

## **GLST 391: Negotiating Peace: From Conflict to Coexistence**

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### **Course Description and Learning Objectives:**

How do violent conflicts end? Are conflicts ever truly resolved, or are they managed? *Negotiating Peace* is a hands-on, interactive program where students will learn about the conflict resolution process in two different countries, each at very different stages of the process: Ireland and Syria. In this 8-week course, students will gain negotiation experience through mock mediations. For each case study, students will hear from guest lecturers who have had first-hand experience in peace negotiations and from individuals affected by the conflict. Guest lectures will be delivered by experts from around the world and conflict participants. Students will be introduced to theories related to ethno-national conflict regulation and will engage with the various methodological approaches. Students will then apply these theories and approaches in analysis of modern case studies.

By the end of this program, students should:

- Understand the basic theories of conflict management and resolution, peace processes and negotiations, and historical failings that have led to conflict.
- Develop analytical, verbal, and mediation and negotiation skills by presenting complex and abstract issues.
- Be able to analyze and compare the three cases of conflict resolution, discuss the events that shaped the peace processes, and explain the similarities and differences.
- Engage in self-reflection and consider their own place and role in the apparatuses that contribute to war and peace, and to provide avenues for a more concerted and thoughtful engagement with societal and political forces that dominate or emancipate their subjects.

### **Required course materials**

Because this course meets via Zoom, you will need a device (preferably a computer) with internet access and the Zoom app installed.

Textbook: Stefan Wolff & Christalla Yakinthou (eds.), *Conflict Management in Divided Societies: Theories and Practice* (Routledge, 2011).

Other required reading materials will be provided via Canvas.

### **Course Policies and Procedures:**

#### **Submission of Late Work**

All assignments must be turned in on time. For every three days an assignment is turned in late, students will lose 10%. This includes weekends. If a student thinks they will not be able to complete an assignment on time, please reach out to the instructor at least one day prior to the deadline.

#### **Attendance and Participation**

Students are expected to attend each synchronous session and actively participate in discussions. Because this is a short course, missing one class meeting will result in missing the equivalent of a full week and a half of a normal semester course. If you are unable to attend class, you are expected to notify the instructor as far in advance as possible. **COVID-19 Considerations:** Students who are sick or who are engaging in self-quarantine in accordance with guidance from the Lincoln-Lancaster County Health Department or their health care professional should not physically attend in-person classes.

Please notify me of your absence and let me know if you are well enough to continue to engage with the course. Your first priority should be getting well, we'll figure how to make up class assignments once you are feeling better.

### **Classroom Etiquette**

The experiences, opinions, and knowledge each of us brings to the classroom are unique and deserving of respect from your peers and from the instructor. This course is designed to encourage open discussions regarding often contentious and conflicting viewpoints as well as the underlying assumptions on which they are based. While you may not agree with everything said or presented, we owe it to each other to listen carefully and respectfully to other peoples' views. Remember, you are never graded on your views or your politics, only the degree to which you have engaged with the readings and discussions. All faculty, staff and students are responsible for understanding and complying with harassment policies. For more information, visit <http://www.unl.edu/equity>.

### **Classroom Climate**

I invite all of you to join me in actively creating and contributing to a positive, productive, and respectful classroom culture. Each student contributes to an environment that shapes the learning process. Because the topics in this course may be emotionally charged or challenging for class members, I hope we can create an environment that is both intellectually productive and supportive for all. I realize there might be days when class members may choose to be silent. Beyond verbal participation, your active and supportive listening is also an important and valuable form of participation. I hope that we will continuously reflect upon our class processes so that we can build an inclusive intellectual community where all feel valued and supported in their learning.

### **Assignments and Grading**

The total amount of points you can earn in this class is 200 points. A breakdown of the assignments and point values is below.

Knowledge Checks - 10pts (5%): Quizzes over videos, readings, etc.

Class Participation - 30pts (15%): This includes attendance, active participation in discussions and evidence you have done the readings, and high-quality engagement with guest lecturers. Students are expected to do all assigned reading prior to class and to have several points to bring to the discussion of each discussion question. When there is a guest lecturer, students should read the biography of the speaker and prepare thoughtful questions.

Discussion Boards - 30 pts (15%): There will be 5 discussion board responses throughout the course. You are expected to respond to the prompt and reply to two classmate's responses.

Mock Mediations - 60pts (30%): There will be two case studies and mock mediations (each mediation is worth 15% - 30pts) throughout the program. Students will be divided into groups and assigned a role to play for the mediation. Each student is expected to do their own research to understand the positions of their assigned person, party, or organization prior to meeting as a group to prepare for mediations. Students will be provided with a role brief and required reading. Each student will submit a PIN triangle for their role prior to the mediation, and each group will submit their negotiating points along with issues on which they are prepared to give concessions or accept concessions from the other side. The grade for mock mediations will be determined by the PIN triangle submission (worth 5% - 10pts), group submission of negotiating points (worth 2.5% - 5pts), and active participation in the mediation (worth 7.5% - 15pts).

**Final Essay - 70pts (35%):** This assignment consists of three parts. First will be the essay proposal (worth 5% - 10pts). Second will be an option between submitting a paper draft or an annotated outline (worth 5% - 10pts). The final piece will be the paper itself submitted on July 9 (worth 25% - 50pts). Students will submit an essay that answers one of the four questions below.

1. Are conflicts resolved or managed? Discuss with reference to two or more cases.
2. Is the Northern Ireland peace process a suitable model for conflict resolution in deeply divided societies? Discuss with reference to two cases.
3. All civil conflicts are ultimately a struggle for resources. Discuss with two examples.
4. 'Increasingly refugees and Internally Displaced Persons are regarded as harbingers of insecurity, rather than victims of it.' Discuss with reference to two case studies.
5. What role did sectarianism play in the disintegration of Syria?

<u>Assignment</u>	<u>Points</u>	<u>% of Grade</u>
Knowledge Checks (6)	10	5%
Participation	30	15%
Discussion Boards (5)	30	15%
Mock Mediations (2)	60	30%
Final Essay	70	35%
<b>Total:</b>	<b>200</b>	<b>100%</b>

Letter grades will be assigned following the distribution: A+ (100-98), A (93-97), A- (92-90), B+ (89-87), B (86-83), B- (82-80), C+ (79-77), C (76-73), C- (72-70), D+ (69-67), D (66-63), D- (62-60), F (59 and below)

## **Course Schedule**

### **Module 1**

Topics covered: Introduction to the course; Legacy of Colonialism; Land Ownership

- Read: Suggested readings will be provided on Canvas.
- Assignments Due:
  - May 20: Discussion board response
  - May 23: Discussion board comments on two other posts

#### Discussion Questions:

- Are conflicts resolved, or managed?
- Whose land is this? Who has the right to claim land and why?
- What do you think of the various theories of nationalism and their critiques?
- Does culture produce the state or does the state produce culture?

### **Module 2**

Topics covered: Roots of Conflict: Nationalism, Sectarianism, Religion, Identity

- Read: Wolf & Yankinhou Ch. 1 & 4
- Watch: [Kilmainham Gaol on Lockdown](#)
- Assignments Due:
  - May 25: Kilmainham Gaol Quiz
  - May 27: Discussion board response
  - May 30: Discussion board comments on two other posts

#### Discussion Questions:

- Think about the sentiment, "People need to both believe and belong," do you think ethno-nationalism was simply the religion of the twentieth century?
- Is secularism the antidote to sectarianism?

### Guest Lectures

- May 25: Mr. Steve Buggy, "Easter Rising"
- May 25: Dr. David Mitchell, Trinity College Dublin, "Overview of the Troubles"
- May 27: Coiste Irish Political Tours, "Panel discussion with ex-political prisoners"

### **Module 3**

Topics Covered: Northern Ireland's Peace Process

\*\*This week, we will hold our first mock mediation on the Belfast [Good Friday] Agreement. In addition to the required readings, you are expected to research your role, their party/positions, and have an understanding of what you are bringing to the negotiating table.

- Read: (Provided on Canvas)
  - The Belfast Agreement, HMSO, 1998.
  - Brendan O'Leary 'The Nature of the British-Irish Agreement', Fordham International Law Journal, 22/4, 1998.
- Assignments Due
  - June 2: Reading Notes, PIN Triangle, and Negotiating Points

### Guest Lectures

- Derek Mooney, former Policy Advisor for Fianna Fail (political party in Ireland), "Inside perspective on the issues: power-sharing and security issues."
- Dearbhail McDonald, Journalist, "Role of the Media in the Northern Ireland Conflict"

### **Module 4**

Topics Covered: How Violence Ends; Ripeness Theory, Intervention, Civil Society; Peace Processes and Negotiations; Mediations Skills

- Read: Wolf & Yankinhou, Ch. 4, 5, & 9; and W Zartman, 'The Timing of Peace Initiatives: Hurting Stalemates and Ripe Moments', The Global Review of Ethnopolitics, Vol. 1, no. 1, 2001, pp. 8-18
  - Suggested further reading: Paffenholz, T., D. Kew and D. Wanis-St. John (2006), 'Civil Society and Peace Negotiations: Why, Whether and How They Could Be Involved'.  
<http://www.american.edu/sis/faculty/upload/Wanis-Civil-Society-and-Peace-Negotiations.pdf>
- Assignments Due
  - June 9: Reading Notes
  - June 10: Discussion board response
  - June 11: Submit Essay Proposal
  - June 13: Discussion board comments on two other posts

### Discussion Questions

- How useful is the notion of "conflict ripeness" in explaining when peace processes [should] take place?
- When does a peace process end? How would we know that it had ended?
- Why are powerful external mediators so important to the success of peace processes?
- Who should be involved in peace processes?

### Guest Lectures

- Mr. Bertie Ahern, Former Taoiseach (Prime Minister) of Ireland and Architect of the Belfast (Good Friday) Agreement
- Mr. John Bell, former UN Diplomat and Director of Conciliators Guild, "Mediation Skills Workshop"

## Module 5

Topics Covered: Roots/Effects of Conflict: Development & Poverty; Refugees & Displacement

- Readings will be provided on Canvas
- Assignments Due
  - June 16: Reading Notes
  - June 17: Discussion board response
  - June 20: Discussion board comments on two other posts

### Discussion Questions

- If there were less poverty around the world, would there be fewer conflicts?
- Are all civil conflicts ultimately a struggle for resources?
- How can the international refugee regime evolve to meet the growing crisis? What alternatives could exist to refugee camps?

### Guest Lectures

- Judy Alkriez, refugee from Syria now settled in Lincoln

## Module 6

Topics Covered: Track 2 Negotiations in Syria; Security Issues, Terrorism, and Insurgency; Post-Conflict Transitions: TRCs, Transitional Justice;

- Read: Wolf & Yankinhou, Ch. 6, and 2 & 3; additional readings may be provided on Canvas.
- Assignments Due
  - June 23: Reading Notes
  - June 24: Discussion board response
  - June 28: Discussion board comments on two other posts
- OPTIONAL: For extra credit, you can attend the screening of “The Human Factor” documentary at the Ross theater (10 extra credit points).

### Discussion Questions

- How useful is it to differentiate between ‘terrorism’, ‘insurgency’, ‘war’? What are the effects of labeling violence in a particular way (material, political, analytical)?
- To what extent can ‘local-local’ initiatives for reconciliation satisfy demands for justice?

### Guest Lectures

- Wa’el Alzayat, Senior Fellow, Middle East Institute, “How to prepare for negotiations”

## Module 7

Topics Covered: Post-Conflict Management: Memory, Education, Civil Society, and the Private Sector

\*\*This week will be our second mock mediation, which covers peace negotiations to end the civil war in Syria. You will be provided with role briefs and some required readings. You will also be expected to do some of your own research on your role and the historical context.

- Read: Wolf & Yankinhou, Ch. 10 & 11; additional readings may be provided on Canvas.
- Assignments Due
  - June 30: Reading Notes
  - July 2: Essay outline or working draft

### Discussion Questions

- Is it possible to achieve a peaceful settlement when two sides hold conflicting memory narratives?

- Does collective political memorialisation impede or assist conflict regulation?
- Why do peace agreements stipulate education reform?

#### Guest Lectures

- Jane Morrice, founding member of the Northern Ireland Women's Coalition and former Deputy Speaker of the Northern Ireland Assembly, "Education & Conflict"

#### **Module 8**

Topics Covered: Approaches to Conflicts in the U.S.

- Some readings may be provided on Canvas, but your main focus this week should be preparing your final essay.
- Assignments Due
  - July 9: Final Essay

#### Discussion Questions

- Is conflict resolved, or managed?
- What do you see as the biggest conflicts of our time in the U.S.? Would the U.S. benefit from a peace process on these issues? How should it be structured?
- What are some ways we can apply learnings from other conflict situations to conflicts in the U.S.?

**\*\*On the final day of class, we will have a picnic in Lincoln for all who are able to make it.**

## **University Policies and Helpful Information:**

### **Indigenous Land Acknowledgment**

The University of Nebraska-Lincoln is a land-grant institution established under the 1862 Morrill Act. As such, part of the story of UNL is one of settler-colonialism; the institution rests on the dispossession of Indigenous peoples and nations from their land. Nebraska is the current home of six federally recognized tribes, including the Iowa tribe of Kansas and Nebraska, the Omaha Tribe of Nebraska, the Ponca Tribe of Nebraska, the Sac and Fox Nation of Missouri in Kansas and Nebraska, the Santee Sioux Tribe of the Santee Reservation of Nebraska, and the Winnebago Tribe of Nebraska. In addition to these extant, sovereign groups, other unnamed Indigenous peoples, many ancestral to these aforementioned groups, also resided here. All were subjected to land disposition, which allowed for the growth of UNL since its founding in 1869. Let us recognize the legacy of violence, displacement, and survival that bring us here today.

### **Diversity & Inclusion**

The University of Nebraska-Lincoln does not discriminate on the basis of race, ethnicity, color, national origin, sex (including pregnancy), religion, age, disability, sexual orientation, gender identity, genetic information, veteran status, marital status, and/or political affiliation.

### **Academic Honesty**

Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. The [Student Code of Conduct](#) addresses academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision.

### **What counts as plagiarism?**

- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.
- There are many resources for learning how to correctly note the source of a quotation or idea, including the Writing Center on campus, "[Understanding Plagiarism](#)" from UNL Graduate Studies, and the [library](#). If you have questions or are unsure about how to properly manage ideas and work that are not your own, please ask!

### **Services for Students with Disabilities**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 117 Louise Pound Hall; 402-472-3787.

### **Counseling and Psychological Services**

UNL offers a variety of options to students to aid them in dealing with stress and adversity. [Counseling and Psychological & Services](#) (CAPS) is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. [Big Red Resilience & Well-Being](#) (BRRWB) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

### **Writing Center**

The Writing Center, located in 102 Andrews Hall and satellite locations from 5-7 pm in Adele Hall, is a free service for all UNL students, faculty, and staff. You can work with an individual writing consultant on any type of writing at any stage in your writing process. For an appointment, call 472-8803 or [schedule online](#).

### **Academic Support Services**

You can schedule free appointments for individual academic coaching with the Center for Academic Success and Transition (CAST) staff through MyPLAN. You can also take advantage of study stops--which provide individual and group study with learning consultants in a variety of disciplines--and free group workshops on topics such as time management, goal setting, test preparation, and reading strategies. See [success.unl.edu](https://success.unl.edu) for schedules and more information.

### **ESL Support Lab**

The [ESL Support Lab](#) is a free service offered by Programs in English as a Second Language (PIESL) to all international students at the university who need language-related assistance. If you need English Language Support Services, sign up for a [virtual appointment](#).

### **Huskertech Help Center**

The [Huskertech Help Center](#) supports the computing needs of students, faculty, and staff at the University of Nebraska-Lincoln. The Help Center can assist you with questions and problems related to campus network and Internet connections (new requests, configuration, access failure, etc.), e-mail, Canvas, and PC and Mac issues (operating system, virus eradication, etc.).

### **Basic Needs Security**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect your academic progress, is urged to contact Jake Johnson, Assistant Vice Chancellor for Student Affairs, for support. Furthermore, please notify the instructor if you are comfortable in doing so. This will enable me to provide any additional information that I might have. An online guide of resources here at UNL can be found at <https://pantry.unl.edu/welcome#visit>. Students (and others) not in need of such support should also visit this webpage to learn opportunities for donating goods, materials, or time.

### **Title IX and Victim Advocacy**

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNL by the federal government under Title IX of the Civil Rights Act of 1964. Most faculty at UNL including myself are NOT mandatory reporters. [Mandatory reporters or "responsible employees"](#) are employees who must inform the Title IX Coordinator of allegations of discrimination, harassment, or sexual misconduct. If you have experienced these types of conduct, you are encouraged to seek resources on campus or in the



community. You will be listened to, supported and respected. Resources and information on reporting options are available at [care.unl.edu](http://care.unl.edu).

### **Student Legal Services**

Student Legal Services (SLS) provides free legal advice or court representation in civil and criminal areas of the law to registered UNL students. The program is offered through the ASUN Student Government and is funded by student fees. For more information visit: <https://asun.unl.edu/student-legal-services/>.

### **Recording of Class Related Activity**

Due to the sensitive and controversial nature of some of the topics that will be discussed over the duration of the semester, all classes are closed to the Press/Media. No video or audio taping of class sessions is allowed unless you obtain my permission to do so.

Any work and/or communication that you are privy to as a member of this course should be treated as the intellectual property of the speaker/creator, and is not to be shared outside the context of this course. Students may not make or distribute screen captures, audio/video recordings of, or livestream, any class-related activity, including lectures and presentations, without express prior written consent from me or an approved accommodation from Services for Students with Disabilities. If you have (or think you may have) a disability such that you need to record or tape class-related activities, you should contact Services for Students with Disabilities. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Failure to follow this policy on recording or distributing class-related activities may subject you to discipline under the Student Code of Conduct.

### **Trespass Policy (Regents' Policy 6.4.7)**

The areas of University academic, research, public service, and administrative buildings of the University used for classrooms, laboratories, faculty and staff offices, and the areas of University student residence buildings used for student living quarters are not open to the general public. Any person not authorized to be or remain in any such building area will be deemed to be trespassing on University property and may be cited and subject to prosecution for criminal trespass in violation of Neb. Rev. Stat., § 28-520 or § 28-521.

### **Student Concerns and Feedback**

Your experience with remote learning in this course is important to me. If you have questions, concerns, or positive feedback, please contact an instructor at [kkunzman@unl.edu](mailto:kkunzman@unl.edu) or [emira@unl.edu](mailto:emira@unl.edu). If either of us are unable to respond, or you feel I've not adequately addressed your concerns, you can contact Kat Krutak-Bickert at [kbickert2@unl.edu](mailto:kbickert2@unl.edu).