection Units provides a broad overview of conflict problem solving in a complexity-oriented context. The course projects ask you to select and apply those ideas from the Reflection Unit that are most applicable to your specific case. As you do this you will note that there are a lot of materials in these Reflection Readings that provides critical, how-to information for your project. In general, materials from Unit 2 plus roughly half of Unit 3 materials apply to conflict mapping component of the course project. The second half of Unit 3 together with Unit 4 focuses more on material applicable to the intervention concept paper component of the project. So, in general, you should plan on looking at these materials before turning in final copies of the two project components.

Project Drafts -- I have always felt that instructor comments are vastly more useful when offered at the preliminary, draft stage of a project (rather than the final submission stage). For that reason, the course schedule includes deadlines for submitting preliminary drafts of major assignments.

Submission of Course Project Components -- The above Reading Reflections and the Topic Proposal should be submitted using the the D2L Dropbox. (Using the web form reduces the chance that your assignment will be lost and reduces the amount of time I have to spend on the clerical tasks.) The Conflict Map and the Concept Paper assignments should be uploaded to the D2L Dropbox. All prose assignments should be formatted in Microsoft Word -- either .doc or .docx. If you do not have Word, you can get Open Office (an open source alternative) for free for either Macs or PCs. I also can read .rtf files that virtually all word processors can create as well as .pdf files. Please **DO NOT** hand in files in the Apple ".pages" format. We cannot read them. Be sure to put your name on the document, and also in the filename, along with the assignment (for instance, Smith-Concept-Paper.doc). Maps (see below) can be drawn with Power Point, Prezi, Vensim, or (less desirable, but acceptable) paper and pencil (submit photographs as .jpg or .png files). Other programs are acceptable too as long as the final result is in a readable format. Ask if you are not sure.

Part I: Project Topic Proposal

Submit using the D2L Drop Box.

For this preliminary part of the assignment you should submit a one-page description of the conflict that you want to study and list at least five sources of information you have found to start your research. (This is to start you looking for information early, so that you can change topics if information on your first topic proves too hard to find.) You do not need all scholarly articles--news articles and government and NGO reports are also acceptable sources of information. Having some scholarly articles, however, is desirable. It is also very important that, taken together, your information sources include objective neutral analyses as well as partisan views reflecting competing perspectives. If you just get the Palestinian or Israeli view of their conflict, you will end up with a very biassed and unworkable analysis.

In most cases, you will need to do more than submit a few words or a sentence that simply gives the conflict name. Rather, you need to also describe what aspect of the conflict you are going to be looking at. For example, if someone were to say that they wanted to look at the conflict in Syria, I would want to know what time frame you are looking at. For example, are you looking at the events started the uprising in March 2011, or are you looking at the rise of ISIS. What aspect of the conflict do you want to look at? For instance, you might look at the conflict over chemical weapons, the calculated savagery of ISIS, or Syria's relationship with Israel.

Don't bite off more than you can chew! At the same time, however, don't choose a conflict that is too simple and short-lived. You will not be able to do an adequate analysis if you don't do a relatively long-running, complex conflict. To do this you want to look at a relatively large-scale conflict – one that involves lots of people with lots of differing interests.

Keep in mind that this is not a traditional academic research paper describing the history of a conflict. Rather, it is a systems analysis project. The goal is to learn about, analyze, and "map" as much as you can of an entire "conflict system." While understanding what happened is obviously important, I want you to focus as much energy on understanding "why" things happened (and are happening). Understanding the "whys" then becomes a basis for identifying and evaluating options for increasing the constructiveness with which the conflict is being addressed.

You may find it helpful to focus your project around a particular "decision point" or dispute within a longer-running conflict. (I use John Burton's conflict/dispute distinction: disputes are short-term episodes that are resolved; the conflict is the underlying, long-running problem that often continues — sometimes for decades – that includes a series of disputes.)

You could, for example, look at the long-running conflict between Republicans and Democrats in the US, focusing on immigration reform, or health care as a subsidiary conflict. Within such a conflict you could then focus on a particular dispute episode such as the initial passage of "Obamacare" legislation or the latest immigration reform bill. The thing to remember is that all conflicts are played out through a long-running series of disputes which are, in turn, resolved through a variety of processes — negotiation, an election, a legislative vote, a judicial decision, military confrontation, or any of a wide variety of other possibilities. Obamacare was passed (that ended the immediate dispute over the bill), but the conflict remains — by June 2013, the House of Representatives had voted 37 times to try to repeal it, and we closed down the federal government in

September in a last-ditch effort to repeal it or scale it back. That effort lost, but others are being mounted by states and Congress--the conflict is not yet over. Even if the conflict over Obama care were to be settled, there would still be conflicts over who should have access to what kind of health care and who should pay. So if you were interested in studying the conflict over the Affordable Care Act, you could start by looking at it's passage as a starting point, and then go backwards to see what led up to that and forward to see what unfolded afterwards--and what drove the conflict to escalate as much as it has.

Before you decide on a topic to study, be sure to consider:

- Whether the conflict is of considerable interest to you. You'll be putting a lot of time into it, so you will have more fun and learn a lot more if the topic is one that you are deeply interested in.
- Whether the conflict fairly complex. The focus of our work this course is on the analysis and transformation strategies for deep-rooted and intractable conflicts. You will not be able to complete the course assignment properly if you focus on a short term, relatively simple problem.
- Whether enough information is readily available. If you do something obscure, you may have trouble obtaining enough information to do this project properly. Make sure you can get information before you commit to a topic!

Part II: Conflict Maps and Documentation

Submit using the D2L Dropbox.

This major component of the course project consists of a linked set of conflict maps **AND DOCUMENTATION** which you can draw with PowerPoint, Prezi, Vensim, or any other drawing program that you might prefer. Detailed information about how to do this is presented in the online videos (see below). In terms of level of effort, it should be comparable to half of a typical, semester, term paper project.

More information about the theory behind the mapping process and example maps is found in this article from Beyond Intractability: Multi-level Conflict Mapping Using PowerPoint, Prezi, and Websites [14]

Your maps should identify:

1. The primary conflict parties
2. Other important parties, if there are any (such as key allies of one side or the other)
3. Active and potential third parties
4. Primary parties' "attribues" (the way they self-identify, their values, positions, interests, needs, frames, grievances -- basically how they "see" or understand the conflict).
5. Sources of power and power strategies
6. Significant events (Including dispute episodes within the longer running conflict)
7. Significant conflict dyanmics such as homeostasis, positive and negative feedback loops, non-local or non-linear causation, and probabalistic effects. (See Lakoff, Little Blue Book. chpt 17.)

In addition to drawing the maps themselves, I want you to annotate the maps — explaining what all the shapes and elements mean, why they are included (what makes them especially important to the story you are trying to tell) and why you drew them as you did.

- This can be done in an accompanying MSWord document, or it can be done by including extra "slides" with more detailed information which can be accessed with links or by "zooming-in" with prezi. If you click on a box for the Assad government, for example, in a map of the Syrian conflict, that could take you to a Powerpoint slide that talks about the nature of the Assad government and what their role is/was in driving that conflict.
- You could also present your map orally either as a recorded presentation or as a "in person" visit with your instructor (for those taking the course in the Boulder area).
- This documentation is also where you should put in citations to reference sources.

As you design your slideshow maps, I think that it's useful to plan them around the series of slide "clusters" each focused on a different aspect of the conflict. The slides can be created using "fill in the blanks" templates. The idea is to link the slides together using a master table of contents, menu bar, and hyperlinks.

The principal slide clusters that you may want to create are listed below. Obviously, fully filling out all of this could be a major undertaking. I want you to focus on the most important elements and keep the level of effort in the "half a term paper" range. Still, I expect that you will be able to do a lot of this.

- **Dispute Focus** – The dispute focus slide(s) should explain the immediate dispute (decision point) that is the primary focus of your project. This assumes that, in some way, you are trying to positively influence the way in which some key decision (within the context of much larger and probably intractable conflict) is made. This may involve encouraging some sort of compromise or promoting more constructive confrontations. If you find yourself having trouble putting things into this framework let me know and I will try to help.

- **Dispute Chain** – The dispute chain slides will place your dispute into an historical context with a chronology of key prior disputes (and Ricigliano's "transactions") that have determined the substantive issue to be addressed in the larger dispute context.   You may also want to include a few anticipated future disputes through which the outcome of your dispute might be challenged or defended (depending upon the desirability the outcome).

- **Involved Parties (Summary)** – This section might best include a single, one slide listing of "involved parties" along with links to additional slides with more information about the parties that are playing the most significant role (see next section). You would want to include first parties (in legal terms, the plaintiffs or complainants) and their allies, second parties (defendants, again in legal terms) and their allies, altruistic third parties (Bill Ury's Third Siders), profiteers of various kinds, and fourth parties – the media channels through which everybody gets their information about the conflict (which will undoubtedly include lots of "narrowcast" media channels that simply tell people what they want to hear).

- **Detailed Party Profiles (or Attributes)** – You'll probably also want to include a substantial number of "profile" slides for the principal parties. These slides would contain information about each party's underlying interests, the positions that they are championing, and their larger needs and values (Ricigliano's Attitudes). You would probably also want to include information about the party's relative strengths and weaknesses with respect to those power arenas that are likely to come into play.   Finally, it may be appropriate to include information about each parties internal structure, it's grassroots members, funding sources, and leaders along with any internal conflicts of interest. Included here would be information about the degree to which they are focused on the core distributional, moral, status, and identity issues.

- **Structure** – This slide (and subsidiary slides) would highlight key aspects of the structure of the process that that will determine the outcome of your primary dispute. It should identify the degrees of freedom available to individual actors that ultimately constrain what procedural changes and outcomes are possible. (Ricigliano's Structures). This is where you include information about the conflict arenas and the types of power contests and negotiation opportunities that are likely to come and play.

- **Destructive (and Constructive) Conflict Dynamics** – Again, I expect that you would want to have an index slide with subsidiary slides highlighting several key dynamics upon which you wish to focus your project (and, especially, your intervention concept papers). In large-scale, society-wide conflicts, there are likely to be a great many of these dynamics at play. And, realistically, you can only expect to focus on a relatively modest number of them. Here, you might draw upon the "Make a Difference Guide" threaded text system, other course materials, and what you may have learned in PACS2500 or your other PACS-related courses. **Accessing the "Make a Difference Guide [15]" requires the username and password "pacs4500" or your free Premium accout with Beyond Intractability.** Key dynamics that you might want to address include, for example, problems giving rise to misunderstandings, fact-finding difficulties, escalation, violence, unrightable wrongs, poor working relationships, lack of a positive vision for the future, poor collaborative skills, an overreliance on force, and spoilers.

Dynamics you should probably consider occur at the macro-level where misunderstandings of the big picture lead people to act in unnecessarily destructive ways. Problems may also arise at the intermediate, "meso" level where particular interventions are designed and pursued. Finally, there are problems and opportunities that may arise at the micro-level regarding the actual conduct of particular intervention efforts.

Grading: Grading will be based on the following criteria: the inclusion of requested mapping elements, the number of elements within each category, the clarity and accuracy of maps, quality of documentation, integration of the various maps with one another, writing quality, timeliness of both the draft and final map.

Part III: Theories of Change and Intervention Concept Papers

Submit using the D2L Dropbox.

If you did a good job on your conflict maps, you should be able to look at them and see where the biggest drivers of the conflict are located, which should suggest areas where intervention is needed and potentially fruitful. The purpose of this portion of the course assignment is to consider a variety of change strategies that might be brought to bear on the conflict to promote constructive change and then to write three succinct concept papers (approximately 750 words each) for three different interventions that could be implemented (independently or in a coordinated way) to bring about a positive change in the conflict system. If, as an alternative, you would like to spend a lot more effort developing just one idea, talk to me and we may be able to work out a way to adjust the assignment.

Suggestions for the change strategies part of the semester project:

- One approach that many of our former students have found useful is John Paul Lederach's Circle of Conflict Transformation, which is described in the course readings. Many of them have pursued this portion of the assignment (we've used this in earlier classes) by drawing the circle — something like a map — and fleshing out both the "horizon of the future" and the structural, cultural, relational, and attitudinal change processes that might be used to bring about your desired future. You can then expand (a bit) upon three of these ideas for your three intervention concept papers.
- Another option is to use the list of options presented in Ilana Shapiro's essay on theories of change or the theories of change table discussed in the mini-lectures. Again, you would want to first specify the goal(s) you seek to accomplish (likely something short of Ricgliano's "Peace Writ Large,") and then discuss which of change strategies might be useful to attain those goals, given the conflict situation described with your maps.
- A third option is presented in Designing for Results: Integrating Monitoring and Evaluation into Conflict Transformation Activities, Chapter 2 [16] by Cheyanne Church and Mark Rogers which lays out yet another explanation of the theories of change concept.
- There are also lots of good ideas and detailed materials in the "Making a Difference Guide [15]" threaded text system. **Accessing the "Make a Difference Guide [15]" requires the temporary username and password "pacs4500temp."**
- Finally, of course, there are options that may occur to you in the course of doing the readings and listening to the videos.

Guidelines for the intervention concept papers:

- Clearly, you cannot detail exactly what you would do in 750 words, but learning how to pack a lot of information into a small space is a very useful skill. Funders often want 1-2 page concept papers before they invite full proposals for any potential project. The purpose of these concept papers is to succinctly describe what you propose to do, why, where, and how. (You can imagine you are the proposer, or you can write a concept paper on behalf of another actual or make-believe organization or government agency.) For the "why" part, you should explain the goal(s) of your intervention and how this action will help accomplish those goals, both at the micro-level (if this is a micro-level intervention), and also more broadly through the system (i.e., the macro-level). Put another way, if you think of conflict systems as ecosystems, then a change in one part of the ecosystem is likely to bring about changes in other parts of the ecosystem as well. What extended changes might occur as a result of your intervention? How can you increase (or magnify) the possibility that desired secondary changes will occur, and diminish the chance that undesired secondary changes will happen?
- In addition to broad goals, you should also quickly explain how you would achieve those goals. For example, you might want to include a brief workplan and a summary of the qualifications of the project team. (You can assume that you will be able to put together a team with the needed skills.)
- Finally, in your conclusion to your whole project, consider how your three interventions might build upon or enhance each other (if they will) as well as what other factors are likely to be important to significantly change the structure and dynamics of the conflict system you have been examining.

Grading: Grading will be based on the following criteria: your ability to clearly articulate and pursue theories of change appropriate to your situation, clarity and persuasiveness of your presentation of your intervention concept, the degree to which your ideas are realistic and doable, and your ability to constructively situate your project in a larger context.

Example Concept Papers: Paper 1 [17], Paper 2 [18], Paper 3 [19]

Additional Information

Political Diversity Statement

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 many people 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 is impossible to do justice to this topic without critically reviewing politically sensitive arguments on all sides of the issue.

While I may gently push students to consider alternative ways of thinking about things, I **will not, in any way, penalize students on the basis of the political beliefs expressed in their work. Anybody who feels uncomfortable about any of these issues is encouraged to talk to me. You will find that I will be quite accommodating and open to alternative views and interpretations. I do expect you, however, to know and understand (though not necessarily agree with) the arguments made in the readings, lectures, and other course materials.**

Apology for Voice Recognition Errors

I use voice recognition software because of orthodeic problems. Occasionally, this results in spectacular and often inexplicable typographical mistakes. We try to proofread what we type, but sometimes, due to the volume of grading and the speed with which we are trying to accomplish it, we miss something. We apologize and ask you to please let me know if we ha'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 [20] or by e-mail at dsinfo@colorado.edu [21]. If you have a temporary medical condition or injury, seeTemporary Injuries guidelines [22] under the Quick Links at the Disability Services website [23] 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 [24]

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 [25] and the student code [26].

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 [27]. 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 [28].

Honor Code: All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy [29] 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 [30]; 303-735-2273 [31]). 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 [32].

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Links:
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[2] http://peacestudies.colorado.edu/pacs4500-course-text-schedule-spring-2016-temp
[3] http://learn.colorado.edu
[4] http://peacestudies.colorado.edu/pacs-4500-urgent-contact-form
[5] http://peacestudies.colorado.edu/4500G-S14-Class-Activity-Notes
[6] http://www.beyondintractability.org/moos/make-difference
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[10] https://maps.google.com/maps?
&ie=UTF8&cid=16700279825504872160&q=Administrative+and+Research+Center+
(ARCE)&iwloc=A&gl=US&hl=en
[11] http://www3.rtd-denver.com/schedules/getSchedule.action?routeId=STMP
[12] http://www.colorado.edu/campusmap/map.html?search=DUAN
[13] http://peacestudies.colorado.edu/pacs4500-course-homepage-spring-2016
[14] http://www.beyondintractability.org/educationtraining/multi-level-conflict-mapping
[15] http://peacestudies.beyondintractability.org/content/making-difference
[16] http://dmeforpeace.org/sites/default/files/SFCG_Designing%20for%20Results_Ch2.pdf
[17] http://peacestudies.colorado.edu/pacs_courses_files/4500-model-concept-paper1.docx
[18] http://peacestudies.colorado.edu/pacs_courses_files/4500-model-concept-paper2.docx
[19] http://peacestudies.colorado.edu/pacs_courses_files/4500-model-concept-paper3.docx
[20] tel:303-492-8671
[21] mailto:dsinfo@colorado.edu
[22] http://www.alumniconnections.com/links/link.cgi?l=6835148&h=132484&e=UCBI-20151203180101
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[24] http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams
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[28] http://www.alumniconnections.com/links/link.cgi?l=6835157&h=132484&e=UCBI-20151203180101
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