CONF 210, Section 3 (Spring 2016)
Theories of Conflict Analysis and Resolution

Instructor: Dr. Will David   Email: wdavid@gmu.edu
Monday, 10:30-1:10 pm   Office: NE Module II
Classroom: RB 122   Hours: By appointment only

Course Description

The persistence of destructive conflicts demands that the Conflict Analysis and Resolution (CAR) field continually seeks new insights to help foster a more peaceful world. Our quest is inherently multi and interdisciplinary, drawing on theories derived primarily from psychology, sociology, international relations, political science, economics, and other social sciences, but also informed by all fields of human inquiry. CONF 201 builds on CONF 101, further exploring a variety of theories for analyzing conflict and understanding resolution possibilities. Theories are generalizations about how the world works and why and how behavior occurs under certain circumstances. Theories also provide us with a common language for studying conflict. However, social theories are inherently imperfect in their accounting of human behavior and perhaps even flawed. Thus, we must think critically in our application of theories in order to gain in-depth knowledge of conflict and to contribute to the advancement of conflict theories.

The course consists of three parts: foundations, theories, and implications. We begin by thinking about conflict discourses and our ability to think critically about conflict. We will discuss the purpose of theory, the notion of theorizing conflict, and the importance of developing a CAR "toolkit" of theories. Then, we will examine the major, often overlapping theories at work in the field, using these theories as lenses to help us discern the underlying causes and key dynamics of conflicts. Finally, we will reflect on the theories as a whole, considering the implications for CAR theory, practice, and research.

Learning Objectives

By the end of the course, you will have:
- Increased your ability to think critically about conflict and its resolution
- Developed an understanding of the value and limitations of theory in analyzing conflict and developing intervention strategies
- Examined and critiqued theories that may prove useful in analyzing various types of conflict
- Acquired the basic skills to analyze a broad range of conflicts

Class Expectations

Effective Preparation. I view student preparation and interaction as essential elements of the learning environment. Accordingly, the course blends lecture, seminar, and group activities for which you must come prepared. Check Blackboard often for updates. You must follow current affairs related to contemporary conflicts and use a variety of sources to contrast their coverage

of the same issues. <u>You must complete the readings and watch the videos prior to class</u>. As you read/watch, you should ask:
- What are the authors' main concerns?
- Are their arguments logically compelling? Why or why not?
- How can we relate their arguments to the CAR field?
- How might their theories and ideas help us to better understand particular conflicts and their resolution/transformation?
- How can we improve or build on their theories and ideas?

Attendance. I expect you to attend class, arrive on time, and actively participate. Some material will be covered only in class, and your classmates will contribute to your learning. Documented illness and family emergencies will be excused. *Each unexcused absence will result in a 7 point reduction in your final grade.* Assignments missed for unexcused absences earn a zero. **It is your responsibility to explain an absence, and you will be considered unexcused until you provide an explanation.** Late arrivals disrupt the class. Unless approved in advance or attributable to an emergency or unavoidable problem (e.g., traffic accident related delays on I-66), a late arrival will result in a 3 point reduction in your final grade.

Classroom Protocol. Attend to personal needs before and after class and during breaks. Computers, tablets, and cell phones <u>may be used for course-specific purposes only</u>, and must not disturb others. During class, the use of a device for non-course purposes counts as a class absence. Be mindful of the sensitivities of others when contributing to discussions; however, critical thinking and open dialogue are our goals.

Written assignments. <u>Written assignments are the primary means by which I gauge your performance</u>. I expect well-written papers. Edit your papers carefully as spelling and grammatical errors will lower your score. Your papers must:
- Be typed, double-spaced, and printed single-sided on white paper with the body of paper left justified.
- Use Times New Roman 12-point font and one-inch paper margins. Do not manipulate margins or fonts to lengthen or shorten your paper.
- Properly cite material and ideas that are not your own. You will submit all papers through Safe Assign on Blackboard.
- Use a single, standard citation format such as APA, MLA, Chicago, or Turabian.
- Be within a half page of the required length. Endnotes, works cited/bibliography, and title pages do not count towards the assigned paper length. <u>Number your pages</u>.
- Include footers or headers with CONF 210-3, the date turned in, and your name on a <u>single line</u> (e.g. CONF 210-3/29 February 2016/Skip NoClass).
- Be turned in (<u>paper and digital</u>) no later than the start of class on the due date. Staple your paper in the top left corner. Extensions will be arranged only for documented personal illness or emergencies. <u>Late papers will not be accepted unless an extension was granted prior to the due date</u>.

Required Text
Demmers, Jolle. 2012. *Theories of Violent Conflict: An Introduction*. Taylor & Francis Press.

Other required readings/videos will be annotated on the course schedule as follows:

ER	Electronic Reserve, found under the E-Reserve tab in Blackboard (BB)
CC	Course Content, found under the course content tab in BB
EJ	Electronic Journal, found online through GMU Libraries
I	Internet, found via the listed web address

Summary of Requirements

Participation/Quizzes	20%	All semester
Conflict Wikis	20%	All semester
Essay #1	10%	29 February
Essay #2	20%	4 April
Term Paper	30%	2 May

Participation. Your grade is based on your class preparation, quizzes, and the quality, not quantity of your remarks. The best remarks are succinct, relevant, and enhance our collective learning. You should integrate course concepts and synthesize information from your experiences, courses, and research into your remarks. I may use short quizzes to monitor your preparation for class.

Conflict Analysis Teams/Wikis. You will be assigned to a team that develops expertise on a conflict. Each team will have a BB wiki to which all team members are expected to contribute. Student teams will promote in-class discussion and the integration of course concepts. All team members must become experts on the conflict and contribute to the wiki in accordance with scheduled due dates.

Essays. Essay #1 requires you to analyze a historical conflict using two theories and to present your findings in a 5-page paper. The primary sources for the first essay will be lecture and the film *The Battle of Algiers*. Essay #2 requires you to analyze a contemporary conflict using two different theories and to present your findings in a 5-page paper. The primary sources for the second essay will be the wiki page to which you and your assigned wiki conflict-group post material as required by the syllabus. Assignments are provided two weeks before the due date.

Term Paper. This 12-page research paper presents your analytic findings (causes and key dynamics) for a conflict and proposes objectives for addressing the conflict. You will select your conflict early in the course, submit a short proposal, obtain instructor approval for the conflict, and meet specific deadlines (sources, outline) over the course of the semester.

Schedule

Dates	Requirements	Assignments
	Foundations	
25 Jan 28 pages 2 videos	**Introductions & Conflict Narratives and Discourses** **Readings** ▪ Syllabus (BB), 1-12. ▪ Van Gelder, Tim. 2005. "Teaching Critical Thinking: Some Lessons from Cognitive Science." *College Teaching* 53:1, 41-46. (EJ) ▪ Kahneman, Daniel, Dan Lovalla, and Olivier Sibony. 2011. "Before you Make that Big Decision." *Harvard Business Review*, June: 50-60. (EJ) **Videos** ▪ "How We Make Choices," *TED Talks* (I) (watch the talk by Dan Gilbert, 33:38 min) http://www.ted.com/playlists/164/how_we_make_choices ▪ The Monkey Business Illusion" (1:41) (I) https://www.youtube.com/watch?v=IGQmdoK_ZfY	1. Complete the PEW Typology Quiz (I). Send me an email no later than 22 January with your result (a label such as "solid liberal" or "business conservative" will suffice). http://www.people-press.org/quiz/political-typology/ 2. Formation of conflict analysis wiki groups (in class)
1 Feb 108 pages 1 video	**Overview of Theories & Models** **Readings** ▪ Cheldelin, Sandra, Daniel Druckman, and Larissa Fast. 2003. "Theory, Research, Practice. " In *Conflict: From Analysis to Intervention*, Cheldelin et. al., eds. Bloomsbury Academic. Ch 2: 9-36. (ER) ▪ Demmers, Jolle 2012. *Theories of Violent Conflict: An Introduction*. Taylor & Francis Press, Introduction. 1-17. (Text) ▪ Dugan, Maire A. 1996. "A Nested Theory of Conflict." In *A Leadership Journal: Women in Leadership*, vol. 1, 9-19. (CC) ▪ Kriesberg, Louis and Bruce Dayton. 2012. "Analyzing Social Conflicts." In *Constructive Conflicts*. Rowman & Littlefield. 1-22. (ER) ▪ Ramsbotham, Oliver, Tom Woodhouse, and Hugh Miall. 2011. "Introduction to Conflict Resolution: Concepts and Definitions." In *Contemporary Conflict Resolution*. Polity. Ch 1, 3-32. (ER) **Video** ▪ *Battle of Algiers* (0:00-34:30) (I) https://www.youtube.com/watch?v=y-7j4WVTgWc [Unless you are fluent in French, make sure that the English subtitles are on]	Update wikis prior to class -Conflict Overview / Summary ✓ Parties ✓ Context ✓ Relationships ✓ Interests & Aspirations ✓ Issue(s) between parties ✓ History of the conflict ✓ Third Party involvement
	Theories	
8 Feb 76 pages 2 videos	**Realism and Functionalism** **Readings** ▪ Coser, Lewis A, 1956. *The Functions of Social Conflict*. Routledge. 33-65. (ER) ▪ Dougherty, James E. and Robert L. Pfaltzgraff. 2001. *Contending Theories of International Relations: A Comprehensive Survey*, 5th edition. Pearson. 63-103. (ER) ▪ "Political Realism in International Relations." *Stanford Encyclopedia of Philosophy*. (I) http://plato.stanford.edu/entries/realism-intl-relations/#HanMorReaPri **Video** ▪ *Battle of Algiers* (34:30-1:00:50) (I) https://www.youtube.com/watch?v=y-7j4WVTgWc ▪ *Theory in Action: Realism* (3:51) (I) https://www.youtube.com/watch?v=UnKEFSVAiNQ	Update wikis prior to class: ✓ Build on previous wiki requirement ✓ What insights do realism and functionalism offer about your conflict?

15 Feb 76 pages 1 video	**Rational Choice and Globalization** **Reading** ▪ 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, D.C.: U.S. Institute of Peace Press, 197-216. (ER) ▪ Demmers, Ch 5: 100-115. (Text) ▪ Mittelman, James H. 2000. "The Dynamics of Globalization." In *The Globalization Syndrome: Transformation and Resistance*. Princeton University Press, 15-30 (ER). **Video** ▪ *Battle of Algiers* (1:00:50-1:30:20) (I) https://www.youtube.com/watch?v=y-7j4WVTgWc	1. Update wikis prior to class: ✓ How are rational choice, greed, and globalization evidenced in your conflict? Explain 2. Essay #1 assignment posted to BB
22 Feb 88 pages 1 video	**Conflict and Structural Violence** **Readings** ▪ Demmers, Ch 3: 54-76. (Text) ▪ Farmer, Paul. 2004. "An Anthropology of Structural Violence." *Current Anthropology* 45(3): 305-325. (EJ) ▪ Galtung, Johan. 1969. "Violence, Peace, and Peace Research." *Journal of Peace Research* 6:3, 167-191. (EJ) ▪ Rubenstein, Richard E. 1999. "Conflict Resolution and the Structural Sources of Conflict." In *Conflict Resolution: Dynamics, Process, and Structure*, Ho-Won Jeong, ed. Vermont: Ashgate, 173-195. (ER) **Video** ▪ *Battle of Algiers* (1:30:20-2:01:39) (I) https://www.youtube.com/watch?v=y-7j4WVTgWc	Update wikis prior to class: ✓ What insights does the concept of structural violence offer about your conflict?
29 Feb 77 pages	**Basic Human Needs** **Readings** ▪ Burton, John. "Conflict Resolution as a Political System." *The International Journal of Peace Studies*. (I) http://www.gmu.edu/programs/icar/ijps/vol6_1/Burton2.htm ▪ Burton, John. 1979. "Institutional Values & Human Needs." In *Deviance, Terrorism, and War: The Process of Solving Unresolved Social and Political Problems*. 55-84. (ER) ▪ Galtung, Johan. 1991, "International Development in Human Perspective." In *Conflict Needs Theory*, John Burton, ed. 301-335. (ER) ▪ Rubenstein, Richard E. 1996. "Basic Human Needs: Steps Toward Further Theory Development." (I) www.gmu.edu/academic/ijps/vol6_1/Rubenstein.htm	1. Update wikis prior to class: ✓ What insights does BHN offer about your conflict? 2. Essay #1 Due
14 Mar 63 pages 1 video	**Relative Deprivation & Theories of Aggression** **Reading** ▪ Agbiboa, Daniel Egiegba. 2013. "Why Boko Haram Exists: The Relative Deprivation Perspective." *African Conflict & Peacebuilding Review* 3(1): 144-157. (EJ) ▪ Berkowitz, Leonard. 1989. "Frustration-Aggression Hypothesis: Examination and Reformulation." *Psychological Bulletin* 106:1, 59-73. (I) http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.321.3829&rep=rep1&type=pdf ▪ Gurr, Ted R. 1970. "Relative Deprivation and the Impetus to Violence." In *Why Men Rebel*.	1. Update wikis prior to class: ✓ What insights do relative deprivation and theories of aggression offer about your conflict? 2. Submit three conflicts that you are considering for your

Date	Topic / Readings	Assignments
	Princeton. Ch 2: 22-58. (ER) **Video** ▪ *Steven Pinker—The Past, Present, and Future of Violence.* (1:16:51) https://www.youtube.com/watch?v=cRhoIl5DbfE	term paper. Provide a brief summary (3-4 sentences) for each that identifies the parties, context, and issues. Your term paper topic must be approved by me.
21 Mar 56 pages	**Social-Psychological Approaches** **Readings** ▪ Brunner, Markus. 2011. "Criticizing Collective Trauma." *Working group for Political Psychology at the Leibniz University Hanover/Germany*. (CC) ▪ Freud, Sigmund. 1961. *Civilization and Its Discontents*. New York: Norton. 70-90. (ER) ▪ Kelman, Herbert C. 2009. "A Social-Psychological Approach to Conflict Analysis and Resolution." In *Handbook of Conflict Analysis and Resolution*. Dennis Sandole et. al. eds. New York: Rutledge, 170-183. (ER) ▪ Volkan, Vamik 1997. "Ethnic Tents" and "Chosen Trauma." In *Bloodlines: From Ethnic Pride to Ethnic Terrorism*. Farrar, Straus, and Giroux. 19-28, 36-49. (ER)	1. Update wikis prior to class: ✓ What insights do social-psychological approaches offer about your conflict? 2. Term paper initial source list due 3. Essay #2 assignment posted to BB
28 Mar 87 pages	**Social Identity Theory** **Reading** ▪ Cook-Huffman, Celia. 2009. "The Role of Identity in Conflict." In *Handbook of Conflict Analysis and Resolution*. Dennis Sandole et al. eds. London and New York: Rutledge, 19-28. (ER) ▪ Demmers, Ch 1 &2: 18-53. (Text) ▪ Korostelina, Karina. 2009. "Identity Conflicts: Models of Dynamics and Early Warning." In *Handbook of Conflict Analysis and Resolution*. Dennis Sandole et al. eds. New York: Rutledge, 100-115. (ER). ▪ Rothbart, Daniel and Karina Korostelina. 2006. Chapter 3 "Moral Denigration of the Other." In *Identity, Morality, and Threat: Studies in Violent Conflict.* Lexington. 29-56. (ER)	Update wikis prior to class: ✓ What insights does SIT offer about your conflict?
4 Apr 72 pages	**Culture** **Readings** ▪ Avruch, Kevin. 2012. "Culture Theory, Culture Clash, and the Practice of Conflict Resolution." In *Context and Pretext in Conflict Resolution: Culture, Identity, Power, and Practice*. Paradigm. 81-95. (ER) ▪ Avruch, Kevin and Peter W. Black. 1991. "The Culture Question and Conflict Resolution." *Peace and Change* 16:1, 22-45. (EJ) ▪ Huntington, Samuel. 1993. "A Clash of Civilizations?" *Foreign Affairs*. Summer, 22-49. (EJ) ▪ Myers, Linda. 2008. "Toward Fuller Knowledge in Peace Management and Conflict Resolution: The Importance of Cultural Worldview." In *Re-centering Culture and Knowledge in Conflict Resolution*, Trujillo et. al., eds. Syracuse University Press. Ch 2, 20-31. (ER)	1. Update wikis prior to class ✓ What role does culture play in your conflict? 2. Essay #2 due
11 Apr 75 pages 1 video	**Social Movements** **Reading** ▪ Demmers, Ch 4: 77-99. (Text) ▪ Sprinzak, Ehud. 1991. "The Process of Delegitimation : Toward a Linkage Theory of Political	Term paper outline due

	Terrorism." *Terrorism and Political Violence* 3(1): 50-68. (CC) ▪ Tarrow, Sidney. 1998. "Contentious Politics and Social Movements" and "Political Opportunities and Constraints." In *Power in Movement: Social Movements and Contentious Politics*. 2nd edition. New York: Cambridge University Press, 10-25, 71-90. (ER) **Video** ▪ *Social Movements.* Khan Academy. 2014. (7:34) (I) https://www.youtube.com/watch?v=y7YPTD7QwR4	
18 Apr 76 pages	**Power & Discursive and Narrative Approaches** **Readings** ▪ Avruch, Kevin. 2012. "Conflict Resolution and the Dilemma of Power." In *Context and Pretext in Conflict Resolution: Culture, Identity, Power, and Practice*. Paradigm. 141-175. (ER) ▪ Demmers, Ch 6: 116-138. (Text) ▪ Winslade, John and Gerald Monk. 2000. *Narrative Mediation: A New Approach to Conflict Resolution*. San Francisco: Jossey-Bass., Ch 1: 1-30. (ER)	
25 Apr 72 pages	**Post-Modernism & Critical Theory** **Readings** ▪ English, Michael D. and Derek Sweetman. 2013. "Critical Conflict Resolution: Notes on its Development and Key Concepts." *Unrest Magazine*. (I) http://www.unrestmag.com/critical-conflict-resolution/ ▪ Foucault, Michel. 2007. "The Body of the Condemned" and "Illegalities and Delinquency." In *Discipline and Punish: The Birth of the Prison*, 4th edition. Vintage. 3-31, 257-292. (ER) ▪ Hansen, Toran. 2008. "Critical Conflict Resolution Theory and Practice." *Conflict Resolution Quarterly* 25:4, 403-427. (EJ) ▪ Hurd, R. Wesley. 1998. "Postmodernism." *McKenzie Study Center*. (I) http://www.mckenziestudycenter.org/philosophy/articles/postmod.html	
	Implications	
2 May 32 pages	**Theorizing Conflict and Conflict Resolution & Wrap Up** **Readings** ▪ Demmers, Conclusions: 139-142. (Text) ▪ Jabri, Vivienne. 2005. Revisiting Change and Conflict: On Underlying Assumptions and the Depoliticisation of Conflict Resolution. Berlin: Berghof Research Center for Constructive Conflict Management. *Berghof Handbook for Conflict Transformation*. (I) http://www.berghof-handbook.net/documents/publications/dialogue5_jabri_comm.pdf ▪ Rubenstein, Richard E. 2009. "Conflict Resolution in an Age of Empire: New Challenges to an Emerging Field." In *Handbook of Conflict Analysis and Resolution*. Dennis Sandole et al. eds. London and New York: Rutledge, 495-507. (ER) ▪ Salem, Paul. 1993. "In Theory: A Critique of Western Conflict Resolution from a Non-Western Perspective." *Negotiation Journal* 9:4, 361-369. (CC)	1. End of course evaluation (in-class) 2. Term paper due

Grading Scale (3 credit hour course)

95-100	A	12	Excellent. Demonstration of superior work in fulfillment of course requirements. Synthesis of course material into cogent remarks.
90-94	A-	11.01	Excellent content; good composition
87-89	B+	9.99	Good content; excellent composition.
83-86	B	9	Good. Demonstration of good work in fulfillment of course requirements. Accurate accounting and application of course concepts.
80-82	B-	8.01	Good content; satisfactory composition
75-79	C	6	Satisfactory. Demonstration of satisfactory work in fulfillment of course requirements. General knowledge of course concepts.
70-74	C-	5.01	Satisfactory content; poor composition
65-69	D	3	Poor. Unsatisfactory work in fulfillment of course requirements. Poor knowledge of course concepts.
0-64	F	0	Fail. Profoundly unsatisfactory/incomplete work in fulfillment of course requirements. Failure to turn in one or more of the written assignments. Failure to contribute to class discussions and/or conflict wikis.

Honor Code

You are expected to abide by George Mason University's Honor Code while preparing all work for this class:

"To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community, have set forth this: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work**."

"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.

S-CAR 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. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it."

Student Services

GMU 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.

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.

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 best possible accommodations you might need; and 2) contract her or his instructor to discuss reasonable accommodations.