

**CONF 501**  
**INTRODUCTION TO CONFLICT ANALYSIS AND RESOLUTION**

Semester:	Spring 2010
Class Time:	Thursday, 4:30pm-7:10pm
Location:	Truland 647
Instructor:	Dr. Andrea Bartoli
Office Hour:	ICAR 5 <sup>th</sup> Floor, Room 508 <u>By appointment</u> 703 993 1339; <a href="mailto:abartoli@gmu.edu">abartoli@gmu.edu</a>
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Welcome to CONF 501 and to the Institute for Conflict Analysis and Resolution. This course provides you with an introduction to the field of conflict analysis and resolution. It is part of a ‘trilogy,’ and while it can be studied on its own ground, it assumes knowledge of CONF 101 and its readings and opens the way to furthering your knowledge on conflict resolution research, theory and practice through CONF 801. If you do not have a precise understanding of Dean G. Pruitt and Sung Hee Kim. (2004). *Social Conflict: Escalation, stalemate, and settlement* 3rd ed. New York: McGrawHill.; and Kriesberg, Louis. (2007). *Constructive conflicts: From escalation to resolution*. Lanham, MD: Rowman & Littlefield Publishers, we strongly encourage to do so. These volumes will be considered as already mastered before the beginning of this CONF 501. References to individual units will be clear by using the CONF 101 syllabus. One draft of the CONF 801 syllabus is offered as reference to give the students a sense of the progression. Students are invited –especially in the context of their own research- to familiarize themselves with these more advanced resources.

As an introductory course at the master level, this CONF 501 is deliberately broad. It has a professional focus that differentiates it from CONF 101 and CONF 801. You will discover many challenges and questions of the field in the context of conflict resolution as professional endeavor. While not all will be able to find jobs directly related to conflict resolution, there is little doubt that conflict resolution mastery will strongly enhance professional achievements in many careers.

CONF 501 is organized as a structured conversation aiming at seeking your own answers to meaningful conflict resolution questions. Other courses at ICAR develop one or another of the themes covered in this introduction in greater depth. As much as possible the course will provide an introduction to actual scholars as well as their work and ideas.

In CONF 501, you will examine definitions of conflict and diverse views of and approaches to its resolution. You will explore 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. You will be asked to think systematically and analytically about conflict. This course will be run as a seminar with an emphasis on discussion and student participation. It is therefore crucial that students read the assigned books and articles prior to class. Active participation in class discussions will be expected.

**Course Requirements:**

In addition to regular attendance and participation, 1) a short written comment on one of the readings for each session, 2) 1<sup>st</sup> short take-home exam, 3) an analytical paper AND a group presentation of a case study, and 4) final take-home exam are required.

- 1) **Short Written Comment on Readings (10%):** You will write short comments, thoughts, reflections, questions, etc, on the ICAR shared space in Ning (<http://icarcommunity.ning.com/group/conf501spring2010>) before coming to class. These comments need not to be a comprehensive coverage of the entire readings for the class, nor should they be summaries of the readings. Rather, this is an exercise to elicit your critical reactions to the readings. The comments therefore should reflect your intellectual engagement with the questions, theories, or cases provided by the readings. You can focus on particular themes. Students in the class will take turn to moderate at least one of these discussions online. The collection of these exercises will account for 10 percent of the final grade.
- 2) **The first take-home exam (15%):** This exam will be handed out in class and will be due at the beginning of the following class. A 7-10 page essay (double-spaced, Times New Roman font, 1" margin) will ask you to choose one of the essay questions and reflect critically on the themes covered by the prior sessions. All submission should be made both in paper to the instructor and through the ICAR shared space in Ning.
- 3) **The analytical paper (25%) and the group presentation (25%)** are based on the same case study. Students will select one of five cases to analyze. A basic book that provides background to the case is designated below and should be sufficient to provide the details of the case. The object of this analytical paper is to reflect on how one understands the tools of conflict analysis covered in the class. The assigned book and/or an article or two will be sufficient to provide the narrative of the case because the focus of the essay should be to demonstrate one's ability to apply concepts of conflict analysis, rather than an in-depth knowledge of a particular conflict.

Students will select and/or be assigned (in order to achieve rough balance in group size) to one of the following five cases.

Jammu and Kashmir

Rai, Mridu. (2004). Hindu rulers, Muslim subjects: Islam, rights, and the history of Kashmir. Princeton: Princeton University Press.

Northern Ireland

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

US Race relations and urban tensions

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

Mozambique

Hume, Cameron R. (1994). Ending Mozambique's war: The role of mediation and good offices. Washington, D.C.: United States Institute of Peace Press.

Colombia

Bouvier, Virginia M. (2009). Colombia: Building peace in a time of war. Washington, D.C.:USIP Press.

The students in each case study group will be asked to meet (time will be provided during class hours but additional meetings or coordination by email, phone, or other means may be necessary as well). The group will develop a plan to present its understanding of the case. This may represent a consensus among the group or alternative perspectives may be present. The group presentations (during Sessions 13 and 14) will be 60 minutes for each group (time will be strictly enforced), followed by a general discussion in the class.

Each student will write a individual analytical paper of no less than 15 pages on the chosen case study. This paper will reflect the thinking and discussions among your group members but does not necessarily have to agree with the group presentation. The paper will be due on the day of your group presentation. All documents will be made available in the ICAR shared space in Ning.

- 4) **The final examination (25%)** will cover materials from throughout the class. A 15-20 page essay (double-spaced, Times New Roman font, 1'-margin) will ask you to reflect critically on the themes, theories, or cases covered by the class, utilizing the theories of conflict analysis and resolution. This exam will be due on April 22. All submission should be made both in paper to the instructor and through the ICAR shared space in Ning.

Delays, deferrals, or a grade of “incomplete” for the course will be given only in cases of personal or immediate family crisis. Late papers will receive penalized points. Students should also read the statement of ICAR’s Academic Standards and the University’s Honor Code.

### **Honor Code and Plagiarism:**

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](http://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 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.

ICAR 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. ICAR’s policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.

### **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 contact 703-993-3642 or [malle2@gmu.edu](mailto: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 contact us at [wcenter@gmu.edu](mailto:wcenter@gmu.edu) or call: 703-993-4491.

## **Readings:**

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, blackboard or can be found online.

Blackboard: [blackboard.gmu.edu](http://blackboard.gmu.edu)

(username and password are the same with the ones of your GMU email)

Ning: <http://icarcommunity.ning.com/group/conf501spring2010>

## **Required Books:**

Hugh Miall, Oliver Ramsbotham, and Tom Woodhouse. (2005). *Contemporary Conflict Resolution*. (2nd ed.). Oxford: Polity Press.

Ho-won Jeong. (2008). *Understanding Conflict and Conflict Analysis*. Thousand Oaks, CA: Sage Publication.

ICAR is committed to enhance conflict resolution research, education and practice. One area of strategic interest is the digital world. As never before, it is possible for a relatively small academic unit to reach millions of partners around the world by using the appropriate pathways. This course is an invitation to contribute to accurate knowledge made available to all without charge.

This is why it is also required for the students in this class to familiarize themselves with the ICAR website and Beyond Intractability (<http://www.beyondintractability.org/>). Extra recognition will be given to those students who actively contribute to both. For more information please speak directly with Prof. Bartoli.

## Course Schedule:

### I. Conflict: Sources, Processes, and Dynamics

#### **Session 1: (21 January): Introduction**

This week will include self-introductions and a discussion of the syllabus, course requirements, and expectations for the course.

#### **Session 2: (28 January): Defining Conflict and the Field of Conflict Resolution**

Miall, Ramsbotham, and Woodhouse, Ch. 1-2

Ho-won Jeong, Ch. 1-2

Mitchell, "Some Basic Initial Frameworks for Conflict Analysis" Handout

Galtung, Johan. "Violence, Peace, and Peace Research." *Journal of Peace Research* 6:3 (1969).  
Blackboard or through JSTOR database.

#### **Session 3: (4 February): Parties in Conflict**

Burton, John W. "Conflict Resolution as a Political Philosophy." *Conflict Resolution Theory and Practice: Integration and Application*. Eds. Dennis J.D. Sandole and Hugo van der Merwe. Manchester, 1993. Blackboard.

Miall, Ramsbotham, and Woodhouse, Ch. 3

Ho-won Jeong, Ch. 3-4

#### **Session 4: (11 February): Dynamics of Escalation, de-escalation and Entrapment**

Miall, Ramsbotham, and Woodhouse, Ch. 4

Ho-won Jeong, Ch. 7-8

### II. Resolution Strategies

#### **Session 5: (18 February): Parties' Roles and Options**

Ho-won Jeong, Ch. 10-11

Picard, Cheryl and others. *The Art and Science of Mediation*, Ch. 8-9

#### **Session 6 (25 February): Third Party Roles and Options**

Sandole Three pillars approach (<http://www2.gmu.edu/programs/icar/pcs/sandole.htm>)

Saunders, Harold. "Prenegotiation and Circumnegotiation: Arenas of the Peace Process." *Turbulent Peace*. Eds. Crocker, Hampson, and Aall. Blackboard.

Fisher, Ronald J., and Loreleigh Keashly. "The Potential Complementarity of Mediation and Consultation within a Contingency Model of Third Party Consultation." *Journal of Peace Research* 28:1. (1991): 29-42. Blackboard, also JSTOR database.

Laue, James H. and Gerald W. Cormick. "The Ethics of Intervention in Community Disputes." *The Ethics of Social Intervention*. Eds. Gordon Bermant, Herbert C. Kelman, and Donald P. Warwick. Washington: Hemisphere Publications, 1978. 205-232.

### **Session 7 (4 March): Processes and Outcomes**

Miall, Ramsbotham, and Woodhouse, Ch. 12-13.

Schoeny and Warfield. "Reconnecting Systems Maintenance with Social Justice." Blackboard.

Robarchek, Clyton. "A Community of Interest: Semai Conflict Resolution." *Cultural Variation in Conflict Resolution: Alternatives to Violence*. Eds. Douglas P. Fry. Kay: Erlbaum Publishers, 1997. Blackboard.

### **Spring Break: 11 March**

## **III. Systemic Orientation**

### **Session 8 (18 March): Prevention/Provention**

Miall, Ramsbotham, and Woodhouse, Ch. 5

### **Session 9: (25 March): Peacemaking**

Miall, Ramsbotham, and Woodhouse, Ch. 7

Licklider, Roy. "Obstacles to Peace Settlements." in *Turbulent Peace*. Blackboard.

### **Session 10 (1 April): Peacekeeping**

Miall, Ramsbotham, and Woodhouse, Ch. 6

### **Session 11 (8 April): Peacebuilding**

Miall, Ramsbotham, and Woodhouse, Ch. 8-9

### **Session 12 (15 April): Reconciliation**

Lederach, John Paul. *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, D.C.: USIP, 1997.

Miall, Ramsbotham, and Woodhouse, Ch. 10.

#### **IV. Conflict Analysis: Case Studies**

##### **Session 13 (22 April): Case Study Group Presentations 1**

The Analytical Paper due for all students—all groups presenting in this session and the following one.

##### **Session 14 (29 April): Case Study Group Presentations 2 and Summation**

Miall, Ramsbotham, and Woodhouse, Ch. 14-16