

Module A1: Conflict Analysis and Resolution Weeks 2 and 3, Loadenthal

[UNXP 130 CBL Intersections of Social Justice](#)
[Summer Session 2018 \(June 11-24\)](#)
[Module A1: Conflict Analysis & Mapping](#)

Overall Points for Module A1: Conflict Analysis and Resolution

June 11 - June 24 - 300 Points

Map Where you Work - 50 points [due 6/14]

Give a Hoot - 10 points total [due 6/16]

Say 'yes' to the text - 60 points [due 6/18]

Arguing Both Sides - 40 points [due 6/20]

Ask the Author - 30 points [due 6/21]

Map Where you Work Take 2 - 100 points [due 6/24]

Give a Hoot - 10 points [due 6/25]

About Module A1

The purpose of the module is to help students understand, map and interrogate conflicts both micro and macro. This will include both conflicts within an organization—such as disagreements with coworkers or management—as well as the global realities that create the need for sustained fights for social justice. Conflict analysts use a systematic exploration to look at individuals, groups, and institutions to try and better understand causes, interests, perceptions, impacts, and dynamics of multi-faceted conflict. Conflict analysis asks questions such as 'What is the conflict about?' 'Who is involved in the conflict?' and 'What are the motivations of the parties involved?' Advanced conflict analysis, especially that based in a reflective approach, seeks to answer an ever-expanding series of questions such as: 'What is my role in this conflict?' 'What role does the political economy, or socio-cultural norms play in sustaining conflict?' 'How does my position, or the position of my colleagues influence and possibly dictate the limits of our abilities to act?' Think of conflict analysis as a pre-stage to conflict transformation and resolution. Analysis aims to create an understanding of the conflict and in doing so, to help map a way forward. In the end, our hope is that through examining the structural and causal roots of conflict, we create opportunities to transform sites of violence and domination to locales of freedom, peace, equality, security and prosperity.

June 11 – June 24 – 300 Points

Weeks 2 and 3 (6/11-6/24) Module A1 CONFLICT Due Dates	Assignment	Points (300)
NA	Module A1.0: Introduction	NA
Thursday, 6/14 @11:59pm EST	Module A1.1: Map where you work: Take 1	50
Sunday, 6/17 @11:59pm EST	Module A1.2 Give a Hoot! to 2 classmates of Take 1	10

NA	Module A1.3 Required and Recommended Texts	NA
Monday, 6/18 @11:59pm EST	Module A1.4: Say Yes to the Text!	60
NA	Module A1.5: Examples from Intersections 2016 Maps	NA
NA	Module A1.6 Required + Recommended Texts	NA
Wednesday, 6/20 @11:59pm EST	Module A1.7: Arguing Both Sides	40
Thursday, 6/21 @11:59pm EST	Module A1.8: Ask the Authors	30
Sunday, 6/24 @11:59pm EST	Module A1.9 Map where you work: Take 2 (Map & Voice)	25+25
Sunday, 6/24 @11:59pm EST	Module A1.10 Map where you work: Take 2 (Analysis paper)	50
Monday, 6/25 @ 11:59pm EST	Module A1.11 Give a Hoot to Take 2	10

Professor Michael Loadenthal will read, grade, and provide feedback on the assignments in this Module A1.

Module A1.1 + A1.2: Map Where You Work (Take 1) and Give a Hoot!

Instructions

Welcome to Module A1 Conflict Analysis and Mapping. Mapping is a way of knowing, and an alternative way of understanding a reality. Through mapping, we experience and learn community and the conflicts inherent in them in diverse ways. Two guiding questions for the next two weeks are:

- What is conflict analysis and mapping?
- Why is it important to analyze the conflict system before/as/while taking actions (intervention)?

For our initial activity, draw a map of where you “work” [your community-based organization (CBO) and/or social justice site]. If you are not yet at your placement, please use a different CBO where you have worked or another social justice-based experience that as your reference point.

1. Map Your Site:
 - OPTION 1: Draw a map on paper and take a picture or scan that document.

- OPTION 2: Use a graphic or alternative design tool to create your map.
 - An easy-to-use option is creating an infographic/poster on Canva.com. *Note: You will have to create an account with your Gmail or Facebook login.*
 - Experienced users are free to use their tool of preference, such as Adobe Creative Suite.
- OPTION 3: Create a “map” with another medium - video, play-doh, moving stick figures - the possibilities are endless!
- 1. Walk Us Through Your Map:
 - OPTION 1: Record your voice explaining your map and upload. (1-2 mins)
 - OPTION 2: Use your webcam to record yourself explaining your map and upload. (1-2 mins)

Due date: Post on Discussion Board by 11:59PM EST on Thursday, June 14.



Points: 60

Module A1.3: Required and Recommended Texts



Required Texts

Mapping is an important tool for conflict analysis that allows for a deeper understanding of conflict and envisioning its potential resolutions or transformation. A conflict map typically includes components such as the conflict’s history, organizational setting, actors, dynamics, and networks of communities in which it is embedded.

Complete the following readings. Make note of questions, concerns, or compelling passages.

- [Two Conflict Assessment \(mapping\) guides: Paul Wehr and Hocker & Wilmot.](#) (~6 pages)
- Lydon, M. and J. Corbett. (2014). "Chapter 5: Community-based mapping: A tool for transformation." In *Learning and teaching community-based research: Linking pedagogy to practice*, eds. Hall et al. Toronto: University of Toronto. pgs. [\[PDF\]](#)   (~21 pages)

Recommended Texts

- Wehr, Paul. (1979). *Conflict Regulation*. Boulder, CO: Westview Press. Chapters 1 and 2. [\[PDF\]](#)   (~54 pages)

Examples of Conflict Maps

Considering the Wehr and Hocker & Wilmot provide guides for written analyses as maps, we wanted to direct you to some visual maps. Moving into week two of Module 1 (which is Week 3 of *Intersections*), you will offer a Take 2 of your original map for this module. At this end of [this article](#) which uses Wehr's guide, you can see a visual map depicting the author's understanding of the negotiation processes associated with the conflict in Ukraine last summer.

The Conflict Tree is a common type of map used to depict conflicts, and their "roots", "core," and "effects/growth" visually. [Here](#) is an example from the International Institute for Sustainable Development (see p. 36 for the Conflict Tree). When Andria teaches Conflict Transformation at Georgetown, she utilizes the image of the [banyan tree](#) for the conflict mapping exercise. Banyan trees also shoot branches back down into the ground to act as pillars for the tree. These pillars can represent the historical structures underlying any conflict.

Amazingly, on [this page of an online module offered by Architects without Borders](#), you can see several examples of theoretical frameworks "mapped" (which you might already know or use, or which you might find helpful for your social justice work). The maps can help distinguish the differences and similarities among the frameworks. These are the Sustainable Livelihoods Framework (SLF), the Resilience Framework from UK's Department for International Development (DFID), the (Human) Rights-based Approach (RBA), and the Capability Approach, primarily developed by Amartya Sen and Martha Nussbaum.

Module A1.4: Say Yes to the Text!

Say Yes to the Text!

"*Say Yes to the Text*" is an activity in which we comment on what we *positively* took away from the readings, rather than immediately moving into critique/critical space that is common in academia. The name of the activity is derived from a pop culture reference (slightly dated!) that some of you may recognize. (If you aren't a TLC viewer, [check this out](#)). In your post, feel free to include images and links to external sources.

The "texts" for this assignment are: 1) the weblink to the two conflict assessment guides; and 2) the Lydon and Corbett chapter. You can continue to respond to your peers with questions and comments throughout the two weeks of Module A1.

Submission

Due date: Use the Discussion Board below to "Say Yes to the Text" by 11:59PM EST on Monday, June 18.

Points: 15 points each (30 points total)

Module A1.5: Examples from previous summers of Intersections maps

Peruse images below, as a source of both inspiration and information, moving into week 2 of Module A1.

Consider the following questions as you browse the maps:

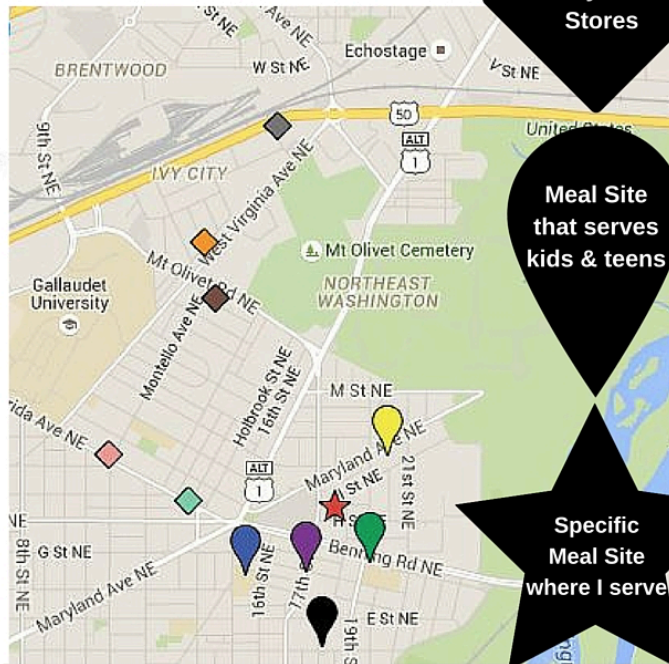
- 1) What features of maps are particularly un/helpful for your understanding of the community-based organization being visualized?
- 2) How does the map offer you insight into the creator's worldview or conflict frame?

3) What can you infer from the map about a community-based organization's positions, interests and needs?

Where I Work (Take 2)

Food Access in Ward 5

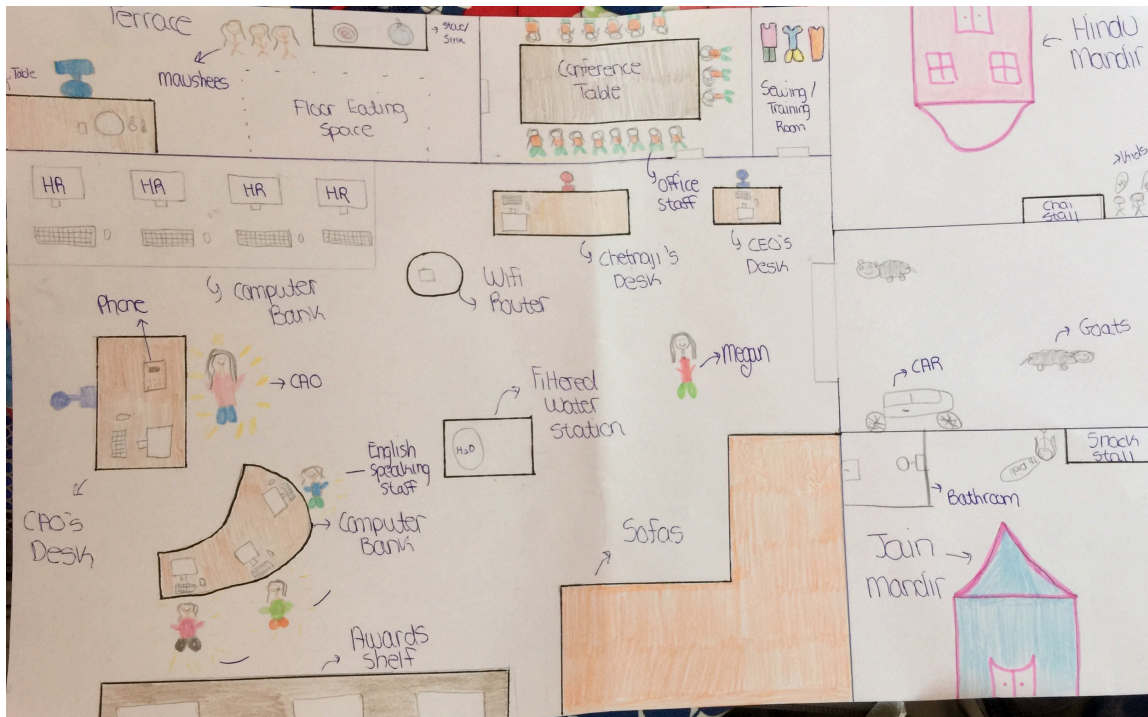
- ★ Community of Hope
- 🍇 Rosedale Rec Center
- 🏫 Blow Pierce Junior Academy
- 👤 Miner ES
- 📍 Carver Terrace Tenants Association
 - 📍 Growth Spurts at D St
 - 📍 Shell Gas Station
 - 📍 Ivy City Market
 - 📍 Circle 7
 - 📍 Saba One Stop Convenience Store
 - 📍 Bodega Market

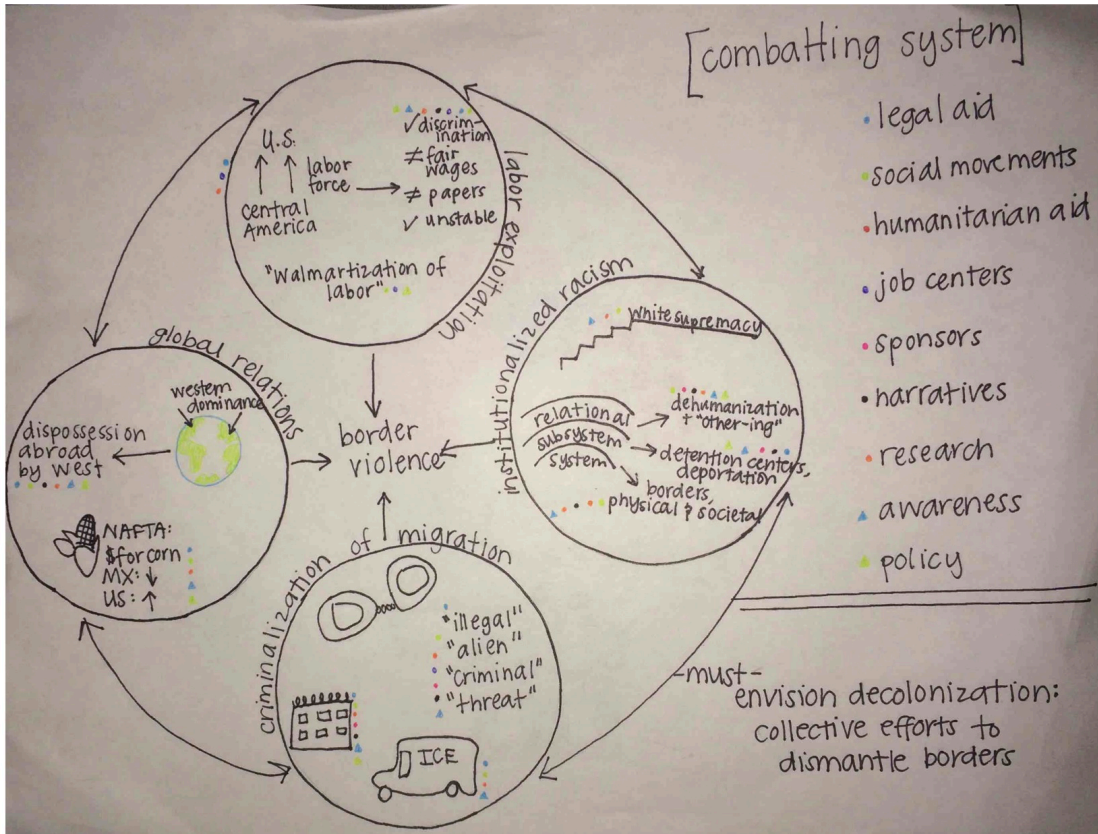


Healthy Corner Stores

Meal Site that serves kids & teens

Specific Meal Site where I serve





Module A1.6: Required and Recommended Texts



Required Texts

Read the following texts closely and carefully. Make note of questions, concerns, or compelling passages. The option to access the electronic resources through GU library may not work from where you are located; thus, we have included download-able PDFs to those readings for easier access.

- Loadenthal, Michael. (2013). "Structural Violence," in Encyclopedia of War. Thousand Oaks, CA: SAGE. [PDF] (~3 pages)
- Collins, Patricia Hill. (1991). Black feminist thought. New York: Routledge. pgs. 221-238. [PDF] (~11 pages)
- Dugan, Marie. (1996). "A nested theory of conflict." Leadership journal: Women in leadership 1: 9–19. [PDF] (~10 pages)
- from Young, Nigel. (2010). Ed. Oxford Encyclopedia of Peace. Oxford, UK: Oxford University Press.
 - entry for "Conflict Analysis" [PDF] (~7 pages)
 - entry for "Identity and Conflict" [PDF] (~5 pages)

Note: The Oxford Encyclopedia of Peace is available online through the [GU library](#). Simply type the title of the book into OneSearch. You must be logged on with your NetId to access it.

Recommended Texts

- “Patricia Hill Collins: Intersecting Oppressions,” Online. SAGE Publications Ltd, n.d. (This is a summary of Collins’ work on intersectionality to be read as a follow up to her text.) [[PDF](#)  

Instructions for CANVAS:

Please create a space for students to access/download readings (PDF, weblinks).

Module A1.7: Arguing Both Sides

As those engaged in the analysis and resolution of conflicts, we often find ourselves seeking to determine the role we play in much larger systems of power. For example, people who are socialized male may explore how they perpetuate patriarchal violence or sexism in negotiating role within an NGO, an activist group or family. On a different scale, those involved with International Development may seek to inquire the role their employer plays within the continuation of economic inequality and the monetization of natural resources.

After reading about structural violence (Loadenthal), intersectional analysis (Hill-Collins) and the multi-layered understanding of conflict (Dugan), please reflect on the role your site plays in *both* contributing to and transforming structural violence. In a sense, you are being asked to both consider both possibilities *and* argue both positions; something you are likely not used to do, as we are more likely to see our own work as fitting within the ‘solution’ rather than the ‘problem.’ This is, (in my humble opinion) a false binary, as much of what we do is both a potential solution and a potential problem.

The task at hand is deceptively simple. In your own words, and in the style of a journal or informal essay, you are going to argue both angles. In the first ~300-400 words of your writing, argue whichever position feels more genuine (e.g. my work is helping to subvert structural violence OR my work is serving to perpetuate), and in the second ~300-400 words, argue the opposite. **Please separate these two sections in a clearly marked way.**

Submission

Due date: Upload your completed essay by 11:59PM EST on Wednesday, June 20. Follow all formatting guidelines for this course as described in the Syllabus.

Points: 40

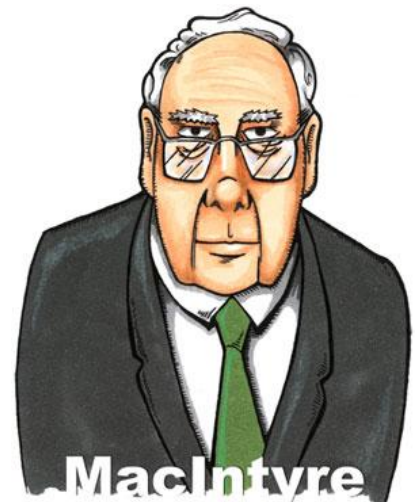
Module A1.8: Ask the Authors

Ask the Authors

Consider this quotation by philosopher [Alisdair MacIntyre](#):

“Yet, when we have learned what all these different types of discipline have to teach - and the catalogue is far from complete - we confront questions that have so far gone unasked, just because they are not questions answerable from within any one discipline.”

A significant skill in conflict analysis and mapping is being able to develop compelling questions, and recognizing that many the most



important questions may not have yet been asked because of academia's allegiance to discipline, rather than immersing oneself into the *Intersections* of learning.

Through this activity, we are seeking evidence of your comprehension of Module A1 Required Texts by [Máire Dugan](#), [Patricia Hill Collins](#), and [Michael Loadenthal](#). You need to posit a question to each author listed in the Discussion Board below.

Submission

Due date: Submit your Ask the Author questions (yes, just one question for each author!) by 11:59PM EST on Thursday, June 21. Provide a few sentences of context for your question - where does it come from? Why is it important to you? Afterwards, you are invited to comment on your classmates' questions.

Points: The "Ask an Author" Discussion Board post is worth 30 points (10 points per author).

Module A1.9 +11: Map Where You Work Take 2 + Give a Hoot!

Map Where You Work Take 2

Instructions for students:

Based on the [maps](#) that you submitted in the first week of Module 1 as well as your continued learnings and time on site/with your organization, create and upload a new, more nuanced map that responds to the original prompt, "Map where you work." This map should take into consideration the theoretical and practical learnings from the assigned texts and activities of Module A1.

Map Take 2 should be showing systems of the conflict, power dynamics, stakeholder relationships, positions/interests/needs (PINs), and your personal positionality to the mapping constellation. You will be assessed on how it demonstrates your learning about the intersections of conflict and community through this alternative medium. **Many of these concepts are explored in the readings authored by Wehr, Dugan and Young.**

1. Map Image file

- OPTION 1: Draw a map on paper and take a picture or scan that document.
- OPTION 2: Use an graphic design tool to draw your map.
 - An easy-to-use option is creating a poster on [Canva.com](#). Note: While Canva.com is free, you will have to create an account with your Gmail or Facebook.
 - Experienced users are free to use their tool of preference, such as Adobe Creative Suite.

2. Your Presentation file

- OPTION 1: Record your voice explaining your map (1-2 mins).
- OPTION 2: Use your web camera or phone to record yourself explaining your map (1-2 mins).

3. Your Analysis (upload submission on next CANVAS webpage)

- 8-9 pages, double-spaced analysis. See Syllabus for details on formatting.
- The analysis should include substantial consideration of the changes between your Map Where You Work Take 1 and Take 2, given your new knowledge and continued engagement at your site. In thinking through this 'version 2.0', consider the role **you play** in the dynamics being discussed, and try and make sense of their logic and implications. For example, if your map identifies a gendered logic to the way in which staff are seated, explain what this means for your workplace and how this could influence workplace power dynamics. Looking beyond the personal, you may wish to discuss how the map repeats, contrasts, or challenges the larger social, political, economic or cultural realities of the community where it resides. How do these more macro dynamics influence the culture of your site or your relationship to the community, coworkers, etc.?

The map and video/voice recording are shared with the *Intersections* community via the Discussion Board below; the paper is only shared with Professor Loadenthal, who is providing feedback on and grading this assignment.

Submission

Due date: Submit the three parts detailed above by 11:59PM EST on Sunday, June 24.

Points: 25 points for map image, 25 points for video/audio presentation, 50 points for analysis (100 points total)

Module A1.10: Map Where you Work Take 2 - Analysis Paper

Now is the opportunity to reflect on the changes from your Take 1 map completed in the first week of Module 1 and your revised Take 2 map. The written analysis should include substantial consideration of the changes between your "Map Where You Work Take 1" and "Take 2", given your new knowledge from readings and activities and your continued engagement at your site. Do your best to exhibit your ability to integrate course concepts into your analysis, making sure to carefully cite such engagements with the text.

The analysis should be 8-9 pages, double-spaced pages, 1 inch margins, 11 point font, and include a works cited page. See syllabus for more details on formatting.

Submission

Due date: Submit your Analysis by selecting Submit Assignment by 11:59PM EST on Sunday, June 24.

Points: 50

End of Module A1: Conflict Analysis and Mapping

Congratulations!

You have reached the end of Module A1: Conflict Analysis and Mapping.