



UNIVERSIDAD  
**esan**

# **Syllabus**

## **Social and Environmental Conflict Resolution**

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**March – July 2024**

**IX Ciclo**

**Cesar Sáenz Acosta**

## I. General Course Information

<b>Course name:</b>	Social and Environmental Conflict Resolution		
<b>Pre-requisite:</b>	Sociology, Environmental Law	<b>ID:</b>	07980
<b>Precedent:</b>	NA	<b>Semester:</b>	2024-1
<b>Credits:</b>	3	<b>Term:</b>	IX
<b>Hours:</b>	4 Hours	<b>Course Modality:</b>	1 hours of theory and 2 hours of practice. Face to face.
<b>Type of course and Career</b>	<b>Elective</b> Economy and International business	<b>Course coordinator:</b>	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.

<b>PERMANENT EVALUATION AVERAGE (PEA) 50%</b>		
<b>Type of evaluation</b>	<b>Description</b>	<b>Percentage %</b>
Reading Quizzes	2 quizzes Based on research articles. (None eliminated)	30%
Progress Tests	2 progress tests (None eliminated)	30%
Participation, attendance, others	1 research assignment	10%
Workshops of research assignment (group project)	Presentation	30%

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

### Where:

FA = Final Average  
ME = Midterm Exam

PEA = Permanent Evaluation Average  
FE = Final Exam

## VII. Course Contents

WEEK	CONTENT	ACTIVITY/ EVALUATION
<p><b>LEARNING UNIT 1: SOCIAL CONFLICT AND STAKEHOLDERS.</b>            Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Know the concepts of social conflict and its transformation.</li> <li>• Understand the importance of prevention of social conflict</li> <li>• Identify stakeholders and actors involved in the social conflict.</li> </ul>		
<p>1°  From 21 to 27 March</p>	<p><b>1. UNIT 1: Social Conflict.</b>            1.1. Social Conflict in Peru            1.2. Definition            1.3. Conflict analysis 1. Profile.</p> <hr/> <p><b>Required reading:</b>            (1) Accord. 2008. Conflict management for peacekeepers and peacebuilders handbook.            Pag. 35- 49            Pag. 54-67  <a href="https://www.files.ethz.ch/isn/157351/Conflict_management_Handbook.pdf">https://www.files.ethz.ch/isn/157351/Conflict_management_Handbook.pdf</a></p>	<p>Syllabus presentation</p> <p>Final Project guide review.</p> <p>Guide review to write report at ESAN University (APA norms).</p>
<p>2°  From 01 to 06 April</p>	<p><b>2. UNIT 1: Social Conflict.</b>            2.1. Social Conflict in Peru            2.2. Stages of conflict</p> <hr/> <p><b>Required reading:</b>            Accord. 2008. Conflict management for peacekeepers and peacebuilders handbook.            Pag. 35- 49            Pag. 54-67  <a href="https://www.files.ethz.ch/isn/157351/Conflict_management_Handbook.pdf">https://www.files.ethz.ch/isn/157351/Conflict_management_Handbook.pdf</a></p> <p>(2) Swanstrong &amp; Weissmann ( 2005). Conflict, Conflict Prevention, Conflict Management and Beyond.            Pag. 9-18. The Life cycle of a conflict.  <a href="http://www.mikaelweissmann.com/wp-content/uploads/2014/12/051107_concept-paper_final.pdf">http://www.mikaelweissmann.com/wp-content/uploads/2014/12/051107_concept-paper_final.pdf</a></p> <p><b>Required video:</b>            Modelo de Etapas del Conflicto: Caso Quellaveco  <a href="https://www.youtube.com/watch?v=5-AV-2VTW1o&amp;t=29s">https://www.youtube.com/watch?v=5-AV-2VTW1o&amp;t=29s</a></p>	<p>Classroom assignment.</p> <p>Identify and map stakeholders</p>

<b>WEEK</b>	<b>CONTENT</b>	<b>ACTIVITY/ EVALUATION</b>
<p><b>3°</b> From 08 to 13 April</p>	<p><b>Conflict analysis 2. Stakeholder analysis</b> 2.1 Definition 2.2 Formation of social network in the conflict 2.3 Stakeholders mapping</p> <hr/> <p><b>Required Reading:</b> (3) CDA (2012). Conflict analysis framework- Field guidelines and procedures. Pag. 26-33 <a href="https://www.kpsrl.org/sites/default/files/publications/files/363_conflict_analysis_framework_field_guidelines.pdf">https://www.kpsrl.org/sites/default/files/publications/files/363_conflict_analysis_framework_field_guidelines.pdf</a></p>	<p><b>Quiz 1</b></p> <p><b>CONTENT:</b></p> <p><b>Reading 1.</b> Pag. 35- 49 Pag. 54-67 <b>Reading 2.</b> Pag. 9-18</p> <p>Classroom assignment.</p>
<p><b>4°</b> From 15 to 20 April</p>	<p><b>Conflict analysis 2. An integrated model of social conflict assessment</b> 2.1 Definition 2.2 The strategies used by communities and the strategies used by companies.</p> <hr/> <p><b>Required reading:</b> (4) Paredes (2016). The glocalization of mining conflict: Cases from Peru. The Extractive Industries and Society.</p> <p>Video required: Harvard University (2013). Putting Ourselves in Their Shoes: The Dialogue Table of Tintaya. <a href="https://www.youtube.com/watch?v=VcMfbB0qsXE">https://www.youtube.com/watch?v=VcMfbB0qsXE</a></p>	<p>Classroom assignment.</p> <p>Presentation of stages of conflict, stakeholders analysis and Factor assessment.</p>
<p><b>5°</b> From 22 to 27 April</p>	<p><b>Conflict analysis 4. Presentation</b> 4.1 Stage of conflict 4.2 Stakeholders mapping 4.3 The formation of social network 4.3 Strategies used by parties.</p>	<p>Classroom assignment</p>
<p><b>LEARNING UNIT 2: EARNING SOCIAL LICENSE TO OPERATE.</b> Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Understand the concept of Social License to Operate</li> <li>• Build legitimacy and trust between a mining company and a community to earn social license to operate</li> <li>• Reflect on starting with “WHY” helps mining to earn Social License to Operate.</li> </ul>		
<p><b>6°</b> From April 29 to May 04</p>	<p>Progress Test 1</p> <hr/> <p><b>Required reading:</b> (1) Lederach and Maiese (2009). Conflict transformation: A circular journey with a purpose. Pag. 7- 10. <a href="https://peacemaker.un.org/sites/peacemaker.un.org/files/ConflictTransformation_NewRoutes2009.pdf">https://peacemaker.un.org/sites/peacemaker.un.org/files/ConflictTransformation_NewRoutes2009.pdf</a></p>	<p><b>Progress Test 1</b></p> <p>Reading to be defined.</p> <p>Classroom assignment</p> <p>Applying Social license to operate model</p>

WEEK	CONTENT	ACTIVITY/ EVALUATION
<p>7° From 06 to 11 May</p>	<p><b>Partnership- Ownership Matrix</b> 6.1 Partnership 6.2 Ownership 6.3 Framework for analysis</p> <hr/> <p><b>Required video:</b> Modelos RRCC Partnership Ownership <a href="https://www.youtube.com/watch?v=ANMtKvSSGbQ">https://www.youtube.com/watch?v=ANMtKvSSGbQ</a></p>	<p>Classroom assignment.</p>
<p>8° From 13 to 18 May</p>	<p><b>MIDTERM EXAMS</b> <b>Reading: to be defined</b></p>	
<p>9° Del 20 al 25 de mayo</p>	<p><b>Area of influence - social management Matrix</b>  7.1 Area of influence 7.2 Corporate social responsibility 7.3 Framework for analysis</p> <hr/> <p><b>Required video:</b> Area de Influencia y Gestión Social - Caso Conga <a href="https://www.youtube.com/watch?v=1Gdv3ibgxSk&amp;t=720s">https://www.youtube.com/watch?v=1Gdv3ibgxSk&amp;t=720s</a></p>	<p>Classroom assignment</p>
<p>10° From May 27 to June 01</p>	<p><b>Social and environmental acceptance</b>  8.1 Social responsibility acceptance. 8.2 Environmental responsibility acceptance 8.3 Framework for analysis.</p>	<p>Classroom assignment</p>
<p><b>LEARNING UNIT 3: IMPLEMENTING AND MAINTAINING SLO</b> Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Identify the maturity of the community in the social conflict</li> <li>• Reflect on starting with “WHY” helps mining to earn Social License to Operate.</li> <li>• Value the importance of building legitimacy and trust between a mining company and a community to earn social license to operate.</li> <li>• Know the concept of Share Value and how it can help to earn Social License to Operate.</li> </ul>		
<p>11° From May 27 to June 01</p>	<p><b>CSR Fit Model</b> 9.1 Competitive strategy 9.2 Social management 9.3 Area of influence. 9.4 Partnership 9.5 Ownership 9.6 Environmental management 9.7 Social capital</p> <hr/> <p><b>Required video:</b> <b>1. Modelo Ajuste de las Relaciones comunitarias. Caso Antamina.</b></p>	<p><b>Reading quiz 2:</b>  <b>CONTENT</b> Required articles: to be defined</p> <p>Classroom assignment</p>

<b>WEEK</b>	<b>CONTENT</b>	<b>ACTIVITY/ EVALUATION</b>
	<a href="https://www.youtube.com/watch?v=jmjtRBUYZIE&amp;t=1217S">https://www.youtube.com/watch?v=jmjtRBUYZIE&amp;t=1217S</a> <b>2. Modelo de Ajuste de la Gestión Social (Caso Conga)</b> <a href="https://www.youtube.com/watch?v=Y63bmnSXnPc&amp;t=16S">https://www.youtube.com/watch?v=Y63bmnSXnPc&amp;t=16S</a>	
<b>12°</b> From 10 to 15 June	<b>Social license to operate chain value.</b>  <b>Required video:</b> Modelo Cadena de Valor de la Licencia Social para Operar: Caso CORANI <a href="https://www.youtube.com/watch?v=VZPFpAJLWRM&amp;t=1528s">https://www.youtube.com/watch?v=VZPFpAJLWRM&amp;t=1528s</a>	Classroom assignment
<b>13°</b> From 17 to 22 June	Progress test	<b>Progress Test 2</b>  Reading: to be defined.
<b>14°</b> From 24 to 28 June	<b>Building legitimacy and trust between a mining company and a community to earn social license to operate</b> Definition Components Moral, pragmatic and cognitive Legitimacy Situational factors  <hr/> <b>Required reading:</b> Saenz, C (2018). Building legitimacy and trust between a mining company and a community to earn social license to operate.  <b>Required video:</b> Modelo Ganando CONFIANZA y LEGITIMIDAD: Caso Quellaveco. <a href="https://www.youtube.com/watch?v=a6hOO4p8yPw&amp;t=6S">https://www.youtube.com/watch?v=a6hOO4p8yPw&amp;t=6S</a>	Classroom assignment
<b>15°</b> From 01 to 06 July	<b>Case presentation</b>	Presentations
<b>16°</b> From 08 to 13 July	<b>FINAL EXAMS</b> <b>Required articles: to be defined</b>	

## 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

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