INTRODUCTION TO CONFLICT ANALYSIS AND RESOLUTION
CONF 501 Section 002 Spring 2013

Class Time: Monday, 7:20-10:00 p.m.
Location: Founders Hall 313
                 Course Blackboard site online: mymason.gmu.edu
Instructor: David J. Smith, MS, JD
                 (240) 855-4556
                 dsmithh@gmu.edu
Office Hours: Mondays 6:15 p.m. until the start of class in Founders Hall 313

Course Description and Objectives

Welcome to the course and to the School for Conflict Analysis and Resolution (S-CAR). This class serves as an introduction to the field of conflict analysis and resolution. As the first course that many students at S-CAR take, it is deliberately broad. The course will focus on the study of human conflict, including the practices and strategies for responding to conflict and the frameworks for understanding and explaining conflict dynamics. The course is designed to introduce you to academic thinking about conflict analysis and resolution to help you think systematically and analytically about conflict.   More importantly, the course will provide insight into the professional aspects of the field: the question "What does one do as a conflict resolution practitioner?" will be continually revisited throughout the semester. Because masters' programs are often designed to provide necessary knowledge and skills for specific occupations or professions, looking at the career aspects of the field will be emphasized.

This course will be run as a seminar with an emphasis on discussion and student presentations. Effective learning is an organic process that can be inhibited by the traditional classroom paradigm. Everyone brings important lessons and experiences to the learning process which can be shared and built on. As such, active participation is expected, both in-class and online. Also because we value critical thinking and the understanding of relevant theory that informs the field, it is imperative that students read the assigned readings prior to class.

The goal of this course is to build the foundation for your work with the rest of us in the S-CAR community and with those in the field of conflict analysis and resolution, and related approaches and fields of conflict management, conflict transformation, and peacebuilding. Many of the topics covered in CONF 501 are the dedicated subjects of specialty courses available to you. Therefore one of the other goals of the course is to help you craft your particular interests in this emergent and wide-ranging field.

Course Requirements

In addition to regular attendance and participation, two take-home exams, an analytical paper, and group presentation of a case study are required.

- **The first take-home exam will account for 20% of the final grade**. This exam will be handed out on February 18 and will be due on March 4.   More information about the mid-term will be forthcoming.

- **A 15-page (double-spaced, approximately 4,000 words) analysis of a conflict will form the basis for 35% of the grade.** This paper will be due on April 29. For this paper, students can select from one of the assigned team presentation case studies or select their own to analyze. A basic book that provides background to the assigned case study is designated below and should be sufficient to provide the details of the conflict situation. The objective of this paper is to reflect your understanding of the tools of conflict analysis covered in the first part of the class. If students choose one of the case studies assigned for team

presentations, the assigned book and an article or two would be sufficient to provide the narrative of the case because the focus of the essay should be to demonstrate your ability to apply concepts of conflict analysis rather than an in-depth knowledge of a particular conflict. More guidance on this paper will be forthcoming.

- **A small group presentation of your case study will account for 25% of your grade**. These presentations will be <u>scheduled for April 15 and April 22.</u>

- **The second take home exam will form the basis of the final 20% of the grade**. This will be handed out on April 29 and be <u>due May 13.</u>

In addition, **consistent and qualitative participation – both in class and online through Blackboard - can enhance a grade** in a borderline situation.

For all written assignments, **hard copies are strongly preferred**. Please keep electronic copies available.   Delays, deferrals, or a grade of "incomplete" for the course will be given only in cases of personal or immediate family crisis.

Other Things You Need to Know

- If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

- The Writing Center is available to all Mason students and offers online and individual consultations as well as workshops and mini-courses. Writers at all levels can benefit. Each Mason campus has a location. You can find them on the Arlington Campus in the Original Building, Room 334C, by phone at 703- 993-4491 or online at: http://writingcenter.gmu.edu/

- 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 contact 703-993-3642 or malle2@gmu.edu.

- Academic integrity:

  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 specific 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 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.

Case Studies for Analytical Paper and Group Presentations

Students will select and/or be assigned by the second week (in order to achieve rough balance in group size) to one of the following four cases:

South Africa

Waldmeir, Paul. (1997). *Anatomy of a miracle: The end of apartheid and the birth of the new South Africa*. New York: W. W. Norton and Co.

Copper Strike

Rosenblum, Jonathan D. (1998). *Copper crucible: how the Arizona miners strike of 1983 recast labor-management relations in America, 2nd ed.* Ithaca, N.Y.: Cornell University Press.

For this conflict, students may also enjoy:
Kingslover, Barbara. (1989). *Holding the line: women in the great Arizona mine strike of 1983*. Ithaca, NY: ILR Press.

Jammu and Kashmir

Schofield, Victoria (2010, 3d ed.). *Kashmir in conflict: India, Pakistan and the unending War.* London: I.B. Tauris

For an historical perspective see:
Rai, Mridu (2004) *Hindu rulers, Muslim subjects: Islam, rights, and the history of Kashmir*. Princeton: Princeton University Press.

For a view from the inside:
Peer, Basharat (2010). *Curfewed Night.* NY: Scribner.

Northern Ireland

McKittrick, David (2001). *Making sense of the Troubles: The story of the conflict in Northern Ireland.* New York: Penguin.

An older classic:
Arthur, Paul & Jeffery, Keith (1988). *Northern Ireland since 1968*. London: Institute of Contemporary British History.

An insider's account of the peace negotiations (British perspective, Track-I): Jonathan Powell (2009). *Great hatred, little room: making peace in Northern Ireland.* London: Vintage Books.

After the papers are completed and turned in, those case studies selected by student teams will be the subject of a group presentation. The students in each case study group will find it necessary to meet to adequately prepare a plan for the presentation. Time will be provided during class hours, but additional meetings or coordination by email, phone, or other means may be necessary as well. This may represent a consensus among the group or alternative perspectives may be present. The group presentations will be a maximum of 1 hour (roughly 40 minutes to present and 20 minutes for class questions and discussions; time will be strictly enforced). The format of the presentation (materials, media, interactiveness, etc.) is decided by the group. The group's collective grade is assigned all individuals in it.

<h1 style="text-align:center">Course Readings</h1>

The following books are available for purchase at the Arlington Campus Bookstore. Most are also available (quantities limited) in the S-CAR library.

Books

Assefa, Hizkias and Wahrhaftig, Paul. (1990). *The MOVE crisis in Philadelphia: extremist groups and conflict resolutio*n. University of Pittsburgh Press.

Lederach, John Paul. (1997). *Building peace: sustainable reconciliation in divided societies* . Washington, DC: United States Institute of Peace Press.

Pruitt, Dean & Sung Hee, Kim (2004). *Social conflict: escalation, stalemate, and settlement*. 3rd ed. McGraw-Hill.

Ramsbotham, O. et al. (2005). *Contemporary conflict resolution.* 3rd ed. Oxford: Polity Press.

Roy, Beth. (1994). *Some trouble with cows: making sense of social conflict.* Berkeley: University of California Press.

I also recommend using USIP's Peace Terms as your ongoing source of terminology definition: http://glossary.usip.org/

Other Readings on E-Reserve (password provided in class): *Go to library.gmu.edu, click on "Reserves". Then select the course, and my name and key in the password and "Submit".*

Avruch, Kevin (2008). Culture. In S. Cheldelin et al., eds. *Conflict: From Analysis to Resolution.* London: Continuum.

Avruch, Kevin (2004). Context and pretext in conflict resolution. *Journal of Dispute Resolution* 2003(2):353-365

Black, Peter W. (2008). Identities. In S. Cheldelin et al., eds. *Conflict: From Analysis to Resolution.* London: Continuum.

Bercovitch, Jacob. (1997). Mediation in international conflict: An Overview of theory, a review of practice. In I. William Zartman, and Louis Rasmussen, eds., *Peacemaking in International Conflict: Methods and Techniques.* Washington, DC: United States Institute of Peace Press.

Burton, John W. (1993). Conflict resolution as a political philosophy. In Dennis J.D. Sandole and Hugo van der Merwe, eds., *Conflict resolution theory and practice: integration and application.* Manchester University Press.

Galtung, Johan. (1969). Violence, peace, and peace research. *Journal of Peace Research,* 6, 3, 167-191.

Jeong, Howon (2000). *Sources of social conflict. In Jeong, Peace and Conflict Studies.* Burlington. Vt: Ashgate.

Laue, James H. and Cormick, Gerald W. (1978). The ethics of intervention in community disputes. In *The ethics of social intervention,* Gordon Bermant et al, eds., Washington, DC: Hemisphere Publications.

Mayer, Bernard. (2004). *Beyond neutrality: confronting the crisis in conflict resolution*. San Francisco: Jossey-Bass.

Menkel-Meadow, Carrie (2000). *Teaching about gender and negotiation: sex, truth and videotape.* Negotiation Journal 16(4):357-375.

Mitchell, Christopher. (1993). The process and stages of mediation: two Sudanese cases. In *Making War and Waging Peace: Foreign Intervention in Africa.* David R. Smock, eds., Washington, DC: United States Institute for Peace Press.

Montville, Joseph (2001). Religion and peacemaking. In Helmick, R.G. & Peterson, R.L. eds., *Forgiveness and reconciliation.* Templeton Foundation Press.

Rouhana, Nadim (2004), Group identity and power asymmetry in reconciliation processes. *Peace and Conflict: Journal of Peace Psychology* 10(1):33-52.

Saunders, Harold. (1996). Prenegotiation and circum-negotiation: arenas of the peace process. In Chester A. Crocker & Fen O. Hampson (Eds.), *Managing global chaos: sources of and responses to international conflict*. Washington, DC: United States Institute of Peace Press.

Schoeny, Mara and Warfield, Wallace. (2000). Reconnecting systems maintenance with social justice: a critical role for conflict resolution, *Negotiation Journal* 16(3):253-268.

Slim, Hugo (2001). Dealing with moral dilemmas. In L. Reychler and T. Paffenholz, eds., *Peacebuilding: A Field Guide.* Boulder: Lynne Rienner.

Stein, Janice (1997). Image, identity and conflict resolution. In C. Crocker et al., eds. *Managing Global Chao*s. Washington D.C.: United States Institute of Peace Press.

S-CAR website: Parents of the Field Project: http://scar.gmu.edu/parents

COURSE PROGRAM

Week One (1/28): Introduction to the Course

This week will include self-introductions and a discussion of the syllabus, course requirements, and expectations for the course. We'll talk also about the professional dimensions of the field. In addition, we will look at individual conflict styles. Before the class please complete the conflict styles analysis at: http://www.buildingpeace.org/act-build-peace/learn/conflict-styles.   Also, review the four case study options and think about forming groups of 2-3, which we'll do on 2/4.

Week Two (2/4): Defining Conflict & the Field of Conflict Resolution

Ramsbotham, et al., ch. 1, 2
Pruitt & Kim, ch. 1
Burton, "Conflict resolution as a political philosophy" (E-Reserve)
Galtung , "Violence, peace, and peace research" (E-Reserve)
S-CAR Parents of the Field Project: http://scar.gmu.edu/parents (sample an interview or two)
Case study groups are formed

Week Three (2/11): Sources of Conflict

Ramsbotham, et al., ch. 3, 4
Pruitt & Kim, ch. 2
Avruch, "Culture" (E-Reserve)
Black, "Identities" (E-Reserve)
Jeong, "Sources" (E-Reserve)
Stein, "Images…" (E-Reserve)

Week Four (2/18): Conflict Strategies & Dynamics of Escalation & De-Escalation

First take-home exam handed out in class
Pruitt & Kim, ch. 3-9
Ramsbotham et al., ch. 5

Week Five (2/25): Conflict Mapping, Problem Solving & Negotiation

Pruitt & Kim, ch. 10, 11
Saunders, "Prenegotiation…" (E-Reserve)
Mitchell, SPITCEROW (hand-out)

Week Six (3/4): Interventions I: Mediation, Peacekeeping, Peacemaking

Ramsbotham et al. ch. 6, 7
Bercovitch, "Meditation in international conflict" (E-Reserve)
Take-home exam collected at the beginning of class

March 11 is during Spring Break: No class

Week Seven (3/18): Interventions II: Third Party Roles and Ethical Concerns

Mitchell, "Process and stages…." (E-Reserve)
Ramsbotham et al., ch. 8, 14
Avruch, "Context and pretext" (E-Reserve)
Laue & Cormick, "The ethics of intervention in community disputes" (E-Reserve)
Schoeny and Warfield, "Reconnecting system maintenance…" (E-Reserve)
Slim, "Moral dilemmas" (E-Reserve)

Week Eight (3/25): Peacebuilding & Reconciliation

Ramsbotham et al., ch. 9, 10
Lederach *Building Peace* (all)
Role Play Activity: "Peacebuilding in Pacifica"

Week Nine (4/1): Case Study I: Conflict Analysis of Sources & Dynamics

Roy, *Some trouble with cows* (all)
Time will be made for group meetings at the end of class.

Week Ten (4/8): Case Study II: Intervention by Others

Assefa & Warhaftig, *The MOVE crisis in Philadelphia* (all)
Time will be made for group meetings at the end of class.

Week Eleven (4/15): Case Study Group Presentations I

Case study analysis paper due
Presentations

Week Twelve (4/22): Case Study Group Presentations II
Presentations

Week Thirteen (4/29): Some Outstanding Issues: Gender, Power, Religion

Final paper due at the beginning of class
Second take home exam assigned
Ramsbotham et al., ch. 13, 15 [ch. 12 recommended]
Menkel-Meadow, "Teaching about gender and negotiation…" (E-Reserve)
Rouhana, "Group identity and power asymmetry…" (E-Reserve)
Montville, "Religion and peacemaking" (E-Reserve)

Week Fourteen (5/6): The Future of the Field

Ramsbotham et al., ch. 11, 19, 20 [ch. 16, 17, 18 recommended, per your interests]
Mayer, "A field in crisis" (E-Reserve)
Guide speaker from U.S. Institute of Peace
Carstarphen et al. "Graduate Education and Professional Practice in International Peace and Conflict."
(http://www.usip.org/publications/graduate-education-and-professional-practice-in-international-peace-and-conflict)

Week Fifteen (5/13): The Future of the Field II

Second take home due at the beginning of class
Adler, "The End of Mediation" (www.mediate.com/articles/adlerTheEnd.cfm)
Your career! Next steps.

CLASS STRUCTURE

7:20-7:30 p.m.	Current events, updates, questions from last class
7:30-8:30 p.m.	Discussion
8:30-8:45 p.m.	Break
8:45-9:45 p.m.	Discussion
9:45-10:00 p.m.	Class reflections, summarization, next class