



2007 Summer Program
Citizens' and Multi-Track Diplomacy:
Transforming Violent Conflict
This year's applied focus – Peacemaking in the Middle East

University of Maryland at College Park
June 25 - July 12, 2007

GVPT 409D/808D Summer Program 2007 Syllabus

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Seminar times:

Tuesdays and Thursdays June 26th – July 12th, 6.00 - 9.20 pm

Workshop:

Friday July 6th, 6.00 – 9.20 pm; Sat-Sun July 7th-8th 9.00 am – 1.00 pm and 2.00 – 6.00 pm.

Location: Both seminars and workshop will be held in Tydings Hall # 1101.

Objectives: The course is designed to provide multiple perspectives and experiential learning on ways to bring about conflict mitigation and stability on all levels, personal through community or organizational, to international. The aim is to develop the knowledge and skills necessary to facilitate the transformation even of protracted ethnic, nationalist or religious conflicts within or across borders, into constructive processes of social change and sustainable peace using the techniques of citizens' and multi-track diplomacy. These techniques provide essential complements to official, "first track," diplomacy, especially for complex societal conflicts involving non-state actors.

Multi-track diplomacy has become an increasingly important tool not only for diplomats, government and international organization (IO) agencies and civil society organization (CSO) staff working in development, democratic reform, relief, refugee and humanitarian aid and peacekeeping, but also for other concerned citizens or stakeholders in areas of conflict and instability. The great majority of violent conflicts are now internal rather than inter-state, with at least one party a non-state community, and no mutually acceptable official structure

through which disputes can be settled. In the context of mistrust and uncertainty, the sustainability of constructive programs often depends on our ability to encourage local communities to find common ground on implementation of planned initiatives. Trust building, skills building in areas such as nonviolent communication, prejudice reduction and integrative problem solving, along with consensus building and action planning methodologies may become essential elements for success.

The seminars will introduce participants to concepts and issues in the field of multi-track diplomacy, including conflict transformation and peacebuilding, through readings, discussions and role-play exercises. A workshop will be conducted over the second weekend, in which these concepts will be applied in face-to-face role-plays in the context of current tensions in the Middle East. The course is designed to bring to participants the experience of researchers and scholar-practitioners at the Center for International Development and Conflict Management (CIDCM) in working with *Partners in Conflict* and *Partners in Peacebuilding* around the world, including Israel/Palestine, Lebanon, Egypt, Lesotho, India, India/Pakistan (Kashmir), Sri Lanka, Indonesia, Philippines, Burma/Thailand/China, Georgia (Abkhazia and South Ossetia), Armenia/Azerbaijan, Kazakhstan, Bulgaria, Ecuador (Galapagos Islands), Argentina (Falklands/Malvinas Islands), Venezuela, Guyana/Venezuela, Nicaragua, Ecuador/Peru, Bolivia, and Canada (First Nations).

Participants normally include some professionals already working with conflict in other countries, and one or more experienced practitioners will be invited as guest speaker, to expose participants to different styles or approaches to multi-track diplomacy, conflict transformation and peacebuilding.

Certification: The University will offer a certificate of course completion for satisfactory completion of the program either as a three-credit program (A or B grade required) or as a non-degree, advanced training program for professionals (short policy/concept paper or proposal required).

Readings: Seminar topics and required readings are listed below, and are subject to revision during the course. The readings will be taken from the following texts. The first is required and may be purchased from the University Book Center or Maryland Book Exchange. The second is also available there and recommended for purchase but not required. The third, fourth and sixteenth are accessible on-line. Copies of required readings not in the prescribed text or accessible via the web will be available for purchase as a course packet at the first seminar on June 26th. All texts listed are recommended but not required for purchase, and include much useful material for work in the field beyond what will be required during the program:

1. John Davies and Edy Kaufman (eds.) *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*. Lanham MD: Rowman and Littlefield 2003.
2. Paul van Tongeren, Malin Brenk, Marte Hellema and Juliette Verhoeven *People Building Peace II: Successful Stories of Civil Society*. Boulder: Lynne Rienner, 2005 (see www.euconflict.org).
3. Judith Large and Timothy D. Sisk (eds.) *Democracy, Conflict and Human Security: Pursuing Peace in the 21st Century (Vol. 1)* Stockholm: International Institute for Democracy and Electoral Assistance (IIDEA), 2006 (see www.idea.int/publications/dchs/dchs_vol1.cfm)
4. Peter Harris and Ben Reilly (eds.) *Democracy and Deep-Rooted Conflict: Options for Negotiators*. Stockholm: International Institute for Democracy and Electoral Assistance (IDEA), 1998 (www.idea.int/publications/democracy_and_deep_rooted_conflict/).
5. Dean Pruitt and Sung Hee Kim *Social Conflict: Escalation, Stalemate and Settlement* (2nd ed.) New York: McGraw-Hill, 2003.
6. European Center for Conflict Prevention *People Building Peace: 35 Inspiring Stories from Around the World*. Utrecht, The Netherlands: European Center for Conflict Prevention, 1999.
7. Louise Diamond and John McDonald *Multi-Track Diplomacy: A Systems Approach to Peace* (3rd ed.) West Hartford, CT: Kumarian Press, 1996.
8. John Paul Lederach *Preparing for Peace: Conflict Transformation Across Cultures*. Syracuse: Syracuse University Press, 1995.
9. John Paul Lederach *The Journey Toward Reconciliation*. Scottdale PA: Herald Press, 1999.

10. John Paul Lederach *The Moral Imagination: The Art and Soul of Building Peace*. New York: Oxford University Press, 2005.
11. Roger Fisher, William Ury and Bruce Patton *Getting to Yes: Negotiating Agreement Without Giving In* (2nd ed.) New York: Penguin, 1991.
12. William Ury *Getting to Peace: Transforming Conflict at Home, at Work and in the World*. New York: Viking, 1999.
13. Douglas Stone, Bruce Patten and Sheila Heen *Difficult Conversations: How to Discuss What Matters Most*. New York: Penguin, 1999.
14. Jay Rothman *Resolving Identity-Based Conflict in Nations, Organizations and Communities*. San Francisco: Jossey-Bass, 1997.
15. Edy Kaufman, Walid Salem and Juliette Verhoeven *Bridging the Divide: Peacebuilding in the Israeli-Palestinian Conflict*. Boulder: Lynne Rienner, 2006.
16. John Davies, Wubalem Fekade, ‘Mamphelili Hoohlo, Edy Kaufman and ‘Mamochaki Shale “Partners in Conflict in Lesotho: Building Capacity for Sustainable Peace” In Craig Zelizer and Robert Rubinstein (eds.) *Peacebuilding in Practice: Demonstrating Impact*. Forthcoming. (See www.cidcm.umd.edu/pic/.)
17. Khaled Abou El Fadl *The Great Theft: Wrestling Islam from the Extremists*. New York: HarperSanFrancisco, 2005.
18. Mohammed Abu Nimer *Nonviolence and Peace Building in Islam: Theory and Practice*. Gainesville: University of Florida Press, 2003.
19. Gopin, Marc *Holy War, Holy Peace: How Religion Can Bring Peace to the Middle East*. New York: Oxford University Press, 2002
20. Marshall Rosenberg *Nonviolent Communication: A Language of Life*. Encinitas CA: Puddledancer press, 2003.
21. Ron Kraybill *Style Matters: The Kraybill Conflict Style Inventory*. Harrisonburg VA: Riverhouse ePress, 2005 (can be purchased at www.riverhouseeypress.com).
22. Raymond Cohen “Negotiating Across Cultures.” In Chester Crocker, Fen Osler Hampson and Pamela Aall (eds.) *Managing Global Chaos: Sources of and Responses to International Conflict*. Washington DC: US Institute of Peace Press, 1996. (See also Crocker, Hampson and Aall’s *Herding Cats: Multiparty Mediation in a Complex World*, USIP Press, 1999).
23. Chester Crocker, Fen Osler Hampson and Pamela Aall (eds.) *Leashing the Dogs of War: Conflict Management in a Divided World*. Washington DC: U.S. Institute of Peace Press, 2007.
24. Dylan Mathews *War Prevention Works: 50 Stories of People Resolving Conflict*. Oxford UK: Oxford Research Group, 2003.
25. Mari Fitzduff and Cheyanne Church *NGOs at the Table: Strategies for Influencing Policies in Areas of Conflict*. Lanham MD: Rowman and Littlefield, 2004.
26. Christopher Moore *The Mediation Process: Practical Strategies for Resolving Conflict* (3rd Ed.) San Francisco: Jossey Bass, 2003.
27. Jennifer Beer and Eileen Steff *The Mediator’s Handbook* (3rd Edition). Gabriola Island, Canada: New Society Publishers, 1997.
28. Transcend: Peace and Development Network (incl. Johan Galtung’s on-line manual) www.transcend.org.
29. Arnold Mindell *The Leader as Martial Artist: Techniques and Strategies for Resolving Conflict and Creating Community*. San Francisco: HarperSanFrancisco, 1992.
30. Arnold Mindell *Sitting in the Fire: Large Group Transformation Using Conflict and Diversity*. Portland: LaoTse Press, 1995.
31. Simon Fisher et al. *Working with Conflict: Skills and Strategies for Action*. London: Zed Books, 2000.

Assessment: Regular attendance and participation in the seminars and weekend workshop based on familiarity with the assigned readings for each session is essential for participants to benefit from (and receive credit for) the course. The success of the program will depend on the commitment of all participants to cover the reading and written work required, and to actively prepare for and participate in exercises, including drawing on one’s

own experiences with conflict and conflict transformation in relation to the approaches covered in the Program. Grading will be based on the following for those enrolled for academic credit, with more reading, writing and critical discussion expected for GVPT 808D as compared to 409D. Those not enrolled for credit are not required to complete the exam; and the length, structure and focus of the paper to be completed for purposes of certification is fully negotiable with each participant to ensure a good fit with his/her professional priorities.

1. *Policy/concept paper* (45%). This will include an assessment of a current conflict and plans for a conflict transformation initiative, for a conflict to be proposed by each participant. More detailed guidelines are given below (due by July 23rd: can be handed in at the end of classes if preferred).
2. *Cumulative exam* (25%). This will be a cumulative take-home exam, with questions designed to help in reviewing the readings required in advance of each seminar or workshop session (see below), answers to be handed in in six 1 page installments (max. for undergrads, single spaced; up to 2 pages expected for grads), each due at the seminar for which the relevant readings are prescribed, June 28th through July 12th (required only for those enrolled for credit). Feedback will be given on specific questions on request.
3. *Class participation* (30%). See comments above.

Note from the Student Honor Council: "The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>."

Instructors: Drs. John Davies and Edy Kaufman are senior associates with CIDCM, which has pioneered the development and application of second track diplomacy for resolving protracted ethnic and nationalist conflicts since the early 1980's. They co-direct the Center's Partners in Conflict and Partners in Peacebuilding Projects. They have worked extensively with applied techniques of conflict management and led related peacebuilding initiatives together and independently in the Middle East, Eastern Europe/FSU, South, Central, East and South East Asia, Africa, and the Americas. Edy Kaufman is also a past executive director of the Truman Institute for the Advancement of Peace at the Hebrew University in Jerusalem, and a past director of CIDCM. John Davies is also a past trustee of FEWER, active in developing early warning and conflict prevention systems both globally and regionally in the Caucasus, Africa and Asia, and has trained UN Police peacekeepers in Africa and globally for the UNDPKO.

Seminar Topics and Preparatory Readings: The reading load varies from seminar to seminar, so it is best to read ahead when possible to leave time later for writing the final paper during the last week of class. Topics and readings are subject to change. All readings are either included in the required texts and course packets or are accessible on-line.

Seminar 1—Tues June 26:

Introduction and Overview: Conflict Dynamics, Objectives, Ground Rules, Trust Building

Readings: *Peace and Conflict 2007* (Grad students only – summary version should be accessible via www.cidcm.umd.edu by this time. If not, look for *Peace and Conflict 2005* either on the web site or as a hard copy booklet available free from CIDCM in Tydings Hall #0145. Q: What new insights did you find most useful or compelling on current trends and dynamics in conflict, terrorism and peacemaking?

Seminar 2—Thurs June 28:

Conflict Mitigation Strategies and Integrative Problem Solving

Readings: *Davies & Kaufman Overview* (Q: How does track 2 differ from and complement track 1, particularly working across cultures?)

Kraybill Conflict Style Inventory (Q: Complete and self-score the inventory)

People Building Peace II, ch. 6 and ch.19.2: (Q: Lessons learned?)

Seminar 3—Tues July 3:

Communication Skills and Dynamics of Complex Conflicts

Readings: *Davies & Kaufman, ch. 1* (Q: Distinguish between human rights and human needs, and consider the role of both in driving “PSCs” and promoting sustainable development. Note that human rights are not discussed in the chapter, but in the first seminar.)

Davies & Kaufman, ch. 2 (Q: How do the risk factors for complex conflicts relate to human needs and rights, and how can these factors be constructively addressed?)

Large & Sisk, intro (See web address above. Grad students should also refer to chapters 1-6 in answering this question. Q: What are the strengths and constraints of democratic norms and institutions for the process of managing complex conflicts?)

Notes on non-violent communication and active listening (Come prepared to practice it.)

Cohen chapter from Crocker et al. (grads only) (Q: On what dimensions relevant to cross-cultural communication do the parties in your* conflict differ?)

* Note: “Your” conflict is whatever conflict you are planning (at least tentatively) to write your final paper on. It is recommended that you have gotten *approval for this before the July 4 holiday break*, either in person or by calling or emailing Drs. Davies or Kaufman.

Seminar 4—Thurs July 5:

Mediation Skills for Citizens’ Diplomacy

Readings: *Fisher & Ury, ch. 1* (Q: What independent standards may be useful in reaching agreement in your* specific conflict? What might be the BATNA (best alternative to a negotiated agreement) for each of the main parties to your conflict, in attempting to meet their needs and interests?)

Davies & Kaufman ch. 6 (Q: What do you see as the relationship between conflict transformation and political development? Which of the 7 strategies would be most useful for promoting a democratic peace in your* society of interest? Why?)

Abu Nimer ch. 2 pp. 85-90 and Abou el Fadl ch. 9 (Q: What are some key resources and challenges for peacebuilding involving Arab Muslim societies?)

Abou el Fadl ch.11 (Grads only: Q: What is the relationship between *jihad* and terrorism?)

Notes on mediation (Be prepared to mediate!)

Seminar 5—Fri July 6 (Workshop prep):

ARIA Methodology and Middle East Case Study

Readings: *Davies & Kaufman ch. 10* (Q: How can the ARIA methodology be adapted to work best in the context of your conflict?)

Notes on ARIA (Be prepared for a weekend role play exercise using this methodology.)

Middle East case: background readings (Available on our website as above:

www.cidcm.umd.edu/projects/pic.htm. Q: What role(s) would you like to play and why? Be prepared to step into the shoes of a participant on the weekend.)

Workshop—Sat-Sun July 7-8:

Innovative Problem Solving Workshop: ARIA Role Play on Middle Eastern Case

Sat: ARIA Search for common ground

- Morning: ARIA – Adversarial stage, role reversal, debrief
- Afternoon: ARIA – Reflexive stage (small groups, plenary), debrief

Sun: ARIA – Integrative and Action stages

- Morning: ARIA – Integrative stage (creativity training, brainstorming, formulation, evaluation and classification (small groups)
- Afternoon: Consensus building (plenary); ARIA – Action planning

Seminar 6—Tues July 10:

Community Peacebuilding and Ho'oponopono

Readings: *Background readings on Middle East community case study* (Available on our website: www.cidcm.umd.edu/projects/pic.htm. Q: What role(s) would you like to play and why?)

Davies & Kaufman ch. 7 (and box 9.2) (Q: What steps will be needed to ensure cultural issues don't derail integrative problem solving in your* conflict?)

Davies & Kaufman ch. 9 (Q: What steps will be most needed to prepare the ground for a problem-solving workshop in your* conflict?)

People Building Peace II ch. 23 pp. 637-643 (*grads only*) (Q: How important is reconciliation to sustainable peace in your* conflict? How best to promote a just reconciliation?)

Notes on Community Peacebuilding & Ho'oponopono (Be prepared to act as wise person, or role play a participant.)

Seminar 7—Thurs July 12:

Multi-Track Diplomacy: Practice and Cases

(Guest speaker: Ambassador John McDonald)

Readings: *Davies & Kaufman ch. 3* (Q: How far does sovereignty still inhibit UN involvement in managing societal conflict? Which 3 of the 12 operating principles do you consider most fundamental?)

Davies & Kaufman ch. 12 (grads only): Q: What other steps will be useful to evaluate your* proposed multi-track initiative, both in its impact on participants, and on the communities in conflict?)

Q: What action commitments can you make, firstly in role to help implement the consensus agreement reached over the weekend workshop, and second, out of role to apply what you have learned in this course in your life? (Specify what you will do by when and how, and hold yourself accountable.)

Guidelines for Policy/Concept Paper:

The assignment is to prepare a *concept paper or policy briefing* on a state or minority group, or even a community or large organization, selected as experiencing a complex conflict that has involved sustained tensions or violence, and which you think would benefit from a second or multi-track intervention involving your organization (or an organization you would like to work with). You may choose to write on any conflict that meets these criteria (including any theater of the US's 'war on terrorism'), but the choice should be approved in advance.

The report should be addressed to an organization whose assistance or support your organization is seeking for this initiative (as funder, collaborator or official body whose approval is required). There will be flexibility for non-degree participants to vary length, content and due date to suit their needs: the paper guidelines should be adapted to serve as an opportunity to integrate the content of the Program to fit their professional priorities.

The report should begin with a *title page*, including: (1) your name and the name of the organization you are working for in preparing the report, (2) who your local partner organization(s) are (if your organization is not local, your partners' probably are) – if not sure, indicate the type of local organization you are hoping to partner with (e.g., CSO, educational institution, women's group, business organization etc.), and (3) the name of the organization(s) to whom the report will be presented as potential supporters. Associate yourself with CIDCM or any organization you would like to work with – the paper could be used as a way to show them why they should employ you.

Next should be an *executive summary* of no more than a page, highlighting the key points of your conflict assessment, prognosis, recommended initiatives and projected outcomes, as needed to motivate your intended audience to read the full report and act on it.

The report will be in three parts:

1. A conflict assessment to evaluate the appropriateness or feasibility of a second track initiative (diagnosis);
2. Future scenarios, and specific constructive outcomes that might emerge from the workshop(s) (prognosis); and
3. Planning and proposed structure for a second track or citizens' diplomacy initiative bringing together unofficial representatives of the parties to promote peacebuilding or conflict transformation (treatment).

Part 1 should assess the *dynamics of the conflict* and the feasibility of potential second track intervention (diagnosis):

- a. What is the conflict about? Place the *conflict issues* briefly in historical and regional context, noting significant *factors* driving the conflict. Note what *stage* the conflict is in now (unstable/militant politics, low-level/escalating violence, war, talk-fight/stalemate, de-escalating/contained, contested settlement, reconciliation—see Gurr and Davies chapter).
- b. Who are the *parties* involved, including states, minority groups, leaders, organizations, factions, alliances, spoilers, regional or international stakeholders? How are they affected, what are their sources of relative power, and what are their *agendas or demands* (positions)?
- c. What are their *perceptions of each other*, and what information and *communication channels* are available between or among them? What cultural (and value) contrasts are involved here? To what extent do the groups need each other to achieve their goals?
- d. Identify the primary *interests* of each party motivating these agendas and perceptions, and the (non-negotiable) human *needs* underlying them. Note which interests or needs are shared, which complementary and which are conflicting.
- e. What previous *attempts to settle* the conflict have been made or are being made, by whom and with what results? Reasons for failure or limited success?
- f. Are the groups *willing to talk* with each other? At what level (officials, informal leaders or grass roots)? What factors are pushing them to talk or inhibiting them? Under what *conditions* and at what level might they be willing to talk?

Part 2 should focus on *future scenarios*, specific to the conflict situation you are addressing (prognosis):

- g. What are some plausible *alternative future scenarios*, or common futures, for the conflict *as a whole*? Note the assumptions or conditionalities on which each overall scenario is built (refer to factors driving the conflict as noted in 1a above), going beyond simple war/no-war dichotomies, and not restricting yourself to single issues in isolation from the big picture.
- h. Of these scenarios, which is the *preferred overall outcome* considering the interests of all parties? In contrast, what is the best overall outcome *each* of the main parties could achieve *without* negotiating an agreement with the others (“BATNAs”)?

Part 3 should outline the *proposed second track initiative*, including problem solving workshops, and *potential outcomes* (treatment):

- i. What are your organization's *goals* in the initiative, who are your (potential) *partner organizations*, and what representatives of the parties have expressed interest in your assistance?
- j. Who would convene the workshops, *who would facilitate them*, and *who would represent the parties* in such talks? What issue(s) might they be willing to discuss?
- k. What *specific steps are proposed to prepare the ground* for a suitable interaction among the parties as “partners in conflict” or “partners in peacebuilding”? How will participants be selected and agreed to? What prior caucusing with each party may be needed to ensure agreement on an agenda and ground rules?
- l. What *specific exercises for trust building and skill building* are proposed for the participants in the first workshop before focusing on their own conflict?
- m. What *specific steps are proposed for facilitating consensus building in the first workshop* by the

- participants toward better understanding and cooperation in seeking common ground?
- n. Give examples of *specific integrative options* for conflict transformation or peacebuilding (sustainable development) that might emerge from the proposed second track initiative, that would promote the realization of the preferred overall outcome. Explain how they address key interests/needs of the main parties, who might implement them, and whether each one represents a short-term response (e.g., threat containment, confidence building), medium-term strategy (e.g., structure for a peace process) or long-term objective (e.g., appropriate new institutions of inclusive democratic governance, power sharing, autonomy).
 - o. How is it proposed to *facilitate action planning, re-entry and longer-term constructive engagement* by participants and other actors in building on the initial workshop?
 - p. Give examples of *expected outcomes*, including impact both on participants and on their communities. How will the process link into or promote an official peace process or otherwise facilitate constructive official engagement and/or broaden grassroots support for peacebuilding?
 - q. *How will the initiative be evaluated* throughout?
 - r. What *specific actions or support are now requested* from the organization(s) to whom this paper or brief is addressed, in order to help make this initiative happen? (No budgets required at this stage.)

The following on-line sources may be helpful in locating current and historical background information on the conflict you have chosen for the briefing: International Crisis Group (www.internationalcrisisgroup.org); Minorities at Risk (www.cidcm.umd.edu/inscr/mar); US Dept. of State, USIP, USAID, UNHCR, UNOCHA, HEWS, Reliefweb, Crisisweb, Minorityrights, Federation of Concerned Scientists, World Bank, regional development banks, etc. Other useful on-line sources are accessible from www.bsos.umd.edu/gvpt/icons, www.cidcm.umd.edu/projects/pic or via Google/Yahoo (including their news searches). Academic Universe, <http://news.bbc.co.uk>, and regional news source web sites may also be useful for covering recent developments. (See also comprehensive list of on-line resources included in the course readings packet.) Please check with the instructors if you need help in finding a place to get on line, and see www.oacs.umd.edu/ for open lab times etc.

Some UM Library sources include: US Army's *Area Handbook Series*; Library of Congress's *Country Studies*; *Europa World Year Book* (London: Europa Publications); *Political Risk Year Book* (New York: Frost & Sullivan); CIA's *World Factbook* series; Area supplements to *Keesing's Record of World Events*; Brian Hunter's *The Statesman's Yearbook: Statistical and Historical Annual for the States of the World*. (New York: St Martin's Press); and Arthur Banks' *Political Handbook of the World* (yearbooks). However, these will usually need to be updated from on-line sources.

The *paper should be kept to a maximum 9-10 pages for undergrads, or 12-15 for grads* (1.5 spacing, plus cover page and references), though additional material may be attached as appendices if desired. The page limit is good practice – since longer papers are unlikely to be read in full by policy makers, potential funders or other relevant stakeholders. The final paper is *due by Sunday July 15th*—and should be emailed as a Word attachment to jdavies@cidcm.umd.edu with copies to ekaufman@cidcm.umd.edu.

Non-degree participants are also encouraged to submit a rough draft or informal paper, to help integrate what has been learned in a way that fits with their professional priorities. Some written work is expected in order to receive a certificate for their participation in the program. In light of their interests and competing commitments, they may make any desired variations from the above guidelines, including length and date for submission, though it is strongly encouraged that it be submitted without delay while the material is fresh, preferably no later than the end of July.