

Conf 501

INTRODUCTION TO CONFLICT ANALYSIS AND RESOLUTION

(this is a draft syllabus and is subject to change)

Semester: Fall 2010
Class Time: Wednesday, 7:20 -10:00 p.m.
Location: Sec. 004, Arlington 253

Instructor: Dr. Alex Scheinman
ascheinm@gmu.edu

Office Hours: By appointment

COURSE DESCRIPTION

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 agenda 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 OBJECTIVES

- Familiarize students with terminology and concepts of the field
- Help students to think systematically and analytically about conflict in a variety of contexts
- Connect theory to practice through discussion, research and case studies of real events and interventions

COURSE REQUIREMENTS

Attendance and participation: (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 that the required reading is being completed. A portion of the participation grade will include an assignment that will require you to engage your peers in an informal online discussion of the two case studies assigned for weeks 9 and 10 (details to follow).

Mid-term Exam: (20 %) The mid-term exam will be a take home essay exam. It will be given out in week 5 (9/29) and will be due in class week 6 (10/6).

Research Paper: (25 %) Students are required to write a 15-page (approximately 4000 words) analysis of a conflict that will form the basis of 25 % of your grade. 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 demonstrate an understanding of the tools of conflict analysis covered in the first section of the course. 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. Papers should be double-spaced and legible. ICAR doesn't have a preferred citation style, but you are expected to choose one style (e.g., MLA, Chicago, or APA) and apply it consistently throughout your paper. You will find style guide resources in the reference section of the GMU library homepage. As noted, these papers will be due on **NOVEMBER 12th**.

Group Presentation: (25%) At the beginning of the term the class will be asked to choose from a number of pre-selected conflicts.. At the end of the term each group will be expected to make a presentation providing an overview and synthesized analysis of your group case. A handout describing expectations will be posted on the course website (details to follow). Everyone in the group will receive the same grade for this assignment.

Final Exam: (20 %) This exam will cover material from throughout the class. The exam will be handed out on the last day of class and will be due in my box or via email Dec. 15 by 5:00 PM.

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

Case Studies for group presentations and analytical paper:

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 cases:

Jammu and Kashmir

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

AND/OR

Schofield, Victoria. (2003). Kashmir in conflict: India, Pakistan and the unending war. London: I.B. Tauris

Northern Ireland

McKittrick, D. and McVea, D. (2002). Making sense of the troubles: The story of the conflict in Northern. Ireland. New York: Penguin.

AND/OR

Mallie, E. and McKittrick, D. (2001) Endgame in Ireland. Revised Ed. London: Coronet.

Arizona 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.: ILR Press.

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.

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.

CLASS POLICIES & PROCEDURES

Academic Integrity: 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.

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 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.

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 or call: 703-993-4491.

If you are unsure as to what constitutes plagiarism, for example in citation of other's work, feel free to consult with me prior to handing in your own work.

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.

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.

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

Other Readings on E-Reserve (password is 'identity')

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. Reychler and T. Paffenholz, eds., *Peacebuilding: A Field Guide*. Boulder: Lynne Rienner.

CLASS SCHEDULE AND ASSIGNMENTS

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

Week 1: (9/1) Introduction to the Course

This week will include introductions, discussion of the syllabus, and course requirements. Review the case study options and begin forming groups.

Week 2: (9/8) 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 3: (9/15) Sources of Conflict

Ramsbotham, et al, ch. 3, 4

Pruitt and Kim, ch. 2

Burton, John W. "Conflict resolution: The human dimension". (courses.gmu.edu)

Black, "Identities" (E-Reserve)

Avruch, "Culture" (E-Reserve)

Jeong, "Sources" (E-Reserve)

Week 4: (9/22) Conflict Strategies and Dynamics of Escalation

Pruitt and Kim, ch. 3-8

II. Conflict Interventions

Week 5: (9/29) Interventions-I: Negotiation, Conflict Management & Resolution

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

Pruitt and Kim, ch.9-11

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

Sanders "Prenegotiation...."

Mitchell, SPITCEROW (hand-out in class)

Week 6: (10/6) Intervention II: Conflict Resolution and Transformation

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

Ramsbotham et al. Ch. 5-9

Additional reading: TBA

Week 7: (10/13) Interventions-III: Roles and Ethical Concerns

Ramsbotham et al., ch.13

Laue & Cormick, "The ethics of intervention in community disputes" (E-Reserve)

Avruch, "Context and pretext" (E-Reserve)

Slim, "Moral dilemmas" (E-Reserve)

Schoeny and Warfield, "Reconnecting system maintenance...." (E-Reserve)

Week 8: (10/20) Reconciliation

Lederach Building Peace (all)

III. Case Studies

Week 9: (10/27) 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 10: (11/3) 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 11: (11/10) Case Study Group Presentations –I

CASE STUDY ANALYSIS PAPER DUE

Week 12: (11/17) Case Study Group Presentations – II

Week 13: (11/24) (No Class University Closed for Thanksgiving)

Week 14: (12/1) Some Outstanding Issues: Gender, Power, Religion

Ramsbotham et al., ch. 12, 15

Montville, "Religion and peacemaking" (E-Reserve)

Rouhana, "Group identity and power asymmetry

Menkel-Meadow, "Teaching about gender and negotiation..." (E-Reserve)

Week 15: (12/8) The Future of the Field

Mayer, "A field in crisis" (E-Reserve)

Review of key concepts

Take home final will be distributed at the end of class

Final exam due December 15 at 5 PM (students should email their final exams to ascheinm@gmu.edu)