Academic Year 2023-2024

UPM 6001 UPEACE Foundation Course

Course Syllabus

Dates: Monday 28 August – Thursday 14 September 2023

Coordinator: Dr. Amr Abdalla, E-mail: aabdalla07@outlook.com

(**Office Hours:** by appointment)

Instructors:
- *Amr Abdalla*, Professor Emeritus
- *Jan Breitling,* Associate Professor, Dept. of Environment and Development
- *Mihir Kanade*, Head, Dept. of International Law
- *Stephanie Knox Steiner*, Assistant Professor, Dept. of Peace and Conflict Studies
- *Uzma Rashid,* Associate Professor, Dept. of Peace and Conflict Studies
- *Olivia Sylvester*, Head, Dept. of Environment and Development
- *Maurício Vieira,* Head of the Chair on Countering Illicit Trade and Preventing Transnational Organized Crime, Office of the Vice Rector

Seminar Facilitators:
- Amr Abdalla
- Mary Little
- Marjolein Schaap
- Maurício Vieira
- Kees Wiebering

1. Course Description

The UPEACE Foundation Course provides a critical and concise introduction to the broad field of "Peace Studies" for students in ALL UPEACE programmes. It initially addresses key conceptual and theoretical underpinnings of the origins and development of peace studies as an interdisciplinary area within the fields of international relations and political economy.

Based on a critical analysis of policies, strategies, institutions, organizations, and movements, the course then examines a range of core issues, dimensions, perspectives, and paradigms for understanding the root causes of conflicts and violence and constructive strategies to address them and build peace in contemporary global, international, regional, national and local contexts. The core concepts include militarization, disarmament and arms control; human rights violations and promotion; gender inequalities, gender-based violence and gender mainstreaming; structural violence, human security, development and globalization; environmental sustainability; corporate social responsibility; international law in conflict and peacebuilding; cultural and religious identities; media's role in conflict and peacebuilding; strategies of nonviolence; and peace education. This Foundations course will be essential in catalyzing the awareness, understanding, and motivation of UPEACE students in diverse academic programmes to relate, ground, and intersect their specific areas of academic and practitioner interest with core theoretical, conceptual, and analytical ideas in peace studies.

2. Intended Participants

For all UPEACE students, no pre-requisites are needed.

3. Course number/number of credits

UPM 6001, 3 credits

4. Course length

The course will be taught in three weeks (15 sessions) from Monday 28 August – Thursday 14 September 2023.

5. UPEACE Virtual Classroom Site

UPEACE uses MOODLE platform to upload each course syllabus, readings, and materials.

The link to access the readings of this course at the UPEACE Virtual Classroom Site is https://classroom.upeace.org/course/view.php?id=1568

Each student will be receiving a username account and password from the IT Office to access the UPEACE Virtual Classroom Site. If you have an issue to access, please get in touch with **Pablo Flores**, Information Technology Office, E-mail: pflores@upeace.org

6. Course meeting times

LECTURES will be held from **8:45 a.m. – 10:00 a.m.** (Costa Rica Time)
- **Earth Charter Room** on Monday 28 August 2023
- **Council Room** from Tuesday 29 August to Thursday 14 September 2023
- Live-streamed through ZOOM for Hybrid and Online students:
  ❖ **Foundation Lectures ZOOM Link:**
    https://us06web.zoom.us/j/81434427618?pwd=cXNiaGh3MURkUEpCd0FpeHZ2U1N4dz09
    Meeting ID: 814 3442 7618
    Passcode: 367104

SEMINARS will be held as follow:

Seminar Facilitation Time from **10:15 a.m. – 11:45 a.m.** (Costa Rica Time)

- **Group 1** – **Face to Face** in Classroom 3 – *Seminar Facilitator:* Maurício Vieira

- **Group 2** – **Face to Face** in the Classroom 4 – *Seminar Facilitator:* Mary E. Little

- **Group 3** – **Face to Face** in Classroom 6 – *Seminar Facilitator:* Marjolein Schaap

- **Group 4** – **Hybrid: Face to Face** in Classroom 2 **& Live-streamed** (ZOOM) – *Seminar Facilitator:* Amr Abdalla

- **Group 5** – **Online: Live-streamed** (ZOOM) – *Seminar Facilitator:* Kees Wiebering

A list of seminar groups (~15-20 students) will be available before the course starts.

7. **Course objectives**

(i) to engage in critical analysis of the root causes of these multiple conflicts in the world across diverse levels and contexts (micro, macro, local, national, regional, international and global);

(ii) To gain foundational knowledge of the comprehensive and multi-dimensional elements of conflicts and peaceful approaches to addressing them;

(iii) To develop conceptual and practical knowledge and skills for conflict analysis and mapping with the objective of promoting sensitive and relevant peaceful interventions in conflicts;

(iv) to gain a general awareness of the realities of conflicts and multiple forms of violence in the contemporary world and their consequences for human and planetary well-being, including militarized conflicts and expanding manifestations of economic, social, cultural, and environmental violence;

(v) to develop a critical vision that there cannot be any successful conflict resolution and peacebuilding without gender equity; that gender inclusive strategies are central to preventing or resolving conflicts to build greater peaceful local, national, international, and global systems and orders;

(vi) to understand the roles of women, men, and diverse agencies, institutions, organizations, and networks (e.g., United Nations, regional intergovernmental agencies, national governments/states, economic organizations) and the expanding civil society sector in promoting/maintaining and/or overcoming these conflicts toward a culture of peace;

(vii) to feel an initial empowerment and sense of hope that a more peaceful world is possible amidst the realities of conflicts, violence, unsustainable development, environmental degradation, and inequalities and injustices (gender, economic, social, cultural, environmental, political).

8. **Teaching method/Class format**

    The course will be taught in 15 sessions in various formats. Face-to-face lectures will be recorded and will run for ~45-50 minutes, followed by a ~20-minute open forum in the designated room. After a 15-20-minute break, seminars will be conducted for ~90 minutes. All students will attend/watch the lecture sessions. The seminars will be smaller sessions of approximately twenty-two – twenty-five students each. The seminars will be facilitated by resident faculty and doctoral students.

    The seminars will be guided discussions about the lectures and the assigned readings, the development of concepts introduced or emerging from the lectures and readings, and the exploration of case studies or personal/social experiences. Seminars will be participatory.

9. **Pedagogy**

    The teaching and learning strategies in the course will be based on critical pedagogical principles, including the use of creative, interactive, and participatory activities, which will encourage the students to share their experiences and critically reflect on concepts, theories, issues, and practices related to peace studies.

10. **UPEACE Policies**

    ### *UPEACE Policy on Equity and Inclusive Language*

    UPEACE is committed to providing an environment of trust and equality for everyone by creating spaces for teaching and learning that are inclusive and respectful to all. As an institution established by the General Assembly of the United Nations, UPEACE expects its students and instructors to conduct themselves in a manner that is consistent with and reflects the values enshrined in the Charter of the United Nations, and in accordance with our Code of Ethics, especially with regards to a respect for fundamental human rights, social justice, and human dignity, and respect for the equal rights of women and men. UPEACE expects its students and instructors to show respect for all persons equally without distinction whatsoever of race, gender, religion, colour, national or ethnic origin, language, marital status, sexual orientation, age, socio-economic status, disability, political conviction, or any other distinguishing feature. This includes upholding an environment where all students and instructors have the opportunity to have their views heard and to contribute from their knowledge, experience, and individual viewpoints.

    ### *UPEACE Code of Student Behavior*

    The University for Peace is committed to the highest standards of academic integrity and honesty. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behavior (Refer to *Student Handbook 2023-2024*). Academic dishonesty such as plagiarism is a serious offence and can result in suspension or expulsion from the University.

UPEACE Policy on Plagiarism

All students are expected to follow high standards of personal and professional integrity in the creation and presentation of their academic work at the University for Peace.

For this reason, the University for Peace considers plagiarism is among the most serious breaches of academic honesty and is not tolerated under any circumstances. It will be punished and may result in expulsion from the University for Peace.

Plagiarism is among the most serious breaches of academic honesty and is not tolerated under any circumstances. Plagiarism involves the use of someone else's ideas or words without full acknowledgement of and reference to the source. This definition covers all published and unpublished material, whether in manuscript, printed, or electronic form. Plagiarism may be intentional or unintentional, and consent of the author of the source is inconsequential. Plagiarism includes the following instances:

a. Failure to use quotation marks when text is directly copied from another source;
b. Paraphrasing or copying text from another source without due acknowledgement by way of a reference;
c. Adopting the same frame or structure of another author's written work without due acknowledgement by way of a reference;
d. Adopting the ideas or concepts, or the sequence thereof, of another author's written work without due acknowledgement by way of a reference;

Plagiarism is, therefore, not only about copying the text of another author's work but also about presenting someone else's approach (the "paradigm") without acknowledgement, thereby suggesting that your work was the result of your own creativity and originality.

These rules apply to all written work. That includes, but is not restricted to: exams, papers, group reports, PowerPoint presentations, thesis, posters, etc. The same rules apply to group work and documents produced by several contributors. It is the responsibility of every member of the group or every contributor to verify that the plagiarism rules have been followed in the whole assignment. If a student has any doubts about the nature of plagiarism, the rules for use and citation of sources or other issues relating to academic honesty, it is the student's **responsibility to seek clarification from faculty before submitting a written assignment.**

GenAI tools in academia - What is allowed:

❖ You are allowed to use **GenAI tools as a language assistant** for reviewing or improving texts you wrote yourself, provided that the tools do not add new content.

▪ In this case, the use of GenAI is like the spelling and grammar check tools that already exist.

- Make sure that the use of GenAI does not interfere with a professor's ability to evaluate your output and assess your original contribution.

❖ You are allowed to use **GenAI as a search engine** to get initial information on a topic or to make an initial search for existing research on the topic. This way of gathering information can be like using an ordinary search engine when working on an assignment.

- After this initial search, ensure that you look up the sources referred to and conduct your own analysis of the source documents.

- Interpret, analyze, and process the information you obtained; do not just copy-paste it.

- Be critical of the output sources generated and be conscious of the inherent biases and the potential fabrication of sources.

- Verify the output generated.

➢ If you do copy-paste certain parts of GenAI output (for instance because of the nature of the assignment), you must cite your sources. See further below for how to refer to GenAI tools when used in your writing.

What is not allowed:

❖ Any form of copy-pasting of any content generated by GenAI without fully acknowledging the source (citing, referencing) is not allowed. Anyone who claims AI-generated texts or translations as their own violates the rules of basic academic integrity and will face the consequences of plagiarism. See the Student Handbook 2023-2024 and the UPEACE Code of Conduct for the rules and procedures in place, in case plagiarism is detected.

- GenAI tools may only serve as a supportive tool, it may not replace your authentic output.

- Any source used/cited in your academic work should be verified, whether AI or of another origin.

- Using GenAI generated text with proper referencing can only be done in exceptional situations.

❖ Any use of GenAI that prevents the professors from assessing your skills is not allowed. For example: using paraphrasing tools on texts you did not write yourself to cover up plagiarism, and misuse of translation software.

❖ Any use of GenAI during examinations or other forms of assessment when the professors have indicated that the use of GenAI is not allowed.

11. Course requirements

Assessment:

The system of grading for this course is the official UPEACE-grading-system.

Students will be required to complete all readings on the syllabus for each day. This will equip them with the tools necessary for their effective participation in the lectures and the seminars. Of importance here is for students to realize that their participation and interaction in seminar discussions will make the course all the more successful.

❖ **Participation** (**30%**)

▪ ***Attendance and Absences***
Regular attendance in all classes is expected. As a matter of courtesy, absence from class should be accounted for by informing the class instructor in writing about the reasons. Absences will proportionately reduce the participation grade unless extenuating circumstances are documented (for example, by a medical certificate). Visits by family and friends and attending weddings do not count as "extenuating circumstances." Whatever the reason for absence, students are always responsible for the material covered in the lectures they may have missed. Students who fail to attend more than 20% (twenty percent) of the class will not be approved to complete the class. When their absences are properly justified, they may negotiate with the course professor for the submission of additional independent work. (*Student Handbook 2023-2024*).

▪ ***Participation in the seminars, lectures, exercises & other activities***
Participation will be assessed according to the following criteria: active participation in seminar discussions, online forums and activities, and quality of participation, i.e., bringing something tangible to further the academic discussion at stake. Quality participation involves respect for other seminar participants, serious engagement with the views of others, articulation of your thoughts on the issues, making contributions to discussions, and familiarity with lecture and seminar readings.

❖ **Theory Presentation Group Assignment** (**10%**):

Presentation date: **Monday 4 September 2023**

On the second day of the course, the seminar facilitator will use a "first-come-first-served" approach to have students join a group of 4-5 students to prepare a presentation on one of the theories assigned for session 6. Drawing upon the readings and session 6 lecture on prominent theories in the field of peace and conflict studies, each group prepares a concise synthesis of a selected theory and presents it to their seminar-mates. The presentation could make use of power-point, panel, videotape, or any creative mode. Please see **Attachment 1** for more information on this assignment.

Criteria for Assessment:

- Appropriate use of readings
- Expansion of reading resources beyond the course readings on the theory
- Critical synthesis of readings
- Appropriateness of presentation vis-à-vis the topics
- Evidence of team planning and teamwork
- Time management

❖ **Group Mid-Term Assignment** (**15%**):

Submission date: **Monday 11 September 2023**

Each seminar group will be divided into 4 smaller groups by the beginning of week 2. Each small group will arrange to meet regularly outside the course hours to prepare for this assignment. Drawing upon the readings and course lectures from Session 1 through Session 5, each group will be recording a presentation of not more than 20 minutes to be uploaded on Moodle for peer review and comments. In their presentations, groups will analyze one conflict that they have chosen to map out and discuss it using a concise synthesis of selected themes/concepts/topics seen in class. Please see **Attachment 2** for more information on this assignment.

Criteria for Assessment:

- Appropriate use of readings

- Critical synthesis of readings

- Appropriateness of presentation vis-à-vis the topics

- Evidence of team planning and teamwork

- Time management

❖ **Three Weekly Reflections and Peer-Reviews** (**45%**)

Submission dates:
a) ***Weekly Reflections:*** Sunday September 3, 10 and 17
b) ***Peer-Reviews:*** Wednesday September 6, 13 and 20

a) Weekly Reflections (10% for each Weekly-Reflection)**:**

Length: 300 words (give or take 30 words)

In seminars, each student will write three forum posts over the three-week-course. Each forum post must include the following three elements:

1. A review of a concise concept(s) discussed in the week's readings and/or class lectures. Students can focus on any one or more concepts of their choice from the readings or the lectures. The review should be an original writing of the student. The summary should reflect how the student understands the concept(s), with proper citations as needed.

2. Application of the concept(s) to the student's own experiences or context. These can be their own personal, community, societal or cultural contexts. Here a student will demonstrate how the concept(s) discussed in the first element help explain or shed light on a specific situation from their own experience or context.

3. Application of the concept(s) to any issue that is part of the current affairs of the world. Here the student applies the concept(s) in the first element to a situation of public nature that is in the world or local news media. Students must apply proper citations and references to the news media.

Criteria for Assessment of each Weekly Reflection:

- Evidence of a critical understanding of the concepts (25%)
- Integration of personal and social experiences (25%)
- Integration of current affairs of the world (25%)
- Proper academic format and citations (25%)

Students are required to follow the rules on plagiarism, as mentioned in the Students Handbook.

b) **Peer-Reviews** (5% for each Peer-Review)**:**

Length: 100 words (give or take 20 words)

After all students have submitted their weekly Reflections on Sundays, each student will be required to review their peers' submissions and to choose one to provide their own Peer-Review. The Peer-Review will include a concise short summary of the key points made in the peer's Weekly Reflection, and will include the following:

- An assessment of the strength, weakness or relevance of the arguments or examples given. (50%)
- Reflections from the student's own knowledge and experiences on what the peer presented in their Weekly Reflection. (50%)

NOTE: Seminar facilitators will be responsible for assessing students' performance in their seminar group based on the quality of students' written and oral assignments and participation.

12. Description of Sessions

<u>Week I: Foundations</u>

Sessions 1 & 2: Introduction to Peace and Conflict Studies
(Lecturer: Amr Abdalla)
Date: Monday 28 & Tuesday 29 August 2023

After introducing the course syllabus and plan, these two sessions will provide students with an overview of how the field was developed over the past few decades and the major influences politically, culturally, and academically. The sessions also provide students with an understanding of the main foundational principles in the field of peace conflict studies. Throughout, examples from real conflict situations are used to illustrate some of the dry theoretical concepts.

<u>Required Readings</u>:

Ramsbotham, O.; Woodhouse, T. and Miall, H. (2016). *Contemporary Conflict Resolution*. Cambridge: Polity Press. 4th Edition. Chapter 2: Conflict Resolution: Origins, Foundations and Development of the Field, pp. 38-67.

Abdalla, Amr and Marie Sender (2023). C.R.T. SIPPABIO: A Model for Conflict Analysis. In *Peace Institute*. Maryland, USA. pp. 4-19.

<u>Recommended Readings</u>:

Pruitt, D. & Kim, S H. (2004). *Social Conflict: Escalation, Stalemate and Settlement*. Boston: McGraw-Hill. 3rd Edition. Chapter 1: Overview, pp. 3-14.

Mitchell, C. R. (1981). *The Structure of International Conflict*. Basingstoke: Macmillan. Introduction, pp. 1-11.

Sessions 3 & 4: Conflict Analysis and Mapping
(Lecturer: Amr Abdalla)
Date: Wednesday 30 August & Thursday 31 August 2023

These sessions introduce students to systematic comprehensive understanding of conflict, including conflict analysis and mapping. It emphasizes contextual analysis and takes into considerations factors such as relationship dynamics and interrelation of factors influencing conflicts and peaceful interventions. It also introduces students to the major vocabulary in the field and provides them with a comprehensive understanding of the main intervention approaches. Throughout, examples from real conflict situations are used to illustrate some of the dry theoretical concepts.

Required Readings:

Ramsbotham, O.; Woodhouse, T. and Miall, H. (2016). *Contemporary Conflict Resolution*. Cambridge: Polity Press. 4th Edition. Chapter 1: Introduction to Conflict Resolution: Concepts and Definitions, pp. 3-37.

Abdalla, Amr and Marie Sender (2023). C.R.T. SIPPABIO: A Model for Conflict Analysis. In *Peace Institute*. Maryland, USA. pp. 20-85.

Recommended Readings:

Pruitt, D. & Kim, S H. (2004). *Social Conflict: Escalation, Stalemate and Settlement*. Boston: McGraw-Hill. 3rd Edition.
Chapter 4: Contentious Tactics, pp. 63-84.
Chapter 5: Escalation and its Development, pp. 87-100.
Chapter 6: The Structural Change Model, pp. 101-120.
Chapter 7: Conditions that Encourage and Discourage Escalation, pp. 121-150.

Session 5: Introduction to Conflict Interventions: Ethics, Conflict Management, and Conflict Resolution
(*Lecturer: Amr Abdalla*)
Date: Friday 1 September 2023

This session introduces students to the logic and processes of intervening peacefully in conflicts. It addresses ethical considerations of conflict interventions, types of conflict interventions, and cultural influences on such interventions. Throughout, examples from real conflict situations are used to illustrate some of the dry theoretical concepts.

Required Readings:

Abdalla, Amr and Marie Sender (2023). C.R.T. SIPPABIO: A Model for Conflict Analysis. In *Peace Institute*. Maryland, USA. pp. 86-113.

Ho-W J. (2000). *Peace and Conflict Studies –An Introduction*. England: Ashgate Publishing Ltd. Chapter 11: Conflict Resolution and Management, pp. 167-204.

Pruitt, D. & Kim, S H. (2004). *Social Conflict: Escalation, Stalemate and Settlement*. Boston: McGraw-Hill. 3rd Edition. Chapter 10: Problem Solving and Reconciliation, pp. 189-225.

Recommended Readings:

Ramsbotham, O.; Woodhouse, T. and Miall, H. (2016). *Contemporary Conflict Resolution*. Cambridge: Polity Press.
Chapter 6: Containing Violent Conflict: Peacekeeping, pp. 173-198.
Chapter 7: Ending Violent Conflict: Peacemaking, pp. 199-235.

<u>Week II: Perspectives</u>

Session 6: Conflict Behavior Theories
(Lecturer: Amr Abdalla)
Date: Monday 4 September 2023

This session introduces examples, of macro, meso, and micro theories prevalent in the field of Peace and Conflict Studies. The theories discussed in this session contribute to our shared understanding of patterns of behavior during conflicts and in the process of making peace; they also provide us with a deeper understanding of human nature's potential on the group and individual levels.

<u>Required Readings:</u>

Ho-W J. (2000). *Peace and Conflict Studies – An Introduction*. England: Ashgate Publishing Ltd.
    Chapter 6: Sources of Social Conflict, pp. 65-74.
    Chapter 7: Feminist Understandings of Violence, pp. 75-85.
    Chapter 8: Political Economy, pp. 87-93.
    Chapter 9: Environmental Concerns, pp. 95-105.

<u>Recommended Readings:</u>

Galtung, J. (1990). International Development in Human Perspective. In Burton, J. *Conflict: Human Needs Theory*. Basingstoke: Macmillan. Chapter 15: pp. 301-335.

Gurr, T. (2016). *Why Men Rebel.* Fortieth Anniversary Edition. New York: Routledge.
    Chapter 2: Relative Deprivation and the Impetus to Violence, pp. 22-58.
    Chapter 5: Social Origin of Deprivation: Determinants of Value Capabilities, pp. 123-154.

Monte, C. (1980). *Beneath the Mask*. 2nd Edition. New York: Holt, Reinhart and Winston.
    Chapter 14: Social learning theory, pp. 596-664.

Collins, R. (1994). *Four Sociological Traditions*. New York: Oxford University Press. The Conflict Tradition, pp. 47-118.

Kim, U., Triandis, H. C., Kâĝitçibaşi, Ç., Choi, S.-C., & Yoon, G. (Eds.). (1994). *Cross-cultural research and methodology series, Vol. 18. Individualism and collectivism: Theory, method, and applications*. Thousand Oaks, CA, US: Sage Publications, Inc. Chapter 4: A critical appraisal of individualism and collectivism, pp. 52-65.

Merton, R. (1968). *Social Theory and Social Structure*. New York: The Free Press. Chapter 6: Social Structure and Anomie, pp. 185-248.

Skjelsbæk, I. and Smith, D. (2001). *Gender peace and conflict*. London: Sage Publications. Chapter 3: Is Femininity Inherently Peaceful? pp. 47-67.

Session 7: Food Security and Sustainable Agriculture
(Lecturer: Olivia Sylvester)
Date: Tuesday 5 September 2023

This session will examine key concepts & debates in food security and sustainable agriculture in the 21st century.

Required Readings:

Full Documentary (2018, 15 August). Where does your fruit come from and at what cost? Retrieved from https://www.dailymotion.com/video/x6gnefe

Sylvester, O. (2022). Food security and sustainable agriculture in the 21st century: Key concepts and debates. Book chapter forthcoming.

Group Discussion Question:

In small groups, choose one or two of the contemporary debates associated with SDG2 (presented in the Sylvester 2022 chapter) and analyze the challenges and opportunities associated with these debates.

Session 8: Human Rights, Conflicts, and Peacebuilding
(Lecturer: Mihir Kanade)
Date: Wednesday 6 September 2023

This session will introduce participants to the different ways in which human rights have been conceptualized by thinkers, the historical evolution pre and post-WWII, and the contemporary debates on 'generations of human rights' and 'universalism *versus* cultural relativism of human rights'. It will also explore the linkages between human rights on the one hand and peace and conflict on the other, with a view to understanding how human rights violations can be both causes and consequences of conflicts, and exploring the complex relation between human rights advocacy and peacebuilding in practice.

Required Readings:

Dembour, M. B. (2010). "What are Human Rights? Four Schools of Thought. *Human Rights Quarterly*, 32(1), pp. 1-20.

Sriram, C.; Martin-Ortega, O.; and Herman, J. (2010). *War, Conflict and Human Rights: Theory and Practice*. London: Routledge. pp. 3-12, 30-47.

International Peace Institute. (2017). *Human Rights and Sustaining Peace.* https://www.ipinst.org/wp-content/uploads/2017/12/1712_Human-Rights-and-Sustaining-Peace.pdf, accessed on 26/07/2018.

Recommended Readings:

Nickel, J. (2007). *Human rights as rights. Making sense of human rights.* Oxford: Blackwell Publishing. Chapter 2, pp. 22-34 and Chapter 3, pp. 35-32.

Mutua, M. (2002). Human rights as a metaphor. *Human rights: A political and cultural critique.* Philadelphia: Penn Press. Introduction and Chapter 1: pp. 1-38.

Parlevliet, M. (2017) Human Rights and Peacebuilding: Complementary and Contradictory, Complex and Contingent, *Journal of Human Rights Practice*, Vol. 9, pp. 333-357.

Session 9: Media, Conflict, and Peace
(Lecturer: Maurício Vieira)
Date: Thursday 7 September 2023

Information is essential for any conflict. Parties to the conflict are interested in obtaining and disseminating information that can influence the outcome of the conflict. Media plays an important role in the dissemination of that information, and for that reason, it is an important element for conflict escalation and de-escalation. In this session, students will consider the role of media in conflict and peace. They will discuss key concepts (i.e. information, media, and content) with the goal of understanding how media influences our communication system, and how information management affects our perception and analysis of conflicts.

Required Readings:

Hoffmann, J. (2014). Conceptualising 'communication for peace'. Peacebuilding, 2014 Vol. 2, No. 1, 100-117.

Hamelink, C. (2015). Media Studies and the Peace issue, pp. 34-47 in Hoffmann, J. and Hawkings, V. (Ed.) *Communication and Peace: mapping an emerging field. Florence:* Taylor and Francis.

Recommended Readings:

Baden, C., and Tenenboim-Weinblatt, K. (2018). The search for common ground in conflict news research: Comparing the coverage of six current conflicts in domestic and international media over time. *Media, War & Conflict*, Vol. 11(1) 22-45. https://journals.sagepub.com/doi/pdf/10.1177/1750635217702071

Fröhlich, R., and Jungblut, M. (2018) Between factoids and facts: The application of 'evidence' in NGO strategic communication on war and armed conflict. *Media, War & Conflict*, Vol. 11(1) 85-106. https://journals.sagepub.com/doi/pdf/10.1177/1750635217727308

Manor, I., and Crilley, R. (2018). Visually framing the Gaza War of 2014: The Israel Ministry of Foreign Affairs on Twitter. *Media, War & Conflict*, Vol. 11(4), 369-391.

Session 10: Gender, Conflict, and Peacebuilding
(Lecturer: Uzma Rashid)
Date: Friday 8 September 2023

This session introduces some basic ideas from the area of gender studies and explores the intersections of gender and sexuality with diverse disciplines and interdisciplinary programmes within the broad realm of peacebuilding. The session will discuss some of the challenges that women and people of diverse sexualities, gender identities, and expressions face and will emphasize the potential for more work that peacebuilders can consider in preparing themselves for building just futures.

Required Readings:

Lips, H. M. (2014). *Gender: The basics.* NY: Routledge, pp. 2-22.

Peterson, V. S. (2010). Gendered identities, ideologies and practices in the context of war and militarism. In L. Sjoberg & S. Via (Eds.). *Gender, war and militarism*. Santa Barbara: Praeger. Chapter 1, pp. 1-11.

Myrttinen, H. and Daigle, M. (2017). *When merely existing is a risk: Sexual and gender minorities in conflict, displacement, and peacebuilding*. International Alert. pp. 4-35. https://www.international-alert.org/sites/default/files/Gender_SexualAndGenderMinorities_EN_2017.pdf

Recommended Readings:

Pankhurst, D. (2008). The gendered impact of peace. In M. Pugh, N. Cooper & M. Turner, M. (Eds.) *Whose peace? Critical perspectives on the political economy of peacebuilding.* New York: Palgrave Macmillan. Chapter 2, pp. 32-48.

Hagen, J. J. (2016). Queering women, peace, and security. *International affairs, 92 (2),* pp. 313-332.

Sandole, D. and Staroste, I. (2015) *Making the Case for Systematic, Gender-Based Analysis in Sustainable Peace Building*. Conflict Resolution Quarterly. George Mason University. pp. 119-147.

UN Security Council, Security Council resolution 1325 (2000) [on women and peace and security], 31 October 2000, S/RES/1325 (2000), available at: http://www.refworld.org/docid/3b00f4672e.html

LaForgia, Rachel (2011). *Intersections of violence against women and militarism*. Meeting Report. New Brunswick, NJ: Center for Women's Global Leadership, pp. 1-12.

Week III: Peace Praxis

Session 11: International Law Dimensions of Conflicts and Peacebuilding
(Lecturer: Mihir Kanade)
Date: Monday 11 September 2023

This session introduces students to the fundamental role that international law seeks to play in 'regulation' of conflicts and in 'maintenance' of international peace and security. It explores the international legal standards enshrined in the UN Charter with respect to the use of force, collective security, and self-defense. The session also introduces students to international humanitarian law, which is the limb of the laws of war that seeks to limit its barbarity, before presenting a holistic perspective of the interface between international law, international relations and politics, and peace and conflict studies.

Required Readings:

Schrijver, Nico (2015). "The Ban on the Use of Force in the UN Charter" in The Oxford Handbook of the Use of Force in International Law. Oxford: Oxford University Press. pp. 465-487.

D'Aspremont, Jean (2015). "The Collective Security System and the Enforcement of International Law" in The Oxford Handbook of the Use of Force in International Law. Oxford: Oxford University Press. pp. 129-156.

Oona Hathaway, 2023, How Russia's Invasion of Ukraine Tested the International Legal Order, https://www.brookings.edu/articles/how-russias-invasion-of-ukraine-tested-the-international-legal-order/

Recommended Readings:

Charter of the United Nations (1945). Articles 2 (4), (5), and (7), Chapters V, VII, VIII.

United Nations (2016). General Assembly Resolution 70/262 and Security Council Resolution 2282 (2016) on Sustaining Peace. https://www.un.org/press/en/2016/sc12340.doc.htm

United Nations (2009). *Implementing the responsibility to protect: Report of the Secretary-General.* Report of the Secretary-General. New York: United Nations. pp 1-33.

Genser, Jared (2018). "The United Nations Security Council's Implementation of the Responsibility to Protect: A Review of Past Interventions and Recommendations for Improvement". *Chicago Journal of International Law.* 18(2), pp. 420-501.

Kanade, Mihir (2020). "The Role of International Adjudication in Conflict Resolution and Transformation" in *The Difficult Task of Peace: Crisis, Fragility and Conflict in an Uncertain World* (Francisco Rojas ed.), Cham, Switzerland: Palgrave Macmillan, pp. 131-170.

ICRC (2014) *What is International Humanitarian law.* pp. 1-4. https://www.icrc.org/en/document/what-international-humanitarian-law, accessed on 26/07/2018.

Kennedy, David (2012). "Lawfare and Warfare". In J. Crawford & M. Koskenniemi (Eds.). *The Cambridge Companion to International Law.* Cambridge: Cambridge University Press. pp. 158-183.

Session 12: Educating for Cultures of Peace and Nonviolence
(Lecturer: Stephanie Knox Steiner)
Date: Tuesday 12 September 2023

Education has the potential to uphold and perpetuate cultures of violence, and it also has the potential to cultivate cultures of peace, justice, nonviolence, and care. This session will serve as an introduction to the expansive terrain of the peace education field, where peace is understood in the broad and holistic framework as articulated through the previous sessions. Education, too, is understood in its broadest sense, including formal, nonformal, and informal settings, and is situated as a critical component of peacebuilding efforts at all levels. Peace education puts forth the liberatory potential of education and its necessary role in building cultures of peace through holistic and transformative pedagogies that engage learners in intellectual, affective, embodied, processes that develop critical consciousness, an understanding of the root causes of violence, and foster transformative agency. Ultimately, this process demands a re-imagining of how we see the purpose of education; the systems and structures and learning processes we create to foster peace education; and who we see as teachers, what counts as knowledge and where it comes from, and how learning happens. Drawing from the understanding of peace as a relational process, we will explore the essential role of building communities of care and belonging within and beyond peace education spaces.

Required Readings:

Hantzopoulos, M. & Bajaj, M. (2021). *Educating for peace and human rights: An Introduction*. Bloomsbury. Chapter 1, pp. 15-34.

Freire, P. (1972) *Pedagogy of the Oppressed*. New York: Continuum. Chapter 2, pp. 71-86.

<u>Recommended Readings</u>:

hooks, b. (1994). *Teaching to Transgress*. New York, NY: Routledge. Introduction, pp. 1-12.

Reardon, B.A. (2012) Education for sustainable peace: Practices, problems and possibilities. In P. Coleman (Ed.) *Psychological Components of Sustainable Peace*. Peace Psychology Book Series. New York, NY: Springer. Read only: 325-343.

Turay, T. M. & English, L. M. (2008). Toward a global culture of peace: A transformative model for peace education. *Journal of Transformative Education 6*(4), pp. 286-301.

Session 13: Perpetual economic growth in a finite system
(Lecturer: Jan Breitling)
Date: Wednesday 13 September 2023

In this session we will analyze the challenges of perpetual economic growth, questioning the basis upon which mainstream sustainable development rests, using insights from critical political economy, which sees the root cause of the environment and development crisis as a structural part of our current global economic system.

<u>Required Reading</u>:

Hickel, J., & Kallis, G. (2019). Is green growth possible? *New political economy*, 25(4), 469-486.

<u>Recommended Reading</u>:

Ward, J. D., Sutton, P. C., Werner, A. D., Costanza, R., Mohr, S. H., & Simmons, C. T. (2016). Is decoupling GDP growth from environmental impact possible? pp. 1-14. *PloS one*, 11(10), e0164733.

Session 14: Conflict Interventions: Peacebuilding and Conflict Transformation
(*Lecturer: Amr Abdalla*)
Date: Thursday 14 September 2023

This session is a continuation of Session 6 on Conflict Interventions. The session will address key conflict transformation, and peacebuilding interventions carried out by parties to effect structural and cultural changes using non-violent approaches. Reconciliation, advocacy, and activism will be discussed, in addition to the concept of Social Cohesion. Throughout, examples from real conflict situations are used to illustrate some of the dry theoretical concepts.

Required Readings:

Abdalla, Amr and Marie Sender (2023). C.R.T. SIPPABIO: A Model for Conflict Analysis. In *Peace Institute*. Maryland, USA. pp. 114-130.

Ramsbotham, O.; Woodhouse, T. and Miall, H. (2016). *Contemporary Conflict Resolution*. Cambridge: Polity Press.
Chapter 9: Peacebuilding, pp. 266-285.
Chapter 5: Preventing Violent Conflict, 144-172.

13. Lecturers' and Facilitators' Biographical Information:

Amr Abdalla (Egypt/United States)
Professor Emeritus, University for Peace

Dr. Abdalla is a Professor Emeritus at the University for Peace (UPEACE), and the Scholar in Residence at the Baker Institute for Peace and Conflict Studies at Juniata College, Pennsylvania. He is also the Senior Advisor on Conflict Resolution at the Washington-based organization KARAMAH (Muslim Women Lawyers for Human Rights). From 2014 to 2017, he was the Senior Advisor on Policy Analysis and Research at the Institute for Peace and Security Studies (IPSS) of Addis Ababa University. In 2013-2014, he was Vice President of SALAM Institute for Peace and Justice in Washington, DC. From 2004-2013 he was Professor, Dean and Vice Rector at UPEACE. Prior to that, he was a Senior Fellow with the Peace Operations Policy Program, School of Public Policy, at George Mason University, Virginia. He was also a Professor of Conflict Analysis and Resolution at the Graduate School of Islamic and Social Sciences in Leesburg, Virginia.

Both his academic and professional careers are multi-disciplinary. He obtained a law degree in Egypt in 1977, where he practiced law as a prosecuting attorney from 1978 to 1986. From 1981-1986, he was a member of the public prosecutor team investigating the case of the assassination of President Sadat and numerous other terrorism cases. He then emigrated to the US, where he obtained a Master's degree in Sociology and a Ph.D. in Conflict Analysis and Resolution from George Mason University. He has been teaching graduate classes in conflict analysis and resolution and has conducted training, research, and evaluation of conflict resolution and peacebuilding programs in numerous countries in Africa, Asia, the Middle East, Europe, and the Americas. He has been an active figure in promoting inter-faith dialogue and effective cross-cultural messages through workshops and community presentations in the United States and beyond. He pioneered the development of the first conflict resolution teaching and training manual for Muslim communities titled *("…Say Peace"*). He also founded Project LIGHT (Learning Islamic Guidance for Human Tolerance), a community peer-based anti-discrimination project funded by the National Conference for Community and Justice (NCCJ). In 2011, he established with Egyptian UPEACE graduates a program for community prevention of sectarian violence in Egypt (Ahl el Hetta). In 2018 he led the publication of the first Arabic Glossary of Terms in Peace and Conflict Studies in cooperation with UNDP-Iraq and the Iraqi Amal Association.

Jan Breitling (Germany)
Associate Professor, Department of Environment and Development

Dr. Jan Breitling is an Associate Professor in the Department of Environment and Development at University for Peace. Originally trained as a Forest Engineer in the Technological Institute of Costa Rica, he holds a MSc. in Environmental Sciences from Wageningen University and Research, The Netherlands, and a PhD from the University for Peace. His research interests include the political ecology of forest cover change, climate change and climate security, and the role of ecotourism in conservation and community resilience to change.

Mihir Kanade (India)
Head, Department of International Law and Human Rights and Director of the UPEACE Human Rights Centre

Dr. Mihir Kanade (India) is Director of the Human Rights Centre of the University for Peace (established by the UN General Assembly). He is the Academic Coordinator of UPEACE and the Head of its Department of International Law. He is also an adjunct faculty at Universidad Alfonso X El Sabio (Spain), Cheikh Anta Diop University (Senegal), Long Island University (LIU Global Centre in Costa Rica), and Universidad de Los Andes (Colombia). Dr. Kanade serves as the academic co-coordinator of the LLM programme in Transnational Crime and Justice offered at the United Nations Interregional Crime and Justice Research Institute, Turin, Italy. He also serves on the International Advisory Board of the International Bar Association on the topic of Business and Human Rights. Dr. Kanade currently serves as an independent expert of the United Nations Human Rights Council on the Expert Mechanism on the Right to Development. Dr. Kanade co-leads an e-learning project in partnership with the UN Office of the High Commissioner for Human Rights and UNU-IIGH for training UN staff and diplomats of permanent missions of States on operationalizing the Right to Development in Implementation of the SDGs. He also chairs the drafting group of international experts appointed by the OHCHR for preparing a legally binding instrument on the right to development. His principal area of academic research and study is the interface between globalization, governance, public international law and human rights, covering several themes including trade, business and investment, sustainable development, forced displacement of people, indigenous peoples' rights, public health, amongst others. He conducts several trainings for staff of intergovernmental, governmental and non-governmental organizations, as well as professionals, in the field of international law and human rights. Prior to academia, Dr. Kanade practiced for several years as a lawyer at the Bombay High Court (Nagpur and Bombay benches) and at the Supreme Court of India. He holds a LL.B from Nagpur University (India) and a Master degree and Doctorate from UPEACE. Dr. Kanade also co-led for several years a field course on indigenous peoples' rights in Costa Rica. He has taught a professional development online module on Indigenous Peoples' Rights for 8 years for practitioners. He also teaches course on this topic in the MA programme in International Law at UPEACE.

Stephanie Knox Steiner (United States)
Assistant Professor and Academic Coordinator of Peace Education Programme, Department of Peace and Conflict Studies

Stephanie Marie Knox Steiner, PhD (she/her) is Assistant Professor and Academic Coordinator of the Peace Education programme at the University for Peace (UPEACE), established by the UN General Assembly. She earned her doctorate in the Community, Liberation, Indigenous, and Ecopsychologies specialization from Pacifica Graduate Institute and holds a masters in Peace Education from the University for Peace. She has taught college-level courses on peace and conflict studies and developed peace and nonviolence education programmes for organizations such as Teachers Without Borders and the Metta Center for Nonviolence. She co-founded and coordinates the Jill Knox Humor for Peace Fellowship programme, which offers professional development to peace studies scholars through the Humor Academy of the Association for Applied and Therapeutic Humor with the intention of building peace through humor. She is a student of Zen Master Thich Nhat Hanh, an ordained member of the Order of Interbeing, and a member of the Earth Holder Community caretaking council. Her teaching and research interests currently lie at the intersection of peace education, decolonial pedagogies, and re-imagining and re-enchanting education.

Mary Little (United States)

Mary Little LL.M. is an associate professor at the Center Ecological Resilience Studies, School for Field Studies (SFS), in Costa Rica. There she teaches Justice, Resilience & Ecology and also teaches courses on food security and sustainable tourism at the United Nations-affiliated University for Peace. Before teaching, Mary studied human rights law and advocated for the legal rights of refugees and women experiencing domestic violence. This advocacy work has informed her social justice approach to research and teaching. Her research explores community-driven waste solutions, responsible tourism and regenerative food initiatives. Currently, she is focused on agrotourism as a mechanism for climate adaptation and the links between tourism, food security and social-solidarity movements for her Ph.D. candidacy at the University for Peace.

Uzma Rashid (Pakistan)
Associate Professor and Academic Coordinator of MA in Gender and Peacebuilding, MA in Gender and Development and MA in Religion, Culture, and Peace Studies Programmes, Department of Peace and Conflict Studies

Dr. Uzma Rashid serves as Associate Professor, Department of Peace and Conflict Studies, and Academic Coordinator for the Gender and Peacebuilding; Gender and Development; and Religion, Culture, and Peace Studies Masters programmes at the University for Peace (established by the UN General Assembly), Costa Rica. Prior to joining UPEACE, she worked as Chair at the Department of Sociology, and Associate Dean for Research of the School of Social Sciences and Humanities at the University of Management and Technology, Lahore, Pakistan. Dr. Rashid has done her PhD as a Fulbright scholar from the interdisciplinary Language, Literacy, and Culture program at the University of Maryland,

Baltimore County, USA, and has extensive teaching, training, and research experience in a variety of contexts. Her academic work and research interests have consistently been interdisciplinary in nature, with the aim of working towards equity and justice by furthering an understanding of power relations in the intersections of gender, sexuality, religion, race, ethnicity, caste, ability, and class at the multiple levels on which they operate. She is also a certified trainer for conducting self-defense trainings with a holistic view of tackling violence, especially sexual and gender based violence. Currently, she is also a KAICIID International Fellow for Interreligious and Intercultural Dialogue, implementing a project for capacity building towards ensuring that interfaith dialogue spaces can be made more inclusive and nonviolent for queer communities. She is always open to ideas for collaborations that are aimed at creating such just futures for all. She can be reached at urashid@upeace.org

Marjolein Schaap (The Netherlands)
Assistant Professor, Department of International Law

Marjolein Schaap obtained her LL.B. (2008), LL.M (2009), and Ph.D. in international public law (2020) from the Erasmus School of Law, Erasmus University Rotterdam, the Netherlands. She held a lecturer position at the Department of international law at the Erasmus School of Law (2009-2013) and a Ph.D. position from 2014-2018. She assisted the EU Policy & Outreach Partnership in the USA (based in Washington D.C, USA) in the organization of events and outreach thereof in the South Florida region (2018-2019). Further, Marjolein was an adjunct lecturer at the University of Curacao from 2019-2021, where she taught Regional Human Rights Law.

Marjolein's principal areas of research and study are the law of international institutions, human rights law, and global governance. Her research addresses accountability and transparency issues of public authorities, whether they operate at the national or international level. Marjolein was a visiting researcher at the Max Planck Institute for Comparative Public Law and International Law (Heidelberg, Germany) in 2013 and 2014. In addition, Marjolein served as a reviewer for the Oxford Journal of Transitional Justice (2010-2014), as a member of the editorial board of the School of Human Rights Research newsletter (2012-2016), as a reviewer for the International Journal of Rule of Law, Transitional Justice and Human Rights (2018), and as a rapporteur for the Comparative Covid-19 Project managed by the Young Scholar Initiative of the Institute for New Economic Thinking (2020-2021). She is a rapporteur for Oxford Database for International Organizations (OXIO).

Olivia Sylvester (Canada)
Head and Associate Professor, Department of Environment and Development

Dr. Olivia Sylvester is Head of the Environment and Development Department and Associate Professor at the University for Peace. She teaches in the University for Peace online programme, the Spanish and English Masters programmes, and the Doctoral Programme. Olivia is also an adjunct professor for Long Island University and Oregon State University. In the last decade, Olivia's research programme has focused on food security, sustainable agriculture, climate change, and gender; she works with Indigenous people, women, smallholder farmers, and youth on these topics.

Maurício Vieira (Brazil)
Assistant Professor and Head of the Chair on "Countering and Preventing Illicit Trade and Transnational Organized Crime"

Maurício Vieira is Assistant Professor and Head of the Chair on "Countering Illicit Trade and Preventing Transnational Organized Crime" at the University for Peace (headquarters in Costa Rica), established by the General Assembly of the United Nations. Prior to this position, he assumed a position as Visiting Doctoral Researcher at the Norwegian Institute of International Affairs (NUPI) in Oslo, Norway; at the Graduate Institute in Geneva (Switzerland); and at the University for Peace (Costa Rica). He obtained his Ph.D. in International Politics and Conflict Resolution from the University of Coimbra, Portugal (summa cum laude); MA in International Relations with a focus on Peace and Security Studies; a Specialization Diploma in International Law and BA in Journalism, these last two degrees from the University of Fortaleza, Brazil.   His areas of research focus on the analysis of decision-making within international organizations, institutional approaches on labeling and framing, and 'post-conflict' peacebuilding under the scope of the UN, and Peace Research within Transnational Organized Crime. He is currently an external associate researcher at the Nationalities Observatory and the Laboratory on the Study of Conflict and Violence, both associated at the Ceará State University, in Brazil.

Kees Wiebering (The Netherlands)

Kees Wiebering is an independent consultant, mediator, trainer, and coach for professionals in peacebuilding. His work focuses on dialogue, civil society development, conflict resolution, and peace education.

He has been a professional practitioner in peacebuilding projects since the mid-1990s. Over the years, he designed, facilitated, implemented, and evaluated several peacebuilding projects.

He holds a Master of Science in Philosophy of Science, Technology, and Society and additional degrees in organisation development and mediation. He combines his consulting work with lecturing and research.

His research interests relate to the possibilities, roles, and formats of dialogue in peace processes.

Attachment 1: Guidelines for students on preparing the Theory Presentations

- Expand readings on the theory beyond the one assigned reading.

- Use creative, artistic, animated presentation styles as long they can convey to the rest of the students the main elements of the studied theory using interactive participatory methods.

- All students in each group must take part in the presentation.

- Groups will meet outside of class time to prepare their presentations.

- Each presentation will last for 10 minutes plus 5 minutes for discussion and Q&A (total 75 minutes for five groups, plus 15 minutes to organize the activity and to close it)

- The presentations must educate the audience about:

  - The main elements of the theory
  - How it applies to, and informs, our understanding of specific situations
  - How it related to the wider field of peace and conflict studies

- When possible, offer critique of the theory in terms of any limitations.

- Student presentations will be assessed on the following elements:

  - Substance of the information about the theory beyond the one reading assigned in the syllabus
  - Participation of all group members
  - Interactive and engaging delivery
  - Responsiveness to the audience
  - Keeping time

Attachment 2: Information on the Mid-term Group Presentation

Group Presentation on Conflict Mapping and Intervention: Each group will be recording **a** presentation of not more than 20 minutes to be uploaded on Moodle for peer review and comments. In their presentations, groups of four or five students will analyze one conflict that they have chosen to map out. The groups can draw on any international/community/institutional/interpersonal conflict. This assignment is intended to help students develop their knowledge and skills in analyzing conflicts with their various components and to identify appropriate interventions based on conflict dynamics and ripeness:

(1) Select a conflict you are familiar with from your own experience or a conflict you are interested in analyzing. Please make sure to gather or provide balanced information about the conflict. It is likely in most conflicts to focus on information representing one point of view. It is our ethical and professional duty to ensure balanced inquiry into the conflict. You can use information based on your own knowledge of the conflict or from academic, official, and media sources.

(2) Make a short summary of the conflict story to explain what exactly happened. Please do not use more than a few minutes on the story. We need you to save your time for the analysis and mapping. Most of those who do not receive good evaluations on this assignment spend most of their time telling the story.

(3) Taking into consideration the CR SIPPABIO model of analysis, or any other recognized model of conflict mapping and analysis you are familiar with (in this case, please provide the source of such model), please provide an assessment of conflict sources, issues, parties, etc., and please address the contextual and relationship factors that may have influenced the conflict. There are no standard approaches to delivering this section. This is where you as a group are artists and where you use your creativity to best present your analysis. Some groups strictly follow the conflict analysis model we provided in this course. Some start with contextual analysis, while others start with the SIPPABIO elements. Others fold their analysis with the summary mentioned in item (2) above. In all cases, use this section to analyze WHAT HAPPENED, including interventions that took place, not what should happen or what interventions should take place. Leave the "what should happen" to the concluding remarks of the presentation. One suggestion to make it easy for the class to follow this is to use subheadings because they help the audience follow your logic and train of thought. This part should account for most of the presentation.

(4) Finally, finish your thesis with concluding remarks which may include suggestions for intervention. This should be another short section of the presentation in the range of a few minutes.

(5) You are encouraged to use references from the course readings or other academic sources to support your arguments and which demonstrate your familiarity with the literature we have been covering so far. If you use any source for information or academic references, YOU MUST USE PROPER CITATIONS in your PPT.

Criteria for Assessment:

- Appropriate use of readings
- Critical synthesis of readings
- Appropriateness of presentation vis-à-vis the topics
- Evidence of team planning and teamwork
- Time management

All facilitators are available to provide more information and guidance.