

CONF 101- 06 - Conflict and Our World
Introduction to Conflict Analysis and Resolution
Fall 2011

Instructor: Molly Tepper

Class: MWF - 10:30- 11:20

Email: mtepper@gmu.edu

Classroom: West Bldg. 1001

Office: Northeast Module II, Room 117

Office Hours: Wednesdays 11:45-1:00, or by appointment

Introduction-

This course introduces the interdisciplinary study of conflict analysis and resolution. We will examine how and why conflicts occur in human society, and what we can do to mitigate their destructive aspects while reinforcing their constructive potential. The course includes an overview of the field, including the central approaches to analyzing conflict, an extended case study of a conflict, and an examination of several forms of intervention at each level within society where conflicts are centered. We will highlight the biological, societal, structural, and cultural factors that play a part in conflict and its resolution. At the end of the course, you should be able to analyze a conflict, appreciate the contextual factors that influence conflict, know the major conflict resolution techniques, and understand the complexity of the most pressing contemporary conflicts.

Conflict 101 fulfills the University General Education requirement for Social and Behavioral Sciences.

Assignments and Dates-

This course will be evaluated in the following way:

Participation	15%	(10% in-class- 5% blackboard reflection pieces)
Mid Term exam	20%	Friday September 30 th
Pop quizzes	15%	October and/or November
Group Presentation	20%	November 28- December 7th
Interim paper	0%	Monday October 31 st in class.
Final individual paper	30%	Monday December 12 th by 5pm.

Participation-

10% of your grade will be based upon your participation in class. Attendance is taken each class, so please arrive on time. As some materials will be discussed only in class and not in the readings, you will find that regular attendance will improve your grades. Please turn off all technologies that may interfere with your learning and note that computers may be banned

from the classroom if they become a distraction. As the classes are less than an hour, please attend to personal needs before or after the class.

5% of your grade will be based upon your participation in the online forum on Blackboard. For each month, please provide at least one reflection/insight and contribute at least one response to a discussion on the blackboard. Therefore, by the end of each month, your name should be listed at least twice. As in the classroom, respectful comments are welcomed, but derogatory or flaming content is not acceptable. More information about the reflection piece will be provided in class.

For this course, I strongly encourage you to be informed about the latest current events in your local community, as well as nationally and internationally. This may be achieved through reading daily newspapers such as *The New York Times* and *The Washington Post*, or by listening to the BBC news or National Public Radio News, among others.

I welcome class discussions and respectful debate. Please be aware of and considerate of others' perspectives and sensitivities on various issues and know that it is acceptable to agree to disagree.

At times there will be experiential exercises which may include mobility or other issues that may be of concern to the student. Please advise the Professor of any concerns you may have about participating in a given exercise. Similarly, if there is unfamiliar language or terminology, especially as some terms have specialized meanings in the field of conflict resolution, please do not hesitate to ask.

Mid Term Exam and Pop Quizzes -

The mid term exam is **Friday September 30th** and will be worth 20% of your total grade. Comprised of a fifty minute in-class exam, it will cover the subject matters reviewed in the course to date. Up to two pop quizzes comprising another 15% of your grade will also be given during the later part of the semester.

Make-up exams and extensions of time for assignments will be arranged **ONLY** for documented personal illness or family emergencies. Students with documented disabilities should make arrangements early in the term with the Professor. Late assignments will have points deducted from their final grades.

Group Presentations:

Early in the semester, you will be divided into groups of 3-4 to work on a team presentation about a conflict of each team's choice. The team will present a joint 20 minute powerpoint presentation at the end of the course. A jointly written one- two page paper that outlines the presentation topic will be **due October 31st in class** (not graded). This project will include a group member peer review in addition to the subject content and the class presentation.

Please speak with the Professor as early as possible if the team is experiencing any difficulties.

Final Individual Paper-

Worth 30% of your final grade, this research paper is based on the topic of your group presentation and will reflect the theories and conflict resolution mechanisms from the course content. The paper should be between eight to ten pages (8-10) in length, be double spaced and use 12pt Times New Roman font. Proper grammar and spelling, citations, cover pages, page numbering, footnotes, and bibliography are expected.

Papers should include at least two pages worth of bibliographic references that should be drawn from at least three different research resources (not including internet sources). Your research librarian at Fenwick Library is Sarah Sheehan (703- 993-3709). Do not hesitate to contact her with specific questions about Library holdings and more general research methods. I also highly recommend using Zotero for your research, citations, and bibliographies. (See zotero.org).

Plagiarism and Honor Codes:

You are expected to abide by George Mason University's Honor Code while preparing all work for this class. If you have any questions about Honor Code issues (e.g., whether you are permitted to discuss an assignment with a fellow student), are uncertain about how to cite a source, or if you have observed Honor Code violations, please contact the Professor immediately.

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. There is a plagiarism checker available to you via Blackboard.

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

Grading:

The course will be graded according to the following:

Points Accumulated	Grade	Points Accumulated	Grade
95-100	A+	70- 74	B-
90-94	A	65-69	C
85-89	A-	60-64	C-
80-84	B+	50- 59	D
75-79	B	0-49	F

Opportunities to obtain additional bonus points will be made available throughout the semester. See below.

Student Services:

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>).

Required Texts and Readings-

The following books are available to purchase at the University Bookstore.

- Dean G. Pruitt and Sung Hee Kim (2004). *Social Conflict: Escalation, Stalemate, and Settlement*. 3rd Edition. New York: McGraw-Hill. (Referred below as **PK**)
- William Wilmot and Joyce Hocker (2011). *Interpersonal Conflict*. 8th edition. New York: McGraw-Hill. (Referred below as **WH**)
- E-reserve materials. The password to access e-reserve materials via Blackboard will be provided in class.

Recommended Texts and Readings: Either -

- Diana Hacker (2010). *A Pocket Style Manual with 2009 MLA and 2010 APA Updates*. 5th Edition. New York: Bedford/St. Martin's. (this is a shorter version of the next recommended text)
- Or
- Diana Hacker (2010). *A Writers Reference with 2009 MLA and 2010 APA Updates*. 6th Edition. New York: Bedford/St. Martins's.

COURSE AGENDA

Each week is loosely divided into three sections. Each section covers theory of a conflict topic area, analysis of the conflict dynamics, and an introduction to the corresponding conflict resolution mechanism. The course is structured to follow escalating levels of societal conflicts. Some classes may focus entirely on an exercise, case study, or skill.

Week 1 Welcome-

Readings for week 1-

Aug 29 – Welcome- Please review and bring your course syllabus

Aug 31 – Introduction to Conflict-

Pruitt and Kim (**PK**) pg. 7- 13 and Melchin and Picard pg. 26- 43 (or 48 if wish)

Sept. 2- Introduction to Conflict Processes-

Wilmot and Hocker(**WH**) pg. 10- 34. and **PK** pg. 87- 100 (Chapter 5)

Week 2- Foundations of Conflict- The Intra/interpersonal level (I)

Readings for Week 2-

Sept. 5 – Labor Day- NO CLASS

Sept 7 – Intra-personal Conflict Sources

WH- pgs. 35- 68 and pgs. 194- 203 (204-216 if wish)

Sept 9 – Emotions and Conflict Styles

WH- pgs. 144- 191 (Chapter 5)

Week 3 - Interpersonal Conflict (II)

Readings for week 3-

Sept 12- Interpersonal Conflict Sources- Self and Other

PK – pgs. 15 -36 and pgs. 102 (start at section at bottom)-120

Sept 14- Toward Solving Interpersonal Conflicts

PK- pgs. 189- 225 (Chapter 10) and pgs. 226-258 (Chapter 11)

Sept 16- Mediation Exercise

Review handout materials

Week 4- Community Conflicts (Special Focus- Schools and Youth)

Readings for week 4-

Sept 19- Community-Based Conflicts and Sources-

John Burton 1997. "Needs Theory". pg. 32-40

∞Sept. 20th- Brown Bag "Evaluating Peace Education in the Middle East: an Impact Study of Seeds of Peace". 12:00- 1:30 SUB II, Rm. 5

Sept 21 – Escalation and De-escalation

PK pg. 121- 150

∞Sept 21st- Dialogue and Difference "Campus Housing"

7:00 – 9:00 Meese Conference Room, Mason Hall

Sept 23 – Community- Based Conflict Resolution

No readings- Optional 1- 2 page reflection piece due in class for bonus points.

Week 5 - Organizational Conflict

Readings for week 5-

Sept 26- Organizational Conflict and Power

WH- pg. 103- 143 (Chapter 4)

Sept 28- Negotiation and Organizational Conflict Resolution

WH pg. 244- 270 (Chapter 8)

Sept. 30- **Mid Term Exam**

Week 6- Intergroup conflicts

Readings for week 6-

Oct 3- Identity, Ethnicity and Conflict (Part I)

Celia Cook- Huffman "The Role of Identity in Conflict" Pg. 17- 29.

Oct 5- Identity, Memory, History and Conflict (Part II)

Vamik Volkan- "Ethnic Tents" and "Chosen Traumas". Pg. 19-28 and 36-49

Oct 7- Cross-Cultural Conflict Resolution

Week 7- Societal conflicts

Readings for week 7-

Oct 10- NO CLASS- Class is FOLLOWING DAY- Tuesday Oct. 11th.

Oct 11- Introduction to Societal Sources of Conflict

Johan Galtung- "Cultural Violence". pg. 39-53

Oct 12- Dynamics of Societal Conflicts-

Ted Robert Gurr- "Minorities, Nationalists and Islamists: Managing Communal Conflicts I n the Twenty- First Century. pg. 131- 160

Oct 14- Engaging Societal Conflicts

Review handout materials

Week 8 - Governing conflicts

Readings for week 8-

Oct 17th- Governing the Public Commons

PK- pgs. 171- 188 (Chapter 9) –Additional Readings TBA (Guest Speaker)

∞Oct. 18th Brown Bag- Topic TBA 12:00- 1:30 SUB II Rm. 5

Oct 19- Governing Systems- Structures and Dynamics

PK- pg. 63- 84 (Chapter 4)

∞Oct. 20th Dialogue and Difference- Topic TBA 7:00- 9:00pm, Research 1, Rm. 163

Oct 21- Public Dispute Resolution and Consensus Building

Review of handouts- Optional 1-2 page reflection pieces for bonus points

Week 9- Intra State conflicts (1)- Pre conflict

Readings for week 9-

Oct 24- Starting Revolutions –

Sydney Tarrow. "Contentious Politics and Social Movements" pgs. 10- 25

Oct 26 – Dynamics of Opposition

WH- pg. 226- 242, and Collier " Economic Causes of Civil Conflict and Their Implications for Policy" pg. 197-206 (or to 217 if wish).

Oct 28- Prevention and Social Change

Martin Luther King "I have a Dream" Speech- Listen to the original (whole 17min.)

speech at <http://www.archive.org/details/MLKDream>

Week 10- Intrastate conflicts (2)- during conflict

Readings for week 10-

Oct 31- The Nature of War

Patricia Maulden "Fighting Young: Liberia and Sierra Leone" Pg. TBA

- **Group Interim Report Due**

Nov 2- Liberia Case study- Part I

Nov 4- Liberia Case study- Part I

Week 11- Intrastate conflicts (3)- Post conflict

Readings for Week 11-

Nov 7- Liberia Case study- Part I

Nov 9- Liberia Case Study –Part II

Ho-wan Jeong- “Development” pg. 135- 154.

Nov 11- Liberia Case study- Part II -

Week 12- International Conflicts

Readings for week 12-

Nov 14 – International Conflict Theory

Christian Mellon ““Just War”: The Catholic Church Updates Its Legacy” pg. 53- 68

Michael Quinlan” Modern Application of the “Just War” Tradition” pg. 43- 53

∞Nov. 15- *Brown Bag*- Topic TBA- 12:00- 1:30, SUB II, Rm. 5

Nov 16- A “Clash of Civilizations?”

Samuel Huntington- Online e-journal resource- see below. NOT IN E-RESERVES

Kevin Avruch- “Culture Theory, Culture Clash, and the Practice of Conflict Resolution”

Pg. 239-253.

∞Nov. 16- *Dialogue and Difference* – Topic TBA- 7:00- 9:00, Research 1, Rm. 163

Nov 18- International Conflict and Conflict Resolution

Zartman and Touval “ International Mediation” pg. 437-454.

Week 13- Tran-Global conflicts

Nov 21- A Trans- Global World

Kearny “The 2008 Global Cities Index” pg. 68- 76

Nov 23 Thanksgiving

Nov 25 Thanksgiving

Week 14- Final Projects

Nov 28- Team Presentations

Nov 30- Team Presentations

Dec. 2 - Team presentations

Week 15- Final Projects

Dec. 5th Team presentation

Dec. 7th Team presentation

Dec. 9th -Last day of class

Exam Week- Final papers due Dec. 16th-

DEADLINE 5PM. Hardcopy to be handed into the CAR main office in the Northeast Module II.

An additional E-copies need to be e-mailed to the Professor before 12pm.

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E-Reserve Readings:

Avruch, Kevin. (2008). "Culture Theory, Culture Clash, and the Practice of Conflict Resolution" In *Handbook of Conflict Analysis and Resolution*. Dennis Sandole et al. eds. London and New York: Rutledge. Pg. 239-253.

Collier, Paul. (2007). "Economic Causes of Civil Conflict and Their Implications for Policy." In *Leashing The Dogs of War*. Chester Crocker, Fen Osler Hampson, and Pamela Aall, eds. Washington D.C.: United States Institute for Peace Press. Pg. 197-216.

Cook-Huffman, Celia. (2008). "The Role of Identity in Conflict" In *Handbook of Conflict Analysis and Resolution*. Dennis Sandole et al. eds. London and New York: Rutledge. Pg. 17- 29.

Galtung, Johan. (1999). "Cultural Violence". In *Violence and Its Alternatives: An Interdisciplinary Reader*. Steger and Lind, eds. New York: St. Martin's Press. Pg. 39-53.

Gurr, Ted Robert. (2007). "Minorities, Nationalists and Islamists: Managing Communal Conflicts in the Twenty- First Century." In *Leashing The Dogs of War*. Chester Crocker, Fen Osler Hampson, and Pamela Aall, eds. Washington D.C.: United States Institute for Peace Press. Pg. 131-160.

Huntington, Samuel. (1993). "A Clash of Civilizations?". *Foreign Affairs*. Summer. Pg. 22-49. (Article can be found through the GMU Libraries e-journals). NOT IN E-RESERVES.

Jeong, Ho-wan. (2005). "Development". In *Peacebuilding in Post Conflict Societies*. Boulder and London: Lynne Rienner Publishing. Pg. 123- 154.

Kearney, A.T. (2008). "The 2008 Global Cities Index", *Foreign Policy*. November/December. Pg. 68- 76. (This article can also be found through the GMU Libraries e-journals).

Maulden, Patricia. (2011). "Fighting Young: Liberia and Sierra Leone". In *Women Waging War and Peace: International Perspectives of Women's roles in Conflict and Post-Conflict Reconstruction*. Sandra I. Cheldelin and Maneshka Eliatamby, eds. New York: Contium Publishing Limited. Pg. TBA

Melchin, Kenneth, Picard, Cheryl. (2008) "Studying Conflict: Where Have We Arrived and Why We Think About Insight?" In *Transforming Conflict Through Insight*. Toronto: University of Toronto Press. Pg. 26-48.

Mellon, Christian. (2008) " "Just War": The Catholic Church Updates Its Legacy". In *Justifying War: From Humanitarian Intervention to Counterterrorism*. Gilles Andreani and Pierre Hassner, eds. New York: Palgrave McMillian. Pg. 53- 68.

Quinlan, Michael. "Modern Application of the "Just War" Tradition" In *Justifying War: From Humanitarian Intervention to Counterterrorism*. Gilles Andreani and Pierre Hassner, eds. New York: Palgrave MacMillan. Pg. 43- 53.

Tarrow, Sidney (1998). "Contentious Politics and Social Movements". *Power in Movement: Social Movements and Contentious Politics*. 2nd ed. New York: Cambridge University Press. Pg. 10- 25.

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. Pg. 19-28 and 36-49.

Zartman, William I and Touval, Saadia. (2007). "International Mediation". In *Leashing The Dogs of War*. Chester Crocker, Fen Osler Hampson, and Pamela Aall, eds. Washington D.C.: United States Institute for Peace Press. Pg. 437-454.