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|  <p>25 THE CENTER FOR JUSTICE & PEACEBUILDING</p> | <p>ANALYSIS: UNDERSTANDING CONFLICT PAX 533 A</p> <p>Summer Peacebuilding Institute/SPI 2021</p> <p><i>May 17 - June 16</i> Mondays/Wednesdays 9-11:30 a.m. ET</p> |
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INSTRUCTORS' 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 and injustice analysis skills are a central component of designing effective strategies for promoting social change that transforms conflicts and supports justice.

In this course, we will engage with each other and with course materials to develop and refine our skills for analyzing situations of conflict and injustice in order to identify opportunities for transformative action. We will use a variety of analytical models or lenses, including identity (gender, religion, nationality, etc.), human needs, narrative, power, culture, worldview, and others to understand conflict. We will also work with case studies of conflicts at multiple social levels (personal, relational, structural, and cultural) to practice our analysis skills and identify opportunities to take action.

Participants will also practice self-analysis skills by paying attention to their own roles and biases in conflicts and how that affects their ability to “see” and describe conflict from different perspectives. The class will also focus on research strategies for gathering and organizing data and developing theories of change as an intermediate step from analysis to designing effective social change. For the final project, participants will select a situation and conduct their own analysis.

The course will be taught using a combination of asynchronous (self-paced) activities and synchronous activities. This course is for academic credit only. It requires participation in synchronous sessions on Mondays and Wednesdays May 17 – June 16 and follow-up assignments due in July and August. *Course work to be completed by August 20.*

This course combined with PAX 532 Formation for Peacebuilding Practice satisfies the PAX 534 (Foundations for Justice and Peacebuilding 1) requirement for students entering the MA in Conflict Transformation, the MA in Restorative Justice, or the MA in Transformational Leadership.

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 May 17 – June 16 9-11:30 a.m ET. 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 (East Coast US time). Please alert the instructor if you encounter problems in meeting deadlines. Extensions will be considered on a case by case basis if necessary.

Please note that the course ends in August when your final work is due. You will have some assignments due in July.

COURSE PHILOSOPHY

At CJP, we seek to create 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).

Preliminary Required Texts subject to change as we work on getting ebooks for easy access

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 will be posted on Moodle.

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. Each guidance note includes a grading rubric.

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.” **Due May 28th at noon US Eastern Time.**

Reading responses: 20% (5% each) Students post a reading reflection (in the format of their choice) each week and respond to at least one other posting. **Due before class sessions. See weekly schedule.**

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.). **Interim due dates for drafts and final product due on August 20, 2021. Detailed instructions and guidance will be provided.**

SPI ATTENDANCE POLICY:

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 you have unexpected problems attending a session, please send an email to jayne.docherty@emu.edu and myriam.aziz@gmail.com.

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 all available online.