

Center for Justice & Peacebuilding  
Graduate Program in Conflict Transformation  
Eastern Mennonite University

## **PAX 533 Analysis: Understanding Conflict**

Fall 2011

Thursdays 8:30-11:30 a.m.

### **Instructor**

Dr. Gloria Rhodes

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### **Graduate Assistant**

Sandra Kienitz (MA Candidate)

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## **Course Description**

This course focuses on the analysis of conflict and violence as the foundation for designing strategies for peacebuilding and conflict prevention. Participants will learn a variety of tools to “map” and describe the nature and dynamics of conflict. Drawing from broad interdisciplinary theoretical bases, the course focuses on human needs theory as a central framework for examining the complex causes of conflict, crime, and violence. Participants will explore the role of group and individual identity; respect and the role of shame and humiliation in the cycle of violence; security and the role of attachment; and the impact of structural violence on other forms of conflict. Participants will practice power analysis, cultural analysis, and psychological analysis of conflict. Participants will develop their ability to “see” and describe conflict from different perspectives.

## **Course Objectives**

Students will

1. Build a vocabulary for talking analytically about conflict and violence (By reading, participating in class and writing about conflict).
2. Develop a repertoire of theoretical and practical analytical models for understanding conflict and violence (By practicing developing all models (lenses) presented).
3. Develop a basic understanding of conflict transformation and peacebuilding approaches including basic theoretical models (By reading about CJP history, reading and responding to important texts such as Lederach and Miall et al, and by engaging the various models (lenses) presented to think about peacebuilding).
4. Identify the strengths and weaknesses of various analytical models (Through evaluation of models in small groups for presentation and analysis paper).
5. Apply analytical models to case studies, including a range of interpersonal, community and international conflicts (By working on in-class analysis and developing a conflict analysis of a case individually and in a group).

6. Practice moving from analysis to planning, designing and implementing peacebuilding programming (By considering how to link analysis to planning and design by attempting a simple design and implementation plan.

## Required Readings

- Conducting a Conflict Assessment: A Framework for Analysis and Program Development*. 2004. Office of Conflict Management and Mitigation; Bureau for Democracy, Conflict, and Humanitarian Assistance; and U.S. Agency for International Development. Available from: [http://www.au.af.mil/au/awc/awcgate/usaid/conflict\\_assessment.pdf](http://www.au.af.mil/au/awc/awcgate/usaid/conflict_assessment.pdf)
- Fisher, Simon, Dekha Abdi, Jawed Ludin, Richard Smith, Steve and Sue Williams. 2000. *Working with Conflict: Skills and Strategies for Action*. Responding to Conflict, Birmingham, UK. London: Zed Books.
- Gilligan, James. 2001. *Preventing Violence*. New York: Thames and Hudson.
- Haider, Huma. 2009. Conflict Analysis: Frameworks and Tools in *Conflict: topic guide*. Governance and Social Development Resource Center. pp. 30-32. Available from: <http://www.gsdrc.org/go/conflict/chapter-1-understanding-violent-conflict/conflict-analysis-framework-and-tools#tools> OR <http://www.gsdrc.org/docs/open/CON70.pdf>
- Lederach, John Paul. 1997. *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press.
- Mayers, J. 2005. *Stakeholder power analysis*. Power tools series. International Institute for Environment and Development, London, UK [Available on Moodle for this class].
- Meadows, Donella. 2008. *Thinking in Systems: A Primer*. Chelsea Green Publishing.
- Miall, H., Ramsbotham, O., and Woodhouse, T. 2010. *Contemporary Conflict Resolution, 3rd Edition*. Malden, MA: Blackwell.
- 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. [Available on Moodle for this class].
- 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. [Available on Moodle for this class].
- Rhodes, Gloria. 2010. *Mennonites and Peace*. *International Encyclopedia of Peace*. New York: Oxford University Press. [Available on Moodle for this class].
- Schirch, Lisa. 2004. *Little Book of Strategic Peacebuilding*. Intercourse, PA: Good Books.
- Schirch, Lisa. August, 2011. *Conflict Assessment and Peacebuilding Planning (CAPP) Handbook*. Center for Justice and Peacebuilding. Eastern Mennonite University.

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

Woodrow, Peter. 2006. *Advancing Practice in Conflict Analysis and Strategy Development*. Available at: <http://www.cdainc.com/cdawww/pdf/article/RPP%20Article%20Conflict%20Analysis%2020060101.pdf>

Other readings may be handed out in class

## **Bibliography** (additional resources for your personal use)

Barash, David P. and Charles P. Webel. 2002. *Peace and Conflict Studies*. Thousand Oaks, CA: Sage Publications.

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](http://www.sfcg.org/programmes/ilr/ilt_manualpage.html)

Francis, Diana. 2002. *People, Peace, and Power: Conflict Transformation in Action*. London: Pluto Press.

Jeong, Ho-Won. 2000. *Conflict and conflict analysis*. Aldershot, England: Ashgate.

Lederach, John Paul. 1995. *Preparing for Peace: Conflict Transformation Across Cultures*. Syracuse, NY: Syracuse University Press.

Leonhardt, Manuela. 2001. *Conflict Analysis for Project Planning and Management*. Available at: <http://www.gtz.de/de/dokumente/en-conflictanalysis.pdf>

Leonhardt, Manuela. 2000. *Conflict Impact Assessment of EU Development Cooperation with ACP Countries: A Review of Literature and Practice*. International Alert/Saferworld.

Miall, Hugh. 2007. *Emergent Conflict and Peaceful Change*. Palgrave Macmillan.

## **Assignments:**

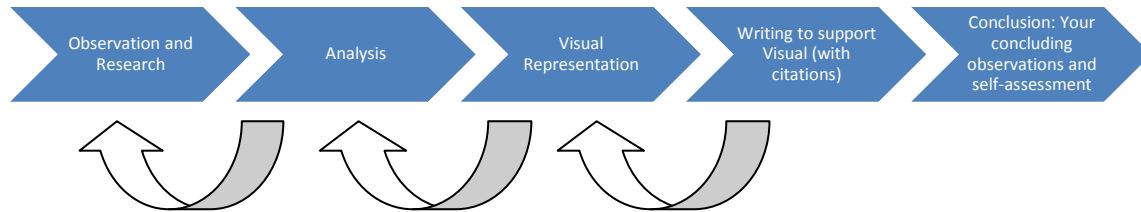
### **1. Conflict Analysis Project: 50 points**

Choose an organizational, community, or regional conflict or situation of tension or injustice. The conflict will need to be researched, so it should be a conflict that others are writing about or a conflict where you can interview key stakeholders about their perceptions. Each person should read approximately 500 pages of supplementary research material on your topic and should expect to spend time researching, interviewing, and interpreting data each week. The data you present on your visual lenses should be compiled from your research (with appropriate citation), and should not be purely your own speculation. Your knowledge about a topic can be factored into the analysis, but to establish legitimacy, you also need to include authors or speakers who support your observations.

The project will be due in increments throughout the semester. Due dates are included in the attached schedule. A minimum of 15 lenses is required. Include a thorough bibliography of your research sources

in your final paper. Citations will be expected in APA style. *More directions for the analysis paper will be handed out in class, and available on Moodle.*

### Basic Process for the Analysis Paper



### 2. Write 3 Reading Reflection Papers. 10 points each.

Write a 2 page single-spaced response paper to the following books or sections of books. Paper should be submitted electronically through Moodle.

Gilligan, James. 2001. *Preventing Violence*. New York: Thames and Hudson.

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

Miall, H., Ramsbotham, O., and Woodhouse, T. 2010. *Contemporary Conflict Resolution, 3rd Edition*. Malden, MA: Blackwell. (chps. 1, 2, 4, 11, 12, 13, and 15)

Please do not summarize the readings. Include your own thoughts and reactions to the reading.

- What do you think about the author's perspectives and theories?
- What points in the readings make the most sense to you given your experiences?
- What contribution do the readings bring to your understanding of conflict and peacebuilding?

Please cite specific examples and theories from the readings, to demonstrate your comprehension of the material. You can add the page number to refer to specific ideas from the author. But please do not include any quotes from the book. Write only your own thoughts and sentences. All citations should be in APA style. Please do include a reference page also in APA style.

### 3. Small Group Practice and Final Presentation 20 points

In a small group, you will analyze a case study of your choosing. In the final class period you will present your case analysis using powerpoint. A minimum of 3 lenses is required. A scoring rubric for the plan will be handed out prior to the project and will include the areas of general knowledge, application, visual and experiential appeal, and group process (among possible other areas).

## Supplemental information for CJP graduate course syllabi:

Approved 3/20/06; updated 8/11

### **Writing Guidelines:**

*Writing* will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level.

For the course papers, please follow the APA style described in CJP’s *GUIDELINES for GRADUATE PAPERS* (see student handbook or request a copy from the Academic Program Coordinator).

### **Academic Integrity Policy (AIP):**

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from “Academic Integrity,” 2011-12 Undergraduate Catalog.] This course will apply EMU’s AIP (see catalog, pp. 16-19) to any events of academic dishonesty. For more information see <http://www.emu.edu/academic-support/writing/academicintegritypolicy03-09.pdf> If you have doubts about what is appropriate, one useful website is <http://www.indiana.edu/~istd/>

### **Grading Scale & Feedback:**

*Grades* will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course. Each assignment will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent
85-89 = B+ very good	80-84 = B good
75-79 = B- satisfactory	70-74 = C passing
Below 70 = F failing	

Graduate students are expected to earn A’s and B’s.  
A GPA of 3.0 is the minimum requirement for graduation.

*Regarding feedback on papers/projects:* Students can expect to receive papers/assignments back in a class with faculty feedback before the next paper/assignment is due. This commitment from faculty assumes that the student has turned the paper in on the agreed upon due date.

### **Institutional Review Board:**

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>

### **Academic Support Center & Disability Support Services:**

If you have received services in the past related to a learning disability or attention deficit disorder and/or you feel you may have such a problem in this course, please make an appointment to speak with the faculty member or with the Coordinator of Student Disability Support Services in the Academic Support Center, third floor of the Hartzler Library (432-4254).

Please take advantage of the free individual tutoring from writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any

level or at any stage in the writing process. Please remember that writing tutors do not provide editing or proofreading services. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit or call the Academic Support Center on the 3rd floor of the Sadie Hartzler Library or by accessing WOnline on myEMU portal.

**Class Attendance:** Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed. (EMU Graduate Catalog)  
Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that meet weekly or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

**Course Extensions and Outstanding Grades:**

For Fall and Spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months) using a course extension form provided by the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under certain circumstances).

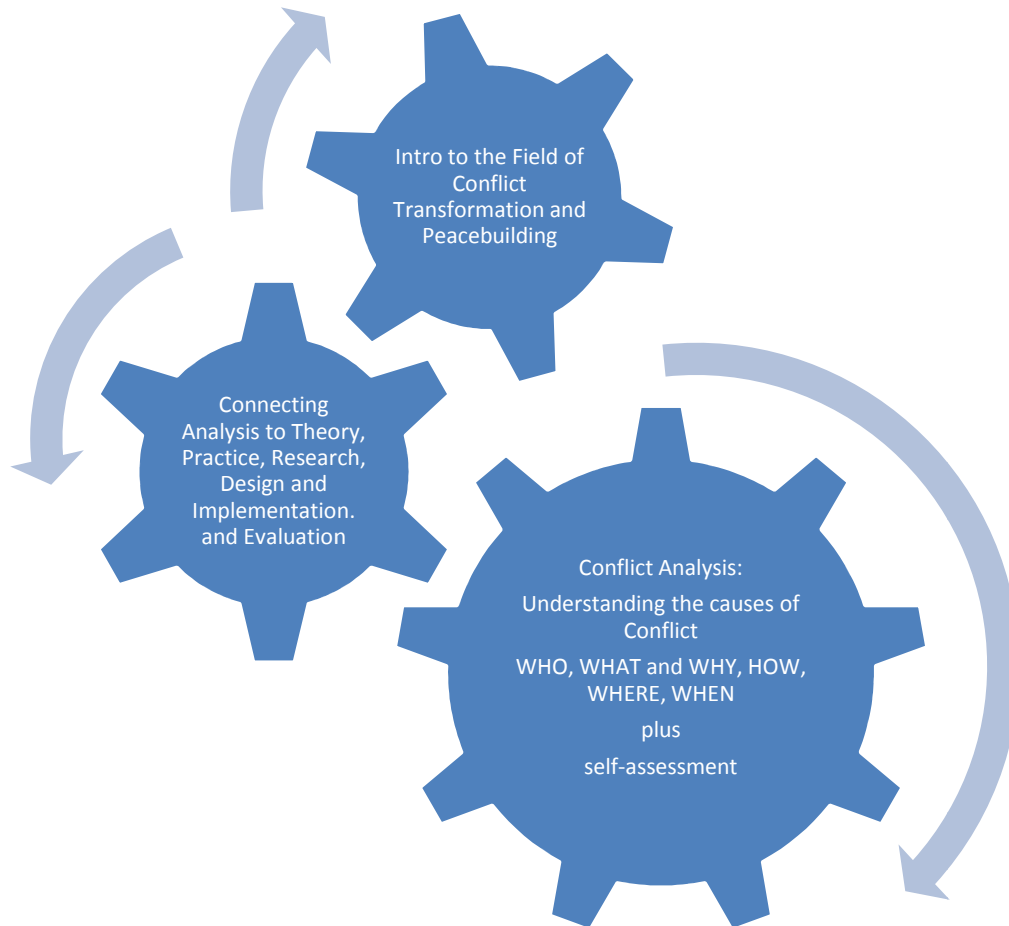
Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.  
**PLEASE NOTE:** If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade for the work completed. Under exceptional circumstances, an additional 6-month extension may be granted by special petition to the CJP academic committee. To receive this additional extension, a letter of petition is expected with full rationale for the reason unable to finish to this point and a practical plan on how the student will actually finish if this extension is permitted. This must be submitted at least 1 week before the end of the first extension. A student is encouraged to use this only when absolutely necessary.

**Writing Standards –Graduate Level (Grid Version)**

<b><u>Criteria</u></b>	<b>A excellent</b>	<b>B minimal expectations</b>	<b>C below expectations</b>	<b><u>Comments</u></b>
<b>Content</b> ( <i>quality of the information/ideas and sources/details used to support them</i> )	<ul style="list-style-type: none"> <li>- shows clarity of purpose</li> <li>- shows depth of content</li> <li>- applies insight and represents original thinking</li> <li>-demonstrates quality and breadth of resources</li> </ul>	<ul style="list-style-type: none"> <li>- shows clarity of purpose</li> <li>- shows substantial information and sufficient support</li> <li>- almost always represents original thinking</li> <li>- uses quality resources</li> </ul>	<ul style="list-style-type: none"> <li>- shows clarity of purpose</li> <li>- lacks depth of content and may depend on generalities or the commonplace</li> <li>- represents little original thinking</li> <li>- uses mostly quality resources</li> </ul>	
<b>Structure</b> ( <i>logical order or sequence of the writing</i> )	<ul style="list-style-type: none"> <li>- is coherent and logically developed</li> <li>- uses very effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>- is coherent and logically developed</li> <li>- uses smooth transitions</li> </ul>	<ul style="list-style-type: none"> <li>- is coherent and logically (but not fully) developed</li> <li>- uses some awkward transitions</li> </ul>	
<b>Style</b> ( <i>appropriate attention to audience: effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages and email</i> )	<ul style="list-style-type: none"> <li>- is concise, eloquent, and rhetorically effective</li> <li>- composes varied sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>- displays concern for careful expression</li> <li>- composes some varied sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>- displays some personality <u>but</u> lacks imagination and may be stilted</li> <li>- composes little varied sentence structure</li> <li>- frequently uses jargon and clichés</li> </ul>	
<b>Conventions</b> ( <i>adherence to grammar rules: usage, mechanics</i> )	<ul style="list-style-type: none"> <li>- composes well-constructed sentences</li> <li>-makes virtually no errors in grammar and spelling</li> <li>- makes accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>- almost always composes well-constructed sentences</li> <li>- makes minimal errors in grammar and spelling</li> <li>- makes accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>- usually has well-constructed sentences</li> <li>- makes several errors</li> <li>- makes word choices that distract the reader</li> </ul>	
<b>Source Integrity</b> ( <i>appropriate acknowledgment of sources used in research</i> )	<ul style="list-style-type: none"> <li>- cites sources for all quotations</li> <li>- composes credible paraphrases, cited correctly</li> <li>- includes reference page</li> <li>- makes virtually no errors in documentation style</li> </ul>	<ul style="list-style-type: none"> <li>- cites sources for all quotations</li> <li>- composes credible paraphrases, usually cited correctly</li> <li>- includes reference page</li> <li>- makes minimal errors in documentation style</li> </ul>	<ul style="list-style-type: none"> <li>- cites sources for all quotations</li> <li>- composes mostly credible paraphrases, sometimes cited correctly</li> <li>- includes reference page</li> <li>- makes several errors in documentation style</li> </ul>	
<p>The weighting of each of the five areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when a person presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).</p>				<b><u>Grade</u></b>

*Approved by University Faculty*                      *April 28, 2004*  
*Revised by the Writing Committee*              *April 2008*  
*Updated March 2009*

## Graphic Outline of Course Objectives



## Course Objectives

Introduction to the field	<ul style="list-style-type: none"><li>• September 1, 8, 15, 22</li><li>• October 27</li></ul>
Conflict Analysis	<ul style="list-style-type: none"><li>• September 15, 22, 29</li><li>• October 6, 13, 20, 27</li><li>• November 3, 10, 17</li><li>• December 1, 15</li></ul>
Connecting Analysis to other topics	<ul style="list-style-type: none"><li>• September 29</li><li>• November 3, 10, 17</li><li>• December 8</li></ul>

## Course Schedule

Date	Topics	Assignments Due
9/01/11	Introductions Syllabus Overview of Conflict and Peacebuilding Analysis? Understanding myself as a researcher Introduction to Genogram (family systems)	
<b>9/8/11</b> <b>8:30-11:30</b> <b>JAMAR</b>	<b>Joint Class with Practice</b> Basic Assumptions about Conflict and Frameworks Who are the Mennonites? Schools of Thought in the Field	Read Fisher et al, Chs 1-2 Read Miller 1,2 and Rhodes (Moodle) CJP Mission (on Moodle)
<b>1:00-3:30</b> <b>UC 176</b>	Conflict Transformation Framework Peacebuilding Frameworks	Read Schirch, <i>Strategic Peacebuilding</i>
<b>9/15/11</b> 8:30 a.m. JAMAR	Basics of Conflict Analysis Introduction to Research Paper Research Expectations Introduce Small Groups	<b>Genogram Due</b> Read CAPP 1-23, Fisher et al, Ch. 3 Miall et al Introduction, Ch. 1 & 2
<b>9:30-10:30</b>	Library Introduction <b>Meet on Main Floor – Circulation Desk</b> Representing Data Visually	
<b>9/22/11</b>	<b>WHO</b> Stakeholder Mapping Lens Identity Group Dynamics Worldview Perception Peacebuilding Actors & Social Capital MultiTrack Peacebuilding & Third Side Roles Group Work	<b>10 sources due (Moodle)</b> <b>Reflection I Due</b> (Baseline writing sample) Read <i>Building Peace</i> , pp. 23-85 Read CAPP 25-39
<b>9/29/11</b>	<b>WHAT and WHY</b> Guest Speaker: Lisa Schirch Conflict Tree Lens Positions, Interests, Needs Lens – Basic Human Needs Systems Mapping of Conflict Drivers & Mitigators Group Work	Schirch, CAPP 40-53 Read <i>Thinking in Systems (1<sup>st</sup> chapters)</i>
<b>10/6/10</b>	<b>HOW</b> Power and Means Identity and Power Imbalances Incentives for Peace Lens Local Capacities for Peace and Resilience Lens Group Work	<b>Conflict Analysis Intro and WHO Due (4)</b> Read CAPP 54-58 Scan <i>Stakeholder power analysis</i>
<b>10/13/11</b>	<b>WHERE</b> Nested Lens Cycle of Violence Map (Direct, Cultural, Structural Violence) Group Work	Read <i>Preventing Violence</i> pp. 1-138 <b>Reflection Paper II Due</b>

<b>10/20/11</b>	<b>WHERE Continued</b> Cultural Analysis Gender Analysis Indicator Lists by Sector Connectors and Dividers Lens Group Work	<b>What, Why, and HOW Due (6)</b> Read <i>Re-Centering</i> , pp. xxv-36, ch. 1 Read CAPP pp. 60-70
<b>10/27/11</b>	<b>WHEN</b> Timeline and Legacy Lens Triggers and Windows of Opportunity & Vulnerability Stages of Conflict Lens Conflict Dynamics Lens Group Work	Read CAPP pp. 71-79 Read Miall 4, 11, 12, 13, and 15 <b>Reflection III Due (on Miall, CCR)</b>
<b>11/3/11</b>	Designing & Sequencing Peacebuilding Integrated Model of Peacebuilding Power & Awareness Model of PB Moving from Individual to Structural PB Group Work	Read Fisher, Ch. 4, 6 Read CAPP pp. 80-86
<b>11/10/11</b>	Self-Assessment & Planning Appendix A: National Security & Human Security Compared Group Work	<b>Where and When Due (5)</b> Read CAPP pp. 87-91
<b>11/17/11</b>	Conflict Analysis/Assessment In the Field  Evaluation and Analysis Group Work	Read each conflict assessment Woodrow, all (1) " <i>Conducting...</i> " <i>USAID Conflict Assessment</i> (2) Read Fisher, Ch 9 And choose one link from Haidar, Huma, read, and come ready to discuss ideas you gained.
<b>11/24/11</b>	<b>No Class Thanksgiving Break</b>	
<b>12/1/11</b>	Sharing Analysis Findings	<b>Final Analysis Paper Due (with conclusions and self-assessment)</b>
<b>12/08/11</b> <b>8:30-11:30</b> <b>JAMAR</b>	<b>Joint Class</b> In Analysis Class: Watch <i>Milagro Bean Field War</i> , part I Begin Analysis in small groups	
<b>1:00-3:30</b> <b>UC 176</b>	In Practice Class: Debrief analysis Watch <i>Milagro Bean Field War</i> , part II	
<b>12/15/11</b>	<b>Small Group Analysis Presentations</b> Course Wrap Up Course Evaluation	<b>Group Presentation Due</b>