

 <p>THE CENTER FOR JUSTICE & PEACEBUILDING</p> <p>A PROGRAM OF EASTERN MENNONITE UNIVERSITY</p>	<p>ANALYSIS: UNDERSTANDING CONFLICT PAX 533A</p> <p>SPI 2023</p> <p>Meeting synchronously Mondays, 2-5pm (May 29-June 26), plus one July and one August session with asynchronous assignments weekly from May 29-August 18th, 2023</p>
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INSTRUCTOR INFORMATION:

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COURSE DESCRIPTION:

Analysis focuses on understanding the factors that cause conflict and violence and those that support peacebuilding and social justice. Good conflict analysis skills are a central component of designing effective strategies for conflict transformation and constructive social change.

In this unusual global time, it is especially important to consider the social systems and other variables that contribute to inequities, instability, and conflict as we determine ways to respond. We're offering this online course to provide practical tools for understanding and planning. We will highlight identity (gender, religion, nationality, etc.) culture and worldview; social systems and structures; power, influence and domination; human needs, human rights, and dignity; narratives and discourse, and others. We will engage with each other and with course materials (readings, video, assignments and activities) both simultaneously in real time (synchronous), and on our own schedule (asynchronous).

Case studies of conflicts/social injustice will provide content and an opportunity to practice analysis skills. Participants will also practice self-analysis skills by paying attention to their own roles and biases in conflict and how that affects their ability to describe situations from multiple perspectives and plan for change. The class will include practical research strategies for gathering and organizing data and will utilize theories of change as an intermediate step from analysis to the design of effective social change. For the final project, participants will select a situation and conduct their own analysis. This course is being offered for 3 graduate academic credits. It cannot be taken for reduced credit or as training.

COURSE GOALS AND OBJECTIVES:

To prepare critically reflective practitioners who skillfully and ethically integrate careful analysis and self-assessment into the process of addressing violence and injustice and building durable peace in personal and professional contexts whatever their field, position or career path.

This course asks participants to:

1. Build a vocabulary for social analysis and a repertoire of theoretical and practical analytical models for understanding social injustice, conflict and violence.
2. Define and use practical concepts in conflict transformation, justice and peacebuilding including basic models, theories, theories of change and analytical frameworks.
3. Apply theoretical and analytical models to case studies, including interpersonal, community and organizational conflicts in various contexts.
4. Practice moving from analysis to theories of change with an ultimate goal of planning, designing and implementing peacebuilding and social change programming (professionally or personally).
5. Use self-assessment tools to understand the factors affecting personal responses to conflict and personal impact on research and the conflict situation (genogram, enneagram, personal conflict styles etc.).

Course Delivery and Dates

This online course will be conducted as part of EMU's Summer Peacebuilding Institute (SPI) through an online learning platform called Moodle (available asynchronously) and through the Zoom platform (for synchronous sessions). These platforms are made available by EMU upon registration for the course.

Synchronous online Zoom sessions will take place Mondays, 2-5 p.m. US Eastern Daylight Time (US EDT) between May 29 – June 26, 2023 and once in July and once in August. July and August dates will be agreed upon and mutually available for all in the class. Attendance at these sessions is required. Please notify the instructors if you encounter unavoidable problems in joining us. These sessions will be recorded and available only to class members.

Asynchronous engagement, activities, and assignments will need to be completed before, during, and after synchronous elements of the course. There will be expected work and assignments due every week from May 29-August 18. **All final work will be due by August 18 2023.** All assignments are due on Mondays of each week on the dates noted, by no later than noon (before class). Please alert instructors if you encounter problems in meeting deadlines.

Course Philosophy

We, as instructors, seek the creation of a dynamic learning community in which everyone is a teacher and a learner. Our personal and professional lives, social identities, cultural heritage and spiritual beliefs impact the way we, the instructors, understand the course content and how we present it. Likewise, we invite all course participants to bring the multiple dimensions of your experience and identity into the course. We ask that we all work to:

- a. Respect others' points of view (even when you think and believe differently)
- b. Listen to gain insights, fresh ideas, and new perspectives, and
- c. Accept that we are here to learn with and from one another.
- d. Give each other the benefit of the doubt. Avoiding making judgments about each other based on our perceptions. Let's give each other as much grace and flexibility as possible.

These principles are even more important in an online learning environment where engagement must be intentional and scheduled. You will be asked to interact with each other and instructors individually outside of the synchronous sessions. We hope that you will share what you know, and help us all to

learn by listening with curiosity to each other, help to hold us all accountable to our values, and find ways to share your constructive criticism, your concerns about process or content, and help us all to be at our best together.

REQUIRED ASSIGNMENTS TO BE COMPLETED FOR THE FIRST DAY

To be read by all participants before the course begins:

1. Fisher, Simon, et al. *Working with Conflict: Skills and Strategies for Change*, Chapters 1, 2, and 3 (available on Moodle). This is from a practitioners' handbook for conflict transformation written by 5 practitioners in the field. It provides some starting definitions and a basic conceptual framework (although these will be up for discussion and can be challenged). These same chapters are also required for PAX 533 Analysis.
2. Lederach, J. P., Neufeldt, R., & Culbertson, H. 2007. [Reflective Peacebuilding: A Planning, Monitoring, and Learning Toolkit](#), Chapters 1-6.
3. Please read or review for basic history and definitions frequently in use at CJP.
 - A. [Conflict Transformation | Beyond Intractability](#)
 - B. [Peacebuilding | Beyond Intractability](#)
 - C. Docherty and Lantz-Simmons. 2017. [A Genealogy of Ideas: Journal 1 – What is Old is New Again](#). Center for Justice and Peacebuilding, Eastern Mennonite University, Volume 1.

REQUIRED TEXTBOOKS AND OTHER REQUIRED RESOURCES

Texts and resources are listed in alphabetical order by author. Due Dates for readings will be listed by the bolded word(s) for each resource listed. These are typically the author's last name or a keyword(s).

Required Texts to be Purchased (or to be available to you to read)

The following are the textbooks that would be helpful for you to have access to for the first five weeks of our class in June. Most readings will be online available through Moodle. However, these 3 books need to be purchased. They can be purchased through EMU's bookstore or through any other bookseller.

- **Demmers**, Jolle. 2016. *Theories of Violent Conflict: An Introduction*. New York: Routledge. ISBN 13: 978-1138856400. Any edition. \$25-35 (e-book or paperback)
- Schirch, Lisa. 2013. *Conflict Assessment and Peacebuilding Planning Toward a Participation Approach to Human Security*. Boulder, CO: Kumarian Press. ISBN: 978-1565495791. Approximate price: \$20. **CAPP Handbook**
- Trujillo, Mary Adams and S. Y. Bowland, eds. 2008. ***Re-Centering: Culture and Knowledge in Conflict Resolution Practice***. Syracuse, NY: Syracuse University Press.

Core Texts available online:

Tearfund training materials on peacebuilding and conflict analysis will be posted on Moodle.

GPPAC and CDA *Conflict Analysis Framework: Field Guidelines and Procedures, 2016*

<https://www.cdacollaborative.org/wp-content/uploads/2016/03/Conflict-Analysis-Framework-Field-Guidelines-and-Procedures-2016.pdf>

GSDRC *Conflict Analysis Topic Guide*, 2017. <https://gsdrc.org/wp-content/uploads/2017/05/ConflictAnalysis.pdf>

Additional Reading materials (All posted on Moodle or available online).

These materials are required, and we would prefer that they all be read. They are provided here and on Moodle to bring diversity of perspectives and identities of authors, and we strongly encourage you to read them when you have time. We fully understand that whether in a semester-long course or one in an intensive format, there is often more to read than time allows. Please prioritize the readings listed in the course schedule under assignments/reading due. Lower priority readings will be placed under “supplemental” each week. You are encouraged to share reading responsibilities with classmates.

Allen Nan, Susan and Mary Mulvihill. June 2010. *Theories of Change and Indicator Development in Conflict Management and Mitigation*. United States Agency for International Development (**USAID Theories of Change**), Bureau for Democracy, Conflict, and Humanitarian Assistance (DCHA), Office for Conflict Management and Mitigation (CMM). Available from: http://pdf.usaid.gov/pdf_docs/Pnads460.pdf

Azar, E. (2002). Protracted Social Conflicts and Second Track Diplomacy, in Davies, J. & Kaufman, E. (eds.) *Second Track / Citizen's Diplomacy – Concepts and Techniques for Conflict Transformation*. Lanham, MD: Rowman & Littlefield Publishing Group. Selected chapter.

Dernoot, L. L. van, Burk, C., & Conte, J. R. (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. Berrett-Koehler Publishers.

Docherty and Lantz-Simmons. 2017. *A Genealogy of Ideas 1: What is old is new again*. Center for Justice and Peacebuilding, Eastern Mennonite University, Volume 1. Available on Moodle for this course.

Docherty and Lantz-Simmons. 2017. *A Genealogy of Ideas 2: Conflict Analysis Tools for Asking Better Questions*. Center for Justice and Peacebuilding, Eastern Mennonite University, Volume 2. Available on Moodle for this course.

Duke University Press. (2016). *Color of violence: The incite! anthology*. Selected chapters.

Dugan, Maire. 1996. “A Nested Theory of Conflict.” *Women in Leadership: Sharing the Vision*. Vol. 1.

Firchow, Pamina and Harry Anastasiou, eds. 2016. *Practical Approaches to Peacebuilding: Putting Theory to Work*. Boulder, CO: Lynne Rienner Publishers. (Chapter 1 and 5)

Fisher, Simon, Dekha Abdi, Jawed Ludin, Richard Smith, Steve and Sue Williams. (2000). *Working with Conflict: Skills and Strategies for Action*. London: Zed Books. ISBN: 978-1856498371. Chs. 1,2, and 3.

Freire, Paulo and Ramos, B. M. (2018). *Pedagogy of the oppressed: 50th anniversary edition*. New York: Bloomsbury Academic.
Chapter 1. Will be available on Moodle.

Harris, Collette and Uganda Land Alliance. *Gender Analysis Toolkit*. June 2016. Saferworld. Available from: <https://www.saferworld.org.uk/downloads/.../gender-analysis-of-conflict-toolkit.pdf>

Lederach et al, J. P., Neufeldt, R., & Culbertson, H. 2007. **Reflective peacebuilding**: A planning, monitoring, and learning toolkit. Mindanao, Philippines: Joan B. Kroc Institute for International Peace Studies and Catholic Relief Services (East Asia Regional Office). Download from http://kroc.nd.edu/sites/default/files/crs_reflective_final.pdf

Max-Neef, M., Elizalde, A., Hopenhayn, M., et al. (1989). Human Scale Development: An Option for the Future. In *Development Dialogue*, published by Dag Hammarskjold Foundation, Vol.1.

Mayer, Bernard. 2012. *The Dynamics of Conflict: A guide to engagement and intervention*. 2nd Ed. San Francisco: John Wiley & Sons, Inc. Chapters 1-4.

Miall, H., Ramsbotham, O., and Woodhouse, T. 2010. *Contemporary Conflict Resolution (CCR)*, 3rd Edition. Malden, MA: Blackwell. Chapter 1,2,4.

Miller 1, Joseph S. 2000. A History of the Mennonite Conciliation Service, International Conciliation Service, and Christian Peacemaker Teams. In *From the Ground Up: Mennonite Contributions to International Peacebuilding*. New York: Oxford University Press.

Miller 2, Joseph S. 2000. Appendix A: Who Are the Mennonites? In *From the Ground Up: Mennonite Contributions to International Peacebuilding*. New York: Oxford University Press.

Powercube: understanding power for social change. Available from <http://www.powercube.net/>

Rhodes, Gloria. 2010. Mennonites and Peace. *International Encyclopedia of Peace*. New York: Oxford University Press.

Sen, A. (2009). *The Idea of Justice*. Oxford, UK: Oxford University Press. Introduction.

Tuso, H., & Flaherty, M. P. 2016. *Creating the third force : indigenous processes of peacemaking*. Lanham, Maryland : Lexington Books, an imprint of The Rowman & Littlefield Publishing Group, Inc. Introduction and Chapter 1.

Supplemental Reading

Additional Books and Readings that may be mentioned in class for background and further information if you have interest. These items are not required for purchase or class participation.

Church, Cheyanne and Mark Rogers. *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs*. Washington, DC: Search for Common Ground and U.S. Institute of Peace. Available at: http://www.sfcg.org/programmes/ilr/ilt_manualpage.html

Lederach, John Paul. 1997. *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press.

Levinger, Matthew. 2013. *Conflict Analysis: Understanding Causes, Unlocking Solutions* (USIP Academy Guides). Washington DC: United States Institute of Peace; United States Institute of Peace Academy Guides edition.

MCC Office on Justice and Peacebuilding. (2008). *Conflict transformation and restorative justice manual*, 5th edition. Akron PA: MCC. NOTE: A downloadable PDF version of this manual can be purchased on the MCC website for \$40 at:

<https://resources.mcc.org/content/conflict-transformation-and-restorative-justice-manual-pdf-download-version>

Richmond, Oliver. 2014. *Peace: A Very Short Introduction*. London: Oxford University Press. \$8

Stauffer, C. (2015). Formative Mennonite Mythmaking in Peacebuilding and Restorative Justice, in Klager, A. (ed.) *From Suffering to Solidarity – The Historical Seeds of Mennonite Interreligious, Interethnic, and International Peacebuilding*. Eugene, OR: Pickwick Publications, (Ch.7).

Other supplemental reading options will be provided in Moodle.

REQUIRED ASSIGNMENTS

These are brief descriptions of required graded assignments for the course with assessment worth (percentage). More details for most assignments can be found in the “Guidance Notes” section that will be provided on Moodle.

Students are expected to complete all of the listed readings and written assignments by the dates listed in the schedule. There will be expected reading and assignments during the 5 weeks of synchronous classes as well as in the months following. Due dates listed are expected for realistic course completion. If you are unable to meet a deadline, please inform the instructor before the deadline. Every effort will be made to follow through on Analysis paper deadlines and feedback.

Course Participation: 26% Students are expected to attend every class session prepared to participate in discussions, activities, and exercises. You can expect to complete ungraded assignments such as reading, small group work (or in pairs), application of concepts, and various activities including watching a movie and various clips online, completing surveys or inventories, and more. You will have small group assignments due for each synchronous class session.

Genogram: 10% You will develop and submit a visual or spatial representation of your “family.” You may define family as understood from your cultural background. Many people develop a genogram to fulfill this assignment using GenoPro software (freely available with links on Moodle), pen and paper, electronic media (paint, draw etc.) or other visual tool (pencil, paint, marker, etc.). Visuals or 3-D representations may be done physically and photographed or done electronically. These must all be in a format that can be uploaded to Moodle. Additionally, you must include a key/legend, a short paper (2-3 pages) of explanation and of how your visual or representational model or genogram can be explained by family systems theory (information accessed online) or some other theory that explains relationships (options provided on Moodle). More information on Theories/readings and Genograms can be found on Moodle Guidance notes.

Reading responses: 24% Students will meet in small groups (assigned by instructors) to discuss the readings on the themes listed below. Each group will provide a summary of their conversation in a

Google doc (200 wds maximum). Required readings, links, and deadlines are listed in the schedule at the end of the syllabus and in Moodle with Google doc links.

1. Core understandings: conflict, violence, peace and justice – our fields of practice (6%) - Mayer Ch. 1, Ch. 2
2. Motivations for Violence: Social Identity, Worldview, Culture (6%) - Demmers Ch. 1 and 2, Mayer Ch. 4.
3. Motivations for Violence: Systems, Influence, Issues, Greed and Grievance, Narrative (6%) - Demmers Ch 3, Ch. 5, Ch. 6, Mayer Ch. 3
4. Motivations for Violence: Human Needs, Shame and Humiliation, Trauma (6%) - Max Neef, Demmers Ch. 4, Van der Noot Lipsky,

Analysis: 40% You will choose an interpersonal, small group, or organizational conflict or situation of tension or injustice. You will gather data about the situation. The situation should be something others are writing about (you can find textual sources of information) and/or a situation where you can interview stakeholders (either in person, Skype, or by e-mail, etc.).

You will write one paper including visual and conceptual models analyzing the situation you've chosen, for each of the following categories: **Stakeholders** (WHO the parties are including their behaviors and attitudes in relation to the situation); **Identity** (WHO the stakeholders are in terms of identity, empowered and disempowered identities, or social capital etc.) **Issues, drivers, and mitigators** (WHAT the issues are in conflict and what you bring); **Motivations** (WHY the parties are involved in conflict and WHY you want to be involved); **Power and Tactics** (HOW the parties are engaging in conflict and the power that each party holds in relationship to each other and to you); **Context** (WHERE the situation is happening including the relational and cultural context as well as the structural/system level that surrounds and supports the parties and you), and the **Narratives** of the History, Timing and Escalation factors (WHEN has this situation been happening, for how long, and what are the important timing factors to consider and according to whom?).

- **Cohesive Analysis paper:** The paper is constructed as an investigation of a situation within a context. The paper should include an introduction with a clear research question, a body that helps the reader to see the conflict from 7 viewpoints/lenses (a stakeholder map WHO, and one additional visual model/analytical tool for each question WHO, WHAT, WHY, WHERE, HOW, WHEN, a clear conclusion that summarizes the learning and the key ideas from which a theory of change can arise, one theory of change that could be pursued, and a way of doing that, a complete reference or sources list, and an appendix that includes a personal self-assessment (who are you as researcher and/or practitioner). Completed papers are usually 25-30 single-spaced pages minimum with graphic components embedded and a Sources list (Reference List) in APA Style. You may propose alternative media or arts-based approaches for presenting your work. The paper will be submitted in sections as rough drafts throughout the summer. More directions for the project are given in guidance notes for this paper. Rubrics with criteria for how the paper will be graded are part of the Guidance Notes.
- **EMU research ethics self test.** This self-directed training is required by our EMU Institutional Review Board (IRB) for all students conducting any research as part of their programs at EMU. The training must be completed before any primary research is undertaken for this class. Instructions and a link for accessing this self-paced training is available on the Moodle page for this course. Please submit the training certificate electronically to the link provided on the Moodle site for this course when work is complete.

SPI ATTENDANCE POLICY:

It is expected that individuals registering for an SPI session will attend the entire course (barring unforeseen travel delays or emergencies). Please contact SPI directly at spi@emu.edu before registering if you know you will have to miss any days of a course. SPI certificates are provided to participants only if they miss no more than one class day unless prior arrangements have been made with SPI Director. For-credit participants are expected to attend all class sessions unless they are given permission from the instructor to miss a session. SPI courses rely on active student participation in a learning community. If a participant misses class repeatedly and this disrupts the learning for others, he/she will be asked to leave the course and no money will be refunded for remaining course time.

GRADING CRITERIA AND OTHER POLICIES:

In SPI the instructor will provide to all students taking the course for graduate credit some supplemental information that will serve as a resource after SPI when students are working on course assignments. This will include information on library resources, EMU's academic integrity policy, guidelines for writing graduate papers, information regarding the grading scale and course deadlines, and then some suggestions we have for you in order to make your experience of taking SPI courses for graduate credit as successful as possible! These documents are available online at <https://emu.edu/cjp/spi/participants/graduate-credit>.