

Syllabus Revised: January 22, 2013
Global Conflict Analysis and Resolution
CONF. 340/002 - Spring 2003
Class Time: Mondays, Wednesdays 9:00 – 10:15am
Location: Thompson Hall, L004 Fairfax Campus

Instructor: Dr. Sudha G. Rajput
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Office Hours: by Appointment - Wednesday 11: 00 – 12:00
Office Location: Robinson Hall B, Room 365

Course Description: CONF 340 covers conflicts at macro level, introducing theories of international and global violence and conflict, drawing from disciplines of international relations, political science, intercultural communication, and conflict resolution. Covers impact of globalization and structural causes of conflict. Uses class discussions, case studies, and final paper to develop analytical skills to help in the analysis of conflict. Prepares students for further course work for international conflict concentration.

First Task: Welcome to the course, I look forward to working with you during this semester! As the FIRST task of this course, please Review the Entire Syllabus thoroughly and bring any issues of concern (discrepancies in dates, errors, omissions etc.) to my attention during the first week. We will spend part of **Class #1 (January 23 Wednesday)** reviewing the Syllabus and resolving any syllabus related discrepancies.

Important Dates

First Day of Class	January 23, 2013 (Wednesday)
Holiday	February 18 (M)
Spring Break	March 11 – 17
Mid-Term due	March 16 - Latest
Submission of Research Proposal (Team)	March 30 (latest) – early submission welcome
Final Group Paper due	April 22
Class Simulation (ELA) Activity	April 22, April 24, April 29, May 1
Reflection Papers Due	May 3
Wrap Up	May 6

Course Materials (Required) Available in GMU bookstore

Ramsbotham, O., Woodhouse, T., and Miall, H. 2011 (3rd edition).

Contemporary Conflict Resolution.

Cambridge: Polity Press. ISBN-10: 0745649742 | ISBN-13: 978-0745649740

Additional materials: Additional material available on **e-reserve or class Blackboard** (password will be provided).

General Access to GMU portals:

mymasonportal.gmu.edu

Access Black Board:

<http://courses.gmu.edu>

Access e-Reserve:

<http://library.gmu.edu/>

click on Reserves>> Electronic Reserves>> Select Course and Section (340 002) select instructor (Sudha Rajput) enter the password then Submit.

Part I: Course Details

Course Details: Welcome to the course! Conflicts are all around us, surprisingly, even what seems to be a peaceful and a harmonious situation, can contain seeds of conflict that can erupt anytime, catching a society and a nation off guard. In the realm of social sciences, conflict can be seen as both an important agent of social change as well as a key driver of social destruction. Conflicts occur at all levels, namely, individual, societal, national, international and global. In this course we will take an interdisciplinary approach to explore and understand global conflicts. We will examine tools to analyze such conflicts, so that we can understand how to manage them and evaluate and propose workable resolutions. An in-depth understanding of the root causes of conflicts aided by various analytical tools is key to conflict resolution. This requires an interdisciplinary focus, drawing on literature from the field of Conflict Analysis and Resolution, International Relations, Psychology, Sociology and Anthropology.

Course Objectives: This course entails four-fold objectives: (i) Familiarize students with conflict theories, terminology and concepts relevant to global conflicts; (ii) Help students use analytically tools to better understand conflicts; (iii) Engage students with the application of analytical tools from the class to the current conflicts; and mostly importantly (iv) Empower students with critical skills and knowledge in ways that they feel confident to propose conflict resolution in order to manage, prevent or handle conflicts of a global nature.

Course Requirements: There are four main tasks required of all students in this class: **(1) Readings:** Completion of all assigned readings prior to the class **(2) Participation:** Leading and participating in weekly readings and Black Board participation **(3) Assignments:** Submission of written assignments on or before due date **(4) Role Play:** Simulation of an Experiential Learning Activity (ELA) (details below).

Experiential Learning Activity (ELA): This course undertakes an Experiential Learning Activity on the gas dispute in Eastern Mediterranean. In this role play activity, you will simulate a United Nations summit aimed at preventing interstate conflict over vast undersea gas and oil fields recently discovered in the Eastern Mediterranean. This simulation will enhance your understanding of the complex dynamics of conflict and negotiation at interstate, regional and international levels, and the roles of identity and interests as potential drivers of escalation or resolution. Solid preparation and effective participation in this ELA is worth **22% of your final grade.**

Classroom Etiquette: Please come to class on time and prepared. Turn off cell phones and other electronic devices, use the laptops only for note-taking! We will be discussing contentious issues in this course. You are encouraged to express your opinion and diverse perspectives, however, be respectful of the sensitivities and views of your classmates.

Assignment Details and Grades:

Assignments and Grading Rubric				
<u>Assignment</u>	<u>Weight (%)</u>	<u>Note</u>	<u>Requirement</u>	<u>Due Date</u>
Black Board Discussions	10	I will post Random topics	Your response to my post	Before beginning of next class
In-Class Presentation of Readings and Participation	12	per assigned groups lead class discussion on assigned readings	All members lead the discussion and pose questions to class	Beginning of class
Mid-Term	25	by March 1 - I will post 4 essay questions on BB, write an Essay on ONE Question of your choice	8-page Essay	Due March 16
Research paper - Proposal	5	soon after mid-term	2-pages	March 30 latest
Research Paper - Group paper	20	Begin after Approval of Proposal	12-pages - group paper	Due April 22
ELA Activity	22	to be announced	Details will be given	April 22, April 24, April 29, May 1
Individual Reflections on: <u>ELA activity (2%)</u> <u>Group effort for Research paper (2%)</u> <u>About Course (2%)</u>	6		1 page each activity	Due by May 3
	100			

Black Board participation (10%):

Randomly I will post a topic from current news events or readings on our Black Board and seek class participation by way of your reflection of how the event is relevant to our course work or which aspect of our course content helps us understand the event better. The last date for your participation will be stated and content submitted prior to date will be used for grading. Your participation and feedback to your fellow students is encouraged and civility is expected.

In-class Presentations of Readings (reflects Attendance) (12%)

In teams of 5 students, you will lead a class discussion on the week's readings: covering the following: (1) summary of readings (2) insights gained (3) connection to prior class work (4) pose two questions to the class. Please submit this information, to me, neatly typed, via e-mail the previous night (by mid-night) and bring one handout to the class.

Mid-Term: (25%) – Due on/before March 16.

Up to the time of the Mid-Term, I encourage you to submit topics of interest to be used for your Mid-Term Papers. **By March 1**, I will post 4 essay questions/topics on our Black Board, please write a paper on ONE of those topics. This will be a 8- double spaced paper excluding the References and the title pages, e-mailed to me as an attachment or posted on Blackboard **on/before March 16**. Once I receive your response I will confirm the receipt, if you have not heard from me that would indicate that I have not received your essay. We will discuss class responses in the following class. **Late submission and exam make-ups are not permitted.**

Group Research Paper:

Part 1: Proposal – (5%) – Due March 30 latest

In your Teams, undertake the following tasks: (i) Think about a global conflict that you would like to research and present as your **Final group paper due on April 22**. As a Team submit a two-page proposal soon after the mid-term, including the following: (1) Team name and member responsibilities (2) Topic, Description and Significance of researching this topic/conflict (3) Resources to be used (e.g. class readings, internet search, news, etc.). I will critique and approve the proposal, once approved, please stick to the topic to develop a detailed group paper.

Part 2: Group Paper – (20%) Due April 22

Teams write a 12-page paper (excluding Ref and Title page) on the approved topic. Begin your paper with one paragraph **Abstract**, summarizing all highlights of the paper. Your paper should include the following: Conflict background, significance of topic, literature used, application of at least two theories, method of analyzing the conflict, use of two conflict management tools applied, offer your view whether this topic should be investigated further, giving solid reasons, if not why not. **Papers will be graded per the above requirements.**

Reflections: (independent student activity, 1 –page each activity) – (total 6%) – Due May 3

(1) ELA Activity - explain usefulness of exercise, what you learned, how you will apply it (2) Group Effort for paper (strengths/weakness of working in teams, your own contribution, (3) Course work – Reflect on how your learning enhanced with this course, usefulness of readings and reporting in a team setting.

Guidelines for Submitting Written Work: All assignments, except Black Board Discussions, should be submitted as attachments, to the class BLACKBOARD or as e-mail attachments, using double-spaced, 1” margins all around, using Times New Roman font 12 with footers to include your name or team name and page number. Late submissions and Re-write of submitted work is not allowed. (1) Make all submitted work clear with all in-text citations included in separate section under References. Provide web links for material that requires it. (2) Do not exceed the page limit, exclude page numbering from the Reference and Title pages. (3) Use clear sentences and check grammar, spelling and punctuation. If using foreign words, include the English translation in parentheses. (4) Edit your work before submitting, for assistance on writing; refer to the GMU Writing Center <http://writingcenter.gmu.edu>.

Experiential Learning Activity: 22% - Details to be furnished

Grading Logic:

All submissions start with 100% grade, one point is deducted for anything that appears incorrect (eg spelling, format, missing assignment requirements, incorrect citations etc).

A. Outstanding work that shows creative original thinking, well organized, and flawlessly written.

B: Good work with a strong argument, sound organization, and solid writing. There are some relatively minor flaws in one or more of these areas, although the work clearly shows potential for an A level grade.

C: About average or slightly below average. An overall solid job, but with more obvious organizational, interpretive, creative, and/or stylistic problems that permeate the paper.

D: Serious flaws in every aspect of the work: a lack of understanding of basic principles, poor organization, and writing that makes it difficult for me to understand the author.

F: Unacceptable and/or incomplete, of a nature that if re-writing was permitted, the student would be required to re-write to earn a passing grade.

Grading Logic:

98 - 100 A+	93 - 97 A	90 - 92 A-	87 - 89 B +	83 - 86 B	79 - 82 B -
75 - 78 C+	72- 74 C	69- 71 C-	61 - 68 D	0 – 60 F	

Part II: Schedule and Assignment:

It is crucial that ALL assigned readings for the week be completed prior to coming to the class as the readings will form the active part of each class. Please come prepared, to seek clarification, share author's thoughts and learn from your colleague's perspectives. We will spend the first part of each class reflecting on what was read and learned. Keeping a consistent log of your leanings will help you gauge your progress against your learning objectives and will guide you in developing your end of semester reflection page.

Learning Teams:

Team 1: Valentina, Courtney, Gessica, Christian, Alyssa
Team 2: Maurquan, Clara, Allison, Anna, Rose
Team 3: Rachel, Daniel, Megann, Ashley, Putra
Team 4: Rachel, Connor, Tatiana, Jared, Daniel
Team 5: Andrew, Jasmine, Taylor, Sasha, Lydia
Team 6: Gladis, Katja, Amanda, Jeffrey, Brian

Module 1: Understanding Conflicts

Week 1:

Class #1: January 23 (Wed)

Course Organizations, Syllabus and Expectations

Readings: Ramsbotham: Chapter 1: Introduction to Conflict Resolution: Concepts and Definitions Pages 3-25. Chapter 2: Conflict Resolution: Origins, Foundations and Development of the Field.

Week 2: Reporting by Team 1

Class #2 & 3: January 28 (M) January 30 (W)

Readings: Ramsbotham: Chapter 3: pages 70 – 73 Conflict Trends, Conflict Types. Chapter 4: Understanding Contemporary Conflict. **E-Reserve:** Pruit and Kim – Chapter 1- Social conflict: escalation, stalemate and settlement (Overview)

Week 3: Reporting by Team 2

Class #4 & 5: Feb 4 (M) Feb 6 (W)

Readings: **E-Reserve** (1) Karina Korostelina: Factors that Influence Conflict Dynamics *view with Google docs*. (2) Kevin Avruch: Culture (3) Paul Collier: Economic causes of civil conflict and their implications for policy. *view with Google docs*

Week 4: Reporting by Team 3

Class #6 & 7: Feb 11 (M), Feb 13 (W)

E-Reserve: (1) Michell: Psychological dimensions of Conflict (2) Volkan: Ethnic Tents (3) Korostelina: Social Identity as Social Phenomenon and Scientific Concept (4) Levy: International sources of Interstate and Intrastate Wars

Module 2: Analyzing Conflicts

Week 5: Reporting by Team 4 (note: February 18 - Holiday)

Class #8: Feb 20 (W)

Readings: E-Reserve – (1) Ramsbotham: Chapter 3: p.89-92 - Conflict Mapping & Conflict Tracking (2) Chapter 4: The Analysis & Mapping of Complex Conflict Systems pages 117-121 (3) Ho-Won Jeong: Understanding conflict and conflict analysis (Sources of conflict) - *view with Google docs*.

Week 6: Reporting by Team 5

Class #9 & 10: Feb 25 (M), Feb 27 (W)

Readings: (1) Dennis **Sandole**: A Comprehensive Mapping of Conflict and....use link:

<http://www.gmu.edu/programs/icar/pcs/sandole.htm>

(2) Chris Mitchell: SPITCEROW: Framework for the Analysis of Conflict Systems..use link:

<http://pcmsauhaifa.files.wordpress.com/2011/12/mitchell-basic-framework-for-conflict-analysis-spitcerow.pdf>

Week 7: Reporting by Team 6

Class # 11 & 12: March 4 (M), March 6(W)

Begin Prep and Readings for ELA activity

Readings to be assigned

Module 3: Managing Conflicts

Week 8: SPRING BREAK: (Mid-Term papers due March 16 latest)

Week 9: Reporting by Team 6

Class #13 & 14: March 18 (M), March 20 (W)

Readings: Ramsbotham: Chapter 5: Preventing Violent Conflicts, Chapter 6: Containing Violent Conflict: Peacekeeping

Discuss Mid-Term Submissions

Week 10: Reporting by Team 5

Class #15 & 16: March 25 (M), March 27 (W)

Readings: Ramsbotham: Chapter 7: Ending Violent Conflict: Peacemaking. Chapter 10: Reconciliation. E-Reserve: Mohammed Ayoob: State making, State breaking, and State failure (Leashing the dogs of war). *view with Google docs*

Week 11: Reporting by Team 4

Class # 17 & 18: April 1 (M), April 3(W)

Readings: Ramsbotham: Chapter 11: E-Reserve: Michael Brown: New global dangers (Leashing the dogs of war), Pages: 39-51, 1671278 *view with Google docs*

Week 12: Reporting by Team 3

Class #19 & 20: April 8 (M), April 10 (W)

Readings: Ramsbotham: Chapter 14 E-Reserve (1) Richard Rubenstein: Conflict: from analysis to intervention *view with Google docs*

Week 13: Reporting by Team 2

Class #21 & 22: April 15 (M), April 17 (W)

Readings: Ramsbotham: Chapter 18: The Israeli-Palestinian Conflict: A Case Study p. 380-394, Chapter 20: p.418-421 (Future Drivers of Conflict)

Guidelines on ELA Activity

Week 14: Reporting by Team 1

Class #23 & 24: April 22 (M) April 24 (W)

ELA ACTIVITY – Part I

Week 15:

Class #25 & 26: April 29 (M), May 1 (W)

ELA ACTIVITY – Part II

Week 16:

Class #27: May 6 (M)

Wrap Up and Lessons Learned

List of E-RESERVE READINGS:

Week 2:

Pruit and Kim – Chapter 1- Social conflict: escalation, stalemate and settlement (Overview)

Week 3:

(1) Karina Korostelina: Factors that Influence Conflict Dynamics *view with Google docs.* (2) Kevin Avruch: Culture (3) Paul Collier: Economic causes of civil conflict and their implications for policy. *view with Google docs*

Week 4:

(1) Michell: Psychological dimensions of Conflict (2) Volkan: Ethnic Tents (3) Korostelina: Social Identity as Social Phenomenon and Scientific Concept (4) Levy: International sources of Interstate and Intrastate Wars

Week 5:

(1) Ramsbotham: Chapter 3: p.89-92 - Conflict Mapping & Conflict Tracking (2) Chapter 4: The Analysis & Mapping of Complex Conflict Systems pages 117-121 (3) Ho-Won Jeong: Understanding conflict and conflict analysis (Sources of conflict) - *view with Google docs*.

Week 6:

(1) Dennis Sandole: A Comprehensive Mapping of Conflict and...use link:

<http://www.gmu.edu/programs/icar/pcs/sandole.htm>

(2) Chris Mitchell: SPITCEROW: Framework for the Analysis of Conflict Systems..use link:

<http://pcmsauhaifa.files.wordpress.com/2011/12/mitchell-basic-framework-for-conflict-analysis-spitcerow.pdf>

Week 10:

Mohammed Ayoob: State making, State breaking, and State failure (Leashing the dogs of war). *view with Google docs*

Week 11:

Michael Brown: New global dangers (Leashing the dogs of war), Pages: 39-51, 1671278 *view with Google docs*

Week 12:

(1) Richard Rubenstein: Conflict: from analysis to intervention *view with Google docs*

Part III. Student Resources

Academic Integrity and Collaboration:

George Mason University has an Honor Code with guidelines for academic integrity, designed, “to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community” (<http://academicintegrity.gmu.edu/>). The Honor Code lays out strict penalties for cheating and plagiarism. Plagiarism is a serious offense, and all written work for this course should include proper citations in a standard citation format (MLA, APA, Chicago, etc.). You can choose any citation format, however, be consistent throughout your work. If you are unsure about how to cite a direct quotation or concept from the course or outside readings, then ask for help. Copies of common style manuals are available at the GMU library or online at <http://library.duke.edu/research/citing/workscited/>.

For individual class assignments, you may discuss your ideas with others or ask for feedback; however, you are responsible for making certain that there is no question that the work you hand

in is your own. You may not submit papers or presentations from other courses to fulfill assignments for this class.

GMU's Honor Code:

"All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at academicintegrity.gmu.edu. All violations of the Honor Code will be reported to the Honor Committee for review. With regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it."

GMU E-mail Accounts

Students must use their Mason email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

Campus Resources for Students

English Language Institute:

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by a member of the GMU faculty or staff. For more information, visit <http://eli.gmu.edu/>, call 703-993-3642 or e-mail malle2@gmu.edu.

The Writing Center:

The Writing Center is a free writing resource that offers individual, group, and online tutoring. For general questions and comments, please visit <http://writingcenter.gmu.edu/>, e-mail wcenter@gmu.edu, or call 703-993-1200

Located in Robinson Hall, at Fairfax Campus

University Libraries "Ask a Librarian"

<http://library.gmu.edu/mudge/IM/IMRef.html>

Disability Support Services:

Any student with documented learning disabilities or other conditions that may affect academic performance should: 1) make sure this documentation is on file with the Office of Disability Support Services (<http://www2.gmu.edu/dpt/unilife/ods/>) to determine the possible accommodations you might need; and 2) contact the instructor to discuss reasonable accommodations.

Counseling and Psychological Services (CAPS):

(703) 993-2380;

<http://caps.gmu.edu>

University Policies:

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.