

MGT 5101 Conflict Analysis and Transformation

Instructor: Dr. Thomas J. Ward, UTS Professor of Peace and Development

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

Class Venue: Online utilizing Canvas and occasionally Zoom

Class Meeting Time: This is an online asynchronous Canvas-based Course. Based on student interest and demand, there may be some synchronous Zoom sessions but attendance is not required (they will be recorded and made available afterwards to those unable to participate). Synchronous sessions will largely consist of simulations related to conflict analysis and transformation. It will not be possible to conduct some of these exercises without a critical mass of six to eight students) and, with such a critical mass lacking, we will make the session more participatory and reflective as opposed to a simulation. Simulations sessions, if and when we can duct them in this cohort, will allow students to hone the use of the practical competencies fostered through the class.

Course Description:

This course introduces students to Peace and Conflict Studies and their application in Conflict Analysis, Transformation and Diplomacy. The course examines the factors that need to be assessed when addressing violent conflict and when working to prevent international, intra-national, and even interpersonal disputes from escalating into an intractable conflict.

INTERNATIONAL CONFLICT AND NEGOTIATION (Dimensions of the Course)

1. Introduction

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

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

In this course, we frequently reference models of conflict analysis and transformation that have been developed and/or refined by the United States Institute of Peace (USIP), a quasi-

independent national training institution that was founded and is funded by the United States Congress.

Its website (www.usip.org), USIP defines its goals to include:

- * Prevention and resolution of violent international conflicts
- * Promotion of post-conflict stability and development
- * Diffusion of conflict management capacity, tools, and intellectual capital worldwide

In this class, the instructors and students in the class may occasionally also access other major online conflict-resolution related resources, made available through the United Nations <http://www.un.org>, the International Peace Research Institute in Norway (PRIO) <http://www.prio.no/>, the BBC <https://www.bbc.com/news> (which provides summaries of numerous conflicts and provides insight into the underlying issues in a variety of conflicts). You will also find useful glossaries on conflict analysis and resolution are available at <http://www.usip.org/issue-areas> and at <http://www.beyondintractability.org/>. Students will want to familiarize themselves with these sites for future reference, even after graduation.

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

All students are expected to contribute at a high level, with enthusiasm and professionalism. It should be noted and stressed that the principal focus of this course is acquiring not only crucial theoretical but also highly practical skills for conflict analysis and for addressing conflict. A part of each student's evaluation will be based on her/his demonstrated acquisition of competencies in these areas. In selecting a topic for their final paper, students are expected to choose a focus which demonstrates both realism in approaching conflict and informed creativity in proposing steps to move forward in addressing the conflict in question.

A. Intended Learning Outcomes

Through participating in this course, students will:

1. Demonstrate an understanding of the history and evolution of conflict resolution.
2. Be able to explain the role that NGOs play in Conflict Resolution and Transformation.
3. Be able to explain the practical and theoretical contribution that Father and Mother Moon and the organizations that they have created such as the Universal Peace Federation, Women's Federation for World Peace International, and the Summit Council for World Peace have made to conflict transformation.
4. Demonstrate an ability to explain and apply the extant models for conflict analysis, management, resolution, and transformation that are covered in this class.
5. Demonstrate an ability to classify the quality of relations between nation-states or other social or political groupings (ethnic groups, political parties, coalitions, etc.) based on utilizing

Lund's curve of conflict and the USIP's Analytical Framework of Conflict, which will both be introduced and applied in class).

6. Demonstrate the ability to propose interventions for conflicts that are appropriate interventions, based on the phase (e.g., stable peace versus crisis versus war), extent, and intensity of a conflict.

B. Canvas

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

C. Texts

We have five textbooks for this course. These texts are standard texts for this field of study. They are not expensive and three are available online for free. They are concise texts but will prove to be very useful for any role that you play in the future related to conflict.

Required textbooks are:

Chester A. Crocker, Fen Osler Hampson, Pamela Aall,; *Taming Intractable Conflicts—Mediation in the Hardest Cases*, (Washington, DC: United States Institute of Peace Press), 2004, pp. 240. [ISBN 1-929223-55-2]

Available through Amazon.com both in paperback and kindle versions (\$14.17)

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

This is available online for free here:

https://www.usip.org/sites/default/files/managing_mediation_process.pdf

William Ury and Roger Fisher, *Getting to Yes—Negotiating Agreement without Giving In*, (Boston: Houghton Mifflin Company), 1991, pp. 200.

This is available online for free here:

https://www.fdn.unl.pt/docentes_docs/ma/AGON_MA_25849.pdf

Ury William, *Getting Past No—Negotiating in Difficult Situations*, (New York: Bantam Books, 1991), pp. 190. [This can be purchased at amazon.com. Used paperback versions from \$5.00 and Kindle version is available for \$13.00].

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

<https://professorbellreadings.files.wordpress.com/2017/10/the-little-books-of-justice-peacebuilding-john-lederach-the-little-book-of-conflict-transformation-good-books-2014-1.pdf>

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

D. Factors Considered in Grading

Overall Guidelines for Grading and Breakdown of Grading

Letter Grade	Percentage Points
A	94 - 100
A-	89 - 93
B+	85 - 88
B	79 - 84
B-	75 - 78
C+	70 - 74
C	65 - 69
C-	60 - 64
D+	55 - 59
D	51 - 54
D-	49 - 50
F	0 - 48

NETIQUETTE

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

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

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

Weekly one-to two-page, single-spaced briefs on assigned readings or related exercises are required to be posted on the Canvas assignment page for each week. Each assignment will be

graded based on a scale of 1 to 5 where 5 is excellent and 1 is “very inadequate.” A grade of 3 to 5 is acceptable and any score of 3 or above will count as full credit (**yes, regardless of whether a student receives a 3 or a 5, the same amount of credit is given**); however, students should know that receiving less than 5 for an assignment is a way for the Professor to signal that the student has not completely grasped the key points of the assigned reading. If you receive a 5 on your assignment, you know that your summary will be sufficient to prepare for any exam or quiz in the course. Less than 3 means that the assignment is not viewed as satisfactory and will impact on your weekly assignments grade. Your weekly assignments should be posted on Canvas. **As an aside, please pay no attention to any grade projection that you find on Populi. There is no coordination between Populi grades and scores for papers and tests on Canvas. If you have questions about your academic status, you may ask the instructor.**

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

Students will develop a final paper in which they demonstrate familiarity with the background of an approved conflict and they will also demonstrate a creative, realistic approach to addressing the conflict. The main purpose of this exercise is to allow students to demonstrate an understanding of the tools of conflict analysis, resolution, and transformation. Each student should submit a two-page written brief on the country/countries or region of the conflict that they wish to do before proceeding with the final paper. The instructor reserves the right to ask you to change your topic after the written brief if he finds it somehow inappropriate, too narrow, or too broad. The date by which you select and propose your topic will be announced in a few weeks after the start of class.

If you wish to discuss your conflict with Dr. Ward, he will be available to you via email or Zoom if you prefer. The brief that you develop should identify what your research has led you to understand to be the key elements of the conflict that you are studying, including historical features, motivations and causes; steps taken to prevent or to manage the conflict until now, etc. Students must use reliable resources for this work and NOT general online resources such as *Wikipedia*, *Answersplease*, etc. for which you will be penalized. If you have any question about the legitimacy of a source, please contact Dr. Ward. Make sure that the work that you submit is your own work and cite any sources in the brief (using the Chicago Manual of Style method of referencing

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmoss_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html).

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

4. **Final Exam (Percentage of the Final Grade: 25%).**

The final exam will be based on the conflict that you have been studying and we will review what factors that you will need to include in the final.

Students may use assigned class readings as well as additional research (at least five academic peer-reviewed articles or other reputable publications). Note that the instructor is very willing to identify and review appropriate sources with you via messaging on Canvas or by phone or Zoom.

The final will include questions related to all aspects of the conflict that you have chosen to focus on in this course. By the end of this course you will know very well how to do a basic analysis of almost any conflict. The final will be graded based on the criteria outlined here:

A

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

A-

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

B+

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

B

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

B- to F

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

Your final exam and all assignments should be submitted on the designated site on Canvas.

5. Class presentation and constructive online engagement during other students' presentations (Percentage of the Final Grade: 15%)

Students will be expected to do an online Powerpoint or Prezi presentation of the conflict that they choose. This should last 10 minutes or less and be posted on the Discussion Board. These presentations must be uploaded no later than Monday April 25 by 11:59 PM to a designated Canvas Discussion Board, where students and the instructor will provide Feedback. Students will be assigned other presentations to comment on by Friday May 6 at 11:59 PM. Students need not comment on postings done after the April 25 deadline. Lack of such postings means that the student loses 5 of the possible 15 points. If students fail to comment on the presentations of fellow students that they were assigned to comment on by May 6 at 11:59 PM, they will also lose points assuming that the papers that they were assigned to were available from April 25. To receive the full fifteen points (five of which are based on comments made and received), a paper should receive comments from at least three fellow students. Grading for presentations will be based on 1. Student's understanding of the background leading to or the causes of the conflict; 2. Student's understanding of the progression of the conflict; 3. Student's diagnosis of the current stage of the conflict; 4. Student's creative, realistic recommendation for steps forward in "taming the conflict."

E. Other Policies and Guidelines

1. Academic Honesty

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

2. Sources for Research Papers and Presentations

Sources that students choose need to be credible sources and referencing is done in this course based on the *Chicago Manual of Style* <http://owl.english.purdue.edu/owl/resource/717/01/> ([Links to an external site.](#)) ([Links to an external site.](#))[Links to an external site.](#). We will review this in class.

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

2. Classroom Demeanor and Protocols

Students are expected to act professionally in all instances. You may bring coffee, tea, water or soda with you to have during class; however, eating during the class session is considered inappropriate and unprofessional.

COURSE SCHEDULE

Week One: Introduction and Significance of this Course

- **Reading: The Story of Sant’Egidio**

<https://www.passblue.com/2017/06/09/the-un-formalizes-its-partnership-with-santegidio-the-rome-based-mediator/>

2. **Instructor Presentation:** Introduction to Peace and Conflict Studies: Introduction to Peace Studies and UWV: <https://vimeo.com/442786799/4a82e1e8be>
Review of the Syllabus embedded in your Canvas Screen for this opening lesson.
3. **Introductions on Discussion Board (Please do not introduce yourself until you have watched the opening presentation and read the assignment for this week).**

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

- Have you ever experienced conflict, e.g., interpersonal conflict, ethnic or religious conflict, war?

- Have you ever played the role of a mediator in a conflict?
- Reflect on yourself. In what ways might you think that you can or cannot contribute to conflict resolution or transformation? Think broadly.

Week Two: Unification Theory and Conflict Transformation

1. Assignment: Do a 1-2 Page summary of the assigned reading on the Assignment Page in Canvas.

2. Reading: Unification Theory and Conflict Transformation and Negotiation John Paul Lederach Conflict Transformation [Please review this before viewing the lecture; it will help]

<https://professorbellreadings.files.wordpress.com/2017/10/the-little-books-of-justice-peacebuilding-john-lederach-the-little-book-of-conflict-transformation-good-books-2014-1.pdf>

3. Lecture Presentation: Did Jacob and Esau really Reconcile? Zoom Recording.

4. Lecture on Introduction to UWV and Peace Studies

1. Peace Studies and their Genesis I: <https://vimeo.com/442786790/d5528cde4a>
2. Peace Studies and their Genesis II: <https://vimeo.com/442786801/750022eff8>

Week Three: Pivotal Recent Figures in Non-Violent Responses to Injustice

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

- **Readings:**

- **Gandhi**

<https://www.mkgandhi.org/philosophy/gandhiphil.htm>

- **Abdul Ghaffar Khan**

<https://www.thecitizen.in/index.php/en/newsdetail/index/9/12938/khan-abdul-ghaffar-khan--a-man-of-peace-who-turned-fighters-into-believers-of-non-violence>

- Thomas J. Ward, “Unification Thought’s Insights into Gandhi’s Approach to Peace,” *Journal of Unification Studies*, vol. 13, 2012, pp. 113-138, <https://journals.uts.edu/volume-xiii-2012/173-unification-thought-s-insights-into-gandhi-s-approach-to-peace>.

- **Online Lecture: Instructor Zoom-based Presentation on Gandhi and Abdul Ghaffar Khan:**

- a. Gandhi and UWV:

<https://vimeo.com/442786789/ca0a579763>

- b. Remembering Abdul Ghaffar Khan:

<https://vimeo.com/442786792/76b2a35db8>

Week Four: USIP Micro Course in Conflict Analysis

- **Assignment: A 1-2 page summary of the contents of the USIP Micro Course in Conflict Analysis is due on this date.**

- **Reading and Reviewing:** USIP Micro Course in Conflict Analysis <https://www.usipglobalcampus.org/training/micro/conflict-analysis/>. Do not wait until the last minute to do this. You must register with USIP to enter this course. You need to post your certificate for having completed the micro course by September 20, 2020 at 1159 PM. There is a quiz towards the end of the course and based on your score you will receive a certificate of completion on your email that you will be asked to post on an Assignment page in Canvas. **Please use your UTS email in signing up for these courses. It is important that USIP gets to know UTS as a partner institution.**
 - **Lecture Presentation by Your Instructor based on Conflict Analysis work done previously with USIP.**
1. **Instructor's Advice:** I strongly recommend that you also complete the entire Conflict Analysis course as well <https://www.usipglobalcampus.org/training/conflict-analysis/> but that will take more time and is not required but only *highly recommended*. If you complete it, this course will help you in approaching your final paper and it will prepare you for assisting in transforming conflict in the future It will also give you an additional prestigious certificate from the United States Peace Academy that you can add to your resume.
 2. **Note also** that there are many courses available for free on USIP that will earn you a certificate until January 1 2021. After that, they will cost you.

Week Five: “Getting to Yes”

1. **Assignment:** Do a 1-2 Page Summary of *Getting to Yes* by Ury and Fisher and post on Canvas.
2. **Reading:** https://www.fd.unl.pt/docentes_docs/ma/AGON_MA_25849.pdf
3. **Lecture Presentation on Applying *Getting to Yes***

Week Six: “Getting past No”

- **Assignment:** Prepare the outlined 2-page paper on doing an Analysis of a Conflict that you would like to write your final paper on. Kindly choose one country and review the resources provided here as well as at least one other source that you have consulted. Sources should be listed in the paper that you will submit. Place the dispute along the curve of conflict and be prepared to explain your choice. Each student should post a written conflict brief on the Canvas Discussion Board prepared for this week of class (September 20, 2017). The brief should identify what your research has led you to understand to be the key elements of the conflict that you are studying that will include briefly introducing 1. historical roots, 2. ethnic and cultural dimensions if any, 3. the role of ideology

if any, 4. motivations and causes based on personality, 5. steps taken to prevent or to manage conflict, 6. results of such efforts, 7. areas that you feel deserve further attention and research, etc.

- **Read** *Getting Past No*. Note that you need not do a summary of this because of your other assignment.
- **Lecture**-Presentation on Getting past No and its Implications

Third In-Class Simulation

Week Seven: Securing Peace and the Role of Mediators and Negotiators

1. **Assignment:** Do a 1-2 Page Summary of the Readings combined (not two summaries)
2. **Readings:** Crocker, Chester A., *Taming Intractable Conflicts*, pp. vii-43; pp. 149-188 and Smith, Amy L. and Smock, David R. *Managing a Mediation Process*, pp., 21-30.
3. **Lecture Presentation on what leads to Mediation**

Week Eight: “Determining Ripeness and Other Key Terms”

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

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

2. **Readings:**

Crocker, Chester A., *Taming Intractable Conflicts*, 45-118.

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

3. **Lecture Presentation:** “Ripeness, Leverage, Spoilers and more...”

Week Nine: “Culture and Negotiation”

1. **Assignment:** 1-2 page summary of key points in the reading should be submitted on Canvas.
2. **Reading:** Crocker, Chester A., *Taming Intractable Conflicts*, 119-145.

- Smith, Amy L. and Smock, David R., Managing a Mediation Crisis, pp. 37-61.
3. **Lecture Presentation:** Huntington and Fukuyama

Week Ten: Mid-Term Evaluation

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

Week Eleven: Draft Paper on your Proposed Conflict that you will research

1. **Assignment:** You are asked to submit a draft of your final paper for review. Note that it need not be perfect but should give a sense of where your paper stands. It should include the following:
 - *Abstract*
 - *Statement of the Problem (What the student anticipates covering in the paper and hopes to address in the conflict under study)*
 - *Criteria or types of evidence used in assessing the conflict*
 - *A Literature Review (a Description by the student of the literature and the major challenges in the conflict, demonstrating the “correctness” of the positions of each side).*
 - *Analysis and Recommendations through the prism of both your research on the conflict and the themes and readings of this course (including Lund’s Curve, Analytical Framework, Getting to Yes, Getting past No, Taming Intractable Conflicts, Managing a Mediation Crisis) of this course.*
 - *Conclusion—I am interested about your ideas on ripening the conflict but it should be based on a clear knowledge of the conflict and the tools introduced in this course. It is okay if you have not developed on this yet.*
2. **Lecture Presentation:** The Comfort Women Controversy and a Proposed Approach to Conflict Transformation.

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

1. **Assignment:** Write a 1-2 page summary of the article below on the Israel-Palestine Conflict. Please review everything including videos imbedded in the main article here.
2. **Reading and Video:**
“Donald Trump’s Middle East Peace plan: The Israeli-Palestinian situation explained”
29 January 2020” https://www.bbc.com/news/newsbeat-51294755?intlink_from_url=https://www.bbc.com/news/topics/cny67yq47ynt/jerusalem&link_location=live-reporting-story
3. **Lecture Presentation:** a. Understanding the Middle East through the Prism of Conflict Analysis and b. Political and Economic Integration and its needed Conditions, the case of the EU and the UN

Week Thirteen: “Thinking out loud about your Final Research Project

1. Focus of this Class: “Thinking out loud about your Final Research Project”

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

Week Fourteen: Week of November 30 North and South Korea from the Perspective of Conflict Analysis and Transformation

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

2. Readings:

The Korean War: An Overview

http://www.bbc.co.uk/history/worldwars/coldwar/korea_hickey_01.shtml

North Korea blows up its liaison office with the South

<https://www.usip.org/publications/2020/06/north-korea-blew-its-liaison-office-south-what-now>

North Korea questions need to keep holding hands with US

[https://www.bbc.com/news/world-asia-](https://www.bbc.com/news/world-asia-53018171?intlink_from_url=https://www.bbc.com/news/topics/c6lvvvr0356t/north-korea-weapons-programme&link_location=live-reporting-story)

[53018171?intlink_from_url=https://www.bbc.com/news/topics/c6lvvvr0356t/north-korea-weapons-programme&link_location=live-reporting-story](https://www.bbc.com/news/world-asia-53018171?intlink_from_url=https://www.bbc.com/news/topics/c6lvvvr0356t/north-korea-weapons-programme&link_location=live-reporting-story)

3. Lecture-Presentation: “On Korea Reunification”

Week Fifteen: “Wrap-Up Class”

1. Assignment: This is the Format for the Submission of your Final Project

- Abstract
- Statement of the Problem (What the student anticipates covering in the paper and hopes to address in the conflict under study)
- Criteria or types of evidence used in assessing the conflict
- A Literature Review (a Description by the student of the literature and the major challenges in the conflict, demonstrating the “correctness” of the positions of each side).
- Analysis and Recommendations through the prism of both your research on the conflict and the themes and readings of this course (including Lund’s Curve, Analytical Framework, *Getting to Yes*, *Getting past No*, *Taming Intractable Conflicts*, *Managing a Mediation Crisis*) of this course.

- f. Conclusion—I am interested about your ideas on ripening the conflict but it should be based on a clear knowledge of the conflict and the tools introduced in this course. It is okay if you have not developed on this yet.
- g. Reminder of Paper Format: ¹ Double-spaced, New Times Roman 12 Font, 1 inch margins both vertically and horizontally. Note use of a different font must be explained to and approved by the instructor. Submission of a paper with a different font, font size, or margin will result in a full grade reduction on the paper. This means that if you write an “A” paper but use an unauthorized font, font size, or margin, you will receive a “B” for the paper.

Rubric of Learning Outcomes and Metric of Progress

Outcome	Beginning	Developing	Mastered	Exceptional
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1. Demonstrate an understanding of the history and evolution of conflict resolution.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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