



ANALYSIS: UNDERSTANDING CONFLICT **PAX 533B**

Summer Peacebuilding Institute/SPI
May 11-June 12, 2020
Various Times – see schedule below

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 and through Zoom, an audio/visual communication platform for synchronous sessions. These platforms are made available by EMU upon registration for the course.

Synchronous online Zoom sessions will take place Mondays and Wednesdays, 10 a.m. - 12 p.m. US Eastern Daylight Time (US EDT) between May 11 – June 12, 2020. These sessions will be recorded. Attendance at these sessions is required. Please notify the instructor if you encounter unavoidable problems in joining us. Two additional optional synchronous sessions may be possible, one in July and one in August by mutual agreement.

Asynchronous engagement, activities, and assignments will need to be completed outside of synchronous times before, during and after the five weeks of the course, and throughout the summer months following. All final work will be due by August 20, 2020. All assignments are due on **Fridays** of each week on the dates noted, by no later than noon. Please alert the instructor if you encounter problems in meeting deadlines. Extensions will be considered on a case by case basis if necessary.

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 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 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.

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)

Appiah, Kwame Anthony. 2018. *The Lies that Bind: Rethinking Identity* Creed, Country, Color, Class, Culture. New York: Liveright Publishing Corporation. \$16

Demmers, Jolle. 2016. *Theories of Violent Conflict: An Introduction*. New York: Routledge. ISBN 13: 978-1138856400. Any edition. \$25-35 (e-book or paperback).

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

Neufeldt, Reina C. **Ethics** for Peacebuilders: A Practical Guide. 2016. Lanham, MD: Rowman & Littlefield.

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

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.

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.

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.

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, Chapter 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.

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.
- Rhodes 2**, Gloria. 2020. *Little Book of Understanding Conflict*. Center for Justice and Peacebuilding, Eastern Mennonite University, Unpublished Manuscript. Not appropriate for copying, reprint or citation. Selections on Moodle as available.
- 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
- Conflict-sensitive approaches to development, humanitarian assistance and peacebuilding: A resource pack. January 2004. **Chapter 2 Conflict Analysis**. APFO, CECORE, CHA, FEWER, International Alert, Saferworld. Available from: www.saferworld.org.uk/downloads/pubdocs/chapter_2__266.pdf
- 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>

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).

Washira, G., Kamungi, P., & Sillah, K. (2014). *Stretching the Truth – The Uncertain Promise of TRCs in Africa’s Transitional Justice*. Nairobi, Kenya: Nairobi Peace Initiative-Africa (NPI-Africa) and the West African Network for Peacebuilding (WANEP).

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: 25% 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.

Genogram: 15% 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: 20% (5% each) We request that students in pairs reflect on the readings and personal themes listed below and for each, submit a response reflecting their perspectives, either within the Discussion Forum on Moodle or using VoiceThread. The format for response will be determined and shared by the entire class. Full descriptions with prompts for writing/responding will be available

through Moodle. Required readings and deadlines are listed in Moodle along with prompts and assessment criteria.

1. Culture, Identity, Values and Self-awareness (5%) May 11
2. Core understandings: conflict, violence, peace and justice – our fields of practice (5%) May 22
 - a. Readings will include: Richmond, Trujillo various, Tuso et al, eds., Sen, and Lederach et al
3. Motivations for Violence: Social Identity, Worldview, Culture (5%) June 26
 - a. Readings will include: Appiah, Demmers, Hogg et al, Hart
4. Motivations for Violence: Human Needs, Dignity, Shame and Humiliation, Trauma (5%) July 3
 - a. Readings will include: Azar, Hicks, Demmers Ch. 3, Gilligan, Trujillo various.

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).
- **Institutional Review Board (IRB) Proposal** due by **June 1** - If you intend to share your research and analysis with others beyond your own sphere of influence through publication or presentation, you will need to get permission from the EMU IRB. IRB guidelines and proposal process are available on the EMU/IRB website. If the stakeholders are normally part of your professional or personal practice, you do not need to complete an IRB proposal.
- **A complete rough draft of the Analysis paper** due by **July 24**. This draft is usually a minimum of 15 pages plus Sources Cited list. A rough draft will allow for feedback on the analysis paper and supporting models before the final draft is due. All effort will be made to provide feedback by **August 9**
- Completed papers are usually 25-30 single-spaced pages minimum with graphic components embedded and Sources list (Reference List) in APA Style. You may propose alternative media or arts-based approaches for presenting your work.
- 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 final course syllabus and in Guidance Notes.

GRADING CRITERIA AND OTHER POLICIES:

SPI provides 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 includes information on library resources, EMU's academic integrity policy, and 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://www.emu.edu/cjp/spi/participants/graduate-credit>.

SPI ATTENDANCE POLICY:

It is expected that individuals registering for an SPI course will participate in the entire course (barring unforeseen emergencies). Please contact SPI directly at spi@emu.edu before registering if you know you will have to miss any portions of a course. For-credit participants are expected to attend all synchronous 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, they will be asked to leave the course and no money will be refunded for remaining course time.

PRE-CLASS ASSIGNMENTS:

To be read by all participants before the course begins:

- A. **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.
- B. **Docherty and Lantz-Simmons (2).** 2017. *A Genealogy of Ideas: Conflict Analysis Tools for Asking Better Questions*. Center for Justice and Peacebuilding, Eastern Mennonite University, Volume 2. Available on Moodle for this course.
- C. You're encouraged to read the links below from the Beyond Intractability site. These will provide basic definitions frequently in use at CJP.
Conflict Transformation - <http://www.beyondintractability.org/essay/transformation>
Peacebuilding - <http://www.beyondintractability.org/essay/peacebuilding>
Oppression - <https://www.beyondintractability.org/essay/oppression-introduction>

<https://www.beyondintractability.org/essay/nature-origins-oppression>
<https://www.beyondintractability.org/essay/forms-of-oppression>
<https://www.beyondintractability.org/essay/maintaining-oppression>

Justice - <https://www.beyondintractability.org/essay/principles-of-justice>
Levels of Action - <http://www.beyondintractability.org/essay/hierarchical-intervention-levels>

If you have additional time to read before the course begins, the following resources will be used during the synchronous portion of our course. The course schedule is not fully developed in this syllabus and will be provided on the first day of the synchronous class.

Demmers, Jolle. 2012. *Theories of Violent Conflict: An Introduction*. New York:Routledge. ISBN: 978-0415555340. Chapters 1 and 2. Available electronically separately and through the EMU library. Basic Information in use in both Analysis and Formation classes.

Mayer, Bernard. (2012). *The Dynamics of Conflict: A guide to engagement and intervention*. 2nd Ed. San Francisco: John Wiley & Sons, Inc. Chapters 1-4. Available on Moodle. In use for both Analysis and Formation.

Trujillo, Mary Adams and S. Y. Bowland. 2008. ***Re-Centering: Culture and Knowledge in Conflict Resolution Practice***. Syracuse, NY: Syracuse University Press. Chapters 1-4,14, and 22. Please purchase. Various chapters will be required for both Analysis and Formation.

Schirch, Lisa. (2013). *Conflict Assessment and Peacebuilding Planning Toward a Participation Approach to Human Security*. (**CAPP Book**) Boulder, CO: Kumarian Press. ISBN: 978-1565495791. Chapters Introduction and 1-5. Please purchase.

All participants should come to the course having completed the following assignments:

1. Complete reading response number 1 Culture, identity, values and Self-awareness and submit by **noon Friday May 15, 2020**.
2. 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. 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. **Due by noon Friday May 15, 2020**.

COURSE SCHEDULE:

Tentative Course Schedule - An updated schedule will be provided on the first day of our synchronous class (May 11). We are still determining specific reading assignments for some weeks, and details related to the synchronous portion of the class. Assignment links and resources will be provided on Moodle along with this schedule. Check there for details.

Date	Topic	Assignments Due/Readings
<p>Week One May 11 Analysis and Research And Issues</p>	<p>Introductions Course Overview Values and Ethics Story vs. Analysis Observation and Perception Ladders of Influence What is the Change you want to see?</p>	<p>I am From Due Analysis Reading Response 1 Due Culture, Identity, Values and Self-awareness (5%)</p>
<p>May13</p>	<p>Practical Social Science Research</p>	<p>CAPP ch 1-4, Trujillo, Ch. 7 <i>Why Research Matters</i> Demmers Introduction Async Input – Practical Social Science Research</p>
<p>May 15</p>		<p>Analysis Paired Exercise EMU research ethics training module DUE</p>
<p>Week Two Identity and Stakeholders And History May 18</p>	<p>WHO: Stakeholders and Identity WHAT: Issues</p>	<p>Watch the Movie – Even the Rain, Discuss with a partner before coming to class on Monday the 18th. Have your notes with you. CAPP Chs. 6,8 Trujillo Introduction</p>
<p>May 20</p>	<p>Who are Mennonites then and now? What is this learning context? Social Identity Culture</p>	<p>Demmers Chapters 1 and 2 Rhodes, Miller 1 and 2 <i>Read links provided on Moodle</i> <i>Additional readings to be assigned</i></p> <p>May 22 Analysis Paired Reading Response 2 Core understandings: conflict, violence, peace and justice and critiques (5%) (Due in Pairs)</p>

<p>Week Three Context and Motivations May 25, 27</p> <p>May 29</p>	<p>WHERE: Structures and Systems WHY: Motivations: Needs/Dignity, Trauma, Worldview Genogram</p>	<p>CAPP Chs. 5,7 Demmers 3-4 Genogram links on Moodle</p> <p>May 29 - Visual Lenses Due in Pairs</p>
<p>Week Four Power and Choices and Identity June 1, 3</p>	<p>HOW: Engagement and Communication HOW: Power, Influence, Domination Accountability</p>	<p><i>Mayer Ch. 3</i> <i>CAPP 9, Trujillo Ch. 14</i> <i>Demmers Ch. 4-5</i> June 5 - Visual Lenses Due in Pairs</p>
<p>Week Five Narratives June 8, 10</p> <p>June 12</p>	<p>Forgiveness and Reconciliation WHEN: Narratives</p>	<p><i>CAPP 10-13</i> <i>Demmers Ch. 6</i> <i>Readings to be assigned</i></p> <p>Analytical Representation of Family Unit Due (Genogram or other visual or tactile mechanism)</p>
<p>June 26</p>		<p>Analysis Paired Reading Response 3 Core understandings: peacebuilding, conflict transformation</p>
<p>July 3</p>		<p>Analysis Paired Reading Response 4 Motivations for Violence: Identity, Worldview, Human Needs, Grievance, Shame, Trauma</p>
<p>July 24</p>		<p>Analysis Paper Rough Draft Due</p>
<p>August 9</p>		<p>Feedback on Analysis papers to students Due from Instructor</p>
<p>August 20</p>		<p>Final Analysis Paper Due</p>

COURSE ASSIGNMENT DUE DATE TIMELINE (FOR ANALYSIS AND FORMATION)

Most students taking this PAX 532B Formation class are also taking PAX 533b Analysis. For the purposes of coordinating due dates, the following schedule includes assignments for both Analysis and Formation. **Formation assignment Due Dates appear in bold.** Analysis assignments are not bolded:

Week 1 Synchronous Sessions (SS) Opening

May 11 – Analysis Reading Response 1 Culture, Identity, Values and Self-awareness (5%)
I am From Due

May 11 - Formation Personal Reflection A – Conflict Biography

May 15 – Analysis Paired Exercise

Week 2 SS Identity

May 18 – Formation Personal Reflection B – Self-Awareness/Identity

May 18 - Conflict Styles Profile

May 22 Analysis Reading Response 2 Core understandings: Definitions of conflict, violence, peace and justice (5%) (Due in Pairs)

Week 3 SS Systems

May 25 – Formation Personal Reflection C – Self-Assessment/Roles, Skills, Processes

May 29 - Visual Lenses Due in Pairs

Week 4 SS Power

June 1 – Formation Personal Reflection D – Self- Management/Ethics/Accountability

June 5 - Visual Lenses Due in Pairs

Week 5 SS Closing

June 8 – Formation Personal Reflection E - Self and Communal Care/Reconciliation/Resilience

June 12 - Analysis Representation of Family Unit Due (Genogram or other visual or tactile mechanism)

Asynchronous Assignments

June

June 22 - Practitioner Interview for Formation Due

June 26 - Analysis Reading Response 3 Core understandings: Definitions of peacebuilding, conflict transformation (5%) in pairs

June 29 - Formation Practice Reflection Journal Due (Part 1) Basic Analysis and Self-Assessment

July

July 3 – Analysis Reading Response 4 Motivations for Violence: Human Needs, Grievance, Shame, Trauma - in pairs

July 13 - Formation Reading Response 1 Difficult Situations

July 24 – Analysis Paper Rough Draft Due

August

August 9 - Feedback on Analysis papers to students Due from Instructor

August 10 - Formation Reading Response 2 Leadership Due

August 17 - Final Formation Practice Reflection Journal Due (Part 2)

August 20– Final Analysis Paper Due