

Syllabus CONF 706 – Distance Learning Course
Ethics and Conflict
Spring 2015 (version 1/15/15)

Meeting place: Blackboard 9.1

Weekly schedule: Each week runs Monday-Sunday starting on Tues., Jan. 20, 2015

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Office Hours: by appointment (via telephone, email, Skype)

Open to non-major graduate students

Course Description

Students explore the normative dimensions of analysis and resolution of conflicts. This includes issues regarding what is just and unjust, morally right and wrong, and good and bad. Such issues are relevant to analysis and practice before, during, after conflicts occur. The major topics include the following: validity of pacifism, the notions of a just war, the plight of civilians in war, the challenges of genocide prevention, non-violent resistance, humanitarian interventions, and human rights.

Course Topics

The course is organized around four major questions.

1. What is the nature of right and wrong, good and bad, virtue and vice in the context of violent conflict? For this question, we draw upon the insight of moral philosophers and religious thinkers. This question calls for attention to arguments of pacifists, such as M.L. King and M. Gandhi.
2. What constitutes a just intervention in violent conflict? Just war theory addresses this question by offering normative criteria for a state's rightful use of force in settling disputes with another state. These insights and challenges are applied to a critical reflection on contemporary violence.
3. Can wars be fought justly (or humanely), and if so, how? This question centers on the need to balance two moral imperatives—(a) the obligation [moral, political, legal] of state militaries to protect their own forces during combat, and (b) the moral imperative to act humanely towards the innocents of war—prisoners, children, and the infirmed. And in “post-conflict” settings, we explore what constitutes a just peace.
4. What are the ethics of practice? This question calls for a critical reflection on a basic assumption in our field, that conflict resolution professionals have a moral imperative to change the ways in which the conflict parties behave, think, and possibly express their emotions.

Course Logistics

This course will use a distance learning format. The primary meeting space will be on Blackboard 9.1. Other means will be used to promote regular communication, such as email, telephone, and Skype. This is a rigorous course. In addressing one topic per week, you are expected to:

- read about 70-100 pages and discuss the material with your classmates
- accomplish online activities and respond to weekly requirements
- work on assignments to be submitted through Blackboard according to the assignment schedule.

Though the delivery method is different from face-to-face courses, it should take you the same amount of time as a typical graduate course. Because this class is accelerated, you should **expect to spend 8 to 10 hours on coursework each week** (this includes the time you would have spent in a classroom). It is critical to keep up with weekly requirements. I will provide a folder each week in our Blackboard course to specify required activities and assignments (available by clicking on 'Course Contents' on the course menu in Blackboard).

Blackboard (Available by Tues., Jan. 20, 2015 at 9am)

We will use Blackboard 9.1 for the course. Additional guidance on individual assignments and discussion questions will be posted there. Use the Blackboard assignment drop box to submit your work for grading. Please visit our Blackboard site regularly.

Access Blackboard 9.1 by following these steps:

1. Go to <http://mymason.gmu.edu>.
2. Login using your NETID and password,
3. Click on the 'Courses' tab.
4. Click on "CONF-706-DL1 / CONF-706-ML1 (Spring 2015)" under the "Blackboard 9.1 Course" heading.

Instructor-Student Communication

I will respond to your emails within 48 hours. If I am away from email for more than two days, then I will post an announcement in the Blackboard course folder.

Before sending an email, please check the following (available on your Blackboard course menu) **unless the email is of a personal nature**:

1. Syllabus

2. Help forum (Feel free to respond to other students in the Help forum if you know the answer.)
3. Blackboard tutorials on how to use Blackboard features
4. Blackboard Q&A, and
5. Technology Requirements.

Mason EMAIL

- GMU requires that Mason email be used for all courses. I will be sending messages to your Mason email and you are responsible for making sure you have access to these messages.
- You may forward your Mason email to other accounts but always use your Mason e-mail when communicating with me to allow verification of your identity.
- When you email me, be sure to include **CONF706** at the beginning of the subject heading to alert me that I have received a message from one of my online students.

Participation

Netiquette For Online Discussions [1]

Respectful communication is important to your success in this course and as a professional. Since we are creating a learning environment and sharing information and learning from one another, our discussion will be collaborative and not combative. Please re-read your responses carefully before you post them, making sure that your messages cannot be miscued as negative or offensive in tone. Be positive to others and diplomatic with your words. In particular, be especially careful when expressing sarcasm or humor. Without face-to-face communications your joke may be viewed as criticism. Experience shows that even an innocent remark in the online environment can be easily misconstrued.

[1] Netiquette prepared by Charlene Douglas, Associate Professor, College of Health & Human Services, GMU.

Technology Requirements for this Course

Hardware:

You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and to a fast and reliable broadband Internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required to take a distance education course consider and allow for:

1. The storage amount needed to install any additional software and
2. Space to store work that you will do for the course.

If you are considering the purchase of a new computer, please go to <http://compstore.gmu.edu/pdfs/TechGuide.pdf> to see recommendations.

Software:

You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See [supported browsers and operating systems](#). Log in to [myMason](#) to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use [Acrobat Reader](#), [Flash](#), [Java](#) (Windows), and [Windows Media Player](#), [QuickTime](#) and/or [Real Media Player](#). Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free at <http://antivirus.gmu.edu>.

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch http://support.apple.com/kb/VI54?viewlocale=en_US about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

Hardware or software required for this course or program may be available for purchase at [Patriot Computers](#) (the University's computer store that offers educational discounts and special deals).

Student Responsibilities

Academic Integrity

Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. The tenet must be a foundation of our university culture. [See <http://academicintegrity.gmu.edu/distance>].

Honor Code and Virtual Classroom Conduct:

Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code>)

We value critical thinking and therefore, it is imperative that students read the assigned books and articles prior to the class with a critical eye. Active thought, quality of inputs, and a conflict resolution attitude should be your guiding principles.

Work Ethic

CONF 706 is designed as a collaborative learning experience. It is important that students participate in every class and that they contribute actively to groups and class discussions. Please participate enthusiastically in group activities while respecting the opinions and valuing the work of other group members. You will be disappointed in this class if you focus on individual effort alone.

However, any individual work should be strictly your own. Presenting another's work as your own (plagiarism) will result in a zero grade for the assignment. Also, please let me know how your final paper relates to your previous academic work—it is a problem if you just recycle a previously-written paper. While a powerful tool, please use the Internet with caution. Reference your sources, resist the temptation to cut and paste material into your own work, and use independent validation of the information where appropriate.

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**

Required Readings

Books

1. Richard J. Regan, Just War: Principles and Cases. Second Edition. Washington, D.C.: The Catholic University of American Press. ISBN 978-0-8132-2019-2 [Paperback] (rent or buy)
2. D. Rothbart, K. Korostelina, and M. Cherkaoui, eds., (co-edited), Civilians and Modern War: Armed Conflict and the Ideology of Violence, 2012, Routledge Press. Ebook available through the University Library.
http://mutex.gmu.edu/login?url=http://www.gmu.eblib.com/EBLWeb/patron/?target=patron&extendedid=P_956897_0
3. D. Rothbart and K. Korostelina, Why they Die: Civilian Devastation in Violent Conflict, 2011, Routledge Press. Ebook available through University library.
<http://magik.gmu.edu/cgi-bin/Pwebrecon.cgi?BBID=2934723>
4. Martin Buber, I and Thou, Charles Scribner's Sons, 1958, [Paperback] (rent or buy)

Articles: All articles are provided in course content for the particular week in which they are assigned.

Video: Pray the Devil Back to Hell A film by Abigail E. Disney and Gini Reticker [optional; not required]

You can buy this on your own via Amazon: <http://www.amazon.com/Pray-Devil-Back-Leymah-Gbowee/dp/B002R0HT3M>

Course Overview

- In addition to the required readings there are activities due each week. See the course schedule below for the assigned activities.
- There are other significant assignments outlined below. You will find these assignments on Blackboard where you will post your creative responses or links to them, as appropriate.
- It is important to complete all work on schedule, but if there are extenuating circumstances; such as sickness, family issues, or religious observances that conflict with our schedule, please let me know as soon as possible—I will try to accommodate your needs.

Major Assignment Component(s)

Assignment	Points	Due Date
Exam #1	20	due by Sunday Feb 22
Exam #2	20	due Sunday March 29
Exam #3 [cumulative]	20	due on Sun May 3
Concept Journal	20	Ongoing
Participation (includes blog, and discussions, syllabus quiz)	20	Ongoing
Total	100	

Grading Scale (points)

A 100-93

A- 92-90

B+ 89-87

B 86-83

B- 82-80

C 79-70

F < 70

Description of Assignments

Assignment	Points	Description
Exam #1	20	Questions for exam #1 will be available on Mon., Feb 16 due Sun., Feb 22. This must be submitted through Blackboard. The entire completed exam should be 4-6 pages, double-spaced, Times New Roman with 12 pt

		font, and 1 inch margins and written in a Word document. Please add a title page and reference page if sources outside of class readings are used. For class readings, in-text citations are sufficient. Please refer to the “Rubric for Exams” for specific grading criteria. (Click on “Rubrics” in the Course menu to view.)
Participation	20	<p>Active participation in discussions is expected most weeks. Accomplish all activities, and interact with classmates each week. For discussion groups, each of you is already preassigned to a group: Group 1 or Group 2. Everyone needs to participate every week--the participation grade will measure that plus punctuality, quality of inputs, and the results of the 2 point activities assigned most weeks.</p> <p>Each week, find the prompt and then post your answer to the prompt question by Thursday of that week. You should also reply freely to the other posts of students in your group.</p> <p>Please refer to the “Rubric for Discussions” in Blackboard for specific grading criteria.</p> <p>Netiquette For Online Discussions [1]</p> <p>Our discussion should be collaborative, not combative; you are creating a learning environment, sharing information and learning from one another. Respectful communication is important to your success in this course and as a professional. Please re-read your responses carefully before you post them so others will not take them out of context or as personal attacks. Be positive to others and diplomatic with your words and I will try my best to do the same. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism. Experience shows that even an innocent remark in the online environment can be easily misconstrued.</p> <p>[1] Netiquette prepared by Charlene Douglas, Associate Professor, College of Health & Human Services, GMU.</p>
Exam #2	20	<p>Questions for exam #2 will be available Mon., Mar. 23 and due Sun., Mar. 29, and must be submitted through Blackboard. The entire completed exam should be 4-6 pages, double-spaced, Times New Roman with 12 pt font, and 1 inch margins and written in a Word document. Please add a title page and reference page if sources outside of class readings are used. For class readings, in-text citations are sufficient.</p> <p>Please refer to the “Rubric for Exams” for specific grading criteria. (Click on “Rubrics” in the Course menu to view.)</p>
Exam #3	20	<p>Questions for this exam will be available on Mon., Apr. 13 and due Sun., May 3, and must be submitted through Blackboard. The entire completed exam should be 4-6 pages, double-spaced, Times New Roman with 12 pt font, and 1 inch margins and written in a Word document. Please add a title page and reference page if sources outside of class readings are used. For class readings, in-text citations are sufficient.</p> <p>Please refer to the “Rubric for Exams” for specific grading criteria. (Click on “Rubrics” in the Course menu</p>

		to view.)
Concept Journal	20	<p>The primary objective of a concept journal is to demonstrate understanding of the assigned readings. To meet this objective each student will summarize every reading, giving special attention to the major themes and recommendations advanced by the author. The journal entry may also include a commentary by the student, identifying the points of agreement and/or disagreement. But this commentary is optional.</p> <p>You will submit your journal entries [summary and optional commentary] at the end of each week in which readings are assigned. These are weeks 2, 3, 4, 6, 7, 9, 10, 11, 12, and 14. The word length for each journal entry—summary and optional commentary of each reading assignment—is 200-300 words.</p> <p>For example, by the end of week 2 you should summarize the three readings in 200-300 words for each reading. Submit these journal entries by week’s end, which for week 2 is February 1. You will be given 2 points the journal entries for a given week, with a maximum of 20 points for submitting journal entries for the ten weeks in which readings are assigned.</p>

Learning outcomes

By the end of this course, students will be able to

1. Identify the linkages and intersections between conflict analysis/resolution and ethics
2. Learn the major theories of moral philosophy that are relevant to these issues
3. Apply these theories to particular topics in conflict analysis/resolution
4. Think critically about moral dilemmas related to the use of violence as a means for settling disputes between conflict actors

Weekly Schedule

Each week’s readings, activities and assignments require approximately 8 to 10 hours.

<u>Weeks</u>	<u>Topics</u>	<u>Content/Activities</u>	<u>Assignments</u>
		Grading criteria and rubrics are available in your Blackboard course folder.	Exams- Grading criteria and rubrics are available in your Blackboard course folder.

<p>Week 1</p> <p>[Jan. 20-Jan. 25]</p> <p>Learning Outcomes: #1</p>	<p>Introduction</p>	<p>Learning Objective: Students will identify syllabus content and relate other students' names to their experience with conflict resolution.</p> <p>Content:</p> <ul style="list-style-type: none"> • Mini-Lecture: Welcome • Mini-lecture: Introduction <p>Activities:</p> <p>1.1 About yourself: Complete Introductions</p> <p>1.2 Discussion Prompt:</p> <p>According to the conception of conflict presented in this session, the conflict parties are committed to incompatible goals. Identify the incompatible goals for parties in one contemporary protracted violent conflict. As you do so, identify these goals that are explicitly stated by the parties and those, if any, that are implicit, underpinning their negative interactions.</p> <p>The total length of your post should be 50-100 words.</p> <p>Post due Thurs., 1/22</p>	<p><u>None</u></p>
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<u>Weeks</u>	<u>Topics</u>	<u>Content/Activities</u>	<u>Assignments</u>
<p><u>Week 2</u></p> <p>[Jan. 26-Feb. 1]</p>	<p>Nonviolence, Pacifism, and Justice</p>	<p>Learning Objectives: Learning/Applying/ Content:</p> <ul style="list-style-type: none"> • Required Reading <ul style="list-style-type: none"> 1. Martin Luther King, "Non-Violence" 	<p><u>None</u></p>

<p>Learning Outcomes: #1, #4</p>		<ol style="list-style-type: none"> 2. Mahatma Gandhi, “Writings on Non-Violence” 3. Gene Sharp, “The techniques of Nonviolence” <ul style="list-style-type: none"> • Mini-lecture: Non-Violence, Pacifism, and Justice • Videos <ol style="list-style-type: none"> 1. Dr. King: Nonviolence is the Most Powerful Weapon http://youtu.be/74XJJ3Tq5ew (MLK, jr speaks on Gandhi) 2. Excerpts from Beyond Vietnam: A Time to Break Silence Speech Martin Luther King, Jr - His Best Speech (1/2) http://youtu.be/wXNN2WIN0No 3. Clip from Gandhi movie (1982) -- Gandhi's speech on non-violence http://youtu.be/Xllnvm5-snk <p>Activities:</p> <p>2.1 Discussion Prompt:</p> <p>One form of racial injustice that M.L. King experienced first-hand in the Jim Crow South was the segregation of “colored” and “whites” in the water fountains, bathrooms, and public swimming pools. Why exactly are such policies unethical, according to King? Provide an answer in 50-100 words.</p> <p>Post due Thurs., 1/29</p> <p>2.2 Concept Journal</p> <p>Provide a summary of the required readings in 200-300 words for <u>each</u> reading.</p> <p>Submit this by Sun., 2/1</p>	
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<u>Weeks</u>	<u>Topics</u>	<u>Content/Activities</u>	<u>Assignments</u>
<p>Week 3 [Feb. 2 – Feb. 8]</p> <p>Learning Outcomes: #1, #4</p>	<p>Justifying Humanitarian Intervention</p>	<p>Learning Objectives: Learning/Applying/Thinking Critically/ Content:</p> <ul style="list-style-type: none"> • Required Reading <ol style="list-style-type: none"> 1. Regan, “The Just War Decision: Just Cause and Interventionist Wars,” <u>Just War</u>, Chapter 4 (book) 2. Madeleine K. Albright and Richard S. Williamson, “The United States and R2P: From Words to Action” 3. Hugo Slim, “Claiming a Humanitarian Imperative” in <u>Human Rights and Conflict</u>, chapter 6, pp. 159-174 • Mini-lecture: Justifying War • Video: David Rieff, with Gareth Evans http://youtu.be/bMDu6jjf-sY 00:00-20:00 <p>Activities:</p> <p>3.1 Discussion Prompt:</p> <p>According to traditional just war theory, the only justification for a sovereign nation to engage militarily with another sovereign state is self-defense from enemy aggression. Based on this notion of just cause, is the principle of R2P [responsibility to protect] consistent with this</p>	<p><u>None</u></p>

		single and only justification for military intervention? Why or why not?	
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Provide an answer in 50-100 words.

Post due Thurs., 2/5

3.2 Concept Journal

Provide a summary of the required readings in 200-300 words for each reading.

Submit this by Sun., 2/8

<u>Weeks</u>	<u>Topics</u>	<u>Activities</u>	<u>Assignments</u>
<p>Week 4 [Feb. 9-Feb. 15]</p> <p>Learning Outcomes: #2, #3</p>	<p>Human Rights</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives: Identifying/Learning/Applying/</p> <p>Content:</p> <ul style="list-style-type: none"> • Required Reading <ul style="list-style-type: none"> 1. Andrea Bartoli and Yanni Psimopoulos, “Conflict Resolution and Human Rights” in <u>Handbook of Conflict Resolution</u>, Second Edition, Chapter 27 2. Kevin Avruch, “Culture, Relativism and Human Rights,” in <u>Context and Pretext in Conflict Resolution</u>, Paradigm Press, Chapter 3, pp. 33-50. • Mini-lecture on Human Rights • Video: Documentary: <i>Worse than War</i> <p>http://documentaryheaven.com/worse-than-war/</p> <p>View at least the following segments:</p> <p>(1:18-2:38 -- Rwandan perpetrator) (10:15-11:23 -- Rwandan Victim) (12:08-14:40 -- Rwandan perpetrator) (18:08-19:26 -- Guatemala survivor) (26:11-27:32 -- German SS)</p> <p>(42:53-44:50 -- Rwandan perpetrator and</p>	<p>Exams - Grading criteria and rubrics are available in your Blackboard course folder.</p> <p style="text-align: center;"><u>None</u></p>

survivors)

Activities:

4.1 Discussion Prompt:

According to cultural relativism, the value commitments of a particular group of people are grounded upon, and so relative to, cultural practices, beliefs, and symbol systems. Are the rights established in the Universal Declaration of Human Rights grounded on cultural relativism? Why or why not?

Provide an answer in 50-100 words.

Post due Thurs., 2/12

4.2 Concept Journal

Provide a summary of the required readings in 200-300 words for each reading.

Submit by Sun., 2/15

<u>Weeks</u>	<u>Topics</u>	<u>Content/Activities</u>	<u>Assignments</u>
<p>Week 5</p> <p>[Feb. 16-Feb 22]</p>		<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p><i>No readings, videos or activities this week</i></p>	<p>Exams - Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Exam #1</p> <p>Available Mon., Feb.16</p> <p>Due Sun., Feb 22</p> <p>View “Rubric for Exams” under “Rubrics” on Course menu.</p>

<u>Weeks</u>	<u>Topics</u>	<u>Content/Activities</u>	<u>Assignments</u>
<p>Week 6 [Feb. 23-Mar. 1]</p> <p>Learning Outcomes: #2, #3</p>	<p>Ethics and Morality</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives: Learning/Applying/Thinking Critically/ Content:</p> <p>Mini-lecture on Ethics and Morality Required Reading</p> <p>1. Stanford Encyclopedia of Philosophy, “What is Morality?” What is Morality.docx ⚓</p> <p>2. J. S. Mill, Utilitarianism http://www.gutenberg.org/ebooks/11224 [access online]</p> <p>3. Intrinsic Versus Extrinsic Value Intrinsic vs. Extrinsic Valuex.docx ⚓</p> <p>Video: TED Talks: John Lloyd inventories the invisible http://www.youtube.com/watch?v=BxFvxKa-mWo</p> <p>Activities:</p> <p>6.1 Discussion Prompt: Answer the following question as a true/false and then explain. According to descriptive morality, normative questions about what is morally right/wrong, good/bad, or virtuous/not virtuous are fundamentally distinct from the ways in which</p>	<p>Exams - Grading criteria and rubrics are available in your Blackboard course folder.</p> <p><u>None</u></p>

		<p>individuals or social groups interact with each other. Provide an answer in 50-100 words.</p>	
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Post due Thurs., 2/26

6.2 Concept Journal

Provide a summary of the required readings in 200-300 words for each reading.

Submit this by Sun, 3/1

<u>Weeks</u>	<u>Topics</u>	<u>Content/Activities</u>	<u>Assignments</u>
		Grading criteria and rubrics are available in your Blackboard course folder.	Exams - Grading criteria and rubrics are available in your Blackboard course folder.
Week 7 [Mar. 2–Mar. 8] Learning Outcomes: #2, #3	The Moral Quest		
<u>Weeks</u>	<u>Topics</u>	<u>Content/Activities</u>	<u>Assignments</u>
		Grading criteria and rubrics are available in your Blackboard course folder.	Exams - Grading criteria and rubrics are available in your Blackboard course folder.
Week 8 [Mar. 9-Mar.15]		Spring Break No readings/no activities	<u>None</u>

<u>Weeks</u>	<u>Topics</u>	<u>Content/Activities</u>	<u>Assignments</u>
<p>Week 9 [Mar. 16-Mar. 22]</p> <p>Learning Outcomes: #3, #4</p>	<p>Identity and Difference</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives: Learning/Applying/Thinking Critically/ Content:</p> <p>Required Reading</p> <p>1. Celia Cook-Huffman, The Role of Identity in Conflict</p> <p>Cook-Huffman, The role of identity in conflict.doc ⌵</p> <p>1. Rothbart and Korostelina, "Moral Denigration of the Other"</p> <p>Rothbart and Korostelina Moral Denigration.doc ⌵</p> <p>Mini-lecture on Identity and Difference</p> <p>Video: Palestinian Suicide Terrorists Farewell Videos (00:34) http://www.youtube.com/watch?v=ytX-DI_jwwI</p> <p>Activities:</p> <p>9.1 Discussion Prompt:</p> <p>Describe an incident/event/interaction that you feel comfortable sharing that changed your conception of self in relation to others. How exactly did this change your sense of who you</p>	<p>Exams - Grading criteria and rubrics are available in your Blackboard course folder.</p> <p><u>None</u></p>

are?

Provide an answer in 50-100 words.

Post due Thurs., 3/19


9.2 Concept Journal

Provide a summary of the required readings in 100-150 words for each reading.

Submit this by Sun., 3/22

<u>Weeks</u>	<u>Topics</u>	<u>Content/Activities</u>	<u>Assignments</u>
<p>Week 10 [Mar. 23-Mar. 29]</p> <p>Learning Outcomes: #3, #4</p>	<p>Civilians in War</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives: Learning/Applying/Thinking Critically/ Content:</p> <p>Mini-lecture on Civilians in War Required Reading:</p> <ol style="list-style-type: none"> 1. Regan, “Just War Conduct,” <u>Just War</u>, Chapter 6. (book) 2. Rothbart and Korostelina, <u>Why They Die</u>, Introduction to Part One and Chapter 1. (e-book) <p>Activities:</p> <p>10.1 Discussion Prompt:</p> <p>The laws of war include principles for the just conduct of war, jus in bello. Which principle of jus in bello is routinely violated by non-state militia forces engaged in combat against state run militaries?</p> <p>Provide an answer in 50-100 words. Post: due Thurs., 3/26</p> <p>10.2 Concept Journal</p> <p>Provide a summary of the required readings in 100-150 words for <u>each</u> reading. Submit this by Sun., 3/29</p>	<p>Exams - Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Exam #2 Available Mon., Mar. 23 Due Sun., Mar. 29</p> <p>View “Rubric for Exams” under “Rubrics” on Course menu.</p>

<u>Weeks</u>	<u>Topics</u>	<u>Content/Activities</u>	<u>Assignments</u>
<p>Week 11 [Mar. 30-Apr. 5]</p> <p>Learning Outcomes: #3, #4</p>	<p>Genocidal Violence</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives: Identifying/Learning/Applying/ Content:</p> <ul style="list-style-type: none"> • Mini-lecture on Genocidal Violence • Required Reading: <ol style="list-style-type: none"> 1. Ervin Staub, "The Origins and Prevention of Genocide, Mass Killing and Other collective Violence"Staub, Origins and Prevention of genocide.pdf 2. "The Rwanda Conflict" Rwandan Conflict.pdf <p>Activities:</p> <p>11.1 Discussion Prompt:</p> <p>Regarding the Rwandan genocide, what exactly were the internal frustrations and the external frustrations that prompted the Interahamwe to go on a killing rampage against Tutsi?</p> <p>Provide an answer in 50-100 words.</p> <p>Post: due Thurs., 4/2</p> <p>11.2 Concept journal</p> <p>Provide a summary of the required readings in 200-300 words for <u>each</u> reading.</p> <p>Submit this by Sun., 4/5</p>	<p>Exams - Grading criteria and rubrics are available in your Blackboard course folder.</p> <p style="text-align: center;"><u>None</u></p>

<u>Weeks</u>	<u>Topics</u>	<u>Content/Activities</u>	<u>Assignments</u>
<p>Week 12 [Apr. 6-Apr. 12]</p> <p>Learning Outcomes: #3, #4</p>	<p>Truth and Justice</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives: Identifying/Learning/Applying/Thinking Critically/</p> <ul style="list-style-type: none"> • Mini-lecture on Truth and Justice • Required Reading <p>1. Priscilla Hayner, <u>Unspeakable Truths</u>, Chapter 2 and 3</p> <p>Hayner, Unspeakable Truths.pdf </p> <p>2. Michael Miklaucic, “The Price of Justice,” <u>Civilians and Modern War: Armed Conflict and the Ideology of Violence</u>, Chapter 13. (e-book)</p> <ul style="list-style-type: none"> • Video <p>1. Gacaca Court Testimony of Karegaya Isae</p> <p>http://www.genocidearchiverwanda.org.rw/index.php?title=Kmc00024-sub1-eng-glifos (captioned)</p> <p>2. <u>Pray the Devil Back to Hell</u> A film by Abigail E. Disney and Gini Reticker [optional]</p> <p>Activities:</p>	<p>Exams - Grading criteria and rubrics are available in your Blackboard course folder.</p> <p style="text-align: center;"><u>None</u></p>

12.1 Discussion Prompt:

Do you believe that perpetrators of mass human rights abuses should be held accountable through some form of international tribunal, like those examined in this session?

Provide an answer in 50-100 words.

Initial Post due Thurs., 4/9

12.2 Concept Journal

Provide a summary of the required readings in 100-150 words for each reading.

Submit this by Sun., 4/12

Weeks	Topics	Activities	Assignments
<p>Week 13 [Apr. 13-Apr. 19]</p>	<p>Preparing for exam #3</p>	<p>No reading</p>	<p>Exam #3 Available Mon., Apr. 13 Due Sun., May 3</p> <p>View Exam Rubric under “Rubrics” on Course menu.</p>

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Weeks	Topics	Activities	Assignments
<p>Week 14</p> <p>[Apr. 20-Apr. 26]</p> <p>Learning Outcomes: #3, #4</p>	<p>The Ethics of Intervention</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives: Identifying/Learning/Applying/Thinking Critically/</p> <p>Content:</p> <ul style="list-style-type: none"> • Required Readings <ol style="list-style-type: none"> 1. Herbert Kelman and Donald Warwick, "The Ethics of Social Intervention: Goals, Means, and Consequences" <li style="padding-left: 20px;">Kelman and Warwick, Ethics of Intervention.pdf ⚓ 2. Mara Schoeny and Wallace Warfield, "Reconnecting Systems Maintenance with Social Justice" <li style="padding-left: 20px;">Schoeny and Warfield, Reconnecting systems Maintenance and social justicepdf.pdf ⚓ • Mini-lecture: Ethics of Intervention <p>Activities:</p> <p>14.1 Discussion Prompt:</p> <p>Think of an actual conflict for which you are responsible for designing mediation sessions for the parties. What exactly are the ethical dimensions of such sessions? You can refer to the four ways in which ethics is embedded in</p>	<p>Exams - Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Exam #3</p> <p>Available Mon., Apr. 13</p> <p>Due Sun., May 3</p> <p>View Exam Rubric under "Rubrics" on Course menu.</p>

		mediation, as discussed in this session. Provide an answer in 50-100 words. Post Thurs., 4/23	
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<u>Weeks</u>	<u>Topics</u>	<u>Activities</u>	<u>Assignments</u>
		Grading criteria and rubrics are available in your Blackboard course folder.	Exams - Grading criteria and rubrics are available in your Blackboard course folder.
Week 15 [Apr. 27-May 3] Learning Outcomes: #2, #3, #4	Summation	Distribute Exam #3 Complete course evaluation [online] Learning Objectives: Understanding/Applying/ Content: <ul style="list-style-type: none"> • Mini-lecture: Summation 	Exam #3 Due on Sun., May 3 View “Rubric for Exams” under “Rubrics” on Course menu.

Student Services

Writing Center:

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. (See <http://writingcenter.gmu.edu>).
 ESL Help: The program was designed specifically for students whose first language is not English who feel they might benefit from additional, targeted support over the course of an entire semester. (See http://writingcenter.gmu.edu/?page_id=10).

University Libraries:

University Libraries provides resources for distance students. (See <http://library.gmu.edu/distance>).

Counseling and Psychological Services

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu>].