

Conrad Grebel University College  
University of Waterloo  
PACS 620 Special Topics: Mediation and Negotiation in  
Complex Conflicts

Summer, 2022

**Class Time:** June 13-24, M-F, 1:00 pm - 4:00 pm EST

**Location:** Online

**Instructor:** Evan Hoffman, PhD

**Office Hours:** by appointment

**Email:** [ehoffman@uwaterloo.ca](mailto:ehoffman@uwaterloo.ca)

### Course Description:

Conflicts at the community level are rarely simple, single-issue matters between two-parties. Rather, these conflicts are complex in numerous ways. All too often, peacemaking processes become stalled, go off track, create limited impacts or breakdown completely because they do not account for this complexity thus greatly reducing the chances that durable peace can be created in these dynamic and challenging situations. Having tools, techniques, skills, strategies and frameworks for identifying, analyzing and addressing these features is essential to success. This course examines the question of how mediators and negotiators can improve the prospects that durable peace will follow from a mediation process in complex conflicts.

### Course Objectives/Expectations/Requirements:

The objectives of the course are to:

- 1) Deepen reflective, critical thinking and analytical skills needed to understand the features of complex conflicts
- 2) Develop collaborative strategies to foster peace which account for the features of complex conflicts
- 3) Define durable peace from a multi-disciplinary and holistic perspective, and appreciate the diverse contributions to peace efforts in complex conflicts
- 4) Develop practical and professional competencies necessary for effective peace building work in complex conflicts

## Required Reading Materials:

- Bercovitch, J. (2003). "Characteristics Of Intractable Conflicts." *Beyond Intractability*. Eds. Guy Burgess and Heidi Burgess. Conflict Information Consortium, University of Colorado, Boulder. <http://www.beyondintractability.org/essay/characteristics-ic>.
- Brahm, E. (2004). "Trauma Healing." *Beyond Intractability*. Eds. Guy Burgess and Heidi Burgess. Conflict Information Consortium, University of Colorado, Boulder. <http://www.beyondintractability.org/essay/trauma-healing>.
- Fisher, R & Ury, W. (2011). *Getting to Yes: Negotiating Agreement Without Giving In*, 3rd ed. New York, NY: Penguin Books.
- Harel, T., Maoz, I., & Halperin, E. (2020). A conflict within a conflict: intragroup ideological polarization and intergroup intractable conflict. *Current Opinion in Behavioral Sciences*, 34(Complete), 52–57. <https://doi.org/10.1016/j.cobeha.2019.11.013>
- Hoffman, E. (2021). Cognitive-affective mapping and digital peacebuilding (Policy Brief No. 111). Toda Institute for Global Peace and Policy. [https://www.researchgate.net/publication/353246940\\_Cognitive-Affective\\_Mapping\\_and\\_Digital\\_Peacebuilding](https://www.researchgate.net/publication/353246940_Cognitive-Affective_Mapping_and_Digital_Peacebuilding)
- Hoffman, E. (2021). Some reflections on the role of power in track II mediation (Occasional Paper No.2). The Ottawa Dialogue. [https://www.researchgate.net/publication/356613928\\_Some\\_Reflections\\_on\\_the\\_Role\\_of\\_Power\\_in\\_Track\\_II\\_Mediation](https://www.researchgate.net/publication/356613928_Some_Reflections_on_the_Role_of_Power_in_Track_II_Mediation)
- Hoffman, E. (2019). The need for mediators to adopt a "mediation plus" approach. Canadian International Institute of Applied Negotiation (CIAN). [https://www.researchgate.net/publication/335104438\\_The\\_Need\\_for\\_Mediators\\_to\\_Adopt\\_a\\_Mediation\\_Plus\\_Approach](https://www.researchgate.net/publication/335104438_The_Need_for_Mediators_to_Adopt_a_Mediation_Plus_Approach)
- Hoffman, E. (2010). Negotiating agreements in multi-party, multi-issue contexts. Public Sector Digest. (article to be supplied by the instructor)
- Homer-Dixon T, Milkoreit M, Mock SJ, Schröder T, Thagard P. (2014). The Conceptual Structure of Social Disputes: Cognitive-Affective Maps as a Tool for Conflict Analysis and Resolution. *SAGE Open*. <https://journals.sagepub.com/doi/full/10.1177/2158244014526210>
- Martin, H. (2007). Power in mediation: Does size matter? Oslo: the HD Centre. <https://www.hdcentre.org/wp-content/uploads/2016/08/94Powerinmediation-doessizematter-June-2007.pdf>
- McDonald, J. (2012). "The Institute for Multi-Track Diplomacy". *Journal of Conflictology*. Vol. 3, Iss. 2, pp. 66-70. Campus for Peace, UOC. [Journal of Conflictology Vol 3, No 2 \(2012\) \(ethz.ch\)](http://www.ethz.ch) (article to be supplied by the instructor)
- Packer, G.S. (2019). Conflict, culture, and community: Dispute resolution after Trump. *Negotiation Journal*, 35: 173-176. <https://doi.org/10.1111/nej.12276>

Smith, A & Smock, D. (2008). Managing a mediation process. Washington: the United States Institute of Peace [www.usip.org/sites/default/files/managing\\_mediation\\_process.pdf](http://www.usip.org/sites/default/files/managing_mediation_process.pdf)

Whitfield, T. (2010). Working with groups of friends. Washington: the United States Institute of Peace [http://www.usip.org/files/resources/PMT\\_Groups\\_of\\_FriendsI.pdf](http://www.usip.org/files/resources/PMT_Groups_of_FriendsI.pdf)

**Web Page:** This course will make use of a WATERLOO LEARN website. This site will provide general information for the course, study guides and grades for term tests. Important announcements such as the cancellation of class due to illness will also be posted there, so please try to check the site before each class, just in case.

## Evaluations:

Assignment	Weighting	Due Date
Participation	10 % (1 point per class)	24 June, 2022
Term Paper Outline	15 %	08 July
Term Paper	35 %	22 July
Learning Journal	10 entries X 4 points each = 40 %	26 June, 2022

### Participation

Ten percent of your final grade will be based on the quality of your participation in class. Participation presupposes not just attendance but also preparation. It manifests through thoughtful engagement with discussions of readings and key topics (including comments and questions addressed to specific issues raised in course materials), as well as through substantive contributions to small-group activities. Engagement with student presentations is another measure of participation.

Participation is graded because this is a seminar course and we can all learn much more when we are present together and engaged in a shared, term-long conversation. *Please communicate actively* with the instructor (in advance of absences whenever possible) about any issues that will affect your ability to attend class and participate.

Please note: this course is being delivered via synchronous (live) Zoom sessions. They will not be recorded for viewing later. If you miss a class, you will miss the possibility of earning a point for participation. However, you can submit a brief (½-1 page) summary of some aspect of the assigned reading(s) for the class you missed to gain the marks back.

## Term Paper Outline

Students are required to submit a two-page, double spaced outline of their proposed term paper to the instructor. The purpose of the outline is that it:

- 1) will compel students to select and begin work on their papers partway through the course, and
- 2) will enable the instructor to provide feedback to students well before students submit their final paper.

<b>Term Paper Outline Grading Rubric</b>	<b>Points Possible</b>
Topic of paper is clearly stated and is appropriate for course	2
State the exact aim (purpose) of the research, a corresponding research question that helps meet the aim (phrased in simple language) and then define 1 or 2 specific objectives for the study	6
Outline the major sections of the paper (headings and subheadings)	3
Writing is clear and concise plus free of spelling & grammar mistakes	2
Paper is formatted according to APA guidelines	2
<b>TOTALS</b>	<b>15</b>

## Term Paper

The term paper will require each student to demonstrate their knowledge and assimilation of conflict and crisis negotiation practice, as presented in the readings and online discussions. *Note: you will need to do additional reading outside of the assigned ones to successfully complete this term paper.*

Students are expected to write one concise and succinct term paper of 20-25 double spaced pages without going over the 25-page maximum (excluding title page and references).

These papers should synthesize major ideas and themes outlined in the readings and discussions and reflect critical analysis. For this project, students will choose a historical/contemporary event or case study and detail the entire scenario and the negotiation used in the case, ensuring to incorporate major ideas and themes outlined in the readings and lectures. Each student will also include a critical analysis and debriefing of the situation to include lessons learned and strategies to better respond to similar situations in the future (recommendations).

If you have trouble deciding upon a good case to examine, let me know and I can assist you with this.

<b>Term Paper Grading Rubric</b>	<b>Points Possible</b>
Quality of Analysis: <ul style="list-style-type: none"> <li>• Integrates/contrasts theory with real world/work</li> <li>• Analyzes/synthesizes theory and practice to develop new ideas/concepts/applications</li> <li>• Relates subject matter to “bigger picture”</li> <li>• Conclusions/recommendations follow logically from analysis</li> </ul>	15
Assignment is structured properly with Introduction, Body and Conclusion and unfolds in a clear, logical and easy to follow way. Term Paper is formatted to APA.	5
Writing is clear and concise plus free of spelling & grammar mistakes	5
Assignment is within specified page limits (20-25)	5
Assignment contains 6-8 citations from class readings and <i>other reputable sources</i> in APA format	5
<b>TOTALS</b>	<b>35</b>

## Learning Journal

Throughout this course you will be expected to maintain a daily reflective journal.

Journal writing is one method to help you become a reflective practitioner, as described below.

*Reflective practices are methods and techniques that help individuals and groups reflect on their experiences and actions in order to engage in a process of continuous learning.*

*Reflective practice can help us understand our own intentions, values and visions and support us to work in a challenging field where our ethics and morals may be tested, where power relations may be decidedly unequal, and where we may be working in emotionally and physically demanding environments.*

*Keeping a reflective journal can help you to:*

- *focus your thoughts and develop your ideas*
- *develop your voice and gain confidence*
- *experiment with ideas and ask questions*
- *Organize your thinking through exploring and mapping complex issues*
- *develop your conceptual and analytical skills*
- *reflect upon and make sense of experiences and the processes behind them*

- *express your feelings and emotional responses*
- *become aware of your actions and strategies*
- *develop your writing style and skills, and explore different styles of writing*
- *develop a conversation with others.*

Source: <http://www.participatorymethods.org/method/reflective-practice>

There is no one way to keep a journal. Your focus can include yourself and other/others, both “personally” and as dispute resolution practitioners. You may want to pay particular attention to special or surprising moments or interactions either arising from the class discussions or learning exercises you have participated in. Entries generally need not be long to be effective. Starting on the first day of the course and continuing every day thereafter you are to make at least one entry in your learning journal per day (10 entries).

Submit the journals as a single word document for grading on or before the last day of the course.

<b>Learning Journal Grading Rubric</b>	<b>Points Possible</b>
There are 10 daily entries	10
The entries are well written (spelling, proper grammar, etc.)	5
The entries consistently demonstrate a reflective attitude towards the materials covered in the class	25
<b>Total</b>	<b>40</b>

### Grading Scale:

<b>Assigned Letter Grades</b>	<b>Percentage Range</b>	<b>Average Calculation Values</b>
A+	90-100	95
A	85-89	89
A-	80-84	83
B+	77-79	78
B	73-76	75
B-	70-72	72
C+	67-69	68
C	63-66	65
C-	60-62	62
F	0-59	0

## Extensions, Late Penalties and Re-writes

To be fair to your classmates who hand in assignments on time, please do not request an extension except for a major crisis (death in the family, severe illness). If you need to request an extension without penalty, it must be done at least 1 day before the paper/assignment is due.

0.5 points will be deducted from the overall grade for each day the assignment is late (up to a maximum penalty of 10 points)

Please do not make the mistake of failing to submit an assignment. The penalties for late work are not insignificant, but up until final exam time late truly is much better than never.

Re-writes of assignments to boost grades are not permitted in this class.

## Course Schedule:

The following is a tentative outline of topic areas to be covered in the course. The order and content areas are subject to change throughout the course, based on instructor prerogative and the needs of the class. Each class evolves into its own learning culture and, as such, it may become apparent to the instructor that certain topics or issues should be expanded, while others may be reduced.

Date	Topic	Reading (please complete the assigned reading prior to the class session)	Learning Activities
	<i>Pre-class sessions readings</i>	<i>Getting to Yes (Fisher and Ury, 2011) – whole book</i>	None
13 June	The Unique Features of Complex Conflicts	The need for mediators to adopt a "mediation plus" approach (Hoffman, 2019)  Characteristics Of Intractable Conflicts (Bercovitch, 2003)	Make a journal entry
14 June	Analyzing Complex Conflicts	Negotiating agreements in multi-party, multi-issue contexts (Hoffman, 2010)  Conflict, Culture, and Community: Dispute Resolution after Trump (Packer, 2019)	Make a journal entry  The Delta Diamond Mine Community Mediation Exercise
15 June	Power in Complex Conflicts	Power in mediation: Does size matter? (Martin, 2007)	Make a journal entry  The Edonia Case
16 June	Durable Peace & Creating Lasting Outcomes (what does "success" look like?)	Managing a mediation process (Smith and Smock, 2008) Step 1 and the USIP Mediation Methodology	Make a journal entry

Date	Topic	Reading (please complete the assigned reading prior to the class session)	Learning Activities
		Working with groups of friends (Whitfield, 2010) Intro, Step 1 and Step 2	Conflict in Agripastora Exercise
17 June	Symbols, Ideologies, and Polarization	A conflict within a conflict: intragroup ideological polarization and intergroup intractable conflict (Harel et al., 2020)  The Conceptual Structure of Social Disputes: Cognitive-Affective Maps as a Tool for Conflict Analysis and Resolution (Homer-Dixon et al., 2014)	Make a journal entry  Map the Edonia Case
20 June	Track 2 Mediation and Managing Difficult Conversations	The institute for multi-track diplomacy (McDonald, 2012)  Some reflections on the role of power in track II mediation (Hoffman, 2021)  Managing a mediation process (Smith and Smock, 2008) Step 2 and Step 5	Make a journal entry  Pazania Exercise
21 June	Key Contact Skills/Field Craft, Building Alliances & Coalitions	Working with groups of friends (Whitfield, 2010) Step 3 and Step 4	Make a journal entry  “Talks about Talks” Roleplay
22 June	Simulation, Part 1	Simulation background document and confidential instructions (to be provided by the instructor)	Make a journal entry  The Case of “Palmyra”
23 June	Simulation, Part 2	Simulation background document and confidential instructions (to be provided by the instructor)	Make a journal entry
24 June	Healing and Reconciliation	Trauma healing (Brahm, 2004)	Make a journal entry  Case Study: the International Peace and Prosperity Project in Guinea-Bissau
	<i>Post-class session readings</i>	<i>Read the rest of Smith and Smock (2008)</i>	



Date	Topic	Reading (please complete the assigned reading prior to the class session)	Learning Activities
		<p data-bbox="678 222 1065 254"><i>Read the rest of Whitfield (2010)</i></p> <p data-bbox="678 296 1146 359"><i>Cognitive-affective mapping and digital peacebuilding (Hoffman, 2021)</i></p>	

## UWaterloo Policies

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Arts: [Academic Integrity website](#) University of Waterloo: [Academic Integrity Office](#)

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - [Student Petitions and Grievances](#), Section 4.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

Other sources of information for students:

**Note for students with learning differences:** The [AccessAbility Services \(AAS\)](#) office, located in Needles Hall North, 1<sup>st</sup> floor, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the ASS office at the beginning of each academic term.

**Counselling Services:** Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: [www.adm.uwaterloo.ca/infocs](http://www.adm.uwaterloo.ca/infocs), ext. 33528, NH Room 2080.

**Accommodation for Illness:** A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

**The Writing Centre:** Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [www.uwaterloo.ca/writing-centre](http://www.uwaterloo.ca/writing-centre)

## Intellectual Property and Copyright

Students should be aware that this course contains the intellectual property of their instructor.

Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).