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**Peace Studies Capstone Seminar**  
**PCE 410**  
**Fall 2016**

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**Course Time:** T 5-7:30pm

**Location:** POT 1645

**Instructor:** Dr. Clayton Thyne

**Office:** 1625 Patterson Office Tower

**Office Hours:** MWF, 1-2pm (or by appointment)

**Email:** clayton.thyne@uky.edu

**Other contacts:** 859-257-6958 (office); 859-396-6871 (text/cell); clayton.thyne (skype)

### **COURSE SUMMARY**

PCE 410 is designed to provide a “capstone” or conclusion to the Peace Studies certificate program. Prerequisites for this course include (1) completion of PCE 210 and (2) completion of two peace-related elective courses that have received approval by the Director of the Peace Studies program. The objective of this course is to provide an opportunity to conduct independent research on a Peace Studies theme and area selected by the student so that s/he integrates the linkages between the themes, areas, and disciplinary foci of study. PCE 410 provides Peace Studies students a unique first-hand research experience/faculty relationship unique among UK’s College of Arts and Sciences majors.

This course has two main foci, which are aligned with the objectives for UK Core’s *Citizenship-Global Dynamics*. The first is to further the students’ understanding of the multiple issues and processes of peace. While the materials covered in *Peace 201* are meant to provide a background on Peace Studies and relevant theories on the topic, the course materials here are geared towards (1) an improved understanding of the complex and global nature of Peace Studies and (2) development of specific skills to further peaceful resolution of conflicts. Multiple topics will be discussed during in-class sessions, and the topics covered are aligned with the six learning outcomes defined by UK Core.

The course begins by defining the skills of peacemaking, including negotiation, mediation, and efforts towards reconciliation and justice. It then considers how these skills have been applied in the international context, focusing on peacemaking efforts in both civil and international conflicts. The third section looks at peacemaking efforts in the US context, considering peacemaking during the civil rights movement, efforts to minimize conflict over immigration, and the gender equality movement. Next, we discuss specific cases in which peacemaking skills have been used to varying degrees of success, including indigenous rights in Latin America, anti-colonial movements in Asia, and ethnic conflict in Africa. The final section examines efforts to promote long-term peace and reconciliation, including actions taken by the International Criminal Court and UNESCO’s efforts to promote positive peace.

## **STUDENT LEARNING OUTCOMES**

1. Student will demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.
2. Students will demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context.
3. Students will demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.
4. Students will demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.
5. Students will demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.
6. Students will demonstrate an understanding of (1) civic engagement and (2) power and resistance as they pertain to the subject matter of the course.

### **Faculty Mentorship**

The primary feature of this course is to provide a “capstone” or conclusion to your Peace Studies work. In addition to regular quizzes, you will conduct independent research on a Peace Studies theme for an international conflict of your choosing. The final assignment will be the production of a policy memo, which is explained thoroughly in the “Paper Assignment” section of the syllabus below. In order to make this process as fruitful as possible, you are required to establish a relationship with a faculty member other than the instructor. Students are encouraged to find faculty mentors on their own. However, if a student does not succeed in doing so, the instructor will take necessary steps to secure such a mentor for the student or else offer alternate means for the student to earn credit for this part of the course. The external faculty member’s role is to help guide you through the research process as s/he sees fit. This might include suggesting readings, reading drafts, or simply having informal conversations about the conflict you chose. How the relationship develops is entirely up to you and your faculty mentor.

Though the relationships may vary, this course requires that you meet with your faculty mentor at least 3 times throughout the semester. You will be required to turn in brief summaries of the “Take away points” from these meetings to assure that you are taking the opportunity to work with faculty seriously. More information about these assignments explained under “Faculty Mentorship Requirements” later in the syllabus.

### **Required Readings**

Required readings will be announced weekly.

## **Earning Grades**

You will be graded in two ways. The first is your attendance and participation, which will comprise 20% of your final course grade. You will lose 20% of this grade for each unexcused absence. You must do more than simply attend the sessions to receive your attendance/participation grade. I expect regular participation and will count you as absent if you fail to participate in the discussions.

The second part of your grade (80%) will come from the writing assignment, which is explained more thoroughly below.

Final course grades will be based on the following scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

E = below 60

Midterm grades will be posted by 10/21 and will be based on the grading criteria in the syllabus.

## **Absences**

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

## **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students

claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

### **Missed Quizzes and Assignments**

Make-up quizzes/assignments will only be given for documented excused absences as defined by the University (Senate Rule V.2.4.2) and are scheduled as needed. A missed quiz/assignment will result in a score of zero for that exam, unless an acceptable written excuse is presented within 48 hours of the missed examination.

### **Academic Integrity**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization,

content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Student Conduct**

Students are expected to maintain decorum that includes respect for other students and the professor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

### **Accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

### **Classroom Expectations**

I expect all students to behave professionally in this class. If you miss a class you are still responsible for the information covered. The instructor will not provide you with his notes. I expect all students who attend class to arrive on time and ready to start class. It is disrespectful to the instructor and your classmates to show up late or leave early. During class please refrain from all disruptive behavior, including (but not limited to) reading newspapers, sleeping, talking during lecture, cell phone and pager use, and insulting classmate or instructors.

Please be aware that the instructor's pet peeve is students packing up their stuff before class ends. I will never keep you late for class because it is rude to assume that my lecture is more important than your time. Likewise, I will consider it rude if you assume that packing up your items is more important than my lecture. In regards to cell phones, it is absolutely rude to text or talk on the phone during class. That being said, I understand that you have lives and issues that may require immediate attention (as do I). If something important arises, please simply remove yourself from class momentarily and take care of the issue.

### **Canvas**

This course utilizes Canvas for essentially all facets of the course (quizzes, exams, readings, videos). You are expected to check Canvas regularly for all information pertaining to this course.

## **Course Schedule**

Course schedule will be announced weekly. Assigned readings and other materials will be announced on the Friday before the next class.

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**Paper Assignment:  
Conflict Analysis and Policy Recommendation**

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### **1. Background**

The final paper for this class is an analysis and policy recommendation of a *current* issue or conflict within the international community. Thus, the paper is a specific type of policy memorandum. Policy memoranda are prepared by analysts who work in both the public and private sector. They are read by a variety of government agencies as well as a wide array of clients from foreign investors to nongovernmental organizations to rebel leaders. A client typically requests such a memorandum when they must make a decision to take action (or not take action). In a memorandum, analysts explain the origins of the problem, identify the options available to the client, assess the consequences (both positive and negative) that would follow from each option, and recommend an option (or some combination of options).

The exact topic and audience of the paper is up to you. You are encouraged to follow your interests and to build upon the knowledge you have learned in other courses. In writing the paper, you are supposing that there is a leader or organization that is in the need of your advice. For example, if you are writing about Afghanistan, the audience could be the Obama administration, or, if you are writing about Darfur, the audience might be the U.N. Security Council. In order for us to assess the quality of your paper, *it is critical that you make the audience or client of your paper clear from the very beginning of the paper* and address your recommendations to that audience throughout. You should also write your paper with a clear sense of the objectives of your client in mind. In order to convince them that you can solve their problem, you should try to see the conflict from their perspective.

### **2. Your research and analysis**

Your paper should be 12-15 pages double-spaced pages (1 inch margins, "Times New Roman").

The information guiding your analysis and recommendation should come from three sources. First, you should draw on the readings you've done in your major and minor fields. This capstone project is meant to bring the wealth of knowledge you have gathered over the past years into a single project, so think critically and creatively about how you might bring this together. Second, you must look more broadly for source material in both explaining the issue and past conflict resolution efforts. Third, in the first part of the course we will cover a variety of conflict resolution methods. The final part of the policy memo should draw on these as potential avenues for conflict resolution.

When you use sources, please give proper credit to the source with in-text citations and a list of references at the end, using MLA style. If you are unfamiliar with university policies on plagiarism, please consult the university documents that define these). Your "works cited" page does not count towards the 12-15 page limit.

### **3. Submission of your paper**

Your paper will be due in various stages to assure that you get plenty of feedback on your work. My goal is for everyone in the class to receive an A on this project, and I will offer a plethora of support to achieve this goal, and I very much encourage you to have me read drafts before the due dates. I will be more than happy to update your grade as you make revisions to improve your memo. For example, the Analytical Overview is initially due in Week 6. You will subsequently turn in revised drafts of the Analytical Overview in Weeks 10 and 16. Improvements to the Analytical Overview beyond week 6 will result in an improvement of your grade for that part of the memo.

All work must be submitted on the course Canvas page according to the following schedule:

1. Summary Statement: Week 16 [12/12]. Please note that this is the first part of the memo. However, it will include information that will not be known until Parts 2-3 have been completed. Thus, it makes the most sense to write this part after Parts 2-3 have been completed, and it will not be graded until the end of the term.
2. Analytical Overview: Week 6 [09/27].

3. Analysis of the Options for Conflict Management: Week 10 [10/25]. Please note that this submission should include both (1) your revised Analytical Overview and (2) your new Analysis of the Options for Conflict Management.
4. Policy Recommendations: Week 16 [12/12]. Please note that this submission should include all facets of the paper, including (1) the Summary Statement, (2) the revised Analytical Overview, (3) the revised Analysis of Options for Conflict Management, and (4) Policy Recommendations.

#### 4. Paper Format

Your paper should include the following elements:

*4.1. Summary statement (1 page or less).* Open with a concise summary of the central points of your analysis and proposal. You may want to give this section the heading "Summary" or (even better) a section heading that expresses the main point of your paper (which is your strategy for dealing with the conflict/topic in question, your policy recommendation). A summary statement (or executive summary) is simply what an introductory paragraph is called in a policy memorandum. You want your main message to grab the attention of your audience immediately. Although you will not be able to explain all the details of your analysis or proposal, your audience should be able to understand both your diagnosis of the problem and the essence of your solution to it in the first paragraph.

More specifically, your summary should include (1) the issue; (2) why a decision is needed; (3) what key info is contained in the memo; (4) course of action recommended.

*4.2. Analytical overview of the conflict (4 to 7 pages).* Put your policy proposal in context by addressing the following questions (4 to 7 pages):

- a. What is the primary cause of the conflict?
- b. What is the historical and social context of the conflict?
- c. What are the interests of the main actors involved in the conflict (e.g., populations within society, the rebel or terrorist group, the state)?
- d. What is the current state of the conflict (e.g. have any conflict management strategies failed? is the problem getting worse or better)?
- e. How has the issue evolved to become a concern to the policymaker?

It is important that your overview does not merely list events in the conflict, but provides an argument for the underlying causes of the conflict. Indeed, other than a few basic facts, all of the information in this section should be geared towards *supporting your argument about the origins of the conflict*. A convincing explanation will require doing research and citing reports and studies of the conflict as well as referring to the theoretical readings covered in the course. Note that by arguing that a conflict is motivated by "relative deprivation" or the "economic rewards of rebellion," you are conveying a great deal of information with a short phrase.

Because the validity of your solution depends on the validity of your diagnosis of the problem, it is essential that you do not take this part of the assignment for granted. In particular, you should recognize that your client may already have an *alternative* understanding of the origins of the conflict that is very likely derived from one of the theories of conflict covered in your other courses. In addition, your analysis will be judged by the persuasiveness of the evidence you present to support *your* explanation of the causes of conflict (and undermine others). We will spend a great deal of time discussing what constitutes compelling evidence and the application of those concepts will be rewarded.

*4.3. Analyze the options for managing the conflict (5 to 7 pages).* What can be done to resolve the conflict? State the options (alternative strategies) clearly and crisply. Once again, remember that you are trying to maintain the attention of your audience. Which strategies will work? Which will fail? Why? In order to answer these questions should do the following:

- a. Predict the consequences of each alternative. Most options will have a mixture of desired and undesired consequences. Some options may be ineffective. The consequences of other options may be uncertain. You should identify these consequences and uncertainties.
- b. Provide evidence for your predictions. Do not assume that your audience will believe your predictions without a compelling reason to do so. Following a new course of action entails significant risks and your client is



unlikely to follow your vision blindly. Drawing on cases external to your conflict as examples would be useful here.

- c. The most convincing evidence for your predictions in this paper will come from professional research about political violence and analogous real world cases in which similar policies have been implemented. In other words, *it is essential that you justify your expectations by grounding them in the literature discussed in this course as well as your own research.*

**4.4. Policy recommendation (1 page or less):** What policy option or combination of options do you recommend? Summarize your argument for why your strategy is better than the alternatives. This is the conclusion of your policy recommendation.

## 5. Faculty Mentorship Requirements

You must meet with your faculty member at least three times throughout the semester to discuss your policy memo. To make these discussions fruitful, you must turn in a brief summary of your discussions. The due dates for these discussions are outlined in the course schedule.

### 5.1. Meeting 1:

**Purpose:** This discussion should focus on two areas, both of which are critical for developing a good policy memo.

First, you should develop a basic understanding of the conflict you have chosen. Second, you should know the relevant policymaker that will be the audience for your memo. At a minimum, you should discuss potential readings to help you better understand your conflict. You should also try to decide which policymaker would be best suited to deal with the situation.

**Requirements:** You must provide a brief summary of your meeting with the faculty mentor. This summary can be very brief (<1 page). It must address the following:

1. Date of the meeting and the faculty mentor's name.
2. Summary of the discussion regarding the conflict.
3. Summary of the discussion regarding the relevant policymaker.
4. Potential readings.

**Grading:** This assignment is essentially a pass/fail assignment, which means that you'll receive 100% credit for addressing points 1-4 above in any manner. Bulleted lists and incomplete sentences are fine here. Your effort should be geared towards a good discussion with your mentor, not in writing a beautiful summary of your discussion.

### 5.2. Meeting 2:

**Purpose:** At this point, you should already have a conflict under study and a policymaker decided. In this meeting, you should try to accomplish two tasks. First, solidify your understanding of the conflict you chose. You should be an expert on your conflict at this time. If you are not, discuss other readings or information sources that you might use to become an expert. An expert knows both the historical background of the conflict, the current situation of the conflict, and past attempts at conflict resolution. Be sure you know all three well. Second, you should be developing theoretically strong and persuasive arguments about what the policymaker should do about the conflict. Work with your faculty mentor to consider the pros and cons of your favored approach, and the pros and cons of alternative approaches.

**Requirements:** You must provide a brief summary of your meeting with the faculty mentor. This summary can be very brief (<1 page). It must address the following:

1. Date of the meeting and the faculty mentor's name.
2. Summary of the discussion regarding the historical background of the conflict, the current situation, and past conflict resolution attempts.
3. Summary of the discussion regarding your policy recommendation and alternatives, focusing on the pros and cons of each.

**Grading:** This assignment is essentially a pass/fail assignment, which means that you'll receive 100% credit for addressing points 1-3 above in any manner. Bulleted lists and incomplete sentences are fine here. Your effort should be geared towards a good discussion with your mentor, not in writing a beautiful summary of your discussion.

5.3. Meeting 3:

Purpose: At this point, your policy memo should be almost complete. Your purpose here is to tie up any loose ends. The feedback you have received on your policy memo would be a good place to start here in deciding topics to further strengthen your memo. If the faculty member is willing, it would be a good idea to have him/her read a full draft of the memo for comments and suggestions. Beyond that, this meeting will vary largely depending on your specific needs. Some students might need more discussion on the background of the conflict, while others might need help in clarifying policy recommendations. It will be up to you to decide how to best use this meeting to improve your policy memo.

Requirements: You must provide a brief summary of your meeting with the faculty mentor. This summary can be very brief (<1 page). It must address the following:

1. Date of the meeting and the faculty mentor's name.
2. Summary of the discussion regarding your specific needs.

Grading: This assignment is essentially a pass/fail assignment, which means that you'll receive 100% credit for addressing points 1-2 above in any manner. Bulleted lists and incomplete sentences are fine here. Your effort should be geared towards a good discussion with your mentor, not in writing a beautiful summary of your discussion.

6. Evaluation

The following rubrics will be used to grade each part of the policy memo.

**POLICY MEMO PART 1:  
SUMMARY STATEMENT**

Criteria	Score (1-5)
Does the summary statement concisely summarize the central points of the analysis and proposal? Comments: [professor comments here]	■
Does the summary statement grab the attention of the reader? Is the relevance of this conflict explained well? Comments: [professor comments here]	■
Are the diagnosis of the problem and the essence of the solution clear? Comments: [professor comments here]	■
Does the assignment represent advanced undergraduate-level work? If I were the policymaker, would I throw this in the trash or continue reading? Comments: [professor comments here]	■

**POLICY MEMO PART 2:  
ANALYTICAL OVERVIEW OF THE CONFLICT**

Criteria	Score (1-5)
Does the memo clearly address the primary cause of the conflict? Is appropriate evidence used to address the cause of the conflict? Comments: [professor comments here]	■
Is sufficient background given to understand the historical and social context of the conflict? Comments: [professor comments here]	■
Are the interests of the main actors involved in the conflict clear? Does the memo address the most relevant actors? Comments: [professor comments here]	■
Is the current state of the conflict clearly explained? Are past efforts to resolve the conflict covered well? Comments: [professor comments here]	■
Will policymaker understand why this conflict should be a concern to him or her?	

Comments: [professor comments here]	■
Does the assignment represent advanced undergraduate-level work? If I were the policymaker, would I have to do more reading to understand basic information on the conflict? Comments: [professor comments here]	■

**POLICY MEMO PART 3:  
ANALYSIS OF OPTIONS FOR MANAGING THE CONFLICT**

Criteria	Score (1-5)
Does the memo clearly explain what should be done to resolve the conflict? Comments: [professor comments here]	■
Is the proposed resolution sufficiently grounded in the conflict resolution literature? Is evidence given to support the policy recommendation? Comments: [professor comments here]	■
Does the memo clearly state the pros and cons of the proposed solution? Does it analyze the likelihood of success or failure? Comments: [professor comments here]	■
Are alternative solutions addressed? Does the memo address key pros and cons of alternative solutions? Comments: [professor comments here]	■
Does the assignment represent advanced undergraduate-level work? If I were the policymaker, would I throw this in the trash or seriously consider the policy recommendation? Comments: [professor comments here]	■

**POLICY MEMO PART 4:  
POLICY RECOMMENDATION**

Criteria	Score (1-5)
Does the memo clearly state the policy that should be followed? Comments: [professor comments here]	■
Is the argument upon which the policy recommendation is founded summarized well? Comments: [professor comments here]	■
Will the policymaker understand why the proposed recommendation is preferable to alternatives? Comments: [professor comments here]	■
Does the assignment represent advanced undergraduate-level work? If I were the policymaker, would I throw this in the trash or seriously consider the recommendation? Comments: [professor comments here]	■

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**Peace Studies Capstone Seminar**  
**PCE 410**  
**Faculty Mentorship Contract**

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**Brief overview:**

Students taking the Peace Studies Capstone Project and Seminar are required to write a policy memo to propose a specific solution to some international conflict. “International conflict” is defined very broadly, and could relate to a variety of issues (e.g., civil or interstate wars, management of water rights, humanitarian disasters, the AIDs pandemic, environmental concerns). This memo will require the students to develop (1) a summary statement, (2) an analytical overview of the conflict, (3) options for managing the conflict, and (4) policy recommendations for a solution to the conflict.

As the students develop their policy memo, they are required to receive advice and mentorship from a faculty member at UK with expertise on the conflict. At a minimum, the students must meet with the faculty mentor at least three times during the semester.

**Requirements of the faculty mentor:**

The faculty member must be willing to meet with the student at least three times throughout the semester. These meetings may be quite short, perhaps 15 minutes each. This is the *only* thing required of the faculty mentor. The faculty member may choose to go well beyond this as s/he sees fit (e.g., meeting frequently, reading drafts of the memo, suggesting a grade for the final project).

**Requirements of the student:**

The student is responsible for (1) establishing a faculty mentor relationship, (2) scheduling at least three meetings during the semester, and (3) providing summaries of the meetings. Details are described in the course syllabus. The faculty mentor relationship must be established prior to the last date to add a class. The information below must be filled out and submitted to the Peace Studies Director prior to enrolling in the Peace Studies Capstone Seminar.

Student name: [ ]

Student ID number: [ ]

Student telephone: [ ]

Student email: [ ]

Faculty name: [ ]

Faculty telephone: [ ]

Faculty email: [ ]

Faculty department: [ ]

**Signatures:**

Student: \_\_\_\_\_

Faculty mentor: \_\_\_\_\_

Peace Studies Director: \_\_\_\_\_