

**CONF 652: Conflict Analysis and Resolution for Prevention, Reconstruction, and Stabilization**  
Contexts  
Institute for Conflict Analysis and Resolution  
George Mason University

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### **Course Description**

*Prerequisites or corequisites: CONF 501 or 502, and acceptance in the graduate certificate program in Conflict Analysis and Resolution, or permission of instructor.* Violent system-level conflicts are complex, and thus to improve sustainability our responses must be equally diverse and multifaceted. Using an integrated and interactive approach, this course will look at the conditions in post/conflict environments; objectives of prevention, reconstruction and stabilization efforts; actions designed to meet those objectives; and potential impacts of those actions. Collectively, the class will explore the utility of conflict analysis and resolution theory and practical tools in these contexts. Students will be challenged to reflect upon and apply lessons from professional experience, in order to develop new and improved concepts and models for reconstruction and stabilization planning and programming. Based on principles of collaboration, integration, and innovation, the course will augment students' current skill bases by refocusing their work processes through a conflict-sensitive lens.

### **Introduction**

The re/development phase that follows large-scale violence is underscored by the *need* as well as the *opportunity* for multi-faceted, multi-level, conflict-sensitive transformation. Emerging from the anarchy of violent conflict – marred by destruction and injustice – opposing parties and their members are challenged to build just, sustainable peace from which growth and development can blossom, and future conflicts can be dealt with peacefully. But the post/conflict environment is complex, for it is not black and white, and it is not a linear process. Conflict does not actually end as reconstruction and stabilization begins. Rather, re/construction, stabilization, and prevention must occur in tandem as an integral part of a larger conflict transformation, or “peacebuilding” effort.

Johannes Botes captured the essence of re/development when he wrote: “Re-creating and reinstating destroyed relationships, infrastructure, and social structures (e.g., governance or education) are all part of a larger peace-building process. Such interventions are intended to construct anew, or to reconstruct, just and durable structures. [...] Post-conflict reconstruction, therefore, has to prevent renewal of the conflict by restoring social and political structures and institutions.”<sup>1</sup> Re/development examines the post-conflict environment from a holistic perspective, emphasizing *endogenous* growth and prosperity resulting from peace, which is

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<sup>1</sup> Johannes Botes, from “Structural Transformation”, in *Conflict*, Sandra Cheldelin, Daniel Druckman and Larissa Fast, eds., (New York and London: Continuum, 2003): 285.

supported and/or facilitated by third parties who supplement physical, symbolic, and intellectual resources to the cause.

What does the transition from “break-down” (in conflict) to “re/construction” (in peace) look like in practice? The tendency to focus on the past and the present must shift to the future. A sense of fear and insecurity must move toward the positive. Near-term assistance must evolve into long-term sustainable development. And, through all of this, re/development program impacts must trickle up and down through the various levels of the affected societies in order to have a sustainable impact.

Once ripeness for re/construction to commence has been signaled (i.e. vis a vis a ceasefire, peace agreement, installment of security forces, and/or permission for entry into “the zone”), the focus of local and international actors begins to shift toward re/building the institutions and infrastructure of conflict-affected areas. Assessment and planning begin, with an eye to the human costs that have been incurred during the violence and the human development potential that must be harnessed in order to recover from it. Conflict analysis and needs assessment tools are put to work.

A well-designed intervention is contingent upon well-conceived conflict analysis. Such assessment work is not a mere starting point or benchmark; it provides valuable insight into the dynamics of the conflict – pointing to the needs of the parties, issues of the conflict, and positive *and* negative outcomes from it – which in turn inform the design and implementation of the intervention. Post/conflict environments are dynamic; everything can change in an instant, and the impacts of conflict vary widely – from region to region, town to town, city block to city block. Thus conflict assessment tools (including reflective practice) must be applied liberally.

During the course we will explore the following questions:

- How can Conflict Analysis and Resolution approaches to prevention, reconstruction and stabilization contexts contribute to peacebuilding, ultimately contributing to prevention of future conflict?
- What conflict theories inform practice in prevention, reconstruction and stabilization contexts?
- What analysis and planning mechanisms are currently being used by organizations that work in these environments?
- How can/does the work of different actors in these contexts complement one another, broadening their impact and improving their success rates?

If conflict theory is the lifeblood of this course, then the student’s real-world experiences are the flesh and bones. Your input is critical to the richness of experience this course is intended to facilitate. The course applies a variety of learning tools – from scenario exercises to lectures, from sharing resources online to working in groups in class, from writing reflective papers to presenting case studies. Through this mix of learning experiences, students are expected to improve their understanding of conflict dynamics, and their impacts as third parties on those dynamics. With a broader conception of peacebuilding, students will conclude the course with their toolboxes heavy with a rich collection of new concepts and instruments that will augment their work.

## Requirements

Class participation (15%) All students are expected to participate actively in discussion and reflective exercises in this seminar-style class. Absences will be excused only in exceptional circumstances.

This is a graduate-level seminar, not a lecture course. The course is designed to draw on students' practical and professional experience, and thus active participation and input from the students is essential to the success of the course. For this reason, the classroom serves as a "safe space", where respect and confidentiality are the rule. The classroom is a place where the expression of new ideas, sharing of different perceptions and experiences, and asking of questions is encouraged. Students possess different backgrounds, and much of the learning will occur in student-student exchange, thus patience and honest questions and answers are requested. You will benefit from the discussion and exercises to the extent that you are open to your colleagues' questions and experiences, and you have completed the readings and come to class prepared to discuss and apply them.

### WebCT participation (15%)

The class will use a WebCT page for discussion and sharing of resources between class sessions. Activities to be conducted between meetings are detailed below. WebCT participation will be evaluated on (i) completion of the assigned activities, (ii) participation in online discussion, and (iii) posting and sharing of resources.

### Reflective papers (10% each)

Reflective papers are intended to encourage students to reflect on the impact of their work on fragile conflict situations, and on the applicability of tools and readings reviewed in the course.

The first reflective paper, due Sunday, Week 2, will allow students to analyze from a political economy perspective a case in which s/he was involved. What are the benefits of this approach to analysis – and resolution? What are its flaws? Papers should be 5 pages, double-spaced (plus references).

The second reflective paper, due Saturday, Week 3, will focus on the necessity and/or practicability of at least two tools thus far discussed in class. Papers should be 5 pages, double-spaced (plus references)

Class presentation (20%) Students will make presentations in groups of 2 or 3 on Saturday and Sunday, Week 2. Students will apply a conflict analysis or needs assessment tool to a real situation, and in the process of the presentation will: (i) describe that tool, (ii) describe the theory behind the tool, and (iii) describe the outcomes of the case study. The presentation will last 20 minutes, followed by clarifying questions. Thirty-minute discussion sessions will be held in groupings of presentations with common subject matter. Following the presentations students will post relevant materials on WebCT for students to share and use as resources. Presentations and subsequent postings will be evaluated based on preparation, clarity, depth, and relevance to course material.

Scenario exercise (30%) Assigned groups of students prepare for and engage in a simulation of a fictitious inter-organizational dialogue on engaging in international reconstruction and stabilization efforts. Six student groups will represent perspectives from: 1) US Government (civilian); 2) USG military, 3) Non-governmental humanitarian assistance organization; 4) NGO private security firm; 5) International Organizations – United Nations; and 6) a Regional Intergovernmental Organization. The exercise will be conducted on the last day of class, Sunday, Weekend 3. Grades will be issued on a group basis. Performance will be evaluated on teamwork, preparation, integration of theory and practice, interdisciplinary approaches, and reflectivity.

*\*\*Papers must be formatted using a recognized style, preferably Chicago or APA. All papers must document sources of data (through either footnotes or internal references) and include a bibliography. All students must be aware of the GMU Honor Code and its prohibitions against plagiarism. All papers must be handed in on the day specified on the syllabus. Late papers will not be accepted except under extraordinary, unavoidable circumstances.\*\**

Readings: The articles and chapters from books listed below are all on reserve in the Arlington Campus Library. As indicated, some articles are available through the GMU library's databases, others are available through electronic reserve. It is the student's responsibility to either read the articles and chapters at one of these two locations or to make copies.

The following books are available for purchase at the Arlington Campus bookstore. Each is also on reserve in the Arlington campus library.

### **Books**

Aal, Pamela, Daniel Miltenberger and Thomas G. Weiss. *Guide to IGOs, NGOs, and the Military in Peace and Relief Operations*. Washington, DC: US Institute of Peace Press, 2000.

Anderson, Mary B. *Do No Harm: How Aid Can Support Peace—or War*. Boulder, CO: Lynne Rienner, 1999.

Diamond, Louise and Ambassador John W. McDonald. *Multi-Track Diplomacy: A Systems Approach to Peace*, 3<sup>rd</sup> ed. West Hartford, CT: Kumarian Press, 1996.

Duffield, Mark. *Global Governance and the New Wars: The Merging of Development and Security*. London: Zed, 2001.

Pugh, Michael and Neil Cooper, eds. *War Economies in a Regional Context: Challenges of Transformation*. London: Lynne Rienner, 2004.

Reychler, Luc and Thania Paffenholz, eds. *Peacebuilding: A Field Guide*. Boulder and London: Lynne Rienner Publishers, 2002.

Stedman, Stephen John, Donald Rothchild, and Elizabeth Cousens, eds. *Ending Civil Wars: The Implementation of Peace Agreements*. Boulder, CO: Lynne Rienner, 2002.

### **E-Reserves Readings**

Boyce, James K. and Manuel Pastor, Jr. "Aid for Peace: Can International Financial Institutions

Help Prevent Conflict?" *World Policy Journal* 15:2 (Summer 1998): 42-50.

Cheldelin, Sandra I. Wallace Warfield with January Makamba. "Reflections on Reflective Practice." From *Research Frontiers in Conflict Analysis and Resolution*. Fairfax, VA: Institute for Conflict Analysis and Resolution, George Mason University, 2004.

Pankhurst, Dona. "Women, Gender and Peacebuilding." *Center for Conflict Resolution Working Paper 5*. Bradford, UK: University of Bradford Department of Peace Studies, 2000.

Shearer, David. "Aiding or Abetting? Humanitarian Aid and Its Economic Role in Civil War." In *Greed and Grievance: Economic Agendas in Civil Wars*. Mats Berdal and David M. Malone (eds.). Boulder, CO: Lynne Rienner (2000), 189-203.

Zuckerman, Elaine and Marcia E. Greenberg. *The Gender Dimensions of Post-Conflict Reconstruction* (Draft, September 2004). Presented at The Brookings Institution on 29 September 2004. Washington, DC: Gender Action, 2004.

### **Publicly Available Online Readings**

Austin, Alex, Martina Fischer and Oliver Wils, eds. *Peace and Conflict Impact Assessment: Critical Views on Theory and Practice*. Berlin: Berghof Research Center for Constructive Conflict Management, 2003. ([http://www.berghof-handbook.net/articles/pcia\\_complete.pdf](http://www.berghof-handbook.net/articles/pcia_complete.pdf))

Ballentine, Karen and Heiko Nitzschke. "Beyond Greed and Grievance: Policy Lessons from Studies in Political Economy of Armed Conflict." *IPA Policy Report*. New York: International Peace Academy, 2003. (<http://www.ciaonet.org/wps/bak05/bak05.pdf>)

Beyond Intractability – section on  
"Disarmament, Demobilization, Reintegration of Ex-combatants", also skim resources in citations (<http://www.beyondintractability.org/m/demobilization.jsp>)

Beyond Intractability – section on "Peacebuilding"  
(<http://www.beyondintractability.org/m/peacebuilding.jsp>)

Beyond Intractability – section on "Reconstruction Programs"  
([http://www.beyondintractability.org/m/reconstructive\\_programs.jsp](http://www.beyondintractability.org/m/reconstructive_programs.jsp))

"Children and Youth [as Refugees]." Refugee Studies Programme (RSP), Refugee Participation Network (RPN), 1997. Available on Eldis at:  
(<http://www.eldis.org/cf/search/disp/docdisplay.cfm?doc=DOC5614&resource=f1>).

Cliffe, Sarah, et al. *Community-Driven Reconstruction as an Instrument in War-to-Peace Transitions*. CPR Working Papers: Paper No. 7, 2003.  
([http://lnweb18.worldbank.org/ESSD/sdvext.nsf/67ByDocName/Community-drivenReconstructionasanInstrumentinWar-to-PeaceTransitionsAugust2003/\\$FILE/WP+No+7+aug21.pdf](http://lnweb18.worldbank.org/ESSD/sdvext.nsf/67ByDocName/Community-drivenReconstructionasanInstrumentinWar-to-PeaceTransitionsAugust2003/$FILE/WP+No+7+aug21.pdf))

Commission on Human Security. "Recovering from Violent Conflict." From *Human Security Now*. New York: United Nations, 2003. (<http://www.humansecurity-chs.org/finalreport/English/chapter4.pdf>)

- Conflict Analysis Frameworks: USAID, World Bank and DFID.  
([www.cidcm.umd.edu/ICT/research/ICT\\_and\\_Conflict/Conflict%20Analysis%20Frameworks/Analysis%20Flowcharts.DOC](http://www.cidcm.umd.edu/ICT/research/ICT_and_Conflict/Conflict%20Analysis%20Frameworks/Analysis%20Flowcharts.DOC))
- Conflict Prevention Network. *Conflict Impact Assessment: A Practical Working Tool for Prioritising Development Assistance in Unstable Situations (Donor Desk Tool)*. Brussels: Conflict Prevention Network, 1999. ([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/0/d4fe6663c8a7824d85256aef00636e0e/\\$FILE/Col16.pdf](http://www.acdi-cida.gc.ca/cida_ind.nsf/0/d4fe6663c8a7824d85256aef00636e0e/$FILE/Col16.pdf))
- Fischer, Martina. *Recovering from Violent Conflict: Regeneration and (Re-Integration as Elements of Peacebuilding)*. Berlin: Berghof Research Center for Constructive Conflict Management, 2003. ([http://www.berghof-handbook.net/articles/fischer\\_handbook.pdf](http://www.berghof-handbook.net/articles/fischer_handbook.pdf))
- “Gender Perspectives on Disarmament, Demobilization and Reintegration.” *United Nations Department for Disarmament Affairs*, 2001. Available on Eldis at: <http://www.eldis.org/static/DOC8947.htm>.
- “Gender Perspectives on Landmines.” *United Nations Department for Disarmament Affairs*, 2001. Available on Eldis at: <http://www.eldis.org/static/DOC8948.htm>.
- GTZ 2001. *Towards Gender Mainstreaming in Crisis Prevention and Conflict Management. Guidelines for the German Technical Co-operation*, Eschborn: Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ). (<http://www.gtz.de/de/dokumente/en-crisis-gender-mainstreaming.pdf>)
- International Alert, et al. *Conflict Sensitive Approaches to Development, Humanitarian Assistance, and Peacebuilding: A Resource Pack*. London: Forum on Early Warning and Early Response (FEWER), International Alert and Saferworld, 2003. (<http://www.international-alert.org/publications/140.php>)
- Kemper, Yvonne. “Youth in War to Peace Transitions” Approaches of International Organizations.” Berlin: Berghof Research Center for Constructive Conflict Management, 2005. (<http://www.berghof-center.org/publications/reports/complete/BR10e.pdf>)
- Nyheim, David, Cynthia Gaigals and Manuela Leonhardt. *Development in Conflict: A Seven Step Tool for Planners – Version 1*. London: Forum on Early Warning and Early Response (FEWER), International Alert and Saferworld, 2001. ([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/0/d4fe6663c8a7824d85256aef00636e0e/\\$FILE/Co13.pdf](http://www.acdi-cida.gc.ca/cida_ind.nsf/0/d4fe6663c8a7824d85256aef00636e0e/$FILE/Co13.pdf))
- “Post-conflict Projects.” *Orphans and Vulnerable Children Toolkit*. World Bank. Available online at: <http://info.worldbank.org/etools/docs/library/108875/toolkit/sector/postconflict.htm>
- “Roles of Women and Men in Violent Conflicts.” *Koff Info Sheet*. Swiss Peace, 2004. ([http://www.swisspeace.org/koff/uploads/InfoSheet/InfoSheet1\\_RolesOf.pdf](http://www.swisspeace.org/koff/uploads/InfoSheet/InfoSheet1_RolesOf.pdf))
- Sandole, Dennis J.D. “A Comprehensive Mapping of Conflict and Conflict Resolution: A Three Pillar Approach.” *Peace and Conflict Studies* 5, no. 2 (1998): 1-30. (<http://www.gmu.edu/academic/pcs/sandole.htm>)
- Schloms, Michael. Humanitarianism and Peace. *On the (Im-)possible Inclusion of Humanitarian Assistance into Peacebuilding Efforts*. Berlin: Social Science Research Centre Berlin, 2001. (<http://www.jha.ac/articles/a072.htm>)

United Nations Development Group: Post-Conflict Needs Assessments.

[http://www.undp.org/bcpr/documents/prevention/integrate/Post\\_Conflict\\_Needs\\_Assessment\\_methodology.pdf](http://www.undp.org/bcpr/documents/prevention/integrate/Post_Conflict_Needs_Assessment_methodology.pdf))

United Nations Development Program. *Gender Approaches on Conflict and Post-conflict Situations*. New York: Bureau for Crisis Prevention and Recovery, UNDP, 2002.

(<http://www.undp.org/women/docs/gendermanualfinalBCPR.pdf>)

United States Department of State: Post-conflict Reconstruction Essentials Tasks Matrix.

(<http://www.state.gov/documents/organization/53464.pdf>)

World Bank: Community Driven Development in Conflict

Contexts([http://siteresources.worldbank.org/INTCDD/Resources/CDD\\_and\\_Conflict.pdf](http://siteresources.worldbank.org/INTCDD/Resources/CDD_and_Conflict.pdf))

National Security Presidential Directive 44 ([www.fas.org/irp/offdocs/nspd/nspd.44.html](http://www.fas.org/irp/offdocs/nspd/nspd.44.html))

Department of Defense Directive 3000.05 ([www.nps.edu/csrs/pdf/dodd300005.pdf](http://www.nps.edu/csrs/pdf/dodd300005.pdf))

([www.usip.org/pubs/usipeace\\_briefings/2005/0422\\_postconflict.html](http://www.usip.org/pubs/usipeace_briefings/2005/0422_postconflict.html))

## Weekly Class Plans and Assignments

### Weekend 1, Saturday

#### Introductions to Each Other, the Material, the Subject and the Field

- Student introductions and objectives
- Review of the syllabus and class objectives
- Mapping all objectives
- Demo of WebCT
- What is “stability”?
  - Definitions and practical conceptions (state-level vs. local-level)
  - Organizational paradigms
- What is “peacebuilding”?
  - Definitions and practical conceptions (state-level vs. local-level)
  - Organizational paradigms
  - “A Practitioner’s Toolbox”
  - Inventorying our own toolboxes – What do we have? What do we need? Want?
- Principles of good practice: What are they, and what are their benefits and challenges? (i.e. inclusion, equity, empowerment, transparency, sustainability, and more)
- Reflective practice: What’s the use, and why is it important?

#### Preparation:

##### Tasks:

- *Reflection and preparation for discussion:* What are your conceptions of “stability”, and what are some steps toward achieving it? What does peacebuilding look like in practice?

##### Reading:

##### Overview

- Beyond Intractability – section on “Peacebuilding” (<http://www.beyondintractability.org/m/peacebuilding.jsp>)
- Beyond Intractability – section on “Reconstruction Programs” ([http://www.beyondintractability.org/m/reconstructive\\_programs.jsp](http://www.beyondintractability.org/m/reconstructive_programs.jsp))
- Fischer, Martina. *Recovering from Violent Conflict: Regeneration and (Re-Integration as Elements of Peacebuilding*. Berlin: Berghof Research Center for Constructive Conflict Management (2003).
- Reyhler, Luc and Thania Paffenholz, eds. *Peacebuilding: A Field Guide*. Boulder and London: Lynne Rienner Publishers, 2002.
- Diamond, Louise and Ambassador John W. McDonald. *Multi-Track Diplomacy: A Systems Approach to Peace*, 3<sup>rd</sup> ed. West Hartford, CT: Kumarian Press, 1996.
- Aal, Pamela, Daniel Miltenberger and Thomas G. Weiss. *Guide to IGOs, NGOs, and the Military in Peace and Relief Operations*. Washington, DC: US Institute of Peace Press, 2000.
  - What is peacebuilding? Where do reconstruction and stabilization fall within this broad concept? What does peacebuilding look like in practice? Who “does” peacebuilding? What are the standards that uphold it?

- National Security Presidential Directive 44 ([www.fas.org/irp/offdocs/nspd/nspd.44.html](http://www.fas.org/irp/offdocs/nspd/nspd.44.html))
- Department of Defense Directive 3000.05 ([www.nps.edu/csrs/pdf/dodd300005.pdf](http://www.nps.edu/csrs/pdf/dodd300005.pdf))
- Usip.org/pubs/usipeace\_briefings/2005/0422\_postconflict.html

### *Reflective Practice*

- Cheldelin, Sandra I. Wallace Warfield with January Makamba. “Reflections on Reflective Practice.” From *Research Frontiers in Conflict Analysis and Resolution*. Fairfax, VA: Institute for Conflict Analysis and Resolution, George Mason University, 2004.
  - How have you used reflective practice before? How can you apply it in prevention, reconstruction and stabilization contexts? Why is it important in those contexts? What might be some pitfalls?

### **Weekend 1, Sunday**

#### **Theory and Analysis: Primary Concepts**

- Political economy in post/conflict environments
  - The Greed vs. Grievance debate
  - War Economy
  - “The Conflict Trap”
  - Policy responses, and the role of international institutions in post/conflict contexts
- Dennis Sandole’s Three Pillar Approach: Theory and Application

#### **Preparation:**

##### Reading:

##### *Political Economy and Conflict: Conceptions of Theory and Practice*

- Duffield, Mark. *Global Governance and the New Wars: The Merging of Development and Security*. London: Zed, 2001.
- Pugh, Michael and Neil Cooper, eds. *War Economies in a Regional Context: Challenges of Transformation*. London: Lynne Rienner, 2004. Chapters 1, 2 & 7 - plus one case-study chapter.
- Ballentine, Karen and Heiko Nitzschke. “Beyond Greed and Grievance: Policy Lessons from Studies in Political Economy of Armed Conflict.” *IPA Policy Report*. New York: International Peace Academy, 2003. (<http://www.ciaonet.org/wps/bak05/bak05.pdf>)
  - What are the practical implications of these readings on reconstruction at the *local level*? The *international level*? How are they relevant to the work each of us wants to do?

##### *Conflict Mapping*

- Sandole, Dennis J.D. “A Comprehensive Mapping of Conflict and Conflict Resolution: A Three Pillar Approach.” *Peace and Conflict Studies* 5, no. 2 (1998): 1-30. (<http://www.gmu.edu/academic/pcs/sandole.htm>)
  - What is the theory that enforces and guides each element in this tool?

### **Interim Activities**

- Post Conflict Analysis Framework (CAF) resources on WebCT. Be sure to write a short accompanying paragraph that explains who developed the tool, when, etc. Post links to web resources and PDFs.
- Sign up for presentation on Saturday and Sunday, Weekend 2.
- *WebCT Discussion: Re/construction in the News*. Each class member will post one article from the news media per week on a current re/construction or re/development activity (i.e. in Afghanistan, Iraq, or any other case). Along with that link, include a short response to the article. What good practices emerge from the story? What lessons have been learned from experiences in the story? Link the story to our readings, and to conflict theory. Respond to postings from your classmates.

## **Weekend 2, Saturday**

### **Conflict Sensitive Approaches to Re/development I**

- CAFs and CPIAs and PCNAs: What are they, and what are they for?
- CAFs and CPIAs and PCNAs: Practical Application
  - Conflict Analysis Frameworks (CAFs) – student presentations
  - Conflict and Peace Impact Assessments (CPIAs) – student presentations
  - Debrief: What are the commonalities and differences between the tools? What are the strengths and weaknesses of the tools? What lessons did we learn that could improve real-life application?
- Perspectives on prioritizing, decision making and planning
  - Community-driven development (CDD)
  - Human-security approach
  - Conflict sensitive approaches to development
- Introduction to Case Study and assignment of roles

### **Preparation:**

#### Reading:

#### *Conflict Analysis Frameworks*

- Conflict Analysis Frameworks: USAID, World Bank and DFID. ([www.cidcm.umd.edu/ICT/research/ICT\\_and\\_Conflict/Conflict%20Analysis%20Frameworks/Analysis%20Flowcharts.DOC](http://www.cidcm.umd.edu/ICT/research/ICT_and_Conflict/Conflict%20Analysis%20Frameworks/Analysis%20Flowcharts.DOC))
- Other conflict analysis frameworks (to be posted by students on Moodle)
  - What are the relative strengths and weaknesses of the tools? How does conflict theory support (or not) their design?

#### *Impact and Needs Assessments*

- Conflict Prevention Network. *Conflict Impact Assessment: A Practical Working Tool for Prioritising Development Assistance in Unstable Situations (Donor Desk Tool)*. Brussels: Conflict Prevention Network, 1999. ([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/0/d4fe6663c8a7824d85256aef00636e0e/\\$FILE/Col16.pdf](http://www.acdi-cida.gc.ca/cida_ind.nsf/0/d4fe6663c8a7824d85256aef00636e0e/$FILE/Col16.pdf))
- International Alert, et al. *Conflict Sensitive Approaches to Development, Humanitarian Assistance, and Peacebuilding: A Resource Pack*. London: Forum on Early Warning and Early Response (FEWER), International Alert and Saferworld, 2003. (<http://www.international-alert.org/publications/140.php>)

- UNDG, UNDP and World Bank. *Practical Guide to Multilateral Needs Assessments in Post-conflict Situations*. Prepared by GTZ, 2004. (<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTCPR/0,,contentMDK:20487817~pagePK:148956~piPK:216618~theSitePK:407740,00.html>)
- United Nations Development Group: Post-Conflict Needs Assessments. (<http://www.undg.org/content.cfm?id=1242>)
- Austin, Alex, Martina Fischer and Oliver Wils, eds. *Peace and Conflict Impact Assessment: Critical Views on Theory and Practice*. Berlin: Berghof Research Center for Constructive Conflict Management, 2003. ([http://www.berghof-handbook.net/articles/pcia\\_complete.pdf](http://www.berghof-handbook.net/articles/pcia_complete.pdf))
  - What do these tools say (implicitly or explicitly) about conflict contexts, parties, and dynamics? How does conflict theory support them (or not)?

### *Approaches to Prioritizing and Planning*

- Nyheim, David, Cynthia Gaigals and Manuela Leonhardt. *Development in Conflict: A Seven Step Tool for Planners – Version 1*. London: Forum on Early Warning and Early Response (FEWER), International Alert and Saferworld, 2001. ([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/0/d4fe6663c8a7824d85256aef00636e0e/\\$FILE/Co13.pdf](http://www.acdi-cida.gc.ca/cida_ind.nsf/0/d4fe6663c8a7824d85256aef00636e0e/$FILE/Co13.pdf))
- Commission on Human Security. “Recovering from Violent Conflict.” From *Human Security Now*. New York: United Nations Press, 2003. (<http://www.humansecurity-chs.org/finalreport/English/chapter4.pdf>)
- World Bank: Community Driven Development in Conflict Contexts (<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTCDD/0,,contentMDK:20340440~menuPK:544079~pagePK:148956~piPK:216618~theSitePK:430161,00.html>)
- Cliffe, Sarah, et al. *Community-Driven Reconstruction as an Instrument in War-to-Peace Transitions*. CPR Working Papers: Paper No. 7, 2003. ([http://lnweb18.worldbank.org/ESSD/sdvext.nsf/67ByDocName/Community-drivenReconstructionasanInstrumentinWar-to-PeaceTransitionsAugust2003/\\$FILE/WP+No+7+aug21.pdf](http://lnweb18.worldbank.org/ESSD/sdvext.nsf/67ByDocName/Community-drivenReconstructionasanInstrumentinWar-to-PeaceTransitionsAugust2003/$FILE/WP+No+7+aug21.pdf))
- United States Department of State: Post-conflict Reconstruction Essentials Tasks Matrix. (<http://www.state.gov/s/crs/rls/52959.htm>)

## **Weekend 2, Sunday**

### **Conflict Sensitive Approaches to Re/development II**

- CPIAs and PCNAs: Practical Application
  - Conflict and Peace Impact Assessments (CPIAs) – student presentations
  - Post-conflict Needs Assessments (PCNAs) – student presentations
  - Debrief: What are the commonalities and differences between the tools? What are the strengths and weaknesses of the tools? What lessons did we learn that could improve real-life application?
  - Summary of CAFs, CPIAs and PCNAs not presented.
- Special Needs: Women, Men, and Youth
- Student groups meet to discuss research assignments for final activity

## **Preparation:**

Reflective paper due.

Reading:

### *Gender*

- GTZ 2001. *Towards Gender Mainstreaming in Crisis Prevention and Conflict Management. Guidelines for the German Technical Co-operation*, Eschborn: Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ). (<http://www.gtz.de/de/dokumente/en-crisis-gender-mainstreaming.pdf>)
- Pankhurst, Dona. "Women, Gender and Peacebuilding." *Center for Conflict Resolution Working Paper 5*. Bradford, UK: University of Bradford Department of Peace Studies, 2000.
- "Roles of Women and Men in Violent Conflicts." *Koff Info Sheet*. Swiss Peace, 2004. ([http://www.swisspeace.org/koff/uploads/InfoSheet/InfoSheet1\\_RolesOf.pdf](http://www.swisspeace.org/koff/uploads/InfoSheet/InfoSheet1_RolesOf.pdf))
- United Nations Development Program. *Gender Approaches on Conflict and Post-conflict Situations*. New York: Bureau for Crisis Prevention and Recovery, UNDP, 2002. (<http://www.undp.org/gender/docs/gendermanualfinalBCPR.pdf>)
- Zuckerman, Elaine and Marcia E. Greenberg. *The Gender Dimensions of Post-Conflict Reconstruction* (Draft, September 2004). Presented at The Brookings Institution on 29 September 2004. Washington, DC: Gender Action, 2004.

### *Disarmament, Demobilization, Reintegration (and Rehabilitation) - DDR*

- Beyond Intractability – section on "Disarmament, Demobilization, Reintegration of Ex-combatants", also skim resources in citations (<http://www.beyondintractability.org/m/demobilization.jsp>)
- "Gender Perspectives on Disarmament, Demobilization and Reintegration." *United Nations Department for Disarmament Affairs*, 2001. Available on Eldis at: <http://www.eldis.org/static/DOC8947.htm>.
- "Gender Perspectives on Landmines." *United Nations Department for Disarmament Affairs*, 2001. Available on Eldis at: <http://www.eldis.org/static/DOC8948.htm>.

### *Youth*

- "Post-conflict Projects." *Orphans and Vulnerable Children Toolkit*. World Bank. Available online at: <http://info.worldbank.org/etools/docs/library/108875/toolkit/sector/postconflict.htm>
- Kemper, Yvonne. "Youth in War to Peace Transitions" Approaches of International Organizations." Berlin: Berghof Research Center for Constructive Conflict Management, 2005. (<http://www.berghof-center.org/publications/reports/complete/BR10e.pdf>)
- "Children and Youth [as Refugees]." Refugee Studies Programme (RSP), Refugee Participation Network (RPN), 1997. Available on Eldis at: (<http://www.eldis.org/cf/search/disp/docdisplay.cfm?doc=DOC5614&resource=f1>).

## **Interim Activities**

- Post on WebCt resources on weekend presentations. Include information on readings, websites, etc. used to collect data on the conflict profiled in the exercise.
- *WebCTe Discussion: Re/construction in the News*. Each class member will post one article from the news media per week on a current re/construction or re/development activity (i.e. in Afghanistan, Iraq, or any other case). Along with that link, include a short response to the article. What good practices emerge from the story? What lessons have been learned from experiences in the story? Link the story to our readings, and to conflict theory. Respond to postings from your classmates.
- Working group activity
  - Negotiate with group to choose case for scenario exercise, submit it to instructor for approval, and conduct background research. This case study will be used for a scenario exercise on Sunday, Week 3.
  - Post resources on Moodle.

### **Weekend 3, Saturday**

#### **Making Peace (Implementation) Work**

- Dilemmas and Benefits in Aid Provision
- Bringing It All Together: Critical Elements in Implementing Peace Agreements (What are they? Why do we do them? How do we do them? When do we do them? Who does them?)
  - Establishing security infrastructure
  - Elections
  - DDR
  - Re/settlement and repatriation
  - Community (urban and rural) renewal
  - Re/development of social services (health, education, etc)
  - Building capacity in the third sector (NGOs and voluntary organizations)
- Students representing various organizations (NGOs, USG civilian agencies, USG military agencies, IOs) meet to discuss engagement in Sunday's integrated, multifaceted event

#### **Preparation:**

Reflective paper due.

#### Reading:

*Aid: Benefits, Pitfalls and Transitions*

- Shearer, David. "Aiding or Abetting? Humanitarian Aid and Its Economic Role in Civil War." In *Greed and Grievance: Economic Agendas in Civil Wars*. Mats Berdal and David M. Malone (eds.). Boulder, CO: Lynne Rienner (2000), 189-203.
- Boyce, James K. and Manuel Pastor, Jr. "Aid for Peace: Can International Financial Institutions Help Prevent Conflict?" *World Policy Journal* 15:2 (Summer 1998): 42-50.
- Schloms, Michael. Humanitarianism and Peace. *On the (Im-)possible Inclusion of Humanitarian Assistance into Peacebuilding Efforts*. Berlin: Social Science Research Centre Berlin, 2001. (<http://www.jha.ac/articles/a072.htm>)
- Anderson, Mary B. *Do No Harm: How Aid Can Support Peace—or War*. Boulder, CO: Lynne Rienner, 1999.

### *Implementing peace agreements & large-scale, multi-actor activities*

- Stedman, Stephen John, Donald Rothchild, and Elizabeth Cousens, eds. *Ending Civil Wars: The Implementation of Peace Agreements*. Boulder, CO: Lynne Rienner, 2002.
- William Maley, Charles Sampford, and Ramesh Thakur, eds. *From Civil Strife to Civil Society: Civil and Military Responsibilities in Disrupted States*. Tokyo: United Nations University Press, 2003.
- Reychler, Luc and Thania Paffenholz, eds. *Peacebuilding: A Field Guide*. Boulder and London: Lynne Rienner Publishers, 2002. (REVIEW)

### **Weekend 3, Sunday**

#### **Integration of Theory and Practice: Scenario Exercise**

##### Integrated/Multifaceted Intervention

Beginning the second weekend, students begin preparing for engaging in an integrated, multifaceted conflict analysis and strategic planning event which will be held on Sunday of Weekend 3.

Each student will represent an NGO, a USG civilian agency, a USG military agency, or an international organization. Students representing each type of organization make presentations on the case scenario.

Mixed groups representing each of the various organizations begin discussions:

- Review case and conduct conflict analysis using a framework (present in plenary)
- Conduct conflict impact assessment, and design response (present in plenary, discuss, receive feedback)
- Present second iteration of response, outline pros, cons, challenges, and rationalize the response using conflict theories (present in plenary)
- Debrief

#### **Preparation:**

- Students representing assigned organizations research and analyze the case study, collect resources, post resources on CTWeb, and bring resources to class for exercise. Teams should be well-versed in the background and dynamics of the case study. Each student should complete a thorough conflict analysis and needs assessment, using one (or many) of the tools learned in class. Those summaries should be shared with other members of their “organization” and posted on CTWeb in advance of the exercise.