



THE FLETCHER SCHOOL
TUFTS UNIVERSITY

DHP P227
ADVANCED SEMINAR IN DEVELOPMENT AND CONFLICT RESOLUTION
Fall 2019

Professor Neil A. Levine

Contact:

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Class: Mondays, 5:30 - 7:30 p.m.; Cabot 206

Office hours: 232A Mugar - Mondays 1:00 – 4:00 pm by sign-up and by appointment.

Course Description:

The aim of this seminar is to provide students with contemporary tools and understanding at the intersection of development and conflict resolution practice. This seminar is in-depth and cutting-edge, discussing in detail what informs development and conflict resolution practitioners as they do their work today. The course will draw deeply from three specific perspectives: academic insights, donor policy views, the views of development practitioners and their critics. Students will explore how these varying but related perspectives inform approaches to addressing the problems of conflict at the international, national, sub-national and local levels. Emphasis will be placed on critical thinking skills, the ability to defend and critique an argument, orally and in writing. The course deals with methodologies (e.g. conflict analysis, program design), policy analysis (e.g. political economy, systems thinking, complexity) and issue areas identified by the class (e.g. resource conflicts, reconciliation; security sector reform; women, peace and security, education and conflict, atrocity prevention, demobilization, disarmament and reintegration, etc).

Prerequisites:

DHP D222 “Development Aid in Practice” (Elke Jahns-Harms) **or** DHP D223 “Conflict Resolution Theory” (Eileen Babbitt) **or similar courses**. Exemption granted exceptionally by the instructors on the basis of significant professional experience in both of these fields.

Course Requirements

Students will be required to read the assignments and participate actively in class discussions and exercises. Reading assignment will amount to about 75-100 pages each week.

Students will submit three assignments: 1) A conflict analysis of a country or region (group PPT presentation and bibliography); 2) a project design aimed at identifying approaches to conflict mitigation and management objectives based on a rapid assessment of a conflict situation (5 pages); 3) a final assignment (15 pages) of their choosing dealing with one of the following topics:

- 1) A conflict analysis and programming recommendations for a particular country setting;
- 2) A thematic paper covering a particular development topic and conflict mitigation and management challenge, or
- 3) A policy memo directed to a high level official at the National Security Council, the Department of State or the U.S. Agency for International Development identifying, analyzing and recommending approaches to a particular issue identified in class.

Grading

Active Class Participation in Discussions and Class Exercises	15%
Conflict Assessment Group Presentation	20%
Project Design (maximum of 5 pages)	25%
Final Paper (Student selection from one of three categories)	40%

Class participation is graded according to attendance and active participation while in class. Students who miss more than two classes will be penalized.

Calendar

Classes are on Monday from 5:30 – 7:30 p.m. in Cabot 206 except for the week of 9/16 when we will meet on **Thursday, September 19** and the week of 10/14 when we will meet on **Tuesday, October 15**. Both classes will meet from 5:30 – 7:30 p.m.*

Class 1	Sept 9	Introduction and the Current Strategic Environment
Class 2	Sept 19*	Perspectives on Development and Peacebuilding Field Today
Class 3	Sept 23	Conflict Assessment I: Methodologies
Class 4	Sept 30	Conflict Assessment II: Practitioner Profile – Conducting a Conflict Assessment
Class 5	Oct 7	Conflict Assessment Group Meetings
Class 6	Oct 15*	Conflict Assessment III – Presentations – (Assignment Due)
Class 7	Oct 21	Program Design I: Methodology
Class 8	Oct 28	Program Design II: Practitioner Profile – Designing a Conflict Program

Class 9	Nov 4	Program Design II – Class Discussion (Program Design Paper Due)
Class 10	Nov 18	Conflict Topic #1**
Class 11	Nov 25	Conflict Topic #2**
Class 12	Dec 2	Conflict Topic #3**
Class 13	Dec 9	Distinguished Practitioner TBD

***Conflict Topics will be selected by the class during Class #1/#2. Given the make-up of the class and the trends in this dynamic field, this seminar allows students to take responsibility for their own learning, including in the choice of topics that we choose together to explore.*

READING LIST

Class #1: September 9

Introduction and the Current Environment

Themes and Questions

- What are some of the major trends facing the fields of development and peacebuilding?
- What are the theories about how development assistance can contribute to transformation of conflict? What are the strengths and limitations of these assumptions and theories?

Required Readings

- Alliance for Peacebuilding. 2012. [“Peacebuilding 2.0: Mapping the Boundaries of an Expanding Field.”](#) Introduction and Section 1, pp. 8-21.
- World Bank Group [Concept Note](#), “Strategy for Fragility, Conflict and Violence, 2020-2025,” pp. 1-13.
- National Intelligence Council, [Global Trends: Paradox of Progress](#), January 2017, pp. 1-44.
- Lee, Soomin, Locke, Rachel and Steven, David, Center for International Cooperation (CIC), [“The Challenge of SDG #16-1: Can We Halve Global Violence?”](#) [Journal of International Development Cooperation](#), December 2019. (20 pages)

SKIM:

- Council on Foreign Relations Center for Preventive Action, [Preventive Priorities Survey 2019](#), pp 1-12.
- OECD, [States of Fragility Report](#), 2018. (24 pages)

Class #2: September 19

Perspectives on the International Development Field Today

- What are the policy bases for development work in support of conflict resolution? What issues and dilemmas do they raise?

- What assumptions underlie current approaches to development's contribution to conflict and conflict resolution?

Required Readings

Kumar, Ray, "Open Source ["Open Source Aid,"](#) Stanford Social Innovation Review, 6/25/2019. (six pages). (Excerpt from Kumar, Raj, [The Business of Changing the World: How Billionaires, Tech Disrupters, and Social Entrepreneurs are Transforming the Global Aid Industry](#), Beacon Press, Boston, MA, 2019. (7 pages)

Ingram, George and Lord, Kristin, [Development Disrupted: Findings from a Survey of 93 Leaders](#), [The Brookings Institution](#), March 2019, pp. 4-45.

Alliance for Peacebuilding, [How the 116th Congress Can Build Peace & Reduce Global Violence: Congressional Briefing Book](#), February 2019. (30 pages)

University of San Diego and the Stanley Foundation, [Launching Impact:Peace – Conference Report](#), August 2019. (13 page)

Class #3: September 23 Conflict Assessment #1: Tools for Conflict Analysis

Themes and Questions

- What are the assumptions underlying the different approaches to conflict analysis?
- What are the strengths and weaknesses of the various approaches to conflict analysis?
- What about the approach and tool(s) for conflict analysis were most useful? In what ways?
- How does the emphasis or focus of each guide or tool for conflict analysis differ from the others?
- How should one decide what approach or tools to use in a particular situation?

Required readings for Conflict Assessment I, II and III:

U.S. Agency for International Development, [Conducting a Conflict Assessment: A Framework for Strategy and Development Version 2.0](#), 2012.

UK Department for International Development, [Conducting Conflict Assessments: Guidance Notes](#). London, DfID, 2002.

Conflict Prevention and Reconstruction Unit, Social Development Department, Dissemination Notes, [The Conflict Analysis Framework - Identifying Conflict-related Obstacles to Development](#), World Bank, October 2002. (4 pages)

Caritas International, [Peacebuilding: A Caritas Training Manual](#), 2002, pp. 60-78.

International Alert, [Conflict-Sensitive Approaches to Development, Humanitarian Assistance and Peacebuilding: Tools for Peace and Conflict Impact Assessment](#), 2004, pp. 21-34.

CDA Collaborative Learning Projects C, [Designing Strategic Initiatives to Impact Conflict Systems: Systems Approaches to Peacebuilding. A Resource Manual](#), Cambridge, MA., 2016, pp. 18-34.

CASE STUDY – Liberia Conflict Assessment - https://www.crs.org/sites/default/files/tools-research/state-of-peace-reconciliation-liberia_0.pdf.

CASE STUDY – Uganda Land Conflict and Market Assessment - https://www.mercycorps.org/sites/default/files/mercy_corps_acholilandconflictmarketassessment_aug_2011.pdf

Optional

Catholic Relief Services, [Peacebuilding, Governance, Gender, Protection and Youth Assessments A Basic Guide for Busy Practitioners](#), Third Edition, May 2017, pp. 4-12.

Review Prezi by Schirch, L. [Conflict Assessment and Peacebuilding Planning: Toward a Participatory Approach to Human Security](#). Updated August 2016.

Global Partnership for the Prevention of Armed Conflict (GPPAC) in collaboration with CDA Collaborative Learning Projects and Norwegian Church Aid, [“Conflict Analysis Framework: Field Guidelines and Procedures.”](#) The Hague, The Netherlands: GPPAC, 2015, pp 23-66.

Assignment (due Oct 16 – Class #6): Working in groups, you will be responsible for presenting a conflict assessment. You can draw the basic factual material from any source you like (using no less than four). Economist Intelligence Unit, U.S. State Department Country Reports on Human Rights, International Crisis Group reports are good places to start. You may pick any of the above frameworks. Presentations should be no more than 15 minutes and involve all team members. You will be graded on Content (15 pts), Organization (5 pts) and Delivery (5 pts). Assignments will be in the form of a PPT presentation and accompanying bibliography of sources consulted and are due before class on October 16.

Class #4 September 30 Practitioner Profile: Conducting a Conflict Assessment

Our Guest Speaker will be TBD.

- You will receive a bio and other background information on the speaker. Additional reading assignments, if any, will be posted to Canvas.
- We will ask the speaker to prepare a 20-30 minute presentation focused on their experience in conducting conflict assessments.
- You will have the opportunity for Q&A and have the opportunity to ask questions about actual conduct of a conflict assessment, how it was executed, how the findings were used, challenges, new learning, practical advice, etc.

Class #5 October 7 Group Meetings to Prepare Presentations

(Plan to meet at Cabot 206 and work in your groups. I will circulate among the groups to assess your progress and answer any questions about the assignment).

Class #6 October 15 Conflict Assessment III – Presentations – (Assignment Due)

*Each group will have 10-12 minutes to present their conflict assessment. This should be **highlights only** with each person speaking 3-4 minutes only. Please practice delivering your presentation to get the timing down to no more than 12 minutes.**

**The timing may be adjusted depending on class/group size.*

Class #7 October 21 Program Design I: Methodology

Required Readings

Lederach, John Paul, Neufeldt, Reina and Culbertson, Hal, [“Reflective Peacebuilding: A Planning, Monitoring and Learning Toolkit](#), Joan B. Kroc Institute for International Peace Studies, University of Notre Dame and Catholic Relief Services Southeast, East Asia Regional Office, 2007, pp. 25-36.

Office of Conflict Management and Mitigation, USAID, [Theories and Indicators of Change Briefing Paper: Concepts and Primers for Conflict Management and Mitigation](#), March 2013. (21 pages)

Alliance for Peacebuilding, [Violence Reduction Subsector Review & Evidence Evaluation](#), 2019. (24 pages)

Valters, Craig, [Theories of Change in International Development: Communication, Learning, or Accountability?](#) Justice and Security Research Programme Paper 17. London: LSE, 2014. (24 pages)

Green, Duncan, [“What is a Theory of Change and Does it Actually Help?”](#), Oxfam Blogpost, August 13, 2013. (6 pages)

Assignment for Week #9: Identify an example of a conflict management or mitigation program, from your own experience or from any source. Provide a brief background and basic conflict analysis, describe the program objective, theory of change, project activities and indicator(s) used to demonstrate whether the objective was met or not. Maximum 5 pages.

Class #8 October 28 Program Design II: Practitioner Profile – Designing a Conflict Program

Class #9 November 4

Program Design II – Class Discussion
(Program Design Paper Due)

We will have a roundtable discussion of the program design unit with opportunity for students to present their program design paper, describe the theory of change and programmatic approach.

NO CLASS November 11 – Holiday

Class #10 November 18

Conflict Topic #1 – TBD – Readings TBD

Class #11 November 25

Conflict Topic #2 – TBD – Readings TBD

Class #12 December 2

Conflict Topic #3 – TBD – Readings TBD

Potential Topics may be selected from – but not limited to – the following:	
Gender and Conflict	Afghanistan/Pakistan
Complex Environments: COIN/CT	Balkans
Resource Conflicts	Africa
Atrocities Prevention	Northern Triangle
Transitional Justice	Other Country/Region
Peace Negotiations	Economic Growth and Jobs in Post Conflict Situations
Land Conflicts	Private Sector Role
Urbanization and Conflict	Development Architecture
Crime and Conflict	Conflict Prevention
Corruption	Human Development, Education in conflict settings.
Security Sector Reform	Demographics
Mass Media and Conflict	Revolutionary Conflicts
Technology/Data	
Design Tools of the Trade	
Security and Justice	
Students will be asked to identify conflict topics during Class #1/#2. Readings, presentations, discussion topics, exercises and practitioner profiles/guest speakers will be identified. The syllabus will be revised according and posted to Canvas.	

Class #13 December 9

Distinguished Practitioner – TBD

You will receive a bio and additional background and topical material related to our Distinguished Practitioner. Presentation and Q&A will allow you to interact directly with a leader in the field.