

**GLOBAL CONFLICT ANALYSIS AND RESOLUTION**  
**CONF 340.005**  
**SPRING 2011**

**Class Day and Time:** Mondays, 7.20 – 10.00 p.m.  
**Location:** Innovation Hall, Room # 132  
**Instructor:** Maneshka Eliatamby  
**E-mail:** deliatam@gmu.edu and meliatamby@gmail.com  
**Office Hours:** Mondays 5.00 – 7.00 p.m. or by appointment  
Robinson Hall B, Room 365

### **Course Description**

Welcome to Global Conflict Analysis and Resolution! During the course of this semester you will be introduced to theories of international violence and conflict with particular reference to both international and intra-state conflicts as well as international peace processes. This course covers the analysis of conflicts and the way in which they are addressed by or might be addressed by local and international communities using peacebuilding and nonviolence theory and practice, and how theory, research and practice in our field of peace making have evolved during the 20<sup>th</sup> and now 21<sup>st</sup> centuries.

We will visit the various definitions of conflict and diverse views of its resolution with particular reference to those conflicts whose causal factors and context do not fit within “classical” definitions or structures. This course is designed to help students improve research and practice through understanding of theory, and reflectively improve theory through practical experience and critical thinking. Active analysis and hands-on practice will be core themes throughout the course.

### **Course Objectives**

- Familiarize students with theories of conflict analysis applicable to intra-state and inter-state conflicts, research methods, and theories of change;
- Help students to think critically, systematically and analytically about conflict in different regions and in a variety of contexts;
- Increase understanding of the various approaches of analyzing, researching and resolving global conflicts;
- Familiarize students with terminology and concepts associated with conflicts that are addressed by the international community, including the UN system and regional organizations;
- Connect theory to research and practice through discussion, research and application to real events and interventions.

### **Course Books & Readings**

#### **Required Text:**

- Beyond Humanitarianism: What you need to know about Africa and why it matters
- All course readings will be posted on the ICAR Ning Forum. I will create a Ning

Group for this class, and expect students to check the group site at least once a day.

\*\*\* Required & Recommended Readings: Reading the “required” readings is a must, whereas reading “recommended” readings is a choice.

### **Group Project Books:**

- Anatomy of a Miracle
- It was like a fever
- Lost Boys: Why Our Sons Turn Violent and How We Can Help Them
- My Colombian War
- My Kashmir
- Rights in Rebellion

### **Course Requirements**

**Class Attendance & Participation (10%)** – Active participation during class is expected. While missed attendance will hurt your grade, simply attending class does NOT equal participation. I expect you to arrive at each having completed all required readings, and prepared with thoughtful questions and comments on the readings. Be prepared to be called upon to answer questions at any point during the class.

**Mid Term Exam (25%)** – The mid-term exam will be held on March 7<sup>th</sup>, and will cover all course material from the first half of the semester.

**Group Project (25%)** - Students will be required to split up into groups and choose one of the following books to read, analyze, present on, and write a short reflective paper on. Groups will be made up of 3-4 student—no more than 5 students per group. You will be required to make presentations to your peers during the last three class sessions.

Each group will receive a “group grade” based on their presentation and reflective papers. Presentations should be informed by the book chosen by the group and external readings on the topic of research. Groups should prepare power point presentations and additional handouts are recommended.

#### *Books:*

- Anatomy of a Miracle: The End of Apartheid and the Birth of the New South Africa by Patti Waldmeir
- My Kashnir: Conflict & The Prospects for Enduring Peace, Wajahat Habibullah
- My Colombian War by Silvana Paternostro
- Rights in Rebellion by Shannon Speed
- Lost Boys: Why Our Sons Turn Violent and How We Can Help Them by James Garbarino

### **Research Paper Proposal (5%)**

A 2-3 page (double spaced, Times New Roman font, one-inch margins) abstract of your final paper is due at the beginning of class on Monday, March 21<sup>st</sup> 2011. This will require the student to have given attention to what he/she will be writing on for the final paper, and should demonstrate critical and logical thought. We will discuss requirements for this paper three weeks prior to the due date.

**Final Paper (35%)** – Your final paper will cover material from the entire class. You are required to write a 10-12 page essay (double-spaced, Times New Roman font, one-inch margins). During the course of the semester you will be encouraged to pick a particular case, and build towards your final paper. This paper should demonstrate the student's ability to reflect on the conflict at hand using theories of analysis and change, and themes covered during the semester. Students are encouraged to refer to sources outside of those covered during the class, and are required to provide footnote/endnote references and a reference page at the end of the paper. Please note that the reference page/s is in addition to the 12-15 pages required for your final paper. Final papers are due on Monday, May 16<sup>th</sup> 2011 at 4.30 p.m.

### **Grading Policies**

Many of you are probably concerned about your grades and I will do everything in my power to help you throughout the course. I will not saddle you with high expectations without sufficient support. However, as discussed above, I have high standards for your work. Assignments will be graded with the following in mind:

**A:** Truly outstanding work that shows creative original thinking, is nearly perfectly organized, and flawlessly written. This level of work forces me to think hard when I read it.

**B:** Good work with a strong argument, sound organization, and solid writing. There are some relatively minor flaws in one or more of these areas, although the work clearly shows potential for an A level grade. Clearly above or right at the mean.

**C:** About average or slightly below average. An overall solid job, but with more obvious organizational, interpretive, creative, and/or stylistic problems that permeate the paper.

**D:** Failing by a small margin. Serious flaws in every aspect of the work: a lack of understanding of some basic principles, poor organization, and writing that makes it difficult for me to understand the author. Salvageable, however, in that it's clear the author could turn the paper into a passing grade. Usually about 20% of the grade distribution. Immediate meeting with me strongly encouraged.

**F:** Unacceptable and/or incomplete. Having such serious deficiencies that the student would need to start over to earn a passing grade. Immediate meeting with me required. We will discuss standards for specific assignments when the time arrives.

## **Class Policies and Procedures**

Students are responsible for completing their individual assignments on time. Students will be penalized the equivalent of one letter increment for each day by which their assignment is late. For example, what might otherwise have been given an “A” will become an A- on the first late day, a B+ on the second day, and so on. Anything over three days late will need to be discussed with the instructor. Assignments that are overdue by more than one week will not be accepted. Do NOT make a habit of turning in your assignments late.

Extensions are granted only in extreme cases such as illness or other family emergency and only where the student in question has established a track record of completing work on time. Special arrangements can be made with the instructor in the case of a document emergency (military etc). In most such cases, I will require certification of the situation. A student's procrastination in completing his/her work is not a basis for an extension.

In this modern age, the use of the internet for discussion and dissemination of information has become commonplace. Some class announcements and readings may be posted to the class website or sent via e-mail. Students are responsible for keeping up to date with announcements and assignments placed on the site or sent via e-mail.

Any cases of plagiarism (from publishes or unpublished work) or turning in work not written by the student him or herself, will be punishable as per the university honor codes. You should all be familiar with the relevant honor codes, and I expect rigid adherence to them. George Mason University has an Honor Code with guidelines regarding academic integrity, which is designed “to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University. (<http://academicintegrity.gmu.edu/>) The Honor Code lays out strict penalties for cheating and plagiarism. If you have any questions about these codes, read ICAR'S Academic Standards and the University's Honor Code; if you have further questions, please do not hesitate to contact me.

### **Classroom Etiquette:**

Please arrive to class on time and prepared. Please switch off your cell phones and other electronic devices. The use of laptops in class is for note-taking only. Those found checking e-mail, on facebook, skype, or any form of chat or social networking site will be invited to leave the classroom immediately.

Please remember that there are times when we will be discussing contentious and sensitive issues during the course of this class. You are encouraged to express your opinions and diverse perspectives as a class participant. However, you are strongly urged to be respectful of your peers, and mindful and sensitive of the views and perspectives of others. Please remember that others are as entitled to their perspectives and viewpoints, as are you! This is NOT a venue for inter-personal arguments.

## Course Format

This course is divided into two sections; **Analyzing Conflicts and Peacebuilding and Development in Conflict and Post-Conflict Societies.**

### Section I: Analysis of Inter-State and Intra-State Conflicts

- Defining Conflict Analysis
- Theories of Analysis
- Culture and Conflict
- Conflict and Identity
- Gender and Conflict
- Youth and Conflict
- Conflict and Terrorism
- Refugees, IDPs, Human-trafficking and Conflict

### Section II: Peacebuilding and Development in Conflict and Post-Conflict Societies

- Negotiation and Mediation
- Non-western Models of Conflict Resolution
- Non-violence and Conflict Resolution (Gandhi and King)
- Religion and Conflict Resolution
- International Organizations and Peacebuilding
- Peacebuilding and Development

### Detailed Course Schedule<sup>1</sup>

#### Section I: Analysis of Inter-State and Intra-State Conflicts

##### January 24<sup>th</sup>: Introduction to Global Conflict Analysis

- What is Conflict? War, social movements, productive and non-productive conflict, genocide, structural violence, cultural violence, asymmetrical conflict.
- Who are the actors?
- What are the levels?
- Levels of Conflict – Inter-state, Intrastate, Transnational, Identity Based, Conflict and Resolution Actors – Global (International), State, and Local

##### January 31<sup>st</sup>: Theories of Analysis

- Rubenstein, Richard. Basic Human Needs: The Next Steps in Theory Development. [http://www2.gmu.edu/programs/icar/ijps/vol6\\_1/Rubenstein.htm](http://www2.gmu.edu/programs/icar/ijps/vol6_1/Rubenstein.htm)
- Ted R. Gurr. 1970. *Why Men Rebel*. 22-58
- Ramsbothom, Woodhouse, and Hugh Mial. Chapter 3 (pp. 55-77)

- Dugan, Máire A. 1996. A Nested Theory of Conflict. In *A Leadership Journal: Women in Leadership – Sharing the Vision*. Volume 1, pp. 9-19.
- Galtung, Johan. 1969. Violence, Peace, and Peace Research. *Journal of Peace Research* 1969; 6; 167

### February 7<sup>th</sup> – Culture and Conflict

- Ross, Marc Howard. 2007. Cultural Contestation in Ethnic Conflict. Chapter 1 (pp. 1-29)
- Avruch, Kevin, Peter W. Black, and Joseph A. Scimecca. 1998. Conflict Resolution: Cross-Cultural Perspectives. Chapter 1 (pp. 1-17)
- Galtung, Johan. 1990. Cultural Violence. *Journal of Peace Research* 1990; 27; 291
- Avruch, Kevin and Peter W. Black (1993). "Conflict Resolution in Intercultural Settings: Problems and Prospects," in D. Sandole and H. van der Merwe, eds., *Conflict Resolution Theory and Practice Integration and Application*. Manchester: Manchester University Press. pp. 131-145

### February 14<sup>th</sup> – Conflict and Terrorism: Defining Terrorism, Suicide Terrorism, Responses to Terrorism

- Pape, Robert A. 2003. The Strategic Logic of Terrorism." *American Political Science Review*. 97(3): 343-361.
- Cunningham, Karla J. "Cross-Regional Trends in Female Terrorism." *Studies in Conflict and Terrorism* 26, no. 3 (2003): 171.
- Beyler, Clara. "Messengers of Death: Female Suicide Bombers." *International Policy Institute for Counter-Terrorism (ICT)*, 7 March 2004. 7 pp. (2003).

### February 21<sup>st</sup> – Conflict and Identity

- White, Robert W. 2001. Social and Role Identities and Political Violence: Identity as a Window on Violence in Northern Ireland in *Social Identity, Intergroup Conflict, and Conflict Resolution* (pp.133-158)
- Staub, Irvin: 2001. Individual and Group Identities in Genocide and Mass Killing in *Social Identity, Intergroup Conflict, and Conflict Resolution* (pp.159-186)
- Sandole, Dennis. "Virulent Ethnocentrism: A Major Challenge for Transformational Conflict Resolution and Peacebuilding in the Post-Cold War Era"  
[http://www.ethnopolitics.org/ethnopolitics/archive/volume\\_I/issue\\_4/sandole.pdf](http://www.ethnopolitics.org/ethnopolitics/archive/volume_I/issue_4/sandole.pdf)

Additional Reading:

- Smith, Anthony D. The Warwick Debate: Opening Statement - (found at: <http://www.lse.ac.uk/collections/gellner/Warwick.html>)
- Ignatieff, Michael. Blood and Belonging: Journeys into the New Nationalism. ("The Narcissism of Minor Difference" reading to be posted)

**February 28<sup>th</sup> – Gender and Conflict: Women as Victims of War & Gendercide**

- Jack, Amani El. Gender and Armed Conflict. <http://www.bridge.ids.ac.uk//bridge/reports/CEP-Conflict-Report.pdf>
- De Abreu, Alicinda Antonio. 1998. Mozambican Women Experiencing Violence. In What Women Do In Wartime. Chapter 3. (pp. 73-84)
- Bouta, Tsjeard, George Frerks, and Ian Bannon. 2005. Gender, Conflict, and Development. Chapter 2. (pp. 9-22)
- Sharma, Mandira, and Dinesh Prasain. 2004. Gender Dimensions of the People's War: Some Reflections on the Experiences of Rural Women. In Himalayan People's War. Chapter 8. (pp. 152-165)

**March 7<sup>th</sup> – Mid Term Exam**

**March 14<sup>th</sup> – Spring Break (Enjoy your time off!)**

**March 21<sup>st</sup> - Youth and Conflict**

- Brett, Rachel, and Irma Specht. 2004. Young Soldiers: Why They Choose to Fight. Chapters 4 and 5. (pp. 77-104)
- Briggs, Jamie. 2005. Innocents Lost: When Child Soldiers Go To War. Chapter 2 (pp. 39-79)

**March 28<sup>th</sup> – Development and Conflict**

- Salcedo, Adriana. 2009. When Development Meets Culture and Conflict: The Challenges and Paradoxes of the Good Samaritan
- Sen, Amartya. Development is Freedom. Introduction

- Sen, Amartya. The Perspectives of Freedom. Chapter 1

#### **April 4<sup>th</sup> – Refugees, Trafficking and Conflict**

- Armed Conflict and Trafficking in Women.  
[http://www.iiav.nl/epublications//2004/Armed\\_Conflict\\_and\\_Trafficking\\_in\\_Women.pdf](http://www.iiav.nl/epublications//2004/Armed_Conflict_and_Trafficking_in_Women.pdf)
- Human Trafficking and United Nations Peacekeeping.  
<http://www.un.org/womenwatch/news/documents/DPKOHumanTraffickingPolicy03-2004.pdf>
- Cartagena Declaration
- UN Declaration on Refugees and IDPs

#### **April 11<sup>th</sup> – Conflict and the Environment**

- Woodrow Wilson Center and United Nations Environmental Programme. Understanding Environmental Conflict and Cooperation.  
<http://www.wilsoncenter.org/topics/pubs/unep.pdf>
- Dukes, Frank. What We Know About Environmental Conflict Resolution: An Analysis Based Upon Research.

#### **Additional Readings:**

- Ali, Saleem H. 2006-7. Climate Conflicts: Extricating Post-Kyoto Debates in Science and Policy.

### **Section II: Peacebuilding and Development in Conflict and Post-Conflict Societies**

#### **April 18<sup>th</sup> – Introduction to Conflict Resolution Theory**

- Christopher Mitchell, Conflict, Social Change and Conflict Resolution at [http://www.berghof-handbook.net/uploads/download/mitchell\\_handbook.pdf](http://www.berghof-handbook.net/uploads/download/mitchell_handbook.pdf)
- RWM, Chapter 2 (pp. 32-54)
- Thania Paffenholz, Designing Conflict Interventions at [http://www.berghof-handbook.net/uploads/download/paffenholz\\_handbook.pdf](http://www.berghof-handbook.net/uploads/download/paffenholz_handbook.pdf)

#### **April 25<sup>th</sup> – Peacemaking and peacebuilding during times of conflict**



- Marsick, Victoria J., and Alfonso Sauquet. 2000. Learning through Reflection, Chapter 19, pp. 382-399. In *The Handbook of Conflict Resolution: Theory and Practice*. Deutsch, Morton and Peter T. Coleman, Eds. San Francisco: Jossey-Bass Publishers. ISBN: 0 7879 4822 5.
- Cheldelin, Sandra I., Wallace Warfield with January Makamba. 2004. Reflections on Reflective Practice, pp. 64-78. In *Research Frontiers in Conflict Analysis and Resolution*. Fairfax: Institute for Conflict Analysis and Resolution, George Mason University.
- Mary B. Anderson “Can My Good Intentions Make Things Worse?”

Additional Readings:

- RWM, Chapter 5 (pp. 106-131)
- RWM, Chapter 6 (pp. 132-158)
- RWM, Chapter 7 (pp. 159-184)
- RWM. The Ethics of Intervention. Chapter 13. (pp. 275-287)

**May 2<sup>nd</sup> – Non-traditional methods of peacebuilding**

- George-Williams, Desmond. ‘Bite not one another: Selected accounts of nonviolent struggle in Africa’
- Malan, Jannie. 2008. Understanding Transitional Justice in Africa. In *Peace and Conflict in Africa*. David J. Francis: Zed Books. Chapter 8. (pp.133-47)
- Trauma Healing – From the Little Book of Trauma Healing

Additional Reading:

- Carstarphen, Nike and Ilana Shapiro. 1997. *Facilitating between gang members and police*. Negotiation Journal, Spring #2
- Schrock-Shenk, Carolyn, ed. 2000. *Mediation and Facilitation Training Guide: Foundations and Skills for Constructive Conflict Transformation*. pp. 218-226; 280-281. Akron, PA: Mennonite Conciliation Services. ISBN: 0 9642003 0 9.

**May 16<sup>th</sup> – Final papers due.**

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<sup>i</sup> Please note that the instructor reserves the right to change or alter the readings. Students should refer to Ning forum for updates on weekly readings.