

 <p>THE CENTER FOR JUSTICE & PEACEBUILDING</p> <p>A PROGRAM OF EASTERN MENNONITE UNIVERSITY</p>	<p>ANALYSIS: UNDERSTANDING CONFLICT PAX 533</p> <p>Summer Peacebuilding Institute/SPI <i>Session I, May 13-21, 2019</i> 8:30 a.m. – 5 p.m. <i>Course location: LB 121 (JAMAR classroom)</i></p>
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INSTRUCTOR INFORMATION:

Dr. Gloria Rhodes

Office: Martin Store 105

Office Hours: By appointment

rhodesg@emu.edu

[gloria.rhodes1\(Skype\)](https://www.skype.com/people/gloria.rhodes1)

540-432-4270 (office)

Graduate Assistant:

Maha Mehanna

COURSE DESCRIPTION:

Analysis focuses on understanding the factors that cause conflict, violence, and instability and those that 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 content and an opportunity to practice analysis skills individually and in small groups. Participants will assess their own roles and biases in conflicts 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 and the MA or GC in Restorative Justice. All students 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. *This course is offered for training or for 3 semester hours of graduate credit only. It cannot be taken for reduced credit.*

COURSE GOALS AND OBJECTIVES:

To prepare reflective practitioners who skillfully and ethically integrate peacebuilding theory, analysis and practice into the process of building durable peace whatever their professional field, position or career path.

Participants will:

1. Build a vocabulary for talking analytically about conflict and violence 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 including basic models, theories, and frameworks.
3. Apply theoretical and analytical models to case studies, including a range of 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.
5. Use self-analysis tools to understand the factors affecting personal responses to conflict (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 13 – Tuesday, May 21, 2019, 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 (with the exception of the first class that begins later due to the Opening Gathering as well as 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:

Read the following resources:

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.

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.

Additional Readings as provided on Moodle for each day of the class. **All participants are encouraged to read as much as possible in order to receive maximum benefit from the course.**

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

1. Read the following resources:

Demmers, Jolle. 2012. *Theories of Violent Conflict: An Introduction.* New York: Routledge. ISBN: 978-0415555340. Chapters 1 and 2.

Hicks, Donna. 2011. *Dignity: The Essential Role it Plays in Resolving Conflict.* New Haven: Yale

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University Press. Selected chapters on Moodle.

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

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

2. Complete reading response number 1 (see below) and submit by **May 21, 2019.**
3. Complete the National Institutes of Health (NIH) Researcher 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. Please submit the training certificate electronically to the link provided on the moodle site for this course when work is complete. **Due May 21, 2019.**

Go to <https://phrp.nihtraining.com/users/login.php> link to open resource.

REQUIRED TEXTS AND OTHER RESOURCES:

Comprehensive lists of required texts and articles for those taking the course for graduate credit.

Required Texts for Purchase or online access

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

Docherty and Lantz-Simmons. 2017. *A Genealogy of Ideas: What is old is new again.* <http://www.emu.edu/cjp/resources/a-genealogy-of-ideas/>. Center for Justice and Peacebuilding, Eastern Mennonite University, Volume 1.

Docherty and Lantz-Simmons. 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.

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

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**

Additional Required Reading materials (All posted on Moodle or available online) may include:

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

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

CDA Collaborative Learning Projects. 2012. *Conflict Analysis Framework: Field Guidelines and Procedures. Reflecting on Peace Practice Project*. CDA Collaborative Learning Projects, Global Partnership for the Prevention of Armed Conflict and Norwegian Church Aid. Second Draft for Review and Field Testing. **RPP Field Guidelines** Available from <http://www.kpsrl.org/browse/download/t/conflict-analysis-framework-field-guidelines>.

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

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

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

Hicks, Donna. 2011. *Dignity: The Essential Role it Plays in Resolving Conflict*. New Haven: Yale University Press (selected chapters available on Moodle). Entire book recommended. \$15.

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

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

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

Trujillo, Mary Adams and S. Y. Bowland. 2008. *Re-Centering: Culture and Knowledge in Conflict Resolution Practice*. Syracuse, NY: Syracuse University Press. Selected Chapters.

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.

Supplemental Reading

Additional Books and Readings 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

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.

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.

Mayer, Bernard. 2015. *The Conflict Paradox: Seven Dilemmas at the Core of Disputes*. San Francisco: Jossey-Bass.

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>

Miall, H., Ramsbotham, O., and Woodhouse, T. 2016. *Contemporary Conflict Resolution*, 4th Edition. Malden, MA: Blackwell.

Other supplemental reading options will be provided in Moodle.

REQUIRED ASSIGNMENTS TO BE COMPLETED AFTER 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 as noted above. 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 suggestions only to help provide realistic goals for course completion. Please work on your own schedule. Feedback on assignments turned in during the summer will be delayed until the fall semester.

Course Participation: 20% 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.

Genogram: 15% You will develop and submit a genogram for your family using GenoPro software, pen and paper, electronic media (paint, draw etc.) or other visual tool (pencil, paint, marker, etc.). You must include a key/legend, a short paper (2-3 pages) of explanation and of how the genogram can be explained by family systems theory (information accessed online). Be prepared to turn in a hard-copy or scanned representation of your genogram if not using GenoPro. More information on Genograms can be found on Moodle Guidance notes.

Reading responses: 25% (5 % each) We request that each student reflect on the readings and personal themes listed below and for each, submit a response within the Discussion Forum on Moodle. Full descriptions with prompts for writing are available through Moodle. Satisfactory responses should be at least 3-4 pages single-spaced. Required readings and deadlines are listed in Moodle.

1. Culture, identity, values and Self-assessment (5%)
2. Core understandings of conflict and peacebuilding and Living with Difference (5%)
3. Motivations for Violence: Identity, Human Needs, Shame, Trauma (5%)
4. Theories of Change (5%)
5. Self-Appraisal

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) or a situation where you can interview key stakeholders (either in person, Skype or by e-mail). More directions for the project are given in guidance notes for this paper. You will need to demonstrate that you have read Schirch entire book, *CDA RPP Field Analysis Guide*, Dugan, Fisher et al., and Lederach et al).

- You will write one paper including visual and conceptual models analyzing the situation you've chosen, for each of the following categories: **Stakeholders and Identity** (WHO the parties are including their behaviors and attitudes in relation to the situation and WHO you are); **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 that surrounds and supports the parties and you), and the **History, Timing and Escalation** factors (WHEN has this situation been happening, for how long, and what are the important timing factors to consider).

- Specifically, each student will develop a stakeholder map (WHO), and one additional visual model/analytical tool for each question (WHO, WHAT, WHY, WHERE, HOW, WHEN). These will be compiled into one paper to include an introduction and a self-assessment (either throughout or at the end of the analysis section). Each paper will then include a final section with suggested theories of change based on the completed analysis, a short conclusion and a Sources Cites list at the end of the paper.
- Institutional Review Board Application due by **June 1** if research information will be shared with stakeholders or other audiences.
- A complete rough draft of the Analysis paper. This draft is usually a minimum of 15 pages plus Sources Cited list. A rough draft will allow for feedback on the analysis paper before the final draft is due.
- Completed papers are usually 20-25 single-spaced pages minimum with graphic components plus Sources list (Reference List) in APA Style. You may propose alternative media or arts based approaches for presenting your work.
- Rubrics with criteria for grading the paper will appear as part of the final course syllabus. **Final Paper due October 1. If a class participant taking this course for credit will be a full-time student in the fall, final coursework is due August 20.**

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>.