

Instructor: Innocent B. Rugaragu

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Lecture: MW, 09:00-10:15 Am

Office: Northeast Module II – Room # 130

Classroom: West 1004

Office Hours: Wednesday, 10:30 – 12:00 by appointment or

Online anytime by Email or Skype

Students will Walk the Talk by Class Attendance and Participation, Class Assignments and Presentation & Class ELA Participation & Final Research Paper

“War has not only made us safer, but richer, too.”¹

In his article: *War a necessary good*, Professor Ian Morris argues “Conflict has made the world safer and richer” and though “war may well be the worst way imaginable to create larger, more peaceful societies, but the depressing fact is that it is pretty much the only way”². Agreeing and disagreeing, Chris Hedges write that war is “a drug.”³ The deadly attraction of war is that “even with its destruction and carnage it can give us what we long for in life. It can give us purpose, meaning, a reason for living” but love “alone gives us meaning that endures.”⁴ This class will carefully examine such global dichotomy of ideas about violent conflict so as to deepen your capabilities and expand your horizons about the reality of global conflict analysis and resolution. Each of you in this class has to be reasonably able to respond to a genuine complex question Paul K. Chappell and others ask that now that we have enough nuclear weapons to destroy the world several times over, as technology especially destructive weapons continues to evolve, “will humanity survive or will we destroy ourselves?”⁵ Paul K. Chappell quotes general Douglas MacArthur, a man who knew wars saying: we must have new thoughts, new ideas, new concepts, sufficient imagination and courage to translate universal wish for peace, “a universal necessity – into actuality”.⁶

The three global causes of violent conflict namely **power, resources and identity** will all be explored. The cry for justice, equality, human/women rights, dignity and ecological balance are all within the scope of this course.

Globally and locally, conflict is part of daily life and peacemakers are needed to analyze and resolve them before they turn into violence and lead to death. Some conflicts are minor with no or with less impacts while others are vast and destructive as we witness in the Israel-Palestine war, Ukraine crisis, Syrian and Iraqi civil war and insurgency, Afghanistan civil war, Somalia, Central Africa Republic, Northern Mali and Nigeria insurgency, Libyan strife which may turn into a civil war and elsewhere including the recent violence here in the USA, in Ferguson Missouri following the killing of Michael Brown “gentle giant”. However not all conflicts are destructive. Some are constructive, proactive and they expose what ought to be changed and lead to sustainable peace. Eg. Civil right conflict.

¹ Ian Moris, a professor of classics at Stanford University, in *The Washington Post*, Sunday, April 27, 2014

² Ibid

³ Chris Hedges. *War is a Force that Gives Us Meaning*, p.3

⁴ Hedges spent 15 years as a foreign correspondent, during which time he bore witness to man's inhumanity to man in El Salvador, Guatemala, Nicaragua, Colombia, Israel, Palestine, the Sudan and Yemen, Algeria, the Punjab, Romania, the Gulf War, Kurdish rebellions in northern Iraq and Turkey, the Bosnian War, and the war in Kosovo. P. 3, 184 - 185.

⁵ Paul K. Chappell. *Peaceful Revolution* pg. 149

⁶ Ibid, pg. xi-xii

As both a multi-disciplinary and interdisciplinary field of study, this course will examine and analyze the conflict and its resolution at all levels possible. We will examine how and why conflicts occur especially violent conflict, and what humanity can do to diminish them and their destructive facets while strengthening their constructive, preventive, management and resolution potential and abilities. As our world becomes a global village, global conflicts are seen from a global level, regional level, inter-State levels and state or society level. We will also cover some non-state armed groups or trans-national groups such as terrorist and crime groups.

Though the cold war era is over, the 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 not only to human beings but also to the environment, which is crucial for our survival.

In addition, to exploring various theories in both tractable and intractable conflicts, this class will explore models for intervention and resolution. These will include prevention, management, settlement, negotiation, mediation, transformation, resolution and reconciliation. We will apply diverse theoretical discernments to various conflicts around the world. Class discussions and assignments shall reflect upon the extent to which these theories help us understand conflict, as well as interventions in conflict systems. Student participation in discussions and prior preparation shall be vital for our informed thinking, discussion and learning.

Objectives of this course (build a team of global citizens in Conflict Resolution)

At the end of the course, students should be able to

- ❖ Be familiar with conflict theories, vocabularies and concepts at both macro and micro levels.
- ❖ Be able to critically analyze root causes of a conflict globally, appreciate the context and complexity such as economic and political factors, cultural, religious and existential dynamics in which violent conflicts occur and why global peace matters.
- ❖ Be able to state the major conflict resolution techniques, and understand the complexity of the most pressing contemporary conflicts such as intra-states, interstate, regional and even global violent conflicts that have existed for centuries. As Nelson Mandela says: “Who, in our interdependent world, can turn their back on people in other lands when press, radio, and television bring us the graphic reality of abuse, death, genocide, and senseless and destructive wars?”⁷

⁷ Address by President Nelson Mandela to the World Economic Forum 1999,
http://www.mandela.gov.za/mandela_speeches/1999/990129_wef.htm

Attendance

Attendance of lectures and classes is not only mandatory but also imperative to ensure one's success in this course. Some of the materials will be required while others will be recommended. So, plan to complete the assigned readings prior to each class. Be sure to look up technical vocabularies that are unfamiliar to you since some terms have specialized meanings in the field of conflict analysis and resolution. Ask in class if you have not understood a concept or an idea.

Classroom etiquette

Please come to class on time and prepared. Turn off your 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, having fun on Facebook etc. Do not check email or surf the web. Be mindful of the sensitivities of others in your comments in class; however, an open conversation, discussion and genuine dialogue shall remain our goal as we journey together to knowledge. As Socrates reminds us in his wisdom "be nicer than necessary to everyone you meet. Everyone is fighting some kind of battle".

Course Materials

Readings for the course come in two forms. First, the following books are required. They are available for purchase at the Fairfax branch of the GMU Bookstore and via online booksellers. We also have copies at library reserve self.

- Dean G. Pruitt and Sung Hee Kim. *Social Conflict: Escalation, Stalemate, and Settlement*. 3rd Edition. New York: McGraw-Hill 2004.
- Ramsbotham, Oliver, Tom Woodhouse, and Hugh Miall. *Contemporary Conflict Resolution*. 3rd Edition. Malden, MA: Polity Press, 2011.
- John Paul Lederach. *The Moral Imagination: The Art and Soul of Building Peace*. Oxford University Press, 2005.

Second, other readings for the course both required and recommended are available electronically. I will make them available on our Blackboard page.

Class Time

As noted above, lectures will meet on Mondays and Wednesdays from 9:00 - 10:15 AM in **West 1004** and will be followed by office hours with me upon request. In the lecture we will discuss the main concepts and questions in the week's readings. Beginning from week 3 on some Mondays and Wednesdays when we have class, we will have 2 people give a presentation on the reading assigned that week. Each team will do a 15 minutes presentation, then lead a class discussion for another 15 minutes for questions & answers from their colleagues. Our class will be always interactive in nature.

Expectations: Hard Work, Reading, Thinking, Writing and Participation

"The harder I work, the luckier I get." - Samuel Goldwyn

This class will set high expectations for your thinking, writing, and diligence. Furthermore, in this class we will grapple with some of the foundational questions regarding why the world is the way it is and how we can better it. If these questions are not worth your full effort, then how can you become a woman or a man of peace?

This class represents an opportunity to investigate the world outside GMU and challenge your own preconceived notions of it – so take advantage.

I therefore would like to clarify precisely what this class will demand of you. By enrolling in this course, you agree to the following:

- ✓ You will attend every lecture and discussion section and arrive on time; there are only fourteen meetings of each, so missing one means missing a big chunk of material. Attendance will be taken in every class meeting. You are allowed to miss only one lecture regardless of the reason. After that, you will lose a half grade of your final grade per class missed. There are no exceptions to this policy. In lecture, you are encouraged to bring your laptop, but you should only use it for class purposes. You will give class your full attention.
- ✓ You will complete all readings for the week before Monday's or Wednesday's lecture. I'll know if you haven't. Do not fall behind - it will prove very difficult to catch up. Read carefully and, above all, think! Take notes in preparation for assignments and prepare questions you wish to ask in class.
- ✓ You will participate in the intellectual life of our class. There are three ways you can do so:
 - During lecture – feel free to raise your hand and ask or clarify
 - You are strongly encouraged to e-mail me questions throughout the semester. We will also make use of “collaboration” tools in Blackboard, particularly the “office hours”
 - In Office Hours - You should come to office hours to review outstanding questions or get advice on your paper. You can also make an appointment with me on Mondays and I will hold online office hours to respond to your online questions at key points (e.g., before the midterm or final exam).

Assignments, Evaluation and Grading

There will be four components to your grade in this course:

- Class Attendance and Participation will be worth through out the semester 10%
- Midterm exam 20%
Due on **September 22**
- Sound preparation and participation in ELA plus a 2 page reflection Paper on Experiential Learning Activities 20%
Short Paper Due on **November 5**
- In Class- Presentation and leading a discussion on your presentation 10%
- Final Exam (Paper) **Due on Wed. December 10, 2014** 40%

Detailed Instructions of the Assignments, Evaluation and Grading

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 not only highly recommended but also required. This will be worth **10%** of your final grade.

Experiential Learning Activity (ELA): in the framework of the course we will conduct an Experiential Learning Activity (to be announced later). This simulation uses a contemporary scenario to enhance your understanding of the complex dynamics of conflict and negotiation at macro and micro levels. Sound preparation, effective participation in this ELA plus a 2-page reflection paper will be worth **20%** of your final grade.

One In-Class Midterm Exam will be worth **20%** of your final grade. It will include a combination of multiple-choice questions, brief definition of key concepts we will cover in our class, and essay questions. You will be given 60 minutes to take the exam. The exam shall evaluate your familiarity with various conflict theories and models studied thus far Monday **September 22**.

In-class Presentation and Discussion Leading: Each team of 2 students shall prepare a class presentation of the readings assigned for the week, as well as three discussion questions. Each team will have 15 minutes to provide an overview of the readings and present their basic points, strengths and weaknesses. After the presentation, the discussion leaders will give three questions relevant to the readings and will lead a discussion among their colleagues for another 15 minutes. More specifically in your presentation you shall:

- Provide an overview of the readings, emphasizing the main points discussed by the authors.
 - Critically reflect on the readings and present their main strengths and weaknesses
 - During the presentation students are expected to draw links between the readings and real-world experience, using, if applicable, examples of current global case conflicts; In other words, students –among others– should answer the following question: how do theoretical concepts discussed in our readings apply to real world situations as we currently experience them?
 - Discussion questions should reflect a good understanding of the readings and be thought-provoking, so as for the audience to be more engaged in the discussion
- Discussion leading performance will be evaluated on the following basis:
- How well the presentation captures the basic insights offered in the readings
 - Demonstration of ability to critically evaluate and reflect on the readings
 - How well the presenters manage to keep the audience engaged in the discussion. In-class presentations will be worth **15%** of your final grade.

Please note: All students should know that active participation in presentations made by other students will be considered part of their final participation grade.

Research Final Exam Paper

You will write an 8 to 10-page research paper on a case study. In this paper, drawing from theories we will learn in our class, you will present and discuss the basic parameters of a contemporary conflict and offer suggestions for resolving the conflict. 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. In our class we will explore a number of analytic frameworks that may help you in this task.
- Recommend a number of potential conflict interventions that may help parties in conflict deal effectively with the issues they face. You may use your notes or books in writing your essay but you may not consult with any other students or anyone else since this will be an exam. George Mason University's Honor Code will apply for the violators.

N:B Your final research paper will be evaluated on the following basis:

i) Demonstration of knowledge of the given conflict system: Throughout the paper you need to show that you have done a sound research and that you understand the different parameters of the conflict you explore (background, parties, causes, issues, relationships, dynamics e.t.c).

ii) Right use of theories and concepts we have learned in class: Your writing needs to reflect a clear understanding of the theories you have chosen to use in your case. In your paper you also need to explain why the theories you use are relevant to the case you explore.

iii) Recommendations: Again here the intention is to demonstrate that you have understood the different types of intervention and when each of those types is used (matching the reality on the ground to the right type of intervention). Here, being realistic and exploring ethical concerns is important.

iv) Overall organization and clarity: The reader needs to be able to follow easily what is being presented in the paper. Thus, your paper needs to be a cohesive narrative rather than an unstructured body of information. You may have done an excellent job in your research, but throwing information out there without a structure and in a disorganized way does not help the reader understand what you write.

v) Correct and consistent citation style: this is an academic paper and this needs to be reflected in the overall format. If you are not sure about which style to use or if you have questions, you can contact the GMU Writing Center (e-mail wcenter@gmu.edu, or call 703-993-4491).

You are welcome to discuss your ideas with me. A one-page proposal of what you plan to research and write with a working bibliography is due in class by Monday, **November 10th**. I will return your proposal to you the same week with my comments. The final research paper is due on **December 10th**, and you are expected to send it to me electronically as an attachment. Please, pay attention to grammar, spelling, typographical mistakes and consistency in citations, as it shall have an impact on your grade. The final research paper shall be worth **40%** of your final grade.

Make-up exams and extensions of time for assignments will be arranged only and only if needed e.g. for documented personal illness or family emergency. Students with documented disabilities should make arrangements early in the term by contacting me.

Grading Scale

All submissions start with 100% grade, points are deducted for anything that is incorrect (e.g. missing a vital perspective in an analysis, missing key information, misspelling, incorrect formatting, missing assignment requirements, incorrect citations, etc.).

A: represents - Outstanding work that shows creative original thinking, well organized, and flawlessly written.

B: represents - 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.

C: represents - 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: represents - Serious flaws in every aspect of the work: a lack of understanding of basic principles, poor organization, and writing that makes it difficult for me to understand the author.

F: represents - Unacceptable and/or incomplete, of a nature that if re-writing was permitted, the student would be required to re-write to earn a passing grade.

Points Accumulated	Grade
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

Honor Code, Academic Policies and Information

Academic Honesty and Integrity is vital for GMU. Violation is seriously punishable. 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. 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. 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. **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. Copies of common style manuals are available at the GMU library reference desk or online at <http://library.duke.edu/research/citing/workscited/>. **Never submit one assignment paper for more than one class.**

Note: *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 (i.e. B instead of B+). Late papers will be accepted only in cases of documented personal illness or family emergency. If this is the case, you must email a copy at my GMU email address per the extension given to you.

Paper Format: Papers for the course should be typed, double-spaced, have 1” margins, and use a common 12-point font. 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.

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.

To achieve this goal, the university maintains and supports the Disability Resource Center Office, which is responsible for assuring that students receive the services and accommodations to which they are entitled. The professional 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 School for Conflict Analysis and Resolution library liaison is Mary K. Oberlies (moberlie@gmu.edu). Do not hesitate to contact her with specific questions about holdings and research in these areas or whom to contact for materials in Fenwick Library.

Required Readings

All the three required class books mentioned have been ordered at the University Bookstore.

All other readings will be available through the blackboard services.

Week One – August 25 & 27 [M/ W] – Introduction – What is Conflict, nature and source?

Introduction to the course, discussion on the Syllabus, Course Overview, Expectations and Requirements; Justifying the chosen books and Defining Conflict

Watch 18-minute funny video that shows how violent conflict can arise VS our human nature and be sustained though destruction not of human lives, but of the product of human labor <http://youtu.be/5TRneBC98Gk> or [Israel - Palestine conflict on youtube](#)

Hedges, Chris. (2002). War Is a Force that Gives Us Meaning, p. 3 – 17, 184-185

27th [Wednesday]

General Theories. At the heart of war and global conflict is Human Security/life

Readings: Pruitt and Kim, chapter 1, p. 3-36 – overview

Ramsbotham et al (2011) – ch 1, P.3-25 – overview

Recommended Readings on Nature and source of conflict

Burton, John. 1997. “Needs Theory.” In *Violence Explained*. Manchester: Manchester University Press, 32-40

Collier, Paul, 2007. “Economic Causes of Civil Conflict and Their Implications for Policy.” In *Leashing the Dogs of War*. Chester Crocker, Fen Olser Hampson, and Pamela Aall, eds. Washington, DC: United States Institute of Peace Press, p. 197-216.

Galtung, Johan. 1969. “Violence, Peace, and Peace Research,” *Journal of Peace Research* 6:3 (1969): 167-191.

Volkan, Vamik. 1997. “Ethnic Tents: Descriptions of Large-Group Identities,” and “Chosen Trauma: Unresolved Mourning.” In *Bloodlines: From Ethnic Pride to Ethnic Terrorism*. Boulder, CO: Westview Press, p.19-28, 36-49.

Nordstrom Carolyn. *Shadows of War* (2004) pp. 71-137

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/>

Week Two – September 1 & 3 [M/W] – 1st Labor Day – No class

3rd [W] Key Concepts in Conflict Resolution; Contemporary Global Conflict

Ramsbotham, et al (2011) ch. 2

Levy, J. (2007), “International sources of interstate and intrastate War”. In Crocker, C.A., Hampson, F.O., and Aall, P. (eds) *Leashing the Dogs of War: Conflict Management in A Divided World*. Washington, D.C.: United States Institute of Peace Press

Week Three – September 8 & 10 [M / W] – Theories of Conflict and Conflict Trends

Ramsbotham, et al (2011) ch. 3

Burton, John. (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

Class presentation- Ramsbotham (2011) ch. 4

Week Four – September 15 [M] – Analytic frameworks: 3-pillar approach

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: <http://www.gmu.edu/programs/icar/pcs/sandole>

Pruitt and Kim, p. 37-82

17th [W] – Identity, Inter-group Dynamics and Conflict; Psychological Dimensions of Conflict

Korostelina, K. (2007). *Social identity and Conflict: Structures, Dynamics and Implications*. New York, NY: Palgrave Macmillan. Chapter 1: "Social Identity as Social Phenomenon and Scientific Concept"

Ross, M.H. (2007). *Cultural Contestation in Ethnic Conflict*. Cambridge University Press. Introduction: Easy Questions and Hard Answers, What Are They Fighting About?

Class presentation- Ramsbotham ch. 5

Week Five – September 22 & 24 [M/W] – Environmental Conflicts

Midterm Exam Due September 22nd [Monday]

24th [Wednesday] – Environmental Conflicts

Ramsbotham et al (2011) ch 12, p. 293-304
Contemporary Regional environmental Conflicts

**Week Six – Sept 29 & Oct 1 [M/ W]– Terrorism and trans-boarder criminal groups
(A symmetric warfare)**

Charles Haus (2003) *Terrorism*. Retrieved from `Beyond Intractability`:
<http://www.beyondintractability.org/bi-essay/terrorism>

Crenshaw, M. (2007). "Terrorism and Global Security". In Crocker, C.A., Hampson, F.O., and Aall, P. (eds) *Leashing the Dogs of War: Conflict Management in A Divided World*. Washington, D.C.: United States Institute of Peace Press

David. A. Barber. *Mexico's Growing Insurgency and the U.S. Response* (2011) – (available on line)

Ramsbotham ch. 3, p.79- 85

Class presentation - Ramsbotham ch. 11

Class presentation - Ramsbotham ch. 15

Week Seven – October 6 & 8 [M/W] – Genocides, Gender and Conflicts Resolution

Madeleine K. Albright • William S. Cohen Co-Chairs, Genocide Prevention Task Force
Preventing Genocide: A Blueprint for U.S. Policymakers-
<http://www.usmmm.org/genocide/taskforce/pdf/report.pdf> (chapter 1 & Conclusion)

<http://www.beyondintractability.org/contributors/norman-shultz> “Genocide”

<http://www.genocidewatch.org/aboutgenocide/8stagesofgenocide.html> - The 8 Stages of Genocide

Beyond Genocide Illuminated Manuscripts Art Installation Part 1 of 2, By Amy Fagin (on you tube)

Class presentation - Ramsbotham ch. 18

8th (Wednesday) – Genocides, Gender and Conflicts Resolution

Uwem Akpan. Say you're one of them (2008) ch.5 (My parent's bedroom p.323 – 354),

You tube: Best of Malala's UN Speech Highlight 4:46', Pray The Devil Back to Hell, a film by Abigail E. Disney and Gini Reticker (1-15:32, 21-25:30, 48:30- 57:30) & Nobel Prize Laureate Leymah - Gbowee's story of Liberia's women 5:61'

Class presentation- Ramsbotham ch. 13

Week Eight - October 13 & 15 [M / W] Management and Resolution of Conflict

No Class – Columbus Day. The class is moved to Tuesday the 14th

14th (Tuesday) Conflict Resolution and Media

Class presentation- Ramsbotham ch.17

15th [W] – Management and Resolution of Conflicts: Justice both Retributive and Restorative as a road to Peace

John Rawls Theory of justice (Justice as fairness - Equal Liberty and Opportunity
Lebacqz Karen. Six Theories of Justice (1986) p. 33

Youtube: I do not want peace but equal rights justice – Peter Tosh

Restorative Justice: <http://www.restorativejustice.org/university-classroom/07video>
<http://www.restorativejustice.org/universityclassroom/04restorative%20justice%20theory>

McLaughlin Eugene et al (2003) ch.3 & 5 p. 40- 44, 54-64

Class presentation - Ramsbotham ch.8

Week Nine – October 20 & 22 [M / W] – Alternatives to Violence

- **Non – violence & Collective Action –Mobilization Theories**
(A symmetric warfare)

Tarrow, S. (1998). “Contentious Politics and Social Movements”. In *Power in Movement: Social Movement and Contentious Politics*. New York: Cambridge University Press

-Rubinstein, R. (2012). “What is Occupy? A Conflict Analysis Perspective” *Unrest Magazine*, Retrieved from: <http://www.unrestmag.com/what-is-occupy-a-conflictanalysis-perspective/>

-Sweetman, D. (2012). “Occupy and the Absence of Systemic Conflict -Resolution”. *Unrest Magazine*, Retrieved from: <http://www.unrestmag.com/occupy-and-the-absence-of-systemic-conflictresolution>

Non-violence: Video, *A Force More Powerful (episode 1) & Civil Resistance: A first Look 12' or t The Ghosts of Jeju – by Regis Tremblay*

Class presentation - Ramsbotham ch.11

Week Ten – October 27 & 29 [M/W] – 3rd Party Intervention and Conflict Prevention

27th - Monday - Mediation & Negotiation

- Fisher R. and Ury, W. (1991). *Getting to Yes: Negotiating Agreement without Giving In*. Boston: Houghton Mifflin – (Introduction & Chapter 1).

Druckman, D. (2003). “Negotiation”. In Cheldelin, S., Druckman, D, and Fast, L. (eds.), *Conflict From Analysis to Intervention*, London –New York: Continuum

Pruitt, & Kim, Chapter 11: The Intervention of Third Parties p. 226 - 258

Bercovitch, J., /Jackson, R. (2009). *Conflict Resolution in the 21st Century: Principles, Methods and Approaches*. University of Michigan Press. Chapter 7: Preventive Diplomacy p 88-99

Zartman, I. William, and Touval, Saadia. 2007. “International Mediation.” In *Leashing the Dogs of War*. Chester Crocker, Fen Olser Hampson, and Pamela Aall, eds. Washington, DC: United States Institute of Peace Press, 437-454.

October 29th -Wednesday - ELA

Adding Fuel to the Fire or Disputed Presidential Election Results:
A Resource or Power based International conflicts that need
Mediation / Negotiation – Student Role Play to walk the talk

Week Eleven – November 3 & 5 [M / W] – Monday 3th ELA cont...

5th[W] - Peacekeeping, Peacemaking and Responsibility to Protect (R2P)

Ramsbotham, O., Woodhouse, T., and Miall, H. (2011). Contemporary Conflict Resolution”, 3rd Edition. Cambridge: Polity Press. Chapter 6: “Containing Violent Conflict: Peacekeeping” and “Peacemaking” pages 171-188

Bercovitch, J., /Jackson, R. (2009). Conflict Resolution in the 21st Century: Principles, Methods and Approaches. Chapter 6: Peace keeping, p.76-83

<http://www.un.org/en/preventgenocide/adviser/responsibility.shtml>

Class presentation - Ramsbotham ch. 6

2nd Short Paper is Due Wednesday November 5th – ELA based

Week Twelve– November 10/12 [M & Wednesday] – Peace building,

John Paul Lederach. The Moral Imagination – Main points
Lederach, John Paul. 1997. “Reconciliation: the Building of Relationship.” In *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press, 23-35.

Michelle, Maiese, and Beyond Intractability: “Peace building”, retrieved from:
<http://www.beyondintractability.org/bi-essay/peacebuilding>

Class presentation - Ramsbotham ch.9

Week Thirteen – November 17&19 [M / W] – Forgiveness and Reconciliation

[Monday 17th]: Watch Natalie and Emmanuel’s documentary: children who lived 2013
or
Catherine Claire Larson: As We Forgives. Stories of Reconciliation (2009)

Readings

Desmond Tutu. No Future without Forgiveness & [you tube: *Without Forgiveness, There is No Future, UCSB, 4:17’*]

Wiesenthal Simon. The Sunflower: On the Possibilities and Limits of Forgiveness (1998)

Bercovitch, J., /Jackson, R. (2009). Conflict Resolution in the 21st Century: Principles, Methods and Approaches. Chapter 11: Reconciliation and Justice.

Class presentation - Ramsbotham ch. 10

Week Fourteen – November 24 & 26 [M /W] – Leadership and Ethics in Conflict Resolution

YouTube: 7 things you can learn from Mandela's life, by CNN & William Jefferson Clinton, key note at the Nelson Mandela International Day

“In periods where there is no leadership, society stands still. Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better”. —*President Harry S Truman*

John Maxwell. The 17 Indisputable Laws of Team Work, ch. 15, p. 211 “everything rises and falls on leadership”!!!

Article on leadership: Robert Jervis. Do Leaders Matter and How Would we know?
Published online 08 may 2013.

You tube: JFK "Peace" Speech at American University -- Part 1 (June 10, 1963)

Class Presentation- Ramsbotham, ch. 14

NOV 26 [W] – No Class – Thanks Giving

Week Fifteen – Dec 1 &3 [M/W] – Conflict Resolution & the Future /Integration: Course Wrap-up, General summary and Evaluation (End of our Class)

Monday 1 Class Presentation- Ramsbotham, ch. 20

3rd Wednesday - Integration: Course Wrap-up, General summary and Evaluation (End of our Class), Celebration together – Sharing anything you may want to bring for your classmates.

***December 3rd & 5th – I will be available for consultation and Revision 9 Am -12Pm
- (Either in person or online or both based on students' preference)***

FINAL Exam Paper Due: Wednesday, 10th at 12 Noon.