



UNIVERSIDAD
esan

Syllabus

Social and Environmental Conflict Resolution

March – July 2019

IX Ciclo

Cesar Sáenz Acosta

I. General Course Information

Course name:	Social and Environmental Conflict Resolution		
Pre-requisite:	Sociology, Environmental Law	ID:	07980
Precedent:	NA	Semester:	2019-1
Credits:	3	Term:	IX
Hours:	4 Hours	Course Modality:	1 hours of theory and 2 hours of practice. Face to face.
Type of course and Career	Elective Economy and International business	Course coordinator:	Mayra Arauco marauco@esan.edu.pe

II. 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.

III. 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.

IV. Learning Objectives

At the end of the course the student will be able to:

- Understand the importance of prevention of social conflict
- Identify stakeholders and actors involved in the social conflict.
- Know the concepts of social conflict and its transformation.
- Understand the concept of Social License to Operate
- Identify the maturity of the community in the social conflict
- Build legitimacy and trust between a mining company and a community to earn social license to operate
- 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.

V. Methodology

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 programming in the syllabus; in this way, they can actively participate, acquire deeper knowledge of the topics discussed and perform well on quizzes and exams.

VI. 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 Based on research articles. (None eliminated)	15%
Classroom assignments	classroom assignments	15%
Progress Tests	2 progress tests (None eliminated)	30%
Participation, attendance, others	1 research assignment	10%
Final research assignment (group project)	Presentation 50% Final written project 50%	30%

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

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

VII. Course Contents

WEEK	CONTENT	ACTIVITY/ EVALUATION
<p>LEARNING UNIT 1: SOCIAL CONFLICT AND STAKEHOLDERS. Learning Objectives:</p> <ul style="list-style-type: none"> • 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. 		
<p>1° March 21 - 27</p>	<p>1. UNIT 1: Social Conflict. 1.1. Social Conflict in Peru 1.2. Definition 1.3. Conflict analysis 1. Stage of conflict</p> <hr/> <p>Required reading: (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 (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>Syllabus presentation Final Project guide review. Guide review to write report at ESAN University (APA norms).</p>
<p>2° March 28 – April 03</p>	<p>Conflict analysis 2. Stakeholder analysis 2.1 Definition 2.2 Stakeholder analysis 2.3 Stakeholders mapping</p> <hr/> <p>Required Reading: (3) CDA (2012). Conflict analysis framework- Field guidelines and procedures. Pag. 26-33 https://www.kpsrl.org/sites/default/files/publications/files/363_conflict_analysis_framework_field_guidelines.pdf</p>	<p>Classroom assignment. Identify and map stakeholders</p>

WEEK	CONTENT	ACTIVITY/ EVALUATION
3° April 04 - 10	Conflict analysis 3. Factor assessment 3.1 Materiality 3.2 Archetypal Responses 3.3 Factor assessment <hr/> Required reading: (4) Saenz (2018). A social conflict diagnostic tool for application in the mining industry: A case study in Peru	Reading quiz 1 CONTENT: Reading 1, 2, and 3 Classroom assignment. Using the Factor assessment tool.
4° April 11 – 17	Conflict analysis 4. Presentation 4.1 Stage of conflict 4.2 Stakeholders Analysis 4.3 Factor Assessment. <hr/> Required reading: (5) Harvard University (2013). Putting Ourselves in Their Shoes: The Dialogue Table of Tintaya. https://www.youtube.com/watch?v=VcMfbB0qsXE	Classroom assignment. Presentation of stages of conflict, stakeholders analysis and Factor assessment.
5° April 22 - 27	Conflict Transformation 5.1 The personal, 5.2 The relational, 5.3 The structural 5.4 The cultural. <hr/> 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/ConflictTransformation_NewRoutes2009.pdf	Classroom assignment To apply conflict transformation model
LEARNING UNIT 2: EARNING SOCIAL LICENSE TO OPERATE. Learning Objectives: <ul style="list-style-type: none"> • Understand the concept of Social License to Operate • Build legitimacy and trust between a mining company and a community to earn social license to operate • Reflect on starting with “WHY” helps mining to earn Social License to Operate. 		
6° April 29 – May 04	Social License to Operate 6.1 Definition 6.2 Phases of earning SLO 6.3 Case studies. <hr/> Required reading: (7) Thomson and Boutilier (2005). Social License to Operate. https://sociallicense.com/definition.html	Progress Test 1 Reading from 1 to 6. Classroom assignment Applying Social license to operate model

WEEK	CONTENT	ACTIVITY/ EVALUATION
7° May 06 - 11	<p>Starting with “WHY” helps mining to earn Social License to Operate.</p> <p>7.1 Definition 7.2 Descriptive stakeholder theory 7.3 Instrumental stakeholder theory 7.4 Normative stakeholder theory</p> <hr/> <p>Required reading: (8) Saenz Cesar (2018). Starting with “WHY” helps mining to earn Social License to Operate</p>	<p>Classroom assignment.</p> <p>Applying descriptive, instrumental and normative stakeholder theory.</p>
8° May 13 - 18	MIDTERM EXAMS Reading from 1 to 8.	
9° May 20 - 25	<p>Building legitimacy and trust between a mining company and a community to earn social license to operate</p> <p>8.1 Definition 8.2 Components 8.3 Moral, pragmatic and cognitive Legitimacy Situational factors</p> <hr/> <p>Required reading: (9) Saenz, C (2018). Building legitimacy and trust between a mining company and a community to earn social license to operate.</p>	<p>Classroom assignment</p> <p>Application of building trust and legitimacy theory</p>
10° May 27 – June 01	<p>Corporate Social Responsibility acts as a Blue Ocean Strategy in the mining industry</p> <p>9.1 Definition of BOS 9.2 Strategies to earn SLO</p> <hr/> <p>Required reading: (10) Saenz, C (2018). Corporate Social Responsibility acts as a Blue Ocean Strategy in the mining industry</p>	<p>Classroom assignment</p> <p>Application of BOS theory</p>
<p>LEARNING UNIT 3: IMPLEMENTING AND MAINTAINING SLO</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Identify the maturity of the community in the social conflict • 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. 		
11° June 03 - 08	<p>Analysis of maturity level of community to earn social license to operate</p> <p>10.1 Definition of Maturity Level. 10.2 Framework of Maturity Level to earn SLO</p> <hr/> <p>Required reading: (11) Saenz, C (2018). The relationship between company's strategy and maturity level of community to earn social license to operate</p>	<p>Reading quiz 2:</p> <p>CONTENT Required articles: 8, 9 y 10</p> <p>Classroom assignment</p>

WEEK	CONTENT	ACTIVITY/ EVALUATION
12° June 10 - 15	<p>Shared Value to earn social license to operate 11.1 Definition of Share Value. 11.2 Strategy, means and outcomes. 11.3 Shared Value and SDG</p> <hr/> <p>Required reading: (12)Saenz, C (2018). Earning a Social License to Operate in mining: A case study from Peru. Resources Policy.</p>	<p>Classroom assignment Application of Shared value strategy to earn SLO</p>
13° June 17 - 22	<p>Creating shared value using materiality analysis 12.1 Definition 12.2 Framework</p> <hr/> <p>Required reading: (13)Saenz, C (2019). Creating shared value using materiality analysis: Strategies from the mining industry</p>	<p>Progress Test 2 Reading from 11 to 13. Classroom assignment</p>
14° June 24 - 29	Case presentation	Presentations
15° July 01 - 06	Case presentation	Presentations
16° July 08 - 13	FINAL EXAMS Required articles: 11, 12 and 13	

VIII. Bibliography

Textbook

1. Accord. 2008. CONFLICT MANAGEMENT FOR PEACEKEEPERS AND PEACEBUILDERS HANDBOOK.
2. Swanstrong & Weissmann (2005). Conflict, Conflict Prevention, Conflict Management and Beyond.
3. CDA (2012). Conflict analysis framework- Field guidelines and procedures.
4. Saenz (2018). A social conflict diagnostic tool for application in the mining industry: A case study in Peru
5. Harvard University (2013). Putting Ourselves in Their Shoes: The Dialogue Table of Tintaya.
6. Lederach and Maiese (2009). Conflict transformation: A circular journey with a purpose.
7. Thomson and Boutilier (2005). Social License to Operate. (pages 1 -8)
8. Saenz Cesar (2018). Starting with “WHY” helps mining to earn Social License to Operate.
9. Saenz, C (2018). Building legitimacy and trust between a mining company and a community to earn social license to operate.
10. Saenz, C (2018). Corporate Social Responsibility acts as a Blue Ocean Strategy in the mining industry.
11. Saenz, C (2018). The relationship between company’s strategy and maturity level of community to earn social license to operate.
12. Saenz, C (2018). Earning a Social License to Operate in mining: A case study from Peru. Resources Policy.
13. Saenz, C (2019). Creating shared value using materiality analysis: Strategies from the mining industry.

Complementary Bibliography

It is not required

IX. Lab Support

It doesn't require

X. Professor

César Sáenz Acosta
csaenz@esan.edu.pe