

GLOBAL CONFLICT ANALYSIS AND RESOLUTION
CONF 340 Section 001, Spring 2009

Class meeting time: Tuesdays & Thursdays 9:00 – 10:15 a.m.

Innovation Hall, Room 209

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Office Hours: Tuesdays and Thursdays 10:30 – 11:30 a.m. or by appointment.

Robinson Hall B, Room 365

Course Description:

Welcome to the course! Conflict analysis and resolution, is a multi-disciplinary field, which has grown fairly rapidly since the 1980's. The field offers a wide range of problem-solving mechanisms at various levels including the individual, state, and society. It also considers the global environment of conflict. The end of the Cold War has ushered in an era of globalization. This is the emergence of a new environment that has transformed the nature of international economic, political, social and cultural relations.

Of particular interest to the course are various types of inter-state and intra-state conflicts that are manifestations of the trends in globalization. *We shall examine the notion that most modern global conflicts are “hybrid struggles that spill across the international, state and societal levels,” (Ramsbotham et al: 2007, p. 25).* Changing dynamics in the global security structure include: the vertical and horizontal increases in proliferation of small arms, conventional weapons and weapons of mass destruction; the acquisition and dissemination of nuclear technology; the lucrative export of arms; and the ensuing regional and international arms races. These phenomena pose many challenges for the global security environment and are qualitatively different than security concerns during the Cold War era.

The post 9/11 rhetoric, much of which seems to promote theories such as Huntington's clash of civilizations is compelling enough reason to explore whether the world order is really in the process of being re-defined by major civilizations and religious groups. Amongst the many possibilities of confrontations Huntington's thesis examines, foremost are the existing frictions and hostilities between Islam and the West. Huntington maintains that trends in global conflict after the end of the Cold War are increasingly appearing at the civilizational cleavages. Examples of wars such as those following the break up of Yugoslavia, Chechnya, and hostilities between India and Pakistan have been cited to substantiate his thesis. The Global War on Terrorism (GWOT) is seen as the greatest manifestation of the clash of civilizations in present times through this lens. The course shall challenge Huntington's thesis and present alternative lenses for understanding these conflicts.

We shall also consider the patterns of behavior of International Financial Institutions (IFIs), military alliances such as NATO, and multi-lateral organizations such as the United Nations. The aforementioned global actors and dynamics, have led scholars to debate the implications of transformation in the global security environment.

The course shall explore conflict theory, identifying the under-lying causes and emergence of deep-rooted protracted conflicts. Conflict processes and various types, symptoms and patterns of conflict dynamics and conflict escalation shall be examined. Various models for intervention including prevention, management, settlement, resolution and transformation shall be discussed. We shall apply various theoretical insights to conflict hotspots around the world: in South and Central Asia; the Middle East; and Africa; among other regions of interest to students. Class discussions and assignments shall reflect upon the extent to which these theories help us understand conflict. Student participation in discussions and prior preparation (as specified below), shall be critical in making the class a successful learning experience.

COURSE MATERIALS

Required text (available in the GMU bookstore):

Ramsbotham, O., Woodhouse, T., and Miall, H. (2007). *Contemporary Conflict Resolution*, 2nd Edition. Cambridge: Polity Press.

Electronic Material

Boutros-Ghali, Boutros. (1992). *An Agenda for Peace: Preventive Diplomacy, Peacemaking and Peacekeeping*. Report of the Secretary-General pursuant to the statement adopted by the Summit Meeting of the Security Council on 31 January 1992. New York: United Nations, Department of Public Information. Available online at: <http://www.un.org/Docs/SG/agpeace.html>.

Burton, John. (Jan 1998). "Conflict Resolution: The Human Dimension." *The International Journal of Peace Studies*, ISSN 1085 7494, Volume 3. No 1. Available online at: http://www.gmu.edu/academic/ijps/vol3_1/burton.htm.

Bush, George. (2002) *National Security Strategy of the United States of America*. Available online at: <http://www.state.gov/documents/organization/15538.pdf>.

Fayyaz, Shabana. (April 2007) *Towards a Durable Peace in Waziristan*. Pakistan Security Research Unit, Brief no. 10. Department of Peace Studies, University of Bradford. Available online at: <http://spaces.brad.ac.uk:8080/download/attachments/748/Brief10finalised.pdf>.

Huntington, Samuel. (Summer 1993). "The Clash of Civilizations." *Foreign Affairs* Available online at: <http://www.foreignaffairs.org/19930601faessay5188/samuel-p-huntington/the-clash-of-civilizations.html>.

Mack, Andrew, et al. (2005). *Human Security Report*. Human Security Centre, Liu Institute for Global Issues, University of British Columbia, Vancouver, Canada. New York and London: Oxford University Press. Go to www.humansecurityreport.info, then "Access the Report"(left side of menu).

Malek, Cate. (2005). "The Darfur Region of Sudan." Annotated Case Study. Beyond

Intractability.Org. Available online at:
http://crinfo.beyondintractability.org/case_studies/Darfur.jsp?nid=5101

Rubenstein, Rich. (1996). *Conflict Resolution and Power Politics/ Global Conflict After the Cold War: Two Lectures*. ICAR Occasional Paper No. 10. Available online at:
http://icar.gmu.edu/wp_10_rubenstein.pdf

Sandole, Dennis J.D. (1998). "A Comprehensive Mapping of Conflict and Conflict Resolution: A Three Pillar Approach." *Peace and Conflict Studies*, vol. 5, no. 2, December, pp. 1-30. Available online at: www.gmu.edu/academic/pcs/sandole.

Sandole, Dennis J.D. (2002). "Virulent Ethnocentrism: A Major Challenge for Transformational Conflict Resolution and Peacebuilding in the Post-Cold War Era." *The Global Review of Ethnopolitics*, Vol. 1, no. 4, June, pp. 4-27. Available online at:
http://www.ethnopolitics.org/ethnopolitics/archive/volume_I/issue_4/sandole.pdf.

Sen, Amartya. (2006) "What Clash of Civilizations? Why Religious Identity isn't Destiny." Adapted from *Identity and Violence: The Illusion of Destiny*. Norton: New York. Available online at: <http://www.slate.com/id/2138731/>

Tom, Patrick. (2006). "The Acholi Traditional Approach to Justice and the War in Northern Uganda". Annotated Case Study. Beyond Intractability.Org. Available online at:
http://crinfo.beyondintractability.org/case_studies/acholi_traditional_approach.jsp?nid=6792

Additional articles, recommended readings and relevant materials may be made available on e-reserves. Password for e-reserves will be given in class.

CLASSROOM ETIQUETTE

Please come to class on time and prepared. Bring your readings with you. Turn off cell phones and other electronic devices. Remain in class unless you have an emergency. The use of laptops in class is discouraged except for taking notes. Do not engage in side conversations and passing notes. Be mindful of the sensitivities of others in your comments in class; however, open discussion and dialogue are our goals. We will be discussing contentious political issues in this course. Students are encouraged to express diverse perspectives. You are likely to encounter strong opinions. You will be expected to keep a balance between arguing your own position on these issues, as well as encouraging, hearing, and respecting other opinions.

If an emergency prevents a student from attending class, the student should let me know ahead of time when possible. Please contact a classmate to find out what was missed. Students are responsible for all announcements, assignments, and date changes made in class, and for all material covered in class, even if they are not there.

*You may contact me by phone or by e-mail at anytime. E-mailing is the best way to reach me. I shall respond to your query within 48 hours. **Please remember to always use your***

GMU email account when communicating with me.

ASSIGNMENTS and EVALUATION

Participation: Classes shall follow an interactive seminar format. You are expected to come to class prepared to discuss readings. Regular attendance and active participation based on thoughtful reflection of the literature and class discussions are highly recommended. This will be worth **20%** of your final grade.

Team Presentation: You will be a member of one of six research teams. There will be five members in each team. Your team shall prepare a class presentation (not a paper), of a case study selected by all members. The team must send an e-mail to me by **Feb 24** informing me of team member names, **and a paragraph drafted jointly by team members**, about your case study. I shall give you my comments within a week. Each team will have 20 minutes to present their case study to the class on Apr 7th, 9th, or 14th, 2009. You may also indicate the date you would like to present on, and your preference shall be accommodated in the order that the requests are received. Each presentation shall be followed by a 10 minute Q & A. In your presentation you shall:

- provide an overview of a conflict – analyzing the underlying causes;
- identify key players - their attitudes and behavior;
- evaluate the outcome in attempts to resolve or transform the conflict.

Students are expected to be able to comment in class discussions throughout the semester whenever it is applicable to their selected case. Besides your presentation each team is expected to submit a media portfolio and 1-3 pages outline of the presentation. The media portfolio and outline shall be worth **5%** of your final grade. In your media portfolio you will include at least **10 articles or reports** (from major newspapers, think tanks, journals and websites) related to your topic. The team presentations and Q & A shall carry **20%** of your final grade. Groups will plan meetings outside of class time in preparation of their presentations. Everyone is expected to attend all presentations, and questions raised by you, at the end of other group presentations, will be considered part of your final participation grade.

For group assignments, the names of all participants should appear on the work. While it is fine for groups to divide project work among team members, the final product should represent a single, conceptually-linked piece of work. With rare exception, each student working in a group is given the same grade for an assignment. *If a group is having trouble with a member not fulfilling their work obligation, then the group needs to bring the concern to my attention immediately.*

Midterm Exam: This will be an in-class exam carrying **20%** of the final grade. Students shall attempt 2 questions out of a choice of 4. The exam shall evaluate your familiarity with various conflict theories and models studied thus far. (March 17)

Research Paper: You will write a 10-12 page research paper on a case study other

than the one selected for your team project. Your research paper will not be an extension of your team project. It is an individually written paper, demonstrating your own reflections on the application of theory to a conflict of your choice. Your paper must aim to do the following:

- Analyze a conflict drawing on one or two theories discussed in class.
- Recommend and evaluate a model for conflict intervention applicable to your case.

You are welcome to discuss your ideas with me. A one-page proposal of what you plan to research with a tentative bibliography is due in class by **March 5**. The proposal shall carry **5%** of your final grade. I will return your proposal to you by March 17, with my comments. The final research paper is due on **May 5** in class. Please pay attention to grammar, spellings, typographical mistakes and consistency in citations, as it shall have an impact on your grade. Hardcopies and electronic copies for both your proposal and your final paper must be submitted. The final research paper shall be worth **30%** of your final grade.

- **Class Participation: 20%.**
- **Mid-term Exam: 20 %** (March 17)
- **Team Presentation Outline and Media Portfolio: 5%** Due on the day of your presentation
- **Team Presentation: 20%.** (April 7, 9 or 14).
- **Research Proposal (1 page in addition to a bibliography) for final research paper: 5%.** Due Mar 5.
- **Final Research Paper: 30%** Due in class on May 5.

Grading Scale

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

ACADEMIC POLICIES AND INFORMATION

Academic Honesty and Collaboration: GMU has an Honor Code with guidelines regarding academic integrity. It is designed, “to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community” (www.gmu.edu/catalog/policies). Plagiarism is a serious offense, and all written work for this course should include proper citations in a standard citation format (MLA, APA, etc.). *If you are unsure about how to cite a direct quotation or*

concept from course or outside readings, then ask for help. “I wasn’t sure how to cite a source, so I left out the reference,” is not an acceptable defense for plagiarism. Copies of common style manuals are available at the GMU library reference desk 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.

Late Work: Class assignments that are submitted late can be penalized by one point for each day they are late. Late papers and proposals will be accepted only in cases of documented personal illness or family emergency. If this is the case, you must leave the paper in my mailbox in the Conflict Analysis and Resolution (CAR) office (Robinson B365) and email a copy at my GMU email address per the extension given to you. Papers should be submitted in an envelope marked with my name and the course number. If the office is closed, the envelope can be dropped through the mail slot in the door.

Paper Format: Papers for the course should be typed, double-spaced, have 1” margins, and use a common 12-point font. The pages should be numbered and stapled together. Headers should include only the course number, CONF 340. **Papers should have a title, include your name and the instructor’s name.** Sources should be cited using a single standard academic citation format.

Meeting 1: Thu Jan 22

Introductions, course protocol, overview and expectations.

Readings: None.

Meeting 2: Tue Jan 27

The Problem: The global environment of conflict.

Readings: Ramsbotham et al. Chapter 1: Introduction to Conflict Resolution, Concepts and Definitions.

Meeting 3: Thu Jan 29

Post-Cold War and post 9/11 dilemmas. The nature, causes and symptoms of conflict.

Readings: Rubenstein, *Conflict Resolution and Power Politics/ Global Conflict After the Cold War: Two Lectures*.

Meeting 4: Tue Feb 3

Post-Cold War and Post 9/11 dilemmas (continued)

Readings: Sandole, “Virulent Ethnocentrism: A Major Challenge for Transformational Conflict Resolution and Peacebuilding in the Post-Cold War Era”.

Meeting 5: Thu Feb 5

Introduction to Conflict Resolution models.

Readings: Burton, “Conflict Resolution: The Human Dimension”.
Malek, “The Darfur Region of Sudan.”

Meeting 6: Tue Feb 10

Introduction to Conflict Resolution models.

Readings: Ramsbotham et al. Chapter 2: Origins, Foundations and Development of the Field.

Meeting 7: Thu Feb 12

Conflict trends, types and costs.

Readings: The Human Security Report: Part 1 The Changing Face of Global Violence.

Meeting 8: Tue Feb 17

Conflict trends, types and costs (continued).

Readings: Ramsbotham et al. Chapter 3: Statistics of Deadly Quarrels.

Meeting 9: Thu Feb 19

Conflict theories.

Readings: Ramsbotham et al. Chapter 4: Understanding Contemporary Conflict."

Meeting 10: Tue Feb 24

Conflict theories (continued).

Readings: Sandole, "A Comprehensive Mapping of Conflict and Conflict Resolution: A Three Pillar Approach."

E-mail instructor names of team members for group presentation and a paragraph about your presentation topic for approval.

Meeting 11: Thu Feb 26

Terrorism and the Global War on Terror.

Readings: Ramsbotham et al. Chapter 11: Terror and Global Justice.

Meeting 12: Tue Mar 3

Terrorism and the Global War on Terror (continued).

Readings: Huntington, "The Clash of Civilizations."

Sen, "What Clash of Civilizations? Why Religious Identity isn't Destiny".

Meeting 13: Thu Mar 5

Terrorism and the Global War on Terror (continued).

PBS Documentary on the spill over of the Taliban in Pakistan's North Western region.

Readings: Fayyaz, "Towards a Durable Peace in Waziristan".

Proposal for final paper due in class (5% of final grade).

No classes on Mar 10 and 12 due to Spring Break

Meeting 14: Tue Mar 17

Mid-term exam to be taken in class (20%)

Meeting 15: Thu Mar 19

Models for Conflict Prevention.

Readings: Ramsbotham et al. Chapter 5: Preventing Violent Conflict.

Meeting 16: Tue Mar 24

Peacekeeping and ethics of intervention.

Readings: Ramsbotham et al. Chapter 6: Containing Violent Conflict: Peacekeeping.

Meeting 17: Thu Mar 26

Theories of de-escalation, settlement and management of conflicts.

Readings: Ramsbotham et al. Chapter 7: Ending Violent Conflict: Peacemaking.

Meeting 18: Tue Mar 31

Theories of de-escalation, settlement and management of conflicts (continued).

Readings: Boutros-Ghali, *An Agenda for Peace: Preventive Diplomacy, Peacemaking and Peace-keeping.*

Meeting 19: Thu Apr 2

Post-conflict peacebuilding.

Readings: Ramsbotham et al. Chapters 8 and 9: “Post- War Reconstruction” and 9“Peacebuilding.”

Meeting 20: Tue Apr 7

Group Presentations. 1-3 page outline and media portfolios due in class.

Meeting 21: Thu Apr 9

Group Presentations. 1-3 page outline and media portfolios due in class.

Meeting 22: Tue Apr 14

Group Presentations. 1-3 page outline and media portfolios due in class.

Meeting 23: Thu Apr 16

Reconciliation and Trauma Healing.

Readings: Ramsbotham et al. Chapter 10: Reconciliation.

Meeting 24: Tue Apr 21

Reconciliation (Continued).

A group activity shall be conducted in class.

Preparation for class: Listen to radio program “Will the Center Hold? Taming the Terror in Northern Ireland” available online

at:<http://www.aworldofpossibilities.com/details.cfm?id=174>

Readings: Tom, “The Acholi Traditional Approach to Justice and the War in Northern Uganda”

Meeting 25: Thu Apr 23

Foreign Military Interventions.

Readings: Ramsbotham et. al. Chapter 13: The Ethics of Intervention

Meeting 26: Tue Apr 28

Foreign Military Intervention.

Readings: Bush, *National Security Strategy of the United States of America*, 2002.

Meeting 27: Thu Apr 30

Religious and Cultural Sources of Conflict.

Readings: Ramsbotham et al. Chapter 15: Culture, Religion and Conflict Resolution.

Meeting 28: Tue May 5

Course wrap up and evaluations. **Final papers (35%) due in class**

STUDENT RESOURCES**GMU Writing Center**

“The Writing Center seeks to foster a writing climate on campus and beyond by offering free writing support to George Mason students, faculty, staff and alumni. No matter what your writing abilities are, writing specialists can help you develop the skills you need to become a successful writer....Free services include: One-on-one 45 minute sessions with a writing specialist; online writing lab; one-on-one sessions with an ESL specialist; workshops on such topics as documenting sources, grammar and punctuation; writing handouts on a variety of subjects; a library of handbooks and writing manuals; [and an] online chat with a tutor about papers submitted to the Online Writing Lab” (<http://writingcenter.gmu.edu>).

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 (993-2474) to determine the possible accommodations you might need; and 2) contact her or his instructor to discuss reasonable accommodations.

“George Mason University is committed to providing appropriate services and accommodations that allow self-identified students with disabilities to access programs and activities at the university as stated in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

The staff of the Disability Resource Center Office coordinate services for students with disabilities, determine reasonable services and accommodations on the basis of disability, and act as a liaison between students and faculty/administration on concerns relating to services and accommodations” (<http://www.gmu.edu/departments/advising/dss.html>).

Library Services

The CAR library liaison is Melissa Johnson (703-993-2212). Don’t hesitate to contact her with specific questions about holdings and research regarding the CAR field.