Resolving conflicts
The conflict came to an end
- At least in the sense that there was (much) less armed opposition against the British after July 1858.

Can we speak about
- Conflict resolution?
- Conflict management?
- Conflict prevention?

What was achieved
- Cold peace?
What did the British do?

- What methods of conflict resolution did the British use in India?
  - The Indian rebellion (officially) came to an end in July 8th, 1858 with the signing of a peace treaty.
  - Indians continued to rebel on a smaller scale.
  - The British continued to use direct and indirect violence against the Indians
    - Local reprisals as punishment of mutiny
    - Mismanagement and neglect: recurrent massive scale famines (millions of deaths)
British strategy in India: pacification

- The changes made in India formed the guidelines of British policy in the entire British Empire.
  - Replacing the East Indian Company with imperial administration
  - Manning the key administrative and military positions with Britons
    - 1200 British ruled over 300 million Indians
  - Developing the army
    - More British soldiers in India
    - Millions of Indian soldiers expanding the British Empire in Asia and Africa
British strategy in India: stabilization

- Delegating power
  - Role of local rules
  - Revitalizing traditional power structures: caste, ethnicity, religion
  - Divide and rule
  - Small scale benefits for loyalty
- Developing India and Indians
  - Industrial and technical modernization
  - Introducing the British education system
Double play

- Material motivation of British rule:
  - Economic gain
    - Exporting raw materials and import manufactured goods
    - India formed a huge market for the British industrial production.
  - Military gain
    - Basis of imperial military power
Ideological reasons for the British rule

- Firm, benevolent British rule to replace Indian backwardness
- Reform of property relations for ownership security
- Codification of laws according to “scientific” principles
- Stimulating economic relations between Britain and India
- Remodeling of education
- Challenging the “ignorance and superstition” of Asian religions with “rationality” (embodied in Christianity)
What about religion?

- The start of the rebellion is described by using religious concerns as a central explanation.
  - After the revolt has been pacified, religion seems to vanish.
- Where can we find religious concerns?
  - The British used caste, local traditions, ethnicity and religion as
    1. Ordering principles for organizing the army and administration
    2. Lines of division for weakening nationalistic ideologies
    3. Legitimation for creating an “Indian” way
Religion and customs linked with religion became an integral part of identity policy.

- Martial and non-martical races
- Hinduism and Islam
- Caste as line of division
- Emphasizing the differences instead of similarities
  - The “real” Indian
  - “The white man’s burden”, Rudyard Kipling 1899
British policy in India

- British government of India: a combination of
  1. policy of coercion and force
  2. co-operation and conciliation of different strata of Indian society
- Coercion and force
  - Display a zero-sum setting
- Co-operation and conciliation
  - Towards a more cost-effective settlement
Analyzing the zero-sum game

- Two-party setting: A and B
  - The gain of either party depends on the loss of the other party.
- Winning strategy of A:
  - make B act in favor/for the good of A by compelling B to give up B’s own interests.
- The core of zero-sum conflict:
  - To maintain (even) the status quo A has to use
    - Coercion
    - Negative sanctions
Coercion

- A has to find a way to make B act so that B’s actions serve A’s interests.
  - A’s problem: in a conflict situation B’s interests conflict with A’s interests.
  - A’s solution: creating a mechanism of negative sanctions to change the order of B’s interests
Use of coercive measures

- A uses coercive measures
  1. To secure the future course of action by using threats:
     B will lose an important x if B doesn’t comply to A
     B will not get a valuable y if B doesn’t comply to A
  2. To “correct” the past by giving (extremely) negative feedback in form of punishments:
     A deprives B of an important x
     A harms B by damaging an important y
- Punishing B will serve as a threat to C
  - “See what happens if you don’t comply!”
Coercion: B’s point of view

- Having to act under the threat of deprivation, loss or punishment strongly affects B’s way of setting goals and choosing actions as means to ends.

- B’s interest:
  - To preserve and maintain fundamental goods
  - To achieve wanted goals

- Effects of coercion:
  - Makes B’s fundamental goods precarious
  - Prevents B from striving for and achieving personal goals (or makes it hard).
B’s point of view

- Coercion is (utterly) detrimental to B’s interests.
  - B has to do what A wants.
  - It’s in B’s interests to find a way to change the situation.
  - Coercion affects the quality of B’s work for A’s purposes.
  - B fears A.
  - A cannot trust B.
  - The balance (of power) between A and B is precarious.
Coercion as a means

- Coercion can only serve as a temporary solution to achieving a vital goal.
  - Ending a violent conflict with violence
  - Peace enforcement
- Zero-sum settings don’t work in the long run.
- Sustainable solutions are based on win-win frameworks.
Towards a sustainable solution

- Sustainable solutions are based on win-win frameworks.
- Key issue in conflict resolution: to modify the situation.
  - From zero-sum to win-win settings
  - Compensation of losses
  - Requires often a change in attitude and perception
    - Recognizing the other
    - Acknowledging the grievances
    - Seeing things in a different light
Changing the setting

• Positive sanctions (can) create a win-win framework:
  • **Promises**: A increases B’s resources if B acts in compliance with A’s wishes.
  • **Prizes**: A awards B with extra resources when B acts in an exemplary way (motivates others to follow B’s model).

• A’s problem:
  • Positive sanctions will provide B with resources to act against A’s interests.
    • Educated Indians formed the core of the Indian independence movement.
Complications with positive sanctions

- A must keep the given promises.
  - Loss of trust ends B’s willingness to cooperate
- A’s promises must be good enough to motivate and keep motivating B.
  - A has to pay attention to B’s needs and evaluations
- To maintain the situation, A must be ready to continually set new incentives.
  - B’s motivation will wither without improvements.
- A’s motives:
  - Is A willing to let B (eventually) become an equal partner?
Positive sanctions from B’s point of view

• Acting in accordance with A’s will involves (often) giving up of B’s own goals.
• Entering a career in the Raj’s administration will provide B with possibilities but distances B from his own culture and community.
• B is likely to give up cooperation with A when something better turns up.
• Being motivated by external incentives doesn’t create lasting loyalty.
“Are we to keep the people of India ignorant in order that we may keep them submissive? Or do we think that we can give them knowledge without awakening ambition? Or do we mean to awaken ambition and to provide it with no legitimate vent? […]

It may be that the public mind of India may expand under our system till it has outgrown that system; that by good government we may educate our subjects into a capacity for better government, that, having become instructed in European knowledge, they may, in some future age, demand European institutions. Whether such a day will ever come I know not. [...] Whenever it comes, it will be the proudest day in English history.”

Strengthening the link: contract

- The core of win-win setting:
  - The settlement will serve the interests of both parties
- Positive sanctions
  - Based on power structure: A can offer something that B wishes to have
- Towards a more equal setting
  - Making a contract settlement
  - Recognizes and acknowledges the interests of both parties as legitimate.
  - Defines the duties and rewards of cooperation under the settlement.
Trust – a decisive factor

- The strength of the link between the parties depends on the amount of trust.
- Trust as encapsulated interests (Russell Hardin):
  - K trusts L in a matter concerning m.
  - T(K, L, m)
  - K’s trust in L that m is justified if and only if K can maintain a warranted belief that it is (somehow) in L’s interest to take K’s interests in m into consideration.
    - The Indians will trust the British education system if they have reason to believe that the British want the Indians to profit from schooling (for whatever reason).
Trust and coercion

- Basis of coercion: zero-sum
  - No common interests
  - Minimal basis for trust
- Only negative type of “trust” (promise of something bad)
  - Threat
    - K believes that L will not deprive K of m if K obeys L and does not violate L’s commands.
  - Punishment
    - K believes that L will never fail to punish those who violate L’s orders
Trust and positive sanctions

- Basis of positive sanctions:
  - K motivates L with promises and prizes
  - L will do what K wishes as long as the incentives serve L’s some (vital) interest(s).
  - L must hold K trustworthy.
  - K has to keep the promise.
  - From K’s point of view L is liable to defy (= is not trustworthy):
    - If the promise is not good enough.
    - If someone offers more.
    - If L doesn’t need/want what K has to offer.
Trust and contract

- **The basis of a contract:**
  - Both parties have legitimate interests (of their own) that must be taken into consideration.

- **A contract creates a space of action.**
  - Both parties are allowed to pursue their own goals with any kinds of means and resources that are not forbidden (or that are recorded) in the contract.

- **The contract may be enforced with negative and positive sanctions.**
  - Punishment for breaching the contract
  - Positive settlement for complying to specific terms (living as her Majesty’s subjects)
Trust and conflict resolution

- Trust and lack of trust are essential questions in conflict resolution.
- Distrust:
  - K’s (justified) belief that L will not take K’s interests into account in (matters concerning) m.
- Building trust:
  - Finding matters upon which trust can be built
  - Encapsulated interests
Different types of trust 1

- One-way trust:
  - K can trust L in m, because
    - K knows/has reason to believe that L’s doing m satisfies L’s own interest
    - Restoration of the traditional economic system for the preservation of social and economic stability
Two-way trust:

- K can trust L in m, because
  - K knows/has reason to believe that L knows that L’s doing m will satisfy K’s interest which will motivate K to do n that will satisfy L’s interest.
  - Educating the Indians to work as civil servants within the Imperial administration
Different types of trust 3

• Reciprocal trust
  • K can trust L in m and L can trust K in n (which may be equivalent to m) because
  • both K and L know and acknowledge that K’s doing of m and L’s doing of n will satisfy both K’s and L’s interests and both K and L know and acknowledge that maintaining and strengthening the mutual tie of trust will serve the interests of both parties.
  • A mutually beneficial contract may violate the interests of a third party.
Religion, trust and conflict resolution

- Religious resources can be used to build both trust and distrust.
- The crucial question:
  - Upon which interests can trust be built?
  - Religious interests and reasons for action as elements of trust building
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