SUSTAINABLE PEACEBUILDING
U.S.-Mexican Border November 2019
Case Study in Negotiation, Mediation and Cooperation
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  American History

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- Ph.D. University of Wisconsin-Madison
  Educational Psychology: Learning, Cross-cultural contexts

Current focus: Teaching and learning complex, difficult and sensitive content
Timpson: *I will draw on several of my books to interface with books on negotiation and mediation*

- **Teaching and Learning Peace** (2002)
- **Teaching Diversity** (2003)
- **Tips for Teaching Peace and Reconciliation** (2009)
- **Case studies of classrooms and communication: Integrating diversity, sustainability, peace and reconciliation** (2011)
- **Controversial Case studies for teaching on sustainability, conflict, and diversity** (2014)
- **Conflict, reconciliation, and peace education: Moving Burundi toward a sustainable future** (2015)
- **Tips for Teaching Sustainability** (2017)
- **Tips for Teaching Diversity** (2019)
Fulbright Specialist/Scholar Awards

I will draw on these experiences and more to develop case studies that have relevance for us today

- **Northern Ireland**: 1 week (2002); 6 weeks on a Fulbright Senior Specialist Award (2006); 2 weeks in 2008.

- **Burundi**: 6 weeks in 2011 on a Fulbright Senior Specialist Award; 3 weeks in 2012 and 3 weeks in 2013; 2 weeks January 2017 and 2020.

- **South Korea**: Kyung Hee University’s Graduate Institute of Peace Studies: 4.5 months in Spring, 2014.
The Cultures of Peace: Understanding the Negotiations, Mediations and Cooperation that Transform and Resolve Conflicts

- Elise Boulding (2000) writes that we need more “best case thinking” where people have said no to violence and yes to peace.

- I have worked in places like in Northern Ireland, South Korea and its Graduate Institute of Peace Studies, and in Burundi where Rotary Foundation Global Grants promote efforts at sustainable peacebuilding at the University of Ngozi.

- Often the media emphasizes war and violence.

- The U.S.-Mexican border is a conflict zone where I could see humanitarian efforts at sustainable peacemaking.
Why case studies?

- Content that matches the complexities inherent in real world issues.
- An opportunity to go in depth and add meaningful content that can help engage students in issues that matter.
- An opportunity for student to apply the knowledge that they have studied, to analyze problems and issues, to synthesize material from different disciplines and evaluate outcomes.
- Opportunity to practice the skills of negotiation, mediation & cooperation.
On the U.S.-Mexican border we see the complexities of promoting greater attention to CRITICAL and CREATIVE THINKING, on VALUES CLARIFICATION and the needed EMOTIONAL INTELLIGENCE.

- The “triple bottom line” of sustainability...
  The interconnected HEALTH of the Environment, Society and the Economy
- Requisite knowledge and skills in...
  - Listening, Empathic Expressions, Consensus, Cooperation
  - Discovery, Inductive & Creative Thinking
  - Distinguishing Assertiveness from Aggressiveness and Submissiveness
THE ISSUES FOR IMMIGRATION

- **Immigration issues:** Humanitarian aid, criminal **prosecution**, civil penalties and/or **deportation**? Faith communities/activism?
- **Smuggling**—drugs to the US and weapons to Mexico and south
- **Cost effectiveness** of building a wall? What other nations do? The **United Nations**?
- **Political pressures**?
- **Labor issues**—Guest worker programs?
- **Environmental issues** and related **conflicts**?
- **Other walls and security effectiveness:** The Great Wall of China; Maginot Line in France; Israel; Belfast “Peace Fence” and Londonderry; Berlin Wall
Mexican asylum-seekers sleep on the street in Ciudad Juarez near the bridge

Role for Negotiation, Mediation and Cooperation
Asylum-seekers pray in Ciudad Juarez, October, 2019
A young boy sits in the parking lot of a federal shelter in Ciudad Juarez, 2019
Asylum-seekers trapped at the border. What do other nations do with immigrants? What can the U.N. do?
Wooden crosses honoring children of asylum seekers who drowned in the Rio Grande in Matamoros (MX) 2019
Waiting in Matamoros, Mexico for a court date for asylum, 2019
Migrants being returned to Mexico by U.S. Border Patrol (July 2019)

What policies should be renegotiated?
President Trump's border wall is already the **most expensive border wall** in the world, and the costs keep piling up.

Israel's wall on the West Bank ranks as the second-most expensive. At 30 feet, Trump's is also the **tallest in the world**, a fact the president gushes over.

Fisher Sand & Gravel, a North Dakota company, snagged a $400 million wall contract after CEO Tommy Fisher went on Fox News to boast how he could build it **faster and cheaper** on the California border.
TRUMP ADMINISTRATION TO DEPLOY BORDER PATROL OFFICERS TO SANCTUARY CITIES

NBC News Feb. 14, 2020

- This comes after the administration repeatedly targeted sanctuary cities that limit cooperation with immigration enforcement authorities.
- The cities targeted in the deployment are New York City, Chicago, San Francisco, Los Angeles, Atlanta, Houston, Boston, New Orleans, Detroit and Newark, New Jersey. The deployment will run from February to May. Note that Boston was a leader in our fight for local self-determination.
- Shah (ACLU) decried this decision as retaliation against local government prerogatives.
Boston Mayor Martin J. Walsh said that “Policies aimed at **sowing division and fear** are ultimately counterproductive and harmful not merely to the families and individuals who are targeted but to the broader community of which we are all a part.”

He also noted, “What we need - and have needed for a long time - is a **sound, rational national immigration policy** rooted in both compassion and common sense. Never forget that at the root of this issue are human beings. All human beings deserve to be treated with dignity and respect.”
Leaders from different faith communities gather to protest the trial of Dr. Scott Warren for aiding a migrant crossing the desert.
A blessing from a tribal leader for native people whose lands were stolen long ago but who have resisted, survived and prevailed.
Church leaders came from around the U.S. to stand with those offering humanitarian aid, no questions asked!
Interfaith solidarity on the higher calling to aid someone in distress. They claim that humanitarian aid cannot be criminalized.
A tough environment to cross: Is it legal to offer aid to those in need? Ethical?
If you were fleeing violence or seeking a better life, could you survive this landscape?
THE CHALLENGES FOR CROSSING: Desert and a military bombing range
Known deaths in this dessert
Dr. Scott Warren acquitted of aiding a migrant crossing the desert in Nov. 2019
“No More Deaths” volunteer provides aid for a traveler:
https://theintercept.com/2019/05/04/no-more-deaths-scott-warren-migrants-border-arizona/
Compassion Confronts Criminality, Power and Privilege

WHAT VALUES ARE ON DISPLAY HERE?
VALUES CLARIFICATION

What underlies Negotiation, Mediation and Cooperation

- One model for thinking about our values reflects a hierarchy of
  - clarification,
  - commitment and
  - action (e.g., Simon et al, 1972),
- building from a very egocentric (self-based) reference on level one to
- one that emanates from deeply held “universal ethical principles” on level six
The levels of VALUES CLARIFICATION

- From top to bottom these levels read as follows:
  - Level 6: Act repeatedly and consistently
  - Level 5: Act on your values
  - Level 4: Prize (affirm) your values publicly
  - Level 3: Prize your value choices
  - Level 2: Choose from alternatives after considering the consequences
  - Level 1: Choose your values freely
Providing water for thirsty travelers. Illegal? Ethical?

The Border Patrol’s response (1 min. 29 sec.)?

https://www.youtube.com/watch?v=eqaslbj5Th8&feature=emb_title
Assertiveness training can help students distinguish between aggressive, assertive and submissive responses:

- Delivered with confidence;
- Usually face to face; and with
- Direct eye contact.

- As such it offers the clearest and most effective communication.
- Prosocial skill for cooperative group work
- Can be planned, practiced and assessed
- Other?
Interfaith efforts at creating a shelter for migrants without asking about their plans.
What is our individual and collective responsibility in the face of this suffering?
Offering some joy for the children. What is the role for education here?
South of Tucson, Nogales, MX
Population 450,000.
Divided by the wall from its sister city of Nogales, USA, population 23,000.
On October 10, 2012, an unarmed Jose Rodriguez was shot and killed when U.S. Border Patrol agent Lonnie Swartz fired 16 shots in retaliation for the rocks thrown at him and other law enforcement agents.
Ten bullets from behind hit Jose in his head and back. BP Agent Swartz was charged with second degree murder but acquitted. The jury also failed to reach a verdict on lesser charges.
Note the solidarity on the wall with the bloodshed in Gaza when Israeli forces have fired on Palestinian youth throwing rocks.
Murals dramatize the conflicts between spiritual values and the pursuit of immigrants seeking asylum from violence or a better life for their families.
Symbols dramatize the mix of factors and forces at play including a desire for peace.
Since 1994, Border Angels estimates that about 10,000 people have died in their attempts to cross the border although these are only the “known deaths.” Human remains are occasionally found while some will never be identified.
Are we militarizing a border with a friendly neighbor? And what of the costs?
Do we need to invest in a new Marshall Plan for Mexico and Central America?

Would that prove more cost effective and less painful in the long run?
How do we best address drug smuggling?
USA Today: “After the government built fences in San Diego, drug smugglers turned to the ocean, underground tunnels and, most commonly, the ports of entry. Only a small fraction of drug smuggling comes across areas with a wall.

https://www.usatoday.com/border-wall/story/drug-trafficking-smuggling-cartels-tunnels/559814001/
CREATIVITY

Essential Ideas for Negotiation, Mediation and Cooperation

KEY CONCEPTS

1. Stretching through experimentation
2. Inquiry
3. Discussion
4. Readiness to learn
5. Tension as a catalyst for change in thinking
6. Wait time
7. Motivation
Patrick’s (1955) model of the creative process

1. **Preparation**, where we collect the data and resources needed to begin to study a problem.

2. **Incubation**, where we can dwell on various ideas and feelings without an intense (or even conscious) effort at a solution.

3. **Illumination**, or what has been called the *Ah-ha!* phenomenon, during which a solution or insight springs suddenly into mind.

4. **Verification**, during which we analyze the details of the insights made and conduct any necessary experiments in order to gather additional data.
William J. J. Gordon (1961) has written extensively about the applications of creativity in business and industry.

- **Creativity should not** be considered as mysterious.

- **Creativity can be developed** and utilized productively in all fields.

- People *can be trained* to be more creative.

- There is value in the use of the *non-rational* in fueling creativity.
Gordon’s Model for Synectics

- Gordon has recommended that each of us can benefit from paying more attention...

- to our **spontaneous** and
  - **playful** reactions,

- to **concrete** experiences and
  - **analogies** as catalysts for getting fresh perspectives on

- what we **already know** as well as
  - getting **new insights** into what could be.
Timpson, Yang, Borrayo and Canetto (2005) offer several recommendations for creative thinking for addressing student diversity... who study sustainable chemistry?

- Tip #7: “Welcome contradictions and get students to think on the edge of their comfort zones”
- Tip #8: “Connect thinking and personal experiences to research”
- Tip #10: “Introduce new ways of thinking”
- Tip #14: “Make use of different student perspectives”
- Tip #16: “Invite new thinking”
- Tip #17: Help students stretch”
“Even the best material can get lost with poor delivery.

You can stimulate deeper learning among your students...if you can challenge students to think critically and creatively.

The instructional value of energy, creativity and spontaneity can become clear.

Understanding how performers breathe life into written scripts can help you infuse more of these qualities into your teaching” (p. 168).
Howard Gardner (1983, 1999a, 1999b)  
Theory of Multiple Intelligences

- **Howard Gardner** argues that we have short-changed students by limiting our teaching and assessments to
- (1) reading/writing and
- (2) logical/mathematical.
- According to Gardner, other intelligences include:
  - (3) Visual/spatial
  - (4) Intrapersonal and (5) Interpersonal – essential for cooperative learning and successful group projects
  - (6) Bodily/Kinesthetic for hands-on learning
  - (7) Musical
  - (8) Existential, spiritual and natural

- **What is the relevance for creativity in your area?**
Contributing factors to problems at the border include NAFTA, the North American Free Trade Agreement and subsidized American products.
CSU’S EDUC 628 MODELS OF TEACHING for Sustainable Peace and Reconciliation

- Creating a positive classroom climate
- Promoting **cooperative** learning
- Memory and training
- **Critical thinking** about peace and reconciliation as Elise Boulding recommends in *The Cultures of Peace* (2000)
- Using **creativity**
Csu’S EDUC 629 CLASSROOMS AND COMMUNICATION for Sustainable Peace and Reconciliation

- Deep listening
- Empathy
- Consensus
- Emotional intelligence
- Submissive-Assertive-Aggressive
- Rewards and Punishments
- Values clarification: “Practicing what we preach”
CSU’S EDUC 635 EDUCATORS, SYSTEMS AND CHANGE for Sustainable Peace and Reconciliation

- **Personal change**
- **Systems change**
  - Schools
  - Universities
  - Community
  - Churches
  - Business
  - Military
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Case Study in Negotiation, Mediation and Cooperation

**QUESTION #1** Explore historical and current immigration policies and their impact on communities across the borderlands and throughout the Americas.

1. How could the skills of *negotiation, mediation and cooperation* help address enduring problems?
2. What is the role for *values clarification (ethics)*?
QUESTION #2 Adopt the roles of people affected by migration, including migrants and others who live in the borderlands, and advocates for migrant justice.

1. What information is there that could inform negotiation, mediation and cooperation to help address enduring problems?

2. What is the place for a better understanding of assertiveness, aggression and submissiveness?
Case Study in Negotiation, Mediation and Cooperation

QUESTION #3

1. With the skills of negotiation, mediation and cooperation, what tools could support action for positive social change in your home communities?

2. What is the role for creativity?
YOUR QUESTIONS?

…and thanks for participating
PILOT PROGRAM RESEARCH AND DEVELOPMENT
Certificate of Completion in Negotiation, Mediation and Cooperation for Citizens (CCNMCC).
Six (6) levels of training, each with a Certificate of Completion, and concluding with a Credential of Readiness for those completing all levels

For the Earthweek Online Celebration at Colorado State University
April 20-26, 2020

CASE STUDY: THE U.S.- MEXICAN BORDER 2019
THE BRAVE SPACE AND RESILIENCE PROJECT
A Faith-Based Collaboration between Church Communities and Applied Academic Research Grounded in Social Justice Education and Activism

BACKGROUND
Churches in the United States have had a long history of leadership in addressing social justice. From the Abolitionist movement in the 1800’s to the Civil Rights Movement in the 1960’s to sanctuary efforts during various wars, church communities have provided spaces of safety for those fleeing oppression or wanting support as they resisted societal pressures.

In Fort Collins, Colorado, Plymouth Congregational UCC Church, in particular, has taken on a leadership role in raising awareness and citizen support for immigration reform, organizing two witnessing trips in 2019 to the border area between the U.S. and Mexico. With its proximity to the Colorado State University campus and its commitment to serving as an open and affirming congregation, Plymouth is ideally suited as a safe and neutral site for heart-felt, honest interactions across all manner of differences.

In an era of increased racial tensions at Colorado State University, other campuses and communities across the U.S. and internationally, an activist church like Plymouth Congregational can once again offer a safe place in a supportive community that brings together University staff, faculty and students with local school representatives and students as well as other concerned community members to explore difficult, sensitive topics of race, bias and equity.

Collaborating with researchers who have focused on diversity issues in schools and college campuses, in particular, provides the educational framework for a way forward into new ideas and possibilities. The effort will be supported by a studied commitment to understanding the role of negotiation, mediation and cooperation along with the knowledge and skills that serve as their foundation.

SOURCES, PROCESSES AND GOALS

Teaching Diversity: Co-edited by CSU faculty this volume of case studies and its collection of core concepts or “Tips” offers perspectives from a number of teachers, faculty, staff and students on a range of differences that can complicate learning, relationships and the overall school and campus climate.


Case Study Development and Analysis: Drawing on an instructional methodology widely used in professional schools of law and business where topics are recognized as inherently complex, CSU researchers will draw on their work that was sponsored originally through the School of Global Environmental Sustainability (SoGES) to address the intersection of a focus on diversity with what is needed to address the concepts of sustainability, peace and reconciliation, all intertwined when tensions boil up.


Sanctuary and Faith-Based Case Studies: Bishop Desmond Tutu’s (1997) *No Future Without Forgiveness* has been a mainstay for students in HONR 192 Seminar on Peacemaking as a reference for the ways in which faith, enlightened policy and restorative practices can address the wounds of a viciously segregated society like South Africa. The video documentary series *A Force More Powerful* has also been a mainstay of the HONR 192 Seminar on Peacemaking, describing the role of nonviolence in promoting positive change in a variety of settings from the segregated south of the Civil Rights era to South Africa and its transformation into democracy.

Innovative learning: Using a case study format will allow for a mix of innovative approaches to discussion, interactions and learning that connect to core work on addressing conflicts and promoting critical thinking. Augusto Boal’s ideas from the *Theater of the Oppressed* will be used with role playing, in particular, to surface and consider insights from participants.


**ISSUES ADDRESSED**

In this convenient, neutral, accepting and affirming off campus site, Plymouth Congregational Church could host difficult discussions and interactions about sensitive topics of race, bias and equity. With the permission of those who participate, written and video materials could be developed that can be shared with others.

**TARGET AUDIENCES**

The target audiences for these materials on diversity, conflict and sustainable peacemaking are themselves diverse. Through the residence halls and the Office of Student Affairs, materials could be made available to students directly. Instructors at CSU could also be notified of their existence. Teachers and students in local schools could be invited to participate. Members of the various local faith communities could be encouraged to use these materials. Finally, efforts could be made to collect responses from those groups that utilize these materials and spark ongoing sharing, discussions and field-based projects and innovations.

**POWERPOINT MATERIALS**

On request, a PowerPoint that supports this work can be made available. Contact Professor William Timpson: william.timposn@colostate.edu

**PLYMOUTH U.C.C. CONGREGATIONAL CHURCH**

The reality of life in the borderlands is much more complex and unjust than many people are aware: the surge of Central American families, separated children, detention, asylum process, border patrol, ICE and the “wall.” BorderLinks offers experiential learning opportunities that explore the difficulties of migration. By engaging people living along the border, participants will learn about the history, people and organizations involved in immigration.

**Goals of a Border IMMERSION experience and QUESTIONS for a Case Study Analysis**

1. Explore historical and current immigration policies and their impact on communities across the borderlands and throughout the Americas. **As an advocate for protecting U.S. workers, respond to the following:** How could the skills of negotiation, mediation and cooperation help address enduring problems?
2. **As an advocate for migrant rights,** what could inform negotiation, mediation and cooperation to help address enduring problems?
3. **As an advocate of political reform generally and the skills of negotiation, mediation and cooperation,** what tools could support action for positive change in your home communities?
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Dr. William M. Timpson is a professor in the School of Education at Colorado State University. After receiving his Bachelor’s degree in American History from Harvard University, he went on to teach junior and senior high school in the inner city of Cleveland, Ohio before completing his Ph.D. in educational psychology at the University of Wisconsin-Madison.

Over the past four decades his work has focused on teaching complex and difficult topics, in particular, issues that include peace and reconciliation, sustainability and diversity. His work also includes instructional improvement, curriculum innovation, professional development, educational leadership, and organizational change. Along with numerous articles, chapters and grants, he has written or co-authored nineteen books, original titles as well as new editions. His latest book is titled: Learning life’s lessons: Inspirational tips for creating peace in troubled times.

From 1981-1984 he was the recipient of a Kellogg National Fellowship to explore international conflicts and their implications for education including extended visits to Brazil, Nicaragua and Cuba (literacy), Asia and Scandinavia (educational change), and Eastern Europe (war, persecution, peace and reconciliation). In 2006 he served as a Fulbright Specialist in peace and reconciliation studies at the University of Ulster’s UNESCO Centre in Northern Ireland and again in 2011 at the University of Ngozi in Burundi, East Africa where he continues to work with Rotary International Global Grants to infuse sustainable peace studies into the academic programs of the University of Ngozi, area schools and church communities. In Spring 2014 he served as a Fulbright Teaching Scholar at Kyung Hee’s Graduate Institute of Peace Studies in South Korea. In February 2018 he served as an evaluator for the Rotary Peace Center at the University of Queensland in Brisbane, Australia. Study tours to areas of conflict include Israel-Palestine in 2017, Ukraine-Russia in 2019 and the U.S.-Mexican border also in 2019.