

CONF 501

INTRODUCTION TO CONFLICT ANALYSIS AND RESOLUTION

Semester: Fall 2010
Class Time: Monday, 4.30 - 7.10 pm
Location: Sec. 003, Arlington 246

Instructor: Kevin Avruch
Truland 604
703. 993.3607
kavruch@gmu.edu

Office Hours: Monday, 3.00-4.00 and by appointment

Welcome to the course and to the Institute for Conflict Analysis and Resolution (ICAR). This class is an introduction to the field of conflict analysis and resolution, and as the first course that many at ICAR will take, it is deliberately broad. Other courses at ICAR develop one or another of the themes in this introduction in greater depth.

This course examines definitions of conflict, diverse views of its resolution and explores 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. It is designed to introduce you to academic thinking about conflict analysis and resolution and to help you think systematically and analytically about conflict.

This course will be run as a seminar with an emphasis on discussion and student presentations. We value critical thinking and therefore, it is imperative that students read the assigned books and articles prior to the class. Active participation in class discussions will be expected.

The goal of this course is to build the foundation for your work with the rest of us in the ICAR community and with those in the field of conflict analysis and resolution.

COURSE REQUIREMENTS

In addition to regular attendance and participation, a take-home exam, an analytical paper, a group presentation of a case study, and a take-home final are required.

The first take-home exam will account for **15%** of the final grade. This exam will be handed out on October 4 and will be due October 11.

A 15-page (double-spaced, approximately 4,000 word) analysis of a conflict will form the basis for **25 %** of the grade. This paper will be due on November 15.

For this paper, students can select from one of the assigned team presentation case studies or select one of their own to analyze. A basic book that provides background to the assigned case study is designated below and should be sufficient to provide the details of the conflict situation. The object of this paper is to reflect one's understanding of the tools of conflict analysis covered in the first section of the class. If students choose one of the case studies assigned for team presentations, the assigned book and an article or two will be sufficient to provide the narrative of the case because the focus on 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. As noted, these papers are due on November 15 and will be the basis of **25 %** of the final class grade.

A small group presentation of your case study will account for **25 %** of your final grade.

The final examination, which will cover material from throughout the class, will form the basis of the final **35 %** of the grade. This exam will be handed out on December 6 (our last class) and will be due in my ICAR mailbox December 13 by 4.00 pm (hardcopy strongly preferred). Earlier submission allowed.

Delays, deferrals, or a grade of "incomplete" for the course will be given only in cases of personal or immediate family crisis.

Please note: I use your GMU mail account as my primary means of communication outside normal class hours. You will need to activate this account and/or make sure any other account you use forwards your mail to it.

Students are unconditionally expected to abide by the GMU Honor Code. If you are unsure as to what constitutes plagiarism, for example in citation of others' work, feel free to consult with me prior to handing your own work in.

Case Studies for analytical paper and group presentations:

Students will select and/or be assigned by the second week (in order to achieve rough balance in group size) to one of the following four cases:

South Africa

Waldmeir, Paul. (1997). Anatomy of a miracle: The end of apartheid and the birth of the new South Africa. New York: W. W. Norton and Co.

Copper Strike:

Rosenblum, Jonathan D. (1998). Copper crucible: how the Arizona miners strike of 1983 recast labor-management relations in America, 2nd ed. Ithaca, N.Y.: Cornell University Press.

For this conflict, students may also enjoy:

Kingslover, Barbara. (1989). Holding the line: women in the great Arizona mine strike of 1983. Ithaca, NY: ILR Press.

Jammu and Kashmir

Schofield, Victoria (2010, 3d ed.). Kashmir in conflict: India, Pakistan and the unending War. London: I.B. Tauris

For an historical perspective see:

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

For a view from the inside:

Peer, Basharat (2010). Curfewed Night. NY: Scribner.

Northern Ireland

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

An older classic:

Arthur, Paul & Jeffery, Keith (1988). Northern Ireland since 1968. London: Institute of Contemporary British History.

An insider's account of the peace negotiations (British perspective, Track-I):

Jonathan Powell (2009). Great hatred, little room: making peace in Northern Ireland. London: Vintage Books.

After the papers are completed and turned in, those case studies selected by student teams will be the subject of a group presentation. The students in each case study group will find it necessary to meet to adequately prepare a plan for the presentation. Time will be provided during class hours in weeks 10 and 11, but additional meetings or coordination by e-mail, phone, or other means may be necessary as well. This may represent a consensus among the group or alternative perspectives may be present. The group presentations (during weeks 12 and 13) will be a maximum of 1 hour (roughly 40 minutes to present and 20 minutes for class questions and discussions; time will be strictly enforced). The format of the presentation (materials, media, interactiveness, etc.) is decided by the group. The group's collective grade is assigned all individuals in it.

Course Readings:

The following books are available for purchase at the Arlington Campus Bookstore. Most are also available (quantities limited) in the ICAR library.

Books

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

Lederach, John Paul. (1997). Building peace: sustainable reconciliation in divided societies. Washington, DC: United States Institute of Peace Press.

Pruitt, Dean & Sung Hee, Kim (2004). Social conflict: escalation, stalemate, and settlement. 3rd ed. McGraw-Hill.

Ramsbotham, O. et al. (2005). Contemporary conflict resolution. 2nd ed. Oxford: Polity Press.

Roy, Beth. (1994). Some trouble with cows: making sense of social conflict Berkeley: University of California Press.

Other Readings on E-Reserve (password provided in class):

Avruch, Kevin (2008). Culture. In S. Cheldelin et al., eds. Conflict: From Analysis to Resolution. London: Continuum.

Avruch, Kevin (2004). Context and pretext in conflict resolution. Journal of Dispute Resolution 2003(2):353-365

Black, Peter W. (2008). Identities. In S. Cheldelin et al., eds. Conflict: From Analysis to Resolution. London: Continuum.

Bercovitch, Jacob. (1997). Mediation in international conflict: An Overview of theory, a review of practice. In I. William Zartman, and Louis Rasmussen, eds., Peacemaking in International Conflict: Methods and Techniques. Washington, DC: United States Institute of Peace Press.

Burton, John W. (1993). Conflict resolution as a political philosophy. In Dennis J.D. Sandole and Hugo van der Merwe, eds., Conflict resolution theory and practice: integration and application. Manchester University Press.

Galtung, Johan. (1969). Violence, peace, and peace research. Journal of Peace Research, 6, 3, 167-191.

Jeong, Howon (2000). Sources of social conflict. In Jeong, Peace and Conflict Studies. Burlington. Vt: Ashgate.

- Laue, James H. and Cormick, Gerald W. (1978). The ethnics of intervention in community disputes. In The ethics of social intervention, Gordon Bermant et al, eds., Washington, DC: Hemisphere Publications.
- Mayer, Bernard. (2004). Beyond neutrality: confronting the crisis in conflict resolution. San Francisco: Jossey-Bass.
- Menkel-Meadow, Carrie (2000). Teaching about gender and negotiation: sex, truth and videotape. Negotiation Journal 16(4):357-375.
- Mitchell, Christopher. (1993). The process and stages of mediation: two Sudanese cases. In Making War and Waging Peace: Foreign Intervention in Africa. David R. Smock, eds., Washington, DC: United States Institute for Peace Press.
- Montville, Joseph (2001). Religion and peacemaking. In Helmick, R.G. & Peterson, R.L. eds., Forgiveness and reconciliation. Templeton Foundation Press.
- Rouhana, Nadim (2004), Group identity and power asymmetry in reconciliation processes. Peace and Conflict: Journal of Peace Psychology 10(1):33-52.
- Saunders, Harold. (1996). Prenegotiation and circum-negotiation: arenas of the peace process. In Chester A. Crocker & Fen o. Hampson (Eds.), Managing global chaos: sources of and responses to international conflict. Washington, DC: United States Institute of Peace Press.
- Schoeny, Mara and Warfield, Wallace. (2000). Reconnecting systems maintenance with social justice: a critical role for conflict resolution, Negotiation Journal 16(3):253-268.
- Slim, Hugo (2001). Dealing with moral dilemmas. In L. Reyhler and T. Paffenholz, eds., Peacebuilding: A Field Guide. Boulder: Lynne Rienner.
- Stein, Janice (1997). Image, identity and conflict resolution. In C. Crocker et al., eds. Managing Global Chaos. Washington D.C.: United States Institute of Peace Press.

COURSE PROGRAM

Week One (9/3): Introduction to the Course

This week will include self-introductions and a discussion of the syllabus, course requirements, and expectations for the course. Review the four case study options and think about forming groups of 4-5.

Mitchell, "Some basic initial frameworks for conflict analysis" (hand-out)

I. Conflict Analysis: Sources, Processes, and Dynamics

Week Two (9/6): Labor Day: No Class; see Oct. 11

Week Three (9/13): Defining Conflict and the Field of Conflict Resolution

Ramsbotham, et al., ch. 1, 2

Pruitt and Kim, ch. 1

Burton, "Conflict resolution as a political philosophy" (E-Reserve)

Galtung, "Violence, peace, and peace research" (E-Reserve)

Case study groups are formed.

Week Four (9/20): Sources of Conflict

Ramsbotham, et al, ch. 3, 4

Pruitt and Kim, ch. 2

Avruch, "Culture" (E-Reserve)

Black, "Identities" (E-Reserve)

Jeong, "Sources" (E-Reserve)

Stein, "Images..." (E-Reserve)

Week Five (9/27): Conflict Strategies and Dynamics of Escalation

Pruitt and Kim, ch. 3-9

II. Conflict Interventions

Week Six (10/4): Interventions-I: Negotiation, Conflict Management & Resolution

***Take-home exam handed out in class.**

Pruitt and Kim, ch. 10-11

Bercovitch, "Mediation in international conflict" (E-Reserve)

Saunders, "Prenegotiation..." (E-Reserve)

Mitchell, SPITCEROW (hand-out)

Note: This is a Tuesday class!

Week Seven (10/11): Interventions-II: Conflict Resolution and Transformation

Ramsbotham et al. ch. 5-9

***Take-home exam collected in class**

Week Eight (10/18); Interventions-III: Roles and Ethical Concerns

Mitchell, "Process and stages..." (E-Reserve)
 Ramsbotham et al., ch. 13
 Avruch, "Context and pretext" (E-Reserve)
 Laue & Cormick, "The ethics of intervention in community disputes" (E-Reserve)
 Schoeny and Warfield, "Reconnecting system maintenance..." (R-Reserve)
 Slim, "Moral dilemmas" (E-Reserve)

Week Nine (10/25): Reconciliation

Ramsbotham et al., Ch. 10
 Lederach Building peace (all)

III. Case Studies

Week Ten (11/1): Case Study-I: Conflict Analysis of Sources & Dynamics

Roy, Some trouble with cows (all)

**Time will be made for group meetings at the end of class.*

Week Eleven (11/8): Case Study-II: Intervention by Others

Assefa & Warhaftig, The MOVE crisis in Philadelphia (all)

**Time will be made for group meetings at the end of class.*

Week Twelve (11/15): Case Study Group Presentations-I Case Study Analysis Paper Due

Week Thirteen (11/22): Case Study Group Presentations-II

Week Fourteen (11/29): Some Outstanding Issues: Gender, Power, Religion

Ramsbotham et al., ch. 12, 15
 Menkel-Meadow, "Teaching about gender and negotiation..." (E-Reserve)
 Rouhana, "Group identity and power asymmetry..." (E-Reserve)
 Montville, "Religion and peacemaking" (E-Reserve)

Week Fifteen (12/6): The Future of the Field

Mitchell's "Frameworks" revisited
 Mayer, "A field in crisis" (E-Reserve). **Take home final will be distributed at the end of class. Exam due December 13 by 4.00 pm in my ICAR mailbox**