Global Peacebuilding Certificate Capstone

CHSS 5250
Tuesdays and Thursdays 3:00 – 4:15

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Office Hours: Tuesdays and Thursdays: 10:30-11:30, and 4:30 – 5:30 (if requested in class); or by appointment

Congratulations on choosing to think about global peacebuilding. Addressing peace is a brave decision in a society and world that quickly lean towards violence as a solution to so many problems. But many people – including employers! – recognize that peacebuilding skills are vital for our daily lives, careers, country, and the planet. You should give yourself a pat on the back for realizing the importance of peacebuilding, resisting some dominant trends, and taking another crucial step to being a peacebuilder.

Welcome to the very first iteration of the Global Peacebuilding Certificate Capstone class! You are pioneers, which we know brings glory but also challenges. The class has to do a number of things:
1. Make sure you are familiar with some key concepts in the peace building and peace studies literature.
2. Explore how the idea of peacebuilding intersects with your major.
3. Allow you to learn about these concepts and prepare for your peacebuilding future by engaging in projects that move from theory to action.

The second and third of these things are the very stuff of a capstone class. Admittedly, the first thing would be more appropriate for an Introduction to Peacebuilding class, Peacebuilding 101 if you like. But we don’t have that class yet as we try and get the certificate off the ground. It’s as if pioneers needed a lot of infrastructure to make their lives easy. But if that infrastructure was there then, well, they wouldn’t have been pioneers!

The first eight weeks of the class will allow us to understand key concepts in peacebuilding, while applying them to particular conflicts of your choosing.
Weeks nine and ten will focus on the personal attitudes that must be developed and nurtured to become a peacebuilder. For this we will work through Chad Ford’s *Dangerous Love* book. This is the only book you will need to purchase for this class.

Week 11 we use what we have learned to think about 1) careers in peacebuilding, 2) how to continue becoming a peacebuilder, including roles in various forms of education, and 3) how what we have learned so far relates to your majors and minors.

The rest of the semester will be spent on completing group projects and an overarching class project that will help promote the Peacebuilding certificate to your USU peers.

**Learning Objectives**

After taking this class you will:

- Have a critical understanding of the foundational concepts in peace studies
- Be able to apply peacebuilding concepts to real world conflicts at the global and local skills
- Understand the skills and elements of the peacebuilding process
- Possess knowledge of the history of peacebuilding
- Relate the field of peace studies and peacebuilding to your major and minor
- Understand the individual attitudes and group dynamics required for peacebuilding
- Develop written and oral communication skills
- Gain experience in working as part of a group to educate others about peacebuilding processes

**Instructional Methods**

We will work within USU’s rules and guidelines to engage the class material and projects as a group. As things stand, following the Provost’s instructions and plans we will *only* meet face-to-face. I will not record the class meetings or allow people to attend virtually via Zoom. Changes will be made in the semester as per Provost’s instructions.

This is the important bit: I expect you to have read and engaged the material for the week prior to our Tuesday meeting. The class time will be focused on discussing and applying the week’s
material – rather than me droning on explaining them! To foster this type of seminar behavior I will ask for a written response prior to classes and I will use this to guide our discussion.

Bottom Line: I expect you to have read the material, discuss it, and participate in group and class exercises.

**Required Readings**

All required readings are available through the university library as an ebook or are posted in the Canvas site. So, no need to buy any book unless you want to! The books won’t be on the shelf in the bookstore. If you really want to buy them then I’ve heard that there are some online outlets selling books....

As I said earlier, there’s no need to purchase any material unless you really want to. The readings for the course are either available through USU as an ebook or posted on the Canvas site.

The books are:

Charles Hauss (2020) *From Conflict Resolution to Peacebuilding*, Rowman & Littlefield. This is available as an ebook through the library.


Chad Ford (2020) *Dangerous Love*. Berret-Koehler Publishers. This is available as an ebook through the library.


Your Responsibilities

You are responsible for reading the material, and you should come to class to discuss it and otherwise participate. I expect attendance. Attendance is part of your grade, and your active participation in the class through weekly in-class activities will be part of the grade.

Coming to class means arriving on time, staying for the duration and being attentive.

No late assignments will be accepted, unless there is a medical or family emergency documented by the Dean’s office—meaning something sudden, drastic, and unforeseen. If you have scheduled events, such as weddings, family reunions, job interviews, etc., coming up plan ahead and hand in the assignment early!

No cheating! See below.

Academic Integrity

By remaining in this class after being presented this syllabus, it is understood that you will follow and be bound by the most recent version of the USU Student Code, and especially the policies on academic integrity (Section VI). It is my policy that plagiarizing from any other sources (including published works and web-sites) is a form of cheating that will definitely be punished. Your written work must be independently produced, and must not display cross-over or direct similarity with the work of a classmate. Self-plagiarism, either for assignments within this class or using material you have written for other classes, is also a violation of academic integrity and counts as a form of cheating.

If you cheat on an assignment you will receive an “F” for that piece of work, the Dean’s office will be informed of your misconduct, and your final course percentage will be reduced by 10% and your course letter grade assigned accordingly.

If you cheat for a second time in the class you will receive an “F” for the class and your name will be forwarded to the Dean’s office again.

Civility Policy

The expectation of in-class discussion of the course material reflects a belief in informed debate that respects individual opinions and differences. Each member of the Utah State University community is responsible for fostering an atmosphere imbued with dignity, respect, tolerance, appreciation of diversity and positive regard for all members of our collegiate community.

Requirements and Grading

Your final grade will be assessed in the following manner:
Pre-class reflection papers 20%
Post-class reflections 10%
Weekly “conflict map” group exercises 20%
Group final project 20%
Class public project 20%
In-class participation 10%

No late assignments will be accepted. Just as in the “real world” outside the haven of USU, deadlines are real. Plan ahead. The pre- and post-class reflection papers must be submitted through the Canvas site. The deadline is strict and managed by Canvas. Send the assignment as a Word document attachment that I can open. If you have quirky software tastes then you must make the document compatible for Canvas. All assignments must be double-spaced, Times Roman 12 font, and one-inch margins. Editing, presentation, spelling, and clarity of writing will be taken in to consideration when assigning a grade to an assignment.

Exceptions will be made for health reasons and family emergencies but documentation from the Dean’s office will be required.

Pre-class reflection papers. These must be submitted by 1:15pm on each Tuesday of weeks 2 thru 11 (Foundations thru Careers/Education/Disciplines). The paper should be between two-thirds of a page to a whole page in length, double-spaced, one-inch margins, 12-point font. In this paper you need to reflect on key concepts from the week’s readings. What did you learn, what resonated, how do this week’s readings connect to each other and material from previous weeks? What did you find particularly interesting, and why? What did you find hard to understand – what would you like explained further? And, the chapters in the Hauss readings include a box in which he goes “Out on a Limb.” Conclude your reflection paper with your own, out on a limb statement. We will use your reflections and out on the limb statements to structure our class discussions for the week.

Post-class reflection papers. These must be submitted by noon on the Friday of weeks 2 thru 11 (as above). The paper need be no more than a quarter or a third of a page in length, double-spaced, one-inch margins, 12-point font. Believe it or not, university is meant to be a learning experience. That means being able to reflect on material you are presented, evaluate it, and use concepts and your critique of them to build up your own conceptual framework to help you understand the world. This short paper asks you to reflect on the discussion of the week and tell me what concepts/ideas worked for you, and which ones did not, and how you are developing your understanding of peacebuilding. It’s meant to be short and pithy!

“Conflict map” and other in-class exercises. From the second week you will be working in small groups to develop “conflict maps” as described in the Hauss readings. Each week you will work on your conflict map and broaden your understanding of a particular set of conflicts. You will be asked to present your work in class on a regular (weekly or bi-weekly) basis. Some weeks I may assign another group exercise or ask you to develop your conflict map in a way that is not defined by Hauss. Written components of these exercises will be minimal, but you should keep
a cumulative record of what you have done each week through a GoogleDoc that I may access as these exercises will lead up to your group final project. Speaking of which...

**Group final project.** Your group work over the course of the semester will culminate in a paper and presentation to the class. The paper will engage one conflict (at any scale – local, national, or global) and use at least 4 concepts or ideas from the class to discuss the causes of the conflict and processes of resolution, reconciliation, and peacebuilding. The project should combine an understanding, application, and evaluation of the concepts with a discussion of the process of conflict resolution and peacebuilding in your case study. Policy recommendations would certainly strengthen your project. At least two academic papers (articles or chapters) not assigned in the class should be brought in to support your argument. This project is a culmination of your weekly group exercises but should be more than just gluing together what you have already done. Rather, it should be a refined and coherent product that shows how you have connected concepts from the class to be able to speak to the processes of peacebuilding. Think of it this way: An interviewer asks, perhaps with a hint of skepticism, “So tell me what you learnt with this peacebuilding certificate.” And you, with poise and confidence reply, “well, for example, we looked at the case of ‘x’ and it demonstrated how...and this has broader relevance for the world and this position I am interviewing for because...” This may sound daunting, but, frankly, I know you’ve got this!

**Class public project.** Talking about peace and peacebuilding to a small group of likeminded people is one thing, but talking to a wider and potentially skeptical audience is another. In the final week of the semester you will create a public outreach exercise aimed at your USU peers that shows the importance of peacebuilding skills for the twenty-first century, the possibilities of peacebuilding at local, national, and/or global scales, and the imperative of adjusting attitudes towards peace and “dangerous love.” The format and medium of this project will be part of your own creativity and decisions, though we will have to evaluate the COVID-19 context and its impact upon our campus and adjust accordingly.

**In-class participation.** It is assumed you will attend each class. Regular absences will result in an F for this part of the grade. More to the point I expect you to be an engaged and active participant in the class. Turning up and checking out (i.e. sleeping, texting, checking stuff out on your laptop, e-mailing, and just generally sitting there tuned out) is less than satisfactory (i.e. a D or F): Well, would you do it in a meeting in a new job?! A score of zero is possible for this part of the class.

**Course Outline**

Week 1. August 32 and Sept. 2. Introduction to the class, and starting our “Conflict Maps.”

Reading: Ch1. Hauss *From Conflict Resolution to Peacebuilding (FCRtP) &*
George Lopez “Social, Political and Cultural influences on Peace Studies.”

Reading: Chapters 2 and 3 FCRtP &
Chapter 1 Barash and Webel, Peace and Conflict Studies (PaCS).

Reading: Chapters 1 and one of chapters 8, and 10 (your choice) of Carol Cohn (ed.) Women & Wars; &
Chapters 11 and 12 Palgrave Handbook of Disciplinary and Regional Approaches to Peace (PHoDaRAAtP); &
Chapter 1 of Security Disarmed and one of chapters 2 and 3 (your choice).

Reading: Pick any three Chapters, 11, 12, 13, 14, 15, and 16 of PaCS.

Week 5. Sept. 28 and 30. Negative Peace II.
Reading: Chapter 17 of PaCS &
Any one of Flint and Falah “How the United States justified its war on terrorism” or Flint “Intertwined spaces of peace and war.”

Week 6. Oct. 5 and 7. Positive Peace I
Reading: Chapters 18, 19, and 20 (to p. 567) of PaCS.

Reading: Chapters 20 (pp. 567-575), 21, and 22 of PaCS.
Oct. 14 Virtual Guest Speaker Tasha Howard, Utah State University

Reading: Ch. 4 of Security Disarmed &
Any one of Lederach or Adolf &
Any two of Chapters 7, 11, 30, 31, and 41 of the Webel and Johansen Reader.
Oct. 21 Virtual Guest Speaker. Dr. Sara Koopman, Kent State University.

Reading: Chad Ford, *Dangerous Love*, pp. 1-115.
Oct. 28. Virtual Guest Speaker. Dr. Kara Dempsey, Appalachia State University.

Week 10. Nov 2 and 4. Developing Peacebuilding Skills II. Nov 4 Darren Parry

Reading: Chad Ford, *Dangerous Love*, pp. 116-218.
Nov. 4 Virtual guest speaker. Darren Parry, former chairman of the Northwest Band of the Shoshone Nation.


Reading: Select any two of Chapters 1, 2, 3, 4, 5, 7, 9, and 10 of PHoDaRAtP

Weeks 12 thru 15. In-class and remote group meetings to complete group project and class public project. There is flexibility in these weeks that we will adapt to at the end of the semester. *We will meet as a class on Thursday December 9 to talk about and present the projects and celebrate the completion of the class.*