

**PAX 573: Theory: Frameworks for Conflict Transformation
Syllabus
Spring 2008**

**Conflict Transformation Program
Eastern Mennonite University**

Instructor: Jayne Seminare Docherty, Ph.D.
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Course Meets:

Tuesdays from 2:00 p.m. – 5:00 p.m. EXCEPT for January 15, 2007 when it meets from 9:00 a.m. – 12:00 noon

Office Hours:

I will be in my office on Tuesday mornings for drop-in office hours. I can make appointments for other days; please contact me by phone or email to set a time. *Office hours for April 15 will be rescheduled for April 17 (morning). I will be traveling February 20 through March 10. Dave Brubaker will teach class on February 26, and I will be available by e-mail.*

Course Description:

This is an advanced-level course in the analysis of conflict and the practice of peacebuilding. Students must complete at least 3 other courses in conflict transformation and peacebuilding before taking this course. Participants are asked to develop their skills in cultural analysis by asking key analytical questions of different approaches to conflict. Participants will deepen their understanding of the wide variety of approaches to conflict while also learning to compare and critique these different approaches. This course will test and strengthen participants' ability to analyze conflicts and prescribe interventions into different types of conflicts.

Course Objectives:

Participants in this course will:

- ◆ Reflect on theories of human nature, social organization, culture, and social change that underpin theories of conflict and practical responses to conflict.
- ◆ Learn to identify the major theories of conflict and theories of conflict intervention.
- ◆ Demonstrate ability to do a cultural/worldview analysis of conflict theories and conflict transformation practices.
- ◆ Gain insight into how CJP's approach to conflict compares with other approaches.
- ◆ Explore the practices of various peacebuilding organizations.
- ◆ Become comfortable users and creators of theory in practice.
- ◆ Prepare for practicum by thinking about how to use theories to create a practicum learning agenda.

Course Philosophy:

This is primarily a theory course, but it is a theory course unlike any other you have taken. The assumption is that a reflective practitioner of conflict transformation must: know about a wide array of theories related to human nature, social structures, culture,

social change, conflict and conflict transformation; b) be aware of her or his own *implicit* theories of human nature, social structures, culture, social change, conflict, and conflict transformation; and c) be capable of connecting theory to practice and modifying both theory and practice “on the fly.” So, you will be asked to do a lot of reading, but you will also be expected to reflect critically on that reading and ponder the implications of each theory for practice. You will also be asked to do a lot of self-reflection on your own unspoken, tacit theories. The best way to approach this course is to let go of any idea that you will ever finalize your theories of human nature, social structures, culture, social change, conflict and conflict transformation. This is the start of a lifelong adventure, so try to have some fun with it.

Course Goals and Methods: The course has two goals. One is to “unlock your inner theorist” by engaging in activities where you are developing and using and applying theories to problems in the field. The second is to expose you to a wide array of theories (social, psychological, political, etc.) that help us understand and manage or transform conflict. The course requires a lot of reading, critical thinking, writing, and creativity. We will mix in applied activities so that you can see how theories are used (and misused) in the field.

Required Books:

- Berreby, David (2005). *Us and Them: Understanding Your Tribal Mind*. New York: Little Brown.
- Docherty, Jayne Seminare (2001). *Learning Lessons from Waco: When The Parties Bring Their Gods to the Negotiation Table*. Syracuse: Syracuse University Press.
- Kahane, Adam (August 1, 2007). *Solving Tough Problems: An Open Way of Talking, Listening, and Creating New Realities*. Berrett-Koehler Publishers; 2Rev Ed edition.
- Lederach, John Paul (1997). *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: USIP.
- Rigney, Daniel (2001). *The Metaphorical Society: An Invitation to Social Theory*. Lanham, MD: Rowman & Littlefield.
- Thomas, Scott M. (2005). *The Global Resurgence of Religion and the Transformation of International Relations: The Struggle for the Soul of the Twenty-First Century*. New York: Palgrave Macmillan.

Other Readings: At the end of this syllabus, is a list of readings for the course organized by the week they will be read. Readings and the bibliography of readings for March 11, March 25 and April 1 will be given out later.

Assignments for the Course:

Group Activities (10 points): Each student will be placed in a discussion group (3-4 students). The group is expected to meet every week for a conversation about the class readings.

- Each group will be expected to share a “burning question” or an “AHA moment” related to the readings at the beginning of each class session.
- Six times during the semester, each group will read an article that applies theories we are reading to a problem related to conflict or violence. The group

will complete a form summarizing the reading and answering some questions about it and the article will be part of the class discussion or activities for the week.

Class Activity February 26 (5 points): Dave Brubaker will be teaching this class. You will have a group assignment and we will begin class on March 11 with a brief report from each group.

Causes of Conflict and Violence Activity March 11 (5 points): For this class, each student will read one paper that claims to explain the causes of conflict and violence. You will prepare a summary of the paper, an evaluation of the theories that are being used, and a theory-based critique of the paper's strong and weak points.

Research Essays (60 points total): This is *the big assignment for the course*. Think of it as a major paper that is divided into "doable chunks." Due dates for the sections are as follows.

- January 22: Story you will be working with (0 points)
- February 5: Micro-theory "chapter" (15 points)
- February 26: Macro-theory "chapter" (15 points) *must be submitted via email attachment no later than March 4*
- March 18: Meso-theory "chapter" (15 points)
- April 22: Intervention plan "chapter" with M&E forms and presentation for the class (15 points)

Conference of Peacebuilding Practitioners (15 points): On April 8, the class will be run as a conference of peacebuilding practitioners. Each student will select a practitioner, read his/her writings and study his/her work, and come to class *in the role of that individual*. Each student will prepare a summary of the theories used by his/her practitioner and then participate in a round table discussion about a particular conflict.

Class Activity April 15 (5 points): Lisa Schirch will teach the class on April 15. She will tell the story of the 3D Security Initiative. You will ask questions and work in groups to articulate the theories behind the project. Then, you will work in groups to develop some monitoring and evaluation indicators that might be useful for the project. We will begin our class on April 22 with a brief report from each group.

Class Session Plan: Each class session (except April 8 and April 22) starting January 22 will proceed as follows:

- Housekeeping issues related to the class – clarification of assignments, etc.
- 1-2 minute statement from each group on "burning questions" or "AHA moments"
- 3-5 minute reports from the groups that read research papers
- Discussion of the readings led by Jayne
- Break
- An activity that forces us to apply the theories we have been reading to a problem AND/OR
- A discussion on ways to use this theory in developing an intervention plan and related M&E indicators AND/OR
- A discussion on whether the theory or theories under discussion are baby, teenage, or grown up theories and how we could test and refine them

The plans for February 26 (Dave Brubaker) and April 15 (Lisa Schirch) will be handed out prior to class.

Schedule

PART ONE: GENERAL PSYCHOLOGICAL, SOCIAL, AND POLITICAL THEORIES

January 15, 2008: *Introduction to Theory and Overview of the Course*

Read: Docherty (Chapters 1-4)

Miall – *Conflict Transformation: A Multi-Dimensional Task*

Class Activities:

- Introductions
- Overview of course and review of syllabus
- Organizing study groups and assigning Group Readings
- Defining terms: conflict transformation, peacebuilding, conflict resolution
- The Curle Model review
- The state of social theory today and the state of theory in our field(s)
- Everyone is a theorist – Baby, Teenage, and Grownup Theories
- Why is the glacier melting?
- Your turn – “What is going on here?” (a film-based theory activity)
- Discussion of Waco and the research process for developing worldview theory

January 22, 2008: *Micro Theories Part One: Theories that Focus on the Individual*

Part One of Large Assignment Due in Class

Read: Berreby (Chapters 1-5)

Culbertson et al – (Chapters 1-6) pay close attention to Chapter 5

Group Work:

- Look for “explanations for conflict or violence” in the media. Each group to bring 2 examples to class.
- Don’t forget that this week we start with our class routine, beginning with group reports on “burning questions” or “AHA moments.”

January 29, 2008: *Micro Theories Part Two: Theories that Focus on Individuals in*

Relationships

Read: Berreby (Chapters 6-Conclusion)

Rigney (Chapter 1 and Postscript)

Group Readings: Read the chapter from Docherty assigned to your group. Prepare to explain how your chapter relates to the theories described in Berreby.

- Docherty (Chapter 5)
- Docherty (Chapter 6)
- Docherty (Chapter 7)

February 5, 2008: *Macro Theories Part One: Is Conflict Really Rooted in Social Structures?*

Part Two of Large Assignment Due in Class

Read: Rigney (Chapters 2-4)

Group Work:

- **Watch the news/read the newspaper** and bring in examples of these metaphors being used by journalists or public figures

February 12, 2008: *Macro Theories Part Two: More Social Structure Theories*

Read: Rigney (Chapters 5-7)
Halpern Introduction

Group Work:

- **Watch the news/read the newspaper** and bring in examples of these metaphors being used by journalists or public figures
- Read the paper by Galtung assigned to your group and come to class prepared to explain what theories Galtung is using and/or misusing and how other theories could be used to challenge his arguments [Bibliography of Galtung papers to be given out later.]

February 19, 2008: *Meso Theories Part One: Where the Individual Meets Social Structures*

Read: Rigney (Chapters 8 & 9)
Brettell

Group Work: Read the paper assigned to your group and come to class prepared to summarize the paper, explain the theories the author is using and/or misusing and how this paper relates to the theories covered in the Rigney and Brettell readings.

- Scott
- Karlberg
- hooks
- Gorsevski

Do: The assigned activity and prepare to share your experience in class

February 26, 2008: *Meso Theories Part Two:*
Dave Brubaker is guest teaching

Part Three of Large Assignment Due via email attachment (may be turned in March 4, if you need extra time)

Read: Readings will be given out later

March 4, 2008: SPRING BREAK!

PART II: APPLYING THEORIES TO CONFLICT AND VIOLENCE

March 11, 2008: *Theories that Explain Conflict and Violence*

Part Four of Large Assignment Due in Class

Individual Readings: Each member of the class will be given *one* ☺ paper that claims to explain the source of conflict and violence. Your job is to read and summarize the paper and identify the underlying theories behind the paper referring back to the theories we have already read.

March 18, 2008: *What Happens When a (Flawed) Theory Gets Embedded in Institutions?*

Read: Thomas (Introduction; Chapters 1-4)
Reychler
Docherty Chapter 8
Huntington *The Clash of Civilizations?*

Group Readings:

- Mahbubani
- Bartley
- Kirkpatrick

- Ajami
- Binyan
- Rubenstein & Crocker

Give out role assignments for April 8

March 25, 2008: *Discursive Theories and Approaches to Conflict and Violence*

Read: Lederach Chapter 3
Kahane

Group Readings: To be given out later.

April 1, 2008: *Structural Theories and Dialogue Processes*

Read: Lederach (Chapters 4, 6, 7, 8, 9, and last section by Prendergast)

Group Readings: To be given out later.

April 8, 2008: *Theories of Conflict Transformation and Peacebuilding: A Gathering of Peacebuilders*

Prepare to participate in the “mock conference” of peacebuilding practitioners

Read: Materials by your theorist and prepare to participate in the conference
Background materials on problem you will be addressing

April 15, 2008: *Can You See Theories in Practice? The 3D Security Initiative*

Readings and materials to be given out later.

April 22, 2008: *Student Reports*

Part Five of Large Assignment Due in Class

Prepare to present your large assignment in class. Guidelines for presentations will be given out separately.

Supplemental information for CTP course syllabi:
3/20/06

Approved

Evaluation, writing guidelines, miscellaneous

Writing will be a factor in evaluation: EMU has recently adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see 2nd page). 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 CTP’s *GUIDELINES for GRADUATE PAPERS* (see student handbook or request a copy from CTP registrar)

In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. See also the EMU Graduate Catalog <http://www.emu.edu/catalog/graduate/academics.html> under “Honesty” for the university policy.

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 is the minimum requirement for graduation.

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, Roselawn Ground Floor (432-4233).

Course extensions and outstanding grades

The following is CTP policy on course extensions: 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 CTP Registrar. 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 a student does not fill out a course extension form in the agreed upon time a ½ grade will be docked for all coursework that was not completed by the end of the semester (regardless of whether or not an extension is subsequently approved). 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)

<u>Criteria</u>	A excellent	B competent	C below expectations	<u>Comments</u>
Content <i>(quality of the information/ideas and sources/details used to support them)</i>	<ul style="list-style-type: none"> - has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources 	<ul style="list-style-type: none"> - has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources 	<ul style="list-style-type: none"> - has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources 	
Structure <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> - is coherent and logically developed -uses very effective transitions 	<ul style="list-style-type: none"> - is coherent and logically developed -uses smooth transitions 	<ul style="list-style-type: none"> - is coherent and logically (but not fully) developed -has some awkward transitions 	
Conventions <i>(appearance of the writing: sentence structure, usage, mechanics, documentation)</i>	<ul style="list-style-type: none"> - has virtually no errors of conventions 	<ul style="list-style-type: none"> - has minimal errors of conventions 	<ul style="list-style-type: none"> - is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation 	
Style <i>(personality of the writing: word choice, sentence variety, voice, attention to audience)</i>	<ul style="list-style-type: none"> - is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read 	<ul style="list-style-type: none"> - displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read 	<ul style="list-style-type: none"> - has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read 	
<p>The weighting of each of the four areas is dependent on the specific written assignment and the teacher's preference.</p>				<u>Grade</u>

**PAX 573: Theory
Bibliography for Syllabus
Spring 2008**

Jayne Seminare Docherty, Ph.D.

This bibliography contains the citation information and where available links to electronic copies of readings *other than the required books*. Remember that you will not ALL be reading ALL of these papers, but you may need some of them for your essays even if you are not assigned to read them. NOTE: All of the *Foreign Affairs* articles can be accessed through the EMU Library Database.

Ajami, F. (1993). "The Summoning." Foreign Affairs 72(4): 2-9.

Bartley, R. L. (1993). "The Case for Optimism." Foreign Affairs 72(4): 15-18.

Berreby, D. (2005). Us and Them: Understanding your tribal mind. New York, Little Brown.

Binyan, L. (1993). "Civilization Grafting." Foreign Affairs 72(4): 15-18.

Brettell, C. B. (2002). "The individual/agent and culture/structure in the history of the social sciences." Social Science History 26(3): 429-445.

Culbertson, H., J. P. Lederach, et al. (2007). Reflective peacebuilding: A planning, monitoring, and learning toolkit, The Joan B. Kroc Institute for International Peace Studies, University of Notre Dame and Catholic Relief Services/USIP.
http://crs.org/publications/pdf/Peb0305_e.pdf

Docherty, J. S. (2001). Learning Lessons from Waco: When the parties bring their gods to the negotiation table. Syracuse, NY, Syracuse University Press.

Gorsevski, E. W. (1999). "Nonviolent theory on communication: The implications for theorizing a nonviolent rhetoric." Peace & Change 24(4): 445-475.

Halpern, D. (2005). Social Capital. Malden, MA, Polity.

hooks, b. (1994). Teaching to Transgress: Education as the practice of freedom. New York, Routledge.

hooks, b. (1995). Killing Rage: Ending racism. New York, Henry Holt and Company.

Huntington, S. P. (1993). "The clash of civilizations?" Foreign Affairs 72(3): 22-49.

Kahane, A. (2007). Solving Tough Problems: An open way of talking, listening, and creating new realities. San Francisco, Berrett-Koehler Publishers.

Karlberg, M. (2005). "The power of discourse and the discourse of power: Pursuing peace through discourse intervention." International Journal of Peace Studies **10**(1): 1-23.

Kirkpatrick, J. J. (1993). "The Modernizing Imperative." Foreign Affairs **72**(4): 19-21.

Lederach, J. P. (1997). Building Peace: Sustainable reconciliation in divided societies. Washington, DC, United States Institute of Peace.

Mahbubani, K. (1993). "The Dangers of Decadence." Foreign Affairs **72**(4): 10-14.

Miall, H. (2004) Conflict transformation: A multi-dimensional task. Berghof Handbook for Conflict Transformation Volume, DOI: http://www.berghof-handbook.net/uploads/download/miall_handbook.pdf

Reychler, L. (1997). "Religion and Conflict." International Journal of Peace Studies **2**(1): 1-17.

http://www.gmu.edu/academic/ijps/vol2_1/Reyschler.htm

Rigney, D. (2001). The Metaphorical Society: An invitation to social theory. Lanham, MD, Rowman & Littlefield.

Rubenstein, R. E. and J. Crocker (1994). "Challenging Huntington." Foreign Policy **96**(Fall): 113-128.

<http://web.ebscohost.com/ehost/detail?vid=3&hid=116&sid=ffd67793-a513-4b99-8cbc-728c5d5f2998%40sessionmgr106> (If this does not work, you will need to go in through the library system EBSCOhost.)

Scott, J. C. (1992). Domination, acting, and fantasy. The paths to domination, resistance, and terror. C. Nordstrom and J. Martin. Berkeley, University of California Press.

Thomas, S. M. (2005). The Global Resurgence of Religion and the Transformation of International Relations: The struggle for the soul of the Twenty-First Century. New York, Palgrave Macmillan.