

CONF 642-002
Integration of Theory, Research & Practice
Spring 2005

Dr Landon E. Hancock

Tuesdays, 7:20-10:00pm

ICAR, Truland 666a

Adjunct Office: Tues. 6-7pm or by Appointment)

COURSE DESCRIPTION

This is the final course of the ICAR Masters degree and should only be taken by students in their final semester before graduating.

COURSE OBJECTIVES

- To provide students with an opportunity to look back over the various courses they have taken and to expand their understanding of material and ideas already covered or to fill in gaps in their knowledge where they exist.
- To pull together and integrate in a coherent fashion the wide variety of ideas, models, approaches, frameworks, theories and cases you have encountered during your studies of the field of social conflict and its resolution.
- To reinforce intellectual connections among theories of conflict (covering causes, dynamics and remedies), practices of conflict mitigation, resolution and transformation, and research methods for studying conflict and its resolution; sorting out sound knowledge from speculations, suppositions and sermons.
- To encourage students to formulate, understand and be familiar with their personal mindsets with regard to conflict analysis and resolution.

COURSE REQUIREMENTS

Prerequisites: Members of the class should be ICAR MS students in their final semester.

Class members should undertake the necessary background reading that will enable them to lead or participate in a discussion of the ideas, issues and problems that form the focus of attention for each weekly class. This will mean reading *beyond* the two basic textbooks for the course.

Attendance and participation in the discussions: (10%) Attendance is extremely important because the course will be interactive and elicitive in nature. Participation in the class discussions is critical to student learning and to exhibit mastery of the concepts and material. Students will be expected to carry the discussion and engage each other in discussions about the concepts. Student contributions will also be expected to focus on the weekly concepts and apply them to a single case, usually the case chosen for your Mid-Term paper.

Leading a discussion on a recommended reading: (10%) In addition, students—either individually or in small groups depending on class size—will be expected to lead a week’s discussion, integrating the required readings with one or more recommended readings. Students will be expected to summarize and integrate the material and to provide direction and questions for discussion.

Mid-Term Research Paper: (30%) Students will choose from two types of topics for this paper. The first will focus on a contemporary, relevant case of deep-rooted conflict; analyzing the conflict in a manner similar to your final paper for CONF 501. However, you are expected to reach a greater depth of understanding and analysis for this case. The second type identifies a major contemporary problem, puzzle or issue in the field (examples include ‘resolution’ versus ‘management’; the nature of ‘peace’; and the role of religion in conflict) and should discuss what the basic and background course readings have to say about this issue. The paper (either type) will be 15-20 pages (1,500-2,000 words) plus references and a bibliography; due March 22.

Final Paper & Presentation: (50%) This paper and presentation will outline a map or model of the field, or a multi-level framework which summarizes and inter-relates the major ideas and theories currently dominating discussion in the field; together with a glossary of 20 of the key concepts in the field of Conflict Analysis & Resolution. Your “map” should use some sort of metaphor to tie together the disparate parts of the field into a working whole; *a whole that YOU find useful in tying together and explaining the field*. The paper will be 25-30 pages (2,500-3,000 words). The presentation should be around 20 minutes with time for questions.

See D.J.D. Sandole “A Comprehensive Mapping of Conflict and Conflict Resolution; A Three Pillar Approach” in *Peace and Conflict Studies* Vol. 5, No. 2 December 1998 pp. 1-30 (available online at <http://www.gmu.edu/academic/pcs> for one model.)

CLASS POLICIES & PROCEDURES

- You are responsible for completing assignments on time. You will be penalized the equivalent of one full letter grade for each day the assignment is late. Assignments that are overdue by more than one week will not be accepted.
- If an emergency prevents you from attending class, you should let me know ahead of time when possible and contact a class member to find out what you missed. You are responsible for all announcements, assignments, and date changes made in class and for all material covered in class even if you are not there.
- In this modern age, the use of the Internet for discussion and dissemination has become commonplace. Some class announcements and readings may be posted to the class website or sent via email. Students are responsible for keeping up to date with announcements and assignments placed on the site or sent via email.
- Incomplete grades will not be granted save in cases of personal or immediate family illness or emergency.

TEXTS/REQUIRED READING

Cheldelin, S., Druckman, D., & Fast, L. A. (Eds.). (2003). *Conflict: from Analysis to Intervention*. Continuum.

Mitchell, C. R. (1981). *The structure of international conflict*. New York: St. Martin's Press.
(Note: this text will be available as a photocopy packet)

COURSE READER/ELECTRONIC RESERVES/CLASS WEBSITE:

This course will use the library's electronic reserves and a class website. All students are responsible for downloading and reading assignments *before* they are discussed in class.

The Library's Electronic Reserves are located at: <http://ers2000.gmu.edu/>

The password for the Electronic Reserves is

Articles available on Electronic Reserves will be marked (ER)

Articles available through the WebCT website will be marked (WCT)

To log into the class website, direct your browser to <http://webct38.gmu.edu> and follow the directions on the page to log in.

CLASS SCHEDULE AND ASSIGNMENTS

Note: Reading and assignments listed for a class should be prepared for and completed **before** that date.

1: Introductions & Overview. (Jan 25)

Course Outline

A weekly space for students' puzzles

Reading & Speaking Assignments; Guests?

Origins of the field: Ancestors

Discuss: Harty, M., & Modell, J. (1991). The first Conflict Resolution movement 1956-71. *Journal of Conflict Resolution*, 35(4), 720-758. (ER)

Fast, L. A. (2002). Frayed edges: Exploring the boundaries of conflict resolution. *Peace & Change*, 27(4), 528-545. (ER)

2: Maps & Frameworks (Feb 1)

Constructing intellectual maps

Where does "it" all fit in?

What are our basic concepts and ideas?

Language of research and analysis; facts and theories, models and frameworks, definitions and glossaries.

Creativity in conflict resolution

Discussion Period

Read: Mitchell, Introduction.
Chedelin, et. al., Chapter 1.

Discuss: Burton, J. W. (1972). Resolution of conflict. *International Studies Quarterly*, 16, 5-29. (ER)

Mack, R. W., & Snyder, R. C. (1957). The analysis of social conflict--toward and overview and synthesis. *Conflict Resolution*, 1(2), 212-248. (ER)

Fisher, R. J. (1993). Towards a social-psychological model of intergroup conflict. In K. S. Larsen (Ed.), *Conflict and social psychology*. London: Sage Publications. (WCT)

Sandole, D. J. D. (1998). A comprehensive mapping of conflict and conflict resolution: A three pillar approach. *Peace and conflict studies*, 5(2). (Available online at <http://www.gmu.edu/academic/pcs/sandole.htm>) (ER & WCT)

3: Conflict as the Unifying Center (Feb 8)

Conflicts: Latent, Manifest, Violent, Protracted.
Are there common sources, causes, and dynamics?
Should one take a positive or a normative approach?
“Doing something” about conflicts; but what?
Peace studies versus conflict analysis?
How do we map conflict in...?

Discussion Period

Read: Mitchell, Chapter 1.
Chedelin, et. al., Chapter 2

Discuss: Dingwall, R. (2002). What Makes Conflict Resolution Possible? *Negotiation Journal*, 18(4), 321-326. (ER)

Dugan, M. A. (1989). Peace Studies at the Graduate Level. *Annals of the American Academy of Political and Social Science*, 504, 72-79. (ER)

Ross, Marc Howard. 2000. Creating the conditions for peacemaking: Theories of practice in ethnic conflict resolution. *Ethnic and Racial Studies* 23 (6 (November)):1002-1034.

Wright, Q. (1951). The Nature of Conflict. *The Western Political Quarterly*, 4(2), 193-209. (ER)

4: Conflict; Causes and Conditions I (Feb 15)

Theories about causation.
What do we mean by a “cause?”
What is the difference between inherent and contingent theories?
Should we look for mono-causation of conflict?
What caused the conflict in...?

Discussion Period

Read: Mitchell, Chapter 2.
Chedelin, et. al., Chapters 4 & 6.

Discuss: Brown, R. (2000). Social Identity Theory: Past achievements, current problems and future challenges. *European Journal of Social Psychology*, 30(6), 745-778. (ER)

Dugan, M. (1996). A nested theory of conflict. *Leadership Journal*, 1((July)), 9-20. (ER)

Galtung, J. (1969). Violence, peace, and peace research. *Journal of peace research*, 6(3), 167-192. (ER)

Gurr, T. R. (1968). Psychological Factors in Civil Violence. *World Politics*, 20(2), 245-278. (ER)

Jenkins, R. (1994). Rethinking ethnicity: identity, categorization and power. *Ethnic and racial studies*, 17(2), 197-223. (ER)

5: Conflict Causation II; Theories, Explanation & Research (Feb 22)

Were the Northern Irish Catholics relatively deprived?
Which basic human needs didn't the Sri Lankans possess?
What social identity theories help explain Israel-Palestine?
Is structural violence a help in coping with Columbia?
What do worldviews and worldviewing tell us about the War on Terrorism?
What theories are relevant to explain the US-Iraq conflict?

Discussion Period

Read: Chedelin, et. al., Chapter 7.

Discuss: Hancock, L. E. (1998). *Northern Ireland: Troubles Brewing*, from <http://cain.ulst.ac.uk/othelem/landon.htm> (WCT)

O'Hara, S. (1999). Ethnicity and social conflict in Chiapas. In L. E. Hancock (Ed.), *Soldier, scientist, diplomat, mediator: The multi-disciplinary context of conflict resolution* (pp. 79-101). Fairfax, VA: Institute for Conflict Analysis and Resolution. (WCT)

6. Conflict; Causes and Conditions III (March 1)

Dynamics; what keeps conflicts going?
Why do conflicts get worse?
Ideas about conflict "exacerbation."
Can violence be controlled or abated? De-entrapping.
Why don't the X's and Y's just stop?

Discussion Period

Read: Mitchell, Chapters 3, 6 & 7.
Chedelin, et. al., Chapter 5.

Discuss: Dixon, W. J. (1996). Third-party techniques for preventing conflict escalation and promoting peaceful settlement. *International Organization*, 50(4 (Autumn)), 653-681. (ER)

Hancock, L. E. (2001). To Act or to Wait: A Two-Stage View of Ripeness. *International Studies Perspectives*, 2(2), 195-205. (WCT)

Leng, R. J. (2004). Escalation: Competing Perspectives and Empirical Evidence. *International Studies Review*, 6(4), 51-64. (ER)

Mitchell, C. R. (1999). The anatomy of de-escalation. In H.-W. Jeong (Ed.), *Conflict resolution: Dynamics, process, and structure* (pp. 37-58). Aldershot: Ashgate. (WCT)

7: Conflict Intervention; Prevention and Mitigation (March 8)

“Doing something” about conflict. Why bother?
Is conflict necessarily a bad thing: should it be prevented?
Who are you to interfere anyway?
How might conflict be “mitigated” – and should it?
What methods are there for ending or intervening?
Ending conflicts; bilaterally or with others?
Aftermath; is “transformation” possible?
What is involved in “peacebuilding” and what is peace?
Who has tried to mitigate XYZ conflict and to what effect?

Discussion Period

Read: Mitchell, Chapters 8, 9 & 11.

Discuss: Hill, B. J. (1982). An analysis of conflict resolution techniques: From problem-solving workshops to theory. *Journal of Conflict Resolution*, 26(1), 109-138. (ER)

Labonte, M. (2003). Dimensions of Postconflict Peacebuilding and Democratization. *Global Governance*, 9(2), 261-272. (ER)

Laue, J., & Cormick, G. (1978). The ethics of intervention in community disputes. In G. Bermant, H. C. Kelman & D. P. Warwick (Eds.), *The ethics of social intervention* (pp. 205-232). Washington DC: Halsted Press. (WCT)

McCormick, M. A. (1997). Confronting social justice as a mediator. *Mediation Quarterly*, 14(4 (Summer)), 293-307. (ER)

Pruitt, D. G. (2000). The tactics of third party intervention. *Orbis*, 44(2), 245-254. (ER)

8: March 13-20; Spring Break.

9: Topic to be Arranged (March 22) Mid-Term Papers Due.

10: Topic to be Arranged (March 29)

11: Topic to be Arranged (April 5)

12: Conflict Resolution in the Big Wide World (April 12)

A discussion panel of working alumni about using one's knowledge, skills and degree out in the world of conflict resolution careers.

13 - 15: Towards a Map of the Field (April 19 & 26, May 3)

Presentation & Discussion of Maps, Models and Frameworks
Wrap-up, Retrospective & Evaluation.

Read: Chedelin, et. al., Chapter 3.