COEX 236F – Strategies for Coexistence Interventions
Eugene B. Kogan, Ph.D.

Class time: Spring 2019, Monday, 5 – 8 pm
Location: Heller School, G4

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Description
This course introduces and mobilizes a variety of strategies for coexistence and conflict interventions. It also offers an overview of strategic program design and evaluation of such interventions.

Learning Objectives
• To enable participants to analyze and match coexistence interventions to contextual needs and values frameworks of intended audiences.
• To ensure participants design strategies that are anchored in theories of power, leadership, institutional cultures and dynamics, etc.
• To introduce students to selected ethical issues that could arise for them in the course of their work and ensure that public value is augmented as a result.
• To develop students’ networking and communication skills on coexistence issues.

Requirements

Punctual Attendance, and Active Participation
In order to benefit from experiential learning, you are required to attend every class, barring documented illness. Please be on time at the beginning of class and after the break. If you know you will be absent or late for a legitimate reason, make sure to warn your instructor or teaching assistant in advance; they will not accept unexcused absences. Should you miss
more than two classes, unfortunately, you will not qualify for credit and will have to retake
the class. Attendance is more than just coming to class. You are expected to do the readings
and participate in a thoughtful and respectful manner.

**Assignments and Readings**

In order to ensure active participation in the best possible conditions, it is highly
recommended that students annotate personal copies of, or take notes from, the readings.

Please check on LATTE before each class to see if extra readings have been added – or
substituted. (To access LATTE go to www.brandeis.edu/latte and sign in using your email
and password.) Students will be called upon to discuss the readings in class and to
participate in collective or individual presentations. They must therefore come to class
prepared to allow well-informed discussions. Students enjoy complete academic freedom
in the classroom, within the limits defined by mutual respect in a safe environment.

**Writing Requirements**

The writing requirements listed below are intended to encourage students to approach
reading materials critically, to foster improved research and writing skills, and to serve as
a basis for contributing to class discussion and a diversity of opinions. Students are
expected to devote careful attention to the technical quality of their written work, as well
as its substance.

For the final class assignment, please use the APA writing format. This assignment must
be typewritten, double-spaced in 12-point font (like this syllabus), and submitted
electronically on LATTE through a drop box, as a PDF attachment.

Students must be honest in all academic work:

• See, “Is it Plagiarism Yet?” from Purdue University –
  https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/is_it_plagiarism.html;
• See, www.brandeis.edu/studentlife/srcs/academicintegrity/index.html – on academic
  integrity; and https://guides.library.brandeis.edu/citations/APA – in particular, the
  section dealing with citations.

The University policy on academic honesty is distributed annually, as section 4 of the
*Rights and Responsibilities Handbook*. Academic integrity is critical in all that you write
and say, and transgressions are treated severely. Instances of alleged dishonesty will be
forwarded to the Director of Student Rights and Community Standards for review.
Potential sanctions include failure in the course and suspension from the University. If you
have any questions about this, please ask the instructor.

**Safety, Confidentiality and Anonymity**

During their work, in and outside the class, in team or individually, each student will be
particularly attentive to the safety of all students, group members, the instructor, the
teaching assistant and the class as a whole. They will carefully ensure the confidentiality
and anonymity of everyone’s work.
**Grading**

The final grade in this course will consist of the following components:

- **40%:** Final Class Assignment
- **30%:** In-Class Team Presentation
- **30%:** Class Participation (on-time attendance; participation in class; completion of thoughtful written feedback at the end of each class)
3/18  Power

Themes
- Political power and negotiation
- Cross-cultural negotiation
- Power differentials in social organization
- Leadership, authority, and influence
- Education, discourse, and power

Required Readings

3/25  Courageous Leadership

Required Readings

Recommended Readings
- YouTube Video: “The Ingredients of Great Leadership.”

4/1  Schools

Required Readings
4/8  Framework for Coexistence Intervention

Themes
• Linking analysis to strategy
• Integrated approaches – conflict, development, humanitarian, peacekeeping interventions
• Psychosocial approaches
• Structural and sectoral approaches: governance, security sector reform
• Roles of insiders and outsiders

Framework for Responsible Intervention

• Problems
  1. Purpose of intervention: one sentence/paragraph, abstract
  2. Problem definition: layers, core/satellite, conflict analysis

• People
  3. Parties to be influenced and engaged, audience, recipients, target group, pockets of exclusion, diversity
  4. Project team: principal, leader, mentor, convener, experts
  5. Partners: sponsors, supporting organizations and resources

• Process
  6. Principles: responsibility, ownership, voluntariness, inclusivity, security, anonymity, neutrality, impartiality, confidentiality, equity, rule of law, mutual accountability
  7. Process moves: Activities, tactics, communication, mediation, DDR, SSR, (social) media campaign
  8. Place: context of intervention
  9. Planning: timeline
  10. Products: Responses, M&E, Outputs, outcomes, impact

Required Readings

Recommended Readings
• Reich, Hannah. ‘Local Ownership’ in Conflict Transformation Projects: Partnerships, Participation or Patronage?” Berghof Occasional Paper No 27.

4/15 Public Health

Required Readings

Recommended Readings
• Chin, Kathy K.; Caballero, Jeffery. (2015). Transforming and Advancing Healthy Equity: Dr. Howard Kyongju Koh. Project Muse. (6 pages)
• Johnson, Teddi D. (2010). Q&A with HHS’ Howard Koh: ‘Concepts of public health quality must be embedded into the culture’: Quality improvement efforts advancing under federal leadership. The Nation’s Health. (5 pages)
• Printz, Carrie (2019). First Person: Howard Koh, MD, MPH. Cancer Scope. (2 pages)

4/29 Terrorism

Required Readings
• Richardson, Louise. (2006). What is to be Done? What Terrorists Want: Understanding the Enemy, Containing the Threat. (52 pages)

Recommended Readings

5/6 Creating Public Value

Required Readings