Group Case Selection Meetings

For Monday September 3: Come prepared with your initial ideas for the case of peacelessness that you would like to research and have your group present to the class. We will use the first 10-15 minutes of class to meet in groups and discuss the options, with the group turning in a list of three (in rank order of preference) possible cases.

For Friday September 7: Using the list of three cases as guidance, students should carry out very initial research on these cases. We will again use the first 10-15 minutes of class to meet in groups to discuss and select the single case the group will tackle.

For Monday September 17: Students should then carry out additional focused research on the single case that their group selected. It is assumed that this case will be the group’s final choice. If serious problems arise the group has until September 17 to change their case selection, but such changes are strongly discouraged. Note that the syllabus date of September 14 for research in place was incorrect. September 17 is the correct date.

Reading guidance for Managing and Settling Conflicts Peacefully

Note: As with many of the peace tools covered in the course, a good starting point is the reference the Alger reading “The Expanding Tool Chest for Peacebuilders” for a brief introduction and overview of those tools.

For Monday September 3: You should read the overview chapter in Barash & Webel and come prepared in particular to discuss the use of Formal Diplomacy (with a particular focus on the use of ‘integrative bargaining’) and Peaceful Settlement (Third Party Involvement) as peace tools.

In addition, read Pederson’s “The Cultural Context of Peacemaking.” Does Pederson convince you that cultural factors should be taken into account when trying to resolve disputes? What types of cultural differences should peacemakers consider, and do you find the distinctions that Pederson makes to be useful?

For Wednesday September 5: You should complete the listed reading for this section (Jeong and Kaye) and come prepared to discuss the use of Preventive Diplomacy and Track II Diplomacy. In addition, bring any current news examples that you believe illustrate the use of any of the four peace tools discussed in this section.

What do you think are some of the challenges regarding the implementation of preventive diplomacy?

How do you react to Kaye’s approach to defining Track II diplomacy, do you feel that Track II diplomacy is a useful additional to the diplomatic tool box – and how does Kaye’s discussion of limitations and lessons influence your opinion?