

**CONFLICT RESOLUTION AND DEVELOPMENT  
GOVT-592-01**

*Dr. S. Ayse Kadayifci-Orellana*

**Class Time:** Tuesday 11am-1:30pm  
**Class Location:** Car Barn 302A  
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**Office Hours:** Tuesdays 2pm-4 pm  
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**COURSE DESCRIPTION**

It is becoming increasingly evident that violent conflict and underdevelopment mutually reinforce each other. In fact, although there is no direct causal relation between conflict and poverty, poor countries are more at risk of conflict. At the same time, violent conflict, its threat and the build-up of arms in many countries have enormous long-term social, political, and economic costs. Conflicts cause significant damage to physical infrastructure, unemployment, lack of rule of law and collapse of key social institutions. In order to establish a sustainable peace impact in terms of human suffering, economic and social dislocation and wasted developmental opportunities must be addressed and this viscous cycle must be broken.

Until recently, development agencies and peace building actors were operating without any interaction or cooperation. However, realities on the ground have made it impossible for these two fields to work independent of each other. Recently, many development initiatives have begun integrating peace building and conflict resolution approaches into their programs. At the same time, many peace building initiatives have started to incorporate development projects into programs.

This course focuses on the uncanny relationship between conflict, development and peace building. It takes a multidisciplinary approach, which is essential for grasping the complexity of the development process and introduces a range of concepts, theories and approaches raised in this field. The course also explores various concerns and challenges faced by practitioners working in the fields of peace building and development, as well as policy responses that seek solutions to these concerns and challenges. This course also highlights the importance of protecting and managing natural resources, mobilizing domestic resources, coordinating external assistance, fostering good corporate citizenship, and providing adequate and appropriate infrastructure and services within the context of development and peace building.

By the end of this course, students will:

1. Understand key concepts and theories associated with conflict, development and peace building;
2. Be able to analyze political-economy dynamics of conflict-affected regions and identify links between conflict-sensitive economic interventions and prospects for peacebuilding;
3. Evaluate the roles of different actors and a broad range of domestic and external stakeholders (including community groups, non-governmental organizations, bilateral partners, multilateral institutions, and international firms) in promoting or impeding development and peace building;
4. Identify the key elements of a strategic framework to promote development and sustain peace in fragile environments; and

5. Review sound practices from case studies and know how to apply principles and concepts to real-world challenges.

## READINGS

### Required and Recommended Books Available at the Georgetown Bookstore

- Mary B. Anderson, *Do No Harm: How Aid Can Support Peace—or War* (Lynne Rienner, 1999).
- Mats Berdal and David M. Malone, *Greed and Grievance: Economic Agendas in Civil Wars* (Boulder, Colo.: Lynne Rienner, 2000).
- Beswick, Daniell and Paul Jackson 2011 *Conflict, Security and Development: An Introduction* Routledge

## GRADING

**1. Participation (30 points)** of the final grade will be based on the quality of your attendance and quality of participation in class and blackboard discussions. Students are expected to attend all classes, be on time, and come to class prepared to discuss the central themes of the week and readings. If you are unable to attend the class you need to inform Dr. Kadayifci-Orellana. Missing more than 1 class session will impact your participation grade.

In order to prepare for the class, students are expected to do all the required readings. Participation entails not only attendance, but also active self-expression in response to the course materials and active listening. Active listening is a communication skill which we develop as we learn to hear words, ideas, and opinions, and the emotions behind words, ideas, and opinions. We try to become a clear mirror for another person, reflecting back what we hear and comprehend. Using empathy as a tool of analysis, we seek not only to understand ideas, but also to understand people.

In regards to blackboard/Canvas discussions students are expected to write at least one comment on a reading or class discussions for that week and has to respond to at least one other students comment each week. Comments should be reflective and analytical. Additionally, it is essential for students to be present and actively participate in class activities, exercises, and discussion. Your in-class participation needs to reflect readings and other course materials. Class assignments should be submitted on time. Late assessments will affect your grade.

**2. Student Partner Presentations 20 points:** Students partners (2 students) will make brief (20 minute) presentations in class each week. Class Presentations should not include a summary of the readings for the class, but should present relevant other material to the week's topic. Some students may choose to present relevant current events with an analysis, others may present a scholarly article relevant to the week's topic, others may present a relevant video clip and others may lead an experiential exercise relevant to the topic. Creativity will be encouraged. Nevertheless, each class presentation should have clear learning objectives and should be designed to achieve these objectives effectively. **Each presenter** will write a brief (**5-6 pages**) identifying key themes of the week, and will critically engage with the readings, describe presented project, and state its relevance to the theme of the week and learning objectives, and how this presentation achieves the learning objectives. Students will be evaluated on their preparation and research, relevance and connecting the presentation to the week's topic, analysis, and effective use of time. Students are **required** to discuss their plans ahead of time (at least a week in advance) with Dr. Kadayifci-Orellana. Please refer to the Class Presentation Guidelines handout for more detailed information.

**3. Substantial Case Study: 50 points** of your grade will be based on your contribution to a full class effort to develop an intervention strategy that combines development and peacebuilding/conflict resolution in a particular conflict or post-conflict environment. This assignment has two components:

- a. **Concept Paper (15 points):** Each student will develop a program concept and compose a brief concept paper of no more than three pages. This concept paper should introduce your program idea to the class. Based on this program idea, you will do an in-class presentation for ten minutes explaining your proposal, to be considered by the class. Your proposal should include the strategic what, who, target audience and beneficiaries, as well as the major objectives and projected outcomes of implementation and why you believe that the class should choose your idea. Due on: **February 27, 2018**

Once the class has agreed on a program idea, each student will be responsible for developing a specific aspect of the overall project. For instance, one student will work on gender mainstreaming throughout the program, while another student will focus on Do No Harm aspect.

- b. **Final Substantial Case Study Paper (35 points):** While the class will work together to develop a complete program outline, each student will be assessed on his or her individual work and will be expected to submit segments of the paper. This paper will discuss the specific element of program development for which you were responsible. In this way, all of the papers combined will be a full program proposal. Each student's section should be 6-8 pages. How you choose to structure your portion of the proposal will be left to your discretion. **Due on: May 8, 2018 (This date is subject to change)**

Case-study papers will be evaluated on timely submission, page requirements, proper use of citations, relevance to class themes and topics, display of a good understanding of course material, brief contextual background information on the case, clarity and development of an argument, display of evidence/facts/interviews to support the argument, strong analytical skills, including scholarly articles and primary research, conclusions, implications of the research.

#### **GRADING**

Student Grades: Each assignment will receive a numerical grade out of the total points possible. Student performances will be determined by adding the points received from each assignment.

1. Class Participation	(20 points)
2. Class Presentations	(20 points)
3. Concept Proposal	(20 points)
5. Final Paper	(40 points)

**Total** **100 points**

The final grade for the course -- A numerical score will be equivalent to the following letter grades:

100-95: A  
90-94: A-  
85-89: B+  
80-84: B

## STATEMENT ON ACADEMIC INTEGRITY

All students are governed by Georgetown University's Academic Integrity Code, which details specific violations of ethical conduct that relates to academic integrity. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. The provisions of the Code whether oral or written, govern all of your work, in this class. Academic violations, particularly plagiarism, have been increasing in recent years, partly due to web sites and other sources that offer information or papers that students can submit as their own work. Defined by the Code, plagiarism is using the work, ideas, or words of someone else without attribution. Other violations include inappropriate collaboration (working on a project with another person but not acknowledging her or his contribution), dishonesty in examinations, whether in class or take-home, dishonesty in papers (not submitting original work), work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations. The Instructor has the responsibility to monitor course assignments for violations of academic integrity, and the right to submit any suspicious assignments for electronic analysis to detect such violations. Being a member of this academic community entitles each of us to a wide degree of freedom in the pursuit of scholarly interests; with that freedom, however, comes a responsibility to uphold the ethical standards of scholarly conduct.

## PEDAGOGICAL STYLE

This is an interactive course in which you are expected to engage with the ideas and thoughts presented in the assignments, by the professor, other students -- and yourself. The philosophy of teaching followed is **collaborative learning**, which favors a model in which there is more interaction in the classroom between students and teachers. Students and teachers work cooperatively and assignments involve cooperation and creative thinking. **By taking this course, you are already involved in the process of creative thoughtfulness.**

### What is Collaborative Learning?

- Collaborative learning means that, in addition to the lectures and the requisite assignments, we will engage in active, ongoing and focused discussion.
- The process is based on the concept that we each -- equally -- hold experience-based knowledge that provides a solution (or stimulus) to another person's question.
- Rather than passive learning, you will be engaged in "doing," in thinking, creating, rejecting, and building.
- You will be required to analyze the ideas of others, to organize your own and to express them constructively.
- We each have our own learning styles and ways of expression. Becoming aware of these and using them wisely is part of the collaborative process.
- In the collaborative process, we not only listen and observe but actively participate by contributing ideas, resources and follow-up action. We also adjust our perceived realities.
- Preparedness includes coming to class having read and thought through the assignments, ready to build on what has already been done and to offer new solutions.
- Collaborative learning does not stop when you walk out of the classroom (nor begin when you enter). You are encouraged to continue your discussions and to work collaboratively out of class. **Your assignments, however, are individual.**
- **Collaborative Learning is neither** a free-for-all, nor talk for talk's sake. Collaborative Learning does not mean slacking off and hiding behind the work of others.

## COURSE SCHEDULE

### January 16: Introductions and Overview of the Course

#### DEVELOPMENT, CONFLICT AND PEACE BUILDING: CONCEPTUAL FRAMEWORK

**January 23: Linking Conflict, Development, and Peace Building: Key Terms and Concepts:** This week will first define key concepts and terms such as conflict, peace building and sustainable development, and explore links between them.

#### **Required Readings:**

- Beswick and Jackson (2011) *Conflict, Security and Development: An Introduction* Routledge Chapter 1 and 2
- Ho Won Jeong (2005) “Peacebuilding Design” and “Development” in *Peacebuilding in Postconflict Societies: Strategy and Process* Lynn Reinner
- Peter Unvin (2002), “Development/Peacebuilding Nexus: A Typology and History of Changing Paradigms” in *Journal of Peacebuilding and Development* Vol. 1. No. 1
- Catherine Woollard (2013) Peace in the Post-2015 Development Goals, *Journal of Peacebuilding & Development*, 8:1, 84-89,

#### **Recommended Readings:**

- Millennium Development Goals Report 2011 at: [www.un.org/millenniumgoals/11\\_MDG%20Report\\_EN.pdf](http://www.un.org/millenniumgoals/11_MDG%20Report_EN.pdf)

**January 30: Gender Mainstreaming and Women in Peace Building and Development:** This week we will focus on women in development and peacebuilding and how to incorporate gender sensitivity into peacebuilding and development programs.

#### **Required Reading**

- USAID “Gender Equality and Female Empowerment: USAID Policy” March 2012
- Shahrashoub Razavi and Carol Miller (February 1995) “From WID to GAD: Conceptual Shifts in the Women and Development Discourse” UNDP Occasional Paper 1
- UN After Conflict: Women, Peacebuilding and Development in *Gender Equality: Striving for Justice in an Unequal World* Chapter 1 and Chapter 14 at: <http://unesdoc.unesco.org/images/0013/001333/133308e.pdf>
- UNDP Gender Equality Strategy 2014-2017: The Future We Want: Rights & Empowerment at <http://www.undp.org/content/dam/undp/library/gender/GenderEqualityStrategy2014-17.pdf>

#### **Recommended Readings:**

- Valerie Norville (January 2011) “The Role of Women in Global Security” *USIP Special Report* no 264

**February 6: Complex Emergencies and Conflict-Sensitive Development Models:** This week we will first introduce different peace building and Development models in the field. We will then explore the definition of Complex emergencies as it relates to war and conflicts and discuss what Conflict-Sensitive Development models.

***Required Readings:***

- Ian Smillie, *Relief and Development: The Struggle for Synergy* (Providence, RI: Watson Institute Occasional Paper #33, 1999). Executive Summary, Introduction, Chapter 1 and Chapter 5
- Mark Duffield (1994) “Complex Emergencies and the Crisis of Developmentalism” *IDS Bulletin: Linking Relief and Development*, Vol. 25, No 3
- Maria Lange Mick Quinn (2003) “Conflict, Humanitarian Assistance and Peacebuilding: Meeting the Challenges” International Alert At [http://local.conflictsensitivity.org/wp-content/uploads/2015/05/Conflict\\_Humanitarian\\_Assisatance.pdf](http://local.conflictsensitivity.org/wp-content/uploads/2015/05/Conflict_Humanitarian_Assisatance.pdf)
- Haneef Atmar and Jonathan Goodhand “Aid, Conflict and Peacebuilding in Afghanistan What Lessons Can Be Learned?” International Alert at <http://reliefweb.int/sites/reliefweb.int/files/resources/49211FEDB3B9F7C6C1256B81005CBABD-intalert-afg-19mar.pdf> Chapter 1, 4, 5

***Recommended Readings***

- Natsios, Andrew S. “The Nine Principles of Reconstruction and Development.” *Parameters* 35 (Autumn 2005): 4-21.
- Kievelitz, Uwe ; Schaef, Thomas ; Leonhardt, Manuela ; Hahn, Herwig ; Vorwerk, Sonja (August 2004) Practical Guide To Multilateral Needs Assessments In Post-Conflict Situations *Report No. 29822*
- USIP, “The Guiding Principles for Stabilization and Reconstruction,” *USIP*, November 2009, pp 132-161 <http://www.usip.org/publications/guiding-principles-stabilization-and-reconstruction>

**February 13: Conflict-Sensitive Conflict Mapping and Analysis** This week we will discuss conflict sensitive approaches to development and the importance of mapping the community and the conflict by identifying its actors, issues, context and dynamics.

***Required Readings:***

- Conflict Sensitivity.org, Conflict Sensitive Approaches to Development, Humanitarian Assistance and Peacebuilding: Tools for Peace and Conflict impact assessment. Chapter 1 At: <http://www.conflictsensitivity.org/publications/conflict-sensitiveapproaches-development-humanitarian-assistance-and-peacebuilding-res>
- Beswick and Jackson (2011) *Conflict, Security and Development: An Introduction* Routledge Chapter 3
- Brachet and Wolpe (2005) *Conflict Sensitive Development Assistance: Case of Brundi* World Bank papers

***Recommended Readings:***

- Michael Dzedzic, Dr. Barbara Sotirin, and Col. John Agoglia, editors, “Measuring Progress in Conflict Environments (MPICE): A Metrics Framework for Assessing Conflict Transformation and Stabilization,” USIP, Pp 39-47  
<http://www.usip.org/publications/measuring-progress-conflict-environments-mpice>

**February 20: Do No Harm as a Tool for Analysis:** This week we will focus on Do No Harm Approach for Development and Peace Building. We will also talk about connectors and dividers in conflicts and different conflict maps, and a *do no harm approach*. We will apply these discussions to the Somalia Case by preparing its conflict map.

- A Shared Future: Local Capacities for Peace in Community Development Chapter 7  
[http://www.wvi.org/sites/default/files/A\\_Shared\\_Future.pdf](http://www.wvi.org/sites/default/files/A_Shared_Future.pdf)
- Mary B. Anderson, *Do No Harm: How Aid Can Support Peace—or War* (Lynne Rienner, 1999).
- World Bank Report 2005 Conflict in Somalia: Drivers and Dynamics

**February 27: \*Concept Papers/ project proposals are due – in-class presentations of concept paper**

**March 6: No Class: Spring Break**

**DIMENSIONS OF DEVELOPMENT AND PEACE BUILDING**

**March 13: Economic Sources** This week we will look at the economic dimensions of conflict, peacebuilding and development.

***Required Readings:***

- Mats Berdal and David M. Malone, *Greed and Grievance: Economic Agendas in Civil Wars* (Boulder, Colo.: Lynne Rienner, 2000). Introduction, Chapters 2, 5, and 9
- Michael Pugh “The Political Economy Of Peacebuilding: A Critical Theory Perspective” *International Journal of Peace Studies*, Volume 10, Number 2, Autumn/Winter 2005 pp.23-42
- Graciana Del Castillo “Economic Reconstruction In Post-Conflict Transitions: Lessons For The Democratic Republic Of Congo (Drc)” OECD Development Center Working Paper 228 (2003)

***Recommended Readings:***

- Lex Rieffel and Raymond Gilpin (March 30 2010) “Can Economic Reform Open a Peaceful Path to ending Burma’s Isolation” *USIP Peace Brief* No. 14

- Merriam Mashatt, Major General Daniel Long, and James Crum (January 2008) Conflict-Sensitive Approach to Infrastructure Development USIP *Special Report* no. 197
- Ravi Kanbur (June 2007) “Poverty and Conflict: The Inequality Link: Coping with Crisis” International Peace Academy ReliefWeb report —at: <http://reliefweb.int/node/23822> or at <http://www.ipacademy.org/publication/policy-papers/detail/109-poverty-and-conflict-the-inequality-link.html>

**March 20: Environment, Development and Peace building:** This week we will explore natural resource curse, discuss environmental security as well as connection between environment, sustainable development and peace building.

***Required Readings:***

- R.A. Matthew (2009) Environment, Conflict, and Sustainable Development in *Security and Development: Searching for Critical Connections* by Neclâ Tschirgi, Michael S. Lund, and Francesco Mancini, eds. Lynn Reinner Pubs
- Greed and Grievance Chapter 6
- Nils, Petter Glenditsch (2007) “Environmental Change, Security, and Conflict” in *Leashing the Dogs of War: Conflict Management in a divided World* Chester A. Crocker, Fen Osler Hampson, and Pamela Aall eds USIP Press Washington DC (Chapter 11)
- Orellana Marcos (2005) “Indigenous Peoples. Energy, and Environmental Justice: the Pangué/ Ralco Hydroelectric Project in Chile’s Alto BioBio Special Issue: Indigenous Peoples and the Development of Natural Resources” *Journal of Energy and Natural Resources Law*
- Aylwin Jose (2002) “The Ralco Dam And The Pehuenche People In Chile: Lessons From An Ethno-Environmental Conflict”. Paper presented at the Conference “Towards Adaptive Conflict Resolution: Lessons From Canada and Chile”, Centre for the Study of Global Issues, University of British Columbia, Vancouver, Canada, September 25-27, 2002.

***Recommended Readings:***

- Kyrrou, C. Peace Ecology: An Emerging Paradigm, in *The International Journal of Peace Studies*, Volume 12, number 2, 2007.
- Thomas F. Homer-Dixon, *Environment, Security, and Violence* (Princeton, 1999), chapters 2 and 7, pp. 12-27, 133-176.
- Nils Petter Gleditch, “Environmental Conflict and the Democratic Peace,” in Nils Petter Gleditch, ed., *Conflict and the Environment* (Dordrecht: Kluwer Academic Publishers, 1997), pp. 91-106.
- Colin H. Kahl, “Population Growth, Environmental Degradation, and State-Sponsored Violence: The Case of Kenya, 1991-93,” *International Security* 23:2 (Fall 1998): 80-120. Available through GMU library, Expanded Academic ASAP database.



- Daniel Deudney, “The Case Against Linking Environmental Degradation and National Security,” *Millennium* 19:3 (1990): 461-76.

**March 27: Political Development, Conflict, and Peace Building:** This week we will discuss the relationship between development, peace building, democratization, rule of law. We will also talk about challenges and opportunities for developing inclusive political institutions that promote just systems.

***Required Readings:***

- Lyons Terrence (2009) “Peacebuilding, Democratization, And Transforming The Institutions Of War” In *Conflict Transformation And Peacebuilding: Moving From Violence To Sustainable Peace* edited by Bruce W. Dayton and Louis Kriesberg. London; New York : Routledge Chapter 7
- Roland Paris (2004) *At War’s End: Building Peace After Civil Conflict*. Cambridge, U.K: New York, NY: Cambridge University Press, 2004. Chapters 10 and 11
- Anna K. Jarstad and Timothy D. Sisk. Ed. (2008) In *From War To Democracy: Dilemmas Of Peacebuilding* / Introduction and Chapter 1
- ICG Report (2003) Peace Building In Afghanistan ICG Asia Report No. 164

***Recommended Reading:***

- 1997 *Rebuilding Societies After Civil War: Critical Roles for International Assistance* Krishna Kumar ed. Lynn Reinner

**April 3: Social Development and Peace Building:** Discuss human security approach and explore the role of education, health, and employment in peace building and development. We will also discuss reintegration of ex-combatants, role of youth and trauma healing.

***Required Readings:***

- Riva Kantowitz and Abikok Riak “ Critical Links between “Peacebuilding and Trauma Healing: A Holistic Framework for Fostering Community Development” *Peacebuilding in Traumatized Society* Barry Hart ed. (2008)
- Nat J. Colletta and Michelle L. Cullen, “The Nexus between Violent Conflict, Social Capital and Social Cohesion,” Social Capital Initiative Working Paper No. 23, The World Bank (September 2000)  
<http://siteresources.worldbank.org/INTSOCIALCAPITAL/Resources/Social-Capital-Initiative-Working-Paper-Series/SCI-WPS-23.pdf>
- Maynard, Kimberly (1997) “Rebuilding Community: Psychosocial Healing, Reintegration, and Reconciliation at the Grassroots level” in *Rebuilding Societies After Civil War: Critical Roles for International Assistance*. Krishna Kumar ed. Lynn Reinner
- Michael Wessells (Autumn, 2005) “Child Soldiers, Peace Education, and Post-conflict

Reconstruction for Peace” *Theory into Practice* Vol. 44 No. 4 Peace Education pp. 363-369

- UNDP “Preventing And Responding To Violent Extremism In Africa: A Development Approach” <http://www.africa.undp.org/content/rba/en/home/library/reports/preventing-and-responding-to-violent-extremism-in-africa--a-deve.html>
- Michael G. Wessells November (2009) “Do No Harm: Toward Contextually Appropriate Psychosocial Support in International Emergencies” *American Psychologist* pp. 842-851

**April 10: Spectrum of Potential Actors in Peace Building and Development:** This week we will look at different actors who play a role in Peace building and development. These actors range from international actors to local actors; government agencies, civil society organizations, or transnational organizations. Each actor has unique strengths and weaknesses. We will assess different roles each actor can play in this process.

***Required Readings***

- Ewaf and Kaul (2005) “A Rights Based Approach to in Natural Resource Management Roles and Responsibilities of IGOs; States and NGOs” *Subcontracting Peace: The Challenges of NGO Peacebuilding*, ed. Oliver P. Richmond and Henry F. Carey, pp. 155-160 Burlington: Ash-gate, 2005.
- Dobbins, James. “The UN’s Role in Nation-Building: From the Belgian Congo to Iraq.” *Survival* 46 (December 2004): 81-102. Taylor & Francis
- Mertus, Julie, and Tazreena Sajjad. (2005) “When Civil Society Promotion Fails State-Building: The Inevitable Fault-Lines in Post-Conflict Reconstruction.” In *Subcontracting Peace: The Challenges of NGO Peacebuilding*, ed. Oliver P. Richmond and Henry F. Carey, 119-130. Burlington: Ash-gate, 2005.
- (July 2004) Donor Activities and Civil Society Potential in Iraq *USIP Special Report* 124

***Recommended Readings:***

- Dobbins, James. “NATO’s Role in Nation-Building.” *NATO Review*, no. 2 (Summer 2005) <http://www.nato.int/docu/review/2005/issue2/english/art1.html>

**April 17: Community-Driven Development Approaches in Conflict Affected Countries:** This week we will focus on Community Driven Development Approaches focusing on local capacities and resources.

***Required Readings:***

- Christine Bigdon and Benedikt Korf “The Role of Development Aid in Conflict Transformation: Facilitating Empowerment Processes and Community Building” <http://www.berghof->

foundation.org/fileadmin/redaktion/Publications/Handbook/Articles/bigdon\_korf\_handbook.pdf

- Tauli-Corpuz, Victoria (2004) “Manila Declaration” We will keep the Past Not Behind Us but In Front of Us” in *Reclaiming Balance: Indigenous Peoples, Conflict Resolution and Sustainable Development* Victoria Tauli-Corpuz and Joji Carino eds. Tebtebba Third World Network
- Musifiky Mwanasali, “The View from Below,” in Mats Berdal and David M. Malone, *Greed and Grievance: Economic Agendas in Civil Wars* (Boulder, Colo.: Lynne Rienner, 2000).
- A Shared Future: Local Capacities for Peace in Community Development Chapters 4 & 6 [http://www.wvi.org/sites/default/files/A\\_Shared\\_Future.pdf](http://www.wvi.org/sites/default/files/A_Shared_Future.pdf)

#### **April 24: Summary of the Course and Conclusion**