

**GLOBAL CONFLICT ANALYSIS AND RESOLUTION**  
**CONF 340 004**  
**Spring 2010**  
**Fridays, 10:30-1:20**  
**Innovation 207**  
**(Nancy) Cary Morrison**  
**Institute for Conflict Analysis and Resolution**  
**Office Hours: Fridays, 1:30 pm – 2:30 pm, by appointment only**  
**Robinson Hall B, Room 365**  
[nmorriso@gmu.edu](mailto:nmorriso@gmu.edu)

Welcome to the course! Global conflicts, while better understood today than they were fifty years ago, still remain some of the most puzzling phenomenon of social scientific inquiry. Understanding that is gleaned from one instance of global conflict is not always useful in another. Still, there are some human realities that span levels and types of conflict (i.e. power dynamics, identity, values, etc.). This course is aimed at exploring these realities.

To the tireless workers for peace and social justice around the world, conflict is an ever present, and at times overwhelming, aspect of post-modern existence. To social scientists from various fields of study, conflict is both an important agent of social change and a force of social destruction. Yet, despite one's perspective on a given conflict and/or the many examples of the difficulty in managing and transforming especially protracted varieties of conflict, at some minimum level analytical tools and practices do exist to better understand *and* attempt resolution of global conflicts. This course takes an interdisciplinary approach to the exploring and understanding of global conflict analysis and resolution. Drawing on literature and research from the field of Conflict Analysis and Resolution, International Relations, Psychology, Sociology, and Anthropology, this class will examine the many theoretical and pragmatic approaches to conflict on the global level. Our goals for the course are to:

- Consider the causes and costs of intrastate, interstate, and transstate conflict;
- Increase our understanding of the various approaches to analyzing and resolving protracted violent social conflict on the above mentioned levels;
- Consider the effects of globalization, terrorism, and the 'war on terror' on conflict genesis and dynamics;
- Look at issues of self and collective identity as well as individual and state power as they related to global conflict;
- Look at terrorism and the development of what some have called 'New Social Movements' in the modern international arena;
- Examine particular case studies of international and intrastate conflicts, mapping out the developments and dynamics, and examining past and present resolution efforts; and
- Understand the importance of the field of Conflict Analysis and Resolution to the larger goal of a more peaceful global society.

In achieving these goals we may discuss topics such as: the relationship between globalization and conflict; outbreaks of civil war and their resolution; post-conflict reconstruction; social movements and mass mobilization; the role of violence in conflict episodes; and the emergence of new actors in 'post-realist' international relations.

**Requirements:**

***Participation:*** You are expected to come to class prepared to discuss the readings. This

means that you should have completed all the assigned readings prior to the class for which it is assigned (see schedule below). Because your participation in class activities and discussions is important, your attendance in class is crucial. Participation is graded on more than just attendance! ***Class participation will be worth 15% of your final grade.*** You are expected to bring the readings to class.

***Team Presentation:*** You will be a member of a team. Each team will prepare a class presentation of a case study of an international conflict and approaches to its resolution. In your presentation you should provide an overview of the conflict, explain how that conflict was analyzed by the international community (broadly defined) and how the international community responded to the conflict. ***The team presentation will be worth 10% of your final grade.*** Some minimal amount of time will be provided during class meetings throughout the semester for the teams to prepare their presentations, but it is expected that groups will plan additional meeting(s) outside of class time to finalize presentations. Everyone is expected to attend all presentations and attendance of other's group presentations will be considered part of your final participation grade.

***Exams:*** There will be three exams. All exams will be taken online through Blackboard. Each exam will be open book, and will test your knowledge of course material. ***Exams I&II will be non-cumulative, and will be worth 10% each. Exam III will contain some cumulative material, and will be worth 20% of your grade.*** Exams will not be accepted late, and cannot be made up or retaken. See schedule for dates.

***Response Paper:*** You will write a 3 page response paper which will demonstrate your understanding of course material. ***This paper will be due April 9, midnight.*** Details and rubric will be provided. ***This paper will be worth 10% of your grade.***

***Research Paper:*** You will write a 6-8 page research paper on a topic related to the main themes we will be discussing during the course of the semester. In your research paper you will present the results of your research while incorporating the concepts we have studied in class. In analyzing your material you will draw upon ***at least one theoretical perspective*** we have studied in the course. Early in the semester I will provide you with more detailed guidelines for researching and writing this paper. It is always a good idea to start thinking about your topic early in the semester. If you have difficulties deciding what to research or would simply like to talk about your paper, I encourage you to come and discuss your ideas with me during my office hours or to schedule an appointment with me at another time. A one-paragraph typed proposal of what you plan to research is due by ***Feb. 26, midnight. (Blackboard).*** I will respond to your proposal within a week with comments and suggestions. ***This research paper is due on April 23, midnight (Blackboard). It will be worth 25% of your final grade.*** Late papers will be accepted only in cases of documented personal illness or emergency.

***Possible Cases for Team Presentations/Research Papers:***

*(You may do the same topic for both the paper and presentation if you wish.)*

1. Israel-Palestine
2. Darfur
3. South African Truth and Reconciliation
4. The ethno-political conflicts of Kosovo, Rwanda, Congo, Bosnia, Kenya, etc.
5. Iraq/Afghanistan
6. Iranian Nuclear Crisis
7. Human Rights and \_\_\_\_\_ (immigration, etc.)
8. Other Global Conflict (broadly defined)?

**Required Text and Readings:**

Contemporary Conflict Resolution. 2nd Edition. (2007), Miall, Ramsbotham, et al.

All other course readings will be accessible through Blackboard/e-reserve.

**About Blackboard/e-reserve:**

This course will rely on technology as an instructional tool. You will be able to access course readings, exams, grades, assignment details, rubrics, discussions/chats and additional useful material in various media formats. If you are not familiar with Blackboard and e-reserve, **PLEASE SEE ME!** Your success in this course will depend on your successful and frequent access to these resources. Should you have any technical difficulties, you are responsible for keeping in communication with me.

**Classroom Etiquette, Honor Code, Plagiarism, Syllabus Changes, Absenteeism:**

Come to class on time and prepared. Turn off cell phones, pagers, beepers, etc. Do not leave the room during class unless you have an emergency. Do not disturb others by talking, passing notes, playing video games, surfing the web, etc. Computers are to be used for note taking only – if you are caught using the computer for other ends you forfeit the right to use a computer in class. Be mindful of the sensitivities of others in your comments in class; however, open discussion and dialogue are encouraged.

You are expected to abide by George Mason University's Honor Code in preparing all work for this class. If you have any questions about Honor Code issues (e.g., whether you are permitted to discuss an assignment with a fellow student) or are uncertain about how to cite a source, or if you have observed Honor Code violations, please contact me immediately and/or refer directly to the honor code, which can be found at:

<http://www.gmu.edu/catalog/apolicies/#Anchor12>.

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 citation, so do paraphrases and summaries of opinions or factual information formerly unknown to the writer or which the writer did not discover him/herself. As a general rule, it is always important to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers should provide citations for all pieces of information that they think their readers may find new or interesting. Not only is this approach considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism.

It is my intention to create a learning environment which is the best possible experience for students. In this spirit, I reserve the right to make changes to the syllabus, course structure, and

readings, as best suits the dynamic of the class.

Absenteeism/tardiness seriously affect your learning experience, as well as your participation grade. If you find that your personal circumstances prevent you from attending class regularly and on time, please discuss your situation with me.

**Important Due Dates:**

**Feb. 26, midnight: Research Proposal – one paragraph (Blackboard)**

**March 5, midnight: Exam I (Blackboard)**

**April 2, midnight: Exam II (Blackboard)**

**April 9, midnight: Response paper (Blackboard)**

**April 23, midnight: Research Paper (Blackboard)**

**April 30: Class Presentation (in class)**

**May 7, midnight: Exam III (Blackboard)**

**Weekly Schedule/Readings**

(Subject to change)

**I. Introduction to Course**

**Week One: January 22 – Introduction**

Organization of the course, assignments, expectations, and getting to know your classmates exercise.

**II. Understanding and Analyzing Global Conflict**

**Week Two: January 29 – Introduction to Conflict Resolution**

Miall, et al., Chapter 1: “Introduction to Conflict Resolution: Concepts and Definitions” pp. 3-31; Chapter 2: “Conflict Resolution: Origins, Foundations and Development of the Field” pp.32-54.

**Week Three: February 5 – Major Themes of Global Conflict**

Miall et al., Chapter 3: “Statistics of Deadly Quarrels” p.55-77.

Chester A. Crocker, Fen Osler Hampson, and Pamela Aall, “Leashing the Dogs of War” (ch.1 in *Leashing*) *Blackboard*.

Mitchell, Christopher. SPITCEROW. *Blackboard/e-reserve*.

**Week Four: February 12 – Understanding the Sources of Global Conflict 1: Systemic Sources/Case Study: Sudan**

Video (in class): All About Darfur

Miall, et al., Chapter 4: “Understanding Contemporary Conflict” p. 78-105;

J. Stephen Morrison and Alex de Waal. *Can Sudan Escape its Intractability?* In Crocker, Chester A., Fen Osler Hampson, and Pamela Aall, eds. *Grasping the Nettle: Analyzing Cases of Intractable Conflict*. Washington, DC: USIP Press, 2005. pp. 161-182. *Blackboard/e-reserve*.

**Week Five: February 19 -- Guest Speaker, Maria Dolores Rodriguez/Case Study: Ecuador**

Reading TBA. *Blackboard/e-reserve*.

## **Week Six: February 26 – Understanding the Sources of Global Conflict 2: States and Internal Dynamics/Case Study: Rwanda**

Video (in class): Rwanda Series

Miall et al., Chapter 5: "Preventing Violent Conflict" pp. 106-130.

Samantha Power. *Rwanda: "Mostly in a listening Mode."* In *A Problem From Hell: America and the Age of Genocide*. Harper Collins: New York, 2002. (Chapter 10) pp. 329-390. *Blackboard/e-reserve*.

## **II. Approaches to Global Conflict Management**

### **Week Seven: March 5 – Conflict Management (Peace-keeping)**

Miall et al., Chapter 6: "Preventing Violent Conflict and Containing Violent Conflict: Peacekeeping" pp.131-158. Chapter 7: "Ending Violent Conflict: Peacemaking" p.159-184.

Fisher, Ronald. "Interactive Conflict Resolution: In Peacemaking In International Conflict: Methods and Techniques." Eds. Zartman, W. and Rasmussen, L. USIP, 1997. pp.239-272.

*Blackboard/e-reserve*.

***Due by midnight: Exam I (Blackboard)***

### **Week Eight: March 12 – SPRING BREAK, NO CLASS!**

### **Week Nine: March 19 – Conflict Resolution (Peace-making) /Case Study: Bosnia**

Miall et al., Chapter 8: "Post-War Reconstruction" pp. 185-214.

Samantha Power. *Bosnia: "No More than a Witness at a Funeral."* In *A Problem From Hell: America and the Age of Genocide*. Harper Collins: New York, 2002. (Chapter 9) pp. 247-328.

*Blackboard/e-reserve*.

### **Week Ten: March 26 – Conflict Transformation (Peace-building and Reconciliation) I**

Miall et al., Chapter 9: "Peacebuilding," pp. 215-230. Chapter 10: "Reconciliation," pp. 231.245.

Haugerudbraaten, Henning. "Peacebuilding: Six dimensions and two concepts" *African Security Review* Vol. 7 No 6, 1998. *Blackboard/e-reserve*.

## **III. Cosmopolitan Conflict Resolution**

### **Week Eleven: April 2 – Terror and Global Justice/Case Study: Israel/Palestinian Territories**

Miall et al., Chapter 11: "Terror and Global Justice."

Stephen Cohen. *Intractability and the Israeli/Palestinian Conflict*. And Telhami, Shibley. *Beyond Resolution? The Palestinian-Israel Conflict*. In Crocker, Chester A., Fen Osler Hampson, and Pamela Aall, eds. *Grasping the Nettle: Analyzing Cases of Intractable Conflict*. Washington, DC: USIP Press, 2005. pp. 343-374. *Blackboard/e-reserve*.

***Due by midnight: Exam II (Blackboard)***

### **Week Twelve: April 9 – Gender in Conflict Resolution/Case Study: Kenya Ethics of Intervention**

Video: The Wajir Story

Miall, et al., Chapter 12: *Gender in Conflict Resolution*, pp. 265-274; Chapter 13: *Ethics of Intervention*, pp. 275-287.

Ken Menkhaus. *The rise of a mediated state in northern Kenya: the Wajir story and its*

*implications for state-building. Afrika focus, Vol. 21, Nr. 2, 2008. pp. 23-38. Blackboard/e-reserve.*

***Due by midnight: Response paper (Blackboard)***

**Week Thirteen: April 16 – Dialogue and Discourse; Culture and Religion/Case Study: Nigeria**

Video: The Imam and the Pastor

Miall, et al., Chapter 14: Dialogue, Discourse and Disagreement, pp. 288-301. Chapter 15: Culture, Religion and Conflict Resolution, pp. 302-315.

**Week Fourteen: April 23 – Future Directions/Conclusions**

Video: Dr. Wallace Warfield

Miall, et al., Chapter 16: Future Directions: Towards Cosmopolitan Conflict Resolution, pp. 316-327.

***Due by midnight: Research Paper (Blackboard)***

**Week Fifteen: April 30 – Group Presentations**

**Week Sixteen: May 7 – Exam III, due by midnight (Blackboard)**

## Reading List

Chester A. Crocker, Fen Osler Hampson, and Pamela Aall, "Leashing the Dogs of War" (ch.1 in *Leashing*)

Mitchell, Christopher. SPITCEROW.

J. Stephen Morrison and Alex de Waal. *Can Sudan Escape its Intractability?* In Crocker, Chester A., Fen Osler Hampson, and Pamela Aall, eds. *Grasping the Nettle: Analyzing Cases of Intractable Conflict*. Washington, DC: USIP Press, 2005. pp. 161-182.

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Haugerudbraaten, Henning. "Peacebuilding: Six dimensions and two concepts" *African Security Review* Vol. 7 No 6, 1998.

Stephen Cohen. *Intractability and the Israeli/Palestinian Conflict*. And Telhami, Shibley. *Beyond Resolution? The Palestinian-Israel Conflict*. In Crocker, Chester A., Fen Osler Hampson, and Pamela Aall, eds. *Grasping the Nettle: Analyzing Cases of Intractable Conflict*. Washington, DC: USIP Press, 2005. pp. 343-374.

Ken Menkhaus. *The rise of a mediated state in northern Kenya: the Wajir story and its implications for state-building*. *Afrika focus*, Vol. 21, Nr. 2, 2008. pp. 23-38.