

**Miyazaki International College
Autumn 2018**

Course Syllabus

Course Title (Credits)	ID307 Theory and Practice of Conflict Resolution (3 credits)
Course Designation for TC	N/A
Time and Location	Mondays & Wednesdays 09:05 – 10:35
Content Teacher	
Instructor	Atsushi Yasutomi, Ph.D.
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Office/Ext	MIC 1-328/ Ext.
Office hours	Tuesdays 13:00 – 17:15

Course Description

This course offers students an opportunity to learn theories and practical skills in Conflict Resolution/Transformation. The fundamental objective of the course is to make students realize that human conflict at a variety of levels--from inter-personal to inter-national ones--can be resolved without violence or at least transformed in the way in which a given conflict will not evolve to take a violent form. Students who take this course will learn theories and skills in an active learning environment--through simulations, role-plays etc. -- and will be encouraged to apply their knowledge and skills in their own lives.

Course Goals/Objectives

This course consists of two parts. Part I provides students with opportunities to be familiar with the past and current armed conflicts in the world. This part also discusses important issues related to international conflicts, such as child soldiers and religions in conflicts. Part II examines key concepts of conflict resolution, including mediation, reconciliation, DDR, and community policing. Students will gain a familiarity with the basic knowledge, concepts, and theories in the areas of conflict resolution. In the end of the class, students will be able to critically discuss and analyse key issues and challenges of conflict resolution. Students therefore should accomplish these objectives with a focus on developing their critical thinking and communication skills.

Students' Communication and Critical Thinking Skill Objectives

- 1) Students should try to improve the following communication skills this semester:
 - Write and speak with clarity (communicate without ambiguity or confusion)
 - Write and speak with precision (communicate in definite and exact terms)
 - Write and speak with depth (communicate complex issues effectively)

- 2) Students should try to improve the following critical thinking skills this semester:
 - Identify salient information
 - Determine underlying presumptions or presuppositions
 - Evaluate conclusions from premises
 - Avoid fallacies - authority, expertise, straw man, etc.
 - Ask the right questions to understand a problem
 - Categorize appropriately
 - Evaluate the effects of conclusions/judgments on different parties (moral imagination)
 - Develop a new way to solve an old problem

Course Schedule

Session #	Topic	Content
1 Mon, 10/1	Syllabus & Course Introduction Part I: Conflict and War Studies What is conflict, what is conflict resolution, and, what is peace studies? 1)	- Self-introduction / icebreaking - Explaining the course structure, class requirements, examinations, etc. - Examines the concepts of war, conflicts, conflict resolution. - Students will be familiar with the territories, countries, an regions in conflict, and learn brief historical, geographical, and cultural backgrounds of the conflicts in the world

2 Wed, 10/3	I-1. Conflict between states	- Theoretical approaches to inter-state conflicts
3 Tue, 10/9	I-2. Civil wars 1)	- What are civil wars? - Historical approaches - Modern civil wars
4 Wed, 10/10	I-2. Civil wars 2)	- Continuation of Session 3 - Group discussion
5 Mon, 10/15	I-3. Conflicts for state formation 1)	- Conflicts for state formation: historical perspectives and the current situations
6 Wed, 10/17	I-3. Conflicts for state formation 2)	- Continuation of Session 5 - In-class preparation for Presentations
7 Wed, 10/24	<u>I-4. Presentations 1)</u>	- Presentation (solo) on the case studies in international conflicts (20 -30 minutes) *2-3 persons
8 Mon, 10/29	<u>I-4. Presentations 2)</u>	- Presentation (solo) on the case studies in international conflicts (20 -30 minutes) *2-3 persons
9 Wed, 10/31	I-5. Child soldiers in international conflicts 1)	- Present situations on child soldiers - Group discussion
10 Mon, 11/5	I-5. Child soldiers in international conflicts 2)	- Continuation of Session 9 - Group discussion
11 Wed, 11/7	I-6. Terrorism and international conflicts	- Terrorisms in the world and international conflicts - Group discussion
12 Mon, 11/12	I-7. Religions in international conflicts 1)	- Religions and the impacts on international conflicts - Group discussion
13 Wed, 11/14	I-7. Religions in international conflicts 2)	- Continuation of Session 12 - Group discussion
14 <u>!!Fri, 11/16</u> <u>(11/19)</u>	I-8. New wars and failed states	- theoretical approaches to modern conflicts - Group discussion
15 Mon, 11/26 <u>!!! 10:45 - !!</u>	<u>Guest Lecture</u>	- UNPKO: today and the future - Japan's roles in UNPKO
16 Wed, 11/28	<u>Mid-term examination (I.5 to I.8)</u>	Review tests on I.5 to I.8
17 Mon, 12/3	<i>Part II: Conflict Resolutions</i> II-1. United Nations	- Roles of the UN in conflict resolution - Group discussion

18 Wed, 12/5	II-2. UNPKO 1)	- Responsibilities and roles of UNPKO - Group discussion
19 Mon, 12/10	II-2. UNPKO 2)	- Challenges of UNPKO - Group discussion
20 Wed, 12/12	II-3. Humanitarian intervention	Responsibility to Protect (R2P) - Group discussion
21 Mon, 12/17	II-4. Conflict prevention 1)	- Early warning - Group discussion
22 Wed, 12/19	II-4. Conflict prevention 2)	- Mediation - Group discussion
23 Mon, 1/7	Review and Quiz (II-1 to II-4)	- Review and Quiz (II-1 to II-4)
24 Wed, 1/9	II-5. Peacebuilding 1)	- Reconciliation and transitional justice - Group discussion
25 Wed, 1/16	II-5. Peacebuilding 2)	- Reconciliation and transitional justice - Group discussion
26 Mon, 1/21	II-5. Peacebuilding 3)	- Disarmament, Demobilisation, and Reintegration of ex-combatants - Group discussion
27 Wed, 1/23	II-5. Peacebuilding 4)	- Disarmament, Demobilisation, and Reintegration of ex-combatants - Group discussion
28 !Thu, 1/24?!	II-5. Peacebuilding 5)	- Community policing - Group discussion
29 Mon, 1/28	II-5. Peacebuilding 6)	- Community policing - Group discussion
30 Wed, 1/30	Review	Review
EXAM WEEK	Final Exam	Final Exam

Required Materials

Students will not be required to purchase a specific textbook. We will work from a number of handouts to be distributed during the class.

Course Policies (Attendance, etc.)

Attendance: Attendance is mandatory. Students with five unexcused absences risk failing the course and will be asked to withdraw. Excusing absences is the prerogative of the instructor. Students must notify the instructor of their absences before the start of class and provide college-approved documentation. Attendance is not part of the grade for this class. Participation is part of the grade, and students must attend class to participate.

Assignment Deadlines: Students must turn in assignments on the due date. Students with an 'excused absence' on the

due date should submit assignments on the due date via email unless granted an extension by the instructor. All late submissions of assignments that are not approved by the instructor will be penalized by minus 5% per day (excluding Saturdays, Sundays, and national holidays).

Academic Integrity: MIC's Academic Honesty policy prohibits cheating, fabrication, and plagiarism. The Bulletin and Handbook of Student Information explains this policy. Students should understand it and ask the instructor if they have any questions. Violating the Academic Honesty can result in losing all credit (0%) for an assignment, being asked to withdraw from the course, or other appropriate actions.

Student Preparation & Review Time

Students are expected to spend at least one hour preparing for every hour of lesson and one hour reviewing and doing homework. Therefore, because we meet for 90 minutes per week, you should be doing at least 180 minutes preparing and reviewing each week. In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc.

Grades and Grading

25% Participation in discussions
25% Presentations
25% Quizzes
25% Mid-term and Final examinations

The grading system at MIC is as follows:

- A (Excellent) 90-100%
- B (Above average) 80-89%
- C (Average) 70-79%
- D (Below average) 60-69%
- F (Fail) 59% or less


Methods of Feedback

In principle, graded work will be returned within one week of submission with appropriate feedback i.e., grade, comment, rubric, etc.

Diploma Policy Standards Satisfied by Course Objectives

Work completed in this course helps students achieve the following Diploma Policy objective(s):

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
3. The ability to identify and solve problems
4. Advanced communicative proficiency in both Japanese and English
5. Proficiency in the use of information technology

文部科学省から採択された 大学教育再生加速プログラム 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	No attempt was made to achieve these objectives.
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	
	Writing					
	Oral Communication					