

- Course Information -

University:	University of Nebraska at Omaha
College:	Arts and Sciences
Curriculum:	Religion
Number:	4220
Type:	Lecture
Title:	Violent conflicts, Peacebuilding, and the Ethics of Intervention
Short title:	Conflicts, Peacebldg, & Ethics
Effective term:	Fall 2015
Graduate non-degree students:	Allowed
Can course be taken for credit multiple times?	No

- Credit Hours Information -

Type:	Fixed
Hours:	3

- Cross-listing and/or Dual-listing (UG/G) Information -

Courses:	GR AS Critical and Creative Thinking 8226, GR AS Religion 8226
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- Duplication Information (not to be used for cross/dual-listings) - Use in ALL instances where there is potential that a course overlaps in content with another discipline. This feature allows the relevant chair(s)/directors(s) to review and approve early in the review process. Please use if there is potential for perceived duplication.

Curriculum:	Not applicable
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- 1.0 Course Description Information -

1.1 Catalog description:

This course is designed to familiarize the student with the nature of violent conflict, including terrorism, and a variety of the mechanisms for peacebuilding. The course will also explore human rights and the ethics of intervention. This course supports the Ethics and Values concentration in the Master of Arts in Critical and Creative Thinking.

1.2 Prerequisites of the course:

None

1.3 Overview of content and purpose of the course:

This course offers a challenging exploration of the nature of violent conflict and mechanisms of peacebuilding. Part one will examine causal factors of violent intrastate and interstate conflicts (e.g., resources, religion, and ethno-nationalism), as well as terrorism with an emphasis on grievances, organizations, and responses. Part two will apply this examination to case study analysis of conflicts in one or two regions: the Balkans (Bosnia and Kosovo) and/or Palestine. Part three will explore peacebuilding as a transformative process through the themes of religious (in)tolerance, religious pluralism and hospitality, interfaith dialogue and faith-based diplomacy, dealing with the past, forgiveness, reconciliation, evocative objects and urban design, enclave living and group polarization, enemy images, and the role of the intellectual. Part four investigates human rights theory and policy, and the ethics of intervention. This course supports the Ethics and Values concentration in the Master of Arts in Critical and Creative Thinking.

1.4 Unusual circumstances of the course:

None

- 2.0 Course Justification Information -

2.1 Anticipated audience / demand:

The audience/demand will include students in the Ethics and Values concentration of the MA in Critical and Creative Thinking program and undergraduate majors in religious studies, international studies, and political science.

2.2 Indicate how often this course will be offered and the anticipated enrollment:

The course will be offered every other spring. Anticipated enrollment is 10-15 students. Enrollment will be capped at 20 students.

2.3 If it is a significant change to an existing course please explain why it is needed:

N/A

- *3.0 Objective Information* -

Is this course part of or being proposed for the General Education curriculum?

No

3.1 List of performance objectives stated as student learning outcomes:

- identify causal factors of violent intrastate and interstate conflicts
- identify causes of and responses to terrorism
- develop advanced undergraduate and graduate-level critical writing skills
- summarize the history of the conflicts in Bosnia and/or Palestine
- recognize the difference between peacekeeping and peacebuilding
- define the various dimensions of peacebuilding as a transformative process
- recognize the different kinds of intellectuals and how they impact the peacebuilding process
- explicate the interface of human rights theory and policy, and the ethics of intervention

3.2 General Education Student Learning Outcomes

After completing the course, successful students shall be able to do the following:

- *4.0 Content and Organization Information* -

4.1 List the major topics central to this course:

- Intrastate and interstate conflicts
- Terrorism
- Conflicts in Bosnia and/or Palestine
- Interfaith dialogue and faith-based diplomacy
- Reconciliation, forgiveness, and trust
- Ethnic enclaves, evocative objects, and urban design
- Hypointellectuals and hyperintellectuals
- Human rights theory and policy
- Ethics of intervention
- Integrative philosophy

- 5.0 Teaching Methodology Information -

5.1 Methods:

The instructor will facilitate weekly discussions of assigned readings and film (books, journal articles, movies/video clips) via Discussion Board and video chat and guide students in their various writing projects, including feedback on the Evocative Object Project.

5.2 Student role:

Each undergraduate and graduate student will complete assigned readings; participate in weekly discussions on Discussion Board; complete the film paper; three expository/reaction papers (ERPs); and a reflection paper.

In addition, each graduate student will complete an Evocative Object Project as a PowerPoint or Research Paper.

- 6.0 Evaluation Information -

Students should be provided the actual list of projects, basis for determining the final grade, and grading scale at the beginning of each course.

6.1.1 Describe the typical types of student projects that will be the basis for evaluating student performance:

Each undergraduate and graduate student will complete the assigned readings, view movies/video clips, and engage in weekly discussions on Discussion Board and Skype. They will also submit three kinds of writing assignments: a film paper, three expository/reaction papers (ERPs), and a reflection paper.

The film paper (3-5 pages) focuses on "A Way Out of the War on Terror" (VPRO, 2008) and consists of an analysis of the approach that Alastair Crooke and Michael Ancram discuss in the film.

Each ERP (3-4 pages) is an intelligent and thoughtful exposition and response to some claims made in a particular reading. The heart of the ERP is an assessment or reaction to the idea, concept, argument, or position in the reading. However, it is not a response to the reading as a whole nor is it a summary of the author's views.

The reflection paper (5-6 pages) consists of an application of some specific regiment of peacebuilding and conflict prevention strategies to a current trouble spot local or otherwise.

Each graduate student will also complete an Evocative Object Project. The project consists of laying out the relevant category or categories (e.g., ethnicity, race, religion, and class) of objects that are evocative for certain groups of people within a specific neighborhood, city, or region in the U.S. or elsewhere; discussing the ways in which these objects are provocative to the Other and how they may serve as boundary markers for enclave living in that area; providing a substantial photographic and/or video portrayal of these evocative objects qua boundary markers; and presenting a regiment to deal with these objects and to diminish the subsequent enclave living. The project will be submitted as an 18-20 research page paper and a PowerPoint of 20-30 BW/color photos presenting the photographic portrayal and/or a 15-20 minute video clip of these objects within the context of enclave living supporting the claims made within the paper.

6.2 Describe the typical basis for determining the final grade (e.g., weighting of various student projects):

The typical grading scheme may be the following:

Undergraduate:

--Weekly discussions in Discussion Board and video chat: 30%

--Film paper: 10%

--3 ERPs: 40%

--Reflection paper: 20%

Graduate:

--Weekly discussions in Discussion Board and video chat: 20%

--Film paper: 10%

--3 ERPs and commentary paper: 30%

--Reflection paper: 10%

--Evocative Object Project: 30%

6.3 Grading type:

Letter grades

- 7.0 Resource Material Information -

7.1 Textbook(s) or other required readings used in course:

Textbooks:

1. Govier, Trudy. *Forgiveness and Revenge* (New York: Routledge, 2002).
2. Mankell, Henning. *Faceless Killers* (New York: Vintage Books, 2003).
3. Nusseibeh, Sari. *What is a Palestinian State Worth?* (Cambridge: Harvard University Press, 2011).
4. Smock, David R. *Interfaith Dialogue and Peacemaking* (Washington, DC: U.S. Institute of Peace Press, 2002).
5. Stern, Jessica. *Terror in the Name of God: Why Religious Militants Kill* (New York: HarperCollins, 2003).

Other Required Readings:

1. Conces, Rory J. "Rumsfeld's Known Unknowns: The Graying of Terror(ism) and Dark Terror," *Bosnia Daily* (April 24, 2014), pp. 10-11.
2. Conces, Rory J. "Borges's Labyrinths, Kosovo's Enclaves, and Urban/Civic Designing (I) Intimations of Making Sense"; "(II) Intimations of What Is: Societies and Enclaves"; "(III) Intimations of What Is: Enclaves, Objects, and Kosovo"; and "(IV) Intimations of Change: Urban Design," *Bosnia Daily* (August 13-16, 2014), pp. 10-11, 10-11, 10-11, 11-13.
3. Conces, Rory J. "Using Public Evocative Objects to Support a Multiethnic Democratic Society in Kosovo (I) Friendly and Enemy Images" and "(II) Fields of Existence vs. Fields of Battle," *Bosnia Daily* (January 4 and 5, 2011), pp. 10-11, 9-10.
4. Conces, Rory J. "Epistemical and Ethical Troubles in Achieving Reconciliation, and Then Beyond," *European Journal of Analytical Philosophy* 5 (2009): 25-47.
5. Conces, Rory J. "The Role of the Hyperintellectual in Civil Society Building and Democratization in the Balkans," *Studies in East European Thought* 59 (September 2007): 195-214.
6. Jesse, Neal G. and Williams, Kristen P. *Ethnic Conflict: A Systematic Approach to Cases of Conflict* (Washington, DC: CQ Press, 2011).
7. Mojzes, Paul (ed.). *Religion and the War in Bosnia* (Atlanta: Scholars Press, 1998).
8. Oz, Amos. *Israel, Palestine and Peace Essays* (New York: Harcourt Brace & Co., 1994).
9. Shatzmiller, Maya (ed.). *Islam and Bosnia: Conflict Resolution and Foreign Policy in Multi-Ethnic States* (Montreal and Kingston: McGill-Queen's University Press, 2002).
10. ter Haar, Gerrie and Busuttil, James J. (eds.). *Bride or Barrier: Religion, Violence and Visions for Peace* (Leiden: Brill, 2005).

7.2 Other student suggested reading materials:

None

7.3 Current bibliography and other resources:

- Azoulay, Ariella. *Civil Imagination: A Political Ontology of Photography* (New York: Verso, 2012).
- Biggar, Nigel, ed. *Burying the Past: Making Peace and Doing Justice After Civil Conflict* (Washington, D.C.: Georgetown University Press, 2003).
- C100. *The Art of Rebellion: World of Street Art* (Corte Madera, CA: Gingko Press Inc.).
- Campbell, David. *National Deconstruction: Violence, Identity, and Justice in Bosnia* (Minneapolis and London: University of Minnesota Press, 1998).
- Churchill, Robert Paul. *Human Rights and Global Diversity* (Upper Saddle River, NJ: Prentice Hall, 2006).
- Cloke, Kenneth. *Mediating Dangerously: The Frontiers of Conflict Resolution* (San Francisco: Jossey-Bass, 2001).

- Davis, G. Scott. *Religion and Justice in the War over Bosnia* (New York: Routledge, 1996).
- DeLaet, Debra. *The Global Struggle for Human Rights* (Boston: Wadsworth, 2006).
- Denitch, Bogdan. *Ethnic Nationalism: The Tragic Death of Yugoslavia*, red. Ed. (Minneapolis and London: University of Minnesota Press, 1994).
- Elliott, Andrea. "Where Boys Grow Up to Be Jihadis," (*NYTM*, 26 pp.).
- English, Richard. *Terrorism: How to Respond* (New York: Oxford University Press, 2009).
- Ferrell, Jeff. "Remapping the City: Public Identity, Cultural Spaces, and Social Justice," *Contemporary Justice Review* 4, no. 2 (2001): 161-80.
- Ferrell, Jeff. *Tearing Down the Streets: Adventures in Urban Anarchy* (New York: Palgrave, 2001).
- Griffin, James. *On Human Rights* (New York: Oxford University Press, 2008).
- Gutman, Roy and Rieff, David (eds.). *Crimes of War: What the Public Should Know* (New York: W.W. Norton & Co., 1999).
- Helmick, Raymond G. and Petersen, Rodney L., eds. *Forgiveness and Reconciliation: Religion, Public Policy, & Conflict Transformation* (Philadelphia: Templeton Foundation Press, 2001).
- Ignatieff, Michael. *Human Rights as Politics and Idolatry* (Princeton, NJ: Princeton University Press, 2001)
- Johnston, Douglas. *Faith-Based Diplomacy: Trumping Realpolitik* (New York: Oxford University Press, 2003).
- Khatib, Lina. *Image Politics in the Middle East: The Role of the Visual in Political Struggle* (London and New York: I.B. Taurus, 2013).
- Keen, Suzanne. *Empathy and the Novel* (New York: Oxford University Press, 2007).
- Lederach, John Paul. *Building Peace: Sustainable Reconciliation in Divided Societies* (Washington, D.C.: U.S. Institute of Peace Press, 1997).
- Lederach, John Paul. *The Moral Imagination* (New York: Oxford University Press, 2005).
- Lincoln, Bruce. *Holy Terrors: Thinking about Religion after September 11*, 2d ed. (Chicago: University of Chicago Press, 2006).
- Little, David, ed. *Peacemakers in Action: Profiles of Religion in Conflict Resolution* (New York: Cambridge University Press, 2007).
- Mahmutćehajić, Rushmir. *Bosnia the Good: Tolerance and Tradition* (Budapest: Central European University Press, 2000).
- Mahmutćehajić, Rushmir. *The Denial of Bosnia*, trans. Francis R. Jones and Marina Bowder (University Park: The Pennsylvania State University Press, 2000). (*DOB*)
- Makau, Josina M. and Marty, Debian L. *Dialogue & Deliberation* (Long Grove, IL: Waveland Press, 2013).
- Mazarr, Michael J. *Unmodern Men in the Modern World* (New York: Cambridge University Press, 2007).
- McTernan, Oliver. *Violence in God's Name: Religion in an Age of Conflict* (Maryknoll, N.Y.: Orbis Books, 2003).
- Nussbaum, Martha C. *Cultivating Humanity* (Cambridge, MA: Harvard University Press, 1997).
- Nussbaum, Martha C. *The New Religious Intolerance* (Cambridge, MA: The Belknap Press of Harvard University Press, 2012).
- Nussbaum, Martha C. *Political Emotions: Why Love Matters for Justice* (Cambridge, MA: Belknap Press, 2013).
- Orend, Brian. *Human Rights: Concept and Context* (Peterborough, Canada: Broadview Press, 2002).
- Perry, Michael J. *The Idea of Human Rights: Four Inquiries* (New York: Oxford University Press, 1998).
- Perry, Michael J. *Toward a Theory of Human Rights: Religion, Law, Courts* (New York: Cambridge University Press, 2007).
- Philpott, Daniel. *Just and Unjust Peace: An Ethic of Political Reconciliation* (New York: Oxford University Press, 2012).
- Ramet, Sabrina P. *Thinking about Yugoslavia* (New York: University of Cambridge Press, 2005).
- Saunders, Harold H. *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflict* (New York: St. Martin's Press, 1999).
- Shatzmiller, Maya, ed. *Islam and Bosnia: Conflict Resolution and Foreign Policy in Multi-Ethnic States* (Montreal and Kingston: McGill-Queen's University Press, 2002).
- Slim, Hugo. *Killing Civilians: Method, Madness, and Morality in War* (New York: Columbia University Press, 2008).
- Sriram, Chandra Lekha; Martin-Ortega, Olga; and Herman, Johanna. *War, Conflict and Human Rights: Theory and Practice*, 2d ed. (London and New York: Routledge, 2014).
- Todorova, Maria. *Imagining the Balkans* (New York: Oxford University Press, 1997).

Turkel, Sherry, ed. *Evocative Objects: Things We Think With* (Cambridge, MA: The MIT Press, 2007).

Weizman, Eyal. *Hollow Land: Israel's Architecture of Occupation* (New York: Verso, 2012).

Žižek, Slavoj. *Violence* (New York: Picador, 2008).

- 8.0 Other Information -

8.1 Accommodations statement:

Appropriate accommodations are provided for students who are registered with the Accessibility Services Center and make their requests sufficiently in advance. For more information, contact Accessibility Services Center (MBSC 126, Phone: 402-554-2872, unodisability@unomaha.edu) or visit unomaha.edu/disability.

8.2 Other:

* 8.3 Author(s):

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