CONF 490: Integration
George Mason University
Fall 2009

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Office hours: Wednesdays, 9:30AM – 10:30AM, or by appt., Robinson B365, Fairfax Campus

Course time and location: Wednesdays, Robinson A249, 10:30 am - 1:20 pm

INTRODUCTION:

Conflict 490 is a capstone course in which students reflect on what they have learned, integrating and synthesizing knowledge from all their coursework in conflict analysis and resolution courses, as well as related areas of study. The course begins with an overview of the conflict field and attention to the issue of conflict and its representation. Next, we will focus on the enduring problem of genocidal violence in the twenty-first century. After that we will use the conflict in Kashmir as a way to think about the problem of ethnic and religious conflict within a classic protracted social conflict. Then we will move to the possibility of peacebuilding, conflict transformation, and dialogue. We will focus on the peace process that ended the war in Mozambique, one of the few real case studies of successful conflict resolution. Next the course will consider the tension between conflict resolution and justice and international law. To do this we will analyze the points of convergence and divergence between human rights and contemporary conflict resolution. Finally, this semester's 490 will consider the practices of truth and reconciliation in the aftermath of conflict.

Conflict 490 is a designated Synthesis Course in the General Education program. Accordingly, the course is interdisciplinary; students will study conflict and specific conflicts by drawing on material and ways of knowing from anthropology, law, psychology, policy studies, and documentary film, as well as conflict analysis and resolution, an interdisciplinary field itself. Students will demonstrate skills in conflict resolution, examine writings about different conflicts, and reflect on the experience of conflict resolution, thus engaging in critical thinking about the integration of theory and practice. As a final project students will conduct an advanced conflict analysis and design intervention intended to have policy and real world implications.

BOOKS (required):

Goodale, Mark, *Surrendering to Utopia: An Anthropology of Human Rights* (Stanford University Press, 2009)
Gourevitch, Philip, *We wish to inform you that tomorrow we will be killed with our families: Stories from Rwanda* (Picador, 1998)
Habibdullah, Wajahat, *My Kashmir: Conflict and the Prospects for Enduring Peace* (USIP Press, 2008)
Hume, Cameron, *Ending Mozambique's War: The Role of Mediation and Good Offices* (USIP Press, 1994)
Schirch, Lisa, *The Little Book of Strategic Peacebuilding* (Good Books, 2004)

COURSE FORMAT:

The course is a combined lecture and seminar course and will, therefore, involve the following features and expectations: (1) students will be expected to come to each class with the readings fully digested and prepared to engage in a sustained interactive discussion of both critical concepts found in the readings, and ongoing themes that the course will inevitably develop; (2) course participants will be expected to engage in discussion and, at times, debate, with respect for the differences in background, belief, and ideology found at CAR/ICAR; and (3) students will be expected to devote themselves to their written work and oral presentations with the kind of energy associated with CAR/ICAR students and to turn in assignments on time. Classes will feature a combination of lecture by the professor, student presentation of concepts and conflicts, discussion structured by prepared questions, free discussion, and guest lectures and presentations.

EVALUATION:

1. <u>Conflict case study</u>: By the 4th week of class (**October 7**), students will select a conflict to focus on for a final project, which will consist of an 18-20 page written conflict analysis and intervention design and a final in-class presentation during the last two weeks of class, during which students will summarize major findings and respond to peer evaluation. The final paper will be worth 40% of the final grade and the presentation 20%.

2. <u>Reflective essay</u>: Because this is a capstone course, students will be asked to reflect on their experiences within conflict analysis and resolution. On **October 28** they will turn in a 5-page essay that examines the field of conflict analysis of resolution in the contemporary world, with a special focus on locating the student in relation to the field. This will be worth 20% of the grade.

3. <u>Conflict of the week</u>: Beginning in the second week, student teams will begin each course with a presentation of a "conflict of the week." Students will select one international, national, or local conflict from current news and present a 20-minute

SPITCEROW-type conflict analysis. Assignments will be randomly made and distributed during the first week of class. This will be worth 10% of your final grade.

4. Participation: Because this is both a lecture and seminar course, active participation is vital to its success. Even if students will be reading and thinking about certain issues and concepts for the first time, they will be expected to address them critically, substantively, and with an eye toward developing reasoned independent positions. This portion of the class will be worth 10% of the final grade.

** We will discuss class requirements and expectations in detail during our first class meeting.

Introduction to course and course participants

Wednesday September 2

- Detailed introduction to course, assignments, expectations, participants.

Classic Themes in the Study of Conflict and Overview of Conflict Mapping

September 9

Sandole, "A Comprehensive Mapping of Conflict and Conflict Resolution: A Three Pillar Approach," http://gmu.edu/academic/pcs/sandole

Begin *We wish to inform you*

Conflict in a World of Borders, Conflict Resolution in a World Without Borders

September 16

Mitchell, Christopher, "Conflict, Social Change, and Conflict Resolution" http://www.berghof-handbook.net/uploads/download/mitchell_handbook.pdf

Continue *We wish to inform you*

Class time: Choosing a conflict for study and intervention

Genocidal Violence in the 21st Century

September 23

Finish *We wish to inform you*
Guest presenter: TBA

<u>September 30</u>

Finish *We wish to inform you*
FILM: "Gacaca: Living Together Again in Rwanda?"
Debate and discuss

Class time: Choosing a conflict for study and intervention

<u>Difference, Divisiveness, and the Problem of the Protracted Social Conflict</u>

<u>October 7</u>

My Kashmir, Introduction, Chapters 1-3

Guest presenter: Maneshka Eliatamby, Ph.D. student, ICAR

CONFLICT CASE STUDY PROPOSAL DUE IN CLASS

<u>October 14</u>

My Kashmir, Chapters 3-6

FILM: "Crossing the Lines"
Debate and discuss

Class time: Researching a conflict

<u>Dialogue, Conflict Transformation, and Peacebuilding</u>

<u>October 21</u>

Ending Mozambique's War, Chapters 1-3

<u>October 28</u>

Ending Mozambique's War, Chapters 3-6, Epilogue

Guest presenter: Professor Andrea Bartoli, Director of ICAR

Class time: Researching a conflict

REFLECTIVE ESSAYS DUE IN CLASS

Justice, Conflict Resolution, and Human Rights

November 4

Goodale, Prologue, Chapters 1, 3, 4

November 11

Goodale, Chapters 5, 6, Conclusion
Mayer, Ann Elizabeth, "Cultural Particularism as a Bar to Women's Rights: Reflections on the Middle East Experience" (on electronic reserve)

FILM: "Bombies"
Debate and discuss

Class time: Analyzing a conflict and designing an intervention

The Importance and Dilemma of Truth and Reconciliation

November 18

FILM: "Long Night's Journey into Day"
Discuss and debate with guests from South Africa

November 25

THANKSGIVING RECESS—NO CLASS

December 2

Group I: Formal presentations of final conflict case studies

December 9

Group II: Formal presentations of final conflict case studies

COURSE EVALUATIONS

December 15

Written conflict case studies due in hardcopy to CAR office, Robinson B365

George Mason University Honor System and Code

Please familiarize yourself with the Honor System and Code, as stated in the George Mason University *Undergraduate Catalog*. When you are given an assignment as an individual, the work must be your own. Some of your work may be collaborative; source material for group projects and work of individual group members must be carefully documented for individual contributions. For an overview of the Honor Code, see the explanation below:

HONOR CODE

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University, and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor.

I. The Honor Committee

The Honor Committee is a group of students elected from the student body whose primary and indispensable duty is to instill the concept and spirit of the Honor Code within the student body. The secondary function of this group is to sit as a hearing committee on all alleged violations of the code.

II. Extent of the Honor Code

The Honor Code of George Mason University deals specifically with *cheating* and *attempted cheating*, *plagiarism*, *lying*, and *stealing*.

A. Cheating encompasses the following:
1. The willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students.

2. The above may be accomplished by any means whatsoever, including but not limited to the following: fraud; duress; deception; theft; trick; talking; signs; gestures; copying from another student; and the unauthorized use of study aids, memoranda, books, data, or other information.

3. Attempted cheating.

B. Plagiarism encompasses the following:
1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.

2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.

C. Lying encompasses the following:
The willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work. This includes but is not limited to the following:
1. Lying to administration and faculty members.

2. Falsifying any university document by mutilation, addition, or deletion.

3. Lying to Honor Committee members and counsels during investigation and hearing. This may constitute a second charge, with the committee members who acted as judges during that specific hearing acting as accusers.

D. Stealing encompasses the following:
Taking or appropriating without the permission to do so, and with the intent to keep or to make use of wrongfully, property belonging to any member of the George Mason University community or any property located on the university campus. This includes misuse of university computer resources (see the Responsible Use of Computing Policy section in the "General Policies" chapter). This section is relevant only to academic work and related materials.

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Source: *George Mason University Faculty Handbook*
http://www.gmu.edu/facstaff/handbook/aD.html

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For a more complete understanding of what constitutes plagiarism, see the statements below:

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Plagiarism Statement

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Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and

to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (statement of English Department at George Mason University)

Plagiarism and the Internet

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.