

PAX

533

Center for Justice &
Peacebuilding

Graduate Program in
Conflict
Transformation

Eastern Mennonite
University

Fall 2008

Faculty:
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Office Hours:

Monday
2-3pm

Tuesday
9:00am – 12:00pm

Or email me to make
an appointment
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Analysis: Understanding Conflict

Course Description

This course focuses on the analysis of conflict and violence as the foundation for designing strategies for conflict prevention and peacebuilding. Participants will learn a variety of tools to “map” and describe the nature of conflict. This course draws from broad interdisciplinary theoretical bases. Participants will use human needs and human rights theories as a central framework for examining the complex causes of conflict, crime, and violence, including the role of identity; the role of shame and humiliation in the cycle of violence; and the impact of structural violence on other forms of conflict. Participants will gain skills in power analysis, cultural analysis, and psychological analysis of conflict. Participants will practice “seeing” conflict from different perspectives.

Course Objectives

- Building a vocabulary for talking analytically about conflict and violence.
- Developing a repertoire of analytical models of conflict and violence
- Identifying the strengths and weaknesses of each model
- Applying analytical models to case studies, including a range of interpersonal, community and international conflicts.
- Learning to move from analysis to planning and design of programming

Required Readings and Books

Understanding Conflict and Conflict Analysis by Ho-Won Jeong

Re-Centering Culture and Knowledge in Conflict Resolution Practice by Mary Adams Trujillo and S. Y. Bowland

Preventing Violence. By James Gilligan.

Advancing Practice in Conflict Analysis and Strategy Development by Peter Woodrow (online)

Principles of the Interagency Conflict Assessment Framework by US Government

Assignments:

1. **Mid-Term Test** on Core Concepts from Jeong’s Understanding Conflict & Conflict Analysis: 20 Points

2. **Violence Analysis Project:** 50 points

By September 30, choose a conflict to write your paper about. Community or regional conflicts work best. Choose a conflict that has between 5-10 key stakeholders. The conflict will need to be researched, so it should be a conflict that others are writing about.

By October 28, begin writing the paper with a first few items on the list below.

By November 18, bring a rough draft of your paper to class to discuss. This should be a 8-12 page single-spaced paper analyzing a specific incidence of direct or structural violent conflict using the course material from the entire semester and at least 500 pages of reading of supplementary research material on your topic. Include a thorough bibliography of your research. You can use as many diagrams, lists, or shortened descriptions as necessary. In other words, you do not need to use full sentences throughout the paper. The final 2-3 pages of the paper should be a rough outline of the kind of program design you would recommend based on your conflict situation.

- ❖ Start with a “stakeholder map”
- ❖ Demonstrate that you can “see” the conflict from different points of view with an ABC diagram and analysis
- ❖ Identify the dynamics or stages of the conflict.
- ❖ Identify the dimensions of the conflict.
- ❖ Use the USAID or other conflict analysis framework
- ❖ Identify each stakeholder’s sources of power, their material, social, and symbolic needs, and the things that connect them with and divide them from other stakeholders in a chart such as this:

Stakeholder	Sources of Power	Needs	Connectors	Dividers

More directions for the violence analysis paper will be handed out in late October.

3. **Reflection Papers.** 20 points each.

- Read and reflect on culture and identity in *Re-Centering Culture and Knowledge in Conflict Resolution Practice in a 2 page single-spaced paper.*
- Read and reflect on shame, humiliation and the other themes in *Preventing Violence in a 2 page single spaced paper.*

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 CJP’s *GUIDELINES for GRADUATE PAPERS* (see *student handbook* or request a copy from the academic program coordinator)

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/general/academics> 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 CJP 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 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 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)

Criteria	A excellent	B competent	C below expectations	Comments
Content (<i>quality of the information/ideas and sources/details used to support them</i>)	- has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources	- 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>)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions	
Conventions (<i>appearance of the writing: sentence structure, usage, mechanics, documentation</i>)	- has virtually no errors of conventions	- has minimal errors of conventions	- 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>)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- 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	
The weighting of each of the four areas is dependent on the specific written assignment and the teacher’s preference.				Grade