In this course, we will examine methods of analysing identity-based conflict, and subsequently designing interventions with the aim of resolving such conflicts peacefully and justly. We will approach this topic through a careful balance of theory and practice; the former will allow us to contextualize our studies within the larger debates and driving questions in the field, while the latter will allow us to ground our studies in real-life examples to ensure that our ideas are practical and implementable.

**Learning Objectives and Approach:**

The goal of this course is to provide an overview of various approaches to analysing conflict and designing conflict interventions. We will blend theoretical and practical approaches to the topic, and we will critically engage with the literature as well as examine its normative potential. The course will be divided in three parts: in weeks 1-3, we will begin by studying theoretical and historical frameworks for conflict analysis and design; in weeks 4-9, we will explore approaches to interventions in various kinds of conflict; and in weeks 10-12, we will turn our attention to particular considerations that have a bearing on how we attempt to resolve and transform conflict.

By the end of this course, students should be able to:

- Demonstrate a basic understanding of the major approaches to analysis and design covered within the course;
- Display sensitivity regarding the ethical and political quandaries that emerge out of this topic;
- Feel confident going about an analysis of a given identity-based conflict in which they are interested, and designing an appropriate intervention;
- Be capable of analyzing the perspectives and work of other scholars and practitioners on the course topic thoroughly and critically;
- Present coherent, articulate and thoughtful oral and written arguments regarding the course topic.

This course will be run primarily in a collaborative seminar-style format, with some lecturing. We will learn by grappling with the topics that we are exploring together. For this reason it is crucial that all students do the required readings and come to class prepared. Because we will be exploring the topic from multiple angles, we will be doing a lot of reading, which will be integral to the learning process. Expect to read between 100-150 pages per week.

At the same time, the major thread running throughout the course will be the development of your own project, which will involve analyzing and designing an appropriate intervention into a conflict of your choosing. This will be a way of putting what you have read and discussed in class into practice. Doing a project of this nature for the first time can be intimidating, and we will therefore work to
nurture a comfortable, exploratory environment both inside and outside of the classroom. Please do not hesitate to come see me with even the smallest of questions or anxieties about what you are reading, writing or doing. It is all part of the learning process.

Required Readings

There are two required books for this course. These are both on reserve at the library, or available for purchase at the bookstore and online:


We will also be using a number of articles and the like in addition to the two books; these are available on the course website (Blackboard Vista) on Virtual Campus, and are also compulsory. These readings are marked below with the abbreviation (BBV).

Recommended readings include:


Important dates

Wednesday, January 11, 2012: First class.
Wednesday, February 8, 2012: Project proposals due.
Wednesdays, March 14, 21, 28 and April 4, 2012: Student project presentations.
Wednesday, April 4, 2012: Last class.
Wednesday, April 11, 2012: Final paper due.

Course Schedule

Theoretical and historical frameworks:

Class 1: Wednesday, January 11, 2012
Introduction to the Course

Class 2: Wednesday, January 18, 2012
History and Definitions
Required Readings:
1. TSIC, Introduction and Part I;
2. CCR, Chapters 1 and 2.

Class 3: Wednesday, January 25, 2012
Frameworks for Conflict Analysis
Required Readings:
1. TSIC, Part II;
2. CCR, Chapter 4;

Approaches to Intervention:

Class 4: Wednesday, February 1, 2012
Thinking About Third Party Intervention
Required Readings:

Class 5: Wednesday, February 8, 2012
Intervention Possibilities
Project Proposals due.
Required Readings:
1. CCR, Chapters 6 and 7;
2. TSIC, Part II.

Class 6: Wednesday, February 15, 2012
The Ethics of Conflict Intervention
Required Readings:
1. CCR, Chapter 14;

Note: There will be no class on Wednesday, February 22nd, due to the study break.

Class 7: Wednesday, February 29, 2012
Bridging the Gap Between Local-Level and Large-Scale Intervention
Required Readings:

Class 8: Wednesday, March 7, 2012
Intractable Conflicts
Required Readings:
1. CCR, Chapter 18;

Class 9: Wednesday, March 14, 2012
Facilitating Peace, Justice and Post-Conflict Transition
Project Presentations.
Required Readings:
1. CCR, Chapters 8, 9 and 10;

Considerations in Analysis and Design:

Class 10: Wednesday, March 21, 2012
Gender
Project Presentations.
Required Readings:
1. CCR, Chapter 13;

Class 11: Wednesday, March 28, 2012
Culture and Religion
Project Presentations
Required Readings:
1. CCR, Chapter 15;

Class 12: Wednesday, April 4, 2012
Power
Project Presentations.
Required Readings:

Assignments and Evaluation

Presentation of Readings: 15%
This assignment will be done in pairs. Each class will begin with two students presenting that week's readings. You will sign up for your week during our first class. Presentations should be a maximum of 15 minutes long, and you are expected to:
· briefly summarize the readings;
Class Participation: 15%
Your class participation grade will be broken down into two components:

**Weekly question on the readings:** 5%
Every week, with the exception of the week when you are doing your presentation, you are expected to prepare one question about that week's readings. The question should engage with the substance of at least one of the readings (e.g. it cannot just ask what a word means, or something similarly trivial). Otherwise your question is up to you: you can ask about something you didn't understand; ask about a theme that arose that you would like to pursue a bit more profoundly; ask your fellow students’ opinions about an issue; etc. Your question should demonstrate that you have read the given text(s), and that you have engaged intellectually with them. **You must post your question to the “discussion” section on the course website by noon on the day of class in order to have it count towards your grade.** Each question is worth 0.5% of your total grade (so that ten questions will add up to 5%).

**Peer review of project presentations:** 10%
In weeks 9-12, you will be listening to your fellow students present their research. You will be expected to give constructive feedback on each presentation so that everyone can learn from one another. A form for doing so will be provided. For each of the four weeks that you do your peer reviews, you will receive a quarter of this grade.

**Review Essay:** 20%
This short (1500-2000 word) essay will critically review a piece of research that relates to conflict resolution. You should choose one paper out of the three posted on the course website to review. Your review essay should devote only minimal space to summarizing the contents of the paper you have chosen. The majority of the essay should be spent critically analyzing how the paper goes about assessing and designing an intervention into the conflict it discusses. Your essay must have a thesis statement that makes an argument about what the piece of research does or does not do. You should then go on to elaborate on your argument and use examples from the paper to demonstrate what you mean. You must use at least 3 secondary sources to back up your claims (they can be taken from course readings or from your own research).

These essays will be graded with equal weight on: how clearly you write and express your ideas; and on the strength of your analysis of the given reading. We will be discussing these essays in greater detail in class.

**Your Review Essay is due:** Wednesday, March 7, 2012 (in class).

**Research Project:** 50%
Your central project for this course will involve an analysis of a conflict and the design of an appropriate intervention. You may work alone or in pairs, and you may choose whatever conflict interests you (and for which you can find enough helpful literature).
Your assignments for this project will consist of:

Proposal and bibliography: 10%
The first step in planning your project will be writing up a short (500-750 words) proposal that states your given topic and how you intend to explore it. This proposal should include your research question; how you intend to explore it; and why your topic is worthwhile (the “so what?” question). Attached to your proposal you should include a bibliography of at least 5 peer-reviewed sources which you intend to use for your research. Please take care writing this proposal, as it will be invaluable in allowing me to give you feedback that will help guide you as you pursue your project.

Your proposal is due: Wednesday, February 8, 2012 (in class)
It will be returned to you by the next week’s class.

Presentation 10%
In weeks 9-12, each team will present their preliminary research findings. Your presentation should be a maximum of 10 minutes long, and it should explain your research question, what you did, and show us the direction you are headed in your analysis and design. You are welcome to use PowerPoint or any other useful media. You will be expected to answer the questions of your peers, and this will be a good opportunity to get some feedback on your project before submitting your final paper. Half of this grade will be based on the strength of the content of your presentation, and the other half will be devoted to how well you communicate your ideas to the class.

Final Paper 30%
Your final paper will be the culmination of all of the above work. You are expected to turn in a complete paper that makes an argument about your topic that you back up with evidence in your writing. You must use secondary literature to contextualize and back up your findings. The paper should be an opportunity for you to deeply engage with the ideas and literature in which you have immersed yourself throughout the semester; you should not just summarize and describe the concepts and readings to which you refer, but you should analyze and apply them. You must use formal citations in your essays; I recommend Harvard style, which you can find in the University of Ottawa Writing and Style Guide here: http://www.socialsciences.uottawa.ca/eng/documents/WritingandStyleGuide2010-2011_001.pdf

- If you are working alone, your paper should be between 3500-4000 words (excluding footnotes and bibliography) and make use of at least 10 secondary sources.
- If you are working in pairs, your paper should be between 4500-5000 words (excluding footnotes and bibliography) and make use of at least 14 secondary sources.

Your paper should include:

- An introduction to the given conflict and a thesis statement about your proposed approach to it;
- A section analyzing the conflict which should connect logically with your subsequent proposal of an intervention;
- A section proposing an appropriate intervention, including:
  - Justification for the intervention you are choosing (backed up with secondary literature; this is an opportunity to apply theory to practice);
  - A detailed explanation of how you will implement such an intervention;
A proposed timeline and other practical considerations such as the organizations/people involved and budgetary requirements;
Any challenges that you anticipate facing, and how you intend to address them.

We will be discussing these papers in greater detail in class.

Your final paper is due: 4:00pm, Wednesday, April 11, 2012.
(Handed in to me in my office, or slipped under my office door.)

Course Rules

Assignments:
All written assignments must be submitted typed and double-spaced. They must be submitted in hard copy; email assignments will not be accepted. Assignments must be handed during class time on the day that they are due unless indicated otherwise. If you miss the class in which an assignment is due, you should slip it under my office door; in order for it not to be considered late, it must be there by the end of class time on the day it is due. You are expected to back up all of your work; digital malfunctions will not be an excuse for failing to turn in work except in the most extreme circumstances. Late assignments will be penalized accordingly:
- 5% of the total grade for an assignment up to 24 hours late;
- 10% of the total grade for an assignment between 24 hours and 72 hours late (excluding weekends);
- 20% of the total grade for an assignment between 72 hours and a week late.
Assignments will not be accepted more than a week late. Extensions will only be granted in exceptional circumstances, and you must ask my permission for an extension at least 48 hours before the due-date for an assignment, unless you have a medical emergency, in which case you will require a doctor’s note.

Asking for help:
You are encouraged to approach me for help with anything related to the course. It is my pleasure to help you out, so please do not be shy. If you are unsure of what is expected of you for a given task, it is your responsibility to get in touch with me and ask me. It is very tricky to do some of these tasks for the first time, and I am there to help guide you through them. You are welcome to come speak to me during my office hours, or to set up an appointment at another time. You are also welcome to email me, although please note that you should not expect instant replies to your emails at all hours; I check my university email account during business hours, Monday-Friday, and will usually reply to you within a business day. For this reason, try not to leave your questions to the last minute.

Respect:
It is expected that all students will be open to and respectful of other students’ views. Conflict Studies courses can touch on sensitive issues of religion, politics, race, ethnicity, gender, sexuality and nationality, among others. Discussions should be kept relevant to the course material and issues at hand; they should not include personally directed comments or attacks, use of negative stereotypes, or broad generalizations about groups of people. Inappropriate use or display of language, including but not limited to name-calling, racial/ethnic/sexual/religious comments, visual images, and offensive use
of slang will not be tolerated. Please see me privately if you are feeling uncomfortable for any reason in class.

**Academic Integrity:**
Any person found guilty of academic fraud will be subject to severe sanctions. Some examples of academic fraud include:

- plagiarism or cheating of any kind;
- submitting work of which the student is not the author, in whole or in part (except for duly cited quotations or references);
- presenting research data that has been falsified or concocted in any way; and
- submitting, without written prior approval from the professors concerned, the same work for more than one course.

If you require further information, please consult the Saint Paul University and University of Ottawa websites, particularly the following links:
http://www.ustpaul.ca/HumanSciences/academicRegulations_graduate_e.asp#Fraud
http://www.uottawa.ca/academic/info/regist/fraud_e.html
http://www.uottawa.ca/plagiarism.pdf

**Other:**
You must keep cell phones and all other electronic devices on silent during class. You are expected to abstain from other disruptive behaviour, such as interrupting your peers, eating loudly, making a lot of noise if you arrive late or leave early, etc. Please use your common sense and be respectful of your peers.
# Grading Scheme

You will be graded according to the following scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Range</th>
<th>Explanation of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 - 100%</td>
<td>Exceptional and superior work, both in the content and the execution of the assignment. You are thinking deeply about the issues you are discussing, and you are able to communicate them flawlessly.</td>
</tr>
<tr>
<td>A</td>
<td>85 - 89%</td>
<td>Both content and execution of the assignment were thoughtfully and very competently done. You have done an excellent job of meeting the requirements of the assignment.</td>
</tr>
<tr>
<td>A-</td>
<td>80 - 84%</td>
<td>Much of the assignment is excellent and worthy of an A, but there are some minor issues (e.g. your writing style is repetitive or you made a small factual error) either in content or execution, that are holding you back slightly.</td>
</tr>
<tr>
<td>B+</td>
<td>75 - 79%</td>
<td>While most of the work was very well done, at least one aspect of it fell short in some noteworthy way (e.g. you did not properly state your argument in your introduction, or you neglected an important angle in your analysis).</td>
</tr>
<tr>
<td>B</td>
<td>70 - 74%</td>
<td>The assignment was competently done and met course requirements, both in content and in execution. Whatever problems the assignment may have had, they did not detract in too serious of a way from the positives of the work.</td>
</tr>
<tr>
<td>C+</td>
<td>65 - 69%</td>
<td>The assignment was in some places competently done, but there were serious problems (e.g. your writing was disorganized and difficult to follow, or you treated your topic with insufficient depth) with either the content or execution that detracted from your overall work significantly.</td>
</tr>
<tr>
<td>C</td>
<td>60 - 65%</td>
<td>Both the content and the execution of the assignment have significant problems (e.g. your writing was ungrammatical and difficult to understand and you provided almost no examples to back up your argument), such that the work did not adequately meet course requirements.</td>
</tr>
<tr>
<td>D+</td>
<td>55 - 59%</td>
<td>Your work was inadequate in both content and execution (e.g. your paper had no argument at all and was written without paragraphs). You did not pay attention to the assignment instructions and failed to meet the course requirements in significant ways.</td>
</tr>
<tr>
<td>D</td>
<td>50 - 54%</td>
<td>Your work was so far beyond the minimum requirements for the assignment (e.g. you only cite wikipedia and your topic is completely inappropriate for the assignment and course) that it suggests you have not been properly pursuing your coursework and have not put a reasonable amount of work into it at all. There is nothing in your assignment that speaks to your having given serious thought to the course subject.</td>
</tr>
<tr>
<td>E</td>
<td>40 - 49%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0 - 39%</td>
<td></td>
</tr>
</tbody>
</table>

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