



UNIVERSIDAD
esan

Syllabus

Social and Environmental Conflict Resolution

August – December 2018

Term VIII

Professor

Cesar Sáenz Acosta

General Course Information

Course	: Social and Environmental Conflict Resolution	Code	: 07980
Requirement:	Sociology, Environmental Law	Semester	: 2018 - II
Credits	: 3	Cycle	: IX
Hours	: 3 hours of theory		

I. Course Outline

The course of Social and Environmental Conflict Resolution is both practical and theoretical in essence. It allows students to analyze conflicts, taking into account stakeholders perspectives, dynamic and factors. It focuses on how a company can earn social license to operate.

It covers trends which encourage new business behavior focused on earning social license to operate. Moreover, it deals with the aforementioned processes and the implementation and follow-up of a social license to operate system.

II. Course Objectives

This course has the objective of helping students acquire knowledge about the importance, foundations, implementation, and follow-up of social conflicts. It will help them become aware of the ethical foundations of social conflict and of the need for social responsibility in the construction of a continually progressing society.

The course helps, in this way, students to understand the importance of the prevention and transformation of social conflicts as a voluntary practice.

III. Learning Objectives

After completing this course, students will be able to:

- Know the concepts of social conflict and its transformation.
- Understand the importance of prevention of social conflict
- Identify stakeholders and actors involved in the social conflict.
- Identify the maturity of the community in the social conflict
- Have a notion of How Corporate Social Responsibility acts as a Blue Ocean Strategy in the mining industry.
- Reflect on starting with “WHY” helps mining to earn Social License to Operate.
- Value the importance of building legitimacy and trust between a mining company and a community to earn social license to operate.
- Know the concept of Share Value and how it can help to earn Social License to Operate.

IV. Methodology

The classes will rely heavily on student participation. The methodology includes classroom lectures and his guidance in the analysis and group discussion of documents, case studies, application of the concepts through a project proposal with a social impact assessment, the presentation and exposition of a group assignment in which the management of a local business will be analyzed and evaluated, using the international standards proposed. These evaluations, along with two reading quizzes, constitute the Permanent Evaluation Average (PEA). Moreover, the students will take a midterm and a final exam.

The professor will use audiovisual tools and readings as a learning aid.

Students will prepare to participate in class according to the programing in the syllabus; in this way, they can actively participate, acquire deeper knowledge of the topics discussed and perform well on quizzes and exams.

V. Evaluation

Student evaluation is permanent and comprehensive. The final grade for the course is obtained by averaging the Permanent Evaluation Average (50%), the midterm exam (20%) and the final exam (30%).

The Permanent Evaluation Average consists of two reading quizzes (20%), two progress tests (30%), seven classroom assignments to be completed in groups (20%), and a research assignment to be completed in groups (30%).

The midterm and final exams are taken according to the exam schedule and must be completed individually.

PERMANENT EVALUATION AVERAGE (PEA) 50%		
Type of evaluation	Description	Percentage %
Reading Quizzes	2 quizzes (None eliminated)	30%
Classroom assignments	classroom assignments	50%
Participation, attendance, others	1 research assignment	20%

$$FA = 0.20 \times ME + 0.50 \times PEA + 0.30 \times FE$$

Where:

FA = Final Average
ME = Midterm Exam
PEA = Permanent Evaluation Average
FE = Final Exam

VI. Contents and Learning Activities

WEEK	CONTENTS	ACTIVITY/ EVALUATION
<p style="text-align: center;">1°</p> <p style="text-align: center;">Aug 20th – 25th</p>	<p>UNIT 1: Social Conflict.</p> <p>Social Conflict in Peru Definition</p> <p>Conflict analysis 1. Stage of conflict</p> <p>Required reading:</p> <p>(1) Accord. 2008. Conflict management for peacekeepers and peacebuilders handbook. Pag. 35- 49 Pag. 54-67 https://www.files.ethz.ch/isn/157351/Conflict_management_Handbook.pdf</p> <p>(2) Swanstrong & Weissmann (2005). Conflict, Conflict Prevention, Conflict Management and Beyond. Pag. 9-18. The Life cycle of a conflict. http://www.mikaelweissmann.com/wp-content/uploads/2014/12/051107_concept-paper_final.pdf</p>	<p style="text-align: center;">Classroom activity</p>
<p style="text-align: center;">2°</p> <p style="text-align: center;">Aug 27nd – Sep 1st</p>	<p>Conflict analysis 2. Stakeholder analysis</p> <ul style="list-style-type: none"> - Definition - Stakeholder analysis - Stakeholders mapping <p>Required reading:</p> <p>(3) CDA (2012). Conflict analysis framework- Field guidelines and procedures. Pag. 26-33</p> <p>https://www.kpsrl.org/sites/default/files/publications/files/363_conflict_analysis_framework_field_guidelines.pdf</p>	<p style="text-align: center;">Classroom activity</p>

WEEK	CONTENTS	ACTIVITY/ EVALUATION
<p>3° Sep 3rd – 8th</p>	<p>Conflict analysis 3. Factor assessment</p> <ul style="list-style-type: none"> - Materiality - Archetypal Responses - Factor assessment <p>Required reading: (4) United Nations (2016). CONDUCTING A CONFLICT AND DEVELOPMENT.</p> <p>Pag. 50 a 63. https://undg.org/wp-content/uploads/2016/10/UNDP_CDA-Report_v1.3-final-opt-low.pdf</p>	<p>Classroom activity</p>
<p>4° Sep 10th – 15th</p>	<p>Conflict analysis 4. Tintaya Case.</p> <ul style="list-style-type: none"> - Stage of conflict - Stakeholders Analysis - Factor Assessment. - <p>Required reading: (5) Harvard University (2013). Putting Ourselves in Their Shoes: The Dialogue Table of Tintaya.</p> <p>https://www.youtube.com/watch?v=VcMfbB0qsXE</p>	<p>Reading quiz 1 CONTENT: Reading 1, 2, 3 y 4.</p> <p>Classroom Activity</p>
<p>5° Sep 17th – 22nd</p>	<p>Conflict Transformation</p> <ul style="list-style-type: none"> - The personal, - The relational, - The structural - The cultural. <p>Required reading: (6) Lederach and Maiese (2009). Conflict transformation: A circular journey with a purpose. Pag. 7- 10. https://peacemaker.un.org/sites/peacemaker.un.org/files/ConfictTransformation_NewRoutes2009.pdf</p>	<p>Classroom activity</p>
<p>6° Sep 24th – 29th</p>	<p>UNIT 2: EARNING SOCIAL LICENSE TO OPERATE.</p> <p>Social License to Operate</p> <ul style="list-style-type: none"> - Definition - Phases of earning SLO <p>Required reading:</p>	<p>Classroom activity.</p>

WEEK	CONTENTS	ACTIVITY/ EVALUATION
	(7) Thomson and Boutilier (2005). Social License to Operate. (pages 1 -8)	
<p align="center">7°</p> <p>Oct 1st – 6th</p>	<p>Starting with “WHY” helps mining to earn Social License to Operate.</p> <ul style="list-style-type: none"> - Definition - Descriptive stakeholder theory - Instrumental stakeholder theory - Normative stakeholder theory <p>Required reading:</p> <p align="center">(8) Saenz Cesar (2018). Starting with “WHY” helps mining to earn Social License to Operate</p> <p>Pautas para trabajo grupal final</p>	<p align="center">Classroom activity</p>
<p align="center">8°</p> <p>Oct 8th – 13th</p>	<p>MIDTERM EXAMS Reading 5, 6 y 7</p>	
<p align="center">9°</p> <p>Oct 15th – 20th</p>	<p>Building legitimacy and trust between a mining company and a community to earn social license to operate</p> <ul style="list-style-type: none"> - Definition - Components - Moral, pragmatic and cognitive Legitimacy - Situational factors <p>Required reading:</p> <p align="center">(9) Saenz, C (2018). Building legitimacy and trust between a mining company and a community to earn social license to operate.</p>	<p align="center">Classroom activity</p>
<p align="center">10°</p> <p>Oct 22nd – 27th</p>	<p>Corporate Social Responsibility acts as a Blue Ocean Strategy in the mining industry</p> <ul style="list-style-type: none"> - Definition of BOS - Strategies to earn SLO <p>Required reading:</p> <p align="center">(10) Saenz, C (2018). Corporate Social Responsibility acts as a Blue Ocean Strategy in the mining industry .</p>	

WEEK	CONTENTS	ACTIVITY/ EVALUATION
11° Oct 29 th – Nov 3 rd	UNIT 3: IMPLEMENTING AND MAINTAINING SLO Analysis of maturity level of community to earn social license to operate - Definition of Maturity Level. - Framework of Maturity Level to earn SLO Required reading: (11)Saenz, C (2018). The relationship between company's strategy and maturity level of community to earn social license to operate	Reading quiz 2: CONTENT Required articles: 8, 9 y 10 Classroom activity:
12° Nov 5 th – 10 th	Shared Value to earn social license to operate - Definition of Share Value. - Strategy, means and outcomes. - Shared Value and SDG Required reading: (12)Saenz, C (2018). Share Value to earn social license to operate	Classroom activity
13° Nov 12 th – 17 th	Social Marketing to earn SLO. - Definition - Framework Required reading: (13)Saenz, C (2018). Social Marketing to earn SLO.	Classroom activity
14° Nov 19 th – 24 th	Case presentation	Presentations
15° Nov 26 th – Dec 1 st	Case presentation	Presentations
16° Dec 3 rd – 8 th	FINAL EXAMS Required articles: 11, 12 y 13 (Saenz, Cesar.)	

VII. Bibliography

- Accord. 2008. CONFLICT MANAGEMENT FOR PEACEKEEPERS AND PEACEBUILDERS HANDBOOK.
- CDA (2012). Conflict analysis framework- Field guidelines and procedures.
- Harvard University (2013). Putting Ourselves in Their Shoes: The Dialogue Table of Tintaya.
- Lederach and Maiese (2009). Conflict transformation: A circular journey with a purpose.
- Saenz Cesar (2018). Starting with “WHY” helps mining to earn Social License to Operate.
- Saenz, C (2018). Building legitimacy and trust between a mining company and a community to earn social license to operate.
- Saenz, C (2018). Corporate Social Responsibility acts as a Blue Ocean Strategy in the mining industry.
- Saenz, C (2018). Social Marketing to earn SLO.
- Saenz, C (2018). The relationship between company’s strategy and maturity level of community to earn social license to operate.
- Swanstrong & Weissmann (2005). Conflict, Conflict Prevention, Conflict Management and Beyond.
- Thomson and Boutilier (2005). Social License to Operate. (pages 1 -8)

VIII. Professors

César Sáenz Acosta

csaenz@esan.edu.pe