

Syllabus
CONRES 626: Conflict Transformation Across Borders
Ecuador, June 26-July 14, 2017

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The summer institute on Conflict Transformation across Borders is designed to equip young professionals, graduate students, advanced undergraduates and other future peacebuilders with practical tools, knowledge, and hands-on experience to understand the complexities of conflicts within and across border regions, and the types of interventions that can be used to address these conflicts. This program uses a combination of classroom learning and discussion, hands-on experience through simulations and field visits, and interaction with high-profile guest speakers who are practitioners and scholars in the field of conflict transformation. After laying a theoretical foundation, the program will include skills training workshops on conflict analysis, negotiation and mediation, and proposal writing. Finally, participants will research and design their own proposal for a peacebuilding intervention, and will receive feedback from a panel of experienced experts in the field, equipping them with highly sought-after global professional competencies. Those wishing to submit their proposals to funding agencies for consideration will receive encouragement and technical assistance. By providing structured space for participants from many countries, universities, and organizations to study and build skills together, the program will increase their transnational networks and cross-cultural competencies, both of which are important for professional development.

COURSE REQUIREMENTS

Reading Materials

1. Course pack
2. News articles and simulation roles/preparation materials, distributed during the program.

Participation

Participation in the class is essential to the success of this course. Students must attend all class sessions, sessions with guest speakers, and required field trips. Students are expected to read the assigned class readings in advance, answer questions about the readings, and participate thoughtfully in class conflict simulations, guest speaker presentations, and follow-up discussions.

Project Proposal and Presentation

Students, either individually or in pairs, will develop a project proposal for a research project or a peacebuilding intervention that is related to the theme of the course. In order to develop the background knowledge and information necessary to articulate a strong proposal, they will be responsible for researching, interviewing speakers, doing a basic needs assessment, selecting a theory of change, and identifying basic budget categories to support the project that they are proposing. Finally, students will prepare a public presentation which they will deliver for the other members of the class at the end of the program, during which they will also receive feedback on their proposal.

Reflective Journal

Students will keep an ongoing reflective journal throughout the program where they will record their experiences in the program, connecting what they observe and experience in field visits, service learning projects, simulations, guest speakers, and personal exploration of the ideas and concepts about peace, conflict transformation, and borders that they are learning and discussing in class. There might not always be an entry for every day, depending on what is happening, but there should be a reflection of approximately one double-spaced typed page or one handwritten notebook page for at least 12 of the days of formal program activities. You should designate at least two of your posts as

approved for public sharing, and we may include the best of them in a collective program journal; for these two, please provide a photo for each illustrating something unique about that day.

Public Engagement Assignment

Students will write or create a public engagement project in which they will share their learning, research, experiences, and/or reflections related to a specific topic within the broad themes of the class in a format designed to engage with a larger public. This could be an op-ed on immigration rights or cross-border environmental conflicts to submit to a newspaper; or a blog post on the challenges of peace in Colombia and the possible effects of the agreement on neighboring countries; or a knowledge management toolkit to share within the UN system; or an infographic to be shared on social media; or a digital storytelling video reflecting on cross-cultural learning that has come from discussions with a diverse group of classmates, to list just a few ideas. The idea connecting all of the possibilities is that: a) it will be shared with a broader public, b) it focuses on a specific theme or topic related to the class that is of interest to a broad audience, and c) the medium of expression that you choose is appropriate to the message you are trying to convey and it plays to your strengths. Written products should normally be in the range of 500-1500 words, depending on the intended venue, and digital storytelling videos or other multimedia projects would normally be in the range of 1-3 minutes.

GRADING

Grading Policy

- Participation, engagement, and contribution (35%)
- Project proposal (30%)
- Oral presentation of proposal (5%)
- Journal (15%)
- Public engagement project (15%)

Grading: Grade type for the course is a whole or partial letter grad. (Please see table below)
 Note: the lowest passing grade for a graduate student is a “C”. Grades lower than a “C” that are submitted by faculty will automatically be recorded as an “F”. Please see the Graduate Catalog for more detailed information on the University’s grading policy.

Grading Policy		
Letter Grade	Percentage	Quality Points
A	93-100%	4.00
A-	90-93%	3.75
B+	87-89%	3.25
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.25
C	73-76%	2.00
F	0-72%	0
INC	A grade of Incomplete (INC) is not automatically awarded when a student fails to complete a course. Incompletes are given at the discretion of the instructor. They are awarded when satisfactory work has been accomplished in the majority of the course work, but the student is unable to complete course requirements as a result of circumstances beyond his/her control. The student must negotiate with and receive the approval of the course instructor in order to receive a grade of incomplete.	N/A
IF	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A
NA	Not Attending (student appeared on roster, but never attended class. Student is	N/A

	still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.	
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Class Policies for CONRES 626

Timeliness: Students are expected to turn in assignments at the announced due times. It is the student's responsibility to assure that the instructor has received the assignment. Late assignments may be turned in with permission of the instructors, but will be penalized by a 15% a day penalty. However, no late assignments will be accepted after the end of the course.

Code of Conduct and Academic Integrity: It is the expressed policy of the University that every aspect of academic life—not only formal coursework situations, but all relationships and interactions connected to the educational process—shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit is the student's own and is in compliance with University policies, including its policies on appropriate citation and plagiarism. These policies are spelled out in the Code of Student Conduct. Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, as delineated in the University of Massachusetts Boston Graduate Catalogue and relevant program student handbook(s). UMB Code of Student Conduct. You are encouraged to visit and review the UMass website on Correct Citation and Avoiding Plagiarism: <http://umb.libguides.com/citations>

The syllabus is a general plan for the course, deviations announced to the class may be necessary.

Course Outline

Reading list for the Summer Institute on Conflict Transformation Across Borders

**Note: Sequencing and specific items are subject to change if circumstances require*

Background/Foundational Reading:

- John Paul Lederach, Building Peace, ch. 4 (scanned chapter included in packet; overall book summary available at <http://www.colorado.edu/conflict/pece/example/lede7424.htm>)
- Ramsbotham, Woodhouse, and Miall, Introduction to Conflict Resolution: Concepts and Definitions
- John Paul Lederach, Preparing for Peace: Conflict Transformation Across Cultures (ch.1-2)

Recommended:

- John Paul Lederach, The Moral Imagination: The Art and Soul of Building Peace (ch.8-9)

Day 1

Workshop: situation profile (Monday, June 26)

Cécile Mouly [morning]

- International Crisis Group, "In the Shadow of No: Peace after Colombia's Plebiscite"

Day 2

Skills workshop: Conflict analysis I (Tuesday, June 27)

Cécile Mouly [morning]

- Johan Galtung, Direct, Structural, and Cultural Violence
- Background document 1: Basic concepts- conflict, violence and peace
- Background document 2: Types of conflict analyses and use
- Background document 3: Positions, interests, needs

Border disputes and binational peace processes I: Ecuador-Peru

[afternoon]- Ambassador Alejandro Suarez

- Beth Simmons, "Territorial Disputes and Their Resolution: The Case of Ecuador and Peru"
- Recommended: Evan Briscoe, *Trouble on the borders: Latin America's new conflict zones*

Day 3

Skills workshop: conflict analysis II (Wednesday, June 28)

Cécile Mouly [morning]

*City tour and welcome dinner in afternoon/evening

Day 4

Border disputes and binational peace processes II: Ecuador-Colombia (Thursday, June 29)

[morning] Ambassador Francisco Carrion

- Gabriel Marcella, "War Without Borders: The Colombia-Ecuador Crisis of 2008"
- Carter Center and UNDP, *Assessing the Binational Dialogue, Colombia-Ecuador 2007-2009* [skim]

Skills workshop: project proposal development I

Marta Cabezas

[afternoon]

- AusAID, "The Logical Framework Approach"
- Adam Przeworski and Frank Salomon, *Some Candid Suggestions on the Art of Writing Proposals*

Recommended:

- USAID, *Theories of Change and Indicator Development in Conflict Management and Mitigation*

Day 5

Skills workshop: project proposal development II (Friday, June 30)

Marta Cabezas

[morning]

- CARE: *Guidance for Designing, Monitoring, and Evaluation Peacebuilding Projects*
- Lisa Schirch, "Peacebuilding Planning Guidance."

Recommended:

- Lederach, et al, *Reflective Peacebuilding: A planning Monitoring, and Learning Toolkit*

Day 5-7

TRIP to BAEZA: Transnational environmental conflict (Friday afternoon June 30- Sunday July 2)

Jeff Pugh

- Garrett Hardin, *The Tragedy of the Commons* Science (6pp.)
- Pamela Martin, *Politics of the People: The Other Side of the Oil Pipeline*
- Adrian Martin, *Environmental Conflict Between Refugee and Host Communities* (18 pp.)
- Juanita Sundberg, "The Nature of Border Control," *Border Wars* (NACLA)

Recommended:

- *Good Practices in Transforming Socio-Environmental Conflicts in Latin America*
- Todd Eisenstadt & Karleen West, *In Ecuador, Indigenous Environmental Attitudes Affected by Proximity to Oil Extraction*
- Jeff Pugh, [Challenges and Opportunities of Human Conflict and Environmental Transformation](#), Pirineos (13 pp.)

Day 8

Forced migration and social conflict in migrant-receiving communities (Monday July 3)

Jeff Pugh

[Morning]

- Karen Jacobsen. "Livelihoods in Conflict: The Pursuit of Livelihoods by Refugees and the Impact on the Human Security of Host Communities," *International Migration* 40, no. 5 (2002): 95-123.
- Jeffrey Pugh, "Negotiating Identity and Belonging through the Invisibility Bargain: Colombia Forced Migrants in Ecuador," *International Migration Review*
- Tint, et al, "Diasporas in Dialogue: Lessons from Reconciliation Efforts in African Refugee Communities"

Discussion with UNHCR and NGOs working on migration/refugees in Quito

[afternoon]

- Martin Gottwald, "Protecting Colombian Refugees in the Andean Region: The Fight Against Invisibility"
- Tanya Korovkin, "The Colombian War and 'Invisible' Refugees in Ecuador"

Day 9

Visit to UNASUR (Tuesday July 4)

- Rodrigo Tavares, "The Union of South American Nations"

*Afternoon in Mitad del Mundo/sightseeing

Day 10

Skills workshop: negotiation and mediation (Wednesday, July 5)

Jeff Pugh

- Ury et al, "Three Approaches to Resolving Disputes: Interests, Rights, and Power"
- William Zartman, The Timing of Peace Initiatives: Hurting Stalemates and Ripe Moments (11 pp.)
- Paul Wehr and John Paul Lederach, Mediating Conflict in Central America
- Pugh, Sulewski & Moreno, "[Adapting Community Mediation for Colombian Forced Migrants in Ecuador](#)," with David Sulewski and Julie Moreno. *Conflict Resolution Quarterly* 34, no. 4 (Summer 2017): 409-430.

[optional public panel in evening in Spanish: "Los Efectos del Proceso de Paz en Colombia para la Region"]

Day 11

Human vs. national security in border regions: Foundational concepts (Thursday, July 6)

Jeff Pugh [morning]

- Francisco Rojas Aravena, "Human security: emerging concept of security in the twenty-first century."
- King & Murray, "Rethinking Human Security"
- Sonja Wolf, "Formal and Informal Security Governance in Latin America," *LARR*
- Recommended: Maiah Jaskoski, "The Ecuadorian Army: Neglecting a Porous Border While Policing the Interior," *LARR*
- Recommended: Pugh, "[Peacebuilding among Transnational Youth in Migrant-Receiving Border Regions of Ecuador](#)," *Journal of Peacebuilding and Development* 11, no. 3 (2016): 83-97.

*Visit to the United Nations in the afternoon TBC

Day 12

Nonviolence and Civil Resistance (Friday, July 7)

Cecile Mouly

[morning]

- Kurt Schock, "The practice and study of civil resistance," *Journal of Peace Research* (2013).

- Maria Stephan & Erica Chenoweth, 2008. "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict," *International Security* 33(1): 7-44.

* afternoon TBA

[Free day on Saturday, July 8]

TRIP TO TULCAN (Sunday July 9-Monday July 10)

- Marcela Ceballos Medina & Gerardo Ardila Calderón, (2015) "The Colombia–Ecuador Border Region: Between Informal Dynamics and Illegal Practices"
- Lana Balyk and Jeff Pugh, [Networked Governance in Ecuador’s Border Regions](#) (3pp.)

Indigenous identity, ethnicity, and conflict in border regions: Gender, intersectionality, and critical geographic approaches (Tuesday, July 11)

Sofia Zaragocin

[morning]

- Johnson, et al. "Interventions on rethinking ‘the border’ in border studies," *Political Geography*.
- Sofia Zaragocin. (2012). Chapter 1: Gender distortions, absences and lies in the Maps of the Ecuador – Colombia borderland," Chapter included in Dropbox; full dissertation available at <http://repositorio.educacionsuperior.gob.ec/bitstream/28000/768/1/T-SENESCYT-0353.pdf>.

[afternoon]

Jorje Zalles, USFQ: Reconciliation after Conflict

- Donna Hicks, *Dignity*, excerpts

Disarmament, demobilization, and reintegration (DDR) and the Colombian armed conflict (Wednesday, July 12) [morning]

Cécile Mouly

- Alpaslan Özerdem, (2013) “Disarmament, demobilization and reintegration,”
- Marieke Denissen, "Re-Integrating Ex-Combatants into Civilian Life: The Case of the Paramilitaries in Colombia"

Recommended:

- Kathleen M. Jennings (2007) “The Struggle to Satisfy: DDR Through the Eyes of Ex-combatants in Liberia”. *International Peacekeeping*. Vol. 14, No.2, pp.204-218

[afternoon]

Col. Flavio Cardenas, DDR as a UN peacekeeper in the Nicaragua Contra War and after the Ecuador-Peru war

[optional public panel in evening in Spanish: "Desarme, Desmovilización y Reintegración de Excombatientes: Lecciones para Colombia"]

Presentation and review of Proposals (Thursday, July 13)