

PACS6908 CONFLICT RESOLUTION AND PEACEBUILDING

SEMESTER 2, 2010

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Time: 10:00 am – 1:00 pm Friday mornings *or* 3:00 – 6:00 pm Friday afternoons
[It is very important that students remain in the same timeslot for the whole semester.]
plus one-day workshop Saturday 23 October *or* Sunday 24 October 2010

Location: Room 114, Mackie Building, Arundel St, University of Sydney

AIMS AND OUTCOMES

This unit of study builds on the conflict analysis and resolution skills introduced in the core unit, *Key Issues in Peace and Conflict Studies*. The focus is on advanced theoretical and practical application of various interactive conflict resolution and transformation methods in a peacebuilding context. As such it provides an opportunity for students to develop the skills necessary for a career as a peace practitioner.

The unit introduces students to the theoretical framework and principles of Interactive Conflict Resolution (ICR) as used in a range of different types of ICR workshops. It aims at giving students not only the ability to analyse conflict situations in relation to their suitability

for an ICR intervention, but also introduces the essential skills necessary for the design and conduct of an ICR workshop.

Drawing on the work of theorist-practitioners including John Paul Lederach, Herb Kelman, Christopher Mitchell and Diana Francis, students will learn how to analyse conflict situations and to design appropriate intervention strategies. The aim is for students to develop skills in designing, conducting, facilitating and evaluating socio-psychological ICR interventions, such as problem-solving workshops, dialogue workshops and training workshops. Evaluation of these intervention strategies will be informed by theories of sustainable peacebuilding, conflict resolution and conflict transformation.

Case studies, role plays and simulations will be used to illustrate and develop skills required by third party interveners in conflict or post-conflict situations. Topics covered include organisation and facilitation of workshops, consideration of ethical issues, funding and accountability, cultural awareness, security, follow-up and evaluation. The unit includes a simulation of a one-day ICR dialogue workshop, designed and facilitated by the students themselves.

Specific learning outcomes:

Students will develop skills which enable them to work with others to:

1. Analyse conflict situations and identify appropriate interactive conflict resolution intervention strategies;
2. Design and implement interactive conflict resolution interventions, especially dialogue workshops;
3. Facilitate group processes and socio-psychological workshops designed to promote conflict transformation; and
4. Evaluate interactive conflict resolution interventions.

ASSESSMENT

1. **Essay: Conflict Analysis and Workshop Design** (2500 words) – 30%

DUE IN CLASS FRIDAY 10 SEPTEMBER 2010

For this assignment students are required to:

- analyse the conflict chosen for the workshop simulation

- identify appropriate interactive conflict resolution (ICR) intervention strategies; and
- present preliminary ideas for the design of the workshop based on this analysis.

Students may choose one or more aspects of the workshop design for particular focus (such as facilitation or evaluation), but recognition of all elements involved is also necessary. This assignment is to be presented as an essay with full reference details and a bibliography attached. The individual assignments will be used as a resource for students as a group to design the ICR simulation workshop.

Criteria for assessment:

1. evidence of reflective and critical reading and research to support your analysis and ideas, including identification of appropriate sources and use of methods for gathering information for conflict analysis
2. evidence of awareness of questions to ask and application of conflict analysis process to the case study
3. identification and assessment of appropriate ICR strategies for intervention in the chosen conflict
4. evidence of creativity and application of ideas based on conflict analysis for design of an ICR intervention in the chosen conflict
5. inclusion of full reference details and bibliography
6. ability to present a clearly and coherently written and structured essay that fits within the word limit (essays that exceed the word limit may be penalised)

2. Workshop Simulation and Report

(a) participation in design and conduct of a one-day workshop simulation demonstrating skills in workshop design, implementation, facilitation and evaluation – 50%

SATURDAY 23 OCTOBER 2010 *or* SUNDAY 24 OCTOBER 2010

The workshop component of the mark is worth 50% of the assessment for the unit, with 15% being self-assessment by the group. The mark, including the self-assessment component, will be a group mark, with each person receiving the same mark.

The self-assessment process will be completed through a group discussion and decision process in the class following the workshop, on Friday 29 October.

The criteria for the self-assessment and lecturer's assessment are the same, and are listed below. The criteria are based on the specific learning outcomes identified for the unit and are focussed on evaluating the team process in designing and conducting the workshop, rather than on expertise in performance.

Criteria for assessment:

1. organisation and participation in one-day ICR workshop simulation
2. evidence of learning and applying theory and skills in conflict and culture analysis, including researching and applying knowledge about the case study chosen for the workshop simulation
3. evidence of learning and applying theory and skills in ICR workshop design and implementation (including logistics)
4. evidence of learning and applying theory and skills in ICR workshop facilitation and management of group process
5. evidence of learning and applying theory and skills in effective design and implementation of an appropriate evaluation process, including evaluation of both process and outcome
6. evidence of ethical considerations in the design and conduct of the workshop
7. evidence of effective teamwork, including communications, decision-making and coordination
8. evidence of initiative and creative engagement in the process
9. evidence of assessing and learning from the strengths and weaknesses of the workshop

(b) submission of a written report (1500 words) – 20%

DUE MONDAY 8 NOVEMBER 2010

Each student is to submit an individual report in which they reflect on their experience of the workshop from the perspective of the role they played, either as a participant or on the

consultant team. This should include personal reflections and analysis of individual and group learning in relation to the design, implementation, facilitation and/or evaluation of the workshop, using the above assessment criteria as a guide and drawing on theoretical insights as appropriate.

Criteria for assessment:

1. presentation of a coherent, well-structured reflection and analysis within the required word limit (1500 words)
2. evidence of self-awareness and reflection on personal and group learning in relation to aspects of workshop design, implementation, facilitation and evaluation
3. evidence of understanding issues involved in designing, implementing, facilitating and evaluating ICR workshops including, where appropriate, research, conflict analysis, teamwork, group dynamics, cultural and ethical awareness, facilitation, communications, coordination and logistics.

Further details regarding referencing styles, presentation and submission of assignments may be found in the **CPACS Assignment Presentation and Assessment Guidelines**. Most importantly, students are required to attach an **Assignment Cover Sheet** to all assignments and to sign the **Plagiarism Compliance Statement** before work can be marked.

Students must pass all three sections of the assessment (essay, workshop simulation and report) for successful completion of the course. Failure to attend at least 80% of classes without reasonable cause is grounds for failure.

STRUCTURE

Sessions 1-4 will cover an introduction to the theory and practice of interactive conflict resolution interventions in a peacebuilding context. We will also cover conflict analysis and confirmation of the case studies chosen for the workshop simulations. Each class will work on a different conflict and run a separate one-day simulation workshop at the end of the course.

Sessions 5-7 will focus on learning some workshop facilitation skills and techniques and provide an overview of the various dimensions of workshop design, including funding, logistics, ethics, accountability, cultural awareness and evaluation.

During this period (Weeks 4-7) students will also be preparing their conflict analysis assignment including preliminary design ideas for the ICR simulation workshop. These ideas will be presented and shared with fellow students in Session 8 (Friday 17 September). Assignments will be submitted in class the previous week, Session 7 (Friday 10 September).

At Session 8 we will focus on decisions about the workshop design and forming teams in which students will work for the rest of the semester. Each class will divide into two teams: consultant team (including responsibility for facilitation and logistics) and those who will play the roles of the workshop participants during the simulation.

Immediately before and following the mid-semester break, there will be four 3-hour session times (Sessions 9-12) available each week for students to work in their teams on the design of the workshop. Additional skills training and support will be available during these session times. Teams and sub-teams will most likely need to meet out of class hours as well in order to enable successful planning for the workshops.

The simulation workshops will each be one full day at the end of Week 12, and will be followed by a three-hour session (Session 13) the following week for debriefing, self-assessment, completions and course evaluation. The final assignment, a reflection on the workshop process, will be due for submission on Monday 9 November.

KEY TOPICS AND QUESTIONS

Session 2: Interactive Conflict Resolution: what, who, when, where, how and why.

- a) What is it? What are the defining features and principles of ICR?
- b) Who does it and who is it for?
- c) When does or should it happen?
- d) Where should it take place?
- e) How should it happen? (skills required, format, content, processes)
- f) Why is it needed? (purpose and intended outcomes)

Session 3: Analysis of protracted social conflicts or deep-rooted conflicts currently occurring in the world and the potential for ICR interventions:

- a) What is the conflict about? What are the major issues involved?
- b) Who are the parties to the conflict?

- c) What are the interests, needs, fears and values of the parties involved?
- d) What is the history of the conflict?
- e) How would you describe the current stage of the conflict?
- f) What types of ICR intervention are happening that you know of?
- g) What types of ICR interventions have been tried in the past?
- h) What type of ICR intervention is appropriate now?
- i) How might you design an ICR workshop for this particular conflict?

Session 4: Identifying and evaluating types of ICR models:

- a) Who pioneered them?
- b) What are the distinguishing features of each type?
- c) Where have they been applied?
- d) How can you evaluate the impact or value of ICR processes?
- e) What are the strengths and weaknesses of different ICR processes?

KEY REFERENCES

Mary B. Anderson & Lara Olson, *Confronting War: Critical Lessons for Peace Practitioners*, Collaborative for Development Action, Cambridge, MA, 2003.

John Burton & Frank Dukes, *Conflict: Practices in Management, Settlement and Resolution*, Macmillan, London, 1990.

Sandra Cheldelin, Daniel Druckman & Larissa Fast, *Conflict: From Analysis to Intervention*, Continuum, London, 2003.

Chester A. Crocker, Fen Osler Hampson & Pamela Aall (eds), *Turbulent Peace: The Challenges of Managing International Conflict*, United States Institute of Peace Press, Washington, DC, 2001.

Simon Fisher et al, *Working with Conflict: Skills and Strategies for Action*, Zed Books/Responding to Conflict, London, 2000.

Alice Frazer Evans & Robert A. Evans, *Peace Skills: Leaders' Guide*, Jossey-Bass, San Francisco, 2001.

Ronald J. Fisher, *Interactive Conflict Resolution*, Syracuse University Press, Syracuse, NY, 1997.

Ronald J. Fisher (ed), *Paving the Way: Contributions of Interactive Conflict Resolution to Peacemaking*, Lexington Press, Lanham, 2005.

Diana Francis, *People, Peace and Power: Conflict Transformation in Action*, Pluto Press, London, 2002.

John Paul Lederach, *Preparing for Peace: Conflict Transformation Across Cultures*, Syracuse University Press, Syracuse, NY, 1995.

John Paul Lederach, *Building Peace: Sustainable Reconciliation in Divided Societies*, United States Institute of Peace Press, Washington, DC, 1997.

John Paul Lederach, *The Little Book of Conflict Transformation*, Good Books, Intercourse, Philadelphia, 2003.

John Paul Lederach, *The Moral Imagination: The Art and Soul of Building Peace*, Oxford University Press, Oxford, 2005.

John Paul Lederach & Janice Moomaw Jenner (eds), *A Handbook of International Peacebuilding: Into the Eye of the Storm*, Jossey-Bass, San Francisco, 2002.

John Paul Lederach & Jill Angela Lederach, *When Blood and Bones Cry Out: Journeys Through the Soundscape of Healing and Reconciliation*, Queensland University Press, St Lucia, Queensland, 2010.

Ron Kraybill & Evelyn Wright, *The Little Book of Cool Tools for Hot Topics: Group Tools to Facilitate Meetings When Things Get Hot*, Good Books, Intercourse, PA, 2006.

Christopher Mitchell & Michael Banks, *Handbook of Conflict Resolution: The Analytical Problem-Solving Approach*, Pinter, London, 1996.

Luc Reychler & Thania Paffenholz (eds), *Peace-Building: A Field Guide*, Lynne Rienner, Boulder, Colorado, 2001.

Cynthia Sampson et al (eds), *Positive Approaches to Peacebuilding*, Pact Publications, Washington, DC, 2003.

Cynthia Sampson & John Paul Lederach (eds), *From the Ground Up: Mennonite Contributions to International Peacebuilding*, Oxford University Press, Oxford, 2000.

Lisa Schirch, *The Little Book of Strategic Peacebuilding*, Good Books, Intercourse, PA, 2004.

Lisa Schirch & David Campt, *The little book of dialogue for difficult subjects: A practical hands-on guide*, Good Books, Intercourse, PA, 2007.

Robert M. Schoenhaus, *Conflict Management Training: Advancing Best Practices*, Peace Works No. 36, United States Institute of Peace, Washington, DC, January 2001.

Greg Tillett & Brendan French, *Resolving Conflict: A Practical Approach*, 3rd edn, Oxford University Press, Oxford, 2006.

Greg Tillett & Brendan French, *Resolving Conflict*, 4th edn, Oxford University Press, Oxford, 2010.

Further references on conflict analysis, conflict resolution and conflict transformation theory and practice may be found in the course outline and reader for PACS6911 Key Issues in Peace and Conflict Studies, as well as previous editions of the PACS6908 reader. Resources may be found in the class boxes for PACS6908 in the CPACS Resource Centre.

PROGRAM AND READINGS

Session 1 30 July	INTERACTIVE CONFLICT RESOLUTION AND PEACEBUILDING
	Hampson, F. O. (2001) "Parent, Midwife, or Accidental Executioner? The Role of Third Parties in Ending Violent Conflict" in Crocker, C.A., Hampson, F.O. & Aall, P. (eds) <i>Turbulent Peace: The Challenges of Managing International Conflict</i> . Washington, DC: United States Institute of Peace Press, pp. 387-406.
	Abu-Nimer, M. (2003) "Toward the Theory and Practice of Positive Approaches to Peacebuilding" in Sampson, C. et al (eds) <i>Positive Approaches to Peacebuilding</i> . Washington, DC: Pact Publications, pp. 13-23.
	Schirch, L. (2004) "Strategic Design of Peacebuilding" in <i>The Little Book of Strategic Peacebuilding</i> . Intercourse, PA: Good Books, pp. 63-80.
Session 2 6 August	INTERACTIVE CONFLICT RESOLUTION: THEORY AND PRACTICE
	Fisher, R. J. (1997) "Introduction" in <i>Interactive Conflict Resolution</i> . Syracuse, NY: Syracuse University Press, pp. 1-15.
	Broome, B. J. and Jakobsson Hatay, A. (2006) "Building Peace in Divided Societies: The Role of Intergroup Dialogue" in Oetzel, J. & Ting-Toomey, S. (eds) <i>The SAGE Handbook of Conflict Communication</i> . London: Sage Publications, pp. 627-662.
	Kelman, H. (2010) "A Social-Psychological Approach to Conflict Analysis and Resolution" in Sandole, D. et al (eds) <i>Handbook of Conflict Resolution</i> . London: Routledge, pp.170-183.
	Keashly, L. & Fisher, R. J. (1996) "A Contingency Perspective on Conflict Interventions: Theoretical and Practical Considerations" in Bercovitch, J. (ed.) <i>Resolving International Conflicts: The Theory and Practice of Mediation</i> . Boulder, Colorado: Lynne Rienner, pp. 235-261.
	Mitchell, C. & Banks, M. (1996) "Introduction" & "Violent Conflict as a Problem" in <i>Handbook of Conflict Resolution: The Analytical Problem-Solving Approach</i> . London: Pinter, pp. vii-xix, 1-9.
Session 3 13 August	INTERACTIVE CONFLICT RESOLUTION PROCESS AND STRUCTURE
	Lederach, J. P. (1995) "The Prescriptive Model", "The Elicitive Model" & "Prescriptive and Elicitive: The Critical Tension" in <i>Preparing for Peace: Conflict Transformation Across Cultures</i> . Syracuse, New York: Syracuse University Press, pp. 47-70.
	Mitchell, C. & Banks, M. (1996) "Diagnosing the Situation" in <i>Handbook of Conflict Resolution: The Analytical Problem-Solving Approach</i> . London: Pinter, pp. 10-17, 30-37 & 54-56.
	Mitchell, C. (2002) "How Much Do I Need to Know?" in Lederach, J.P. & Jenner, J.M. (eds) <i>A Handbook of International Peacebuilding: Into the Eye of the Storm</i> . San Francisco: Jossey-Bass, pp. 49-58.
Session 4 20 August	INTERACTIVE CONFLICT RESOLUTION TYPES AND MODELS
	PROBLEM-SOLVING WORKSHOPS
	Fisher, R. J. (1997) "John Burton: Controlled Communication to Analytic Problem Solving" in <i>Interactive Conflict Resolution</i> . Syracuse, NY: Syracuse University Press, pp. 19-36.
	Mitchell, C. (2003) "Problem-solving" in Cheldelin, S., Druckman, D. & Fast, L. (eds) <i>Conflict: From Analysis to Intervention</i> . London: Continuum, pp. 241-253.

	Fisher, R. J. (1997) "The Psychodynamic Approach and Unofficial Diplomacy" in Interactive Conflict Resolution. Syracuse, NY: Syracuse University Press, pp. 98-120.
	Kelman, H. (2001) "Interactive Problem Solving in the Middle East" in Reychler, L. & Paffenholz, T. (eds) Peace-Building: A Field Guide. Boulder, Colorado: Lynne Rienner, pp. 97-110.
	Kaufman, E. & Sosnowski, S. (2005). "The Peru-Ecuador Peace Process: The contribution of Track-Two Diplomacy" in Fisher, R. (ed) Paving the Way: Contributions of Interactive Conflict Resolution to Peacemaking. Lanham: Lexington Press, pp.175-201.
	TRAINING AND DIALOGUE WORKSHOPS
	Francis, D. (2002) "From Theory to Practice: Training and Dialogue" in People, Peace and Power: Conflict Transformation in Action. London: Pluto Press, pp. 83-130.
	Francis, D. (2002) "Figure 2.1 Stages and Processes in Conflict Transformation" & "Figure 2.2 Complex Stages Diagram" in People, Peace and Power: Conflict Transformation in Action. London: Pluto Press, pp.48-58.
	Babbitt, E. F. (2001) "Contributions of Training to International Conflict Resolution" from "Training for Trainers in Peacebuilding" Reader, American University, July 2001.
	Francis, D. (2002) "Surviving History: A Story of Dialogue in the Balkans" in People, Peace and Power: Conflict Transformation in Action. London: Pluto Press, pp. 188-213.
	RECONCILIATION WORKSHOPS
	Hart, B. (2000) "Trauma-Healing and Reconciliation Workshops during Liberia's Civil Crisis" in Sampson, C. & Lederach, J. P. (eds) From the Ground Up: Mennonite Contributions to International Peacebuilding. Oxford: Oxford University Press, pp. 165-182.
	APPRECIATIVE INQUIRY
	Liebler, C. & Sampson, C. (2003) "Appreciative Inquiry in Peacebuilding" in Sampson, C. et al (eds) Positive Approaches to Peacebuilding. Washington, DC: Pact Publications, p. 55-79.
	Chapp, M. (2003) "Creating a Culture of Peace in Postwar El Salvador" in Sampson, C. et al (eds) Positive Approaches to Peacebuilding. Washington, DC: Pact Publications, p. 95-117.
Session 5 27 August	WORKSHOP DESIGN, CULTURE AND ETHICS
	Kraybill, R. (2001) "Principles of Good Process Design" in Reychler, L. & Paffenholz, T. (eds) Peace-Building: A Field Guide. Boulder, Co: Lynne Rienner, pp. 173-183.
	Francis, D. (2002) "Good Practice" in People, Peace and Power: Conflict Transformation in Action. London: Pluto Press, pp. 227-240.
	CULTURAL AWARENESS
	Avruch, K. (2003) "Culture" in Cheldelin, S., Druckman, D. & Fast, L. (eds) Conflict: From Analysis to Intervention. London: Continuum, pp. 140-153.
	Lederach, J. P. (1995) "Facing Multicultural Settings" in Preparing for Peace: Conflict Transformation Across Cultures. Syracuse, New York: Syracuse University Press, pp. 109-118.
	Woodrow, P. & Moore, C. (2002) "What Do I Need to Know About Culture?" in Lederach, J.P.& Jenner, J.M. (eds), A Handbook of International Peacebuilding: Into the Eye of the Storm. San Francisco: Jossey-Bass, pp. 89-105.
	Merry, S. E. (2000) "Mennonite Peacebuilding and Conflict Transformation: A Cultural Analysis" in Sampson, C. & Lederach, J. P. (eds) From the Ground Up: Mennonite Contributions to International Peacebuilding. Oxford: Oxford University Press, pp. 203-217.

	Gopin, M. (2000). "Peacemaking versus Justice" in <i>Between Eden and Armageddon: The future of World Religions, Violence and Peacemaking</i> . Oxford: Oxford University Press, pp.158-162.
	ACCOUNTABILITY AND ETHICS
	Zehr, H. & Apengnuo, C.M. (2002) "To Whom Am I Accountable?" in Lederach, J.P.& Jenner, J.M. (eds), <i>A Handbook of International Peacebuilding: Into the Eye of the Storm</i> . San Francisco: Jossey-Bass, pp. 201-211.
	Burton, J. & Dukes, F. (1990) "Ethical Considerations" in <i>Conflict: Practices in Management, Settlement and Resolution</i> . London: Macmillan, pp. 186-188.
	Fisher, R. J. (1997) "The Ethics of Consultation" in <i>Interactive Conflict Resolution</i> . Syracuse, NY: Syracuse University Press, pp. 157-162.
	Warfield, W. (2002) "Is This the Right Thing to Do? A Practical Framework for Ethical Decisions" in Lederach, J.P.& Jenner, J.M. (eds), <i>A Handbook of International Peacebuilding: Into the Eye of the Storm</i> . San Francisco: Jossey-Bass, pp. 213-223.
Session 6 3 Sept	FACILITATION SKILLS AND TECHNIQUES
	Tillett, G. (2006) "Practical Conflict-Resolution Skills" in <i>Resolving Conflict: A Practical Approach..</i> Oxford: Oxford University Press, pp. 113-126.
	Rees, F. (1991) "Managing the Group Process" in <i>How to Lead Work Teams: Facilitation Skills</i> . San Francisco: Jossey-Bass, pp. 127-138.
	Reychler, L. "Listening"& Patfoot, P. "Breaking the Ice" in Reychler, L. & Paffenholz, T. (eds) (2001) <i>Peace-Building: A Field Guide</i> . Boulder, Colorado: Lynne Rienner, pp. 453-466.
	Lederach, J. P. (1995) "Role Plays: Tools for Discovery and Creation" in <i>Preparing for Peace: Conflict Transformation Across Cultures</i> . Syracuse, New York: Syracuse University Press, pp. 101-107.
Session 7 10 Sept	EVALUATION OF ICR INTERVENTIONS
	Fisher, R. J. (1997) "Assessment: The State of the Art and the Science" in <i>Interactive Conflict Resolution</i> . Syracuse, NY: Syracuse University Press, pp. 187-212.
	Rothman, J. (1997) "Action Evaluation and Conflict Resolution Training: Theory, Method and Case Study", <i>International Negotiation</i> , 2, pp. 451-470.
	Mika, H. (2002) "How Can I Evaluate my Work?" in Lederach, J.P.& Jenner, J.M. (eds), <i>A Handbook of International Peacebuilding: Into the Eye of the Storm</i> . San Francisco: Jossey-Bass, pp. 235-247.
	Lederach, J. P. (1997) "Strategic and Responsive Evaluation" in <i>Building Peace: Sustainable Reconciliation in Divided Societies</i> . Washington, DC; United States Institute of Peace Press, pp. 129-148.
	Malhotra, D. & Liyanage, S. (2005) "Long Term Effects of Peace Workshops in Protracted Conflicts", <i>Journal of Conflict Resolution</i> , 49, pp.908-924.
Session 8 17 Sept	WORKSHOP SIMULATION PREPARATION
	SECURITY
	Fast, L. "Is It Safe? Lessons from the Humanitarian Aid Community" & Jenner, J.M. & Abdi, D.I. (2002) "Is It Safe? Practitioner Advice" in Lederach, J.P.& Jenner, J.M. (eds), <i>A Handbook of International Peacebuilding: Into the Eye of the Storm</i> . San Francisco: Jossey-Bass, pp. 115-130.
	EMOTIONAL WELL-BEING

	Quintyn, L. (2001) "Managing Stress" in Reychler, L. & Paffenholz, T. (eds) Peace-Building: A Field Guide. Boulder, Colorado: Lynne Rienner, pp. 443-452.
	Potter, A.C. et al (2002) "How Will I Sustain Myself?" in Lederach, J.P.& Jenner, J.M. (eds), A Handbook of International Peacebuilding: Into the Eye of the Storm. San Francisco: Jossey-Bass, pp. 271-280..
Session 9 24 Sept	WORKSHOP SIMULATION PREPARATION
	Mitchell, C. & Banks, M. (1996) "Arrangements for the First Workshop" in Handbook of Conflict Resolution: The Analytical Problem-Solving Approach. London: Pinter, pp.80-101.
	Assefa, H. (2002) "Embody Peace" in Lederach, J.P.& Jenner, J.M. (eds), A Handbook of International Peacebuilding: Into the Eye of the Storm. San Francisco: Jossey-Bass, pp. 283-290.
Session 10 8 October	WORKSHOP SIMULATION PREPARATION
Session 11 15 October	WORKSHOP SIMULATION PREPARATION
Session 12 22 October	WORKSHOP SIMULATION PREPARATION
Sat 23 Oct <i>or</i> Sun 24 Oct	WORKSHOP SIMULATION EXERCISE
Session 13 29 October	WORKSHOP DEBRIEF, SELF-ASSESSMENT, COMPLETION & EVALUATIONS