

 <p>THE CENTER FOR JUSTICE & PEACEBUILDING</p> <p>A PROGRAM OF EASTERN Mennonite UNIVERSITY</p>	<p>ANALYSIS: UNDERSTANDING CONFLICT PAX 533</p> <p>SPI 2022 Session I: May 16-24</p> <p><i>Course meeting location TBA</i></p>
---	--

INSTRUCTOR INFORMATION:

Gloria Rhodes, PhD

gloria.rhodes@emu.edu

540-432-4270 (office)

EMU Office: Roselawn 226

Office Hours: By appointment

Claudia Moreira, MA

claudia.moreira@tearfund.org

COURSE DESCRIPTION:

Analysis focuses on understanding the factors that cause and contribute to conflict, violence, and instability and those that restrain violence and support peacebuilding. Good analysis skills are a central component of designing effective strategies for transforming conflict and building peace.

Course participants will use lenses including those related to identity (gender, religion, nationality, etc.), human needs, narratives, social power, power asymmetry, domination and oppression, culture, worldview, and others to understand conflict and propose possibilities for change. Case studies of conflicts at multiple levels will provide an opportunity to practice analysis skills individually and in small groups. Participants will assess their own roles and biases through various exercises. The class will consider research strategies for gathering and organizing data for practical use and theories of change as an intermediate step to designing effective social change.

When taken for academic credit (3 semester hours), this course meets a requirement for the MA or GC in Conflict Transformation, the MA or GC in Restorative Justice and the MA in Transformational Leadership. All persons in the class are expected to attend and participate in class, and those taking the course for credit will complete independent reading, research and writing outside of class. Further details on course requirements will be provided during the course and online on Moodle. ***This course is offered for training or for 3 semester hours of graduate credit only. It cannot be taken for reduced credit.***

COURSE GOAL:

The goal of the course is to prepare critically reflective practitioners who skillfully and ethically integrate careful analysis and assessment into the process of addressing violence and injustice and building durable peace. The course aims to provide analysis skills that can be employed whether peacebuilding and justice work is undertaken in personal or professional contexts and regardless of field, position or career path.

COURSE PHILOSOPHY:

At CJP, we 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, as 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.

In order to encourage this stance, we ask that we all work to:

1. Respect others' points of view (even when you think and believe differently),
2. Listen to gain insights, fresh ideas, and new perspectives,
3. Accept that we are here to learn with and from one another, and
4. Give each other the benefit of the doubt -- we are in an unusual time with much uncertainty and the unexpected. Some of us deal with this by going with the flow, some of us deal with it by creating cocoons of certainty around us. And most of us are somewhere in between. 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 the instructor individually inside and outside of the synchronous sessions. We hope that you will share what you know, help us all to learn by listening with curiosity to others, 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.

COURSE OBJECTIVES:

Participants will:

1. Build a vocabulary for social analysis and a repertoire of theoretical and practical analytical models for understanding conflict and violence.
2. Develop a basic understanding of practical issues in conflict transformation and peacebuilding considered through basic models, theories, and frameworks.
3. Apply theoretical and analytical models to case studies, including the possibility of a range of interpersonal, community and organizational conflicts in various contexts.
4. Practice moving from analysis to theories of change with the 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 (eg. Research ethics training, genogram, enneagram, personal conflict styles etc.).

Course Dates and Location

The course will be conducted as part of EMU's Summer Peacebuilding Institute (SPI). It will take place Monday, May 19 through Tuesday, May 24, 2022, with no classes scheduled on the weekend (Saturday and Sunday). Classes will be held between 8:30 a.m. and 5 p.m. with a two-hour break for lunch from 12:00-2:00 p.m. (with the exception of the first class that begins later due to the Opening

Gathering; and the last day of class that ends earlier.) There will also be one additional lunch or evening session for those taking the course for graduate credit.

REQUIRED ASSIGNMENTS TO BE COMPLETED BY ALL PARTICIPANTS PRIOR TO THE COURSE

If possible, you are encouraged to read/become familiar with the following resources and come to our class with your insights and questions:

Docherty and Lantz-Simmons (1). 2016. *A Genealogy of Ideas: What is old is new again.*
<https://emu.edu/cjp/resources/genealogy#1> Eastern Mennonite University, Volume 1.

Choose one of the following:

GSDRC Conflict Analysis Topic Guide, 2017

<file:///S:/My%20Drive/Bibliography/Conflict%20Analysis/ConflictAnalysis%20GDSRC%20Herbert.pdf>

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>

Additional Readings will be on Moodle for each day of the class. All participants are encouraged to read as much as possible ahead of time in order to gain maximum benefit from the course.

ADDITIONAL REQUIRED ASSIGNMENTS TO BE COMPLETED PRIOR TO THE COURSE BY STUDENTS TAKING THE COURSE FOR GRADUATE CREDIT

1. You are required to read the read the resources listed above as well as the following:

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

2. If possible, complete the EMU research ethics training module. 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 (including interviews of any kind, observations, focus groups or surveys). Please submit a screen shot of completion page to the link provided on the Moodle site for this course when work is complete. **Due May 31, 2022.**

REQUIRED TEXTS AND OTHER RESOURCES FOR STUDENTS TAKING THE COURSE FOR GRADUATE CREDIT:

To be purchased:

Demmers, Jolle. 2016. *Theories of Violent Conflict: An Introduction.* New York: Routledge. ISBN-13: 978-1138856400. Approximate price: \$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. 2008. **Re-Centering: Culture and Knowledge in Conflict Resolution Practice**. Syracuse, NY: Syracuse University Press.

Available on Moodle or online:

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

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.

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

Fanon, F. (1961, 2001). *The Wretched of the Earth*. New York & London: Penguin Books, (Ch.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.

Freire, Paulo. TBA

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

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.

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

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

Rhodes 2, Gloria 2022. *Practicing What We Preach: Personal Formation as Peace Practice*. In *Just Peace, Vol II* (2021). Proceedings of the 2nd *Global Mennonite Peacebuilding Conference*. Netherlands, Wipf and Stock Publishers (Forthcoming, 2022?).

Ricigliano, Robert. 2012. *Making Peace Last: A Toolbox for Sustainable Peacebuilding*. Boulder, CO: Paradigm Publishers.

Seligman, A., Wasserfall, R., Montgomery, D. 2015. *Living with Difference: How to Build Community in a Divided World*. Oakland, CA: University of California Press.

Trask, Haunani-Kay. The Color of Violence. In *Color of Violence: The INCITE! Anthology*. INCITE! Women of Color Against Violence, eds. Durham, NC: Duke University Press.

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. Selected Chapters.

Other Analysis Handbooks

CIS Analysis Tools Tip sheet 2005

<https://css.ethz.ch/content/dam/ethz/special-interest/gess/cis/center-for-securities-studies/pdfs/Conflict-Analysis-Tools.pdf>

GSDRC Conflict Analysis Topic Guide, 2017

<file:///S:/My%20Drive/Bibliography/Conflict%20Analysis/ConflictAnalysis%20GDSRC%20Herbert.pdf>

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>

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

Hicks, Donna. 2011. *Dignity: The Essential Role it Plays in Resolving Conflict*. New Haven: Yale University Press. \$15.

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>

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 FOR THOSE TAKING THE COURSE FOR ACADEMIC CREDIT

Course Requirements (for 3 graduate credits)

Like most courses at EMU's Summer Peacebuilding Institute, a percentage of the participants in this course are enrolled for graduate credit. In addition to the pre-course assignments listed above, the assignments below are required for those taking the class for credit.

Students taking the course for credit are expected to complete all of the listed readings and written assignments **before, during, and after** the dates of the course on-campus. Much of the learning from the on-campus time is supplemented and enriched by reading the selected materials. This will need to be done outside of class. Due dates listed below are a suggestion for realistic course completion. Every effort will be made to follow through on Analysis paper deadlines and feedback. Feedback on Genograms and Reading Responses will be delayed to August or September.

Course Participation: 25% Students are expected to attend every class session prepared to participate in exercises, role-plays, and simulations. You can expect to complete ungraded assignments such as assigned small group work, various assigned activities and more. You are expected to:

- attend every scheduled class session prepared to participate actively
- read assigned texts and articles each week and be prepared to engage in activities that may be related to them (see Responding assignments below)
- complete ungraded assignments such as Introductions, the Enneagram Assessment, Kraybill Conflict Styles, assigned small group work between classes, and more.
- participate in pair or group meetings with classmates outside of synchronous class hours to discuss readings, practice research and analysis exercises, get feedback, or complete other joint assignments. You should expect to participate in approximately 1 hour of group work outside of class each week.

- watch or listen to video lectures posted by faculty or classmates as assigned. Assigned videos will be listed in the course schedule and on Moodle.

Representation of a Family System: 10% You will develop and submit a visual representation of a small group relational system that you are familiar with based on an initial research question. For many people, family of origin/adoption/choice is an easy system to represent. However, other options could include a family or group of people from a familiar story, popular TV show, movie or other option (if other than immediate family, please clear ideas with Dr. Rhodes). The total number of people included can vary however, 3 generations of people at minimum should be included. Many students completing the assignment choose to complete a genogram using free GenoPro software. However, the assignment can be done in any medium, pen and paper, electronic media (paint, draw etc.), other visual tool (paint, marker, etc.), or could be represented spatially using objects and connectors (think Tinkertoys, PlayDoh, toothpicks, or spaghetti -- or other children's toys). Whether or not you use the GenoPro software, you must include a key or legend, create a very clear visual, and a written reflection. GenoPro is not available for Apple computers/tablets, but students have sometimes found other free options for Apple. Please be aware that GenoPro and genograms in general only provide for creation of a traditional family system. Additional critical approaches and models are available on Moodle. More information is provided in the guidance notes for this assignment. **Due June 15.**

Paired Reading Responses: 20% You are asked to reflect on two of the main texts together with a peer from the class and submit a shared response. The Demmers text, *Theories of Violent Conflict*, and the Adams Trujillo et al book, *Re-Centering*, will be the assigned reading. **Due July 1 and July 15**, please plan reading and conversations accordingly. Watch and respond to all classmates' responses. You may propose alternative media or arts-based approaches for presenting your work such as a recorded presentation or presentation of arts-based responses such as poetry, song, or visual art. Responses will be graded Pass/Fail. Full descriptions with prompts for responses are available on the Moodle site.

Case Study: 45% 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 or by online means). The case study will be undertaken through two assignments:

1. **Analysis Paper (35%)** You will write one paper including visual and conceptual models analyzing the situation you've chosen. 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, a clear conclusion that summarizes the learning and the key ideas from which a theory of change can arise, and a complete reference or sources list, and an appendix that includes a personal self-assessment (who are you as researcher and/or practitioner). The analysis assignment is a baseline indicator for writing at CJP, so it must be submitted in writing. However, many alternative methods may be used for preparing and submitting visual models.

A complete **rough draft of the Analysis paper due July 31 by midnight**. This draft is usually a minimum of 15 pages plus Sources Cited (References) list. A rough draft will allow for feedback on writing, supporting models, adequate evidence, and bias before the final draft is due. The rough draft will be graded if it is complete. If you are satisfied with the grade, then you do not need to submit a final draft. All effort will be made to provide feedback by August 9.

If you miss the rough draft deadline, you will need to submit your final draft without feedback from the instructors.

The **final draft of the analysis paper is due August 20 by midnight**. Completed final analysis papers are usually 25-30 single-spaced pages minimum with graphic components embedded and Sources list (Reference List) in APA Style. Rubrics with criteria for grading the paper will appear as part of the final course syllabus and appear in the Guidance Notes.

2. **Case Study Theory of Change and Plan of Action Paper (10%)**: Based on your research and analysis and the conclusions you provide, you will write and submit a theory of change paper for the situation you are addressing. You are asked to describe your overall goal, how you might address this goal, and one theory of change that may help you meet the goal. This paper is usually 2-3 single-spaced pages minimum. You may propose alternative media or structure for presenting your work. Your paper will conclude with an action that you or others could take (or could help make happen) in this situation. Prompts and suggested outline are available in the Guidance Notes for this assignment. There is no rough draft or re-write option for this paper. **This assignment is due August 20 by midnight.**

COURSE ASSIGNMENT DUE DATE TIMELINE FOR THOSE TAKING THE COURSE FOR ACADEMIC CREDIT

June 15 – Representation of a Family System
July 1 – First Peer Reading Response
July 15 – 2nd Peer Reading Response
July 31 – Analysis Paper Rough Draft
August 9 – Feedback on Rough Draft from instructors
August 20 – Theory of Change and Design paper
August 20 – Final Draft of Analysis Paper

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>.