Signature Page

Institution Submitting Proposal: University of Utah

College, School or Division in Which Program/Administrative Unit Will Be Located: Humanities
Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located: Communication
Program/Administrative Unit Title: Director of Peace and Conflict Studies
Recommended Classification of Instructional Programs (CIP) Code: _30-0501_
Certificate, and/or Degree(s) to Be Awarded: BA and BS
Proposed Beginning Date: Spring 2012
Institutional Signatures (as appropriate):

Department Chair/Program Director

Dean or Division Chair

Chief Academic Officer

President

Date: 9/2/11
Executive Summary

University of Utah
BA and BS Peace and Conflict Studies
29 August 2011

Program Description

The Peace and Conflict Studies undergraduate major will provide the context and structure for students to understand the dynamics of peace and conflict and to contribute to the creation of more just and peaceable conditions in the world. Through critical thinking and interdisciplinary approaches, conflict and peace will be examined at levels ranging from interpersonal to international. The major encourages students to analyze critically the multiple origins and causes of conflict at local and global levels; to examine the varied ways in which the lives of individuals and groups are affected by conflict, including its productive forms; and to investigate diverse approaches and interventions for moving dysfunctional conflict toward functional conflict and, when appropriate and possible, resolution.

Role and Mission Fit

Creation of the proposed major is concordant with the Universities stated mission as “a preeminent research and teaching university with national and global reach” as other BA and BS programs in Peace and Conflict Studies already exist at various top-tier research universities (e.g., U.C. Berkeley, U.C. Santa Barbara, Harvard University, University of Colorado at Boulder, University of Minnesota), as well as in major public institutions (e.g., Arizona State University, California State University, City University of New York, Kent State University, Portland State University). The proposed major advances rigorous interdisciplinary inquiry at the undergraduate level through interdisciplinary teaching and collaborative research, international involvement through internships and research collaboration, and furthers social responsibility through the study of study matters of difference related to class, ethnicity, race, gender, environment and religion. By building knowledge and developing related practices of responsible citizenship, the Peace and Conflict Studies major seeks to prepare students who can help transform society in ways that honor democracy, justice, and diversity.

Faculty

Forty-seven faculty with Doctoral degrees, all in tenure and tenure-track lines, are currently identified with the major.

Market Demand

Peace and conflict-related issues are prominent at every level of society today. Along with a number of other interdisciplinary majors/minors at the University of Utah, the Peace and Conflict Studies major will encourage students to think beyond disciplinary boundaries and to gain the knowledge and skills that diverse disciplines can bring to bear on critical social problems. The Peace and Conflict Studies major provides the relevant background and training for careers in such fields as human resources management, counseling, community mediation, labor negotiation, politics, non-profit management, law, diplomacy, social movements, international human rights, and socially engaged applications of the arts.
Student Demand

The exit surveys of Peace and Conflict Studies minors indicate strong interest in a Peace and Conflict Studies major. Recent University of Utah baccalaureate graduates with the Peace and Conflict Studies minor have majored in such fields as political science, communication, anthropology, English, history, psychology, philosophy, and sociology. A number of P&CS minors have majored in the growing program in International Studies at the University of Utah. A clear majority of P&CS minor graduates from the past three and a half years (i.e., 85% of respondents) report that they would have declared a Peace and Conflict Studies major if the option had existed.

Statement of Financial Support

No additional funding will be needed to launch the major. Current funding from tuition generated from the minor and major, and “other” private funds from the Barbara L. and Norman C. Tanner endowment and the existing resources of the two primary supporting colleges, Humanities, where the P&CS minor is housed and where the major will be as well, and Social and Behavioral Science, provide the necessary funds.

Similar Programs Already Offered in the USHE

The only academic program at all comparable within the state of Utah is the Peace and Justice Studies Program at Utah Valley University (UVU). This program, like this proposal, includes an undergraduate minor, and UVU plans to expand their minor to a major by 2012 or 2013. The two proposed majors have some overlapping and some complementary elements. The University of Utah is already in collaboration with the UVU program in terms of the scheduling of events and the selection of topics; in addition, the two Universities are working together to foster community contacts, especially for student internships. Both Universities regard the development of the two programs as beneficial to the state, especially in light of the growth of peace and conflict programs on national and global levels (in that they now number over 800). The major in Peace and Justice Studies at UVU will be designed during the summer of 2011.
This proposal requests the establishment of an undergraduate interdisciplinary major in Peace and Conflict Studies (P&CS), to be administered within the College of Humanities, in strong collaboration with the College of Social and Behavioral Science, and through initial financial support from and programmatic linkages to the Barbara L. and Norman C. Tanner Center for Nonviolent Human Rights Advocacy, starting upon approval.

Section II: Program Description

2.1 Complete Program Description
The Peace and Conflict Studies undergraduate major will provide the context and structure for students to understand the dynamics of peace and conflict and to contribute to the creation of more just and peaceable conditions in the world. The Peace and Conflict Studies major aims to facilitate the discovery of ways to eradicate violence and work towards peace, including the study of seemingly intractable conflicts on all levels. Through critical thinking and interdisciplinary approaches, conflict and peace will be examined at levels ranging from interpersonal to international. The major is multi-disciplinary with respect to its core courses and in terms of the inclusion of a wide range of courses. Work in this arena can include studies in cognate areas such as global justice, human rights, security, and sustainability. Because peacemaking involves the appreciation of diversity, students will be encouraged to study matters of difference related to class, ethnicity, race, gender, environment and religion. By building knowledge and developing related practices of responsible citizenship, the Peace and Conflict Studies major seeks to prepare students who can help transform society in ways that honor democracy, justice, and diversity. Summary documents describing the program and its objectives, a sample program schedule, and University of Utah faculty involved in the major are provided in Appendices A, B, and C, respectively. The next section addresses the purposes for establishing a Peace and Conflict Studies major, more specifically.

2.2 Purpose of Degree
Three primary purposes of the Peace and Conflict Studies major are to encourage students (a) to analyze critically the multiple origins and causes of conflict at local and global levels; (b) to examine the varied ways in which the lives of individuals and groups are affected by conflict, including its productive forms; and (c) to investigate diverse approaches and interventions for moving dysfunctional conflict toward functional conflict and, when appropriate and possible, resolution. Through ongoing participation in campus and community forums as well as a semester-long internship, the Peace and Conflict Studies major also aims to encourage students to bring their scholarly knowledge to bear directly on practical problems and conditions, and assist in formulating solutions. Toward this end, relationships with relevant local, national, and international organizations and institutions which provide University of Utah Peace and Conflict students with internship opportunities have been and continue to be developed.

2.3 Institutional Readiness
The Peace and Conflict Studies undergraduate major can be seen as an outgrowth of the existing Peace and Conflict Studies undergraduate minor. Student interest in this program has steadily increased over the
course of the past five years. Currently (as of August 29, 2011), there are 30 undergraduate students enrolled in the minor, and 30 students have been cleared to graduate with the minor to date. The number of minors has been stable, ranging from 25 to 30 students each year for the past five academic years. A number of the graduates are now studying or working in areas such as community mediation, diplomacy, non-profit management, and international human rights. Existing infrastructure for the program includes the Peace and Conflict Studies Steering Committee (see Appendix D); the Barbara L. and Norman C. Tanner Center for Non-Violent Human Rights Advocacy and its faculty board members (also in Appendix D); an informative website (http://www.hum.utah.edu/peace/); internship partners (see Appendix E); a growing library that includes academic and children's books and videos (visit www.humanrights.utah.edu and see Appendix F); a Program Assistant and support from the Undergraduate Student Academic Advisor in Communication; and a diverse and growing list of faculty across campus with scholarly and teaching interests in the areas of conflict resolution, peace studies, human rights, and security (see Appendix G). Finally, students in the minor have expressed interest in the development of a major. In fact, exit interviews indicate that the majority of student respondents in the Peace and Conflict Studies minor would have chosen it as a major if it had been an option during their undergraduate studies at the University of Utah (see Appendix H). In addition, relevant courses are now being offered in more than 25 departments across campus (see Appendices I, J & K).

2.4 Faculty
Most courses that will constitute the Peace and Conflict Studies major already are being taught by qualified professors in departments across the university, many of whom are pursuing research in these areas. In fact, in the past four years, owing in part to the intellectual energy surrounding the annual human rights conference, more faculty have shifted significant parts of their research toward areas such as conflict resolution, human rights, peace studies, and security studies. Therefore, no new faculty members need to be hired; nor will current faculty members need to undertake additional training in order to support the proposed degree. The following tenured or tenure-track professors can support the P&CS Major (and this list is not exhaustive):

Günseli Berik, Ph.D. (Economics)
Mark Bergstrom, Ph.D. (Communication)
Martha Bradley, Ph.D. (Honors College)
Ed Buendia, Ph.D. (Ethnic Studies)
Nilufer Çagatay, Ph.D. (Economics)
Caitlin Cahill, Ph.D. (College of Architecture & Planning)
Dave Carrier, Ph.D. (Biology)
Elizabeth Cashdan, Ph.D. (Anthropology)
Deen Chatterjee, Ph.D. (Philosophy)
George Cheney, Ph.D. (Communication, Auxiliary Professor/Advisory Role)
Elaine Clark, Ph.D. (Educational Psychology)
Ben Cohen, Ph.D. (History)
David Derezote, Ph.D. (Social Work)
Lisa Diamond, Ph. D. (Psychology)
Steve Downes, Ph.D. (Philosophy)
Danielle Endres, Ph.D. (Communication)
Leslie Francis, Ph.D., J.D. (Philosophy and Law School)

1 Note: The College of Humanities may assume student advising responsibilities in the future.
The list of course electives currently being offered to Peace and Conflict Minor students has been subject to annual review by the P&CS director, staff, and steering committee and is based on feedback and recommendations from all of the relevant departmental chairs/instructors surveyed in 2008 and 2009. A list of approximately 125 courses using the criteria of relevance, frequency of offering, and rigor with respect to the seven thematic options offered within the minor maintained (see Appendix I). The requirements for the major, as mentioned above, will build off of this foundation of courses (see Appendices A, J, K, L & M).

2.5 Staff
Administration will be conducted by existing staff, including a director, a program assistant, and a student advisor (please see details on student advising in Section 2.3 and 2.8).

2.6 Library and Information Resources
Extensive holdings for the Peace and Conflict Studies major, beyond those found in the J. Willard Marriott Library, are already in existence. No university or state funds will be needed for library acquisitions; however, the Barbara L. and Norman C. Tanner Center for Non-Violent Human Rights Advocacy will continue to provide funds to purchase books, journals, and videos in support of the P&CS programs. Additionally, key staff members at the J. Willard Marriott Library indicate that they are interested in working with the P&CS faculty to acquire additional holdings for courses associated with the P&CS undergraduate
major, as well as with the P&CS undergraduate major students to ensure that these holdings are accessible (see Appendices F & N).

2.7 Admission Requirements
Students must be in good standing at the University of Utah. Students must complete relevant admission and advising forms, including a brief explanation of their interest in the major or minor (see Appendices O & P).

2.8 Student Advisement
Student advising is divided into four components: these are course-related, internship-related, graduation-related, and career-related. Detailed and user-friendly program documents now facilitate the first two types of advising (See Appendices O & P). Through the auspices of the Hinckley Institute of Politics, some internships at the local, national and international levels, many logistics for internships will be handled (See Appendices E & M). While advising for the minor has been housed in the Department of Communication and conducted by that department's Undergraduate Advisor, advising for the major will be conducted in the College of Humanities beginning in fall 2011. For career-related advising, students will continue to meet with the Director and Program Assistant/Academic Advisor as needed. As the major develops, students will also be referred to an array of participating faculty (e.g., for specializations such as community mediation, nonprofit management, diplomacy, international negotiations, human rights advocacy and security).

2.9 Justification for Graduation Standards and Number of Credits
The major will consist of 33 total credit hours. In addition, students will be required to fulfill all University of Utah graduation requirements, and a total of 126 credit hours.

2.10 External Review and Accreditation
The P&CS undergraduate major will be part of regular internal and external reviews for interdisciplinary programs housed in the College of Humanities.

2.11 Projected Enrollment
Our experience with the P&CS minor and conversations with students, coupled with results from the research on the growth in this “interdiscipline” in recent years (see Appendix Q) suggests a projected number of 35 during the initial two years of the major, following an anticipated launch in fall semester 2011. It is anticipated that there will be an increase to approximately 50 majors by fall 2013 based on the results of exit surveys of P&CS minors from the past three years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Headcount</th>
<th># of Faculty</th>
<th>Ratio*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>35</td>
<td>47</td>
<td>74</td>
</tr>
<tr>
<td>2012</td>
<td>35</td>
<td>47</td>
<td>74</td>
</tr>
<tr>
<td>2013</td>
<td>50</td>
<td>47</td>
<td>106</td>
</tr>
<tr>
<td>2014</td>
<td>50</td>
<td>47</td>
<td>106</td>
</tr>
<tr>
<td>2015</td>
<td>50</td>
<td>47</td>
<td>106</td>
</tr>
</tbody>
</table>

*Ratio is extremely low due to the interdisciplinary nature of the major and the large number of faculty participating in the program.

2.12 Expansion of Existing Program
This proposal for the interdisciplinary P&CS major stems from experience with the P&CS minor program. It is a model that works and the students want more options. Based on this history and experience with the minor program, the steering committee and associated staff recommend expanding the options for undergraduates from the existing P&CS minor to include the option to major in P&CS.

Section III: Need

3.1 Program Need
There has been a recent trend among leading academic institutions in North America to establish undergraduate programs in Peace Studies/Conflict Resolution. The Interim Executive Director of the Peace and Justice Studies Association (PJSA) reports that as of spring 2008 there were 169 BA programs and 8 BS programs, including both national and international programs, with new programs continuing to emerge. The P&CS Director and Program Assistant researched the majority of these programs during the winter of 2007 and continue to survey the development of such programs at institutions across North America and the globe (see Appendix Q). While most institutions emphasize undergraduate or graduate programs in Peace and Conflict Studies and related fields (i.e., Conflict Resolution, Peace Studies, Global Justice, Social Justice, or Security Studies), relatively few major public institutions integrate these programs across undergraduate, graduate, and community outreach programs through a center that supports related activities such as conferences, public dialogues/forums, and public education initiatives. It is noted that very few programs span micro and macro contexts for conflict or involve as many disciplines on a campus as does the already existing P&CS minor at Utah. The University of Utah is well positioned to meet the growing needs of students, faculty members and the larger community with more positive, peaceful, and responsive theoretically grounded and practical approaches for dealing with conflicts that inevitably exist in increasingly diverse student, faculty, community, regional, national and global populations. With the addition of the major the University of Utah will have a reasonably comprehensive undergraduate program, supported by a Center that coordinates on-going related activities and a Conflict Resolution Certificate Program (based in Communication). For more information regarding the Center, see: http://www.humanrights.utah.edu. For more information regarding the Conflict Resolution Certificate Program, please visit: http://www.hum.utah.edu/communication/?pagbid=122. Another criterion for measuring social need is labor market demand; this is addressed in the next section.

3.2 Labor Market Demand
Peace and conflict-related issues are prominent at every level of society today. Along with a number of other interdisciplinary majors/minors at the University of Utah, the Peace and Conflict Studies major will encourage students to think beyond disciplinary boundaries and to gain the knowledge and skills that diverse disciplines can bring to bear on critical social problems. As one example, many of today's conflicts often have multiple dimensions, including environmental as well as social concerns. The Peace and Conflict Studies major will help students examine their own assumptions about conflict, justice, identity, democracy, and international engagement. It will stress the pursuit of nonviolent solutions whenever possible. The major will also include a required internship or field component, placing the student in the midst of a local, national or international context in which the two-way interaction between theory and practice can be fully explored. In all these ways, the Peace and Conflict Studies major provides the relevant background and training for careers in such fields as human resources management, counseling, community mediation, labor negotiation, politics, non-profit management, law, diplomacy, social movements, international human rights, and socially engaged applications of the arts. (For a list of career
options for graduates of the Peace and Conflict Studies major see Appendix R.) Student interest mirrors these social and market trends as discussed below.

3.3 Student Demand
The exit surveys of Peace and Conflict Studies minors indicate strong interest in a Peace and Conflict Studies major. Recent University of Utah baccalaureate graduates with the Peace and Conflict Studies minor have majored in such fields as political science, communication, anthropology, English, history, psychology, philosophy, and sociology. A number of P&CS minors have majored in the growing program in International Studies here at the University of Utah. A clear majority of P&CS minor graduates from the past three and a half years (i.e., 85% of respondents) report that they would have declared a Peace and Conflict Studies major if the option had existed. Their reasons range from interest in international conflict to cross-cultural studies, to the desire to apply conflict management skills to diverse contexts (see Appendix H).

3.4 Similar Programs
BA and BS programs in Peace and Conflict Studies exist at various top-tier research universities (e.g., U.C. Berkeley, U.C. Santa Barbara, Harvard University, University of Colorado at Boulder, University of Minnesota), as well as in major public institutions (e.g., Arizona State University, California State University, City University of New York, Kent State University, Portland State University), private universities (e.g., American University, Columbia University, Cornell University, George Mason University, University of Notre Dame), and small private/religious colleges (e.g., Bethel College, Earlham College, Eastern Mennonite University, Leslie College, Manchester College, Prescott College).

3.5 Collaboration with and Impact on Other USHE Institutions
The only academic program at all comparable within the state of Utah is the Peace and Justice Studies Program at Utah Valley University (UVU). This program, like ours, includes an undergraduate minor, and they have plans to expand it to a major by 2012 or 2013. The two proposed majors have some overlapping and some complementary elements. Collaborative work with the UVU program in terms of the scheduling of events and the selection of topics is already in place; and additionally, efforts to foster community contacts, especially for student internships have begun. The development of the two programs as beneficial to the state, especially in light of the growth of peace and conflict programs on national and global levels (in that they now number over 800). The major in Peace and Justice Studies at UVU will be designed during the summer of 2010 (see Appendix Q).

3.6 Benefits
The Peace and Conflict Studies major will promote diversity and equal opportunity and respect individual beliefs; it will advance rigorous interdisciplinary inquiry, international involvement, and social responsibility (See Appendix S). The major will commit itself to providing challenging instruction for all its students, from Utah and beyond. The program will highlight the integration of instruction, research, and practical opportunities, and the program will encourage faculty, staff and students to contribute to community and professional service, to national and international affairs and governance, and to matters of civic dialogue.”

1 Some of this language is taken from the University of Utah Mission Statement accessed 11/14/08 from http://www.admin.utah.edu/president/mission.html


3.7 Consistency with Institutional Mission
Creation of the proposed major is concordant with the University’s stated mission as “a preeminent research and teaching university with national and global reach” as other BA and BS programs in Peace and Conflict Studies already exist at various top-tier research universities, and major public institutions. The proposed major advances rigorous interdisciplinary inquiry at the undergraduate level through interdisciplinary teaching and collaborative research, international involvement through internships and research collaboration, and furthers social responsibility through the study of study matters of difference related to class, ethnicity, race, gender, environment and religion. By building knowledge and developing related practices of responsible citizenship, the Peace and Conflict Studies major seeks to prepare students who can help transform society in ways that honor democracy, justice, and diversity.

Section IV: Program and Student Assessment

4.1 Program Assessment
The Peace and Conflict Studies major can be used to complement and support studies in a variety of majors and minors, including other interdisciplinary programs in Asian Studies, Environmental Studies, Ethnic Studies, Gender Studies, International Studies, Latin American Studies, Leadership Studies, and Middle East Studies.

Program and student assessment will follow the guidelines established for other major/minor programs in the College of Humanities and the College of Social and Behavioral Science, which are the two main colleges from which the P&CS program draws minors and will be expected to draw majors (although students come from at least four other colleges: Business, Education, Science, and Social Work).

(1) The students will assess the viability and development of their respective programs in required meetings with the program advisor.

(2) Student achievements in completing course requirements will indicate their overall progress.

(3) Each P&CS student's comprehensive knowledge and skills will be assessed through participation in the capstone course. This will include a final project that demonstrates the student's ability to synthesize relevant bodies of knowledge and experiences.

(4) Overall program assessment will consider student progress in the areas outlined above, and through student course evaluations and exit surveys, which include student self-evaluation of their learning process in the program.

(5) Finally, student awards, scholarships, paper prizes, graduate school acceptances, and job placements will aid in the assessment of long-term program success.

4.2 Expected Standards of Performance
The student will:

1). Analyze the etiology (origins) and current dynamics of peace and conflict issues from multiple disciplinary perspectives, including those of anthropology, communication, economics, history, philosophy, literature (English), political science, psychology, social work, sociology, and theatre.

2) Suggest creative approaches and interventions to contemporary peace and conflict issues. For example, students will be encouraged to make connections between the processes used at the interpersonal, group and community levels to discuss, debate, and resolve issues and the types of issues faced at broader levels of society.

3) Critically assess and synthesize the approaches to peace and conflict studies that are presented in different disciplines. Ultimately, students are encouraged to formulate personal approaches to dealing with peace and conflict, bringing together their scholarly investigations, discussions with peers, and
practical experiences (for example, those obtained in community-based, national, and international internships).
4) Be invited to participate in a variety of campus and community forums.

Section V: Finance

<table>
<thead>
<tr>
<th>Financial Analysis Form for All R401 Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Projected FTE Enrollment</td>
</tr>
<tr>
<td>Cost Per FTE</td>
</tr>
<tr>
<td>Student/Faculty/Ratio</td>
</tr>
<tr>
<td>Projected Headcount</td>
</tr>
<tr>
<td><strong>Projected Tuition</strong></td>
</tr>
<tr>
<td>Gross Tuition*</td>
</tr>
<tr>
<td>Tuition to Program**</td>
</tr>
</tbody>
</table>

5 Year Budget Projection

| Expense | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Salaries & Wages | See foot note below*** |
| Benefits |
| Total Personnel |
| Current Expense |
| Travel |
| Capital |
| Library Expense |
| **Total Expense** | $ | $ | $ | $ | $ |

| Revenue | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Legislative Appropriation |
| Grants & Contracts |
| Donations |
| Reallocation |
| Tuition to Program |
| Fees |
| **Total Revenue** | $ | $ | $ | $ | $ |

| Difference |
| Revenue-Expense | $ | $ | $ | $ | $ |

* Gross Tuition is based on a 3% increase per year.
** Tuition to Program is based on SCH funding at $85 per SCH.
*** No additional expenses or revenue will be incurred or generated given the statement below.
No additional funding will be needed to launch the major other than the private funds from the Barbara L. and Norman C. Tanner family and the existing resources of the two primary supporting colleges, Humanities, where the P&CS minor is housed and where the major will be as well, and Social and Behavioral Science, which is the principal partner in this effort.
Appendix A: Program Curriculum

The major will consist of 33 total credit hours, to be distributed as follows:

1 introductory course (3 hours)
1 capstone course (3 hours)
3 core interdisciplinary courses (9 hours)
3 elective courses (9 hours)
1 5000-level course (3 hours)
1 experiential/performance requirement (3 hours)
1 internship requirement (3 hours)

The introductory class will be coordinated each year by a single instructor of record, and will include multiple speakers with interdisciplinary perspectives on peace and conflict (see Appendix J). The capstone course will be an integrative course on rotating special topics, such as "Conflict and Reconciliation" (see Appendix K). The experiential/performance requirement will apply conflict-related theories within practical contexts. This requirement will regularly be met through the "Dialogue Models" course (see Appendix L). However, other courses such as “Group Dynamics, Division, and Facilitation” deemed appropriate and approved by the major advisor may also satisfy this requirement. The internship may be local, national, or international and will include an integrative term paper requirement (see Appendices E & M).

The following are existing courses taught at the university which, given the breadth and substance of their content, are proposed as core interdisciplinary courses for the P&CS major:

--COMM 5150: Dialogue and Cultural Studies
--ECON 5180: Poverty and Inequality
--ECON 5560: Gender and Economic Development in the Third World
--ETHNC 5020: Contemporary Theories of Social Justice
--PHIL 3730: Justice and International Affairs
--PHIL 5710: International Human Rights
--POLS 3680: IR, Globalization and Resistance
--POLS 5440: Nationalism and Ethnic Conflict
--PADM 5820: Art of Negotiation (open to 10 undergrads)
--PADM 5830: Crisis Management and Conflict Resolution (open to 10 undergrads)
--PSYCH 4450: Intergroup Relations: Our Prejudices and Stereotypes
--SW 3550: Social Diversity and Cultural Understanding

Listed below are potential core interdisciplinary courses under discussion for the P&CS major. These courses represent adaptations of existing courses or are courses under discussion that could be created and cross-listed between the proposed major and relevant departments. Related discipline/departments are listed after each course label.

--Conflict Resolution across Social Contexts (P&CS, COMM, POLS)
--Dialogue Models in Intergroup Contexts: Theory and Practice (P&CS, SOCWK)
--Economic Justice, Labor and Human Rights (P&CS, ECON, SOC, POLS, COMM)
--Economic Causes of War (ECON, COMM, ENGL, PHIL)
The courses from which P&CS major students will choose their electives address at least one, if not more, of the following dimensions of conflict:

1) The Causes and Conditions of Conflict,
2) The Experiences and Expressions of Conflict, and
3) Responses and Solutions to Conflict.

These three broad dimensions help students to see the process-oriented nature of many conflicts: that is how they arise, develop, and may be productive, managed, contained or ultimately resolved. In addition, and consistent with the structure of the P&CS minor, students will be asked to select elective courses that concentrate along one or two of the following themes: Conflict and Collaboration in Multiple Contexts (CC), Dialogue and Diversity (DD), Global Justice Issues (GJ), Human Rights (HR), Process Skills (PS), Social Activism (SA), and Global Security (GS).

The Conflict and Collaboration in Multiple Contexts (CC) theme addresses the multiple ways in which conflicts arise, develop, and are resolved, in settings from interpersonal to global. The Dialogue and Diversity (DD) theme focuses on matters of difference and the nature and origin of conflicts between different expressions of identity, at all levels. The Global Justice Issues (GJ) theme treats a variety of questions of international justice, including the sources and dimensions of conflict around such matters as intervention, war, trade, humanitarianism, development, environmental sustainability, and cultural preservation. The Human Rights (HR) theme stresses human rights issues and advocacy, especially as they are discussed in legal, social, and political contexts. The Process Skills (PS) theme emphasizes the development of skill capacities related to conflict resolution, dialogue, facilitation, mediation, and peacemaking. The Social Activism (SA) theme is oriented specifically toward social movements and agents of social change, including those geared toward organizing and problem-solving at community, national and international levels. Finally, the Global Security (GS) theme explores national and international approaches to human security concerns; attention is also focused on the legal, human rights, and global justice ramifications of security-related events and policies.

By selecting electives that cluster within one or two of these thematic areas, students can pursue emphases that have not only intellectual significance but also practical relevance for specific careers (see Appendix F).
## Appendix B: Program Schedule

<table>
<thead>
<tr>
<th>Freshman Year Fall Semester</th>
<th>Freshman Year Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sophomore Year Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Peace &amp; Conflict Studies (3)</td>
<td></td>
</tr>
<tr>
<td>(Cross listed with relevant departments)</td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore Year Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Dialogue Models (3)</td>
<td></td>
</tr>
<tr>
<td>(Cross-listed: COMM 5810-001, HONOR 4474-004, SW 5830-003) – e.g. of Experiential Requirement</td>
<td></td>
</tr>
<tr>
<td><strong>Junior Year Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Political Economy of Race, Ethnicity, Class and Gender (3)</td>
<td></td>
</tr>
<tr>
<td>ECON 1060 – P&amp;CS Elective</td>
<td></td>
</tr>
<tr>
<td>Global Social Structure (3)</td>
<td></td>
</tr>
<tr>
<td>SOC 3436 – P&amp;CS Elective</td>
<td></td>
</tr>
<tr>
<td><strong>Junior Year Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Conflict &amp; Reconciliation: A Multidisciplinary Perspective (3)</td>
<td></td>
</tr>
<tr>
<td>PSYCH 4230 – e.g. of Capstone Requirement</td>
<td></td>
</tr>
<tr>
<td>Gender, Ethics &amp; Public Policy (3)</td>
<td></td>
</tr>
<tr>
<td>POLS 3250 – Core Requirement</td>
<td></td>
</tr>
<tr>
<td><strong>Senior Year Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Dialogue and Cultural Studies (3)</td>
<td></td>
</tr>
<tr>
<td>COMM 5150 – Core Requirement</td>
<td></td>
</tr>
<tr>
<td>Justice &amp; International Affairs (3)</td>
<td></td>
</tr>
<tr>
<td>PHIL 3730 – Core Requirement</td>
<td></td>
</tr>
<tr>
<td><strong>Senior Year Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Racial and Ethnic Politics (3)</td>
<td></td>
</tr>
<tr>
<td>ETHNC 3190 – P&amp;CS Elective</td>
<td></td>
</tr>
<tr>
<td>Anthropology of Violence &amp; Nonviolence (3)</td>
<td></td>
</tr>
<tr>
<td>ANTHRO 4138 – P&amp;CS Elective</td>
<td></td>
</tr>
<tr>
<td>Required Internship (3)</td>
<td></td>
</tr>
<tr>
<td>e.g., Chamade: A Call to Parley</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C: Faculty

Günseli Berik, Ph.D. (Economics)
Mark Bergstrom, Ph.D. (Communication)
Martha Bradley, Ph.D. (Honors College)
Ed Buendia, Ph.D. (Ethnic Studies)
Nilufer Çağatay, Ph.D. (Economics)
Caitlin Cahill, Ph.D. (College of Architecture & Planning)
Dave Carrier, Ph.D. (Biology)
Elizabeth Cashdan, Ph.D. (Anthropology)
Deen Chatterjee, Ph.D. (Philosophy)
George Cheney, Ph.D. (Communication, Auxiliary Professor/Advisory Role)
Elaine Clark, Ph.D. (Educational Psychology)
Ben Cohen, Ph.D. (History)
David Derezote, Ph.D. (Social Work)
Lisa Diamond, Ph.D. (Psychology)
Steve Downes, Ph.D. (Philosophy)
Danielle Endres, Ph.D. (Communication)
Leslie Francis, Ph.D., J.D. (Philosophy and Law School)
Erika George, J.D. (Law School)
Rick Green, Ph.D. (Public Administration)
Marouf Hasian, Ph.D. (Communication)
Len Hawes, Ph.D. (Communication)
Laurie Holland, Ph.D. (Political Science)
Tom Huckin, Ph.D. (English and Linguistics)
Dave Huebner, Ph.D. (Psychology)
Ken Jameson, Ph.D. (Economics)
Janet Kaufman, Ph.D. (English)
Jeff Kentor, Ph.D. (Sociology)
Kim Korinek, Ph.D. (Sociology)
Bruce Landesman, Ph.D. (Philosophy)
Sean Lawson, Ph.D. (Communication)
Jim Lehning, Ph.D. (History)
Theresa Martinez, Ph.D. (Sociology)
Harvey Miller, Ph.D. (Geology)
Bob Nelson, Ph.D. (Theatre)
Erin O’Connell, Ph.D. (Languages and Literature)
Monisha Pasupathi, Ph.D. (Psychology)
Steve Reynolds, Ph.D. (Economics)
Rick Rieke, Ph.D. (Communication)
Tom Sanchez, Ph.D. (Urban Planning)
Kathryn Stockton, Ph.D. (Gender Studies)
Julie Stewart, Ph.D. (Sociology)
Cecilia Wainryb, Ph.D. (Psychology)
Don Wardell, Ph.D. (Management)
Polly Weissner, Ph.D. (Anthropology)
Lt. Col. Wendel, M.S. (Naval Sciences)
Cheryl Wright, Ph.D. (Family & Consumer Studies)
Appendix D

PEACE AND CONFLICT STUDIES: STEERING COMMITTEE
Fall Semester 2010-Spring Semester 2011

Members of the Committee:
Len Hawes, Communication lenard.hawes@gamil.com, Director
Mark Bergstrom, Communication, Associate Dean, Humanities mark.bergstrom@hum.utah.edu
Deen Chatterjee, Philosophy d.chatterjee@philosophy.utah.edu
George Cheney, Communication, Auxiliary Professor/Advisory Role, Past Director
gorge.cheney@utah.edu
David Derezotes, Social Work dderezotes@socwk.utah.edu
Leslie Francis, Chair, Philosophy; also Law francisl@law.utah.edu
Laurie Holland, Political Science lholland@poli-sci.utah.edu
Tom Huckin, English, Linguistics, and University Writing Program
tomhuckin@comcast.net
Janet Kaufman, English J.Kaufman@m.cc.utah.edu
Kim Korinek, Sociology kim.korinek@soc.utah.edu
Cecilia Wainryb, Psychology Cecilia.wainryb@psych.utah.edu

Associates:
Dave Carrier, Biology carrier@biology.utah.edu
Elizabeth Cashdan, Anthropology cashdan@anthro.utah.edu
Ben Cohen, History Benjamin.cohen@history.utah.edu
Ann Darling, Communication ann.darling@m.cc.utah.edu
Norm Elliott, Communication docnormie@earthlink.net
Danielle Endres, Communication Danielle.endres@utah.edu
Marouf Hasian, Communication marouf.hasian@m.cc.utah.edu
Michelle Hawes, Coordinator, Conflict Resolution Certificate Program
Jim Holbrook, Law holbrookj@law.utah.edu
Ken Jameson, Economics jameson@economics.utah.edu
Bruce Landesman landesman@philosophy.uytah.edu
Sean Lawson, Communication lawson sean2005@gmail.com
Thomas Maloney, Economics maloney@economics@utah.edu
Theresa Martinez, Sociology, Associate Dean, Undergraduate Studies
theresa.martinez@soc.utah.edu
Monisha Pasupathi, Psychology monisha.pasupathi@psych.utah.edu
Rick Rieke, Communication Richard.rieke@utah.edu
Julie Stewart, Sociology Julie.stewart@soc.utah.edu
Johanna Watzinger-Tharp, German and Linguistics, Associate Dean, Humanities:
j.tharp@utah.edu ; j.tharp@hum.utah.edu
Polly Weissner, Anthropology weissner@anthro.utah.edu

Program Assistant (for the P&CS Minor):
Deborah Callister, Doctoral Candidate, Communication d.callister@utah.edu

Undergraduate Advisor (for the P&CS Minor):
Matt Volz, Communication matt.volz@utah.edu
Appendix D (Continued)
BARBARA L AND NORMAN C TANNER CENTER
FOR NONVIOLENT
HUMAN RIGHTS ADVOCACY

Advisory Board
George Cheney, Former Director, and Professor, Department of Communication
Mary Dickson, Director of Creative Services, KUED Channel 7
Fred Esplin, Vice President for University Relations
Brian Farr, Esq, Attorney General's Office
Maria Farrington, Executive Director, Discovery Gateway
Rev. Tom Goldsmith, First Unitarian Church
Nancy Haanstad, Department of Political Science, Weber State University
Boyer Jarvis, Professor Emeritus, Department of Communication
Kim Korinek, Associate Director, and Assistant Professor, Sociology
Kathryn Lindquist, Community Member
Thomas Maloney, Executive Director, and Professor, Department of Economics
Richard Nelson, Community Member
J. Steven Ott, Dean, College of Social and Behavioral Sciences & Director of IPIA
Mark Owens, Clinical Psychologist & Chamade
Dee Rowland, Director of Peace and Justice Commission, Catholic Diocese of Utah
Deb Sawyer, Vice Co-Chair & Founding Member
Barbara L. Tanner, Co-Chair & Founding Member
Norman C. Tanner, Founding Member
Cecilia Wainryb, Professor, Department of Psychology
Ted Wilson, Founding Director

Staff
Aleta A. Tew, Project Administrator
Victoria Medina, Program Coordinator
TBA, Program Assistant & Doctoral Candidate, Department of Communication
Appendix E

Student Internship Sponsors: Organizations and Individuals

Salt Lake City

Chamade: A Call to Parley (Community Dialogue)
Mark Owens, Executive Director owens@xmission.com

Hinckley Institute of Politics
Courtney McBeth, Intern Manager
cmcbeth@hinckley.utah.edu

High Road to Human Rights
Vicki Newman, Advocacy Project Board Chair
vicky.newman@hum.utah.edu or see https://www.highroadforhumanrights.org

Interfaith Roundtable (Brian Farr, Recording Secretary)
Elaine Emmi, Chair
eemmi@hotmail.com

Inclusion Center (Pending)
Kilo Zamura, Director

Indian Walk-in Center
Ella Dayzie, Executive Director
edayzie@iwic.org

Lowell Bennion Service Learning Center, University of Utah
Linda Dunn, Director
ldunn@sa.utah.edu

Pax Natura (Pending)
Randall Tolpinrud, Founder and President

Salt Lake City Mayor’s Office of Diversity and Human Rights
Yolanda Francisco-Nez, Coordinator
yolanda.francisco-nez@slcgov.com

University/Neighborhood Partners, University of Utah
Sarah Munro, Assistant Director
sarah.munro@utah.edu

Utah Dispute Resolution
Nancy McGahey, Executive Director
nancy.mcgahay@utahbar.org
The Navajo Nation
Phil(mer) Bluehouse, Bluehouse Peacemaking Institute
P.O. Box 286, Ft. Defiance, AZ 86504; tel.: 928-729-2024 or 928-871-4151
pbluehouse@yahoo.com

New York

Human Rights Watch: Minky Worden
hrwnyc@hrw.org

U.S.-Mexico Border

Earlham College, Indiana: Border Studies Program
Joanna Swanger, Director radish9@earthlink.net

University of Texas at El Paso
Peace and Conflict Studies Program
Larry Erbert, Director lerbert@utep.edu

Costa Rica

University for Peace (Ciudad Colón)—This can be a base for internships as well as for summer courses and visits by faculty
Simon Stander, Professor and Coordinator of Partnerships sstander@upeace.org
Mohit Mukherjee, Professor and Director of Center for Executive Education mmukherjee@upeace.org

India

Maitri: Loving-Kindness (New Delhi)
Winnie Singh, Director winnie.singh@gmail.com

National Campaign for Dalit Human Rights (New Delhi)
N. Paul Divakar, National Convenor pdivakar@ncdhr.org

ASP, a Micro-finance and Cooperative Organization (Hyderabad)
J. Neelaiah, Executive Director neelaiah@asp.sify.com

Switzerland

Liaisons with U.N. Human Rights Council, Afton Beutler ajbeutler@gmail.com or abeutler@aol.com or James Fry,
Appendix F

The Barbara L. & Norman C. Tanner Center for Nonviolent Human Rights Advocacy
Peace & Conflict Studies
University of Utah

Book & Pamphlet Library (Revised August 29, 2011)


Williamson, R.

Journal Volumes:

World Watch Papers:


66

**University for Peace Publications:**


**Misc. Pamphlets & Publications:**


**Books in K-12 Outreach Program Library**

*Revised: August 29, 2011*


**Film & Video Library**

( Mostly on DVD – Revised August 29, 2011)

All Quiet on the Western Front (1939)
Amandla!: A Revolution in Four–Part Harmony (2003) 02?
Amazing Grace (1994)
Apocalypse Now (1979)
Apocalypse Now – the Complete Dosier (1979, 2000)
Arming the Heavens (2004) – donated by Annette Rose
The Atomic Cafe (1982)
Avoiding Armageddon (2005)
The Battle of Algiers (2004)
Bill Moyers, Constitution in Crisis (VHS)
Blessed by Fire (2007)
Bound by the Wind - donated by Annette Rose
Breaker Morant (1997)
Bringing Down a Dictator (2001)
Cartoons Go to War (VHS, 1995)
A Century of Nonviolence (PBS, VHS, 2000)
Children of Men (2006)
City of God (2202)
Coming Home (1978)
Control Room (2004)
Crash (2005)
Cry Freedom (1987)
Das Boot (Original, uncut version, 1985)
Days of Glory (Indigenes) (2006)
Dr. Strangelove (Special Edition)
Everything is Illuminated (2006)
Faces of the Enemy (VHS, 1987)
The Fog of War (2004)
A Force More Powerful (PBS Series)
Freedom Writers (2007)
Gallipoli (xxxx)
Gandhi (1982) –x2
The Ghosts of Rwanda (PBS Frontline, VHS, 2005)
Hearts and Minds (1974, Criterion Collection)
The Home Front (2001)
Hiroshima (2004)
Hiroshima No Pika (2005)
Hotel Rwanda (2004)
Insite Hope: Amnesty International in Action (VHS)
Iraq in Fragmenta (2007)
Joyeux Noel (2005)
The Last King of Scotland (2007)
Letters from Iwo Jima (2007)
Martin Luther King Jr. – I Have a Dream (2005)
The Mission (1986)
Nobility (2006)
Norman Cousins Award (June 24, 1993) VHS
The Official Story (1985)
Paradise Now (2006)
The Pianist (2003)
Radio Bikini - donated by Annette Rose
The Road to Guantanamo (2006)
Romero (Korean production with English dubbing, 2002)
Salvador (A Special Edition, 1985)
Saving Private Ryan
Syriana (2005)
The Thin Red Line (2001)
The Soldiers Heart (PBS, Frontline, 2005)
Think Peace (2007)
To Kill a Mockingbird (Legacy Series Edition)
The Torture Question (PBS Frontline, 2005)
Toward A Governed World (1988) VHS
Triumph of the Will ( )
Turtles Can Fly (2005)
Uncovered: The Whole Truth about the Iraq War (post 2002)
Universal Declaration of Human Rights: Amnesty International USA VHS
United Nations: Sixth in a Series VHS
United Nations 50th Anniversary (06/25/1995) VHS
Vision of a New World Order (August, 1991) VHS
Voices in Wartime (2006)
Wag the Dog ( )
The War ( ) - donated by Jim Holbrook
Weapons of the Spirit (VHS)
We Can Abolish War VHS
What I Want My Words To Do To You (PBS, 2005)
Why We Fight (Eugene Jarecki, 2006)
Why We Fight (60th Anniversary Edition, WWII, 6.75 hours, 2005)
The World Federalist Assoc. of Quincy, IL presents The Ernie Tannen Memorial Tape III (VHS)
Your Right to Say it (VHS)
Z (French with English subtitles, 2002)
Appendix G
University of Utah Faculty with Scholarly and Teaching Interests in the Areas of Conflict Resolution, Peace Studies, Human Rights, and Security (Fall 2011)

Aggression, and Evolution
Dave Carrier, Biology
Elizabeth Cashdan, Anthropology
Steve Downes, Philosophy

Conflict, National, Regional and International
Ben Cohen, History
Ken Jameson, Economics
Ibrahim Karawan, Political Science
Polly Weissner, Anthropology

Conflict Management/Resolution
Mark Bergstrom, Communication
Hiram Chodosh, Law
Leonard Hawes, Communication
Michelle Hawes, Communication
James Holbrook, Law
Richard Rieke, Communication

Dialogue, Community
George Cheney, Communication, Auxiliary Professor
David Derezotes, Social Work
Janet Kaufman, English
Leonard Hawes, Communication

Dialogue and Pedagogy
David Derezotes, Social Work
Norm Elliott, Communication
Laurie Holland, Political Science
Theresa Martinez, Sociology

Economic Justice, Workers' Rights and Workplace Democratization
George Cheney, Communication, Auxiliary Professor
Kim Korinek, Sociology

Economy and Conflict
Ken Jameson, Economics
Stephen Reynolds, Economics

Environmental Conflict (Resolution)
Robert Adler, Law
Julia Corbett, Communication
Danielle Endres, Communication
Robert Keiter, Law
Dan McCool, Political Science
Michele Straube, Law

**Human Rights, International**
Tony Anghie, Law
Deen Chatterjee, Philosophy
Erika George, Law
Marouf Hasian, Communication
Wayne McCormack, Law

**International Justice and Intervention, Including Just War Theory**
Deen Chatterjee, Philosophy
Bruce Landesman, Philosophy

**Migration and Refugees, International**
Ken Jameson, Economics
Jeff Kentor, Sociology
Kim Korinek, Sociology
Monisha Pasupati, Psychology
Julie Stewart, Sociology
Cecilia Wainryb, Psychology

**Military Policy**
Sean Lawson, Communication

**Nuclear Weapons Proliferation**
Danielle Endres, Communication
Steven Lobell, Political Science

**Peacemaking Culture and Rhetoric**
George Cheney, Communication, Auxiliary Professor

**Security, National and International**
Amos Guiora, Law
Bruce Hoffman, IPIA
Benjamin Judkins, Political Science
Steven Lobell, Political Science
Chibli Mallat, Law
Wayne McCormack, Law

**Terrorism**
Amos Guiora, Law
Bruce Hoffman, IPIA
George Hepner, Geography
Bruce Hoffman, IPIA
Chibli Mallat, Law
Wayne McCormack, Law

Violence, War and Children
Monisha Pasupathi, Psychology
Cecilia Wainryb, Psychology

War Crimes and Tribunals
Marouf Hasian, Communication
Appendix H

PEACE AND CONFLICT STUDIES
UNDERGRADUATE INTERDISCIPLINARY MINOR
GRADUATING STUDENT EXIT SURVEY SUMMARY

(Revised April 5, 2010)

This summary is based upon thirteen completed questionnaires and nine exit interviews/conversations at the conclusion of semesters Spring 2006, Fall 2007, Spring 2008, Spring 2009 and Fall 2009. Thus, a total of 22 students have responded in one way or another. Department administrators are continuing to survey graduating minors and, to the extent possible, will track the career pursuits of alumni. General staff impressions are a synthesized representation of conversations with undergraduates. The Peace and Conflict Undergraduate Student Advisor provided these remarks.

Summary of Responses to Select Qs (2, 4, 8, 9 and 10) in graduating minors exit interviews

1. What did you find most valuable in the courses and activities associated with the minor?
- I have enjoyed every class that I have taken in this minor. I feel like these classes have complemented my major and have allowed me to continue studying in an area that I find interesting.
- It is very diverse and there are a lot of options in the classes to take and what area of study you would want to focus on.
- The academic approach to looking at how conflict works on various levels. Between people/nations/etc.
- I really enjoyed the inter-departmental nature of the program. It provided a broad understanding of many aspects of conflict and possibilities of resolution.
- The small capstone course introduced me to the importance of dialogue and the value of truly understanding the other side. I also enjoyed hearing the lectures during the violence and values conference. I liked the classes that where offered and would like pursue a job in the Human Rights field.
- I'm looking forward to the internship opportunity that the Peace and Conflict minor has provided.
- I think that the dialoguing capstone class was the most valuable part of my entire college career. It was the most engaging, thought provoking and relevant class I have ever taken.
- I found speakers, personal accounts of past and current human rights issues found in videos amongst other texts (e.g., Amnesty International video within the P&CS capstone course, Spring, 2009), as well as discussions about the importance of dialogue with a larger emphasis on the importance of taking action instead of just discussing issues.
- I found that the interdisciplinary structure of the program to be the most helpful and broadening.
- The courses seemed to be focused in real life issues that had direct applicability in the world.
- They introduced me to the world of conflict studies and actually changed the focus of my major.
- Personal reflection: Many asked that you examine your own views and validate them. The capstone: It tied everything together for me very well, with academic instruction balanced by how to communicate and dialogue when there are major differences in opinions.
- The most valuable information that I received associated with the P&C minor is the idea that conflict is an opportunity for resolution. The course material has helped me daily in my approach and philosophy regarding conflict and peace.
- General staff impressions: This is a highly relevant academic focus given all of the turmoil around the globe, today.

2. Please tell us about any particular courses you would like to see added to the minor from the existing university curriculum or to be created.
- None that comes to my mind
- I have only taken a few courses so far, but I would fix the DARS page.
- It seems that my favorite classes from the Comm. major were part of the minor so there are none that I could think to add.
- I would really love to see a course focusing on the struggles and conflicts associated with gaining equality for those of alternative sexualities with a cross-cultural emphasis. I know that this fight is not as explicit in many places outside the United States and Western Europe, but it is a growing movement and deserves more explanation.
- These courses that were taught at the University of Utah this semester should be added to the minor: International Human Rights and International Justice and Affairs.
- I think that a grant-writing course might be useful. It seemed that a lot of the people I have met who are P&CS are either going into social work, or non-profit type work. The more I am exposed to the non-profit sector, the more I find the importance of grant-writing and wish I could have taken a course on it cause it would help greatly.
- Courses that incorporate sociology, psychology, cultural studies, and themes of peace and conflict studies into the course.
- Are there economics courses available in the program? I know that in the past many mediators use the principals of economics to enhance their practice. Though there is criticism as to whether or not the practice is effective, I think that the understanding would be useful.
- I can't think of any of the top of my head.
- Pay attention to the course offerings of the Honors College. Many of them could be listed under the global justice heading as well as others.
- Created: more courses working with actual diversity issues that we students face on campus. Maybe learning to mediate for ASUU or student groups, or even departments. It would be useful for us.
- I would like to see classes similar to seminar styles classes that could be continue education after graduation or for extracurricular in other disciplines at the graduate level. For a instance courses that might be applicable for International Social Work, or community conflict analysis. Professor Hom had some interesting information about community conflict that would be interesting for a full class.
- General staff impressions (semi-relevant): The capstone needs to be assigned a standalone number. This has been accomplished as of the 2008-2009 academic year.

3. Do you anticipate that the experiences within the P&CS minor will in some way relate to your career, either now or later? Please explain.
- Yes, I hope to practice law and I think the theories of communication and of social sciences will play a role in how I interpret my futures experiences.
- Yes, later, I want to take the Foreign Service Exam or work on Capitol Hill later.
- Yes, for sure. I would like to get into a career where I work directly with very diverse groups of people with some amount of tension involved. I don't want to fall asleep at work…
- I certainly hope so. It has interested me in the conflict in the Middle East, but has also raised my awareness of the problems within this country as well. I cannot imagine that this knowledge will not come in handy later.
- Yes
- Yes, dialogue techniques I can see being helpful.
- Yes, learning how to effectively communicate with people from different backgrounds and ideologies is extremely useful in the career I intend to pursue.
- Definitely. The aspects previously mentioned that connect to the minor will hopefully help me to think in a more unbiased, humane way about issues when I get into a job that intentionally and significantly connects to human rights
Absolutely!!! I'm relatively certain that I will encounter many conflicts in my career. This minor has tweaked the way I look at conflict and how I have gone about approaching what I consider to be problems. I do believe that my experiences will help in some way in the future as I engage in different situations and environments. Definitely. In many ways law is focused upon the resolution of conflict. Yes! They already have related to my job(s), because I've learned how to communicate and dialogue about issues that before, no one wanted to talk about. It has made such a difference in my life. Absolutely. I currently use my skills in graduate school. I use the skills from P&C minor in my current practicum. General staff impressions: Many minors are interested in political science, international studies and various communication disciplines. Peace and conflict studies pairs well with these majors.

4. If P&CS had been offered as a major while you were an undergraduate student at the U of U, would you have considered it? Please explain.
- I'm sure that I would have considered it, as it would probably encompass a great diversity of courses, which is what I like in International Studies.
- I think I would have considered it. The reason why I majored in communications is because it provided classes that I enjoyed taking. I feel it is important to enjoy the subject matter you study and I have felt the same way about the P&CS courses. Maybe I would have had a double major.
- Yes, because I am interested in international relations, and part of the relations between countries are peace and conflict. So the major would have served my interests.
- I would most definitely have majored in it, there would not have been any consideration. When I first saw P&CS as a minor I became very excited that it might be a major and would have switched from Anthropology without a second thought. I honestly majored in Anthropology because it was the closest thing that I could find to this minor with an intercultural emphasis. However, this is not to say that I didn't enjoy my major either.
- Yes, I feel a P&CS major would have prepared me a little better for the career goals.
- Yes. Make it a major.
- I might have doubled majored, but I probably would have kept with International Studies and used P&CS as an emphasis.
- Yes. I would have considered it as long as it was clearly defined how I could use it in an organization and which organizations, or at least types of organizations would align themselves with the major, as well as if I somehow had reassurance that the career positions that would align themselves with the major would be able to provide me with enough money to fund my lifestyle.
- I would have more than considered it. I have bounced around several different majors here at the U and none have captured my attention and wonder the way P&CS has. I WISH it were a major during my studies.
- I probably would not have considered it because I always wanted to study politics and didn't look for any other majors.
- Yes! I loved the interdisciplinary aspect of it.
- Maybe. But only as a 2nd major in line with my primary major of Religious Studies.
- I would have considered it, yes. Because knowing those skills makes me such an important ‘player’ in the workplace, and even at home. Such crucial comm. Skills are often missed during the education process, and its great to practice them regularly.
- Yes!! In fact my interest in Peace and Conflict studies is why I returned to college to complete my degree.
- General staff impressions: There is much interest in this interdisciplinary approach to studying peace and conflict.
5. If there had been a required internship as part of the P&CS minor, with the choice of a local, national, or international venue, would this have increased or diminished your interest in the minor? Please explain.

- It probably would have diminished my interest a little bit. It's not that I think an internship is a bad idea, I just lose interest when it comes to requirements and restrictions. The one thing I liked about the minor was that it allowed me to choose and expand in the ways I wanted to. I doubt I would have done the minor had an internship been required.

- Decreased interest in minor, but increased interest in major if it were offered. This is because I am much more willing to put that extra amount of energy into whatever major I choose than my minor.

- Increased my interest, because it would give me an opportunity to see what career options are related to the minor.

- I would have been thrilled, especially at the chance of an international internship. Honestly, if you do make this a requirement, I wouldn't even be upset if you applied it to those who had already completed the minor, even graduated (such as yours truly).

- Increased because I love to travel and spend time in other cultures.

- A required internship would have enhanced the minor because traveling, seeing other cultures, and have an extended experience outside of the University would prepare students for work after the U.

- I was required to have an international experience with International Studies, and even though I was planning on have one anyway, I think it was kind of an expensive requirement to ask of a student. Not everyone can afford to go and live abroad for four months and/or participate in some international program through the U of U. They are expensive. I think it’s important to have those experiences though and you can’t put a price tag on it, however, some might think differently. If I could have used my international experience that I used for my major in P&CS then yes, but I couldn’t afford it if I was required to do it twice.

- I would have LOVED to do an internship or studied abroad, and I would have done both, but alas my undergraduate career is coming to an end soon. This would have increased the appeal, as long as it would not have significantly altered my graduation date because I would love to travel abroad and experience the world at large. International would have been most appealing, which would be followed by national then local.

- Increased. Though I would wonder how specific the internship would be.

- Diminished. I am already a busy student trying to help support my family, an internship with any sort of serious time commitment would have made it impossible for me to participate.

- I’m not sure. When I began the minor I was working and supporting a family, so a required internship would have been difficult. Also, I think that a required internship for a minor is not as appealing as for a major. Minors can compliment a degree or they can simply fill credits and a required internship might scare some away.

- Decreased, unless financial assistance was provided. Internships require travel expenses even at the local level, and they often conflict with work schedules.

- Increased. It would have made me think that there is a lot of applicability to the studies in the world, and would make me feel even more interested as well as wanted in the major.

- No, the internships that were available were interesting and I did a local internship as part of my studies. Making it a part of required curriculum would not have deterred me.

- General staff impressions: There seems to be strong interest along with concern regarding expenses and associated time commitments, particularly among 2009 graduates. This may be related to the global economic crisis.
APPENDIX I

Peace and Conflict Studies
Elective Courses at the University of Utah for the Academic Year 2011-2012
Updated August 29, 2011

The courses from which P&CS major students will choose their electives address at least one, if not more of the following dimensions of conflict:
1) The Causes and Conditions of Conflict,
2) The Experiences and Expressions of Conflict, and
3) Responses and Solutions to Conflict.

These three broad dimensions help students to see the process-oriented nature of many conflicts: that is how they arise, develop, and are managed or ultimately resolved (or not). In addition, and consistent with the structure of the P&CS minor, students will be asked to select elective courses that concentrate along one or two of the following themes: Conflict and Collaboration in Multiple Contexts (CC), Dialogue and Diversity (DD), Global Justice Issues (GJ), Human Rights (HR), Process Skills (PS), Social Activism (SA), or Global Security (GS). By selecting electives that cluster within one or two of these thematic areas, students can pursue emphases that have not only intellectual significance but also practical relevance for specific careers.

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Cat #</th>
<th>Capstone Course Name</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Varies by year and is cross-listed with Comm 5810-1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ANTH</td>
<td>Cultures of Africa</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>3121</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GS</td>
</tr>
<tr>
<td></td>
<td>ANTH</td>
<td>People and Cultures of the Middle East</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>3131</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td>ANTH</td>
<td>Black Atlantic. Anthropology of the African Diaspora</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>3153</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td>ANTH</td>
<td>Brazilian Culture</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>3164</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td>ANTH</td>
<td>Anthropology of Violence and Nonviolence</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>4138</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td>ANTH</td>
<td>Ethnicity and Nationalism</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>4141</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td>ANTH</td>
<td>Anthropology of Power</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>4182</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td>ANTH</td>
<td>Race and Culture</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>4255</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td>BIOL</td>
<td>5320</td>
<td>The Evolution of Aggression</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td>BUS/MT</td>
<td>Business Ethics</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>3800</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td>COMM</td>
<td>Analysis of Argument</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>1270</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td>COMM</td>
<td>Environmental Conflict</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>3000-002</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td>COMM</td>
<td>Communication and Gender</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>3070</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td>COMM</td>
<td>Foundations of Arguments, Conflict and Dialogue</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>3150</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td>COMM</td>
<td>Intercultural Communication</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>3190</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td>COMM</td>
<td>Native American Social Movements</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>3290</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td>COMM</td>
<td>Negotiation and Interviewing</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>3330</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td>COMM</td>
<td>Communication and Public Issues</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>3490</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td>COMM</td>
<td>Dialogue Models (Spring 2011 Capstone)</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>5810-001</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GJ</td>
</tr>
<tr>
<td>Dept.</td>
<td>Cat #</td>
<td>Electives Course Name</td>
<td>CC</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>COMM</td>
<td>5130</td>
<td>Communication and Emotion</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5140</td>
<td>Conflict, Cultural Studies and Dialogue</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>6200</td>
<td>Persuasion and Political Communication</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5270</td>
<td>Theories of Argument</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5300</td>
<td>Mass Communication Law</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5320</td>
<td>Freedom of Expression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5420</td>
<td>Contemporary Social Movements</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5340</td>
<td>Communication and Law</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5350</td>
<td>Ethical Practices of Communication</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5380</td>
<td>Environmental Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5370</td>
<td>Atomic West</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>6250</td>
<td>Communication and Culture</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5490</td>
<td>Communication and Social Justice</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5640</td>
<td>Media and Diversity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5620</td>
<td>International Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5810</td>
<td>Information Technology and Global Conflict</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6000</td>
<td>Dialogue Models</td>
<td></td>
</tr>
<tr>
<td>ECON</td>
<td>1080</td>
<td>Pol Economy of Race, Ethnicity, Class and Gender</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3260</td>
<td>Intro. To Environmental and Natural Resource Economies</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3600</td>
<td>International Economics</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5120</td>
<td>Labor Law and Collective Bargaining (Pre-reqs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5140</td>
<td>Discrimination in Labor Markets (Pre-reqs)</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5170</td>
<td>Feminist Economics</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5180</td>
<td>Poverty and Inequality (Domestic)</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5650</td>
<td>Gender and Economic Development in the Third World</td>
<td></td>
</tr>
<tr>
<td>ED PSY</td>
<td>5060</td>
<td>Forgiveness and Anger Reduction</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5080</td>
<td>Divorce: Reconstruction (PS, SI)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5060</td>
<td>Growing from Traumatic Life Experiences</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5065</td>
<td>Stress, Mediation and Mindfulness</td>
<td></td>
</tr>
<tr>
<td>ENGL</td>
<td>5060</td>
<td>Contemporary Propaganda</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5080</td>
<td>Children’s Literature (Instructor verification required)</td>
<td></td>
</tr>
<tr>
<td>ETHNC</td>
<td>2020</td>
<td>Social and Psych Aspects of the African American Experience</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>2570</td>
<td>American Indian Experience</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3190</td>
<td>Racial and Ethnic Politics</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3400</td>
<td>Intercultural Communication</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3420</td>
<td>American Racism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3460</td>
<td>Intergroup Relations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3520</td>
<td>Asian Pacific American Contemporary Issues</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4500</td>
<td>Chicana/o Civil Rights Movement</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5020</td>
<td>Contemporary Theories of Social Justice</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5800</td>
<td>Migration, Diaspora and Territorialization</td>
<td>X</td>
</tr>
<tr>
<td>Dept.</td>
<td>Cat #</td>
<td>Electives Course Name</td>
<td>CC</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>------------------------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>F.C.S</td>
<td>3270</td>
<td>Parent-Child Relationships</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3280</td>
<td>Ethnic Minority Families</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5280</td>
<td>Marriage and Divorce</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5370</td>
<td>Family Violence</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5380</td>
<td>Family Problems</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5390</td>
<td>Gender and Minorities Across the Lifespan</td>
<td>X</td>
</tr>
<tr>
<td>C.E.O.G</td>
<td>3320</td>
<td>Geography of Terrorism and Homeland Security</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3420</td>
<td>Political Geography</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3440</td>
<td>Global Economic Geography</td>
<td>X</td>
</tr>
<tr>
<td>C.N.D.R.</td>
<td>3690</td>
<td>Gender and Contemporary Issues</td>
<td>X</td>
</tr>
<tr>
<td>H.I.S.T.</td>
<td>2100</td>
<td>Nazi Germany and the Holocaust</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3020</td>
<td>Age of Alexander</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3210</td>
<td>Age of Total War</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3220</td>
<td>Postwar Europe 1945-1991</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3420</td>
<td>The Middle East: Contemporary 1945-Present</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3710</td>
<td>The American Revolution</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4280</td>
<td>Sex and Gender in Early Modern Europe</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4310</td>
<td>Gender and Power in Latin America</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4320</td>
<td>America at War 1620 to 1893</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4321</td>
<td>America at War 1888 to 1991</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4370</td>
<td>History of American Social Movements</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4380</td>
<td>Environmental History of the United States</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4400</td>
<td>Introduction to Islam</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4420</td>
<td>The Crusades</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4430</td>
<td>The Middle East: Nation States</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4440</td>
<td>British and French Colonialism in the Middle East</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4510</td>
<td>Asia in the World</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4520</td>
<td>American Wars/Asian Revolutions</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4530</td>
<td>Women in Asia</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4580</td>
<td>Asian American History</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4610</td>
<td>Women in America Since 1870</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4630</td>
<td>History of Sexuality</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4670</td>
<td>History of Native American Peoples</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4690</td>
<td>African American History 1619-1890</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4700</td>
<td>African American History Since 1890</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4710</td>
<td>The Concept of Race in America</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4765</td>
<td>Vietnam War</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4770</td>
<td>Warfare in the Modern World</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4780</td>
<td>The Korean War</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4790</td>
<td>American Religions</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4855</td>
<td>Environmental History of India</td>
<td>X</td>
</tr>
<tr>
<td>H.O.N.O.R.S.</td>
<td>4474-004</td>
<td>Dialogue Models</td>
<td>X</td>
</tr>
<tr>
<td>L.A.W.</td>
<td>7838</td>
<td>Conflict Management (HR; PS)</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>7848</td>
<td>Economic Justice</td>
<td>X</td>
</tr>
<tr>
<td>L.I.N.G.</td>
<td>3600</td>
<td>Cross-Cultural Communication</td>
<td>X</td>
</tr>
<tr>
<td>Dept.</td>
<td>Cat #</td>
<td>Electives Course Name</td>
<td>CC</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-----------------------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>LANG</td>
<td>ARAB</td>
<td>Islamic Law</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4090</td>
<td>Political Thought in Islam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4206</td>
<td>Women and Language in Arab Society</td>
<td></td>
</tr>
<tr>
<td>CLCS</td>
<td>3620</td>
<td>Religion and Conflict</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CV 3570</td>
<td>Images of Women in Ancient Greece and Rome</td>
<td></td>
</tr>
<tr>
<td>NAVJO</td>
<td>4660</td>
<td>Navajos and Modern Society</td>
<td></td>
</tr>
<tr>
<td>RUSS</td>
<td>3560</td>
<td>Russian Perspectives: 1860 to Post-Soviet</td>
<td></td>
</tr>
<tr>
<td>CLIT</td>
<td>3620</td>
<td>Current Trends in Religious Studies</td>
<td></td>
</tr>
<tr>
<td>CLIT</td>
<td>4860</td>
<td>Religion and Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CL 4860</td>
<td>Literature of War and Peace</td>
<td></td>
</tr>
<tr>
<td>MGT</td>
<td>4680</td>
<td>Mgt Organizational Conflict</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5810</td>
<td>Managing Diversity through Communication</td>
<td></td>
</tr>
<tr>
<td>NV SC</td>
<td>2110</td>
<td>Evolution of Warfare</td>
<td></td>
</tr>
<tr>
<td>PHIL</td>
<td>3640</td>
<td>World Religions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3011</td>
<td>Variable topic: Instructor verification required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3500</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3530</td>
<td>Environmental Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3700</td>
<td>Political Philosophy: International Intervention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3730</td>
<td>Justice and International Affairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3710</td>
<td>Philosophy of Law</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5192</td>
<td>Variable topic: Instructor verification required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5710/3710</td>
<td>International Human Rights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6700</td>
<td>Advanced Political Philosophy</td>
<td></td>
</tr>
<tr>
<td>POLS</td>
<td>3000</td>
<td>Liberalism and Critics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3010</td>
<td>Democratic Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3020</td>
<td>Neighborhood Democracy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3140</td>
<td>Gender and Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3190</td>
<td>Racial and Ethnic Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3250</td>
<td>Gender, Ethics and Public Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3420</td>
<td>Islam and Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3490</td>
<td>Religion and Politics in Comparative Perspective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3620</td>
<td>United Nations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3680</td>
<td>IR, Globalization &amp; Resistance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3680</td>
<td>Variable Topic: Instructor verification required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5190</td>
<td>International Justice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5212</td>
<td>Civil Rights and Civil Liberties</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5320</td>
<td>Public Policy Theories and Applications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6322</td>
<td>Environmental Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5410</td>
<td>New Democracies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5440</td>
<td>Nationalism and Ethnic Conflict</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5450</td>
<td>Political Violence and Terrorism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5620</td>
<td>Issues in European Security</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5670</td>
<td>US National Security Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5800</td>
<td>Theories of International Relations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5910</td>
<td>Variable Topic: Instructor verification required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5980</td>
<td>Variable Topic: Instructor verification required</td>
<td></td>
</tr>
<tr>
<td>Dept.</td>
<td>Cat #</td>
<td>Electives Course Name</td>
<td>CC</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>----------------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>PADM</td>
<td>5540</td>
<td>Nonprofit Advocacy</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5555/5555</td>
<td>NGO Development and Leadership</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>6322</td>
<td>Environmental Policy</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>6923</td>
<td>Policy Analysis</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5820/6890</td>
<td>Art of Negotiation</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5830/6890</td>
<td>Crisis Management and Conflict Resolution</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>6965</td>
<td>Special Topics (instructor verification required)</td>
<td>X</td>
</tr>
<tr>
<td>PSYCH</td>
<td>3410</td>
<td>Social Psychology</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3450</td>
<td>Cross-Cultural Psychology</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3650</td>
<td>Community Psychology and Environment</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4120</td>
<td>Memory: Individuals and Societies</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4230</td>
<td>Conflict &amp; Reconciliation: A Multidisciplinary Perspective</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4460</td>
<td>Intergroup Relations: Our Prejudices and Stereotypes</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5280</td>
<td>Culture and Diversity</td>
<td>X</td>
</tr>
<tr>
<td>SOC</td>
<td>1020</td>
<td>Current Social Problems in America</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3040</td>
<td>Sociology of Religion</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3334</td>
<td>Class and Inequality in America</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3337</td>
<td>Sociology of Gender &amp; Sexuality</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3365</td>
<td>Ethnic Minorities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3380</td>
<td>Race/Ethnicity, Class and Gender</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3435</td>
<td>Global Social Structure</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3660</td>
<td>Deviant Behavior and Social Control</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3661</td>
<td>Criminology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3664</td>
<td>Criminal Courts and Corrections</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3685</td>
<td>Women and Crime</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3684</td>
<td>Criminal Courts and Corrections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3689</td>
<td>Terrorism, Violence and Aggression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3693</td>
<td>Sociology of Marriage and Family</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3769</td>
<td>Race, Ethnicity, and Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3741</td>
<td>Sociology of Migration</td>
<td></td>
</tr>
<tr>
<td>SW</td>
<td>3650</td>
<td>Social Diversity and Cultural Understanding</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>6890-003</td>
<td>Dialogue Models</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>6823</td>
<td>Spirituality in Social Work</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>6830</td>
<td>Dialogue Models</td>
<td>X</td>
</tr>
<tr>
<td>THEA</td>
<td>1760</td>
<td>American Political Theatre</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>1770</td>
<td>The American Experience through Black Theatre</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3000</td>
<td>Grappling with Diversity &amp; Multiculturalism thru the Arts</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3001</td>
<td>Zen, the Art of Eastern Theatre</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3210</td>
<td>Tai-Chi Yoga Movement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3782</td>
<td>Gay and Lesbian Theatre</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5830</td>
<td>Drama as Service-Learning</td>
<td>X</td>
</tr>
<tr>
<td>URBPL</td>
<td>4031</td>
<td>Race, Ethnicity and Community Development</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4960</td>
<td>Ethics in Shaping Communities</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5030</td>
<td>Leadership and Public Participation</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5982</td>
<td>Gender &amp; Planning (instructor verification required)</td>
<td>X</td>
</tr>
</tbody>
</table>
INTRODUCTION TO PEACE & CONFLICT STUDIES

Course Philosophy and Design: The course is designed as an interdisciplinary introduction to peace and conflict studies. The course is divided into four units, including an introductory portion. The content of the course ranges from considerations in micro to macro contexts, encouraging students to make connections between different levels of analysis. The course includes practical as well as theoretical elements, promoting bridges between the two. Finally, the course is well suited for guest speakers from inside and outside the campus community.

I. Background: The Macro and Micro Origins of P&CS
   A. Response to the Dominance of Realpolitik
   B. Desire to Place Peace in a Prominent Position Alongside War in the Punctuation of History
   C. Lessons from Disciplinary and Multidisciplinary Research on Conflict
   D. The Rise of Alternative Dispute Resolution

II. Some Perspectives on P&CS
   A. Philosophical
   B. Historical
   C. Political
   D. Legal
   E. Economic
   F. Socio-Cultural
   G. Psychological
   H. Symbolic, Rhetorical, and Mediated
   I. Literary, Artistic, and Aesthetic

III. Domains and Issues in P&CS
   A. Aggression and Violence
   B. Nonviolence and Resistance
   C. Stereotyping, Marginalization and Oppression
   D. Apology, Reconciliation, and Forgiveness
   E. War and Terrorism
   F. Security, Policing, and Militarism
   G. Human Rights and Institutional Protections
   H. Global Threats: Nuclear Weapons
   I. Migration: Voluntary and Involuntary
   J. Environmental Representation, Stewardship, and Planning
   K. Globalization and Economic Divides

IV. Strategies, Techniques and Tools of Conflict Resolution and Peacemaking
   A. Diplomacy and Law
   B. Advocacy and Social-Movement Mobilization
C. Arbitration and Mediation  
D. Personal Transformation  
E. Dialogue  
F. Deliberative Democracy with Multiple Stakeholders  
G. Systemic Thinking, Including Ecological Perspectives  

Texts:  

Assignments/Grading:  
1) Attendance and Participation: 20%  
2) Individual written analysis of contemporary problem/issue: 25%  
3) Joint presentation on comparison and contrast of two theories as focused on a problem: 25%  
4) Written statement on personal philosophy of conflict resolution: 30%  

Policies: Standard, per current University of Utah requirements  
Note: Originally developed by George Cheney, Communication, Auxiliary Professor
Appendix K
Conflict and Reconciliation: A Multidisciplinary Perspective
Spring 2009
Psych 4230(1); Comm 5810(1); SW 5830(4)
Monday 9:40 - 12:40, Beh Sci #107

INSTRUCTORS
Dr. Cecilia Wainryb & Dr. Monisha Pasupathi
Beh Sci, Rm. 601 Beh Sci, Rm. 625
581-8929 585-9175
wainryb@psych.utah.edu pasupathi@psych.utah.edu

Office hours will be arranged by appointment only. This doesn’t mean we don’t want to see you. On the contrary, we will be flexible and try and accommodate your needs.

COURSE GOALS
In this class conflict and reconciliation at the individual and collective levels are examined. The emphasis is on what kinds of resolutions are possible after serious conflict, as well as the processes (e.g., personal, legal/institutional, popular, and scholarly discourse) that enhance chances for peaceful resolutions rather than a resurgence of violence.

REASONABLE ACCOMMODATION
In compliance with the Americans with Disabilities Act 1990, the University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If a student needs accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with the student and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

UNIVERSITY WITHDRAWAL POLICY
You may drop this class without penalty or permission until Wednesday, January 21st, 2009. A student may withdraw from the course without permission from Thursday, January 22nd, 2009 until Friday, March 6th, 2009, but a “W” will be recorded on your academic record, and applicable tuition and fees will be assessed. After Friday, March 6th, a student will not be allowed to withdraw from this course. If a student has any questions regarding this policy, please contact the Office of Admissions and Registrar at 581-5808. According to University policy, to qualify for an “Incomplete” a student must complete no less than 80% of the course work and be in good standing (i.e., have earned at least a C on all completed work).

ACADEMIC HONESTY
All honesty and plagiarism policies established by the University of Utah will be upheld in this class. If a student has questions about how and when to cite information in written work, the instructor should be contacted. For information about the University of Utah’s policies regarding academic misconduct, please refer to the online version of the Student Handbook, and look for “University Code”.
http://www.acs.utah.edu/sched/handbook/toc.htm
EVALUATION
This class will follow a seminar format characterized by high levels of student participation, deeper engagement with class materials than is common in undergraduate classes, and an emphasis on critical thinking and developing your own ideas rather than on memorizing a body of knowledge. There will be no exams; grades will be based on class participation (50%) and a term paper (50%)

Class participation consists of engaging actively with the topic by a) reading ahead of time; b) thinking during class; and c) talking to one another as well as the instructors.

a) Readings are listed below, and can be found on electronic and hard-copy reserve, at the Marriott library. Completion of all assigned readings before each class is expected.
b) Come prepared to pay attention and think. This is not a class where a student can take notes and zone out.
c) Talking to one another as well as the instructors: When a classmate is talking, think about what he or she is saying. Do you agree? If so, why? Do you disagree? Is there an additional point that would make sense in the context of the classmate's argument?

Term paper: In this paper students are asked to take a position on a specific or narrow issue within the broad topic of conflict and resolution, and to argue for that position using scholarly literature.

For writing the paper, it is very important that students identify a narrow and focused position. Please submit a written list of 2-3 possible theses for your paper by March 2nd (e.g., do resolutions to interpersonal conflicts, such as apologies, function as well at the collective level?). Feedback on your selected topics will be provided, to more likely ensure a successfully written term paper.

Examples of scholarly literature that may support a student's thesis are the readings assigned for this class. The popular press, websites, and other media sources are not appropriate sources in most cases. Please consult with one of the professors for more information.

The paper should be approximately 10-15 pages of text (not including references), typed and double-spaced, and it should follow some system for references and headings (we prefer APA style but other familiar styles maybe used.).

The grading for the paper will emphasize the quality of argumentation and use of appropriate references. Students are encouraged to make use of the Writing Center at Marriott Library when working on this paper. Please note that a sure way to fail is to submit a first or even second draft. Successful papers are typically several revisions away from the first draft.

Papers are due April 27 – late papers will not be accepted.

COURSE SCHEDULE AND READING ASSIGNMENTS

January 12 – Introduction
January 19 – M. L. King Day
January 26 – How We Fight: Good and Bad Ways


February 2 – How We Make Sense of Our Fights: Attributions and Biases


February 9 – Personal History Matters: Trauma and Emotional Regulation


February 16 – President’s Day

February 23 – Forgiveness or Revenge?


March 2 – Groups, Collective Identity, and Conflict


March 9 – Group Conflict: A Historical Perspective

Guest Speaker: Dr. Ray Gunn; History Dept.


March 16 – Spring Break

March 23 – Group Conflict: A Mass-Communication Perspective

Guest Speaker: Dr. Suhi Choi, Communication Dept.

**March 30 – Group Conflict and Intergenerational Transmission of Trauma**
Guest Speaker: Dr. Esther Rashkin; Lang. & Literature Dept.


**April 6 – Group Conflict and Legal Recourses**
Guest Speaker: Dr. Chibli Mallat; Law School


**April 13 – Culture and Conflict Resolution**
Guest Speaker: Dr. Len Hawes, Communication Dept.


**April 20 – Truth and Reconciliation**

**April 27 – Putting It All Together**
Appendix L

Dialogue Models
A Course Designed Especially for the Peace and Conflict Studies
Interdisciplinary Undergraduate Minor

Lead Instructor: Professor David Derezotes
College of Social Work
dderezotes@socwk.utah.edu

~Spring 2010~

Wednesdays, 11:50 am to 2:50 p.m., in College of Social Work, Bridge Clinic, SW Room 257

Overview of the Course
This three-credit course fulfills the experiential requirement for all students taking the Peace and Conflict Studies minor, and may be taken in either the junior or senior year of study. Offered in the spring semester every year, the course is taught by David Derezotes, PhD. The course is being further developed through interdisciplinary collaboration so that participation can extend to more students and so it can be used as a springboard for campus dialogues on important issues.

Purpose and Rationale for the Course
The purpose of this class is to provide students with a practical, integrative, and multi-disciplinary approach to dialogue in its many forms. The research literature suggests that the most complete understandings of such complex processes and the most effective practices are multi-disciplinary in nature.

The Dialogue Models class provides students in the Peace and Conflict Studies (P&CS) Minor with an opportunity to learn the knowledge, values, and particularly the skills involved in the practice of dialogue. Dialogue is a fundamental communication strategy in conflict resolution and peacemaking, involving cognitive understanding, social maturity, and emotional sensitivity. Thus, this practice-oriented class involves students in the process of learning the crucial intellectual, emotional, and social frameworks and strategies that are required of a participants and facilitators of dialogue. Because dialogue is a set of processes that can be practiced at the dyadic, family, group, institutional, and global levels, students are also asked to participate in experiential learning exercises on all those levels, both in-class and in-community, that will enable them to communicate effectively in situations of value and other forms of diversity.

Key Objectives and Outcomes

Students who complete this course will be able to:
1) Complete an assessment or “conflict analysis” of a current conflict that divides people on the family, campus, local community, and/or global levels.
2) Develop and implement a dialogic intervention that “fits” the assessment of a current conflict that divides people on the family, campus, local community, and/or global levels.
3) Evaluate the outcome of the intervention, creating insights that will inform future assessments and interventions.
4) Work cooperatively with a team to co-create and implement a dialogue model in response to a needs assessment of diversity and conflict issues within the relevant community.
**Exploring Multiple Perspectives**

Dialogue Models is taught from a multi-disciplinary perspective, utilizing the lenses offered by such disciplines as Social Work, Psychology, Education, Communication, Political Science, Philosophy, and Sociology. Commonalities and differences between various models of dialogue will be explored. Dialogue will also be compared and contrasted with other primary approaches to communication process (see Table 1). Dialogue is viewed as a process of communication that involves deep listening, understanding, and respect.

**Table 1: Key Terms**

<table>
<thead>
<tr>
<th>TERM</th>
<th>TERM DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue</td>
<td>Confirmation and approach to otherness and difference; emphasis on mutual understanding and integrative solutions to problems; involving discovery, engagement and compassion; aim of transformation.</td>
</tr>
<tr>
<td>Persuasion</td>
<td>Usually one-way attempts to alter the opinions of others; may be considered more broadly as the “suasory” dimension of all language and other symbol systems.</td>
</tr>
<tr>
<td>Identification</td>
<td>The various kinds of linkages between people, between people and things, between people and symbols and ideologies, and between symbols themselves.</td>
</tr>
<tr>
<td>Debate</td>
<td>Structured interaction between two sides, usually assuming a “zero-sum” framework; may involve a more dialogic, multi-party approach.</td>
</tr>
<tr>
<td>Mediation</td>
<td>Formal or informal efforts by a third party to bring two or more differing parties to an acceptable solution.</td>
</tr>
<tr>
<td>Arbitration</td>
<td>Assuming or being granted the authority to resolve a conflict between other parties.</td>
</tr>
<tr>
<td>War</td>
<td>State of active physical hostility, usually between nations, although relevant to other groups and levels of analysis.</td>
</tr>
<tr>
<td>Deliberation</td>
<td>Collective decision making that systematically explores all available solutions to a complex and important social problem.</td>
</tr>
<tr>
<td>Apology</td>
<td>Explicitly acknowledging harm to the other, responsibility for it, and a desire to modify future behavior.</td>
</tr>
<tr>
<td>Reconciliation</td>
<td>Rebuilding relationship with the other after a serious breach.</td>
</tr>
<tr>
<td>Pardoning</td>
<td>Releasing the other from any punishment.</td>
</tr>
<tr>
<td>Forgiveness</td>
<td>Reaching a stage of peace about the harmful act if not full acceptance of the other.</td>
</tr>
<tr>
<td>Excusing</td>
<td>Accepting that circumstances allowed for the harmful act in this case.</td>
</tr>
<tr>
<td>Justifying</td>
<td>Defending an apparently harmful act as appropriate from another standpoint of evaluation.</td>
</tr>
<tr>
<td>Forgetting</td>
<td>Losing memory of what happened.</td>
</tr>
</tbody>
</table>

**Engaging in Dialogue Training**

In the first weeks of the class, students will receive trainings in dialogue. Dialogue is a process that Martin Buber’s biographer, Maurice Friedman, called a “confirmation of otherness.” In this process, people share and affirm the perspectives of everyone in the community. People in dialogue do not necessarily agree with each other’s views, but they do agree that everyone has a right to their own views. Students will practice participating in and eventually leading dialogues within their own classroom community. They will study the formation and development of this classroom community over the semester (see Table 2).
Table 2: Model of Development of Classroom Dialogue Community

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>LEVEL DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courtship</td>
<td>People “put best foot forward”, Similarities are emphasized</td>
</tr>
<tr>
<td>Confusion</td>
<td>People become more authentic, Real differences begin to emerge</td>
</tr>
<tr>
<td>Commitment</td>
<td>People commit to share in responsibility for individual and collective well being</td>
</tr>
<tr>
<td>Community</td>
<td>People practice dialogue</td>
</tr>
</tbody>
</table>

Encountering Dialogue Models

Students also will study existing and emerging Dialogue Models (see Table 3) and how they fit into the goals and values of Peace and Conflict Studies. Models will be examined in terms of their:

1) goals,
2) methods,
3) relative strengths and limitations,
4) target modes (individual, couple, family, group, institution, global), and
5) social-scientific and practical efficacy.

Table 3: Selected Practical Dialogue Models

1) **AmericaSpeaks 21st Century Town Meeting**
   10-12 people in town meeting format: americaspeaks.org
2) **Appreciative inquiry (AI)**
   inquiry is change, constructionist, hope, positive: Taos Institute
3) **Compassionate listening**
   sensitivity to suffering: Gene Knudson Hoffman (Fellowship of reconciliation)
4) **Conversation café**
   90 minute hosted conversation: Vicki Robin (Seattle)
5) **Global dialogue institute**
   a good resource on the net (global-dialogue.com)
6) **Intergroup Dialogue model**
   University of Denver
7) **National coalition for dialogue and deliberation**
   another excellent net site (thataway.org)
8) **Nonviolent communication (NVC)**
   language of empathy, honesty, and heart: Dr. Marshall Rosenberg
9) **Open space technology (OST)**
   passion and responsibility, marketplace of inquiry: Harrison Owen
10) **Sustained dialogue**
    works with destructive relationships, problem solving: sustaineddialogue.org
11) **Wisdom Council**
    random selection of people into 4 month groups to create democracy: WiseDemocracy.org
12) **World café**
    12 to 1200: collective knowledge grows as people move group to group: theworldcafe.com

Students will identify and practice the key practice elements that most dialogue models utilize, including:
1) intent of mutual understanding, respect, confirmation;
2) fluid and creative movement between small and large group interaction;
3) emphasis on process;
4) deep listening;
5) owning projections; and
6) sharing personal experiences and stories.

The Importance of Self-study
Students will also study their own cognitive, emotional, and social reactions to dialogue and human diversity. They will engage in various classroom and homework exercises designed to raise their awareness of and reactions to diversity in their families, institutions, and local and global communities. Each class will include a “lab” experience during which students practice participating in and sometimes facilitating dialogue. Students will keep a journal of their self-reflection experiences.

Dialogic Interactions with Diverse Populations in Salt Lake Community
Students will have an opportunity to participate in dialogues with diverse populations within the University and Wasatch Front Communities. These interactions may include, but are not limited to, work with:
1) Chamade: A Call to Parley
2) University/Neighborhood Partners
3) Indian Walk In Center
4) Women's Resource Center

Class Schedule
This will be modified as additional instructors join teaching team and decisions are made about specific activities and topics, including some that may be shifted or added. Each week's topic will be supported by readings and/or other assignments that support the in-class dialogue activity. At least one week's notice will be given for any changes.

Assignment: Intergroup Dialogue Program
Each student will participate in a group project. All students in the class will work together to help design and implement a Campus-Community Intergroup Dialogue Program (CCIDP) at the University of Utah. The CCIDP gives students an opportunity to engage in dialogue with a focus on experiences across various identities such as race, religion, gender, and sexual preference. The CCIDP has been successfully pioneered at a few institutions, including Arizona State University, The University of Michigan, and the University of Maryland. The students in this class will meet in small and full-group committees to co-create a plan for an CCIDP that responds to the needs of the campus and community. Students will be able to choose to work in such subcommittees as:

1) Needs assessment committee
2) Literature review committee
3) Campus resources committee
4) Community resources committee
5) Evaluation committee
6) Steering Committee
Students will participate with the professor in grading themselves for their work in the IDP.
**Assignment: Self-reflection Journal**
Each student will keep a journal of their professional and personal development in dialogue over the semester. Journal entries can be both written and artistic, and should reflect the student's process both in-class and in out of class projects. Entries can include expression of both thoughts and feelings. The entries are only read by the professor and are destroyed at the end of the semester. Students can submit their journals every one, two, or three weeks to Dr. Derezotes at dderezotes@socwk.utah.edu. The subject heading of the email should read “Journal Entry.” Journals are required but not graded.

**Classroom and External Activities:**
Each week students will engage in experiential dialogic activities in the classroom. Time will also be given to short didactic presentations and group discussions. Each week students will also be given a reading assignment and dialogue assignment, and students can write about their experiences with these assignments in their journals.

**Week One:**
1) Discussion of theoretical topic: The Role of Dialogue in Peace and Conflict Studies
2) In-class Dialogue Lab activity: First dialogue
   Students and faculty introduce themselves and identify common and individual interests;
   Rules for classroom dialogue behavior are co-developed;
   Syllabus reviewed.
3) Out of class assignment for week: Begin journaling
4) Meet in Group Dialogue task groups
5) Basic skills

**Week Two:**
1) Discussion of theoretical topic: Assessing Conflict, Relating and “Sitting in the Fire”
2) Readings: Anderson, Chs. 7 and 10; Mindell, Chs. 1-5
3) Dialogue Focus: Dialogue between two
4) In-class Dialogue Lab activity: One-on-one dialogue
5) Out of class assignment for week: One-on-one dialogue
6) Meet in Group Dialogue task groups

**Week Three:**
1) Discussion of theoretical topic: Overview of Dialogue Models
2) Readings:
   Anderson, Chs. 1 and 2;
   Isaacs, Ch 1, What is dialogue?; and
   Dascal, Ch 22, Martin Buber’s Central Insight.
3) Dialogue Focus: Dialogue within family
4) In-class Dialogue Lab activity: Family dialogue
5) Out of class assignment for week: Family dialogue
6) Meet in Group Dialogue task groups (to be continued as needed across semester)

**Week Four:**
1) Discussion of theoretical topic: The “Ethical I,” Creativity, and Change
2) Readings:
   Anderson, Chs. 5 and 6; and Mindell Chs. 6-10.
3) Dialogue Focus: Dialogue across gender
4) In-class Dialogue Lab activity: Gender dialogue
5) Out of class assignment for week: Gender dialogue

**Week Five:**
1) Discussion of theoretical topic: Communication, Ontological, and Process Perspectives
2) Readings:
   Arnett, forthcoming book chapter on dialogic ethics to be made available in January;
   Anderson, Chs. 3 and 4; and Ellinor, pp. 174-238, Creating the change
3) Dialogue Focus: Dialogue within small group
4) In-class Dialogue Lab activity: Small group dialogue
5) Out of class assignment for week: Small group dialogue

**Week Six:**
1) Discussion of theoretical topic: Intergroup Dialogue, Problematics of Dialogue,
2) Readings:
   Anderson, Chs. 11; and Schoem, Ch 1, Intergroup Dialogue.
3) Dialogue Focus: Dialogue across religion (including human sexuality)
4) In-class Dialogue Lab activity: Religious dialogue
5) Out of class assignment for week: Religious dialogue

**Week Seven:**
1) Discussion of theoretical topic: Race and Culture
2) Readings:
   Anderson, Chs. 13 and 14;
   Mindell, Ch 10;
   Schoem, Ch. 5, Students talk about race; and Orbe, Co-cultural theory and the spirit of dialogue.
3) Dialogue Focus: Race, culture, class dialogue
4) In-class Dialogue Lab activity: Race, culture, class dialogue
5) Out of class assignment for week: Race, culture, class dialogue
6) Mid course corrections

**Week Eight:**
1) Discussion of theoretical topic: Democracy, Social Transformation, and “Revolution”
2) Readings:
   Anderson, Ch. 15; and
   Mindell, Chs. 11-16.
3) Dialogue Focus: Political Dialogue
4) In-class dialogue lab activity: Political dialogue
5) Out of class assignment for week: Political dialogue

**Week Nine:**
1) Discussion of theoretical topic: Dialogue for Large Groups
2) Readings:
   Anderson, Ch. 16; and
   Mindell, Ch. 2.
3) Dialogue Focus: Large group Dialogue
4) In-class Dialogue lab activity: Large group dialogue
5) Out of class assignment for week: Large group dialogue

Week Ten:
1) Discussion of theoretical topic: Public Dialogue
2) Readings:
   Anderson, Ch. 12; and
3) Dialogue Focus: Environmental issues dialogue (including big energy corporations)
4) In-class Dialogue lab activity: Environmental issues dialogue
5) Out of class assignment for week: Environmental issues dialogue

Note: The sequencing of topics and readings in April may still be subject to change.

Week Eleven:
1) Discussion of theoretical topic: Critical Organizational Dialogue and Change
2) Readings:
   Anderson, Ch. 9;
   Yankelovich, Ch. 3, The billion dollar dialogue; and
   Schein, On dialogue, culture, and organizational learning.
3) Dialogue Focus: Dialogue within institutions
4) In-class Dialogue Lab activity: Institutional dialogue
5) Out of class assignment for week: Institutional dialogue

Week Twelve:
1) Discussion of theoretical topic: Global economy
2) Readings:
   Isaacs, Ch 14; and
   Carpenter, Ch 3, Developing an effective program of conflict management
3) Dialogue Focus: Global economy
4) In-class Dialogue lab activity: Global economy
5) Out of class assignment for week: Global economy

Week Thirteen:
1) Discussion of theoretical topic: War
2) Readings:
   Tonn, Taking conversation, dialogue, and therapy public;
   Yoshitake, M., Research paradigm for dialogue among diversities;
   Dillon, Public dialogue: Communication theory as public affairs praxis; and
   Badri, Religion and peace in Sudan: Inter-religious dialogue and peaceful co-Existence.
3) Dialogue Focus: Iraq war
4) In-class Dialogue Lab activity: Iraq War
5) Out of class assignment for week: Iraq War

Week Fourteen:
1) Discussion of theoretical topic: Terrorism and Responses to It
2) Readings:
   Khuri, Facilitating Arab-Jewish intergroup dialogue in the college setting;
Yankelovich, Ch 12 Dialogue as a path to public judgment;
Sirry, Early Muslim-Christian dialogue: A closer look at major themes of the theological encounter;
Tonn, Taking conversation, dialogue, and therapy public.
3) Dialogue Focus: Terrorism
4) In-class Dialogue Lab activity: Terrorism
5) Out of class assignment for week: Terrorism

**Week Fifteen:**
1) Topic: Summary, reports, future directions
2) In-class Dialogue Lab activity: group evaluation
3) Out of class assignment for week: Final projects

**Assignments**

Successful students will complete the following assignments:

1) Complete weekly reading assignments
2) Engage in in-class and community Dialogue Lab experiences
3) Complete journal
4) Complete Final Project

**Final Project**

Students will select an area of human “division” (such as those highlighted in each class), study the various positions in this divide, and create and report on a dialogue experience they have with other people who hold different positions on that divide. For example, a student might be interested in dialogue about gay and lesbian marriage. She will study the issue and explore the various perspectives, and identify her own thoughts and feelings and social behaviors related to the subject. Then the student will create and engage in a dialogue with at least one other person (out of class) who holds a position different than the student’s position. If she is opposed to gay and lesbian marriage then she might go to a local meeting of gay and lesbian people and ask to have a dialogue on the subject. The student then prepares a written report that she submits on the last week of class.

**Primary Texts will include:**


Appendix M
Sample Internship Contract
(Worldwide Organization for Women)
Fall 2008

Sponsor Organization Information:
Worldwide Organization for Women
Geneva United Nations Office
Afton Beutler
Vice President International Affairs
www.wowinfo.org

Mailing address:
Bureau 445
150 Route de Ferney
1218 Grand-Saconnex GE
Switzerland

Office phone 022 791 64 54
Cell phone 079 365 70 28

Email: ajbeutler@gmail.com

Background Information of Worldwide Organization for Women:
The Worldwide Organization for Women (WOW) promotes women’s understanding of their inherent worth and crucial role in society. WOW supports and unites women of all faiths and nationalities in their efforts to create positive change through: Advocacy, Education and Humanitarian Activities. Members participated in Beijing Conference in China (1995), UN Habitat II Conference in Istanbul, Turkey (1996), International Food Conference in Rome, Italy (1999), World Congress on Families I held in Prague, the Czech Republic (1997) and assisted organizing the World Congress on Families II in Geneva, Switzerland (1999). Since that time, the group was instrumental in planning two academic conferences on the Family in Geneva (2004, 2005) and also attended the World Congress on Families III in Mexico City and Warsaw (2006).

Intern Contact Information:
Name:

Mailing address:
Bureau 45 -150 route de Ferney
1218 Grand-Saconnex – Geneva
Switzerland

Phone #:
Cell: +41 079 738 51 72
Office: +41 022 791 64 54

Email:
Duties and Responsibilities:
- Attend and write reports for the 61st Annual DPI/NGO Conference (Paris).
- Attend and write reports for the 9th Session of the Human Rights Council (Geneva).
- Organize a panel meeting at the Human Rights Council, entitled “The role of women in agricultural development: how agricultural deficiencies create social problems and the necessity of grass-roots market-based initiatives that lead to agricultural sustainability.”
- Write a report on a panel meeting hosted by the Sudanese Government, entitled “Human Rights situation in Darfur.”
- Work on the “Save Somali Women and Children (SSWC) Project.”
- Record minutes at the Comity on the Status of Women (CSW) meeting.
- Create an Intern budget.
- Create a housing list for future interns.
- Create an exit survey for interns.

Timetable for Internship:
The internship will begin on the 28th of August 2008 and end on the 6th of December 2008.

Anticipated Outcome:
At the conclusion of the internship the intern will have knowledge not only about the Worldwide Organization of Women, but also about the UN system in Geneva. The intern with have had firsthand experiences with UN officials, diplomat, and other NGO Presidents. This experience should aid the intern in future academic and career ambitions.

Appendix N

Letter of Support from the library administration is available upon request.
Appendix O
Application for Minor Status
Department of Communication, University of Utah

Student's Information (Please print all information carefully and clearly!)
Last ________________________________ First ________________________
ID # _______________________ Middle Initial ________________

Student's University Postal Address
Street ________________________________________________ Apt. # __________
City _____________________ State ____ Zip Code ________

Best telephone number at which to reach you _______________

E-mail Address (Legible) __________________________________________________

Have you already declared your major(s)? Yes No
If so, what is your major? ________________

Do you have a second major? If so, what is it? _________________
Have you already declared another minor? If so, in what? _________________

What degree are you seeking? B.A ☐ B.S. ☐

What is your area of emphasis or chosen theme within the P&CS minor? Please check one below.

Conflict and Collaboration in Multiple Contexts (CC) ☐
Dialogue and Diversity (DD) ☐ Human Rights (HR) ☐
Global Justice Issues (GJ) ☐ Process Skills (PS) ☐
Social Activism (SA) ☐ Global Security (GS) ☐

Contractual agreement: I understand that I cannot take more than nine credit hours (or three courses) toward the minor from any single department, program or discipline; that I cannot count more than one lower-division course from the approved list for the minor; and that I cannot have more than one course (or three credit hours) from the P&CS minor course requirements count toward my chosen major.

On the back of this form, please explain in 200-300 words why you would like to pursue a minor in Peace and Conflict Studies. Use Only

Date __________ Student’s Signature _______________________________________

Appendix P
Application for Major Status  
University of Utah

Student’s Information *(Print Clearly)*

Last ________________________________________ First ________________________
ID # _______________________ Middle Initial _______

Student’s Address
Street ________________________________________________ Apt. # __________
City _____________________ State ____ Zip Code ________

Best telephone number at which to reach you _______________
Preferred E-mail Address __________________________________________________

Do you have a second major? If so, what is it? _______________
Have you already declared another minor? If so, in what? _________________

What degree are you seeking? B.A.  □  B.S.  □

What is your area of emphasis or chosen theme within the P&CS minor? Please check one below.

Dialogue & Diversity (DD)  □  Human Rights (HR)  □  Process Skills (PS)  □

Global Justice (GJ)  □  Social Activism (SA)  □  Conflict & Collaboration (CC)  □

Global Security (GS)  □

*Contractual agreement*: To be determined by P&CS steering committee and administrators. On the back of this form, please explain in 200-300 words why you would like to pursue a major in Peace and Conflict Studies.

Date __________  Student’s Signature_______________________________________
Appendix Q

Profiles of Peace, Conflict, Human Rights and Social Justice Programs at
Other Academic Institutions in the United States

Category 1 – Top-Tier Research Universities

University of California at Berkeley: Human Rights Center; Peace and Conflict Studies (BA); Thelton E.
Henderson Center for Social Justice

University of California at Santa Barbara: Global and International Studies (BA, MA & PhD)

University of Colorado at Boulder: Conflict Research Consortium; Peace and Conflict Studies (certificate)

University of Minnesota: Center for Restorative Justice and Peacemaking; School of Social Work (BA,
minor); Center for Human Rights

Category 2 – Other Major Public Institutions

Arizona State University: School of Justice Studies (BS, MS and PhD)

California State University at Sacramento: Center for African Peace and Conflict Resolution; Center for
Collaborative Policy; Peace and Conflict Resolution (BA, minor)

City University of New York – John Jay College of Criminal Justice: Center on Terrorism (MA, certificate);
Dispute Resolution Consortium; Dispute Resolution Certificate Program (certificate)

Kent State University: Center for Applied Conflict Management; Applied Conflict Management (BA, minor)

Portland State University: Conflict Resolution Program (MA or MS)

Category 3 – Large Private Universities

American University: Center for Global Peace; International Peace and Conflict Resolution Program (BA
concentration, MA, MBA, and JD; PhD concentration and certificate)

Columbia University: International Center for Cooperation and Conflict Resolution; Conflict Resolution
(certificate with MA and PhD), Peace Education Center (concentration with MA, EdM and EdD); Center for
the Study of Human Rights

Cornell University: Institute on Conflict Resolution; Peace Studies Program (minor, MA and PhD)

George Mason University: Institute for Conflict Analysis and Resolution (MS and PhD)

Harvard University: Program on Negotiation
New York University: Center for War, Peace and the News Media; Peace and Global Policy Studies (BA, minor); Negotiation and Conflict Resolution (MA coursework); Center for Human Rights and Global Justice

University of Notre Dame: Joan B. Kroc Institute for International Peace Studies (MA and BA as supplementary major and interdisciplinary minor)

**Category 4 – Small Private/Religious Colleges**

Bethel College, KS: Conflict Management (certificate); Global Peace and Justice Studies (BA, minor); Kansas Institute for Peace and Conflict Resolution

Chapman University, CA: Peace Studies (BA, minor)

Earlham College, IN: Peace and Global Studies Program (BA); Earlham School of Religion: Peace and Justice Studies (emphasis with MA and MM/MDiv)

Eastern Mennonite University, VA: Center for Justice and Peacebuilding (MA and certificate); Justice, Peace and Conflict Studies (BA, minor), Practice Institute, Center for Justice and Peacebuilding; Summer Peacebuilding Institute

Leslie College, MA: Center for Peaceable Schools; Conflict Resolution and Peaceable Schools (certificate and MEd)

Manchester College, IN: The Peace Studies Institute (BA, BS, minor)

Prescott College, AZ: Peace Studies (Competence with BA)

University of San Francisco: Peace & Justice Studies (BA, minor)

**Category 5 – International Universities**

Bradford University, UK: Centre for Conflict Resolution

**Innovative Elements or Noteworthy Aspects of Various Programs**

Bradford University, UK: Centre for Conflict Resolution: Develops new ideas about conflict resolution, mediation, peacekeeping and peacebuilding with practical application most notably in Bosnia, Northern Ireland, Kosovo and Sri Lanka. The center aims to transform deeply rooted and resistant cultures of violence to cultures of peace, and it is integrated with five other related centers within the Department of Peace.

Columbia University, Center for the Study of Human Rights: This center focuses on human rights education, interdisciplinary academic research, and capacity building for human rights leaders, organizations, and universities (globally).

Earlham College, IN: Peace and Global Studies Program, (PAGS) This Quaker program allows students to combine PAGS with other fields, producing interdepartmental majors with fields as diverse as Spanish, Mathematics, Biology, Art, Theatre, Economics and Management. By combining PAGS courses with
offerings in other fields as well as off-campus study, the program has initiated concentrations in conflict resolution, urban studies, social movements, environmental studies and other topics. A Peace Studies Project is underway in collaboration with Plowshares Institute and Earlham, Goshen and Manchester Colleges.

Five College Program in Peace & World Security Studies (PAWSS): The goal of this consortium is to enhance undergraduate education in the field of peace and international security studies. Participating institutions include:
- Amherst College
- Hampshire College
- Mount Holyoke
- Smith College

University of Massachusetts at Amherst

George Washington University: The curriculum in peace studies includes natural resources and environmental economics.

Guilford College, NC: This program focuses on practical problem solving and service learning with Quaker roots. Studies include diverse topics such as Buddhism, peace and ecology, conflict intervention, and avoiding war.

Hawaii University of Manoa: The graduate certificate introduces students to skills for organization and leading group deliberations (facilitation).

Hofstra University: The Institute for the Study of Conflict Transformation emphasizes transformative framework and the idea of interconnectedness.

Holy Names College, CA: The master’s program in Culture and Spirituality focuses on spiritual practice and cultural transformation through social and ecological justice.

Humboldt State University, CA: The Institute for Studying Alternative Dispute Resolution (ISADR) does applied projects (e.g. environmental conflict). They have a training facility and a faculty roster that includes many highly skilled and well-known professionals.

Illiff School of Theology, CO: Students evaluate strategies to counter the ways in which the tools of injustice are used to create interlocking self-damaging systems.

Illinois State University: A macro focus in this minor includes multiculturalism, renewable economics, and biodiversity.

International Center for Peace and Development, CA: This center was established to extend an international commission research study on peace and food issues in the post-cold war world and to implement commission findings.
Iona College, NY: The Polkinghorn Family Foreign Exchange Ireland Program is approximately thirty years old.

James Madison University: The Institution of Conflict Analysis and Intervention is one of the few programs with a communication studies orientation.

Juaniata College, PA: The Baker Institute offers classes, a lecture series, trips, conferences, and internships. An operating assumption is that humans are not inherently violent.

Loyola: The Peace and Studies Minor Program focuses on three distinct spheres of violence, conflict and peacemaking: international, societal and ecological.

Marquette University: The program includes mediation education and court affiliated mediation programs.

Marylhurst University, OR: This conflict resolution and mediation program is one of only a few programs centered in communication studies.

Montclair State University, NJ: Electives include peer mediation in schools and cross cultural conflict resolution.

New College of California, World College Institute: This Center for Education and Social Action teaches activism for social change.

New York University: The Center for War, Peace and the News Media looks at new approaches to journalism integrating resolution and conflict management.

Northland College, WI: Goals of major and minor programs are to place trained and skilled peacemakers in careers in human service and environmental studies.

Tufts University, MA: The Feinstein International Famine Center works globally to bring about institutional changes that enhance effective policy reform and promote best practices.

University of California at Berkeley Thelton E. Henderson Center for Social Justice: This center brings together faculty, students, the bar and the bench to explore more effective ways for the law to fulfill the nation's promise of equality for all people. It offers theoretical and practical training and support to law students in social justice advocacy and scholarship.

University of California at Santa Barbara, Global and International Studies: This program emphasizes interdisciplinary real world experience, the agency of individuals and groups in affecting social change, and ways to determine the course of global social, political, economic, cultural and environmental forces. The program is situated within the debate over whether the world is in an epochal transitional stage, increasingly formed by interacting economic, political, and cultural forces, or whether it continues to be shaped primarily by the interplay of nation-states.

University of Connecticut: This program focuses on all forms of violence (e.g. to the environment) as a failure in global problem solving and it encourages students to think creatively to solve problems.
University of Minnesota Center for Human Rights: This center assists human rights parties and organizations with access to tools, practices, and networks to promote a culture of human rights 'glocally.'

Utah Valley University: This program uses an interdisciplinary approach with over 60 courses that explore causes of violence, test theories and aim for peace-building solutions.

Sources*

Coy, P. & Hedeen, T. (200?). Peace and Conflict Studies Undergraduate Degree Programs in the US and Canada.

Kent State University.


Polkinghorn, B. (2003b) An Examination of Current Trends Effecting Graduate Alternative Dispute Resolution Programs. Nova Southeastern University

*Includes website information, using Google searches for human rights, global justice and social justice.
PROFESSIONS IN THE FIELDS OF PEACE, CONFLICT RESOLUTION, AND HUMAN RIGHTS
ADVOCACY*

Undergraduate Degree Career Options Include:
Communication Coordinator/Assistant
Community Development Organizer
Congressional or Legislative Aide
Educator
Human/Civil Rights Officer
Journalist
Media Critic/Specialist
Peace Officer
Program Assistant/Associate/Coordinator
Public Advocate/Activist
Public Relations Officer
Research Assistant
Speechwriter

Advanced Degree Career Options Include:
Attorney
Community Mediator
Consultant (Independent)
Editorial Columnist/Lecturer
Executive Director of Non-profit or Non-governmental Organization
Director of Non-profit Agency or Institute
Governmental Advisor
Human Resources/Personnel Manager
International Negotiator
Legal Advocate (poor, refugees, women, civil rights)
Labor Negotiator
Minister
Ombudsman
Organizational Trainer/Facilitator
Policy Analyst
Professor
Program Manager
Research Associate
Regional Monitor (e.g., for Human Rights)
Writer/Reporter (Freelance)

*Note: Studies in this area are often combined with emphases in fields including art, anthropology, biology, business, communication, history, literature, philosophy (especially ethics), political science, psychology, social work, sociology, and theatre.

Sources: http://fletcher.tufts.edu/OCS/industryinfo/humanrights.asp
http://www.sais-jhu.edu/studentservices/career_services/Students_Alumni/sector_p
http://pawss.hampshire.edu/students/careers/; George Cheney, PhD University of Utah
Appendix S

Letters of Recommendation for BA and BS Peace and Conflict Studies
A series of letters of support for the P&CS major proposal from deans and departmental chairs across campus are available upon request.