



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: PJST

Course and Section #: 3400-1

Course Title: Conflict Transformation

Credits: 3

Course Description

Humankind has known violent conflict from the beginning. Political and spiritual philosophers as well as moral ethicists have told us throughout history that violence is a grotesque failure of societies and can be overcome. Nonviolent conflict, on the other hand, will always be with us, as it seems impossible to have associations without conflict. Non-violence has become an effective tool to resolve conflicts, both in communities and globally. Are we now at the stage in human history where we can see our way forward without violence? Does empirical research now demonstrate the failure of violence? Have we now discovered how to respond to conflict nonviolently, and even to respond to violence nonviolently?

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Susan Merrill

Student Learning Outcomes

At semester's end the student should be able to: (1) understand the causes and summarize and explain various theories of the origins of conflict; (2) understand the underlying rationale for conflict transformation and peace building, as well as the empirical evidence relevant to these theories; (2) be able to analyze a conflict based on the theories presented and; (3) make a constructive argument for the use of various theories and methodologies in understanding and resolving various forms of conflict-interpersonal, community, national and, international and support his/her own theory and evidence of conflict transformation and peace building against rival theories.

Course Materials and Texts

Ramsbotham, Woodhouse, and Miall, *Contemporary Conflict Resolution*, Fourth Edition (Malden, MA: Polity Press, 2016).

Course Requirements

Course Assignments, Assessments, and Grading Policy

Weekly Reading Questions, Midterm, Roadmap to Peace or Policy Paper, Conflict Analysis, Stakeholder Analysis

Required or Recommended Reading Assignments

Ramsbotham, Woodhouse, and Miall, *Contemporary Conflict Resolution*, Fourth Edition (Malden, MA: Polity Press, 2016): Erica Chenoweth, *Civil Resistance; What Everyone Needs to Know* (New York, Oxford University Press, 2021): Galtung, Jacobsen and Brand- Jacobsen, *Searching for Peace: The Road to Transcend* (London, Sterling Press, 2002): Bruce Hoffman, *Inside Terrorism, 3rd Edition*, (New York, Columbia University Press, 2017): Dennis J.D. Sandole, *Peacebuilding: Preventing Violent Conflict in a Complex World* (Malden. MA: Polity Press, 2010, Various articles

General Description of the Subject Matter of Each Lecture or Discussion

Date	Topic	Readings
January 6	Course Introduction Peace- An Historical Perspective	Ramsbotham, Chapt. 1 Supplementary Reading: Immanuel Kant, Perpetual Peace: A Philosophical Text (On
January 8	Origins of Peace Research	Ramsbotham, Chapt. 2; Supplementary Reading: Nils Petter Gleditsch, Jonas Nordkvelle and Håvard Strand , <i>Peace Research- Just the</i> Vol. 51, No. 2. Johann Galtung, <i>Violence, Peace, and Peace Research</i> , Journal of Peace Research, Vol
January 13	Origin of Conflict Theory	Galtung, Introduction, Part I- Peace Theory- Chapt.2 and 3, Johann Galtung, <i>Stable Peace</i> , Chapt. 1
January 15	Origin of Conflict- Societal and Interpersonal	Galtung, Part II- Conflict Theory, Chapt. 1 Dr. Kenneth Cloke, <i>Crossroads of Conflict, A Journey into the Heart of Dispute Resolu</i>
January 17	Conflict Cycles	Galtung, Part 3: Conflict Cycles (Skim)
January 20		MARTIN LUTHER KING DAY: NO CLASS
January 22	Conflict Cycles, cont.	Galtung, Part II, Chapt. 3 and 4 (Conflict Intervention)
January 24	Conflict Types	Ramsbotham, Chapt. 3, pgs. 68-95
January 27	Understanding Contemporary Conflict	Ramsbotham Chapt. 4, Supplementary Reading: Mary Kaldor, <i>New and Old Wars : Organized Violence in a Global Era</i> , Chapt. 1, 2, 3
January 29	Civil War: Causes	Collier and Hoeffler, "Greed and Grievance in Civil War", 2004, Supplementary Reading: Civil War," American Political Science Review , Volume 97 , Issue 1 , February 2003 1 Shiva, Mehdi and Molana, Hassan. "On Income, Democracy, Political Stability, and In no. 2 (2022) : 48-64. DOI: https://doi.org/10.5038/1944-0472.15.2.1982 :

		Roland Paris, "At War's End : Building Peace After Civil Conflict" Introduction and Pa Collection (Fulton Library)
January 31	Terrorism	Barbara F. Walter and Andrew H. Kydd, "The Strategies of Terrorism", International S Library
February 3	Terrorism: An Escalating Phenomena	Bruce Hoffman, <i>Inside Terrorism</i> , Chapt. 9,10,11 (Fulton Library E-book)
February 5	Intractable Conflicts: Causes	Chester Crocker, et al., <i>Herding Cats: Multiparty Mediation in a Complex World</i> , Chapt. 1 (CANVAS)
February 7	Intractable Conflicts: Multiparty Resolution	Ibid., Chapt. 2 (CANVAS)
February 10	Ethnic Warfare	Neal Jesse and Kristen Williams, "Ethnic Conflict: A Systematic Approach to Cases of
February 12	Ethnic Warfare	Elaine K Denny and Barbara F Walter, <i>Ethnicity and Civil War</i> , Journal of Peace Resea 2014 (Online Fulton Library)
February 14	Preventing Deadly Conflicts	Ramsbotham, Chapt. 5
February 17		PRESIDENT'S DAY HOLIDAY: NO CLASS
February 19	Peace: Definitions and Taxonomy	Sandole, Chapter 1

February 21	Peacebuilding: Liberal Peace: Complex Peacebuilding	Sandole, Chapter 2
February 24	The Ethics of Intervention	Ramsbotham, Chapt. 14
February 26	Peacebuilding: Gender	Ramsbotham Chapt. 13, Galtung, Chapt. 3 Supplementary Reading Amanda Donahoe, “Defying Victimhood; Peacebuilding through Work in Northern Ireland, Palgrave Macmillan,” 2017, Skim the Book (E-book Fulton)
February 28	Gender	Movie: Pray the Devil Back to Hell
March 3	Gender, Race and Peacebuilding	“Reconceptualizing Gender, Reinscribing Racial—Sexual Boundaries in International Security 1325” on "Women, Peace and Security" Author(s): Nicola Pratt Source: International Security (December 2013), pp. 772-783 Security Disarmed Critical Perspectives on Gender, Race, and Militarization, Part I
March 5	Post- War Reconstruction and Stabilization	Ramsbotham, Chapt. 8
March 7	Peacebuilding through the Arts	Ramsbotham, Chapt. 16
March 10-15	SPRING BREAK	
March 17	Peacebuilding through the Arts	Student Presentations
March 19	Reconciliation	John Paul Lederach, <i>When Blood and Bones Cry Out</i> , Intro, Chapt. 4, 11 and 12 (Fulton), Ramsbotham, Chapter 10
March 21	Reconciliation	Pumla Gobodo-Madikizela, A Human Being Died That Night: A South African Story of Justice
March 24	Non-Violent Resistance	Chenoweth and Stephan, Chapter 1, CANVAS
March 26	Non-Violent Resistance: An Effective Tool	Chenoweth and Stephan, “Drop Your Weapons: When and Why Civil Resistance Works”
March 28	Transitional Justice	Olivera Simic, <i>An Introduction to Transitional Justice</i> , Chapt. 1 and 2
March 31	Restorative Justice	Howard Zehr, <i>The Little Book of Restorative Justice</i> , Overview and Chapt. 2

April 2	Restorative Justice	Howard Zehr, <i>Changing Lenses: Restorative Justice for Our Time</i> , Section 2 Supplemental Reading , Chapt. 1-4
April 4	Conflict Analysis	Matthew Levinger, <i>Conflict Analysis: Understanding Causes, Unlocking Solutions</i> , US
April 7	Conflict Analysis Frameworks	Lisa Schirch, <i>Conflict Assessment and Peacebuilding Planning</i> , Chapter 4, CANVAS: Supplementary Reading Levinger, Chapt 4
April 9	Conflict and Stakeholder Analysis	Schirch, Chapt. 5 and 6
April 11	Conflict Analysis Exercise	
April 14	Conflict Analysis: Group Sessions	
April 16	Conflict Analysis: Report Out	
April 18	Stakeholder Analysis Exercise	
April 21	Report out on Stakeholder Analysis	
April 23		Final written report on Conflict Analysis and Stakeholder Analysis Due

Required Course Syllabus Statements

Generative AI AI Guidelines

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to be able to express your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

Using Remote Testing Software

This course does not use remote testing software.

□ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment,

admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.