PST 5101 Conflict Analysis and Transformation - DRAFT

Spring 2026

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Office Hours: By Appointment for Zoom or Phone Meeting, please contact Dr. Connery via Canvas or by email at k.connery@hji.edu.

Class Venue: Online utilizing Canvas and occasionally Zoom

Class Meeting Time: This is an online asynchronous Canvas-based Course. Based on student interest and demand, there may be some synchronous Zoom sessions but attendance is not required and will not impact your grade (they will be recorded and made available afterwards to those unable to participate). The date and time for those optional sessions will be posted in the announcements section of Canvas. The Zoom link will be the same for any of those sessions and posted on Canvas.

Canvas: Each student needs to have or must create a Canvas Account. All of the class-related lectures, readings and assignments will be completed through Canvas. If you have any difficulties with Canvas, please contact it@hji.edu and arrange a meeting. You may also contact your instructor directly at k.connery@hji.edu.

INTRODUCTION

This course introduces the factors that need to be assessed when addressing violent conflict and when working to prevent international and intra-national disputes from escalating into violence or war. A key intention of the readings, lectures and discussions of this course is to help learners to develop a working model of conflict analysis that can provide a practical and theoretical context for negotiation and/or mediation. Secondly it is meant to help learners to develop skills needed to address conflict without resorting to violence or to tactics that exacerbate differences between disputing parties. The course will introduce the important role that both the attitude of negotiators and the mastery of historical, cultural, demographic, political and economic detail play in the prevention, management, and transformation of conflict. This course will introduce students to extant resources available for assessing the causes and the gravity of conflict and for fostering conditions that increase the likelihood of productive and effective diplomacy, negotiation, and conflict transformation.

INTENDED LEARNING OUTCOMES

Through participating in this course, students will:

1. Demonstrate an understanding of the history and evolution of peace and conflict studies.

2. Be able to explain the role that NGOs can play in Conflict Resolution and Transformation.
3. Be able to explain the practical and theoretical contribution that Father and Mother Moon and the organizations that they have created such as the Universal Peace Federation, Women's Federation for World Peace International, and the Summit Council for World Peace have made to conflict transformation.
4. Demonstrate an ability to explain and apply the extant models for conflict analysis, management, resolution, and transformation that are covered in this class.
5. Demonstrate an ability to classify the quality of relations between nation-states or other social or political groupings based on utilizing Lund's curve of conflict and the USIP's Analytical Framework of Conflict, which will both be introduced and applied in class.
6. Demonstrate the ability to propose interventions for conflicts that are appropriate interventions, based on the history, the conflict's stage, and the "leverage" of the each of the key actors in the conflict.

REQUIRED TEXTS

We have three textbooks for this course. These texts are standard texts for this field of study. They are not expensive and, in fact, two of them are available online without charge. They are concise texts but should prove to be very useful to you in any role that you might play in the future with conflict resolution or transformation.

Required textbooks are:

- Smith, Amy L. and Smock, David R., *Managing a Mediation Process*, (Washington, DC: United States Institute of Peace), 2008
    - This is available online for free here: https://www.usip.org/sites/default/files/managing_mediation_process.pdf
- William Ury and Roger Fisher, *Getting to Yes—Negotiating Agreement without Giving In*, (Boston: Houghton Mifflin Company), 1991
- John Paul Lederach, *The Little Book of Conflict Transformation*, (Delaware: Good Books, 2014), pp. 64.
    - https://professorbellreadings.wordpress.com/wp-content/uploads/2017/10/the-little-books-of-justice-peacebuilding-john-lederach-the-little-book-of-conflict-transformation-good-books-2014-1.pdf

Additional readings and resources will be posted with their URLs and can be accessed through links in Canvas modules for reading assignments of a given class date. Readings must be done in advance of each class and assignments related to the readings are to be posted on Canvas by students according to the assignment due date.

FACTORS CONSIDERED IN GRADING

Note: Please pay no attention to any grade projection that you find on Populi. There is no coordination between Populi grades and scores for papers and tests on Canvas. If you have questions about your academic status, you may ask the instructor.

Letter Grade	Percentage Points
A	94 – 100
A-	89 – 93
B+	85 – 88
B	79 – 84
B-	75 – 78
C+	70 – 74
C	65 – 69
C-	60 – 64
D+	55 – 59
D	51 – 54
D-	49 – 50
F	48 – 0

Weekly Assignments (25% of Final Grade): One-to two-page, single-spaced briefs on assigned readings or related exercises are required to be posted on the Canvas assignment page for each week.

Each assignment will be graded based on a scale of 1 to 5 where 5 is excellent and 1 is "very inadequate." Receiving less than 5 for an assignment signals that the student has not completely grasped the key points of the assigned reading. If you receive a 5 on your assignment, you can rest assured that you are well prepared for any exam or quiz in the course.

Conflict Brief. (10% of Final Grade): As a final project, **students will develop a final paper in which they demonstrate expertise on the background of a conflict. The conflict chosen MUST be approved by the instructor before proceeding.** The instructor reserves the right to ask you to change your topic after the written brief if she finds it severely lacking. If you wish to discuss your conflict with Dr. Connery, please reach out via email or Canvas.

As one of the weekly assignments, each student will submit a two-page single-spaced written background brief on the selected conflict, as well as the country/countries or region involved the conflict that they wish to address before proceeding with the final paper. The brief that you develop should identify what your research has led you to understand as the key elements of the conflict that you are studying, including historical features, motivations and causes; steps taken to prevent or to manage the conflict until now, etc. Further instructions will be provided through Canvas.

Conflict Selection Criteria:

- The conflict must be a conflict that is *currently occurring* and not an historical conflict that has already been resolved. You cannot write a paper, for example, on Britain's War of the Roses or the First World War.

- Students should not choose a conflict currently occurring in or involving your own country, or in the immediate surrounding region. The purpose of this exercise it NOT to demonstrate your expertise or "insider's view." Rather the purpose is to demonstrate that you can approach analyzing a conflict through the lens and tools of this class.
- **Students must use reliable resources for this work and NOT general online resources such as *Wikipedia, Answersplease*, etc. for which you will be penalized.** If you have any question about the legitimacy of a source, please contact Dr. Connery.

Make sure that the work that you submit is your own work and cite any sources in the brief. Please look at the citation guides provided by the HJI Library if you are unfamiliar about how to cite your sources.

Mid-Term Exam (20% of Final Grade)

Class presentations with constructive online engagement to other students' presentations (15% of Final Grade): Students will be expected to do an online Powerpoint or Prezi presentation of the conflict that they choose. This presentation should last 10 minutes or less and be posted on the Discussion Board for that week's module. Students must also give constructive comments and feedback to a minimum of 2 other student's presentations. Your comments must demonstrate that you viewed the presentation you are commenting on. Lack of such postings means that the student loses 5 of the possible 15 points for the assignment.

Grading for presentations will consider: 1. Student's understanding of the background leading to or the causes of the conflict; 2. Student's understanding of the progression of the conflict; 3. Student's diagnosis of the current stage of the conflict; 4. Student's creative, realistic recommendation for steps forward in "taming the conflict," 5. Comments and observations of fellow students.

Conflict Research Paper (30% of Final Grade): The final project of this class is a Research Paper on the students selected conflict. Topics are selected prior during the Conflict Brief assignment. An outline of the major elements which must be included in your research paper will be provided during the course. **In the final paper, students will be expected to propose a creative, realistic approach to beginning to address or manage some aspect of the conflict.** The main purpose of this exercise is to allow students to demonstrate an understanding of the tools of conflict analysis, resolution, and transformation.

Research papers must be between 10 to 12 pages long double spaced, 12-point Times New Roman, 1 inch margins. Papers should utilize assigned class readings as well as additional research (at least five academic peer-reviewed articles or other reputable publications). Note that the instructor is very willing to identify and review appropriate sources with you via messaging on Canvas, Zoom, or a 1-on-1 Zoom meeting.

Do not use material that is not yours in this paper without proper attribution. It will have a very adverse impact on your grade and very possibly result in failure of the course. See section on Academic Honesty that appears below.

The paper is due at the final class. It will be graded based on the criteria outlined here:

- **A+** An outstanding paper. Well-written with a truly insightful and original argument. Ample evidence of serious thought and analysis, as well as thorough coverage of the literature.
- **A** very good paper written in a clear style. The argument is interesting and generally sound, but not as original or insightful as an A paper. Evidence of a very good knowledge of the literature.
- **B+** A good paper with a reasonably clear argument. The ideas are not particularly original, but there are some interesting points. Coverage of the literature is fair, but more research would have been desirable.
- **B** A competent paper, but with an argument that is not as well-structured as it should be. A few interesting ideas, but the paper could have been improved with more thought, organization, and imagination. Coverage of the literature and analysis of the major ideas are acceptable, but serious improvement on both fronts is needed.
- **C to F** Papers of poor to wholly unacceptable quality, with problems of both structure and content ranging from serious to catastrophic.

OTHER POLICIES AND GUIDELINES

NETIQUETTE

When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put you or those whom you know at risk. The Seminaries Learning Management System (LMS) has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied.

Do not download and share course materials without permission of the instructor, as this may violate copyright law. HJI reserves the right to delete postings on HJI-maintained sites that are considered insensitive, harassing or illegal. Language that is obscene, defamatory, threatening, infringing on intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing, abusive, hateful or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

ACADEMIC HONESTY

Each student's work is expected to be a product of his or her own effort. Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. Plagiarism in its most severe form occurs when a student purchases a paper from a third party or submits an entire body of work written by a third party, as the student's own. These most serious cases can be reported to the Office of the Provost for disciplinary action. Possible actions include probation, suspension, or dismissal/separation from HJI.

Cutting and pasting material from various websites without citing the source of said material also constitutes plagiarism, as is a failure to cite sources in a paper, conveying the impression, intentionally or not, that another writer's work is the student's own. In these cases of plagiarism, the instructor may give the student an "F" for the offending assignment, require that the student repeat the assignment, or if the plagiarism continues, give the student an "F" for the course. A pattern of such behavior may be reported to the Office of the Provost.

Use of generative artificial intelligence (AI) tools like ChatGPT in assignments is permitted only with prior permission of the instructor. If the instructor permits students to use AI for research, students should know that it may give false results and its facts need to be checked and verified. Any passages generated by AI must be given proper citation, just as for citing other authors' works. In addition, students must append a paragraph at the end of their work explaining how and why they used ChatGPT, which includes what prompts were used and what measures were taken to verify its accuracy. Students may not use AI to produce the content for an assignment. If an AI tool is used without obtaining prior permission and/or without providing the required citation or explanation, it will be treated as plagiarism.

The instructor reserves the right to use plagiarism detection software, such as Turnitin, to find instances of AI-generated writing, as well as plagiarism from other sources, in student assignments.

SOURCES FOR RESEARCH PAPERS AND PRESENTATIONS

Students are encouraged to use the HJI online library. You may also find sources through Google Scholar. We will conduct a brief tutorial on accessing the HJI Library in in the event you have any problems; you can also contact your instructor to assist you with this. Note that sources should be objective and not partisan or ideological unless they are identified as such.

COURSE SCHEDULE

Week One – January 26: Introduction and Significance of this Course

Week Two – February 2: Unification Theory and Conflict Transformation

Week Three – February 9: The Non-Violent Movement & Responses to Injustice

Week Four – February 16: "Getting to Yes"

Week Five – February 23: United States Institute for Peace Micro-Course

Week Six – March 2: Conflict Brief

Week Seven – March 9: Determining Ripeness and Securing Peace

Week Eight – March 16: Mediators and Negotiators

Week Nine – March 23: Mid-Term Evaluation

Spring Break – March 30 – April 3

Week Ten – April 6: The Role of NGOs in Conflict Transformation

Week Eleven – April 13: Women and Conflict Transformation

Week Twelve – April 20: The Challenges of Political and Economic Integration

Week Thirteen – April 27: Student Presentations

Week Fourteen – May 4: Post-Conflict Reconciliation and Transitional Justice

Week Fifteen – May 11: "Wrap-Up Class"

Reminder of Paper Format: Double-spaced, New Times Roman 12 Font, 1-inch margins both vertically and horizontally. Use of a different font must be explained to and approved by the instructor. Submission of a paper with a different font, font size, or margin will result in a reduction of total possible points. Papers missing proper citation of referenced works will also receive poor marks.

Rubric of Learning Outcomes and Metric of Progress

	Beginning	Developing	Mastered	Exceptional
Demonstrate an understanding of the history and evolution of conflict resolution.	Student will be able to explain the chronological development of conflict resolution	Student will be able to distinguish between pacifism and non-violent action.	Student will be able to view a given conflict from the perspective of conflict resolution.	Student will be able to recommend measures to ripen a conflict for resolution.
Explain the role that NGOs play in Conflict Resolution and Transformation.	Student will be able to explain the meaning and purpose of NGOs.	Student will be able to explain the role and a purpose an NGO can play in Conflict Resolution and Transformation.	Student will be able to explain the role that a specific NGO played in the resolution or transformation of a conflict.	Student will be able to recommend the ways in which an NGO that he or she has deep familiarity might or might not play a role in conflict resolution
Explain the role that Father and Mother Moon	Students will demonstrate knowledge of	Students will demonstrate knowledge of	Students will be able to explain the particular	Student will be able to propose ways in which a

and the organizations that they have created have supported conflict transformation.	the theoretical underpinnings of an organization or organizations created by Father and Mother Moon that may contribute to peace.	cases where any of these organizations have been involved in peace initiatives.	dimensions of one or more of the organizations under consideration that can help to address conflict resolution.	Unification-related organization or organizations can assist in addressing conflict.
Demonstrate an ability to explain and apply extant models for conflict analysis, management, resolution and transformation that are covered in this class.	Student will demonstrate an understanding of Lund's curve and of the USIP Analytical Framework for approaching conflict.	Students will be able to demonstrate the ways in which these models complement John-Paul Lederach's model of Conflict Transformation or Galtung's notion of "negative peace" versus "positive peace."	Students will be able to apply these models in analyzing an existing conflict.	Students will be able to use these understandings in addressing a real-life conflict.
Demonstrate an ability to classify the quality of relations between nation-states or other social or political groupings based on tools introduced and applied in class.	Students will demonstrate familiarity with key Lund's curve and Framework terminology including stable versus unstable peace and primary versus secondary actors.	Students will demonstrate the ability to apply these terms in conflict analysis.	Students will begin to use these as frameworks to assess conflict.	Students will apply these to a specific conflict and contribute to the advance of peace studies as a social science.
Demonstrate the ability to propose interventions for conflict that are appropriate, based on the	Students will be able to identify the specific traits of each level of peace and conflict based on the conceptual	Students will demonstrate an understanding of the diplomatic methods that are advisable at each	Students will be able to apply this in a specific conflict.	Students will be able to create and oversee simulations based on such analyses.

phase of a conflict (e.g., stable peace versus crisis versus war).	framework of Lund's curve.	stage in the conflict.		