

## **PACS6908 CONFLICT RESOLUTION AND PEACEBUILDING**

SEMESTER 2, 2009

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Time: 10:00 am – 1:00 pm Friday mornings *or* 3:00 – 6:00 pm Friday afternoons  
[It is very important that students remain in the same timeslot for the whole semester.]  
*plus* one-day workshop Saturday 24 October *or* Sunday 25 October 2008

Location: Room 114, Mackie Building, Arundel St, University of Sydney

### **AIMS AND OUTCOMES**

This unit builds on the conflict analysis and resolution skills introduced in the core unit, *Key Issues in Peace and Conflict Studies*. The focus is on advanced theoretical and practical assessment of various methods of conflict resolution and transformation in a peacebuilding context. As such it provides an opportunity for students to develop the skills necessary for a career as a peace practitioner.

Drawing on the work of theorist-practitioners including John Paul Lederach, Christopher Mitchell and Diana Francis, students will learn how to analyse conflict situations and to design appropriate intervention strategies. The aim is for students to develop skills in designing, facilitating and evaluating socio-psychological interactive conflict resolution (ICR) interventions, such as problem-solving workshops, dialogue workshops and training workshops. Evaluation of these intervention strategies will be informed by theories of sustainable peacebuilding, conflict resolution and conflict transformation.

Case studies, role plays and simulations will be used to illustrate and develop skills required by third party interveners in conflict situations. Topics covered include organisation and facilitation of workshops, consideration of ethical issues, funding and accountability, cultural awareness, security, follow-up and evaluation.

Specific learning outcomes:

Students will develop skills which enable them to work with others to:

1. Analyse conflict situations and identify appropriate interactive conflict resolution intervention strategies;
2. Design and implement interactive conflict resolution interventions, such as problem-solving workshops, dialogue workshops and training workshops;
3. Facilitate group processes and socio-psychological workshops designed to promote conflict transformation; and
4. Evaluate interactive conflict resolution interventions.

## ASSESSMENT

**1. Essay: Conflict Analysis and Workshop Design (2500 words) – 30%**

DUE IN CLASS FRIDAY 18 SEPTEMBER 2009

For this assignment students are required to:

- analyse the conflict chosen for the workshop simulation
- identify appropriate interactive conflict resolution (ICR) intervention strategies; and
- present preliminary ideas for the design of the workshop based on this analysis.

Students may choose one or more aspects of the workshop design for particular focus (such as facilitation or evaluation), but recognition of all elements involved is also necessary. This assignment is to be presented as an essay with full reference details and a bibliography attached. The individual assignments will be used as a resource for students as a group to design the ICR simulation workshop.

Criteria for assessment:

1. evidence of reflective and critical reading and research to support your analysis and ideas, including identification of appropriate sources and use of methods for gathering information for conflict analysis
2. evidence of awareness of questions to ask and application of conflict analysis process to the case study
3. identification and evaluation of appropriate ICR strategies for intervention in the chosen conflict
4. evidence of creativity and application of ideas based on conflict analysis for design of an ICR intervention in the chosen conflict
5. inclusion of full reference details and bibliography
6. ability to present a clearly and coherently written and structured essay that fits within the word limit (essays that exceed the word limit by more than 500 words may be penalised)

**2. Workshop Simulation and Report**

**(a) participation in design and conduct of a one-day workshop simulation demonstrating skills in workshop design, implementation, facilitation and evaluation – 50%**

SATURDAY 24 OCTOBER 2009 *or* SUNDAY 25 OCTOBER 2009

The workshop component of the mark is worth 50% of the assessment for the unit, with 15% being self-assessment by the group. The mark, including the self-assessment component, will be a group mark, with each person receiving the same mark.

The self-assessment process will be completed through a group discussion and decision process in the class following the workshop, on Friday 30 October.

The criteria for the self-assessment and lecturer's assessment are the same, and are listed below. The criteria are based on the specific learning outcomes identified for the course and are focussed on evaluating the team process in designing and conducting the workshop, rather than on expertise in performance.

Criteria for assessment:

1. organisation and participation in one-day ICR workshop simulation
2. evidence of initiative and creative engagement in the process
3. evidence of learning and applying skills in ICR workshop design and implementation
4. evidence of learning and applying skills in ICR workshop facilitation and management of group process
5. evidence of learning and applying skills in conflict and culture analysis, including researching and applying knowledge about the case study chosen for the workshop simulation
6. evidence of effective teamwork, including communications, decision-making and coordination
7. evidence of ethical considerations in the design and conduct of the workshop
8. evidence of learning and applying skills in effective design and implementation of an appropriate evaluation process, including evaluation of both process and outcome
9. evidence of assessing and learning from the strengths and weaknesses of the workshop

**(b) submission of a written report (1500 words) – 20%**

DUE MONDAY 9 NOVEMBER 2009

Each student is to submit an individual report reflecting on the design and implementation of the workshop demonstrating what has been learnt from the process particularly in relation to the above criteria.

Criteria for assessment:

1. presentation of a coherent, well-structured reflection and analysis within the required word limit (1500 words)
2. evidence of self-awareness and reflection on personal and group learning in relation to aspects of workshop design, implementation, facilitation and evaluation
3. evidence of understanding issues involved in designing, implementing, facilitating and evaluating ICR workshops including, where appropriate, research, conflict analysis, teamwork, group dynamics, cultural and ethical awareness, facilitation, communications, coordination and logistics.

Further details regarding referencing styles, presentation and submission of assignments may be found in the **CPACS Assignment Presentation and Assessment Guidelines**. Most importantly, students are required to attach an **Assignment Cover Sheet** to all assignments and to sign the **Plagiarism Compliance Statement** before work can be marked.

Students must pass all three sections of the assessment (essay, workshop simulation and report) for successful completion of the course. Failure to attend at least 80% of classes without reasonable cause is grounds for failure.

## KEY TOPICS AND QUESTIONS

1. Interactive Conflict Resolution: what, who, when, where, how and why.
  - a) What is it? What are the defining features and principles of ICR?
  - b) Who does it and who is it for?
  - c) When does or should it happen?
  - d) Where should it take place?
  - e) How should it happen? (skills required, format, content, processes)
  - f) Why is it needed? (purpose and intended outcomes)
  
2. Identifying and evaluating types of ICR models:
  - a) Who pioneered them?
  - b) Where have they been applied?
  - c) How can you evaluate the impact or value of ICR processes?
  - d) What are the strengths and weaknesses of ICR?
  
3. Analysis of protracted social conflicts or deep-rooted conflicts currently occurring in the world and the potential for ICR interventions:
  - a) What is the conflict about? What are the major issues involved?
  - b) Who are the parties to the conflict?
  - c) What are the interests, needs, fears and values of the parties involved?
  - d) What is the history of the conflict?
  - e) How would you describe the current stage of the conflict?
  - f) What types of intervention are happening that you know of?
  - g) What types of interventions have been tried in the past?
  - h) What type of intervention is appropriate now?
  - i) How might you design an ICR workshop for this particular conflict?

## STRUCTURE

Sessions 1-4 will cover an introduction to the theory and practice of interactive conflict resolution interventions in a peacebuilding context. We will also cover conflict analysis and confirmation of the case studies chosen for the workshop simulations. Each class will work on a different conflict and run a separate one-day simulation workshop at the end of the course.

Sessions 5-7 will focus on learning some workshop facilitation skills and techniques and provide an overview of the various dimensions of workshop design, including funding, logistics, ethics, accountability, cultural awareness and evaluation.

During this period (Weeks 5-8) students will also be preparing their conflict analysis assignment including preliminary design ideas for the ICR simulation workshop. These ideas will be presented and shared with fellow students in Session 8 (Friday 18 September) and assignments will be submitted in class at that session.

At Session 9 we will focus on decisions about the workshop design and forming teams in which students will work for the rest of the semester. Each class will divide into two teams: facilitation (including logistics) and those who will play the roles of the workshop participants during the simulation.

Following the mid-semester break, there will be three 3-hour session times (Sessions 10-12) available each week for students to work in their teams on the design of the workshop. Additional skills training and support will be available from the Coordinator, Assistant Facilitator and other teaching assistants during these session times. Teams and sub-teams will most likely need to meet out of class hours as well in order to enable successful planning for the workshops.

The simulation workshops will each be one full day at the end of Week 12, and will be followed by a three-hour session (Session 13) the following week for debriefing, self-assessment, completions and course evaluation. The final assignment, a reflection on the workshop process, will be due for submission on Monday 9 November.

## KEY REFERENCES

Mary B. Anderson & Lara Olson, *Confronting War: Critical Lessons for Peace Practitioners*, Collaborative for Development Action, Cambridge, MA, 2003.

John Burton & Frank Dukes, *Conflict: Practices in Management, Settlement and Resolution*, Macmillan, London, 1990.

Sandra Cheldelin, Daniel Druckman & Larissa Fast, *Conflict: From Analysis to Intervention*, Continuum, London, 2003.

Chester A. Crocker, Fen Osler Hampson & Pamela Aall (eds), *Turbulent Peace: The Challenges of Managing International Conflict*, United States Institute of Peace Press, Washington, DC, 2001.

Simon Fisher et al, *Working with Conflict: Skills and Strategies for Action*, Zed Books/Responding to Conflict, London, 2000.

Alice Frazer Evans & Robert A. Evans, *Peace Skills: Leaders' Guide*, Jossey-Bass, San Francisco, 2001.

Ronald J. Fisher, *Interactive Conflict Resolution*, Syracuse University Press, Syracuse, NY, 1997.

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

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

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

John Paul Lederach, *The Little Book of Conflict Transformation*, Good Books, Intercourse, Philadelphia, 2003.

John Paul Lederach & Janice Moomaw Jenner (eds), *A Handbook of International Peacebuilding: Into the Eye of the Storm*, Jossey-Bass, San Francisco, 2002.

John Paul Lederach, *The Moral Imagination: The Art and Soul of Building Peace*, Oxford University Press, Oxford, 2005.

Christopher Mitchell & Michael Banks, *Handbook of Conflict Resolution: The Analytical Problem-Solving Approach*, Pinter, London, 1996.

Luc Reyckler & Thania Paffenholz (eds), *Peace-Building: A Field Guide*, Lynne Rienner, Boulder, Colorado, 2001.

Cynthia Sampson et al (eds), *Positive Approaches to Peacebuilding*, Pact Publications, Washington, DC, 2003.

Cynthia Sampson & John Paul Lederach (eds), *From the Ground Up: Mennonite Contributions to International Peacebuilding*, Oxford University Press, Oxford, 2000.

Lisa Schirch, *The Little Book of Strategic Peacebuilding*, Good Books, Intercourse, PA, 2004.

Robert M. Schoenhaus, *Conflict Management Training: Advancing Best Practices*, Peace Works No. 36, United States Institute of Peace, Washington, DC, January 2001.

Further references on conflict analysis, conflict resolution and conflict transformation theory and practice may be found in the course outline and reader for PACS6911 Key Issues in Peace and Conflict Studies.

## PROGRAM AND READINGS

Session 1 31 July	INTRODUCTION TO CONFLICT RESOLUTION AND PEACEBUILDING
	Hampson, F. O. (2001) "Parent, Midwife, or Accidental Executioner? The Role of Third Parties in Ending Violent Conflict" in Crocker, C.A., Hampson, F.O. & Aall, P. (eds) <i>Turbulent Peace: The Challenges of Managing International Conflict</i> . Washington, DC: United States Institute of Peace Press, pp. 387-406.
	Reychler, L. (2001) "From Conflict to Sustainable Peacebuilding: Concepts and Analytical Tools" in Reychler, L. & Paffenholz, T. (eds), <i>Peace-Building: A Field Guide</i> . Boulder, Colorado: Lynne Rienner, pp. 3-15.
	Abu-Nimer, M. (2003) "Toward the Theory and Practice of Positive Approaches to Peacebuilding" in Sampson, C. et al (eds) <i>Positive Approaches to Peacebuilding</i> . Washington, DC: Pact Publications, p. 13-23.
	Schirch, L. (2004) "Strategic Design of Peacebuilding" in <i>The Little Book of Strategic Peacebuilding</i> . Intercourse, PA: Good Books, pp. 63-80.
Session 2 7 August	INTERACTIVE CONFLICT RESOLUTION: THEORY AND PRACTICE
	Fisher, R. J. (1997) <i>Interactive Conflict Resolution</i> . Syracuse, NY: Syracuse University Press, pp. 1-15.
	Broome, B. J. and Jakobsson Hatay, A. (2006) "Building Peace in Divided Societies: The Role of Intergroup Dialogue" in Oetzel, J. & Ting-Toomey, S. (eds) <i>The SAGE Handbook of Conflict Communication</i> . London: Sage Publications, pp. 627-662.
	Cheldelin, S. & Lyons, T. (2003) "Facilitation and Consultation" in Cheldelin, S., Druckman, D. & Fast, L. (eds) <i>Conflict: From Analysis to Intervention</i> . London: Continuum, pp. 254-268.
	Keashly, L. & Fisher, R. J. (1996) "A Contingency Perspective on Conflict Interventions: Theoretical and Practical Considerations" in Bercovitch, J. (ed.) <i>Resolving International Conflicts: The Theory and Practice of Mediation</i> . Boulder, Colorado: Lynne Rienner, pp. 235-261.
	Mitchell, C. & Banks, M. (1996) <i>Handbook of Conflict Resolution: The Analytical Problem-Solving Approach</i> . London: Pinter, pp. vii-xix, 1-9.
	Montville, J. V. (1991) "The Arrow and the Olive Branch: A Case for Track Two Diplomacy" in Volkan, V. et al (eds) <i>The Psychodynamics of International Relationships, Volume 2</i> . Lexington, Massachusetts: Lexington Books, pp. 161-175.
Session 3 14 August	ANALYTICAL PROBLEM-SOLVING WORKSHOPS
	Fisher, R. J. (1997) "John Burton: Controlled Communication to Analytic Problem Solving" in <i>Interactive Conflict Resolution</i> . Syracuse, NY: Syracuse University Press, pp. 19-36.
	Mitchell, C. (2003) "Problem-solving" in Cheldelin, S., Druckman, D. & Fast, L. (eds) <i>Conflict: From Analysis to Intervention</i> . London: Continuum, pp. 241-253.
	Fetherston, A. B. (1991) "The Problem-Solving Workshop in Conflict Resolution" in Woodhouse, T. (ed) <i>Peacemaking in a Troubled World</i> . New York: Berg, 247-265.
	Fisher, R. J. (1997) "The Psychodynamic Approach and Unofficial Diplomacy" in <i>Interactive Conflict Resolution</i> . Syracuse, NY: Syracuse University Press, pp. 98-120.
	Kelman, H. (2001) "Interactive Problem Solving in the Middle East" in Reychler, L. & Paffenholz, T. (eds) <i>Peace-Building: A Field Guide</i> . Boulder, Colorado: Lynne Rienner, pp. 97-110.

Session 4 21 August	TRAINING, DIALOGUE & RECONCILIATION WORKSHOPS
	Francis, D. (2002) "From Theory to Practice: Training and Dialogue" in <i>People, Peace and Power: Conflict Transformation in Action</i> . London: Pluto Press, pp. 83-130.
	Babbitt, E. F. (2001) "Contributions of Training to International Conflict Resolution" from "Training for Trainers in Peacebuilding" Reader, American University, July 2001.
	Arnold, K. (2001) "The Challenge of Building Training Capacity: The Center for Conflict Resolution Approach in Burundi" in Reychler, L. & Paffenholz, T. (eds) <i>Peace-Building: A Field Guide</i> . Boulder, Colorado: Lynne Rienner, pp. 277-290.
	Francis, D. (2002) "Surviving History: A Story of Dialogue in the Balkans" in <i>People, Peace and Power: Conflict Transformation in Action</i> . London: Pluto Press, pp. 188-213.
	Hart, B. (2000) "Trauma-Healing and Reconciliation Workshops during Liberia's Civil Crisis" in Sampson, C. & Lederach, J. P. (eds) <i>From the Ground Up: Mennonite Contributions to International Peacebuilding</i> . Oxford: Oxford University Press, pp. 165-182.
	APPRECIATIVE INQUIRY
	Liebler, C. & Sampson, C. (2003) "Appreciative Inquiry in Peacebuilding" in Sampson, C. et al (eds) <i>Positive Approaches to Peacebuilding</i> . Washington, DC: Pact Publications, p. 55-79.
	Chapp, M. (2003) "Creating a Culture of Peace in Postwar El Salvador" in Sampson, C. et al (eds) <i>Positive Approaches to Peacebuilding</i> . Washington, DC: Pact Publications, p. 95-117.
Session 5 28 August	WORKSHOP DESIGN
	Lederach, J. P. (1995) <i>Preparing for Peace: Conflict Transformation Across Cultures</i> . Syracuse, New York: Syracuse University Press, pp. 47-70.
	Mitchell, C. & Banks, M. (1996) "Diagnosing the Situation" in <i>Handbook of Conflict Resolution: The Analytical Problem-Solving Approach</i> . London: Pinter, pp. 10-17, 30-37 & 54-56.
	Kraybill, R. (2001) "Principles of Good Process Design" in Reychler, L. & Paffenholz, T. (eds) <i>Peace-Building: A Field Guide</i> . Boulder, Co: Lynne Rienner, pp. 173-183.
	Mitchell, C. (2002) "How Much Do I Need to Know?" in Lederach, J.P.& Jenner, J.M. (eds), <i>A Handbook of International Peacebuilding: Into the Eye of the Storm</i> . San Francisco: Jossey-Bass, pp. 49-58..
	Burton, J. & Dukes, F. (1990) "Appendix: Facilitated Conflict Resolution Procedures" in <i>Conflict: Practices in Management, Settlement and Resolution</i> . London: Macmillan, pp. 189-209.
	Francis, D. (2002) "Good Practice" in <i>People, Peace and Power: Conflict Transformation in Action</i> . London: Pluto Press, pp. 227-240
	CULTURAL AWARENESS
	Avruch, K. (2003) "Culture" in Cheldelin, S., Druckman, D. & Fast, L. (eds) <i>Conflict: From Analysis to Intervention</i> . London: Continuum, pp. 140-153.
	Lederach, J. P. (1995) "Facing Multicultural Settings" in <i>Preparing for Peace: Conflict Transformation Across Cultures</i> . Syracuse, New York: Syracuse University Press, pp. 109-118.
	Woodrow, P. & Moore, C. (2002) "What Do I Need to Know About Culture?" in Lederach, J.P.& Jenner, J.M. (eds), <i>A Handbook of International Peacebuilding: Into the Eye of the Storm</i> . San Francisco: Jossey-Bass, pp. 89-105.

	Merry, S. E. (2000) "Mennonite Peacebuilding and Conflict Transformation: A Cultural Analysis" in Sampson, C. & Lederach, J. P. (eds) <i>From the Ground Up: Mennonite Contributions to International Peacebuilding</i> . Oxford: Oxford University Press, pp. 203-217.
Session 6 4 Sept	FUNDING, ACCOUNTABILITY AND ETHICS
	Zehr, H. & Aapengnuo, C.M. (2002) "To Whom Am I Accountable?" in Lederach, J.P.& Jenner, J.M. (eds), <i>A Handbook of International Peacebuilding: Into the Eye of the Storm</i> . San Francisco: Jossey-Bass, pp. 201-211.
	Burton, J. & Dukes, F. (1990) "Ethical Considerations" in <i>Conflict: Practices in Management, Settlement and Resolution</i> . London: Macmillan, pp. 186-188..
	Fisher, R. J. (1997) "The Ethics of Consultation" in <i>Interactive Conflict Resolution</i> . Syracuse, NY: Syracuse University Press, pp. 157-162.
	Warfield, W. (2002) "Is This the Right Thing to Do? A Practical Framework for Ethical Decisions" in Lederach, J.P.& Jenner, J.M. (eds), <i>A Handbook of International Peacebuilding: Into the Eye of the Storm</i> . San Francisco: Jossey-Bass, pp. 213-223.
	EVALUATION OF INTERVENTIONS
	Fisher, R. J. (1997) "Assessment: The State of the Art and the Science" in <i>Interactive Conflict Resolution</i> . Syracuse, NY: Syracuse University Press, pp. 187-212.
	Rothman, J. (1997) "Action Evaluation and Conflict Resolution Training: Theory, Method and Case Study", <i>International Negotiation</i> , 2, pp. 451-470.
	Burton, J. & Dukes, F. (1990) "Assessment" in <i>Conflict: Practices in Management, Settlement and Resolution</i> . London: Macmillan, pp. 175-185.
	Mika, H. (2002) "How Can I Evaluate my Work?" in Lederach, J.P.& Jenner, J.M. (eds), <i>A Handbook of International Peacebuilding: Into the Eye of the Storm</i> . San Francisco: Jossey-Bass, pp. 235-247.
	Lederach, J. P. (1997) "Strategic and Responsive Evaluation" in <i>Building Peace: Sustainable Reconciliation in Divided Societies</i> . Washington, DC; United States Institute of Peace Press, pp. 129-148.
Session 7 11 Sept	WORKSHOP FACILITATION SKILLS & TECHNIQUES
	Tillett, G. (1999) <i>Resolving Conflict: A Practical Approach</i> . Melbourne: Oxford University Press, 2 <sup>nd</sup> edn, pp. 113-126.
	Rees, F. (1991) "Managing the Group Process" in <i>How to Lead Work Teams: Facilitation Skills</i> . San Francisco: Jossey-Bass, pp. 127-138.
	Reychler, L. "Listening", Patfoot, P. "Breaking the Ice" & Williams, S. "Usefulness of Humour" in Reychler, L. & Paffenholz, T. (eds) (2001) <i>Peace-Building: A Field Guide</i> . Boulder, Colorado: Lynne Rienner, pp. 453-466 & 492-496.
	Lederach, J. P. (1995) "Role Plays: Tools for Discovery and Creation" in <i>Preparing for Peace: Conflict Transformation Across Cultures</i> . Syracuse, New York: Syracuse University Press, pp. 101-107.
	SECURITY
	Fast, L. "Is It Safe? Lessons from the Humanitarian Aid Community" & Jenner, J.M. & Abdi, D.I. (2002) "Is It Safe? Practitioner Advice" in Lederach, J.P.& Jenner, J.M. (eds), <i>A Handbook of International Peacebuilding: Into the Eye of the Storm</i> . San Francisco: Jossey-Bass, pp. 115-130.
	EMOTIONAL WELL-BEING
	Quintyn, L. (2001) "Managing Stress" in Reychler, L. & Paffenholz, T. (eds) <i>Peace-Building: A Field Guide</i> . Boulder, Colorado: Lynne Rienner, pp. 443-452.

	Potter, A.C. et al (2002) "How Will I Sustain Myself?" in Lederach, J.P.& Jenner, J.M. (eds), <i>A Handbook of International Peacebuilding: Into the Eye of the Storm</i> . San Francisco: Jossey-Bass, pp. 271-280..
Session 8 18 Sept	WORKSHOP SIMULATION PREPARATION
	Mitchell, C. & Banks, M. (1996) <i>Handbook of Conflict Resolution: The Analytical Problem-Solving Approach</i> . London: Pinter, pp. 81-163.
	Assefa, H. (2002) "Embody Peace" in Lederach, J.P.& Jenner, J.M. (eds), <i>A Handbook of International Peacebuilding: Into the Eye of the Storm</i> . San Francisco: Jossey-Bass, pp. 283-290.
Session 9 25 Sept	WORKSHOP SIMULATION PREPARATION
Session 10 9 October	WORKSHOP SIMULATION PREPARATION
Session 11 16 October	WORKSHOP SIMULATION PREPARATION
Session 12 23 October	WORKSHOP SIMULATION PREPARATION
Sat 24 Oct <i>or</i> Sun 25 Oct	WORKSHOP SIMULATION EXERCISE
Session 13 30 October	WORKSHOP DEBRIEF, SELF-ASSESSMENT, COMPLETION & EVALUATIONS