CONF 501

Introduction to Conflict Analysis and Resolution

Term: Spring 2011
Class Time: Thursdays, 7:20 – 10PM
Location: Founders Hall 320
Instructor: Mark Goodale
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Office hours: Truland 612, Thursdays, 6PM – 7PM, or by appt.

Introduction:

Welcome to the course and to the Institute for Conflict Analysis and Resolution. This class is an introduction to the field of conflict analysis and resolution. As an introduction and as the first course that many at ICAR will take, it is deliberately broad. Other courses at ICAR develop one or another of the themes in this introduction in greater depth. This course examines definitions of conflict and diverse views of its resolution and explores thinking about human behavior and social systems as they relate to the origins of conflict and the role of conflict in violent and peaceful social change. It is designed to introduce you to academic thinking about conflict analysis and resolution and to help you to think systematically and analytically about conflict. This course will be run as a seminar with an emphasis on discussion and student presentations. It is therefore imperative that students read the assigned books and articles prior to class. Active participation in class discussions will be expected. The agenda of this course is to build the foundation for you to work together with the rest of us in the ICAR community and with those in the field of conflict analysis and resolution.

Course Requirements:

In addition to regular attendance and participation, an in-class mid-term exam, a presentation of a conflict case study, and a final exam are required. The mid-term exam will account for 25 percent of the final grade. This exam will be held on **March 10** and will be an open book exam in response to questions that will be distributed at the beginning of class. An in-class presentation of your conflict case study will be held on either **April 21** or **April 28** and will account for 25 percent of your final grade. A final exam will be held on **May 12** and will follow the same procedure as the midterm exam. This will count for 30 percent off your final grade. The remaining 20 percent will be divided between "Conflict of the Week" and "Points for Discussion" assignments, which will be explained on the first day of class. Delays, deferrals, or a grade of "incomplete" for the course will be given only in cases of personal or immediate family crisis.

<u>Conflict Case Study Presentation</u>:

A major component of this class will be a conflict case study and analysis. You will select a conflict to analyze using the theories and readings in the course; you will conduct research related to this conflict; and you will make a 20- minute presentation of your case study on either April 21 or April 28. You will submit a 5-page outline of your presentation at the same time. Further instructions on the in-class case study presentation will be distributed in the first part of the course.

Draft proposals for your case study presentation are due electronically by **March 24**. Your two paragraph proposal should tell me what conflict you would like to analyze and why you are interested in it.

<u>Readings</u>:

The following books are available for purchase at the Arlington Bookstore. All other readings are on reserve in the Arlington Library, available through the library's electronic journals, or can be found online. Our e-reserve website is:

http://furbo.gmu.edu/cgi-bin/ers/OSCRgen.cgi

Password: introduce

Dean G. Pruitt and Sung Hee Kim, *Social Conflict: Escalation, Stalemate, and Settlement* 3rd ed. (McGrawHill, 2004).
Hugh Miall, Oliver Ramsbotham, and Tom Woodhouse, *Contemporary Conflict Resolution* 2nd ed. (Oxford: Polity Press, 2005).
Chester Crocker, Fen Osler Hampson, and Pamela Aall, eds., *Leashing the Dogs of War: Conflict Management in a Divided World* (Washington, D.C.: United States Institute of Peace Press, 2007).
Beth Roy, *Some Trouble with Cows: Making Sense of Social Conflict* (Berkeley: University of California Press, 1994).
Hizkias Assefa and Paul Wahrhaftig, *The MOVE Crisis in Philadelphia: Extremist Groups and Conflict Resolution* (University of Pittsburgh, 1990).

January 27: Introduction to the Course and Orientation

This class will include self introductions and a detailed discussion of the syllabus, course requirements, scheduling, and other pertinent details.

I. Conflict: Sources, Processes, and Dynamics

February 3: Defining Conflict and the Field of Conflict Resolution

Miall, Ramsbotham, and Woodhouse, Chapters 1, 2
Pruitt and Kim, Chapters 1, 2

Mitchell, "Some Basic Initial Frameworks for Conflict Analysis," sent via email.

February 10: Sources of Conflict

Mohammed Ayoob, "State Making, State Breaking, and State Failure," in Crocker, Hampson, and Aall, *Leashing the Dogs of War*.
Ted Robert Gurr, "Minorities, Nationalists, and Ethnopolitical Conflict," in Crocker, Hampson, and Aall, *Leashing*.
Charles King, "Power, Social Violence, and Civil Wars," in Crocker, Hampson, and Aall, *Leashing*.
Michael Brown, "New Global Dangers," in Crocker, Hampson, and Aall, *Leashing*.

February 17: Conflict Strategies and Dynamics of Escalation

Pruitt and Kim, Chapters 3 – 8

Gretchen Reynolds, Social Sciences Liaison Librarian, Arlington Campus Library

II. Conflict Management and Resolution

February 24: Negotiations and Third Party Intervention

Pruitt and Kim, Chapters 10, 11.
Terrence Hopmann, "Bargaining and Problem Solving: Two Perspectives on International Negotiations," in Crocker, Hampson, and Aall, E-reserve.

March 3: Timing and Roles

Harold Saunders, "Prenegotiation and Circumnegotiation: Arenas of the Peace Process," in Crocker, Hampson, and Aall, E-reserve.
Ronald J. Fisher and Loraleigh Keashly, "The Potential Complementarity of Mediation and Consultation within a Contingency Model of Third Party Consultation," *Journal of Peace Research* 28:1 (1991): 2942. E-reserve.
James H. Laue and Gerald W. Cormick, "The Ethnics of Intervention in Community Disputes," in *The Ethics of Social Intervention,* edited by Gordon Bermant, Herbert C. Kelman, and Donald P. Warwick (Washington: Hemisphere Publications, 1978), pp. 205232. E-reserve.

March 10:

In-class midterm exam

March 17: Spring Break

March 24: Peacemaking and Peacebuilding

Roy Licklider, "Obstacles to Peace Settlements," in E-reserve.
Stephen Stedman, "International Implementation of Peace Agreements in Civil Wars: Findings from a Study of Sixteen Cases," in E-reserve.
Nicole Ball, "The Challenges of Rebuilding War Torn Societies," in E-reserve.
Tim Sisk, "Democratization and Peacebuilding: Perils and Promises," in E-reserve.

Conflict Case Study Proposals due electronically

March 31: Reconciliation

Selections from John Paul Lederach, *Building Peace: Sustainable Reconciliation in Divided Societies* (To be distributed in class).
Miall, Ramsbotham, and Woodhouse, Ch. 10.

III. Conflict Analysis: Case Studies

April 7: Conflict Analysis – The MOVE Crisis

Hizkias Assefa and Paul Wahrhaftig, *The MOVE Crisis in Philadelphia: Extremist Groups and Conflict Resolution* (University of Pittsburgh Press, 1990).

April 14: Conflict Analysis – Some Trouble with Cows

Beth Roy, *Some Trouble with Cows: Making Sense of Social Conflict* (Berkeley: University of California, 1994).

April 21: Conflict Case Study Presentations I

April 28: Conflict Case Study Presentations II

May 5: Final exam review session and integration

Course Evaluations

May 12: IN CLASS FINAL EXAM, 7:30 – 10:15PM

George Mason University Honor System and Code

Please familiarize yourself with the Honor System and Code, as stated in the George Mason University *Undergraduate Catalog*. When you are given an assignment as an individual, the work must be your own. Some of your work may be collaborative; source material for group projects and work of individual group members must be carefully documented for individual contributions. For an overview of the Honor Code, see the explanation below:

HONOR CODE

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University, and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor.

I. The Honor Committee

The Honor Committee is a group of students elected from the student body whose primary and indispensable duty is to instill the concept and spirit of the Honor Code within the student body. The secondary function of this group is to sit as a hearing committee on all alleged violations of the code.

II. Extent of the Honor Code

The Honor Code of George Mason University deals specifically with *cheating* and *attempted cheating*, *plagiarism*, *lying*, and *stealing*.

A. Cheating encompasses the following:
1. The willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students.

2. The above may be accomplished by any means whatsoever, including but not limited to the following: fraud; duress; deception; theft; trick; talking; signs; gestures; copying from another student; and the unauthorized use of study aids, memoranda, books, data, or other information.

3. Attempted cheating.

B. Plagiarism encompasses the following:
1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.

2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.

C. Lying encompasses the following:
The willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work. This includes but is not limited to the following:
1. Lying to administration and faculty members.

2. Falsifying any university document by mutilation, addition, or deletion.

3. Lying to Honor Committee members and counsels during investigation and hearing. This may constitute a second charge, with the committee members who acted as judges during that specific hearing acting as accusers.

D. Stealing encompasses the following:
Taking or appropriating without the permission to do so, and with the intent to keep or to make use of wrongfully, property belonging to any member of the George Mason University community or any property located on the university campus. This includes misuse of university computer resources (see the Responsible Use of Computing Policy section in the "General Policies" chapter). This section is relevant only to academic work and related materials.

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Source: *George Mason University Faculty Handbook*
http://www.gmu.edu/facstaff/handbook/aD.html

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For a more complete understanding of what constitutes plagiarism, see the statements below:

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Plagiarism Statement

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Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and

to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (statement of English Department at George Mason University)

Plagiarism and the Internet

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.