UNIVERSITY OF DENVER
Conflict Resolution Program

CRES 4225: Theories of Practice II: Conciliation and Reconciliation
Spring Quarter 2014
DRAFT – revisions still in process

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Class Time: Tuesdays, 2-4:50 p.m.
Class Location: Sturm Hall 433
Office Hours: Wednesdays, 10-12, and by appointment

COURSE DESCRIPTION

This course builds on concepts and themes begun in “Theories of Practice I: Mediation,” and assumes the student is familiar with readings and concepts covered in that course. It continues an analysis and critique of the nature and roles of third parties in conflict intervention, covering relational rather than settlement focused third-party roles such as conciliator, facilitator, and trainer. It also focuses more intentionally on the challenges presented by deep-rooted, protracted intergroup conflicts. This means considering activities and processes that occur either before parties are willing to come to the negotiating table (e.g., second-track diplomacy), or which deal with issues that are not negotiable in a traditional sense, e.g., identity, a history of negative relations, the aftermath of genocide. Theoretical perspectives and case analyses will be used to understand the situations in which these third parties operate. Issues of power, neutrality, competencies, and ethics will again be explored. The realities of complex intergroup conflicts will also require wrestling with the tensions between peace and justice, and with the challenges presented by multiple intervention objectives.

The course will use a combination of readings, case studies, presentations, and seminar discussions to enhance class members’ understanding and appreciation of these advanced and less studied forms of conflict analysis and resolution. Students will again be involved in small teams, this time to complete and present a case analysis as well as a conciliation or reconciliation intervention designed for the selected intractable conflict. An additional innovative aspect of this course will be opportunities to gain further insight into deep-rooted conflicts through movies on DUCourseMedia.

COURSE REQUIREMENTS

Class Participation and Questions on Readings (20%) – Discussion and critique of readings. By 10 am on the day of each week’s meeting, ALL students will be expected to submit two discussion questions on that week’s readings to the instructor, preferably by email. (See email listed above.) These will often, though not always, be used to stimulate class discussion on the assigned readings for the week.

Team Intervention Design (40%) – Class members will be asked to form small teams of 3-5 people who will choose a particular conflict context and design a conciliation or reconciliation intervention. It is possible for this to be in the same conflict context a team may have analyzed in “Theories of Practice I: Mediation,” but should focus instead on an intervention designed to build or rebuild intergroup relationships. The intervention proposal will include the following:
(a) a brief conflict history and Conflict Analysis (conflict sources, parties, issues, etc.)
(b) documentation of three prior conciliation or reconciliation interventions in that conflict
(c) a design for a new conciliation or reconciliation intervention that draws on course readings on theory and research

Each team will make two brief presentations during the term: the first, on the team’s assessment of the sensitivities important for intervention in their context based on their conflict analysis and knowledge of prior interventions, and second, on the team’s design of their intervention and the logic (theory) behind it. This assignment is designed to provide experience in working in a professional team, to deepen understanding of course material through application to an actual case, and to stress the importance of adequate preparation before interventions of this sort are initiated.

A brief written report (15-20 pp.) is required on the day of the final presentation, and the grade will be based on the presentations and the report. The mark will be assigned to the team as a unit.

Final Paper (40%) – Should relate to and build on some section of the class readings, and should not overlap with the Intervention Design Team work. It should go beyond class readings on that topic to include additional sources and analysis. Topic should be arrived upon in consultation with the instructor. An abstract and 2-3 page outline of paper proposed and working bibliography (10% of grade) should be turned in for feedback ahead of time, and no later than May 8. Final paper (20-25 pp.) is due June 1.

NOTE: Please do not submit papers electronically; submit them hardcopy, double-spaced, with page numbers. For both papers, please use APA (American Psychological Association) referencing style. Consult the following website for guidelines: http://www.liu.edu/cwis/cwp/library/workshop/citation.htm. Submit papers in a polished form that you would submit for publication. Grammar, style, punctuation, etc., are considered in grading. More than one draft of each paper is expected, even though only the final version is submitted to the instructor. (Basic spelling errors are an indicator that even the basic step of running a spellcheck has not been performed, and invoke an automatic bias against the paper.) Informality, disorganization, and improper citation and referencing, etc., will affect a paper’s grade.

TEXTS

A. Required books
1. Recommended for purchase:


2. Available through DU library online:

B. Optional books, made available for your further reading if interested:


C. Other required individual articles and chapters:

All other required readings are stored in a file on one of Conflict Resolution Institute’s computers and available for you to copy to your own CD or data key. If you make your own personal copy of these articles, there is no copyright charge. Plan to come in to the Institute during business hours so that you can copy this file of articles. This process has proved to be easier than e-reserve or traditional reserve. Some articles, labeled (PENROSE), are available online through the Penrose Library website. These articles can be accessed by searching for the item by journal title and then clicking the link to online access.

**COURSE OUTLINE**

I. Segue from last quarter’s Mediation course
II. Multilevel interventions; Multiple goals
III. Cycles of Misperception, Mistrust, and Hatred
IV. Contact
V. Conciliation
VI. Ethics Revisited
VII. Dialogue
VIII. Education and Training
IX. Interactive Problem-Solving
X. Reconciliation: Acknowledgment, Repair, and Transformation

**COURSE SYLLABUS**

**March 25**

**TOPIC**
Segue from last quarter’s Mediation course.

Unmediatable conflict: the legacy of Sand Creek

**READ**


Begin reading Ari Kelman’s book on Sand Creek.

**Optional:**


**April 1**  **TOPIC** Multilevel interventions; Multiple goals


vertical and horizontal integration in peacebuilding

**Optional:**


**April 8**

**TOPIC**

Cycles of Misperception, Mistrust, and Hatred

**READ**


After class this week: On DUCourseMedia, view “Arab and Jew: Return to the Promised Land”

**Optional:**
View the remainder of the inclass video at http://www.pbs.org/wgbh/pages/frontline/shows/divided/


Fisher, Ch. 5, on the psychodynamic approach and diplomacy.


**April 15**

**TOPIC**

Contact

Guest speaker: Erin Breeze, Seeking Common Ground

**READ**

Wallach book.


Browse this website on Neve Shalom/Wahaat al-Salaam Arab-Jewish village:  http://nswas.com/

**Optional:**


April 22  TOPIC  Conciliation; Ethics revisited


Review the ethics debate captured in this journal:
*Journal of Conflict Resolution, 18* (1974)

Optional:
Doob, L.W. & W.J. Foltz (1973) *Journal of Conflict Resolution*.


April 29  TOPIC  Dialogue

First team presentations: Conflict Case & Sensitivities


OR


Browse the following websites for examples of dialogue:
http://traubman.igc.org/call.htm
http://traubman.igc.org/peace.htm
http://peacecafe.net/
http://www.publicconversations.org/

After class this week: On DUCourseMedia, view: “The Color of Fear”

**Optional:**


UNDP (March ‘07) manual on democratic dialogue, download from www.democraticdialoguenetwork.org; pdf in either English or Spanish.


May 6  TOPIC  
Education and Training  
First team presentations (cont’d.)  
Last day to turn in outline for final paper  

READ  


Optional:  


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May 13  TOPIC  
Interactive Problem-Solving  

READ  


Optional:  


May 20   TOPIC
READ Reconciliation: Acknowledgment and Repair


On DUCourseMedia, view “Long Night’s Journey Into Day”

Optional:


May 27  

**TOPIC**  
Reconciliation: Transformation

**READ**


Glance at the website: [http://www.caux.iofc.org/en/healing-wounds-of-history](http://www.caux.iofc.org/en/healing-wounds-of-history). This documents some of the early reconciliation activities of an NGO called MRA, now called Initiatives of Change. (Some of their Franco-German reconciliation work is documented in optional sources below - Luttwak chapter and film “For the Love of Tomorrow.”)

On DUCourseMedia, view “The Imam and the Pastor” on the reconciliation work done by a Nigerian imam and a Nigerian pastor.

**Optional:**


Luttwak, E. “Franco-German Reconciliation: The Overlooked Role of the Moral Re-Armament Movement,” Ch. 4 in Johnston & Sampson.

Also about Franco-German reconciliation: On DUCourseMedia, view “For the Love of Tomorrow”


Choose one of these personal struggles with reconciliation:

**May 30  FINAL INDIVIDUAL PAPERS DUE**

**June 3 [final] TOPIC**  Final: Team presentations: Intervention design
2:00-3:50pm Intervention Design Reports due

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**FOR FURTHER READING:**

**TOPIC**  Contingency Approaches

**READ**

