

CONF 501
INTRODUCTION TO CONFLICT ANALYSIS AND RESOLUTION

Semester: Fall 2013
Class Time: Tuesday, 4:30pm-7:10pm
Location: Arlington: Founders Hall 310
Instructor: HoWon Jeong
Office Hour: By appointment
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Course Objectives

This course is designed to introduce the basic theories and analytical framework of conflict to those who are interested in how to manage adversarial relationships in human society. The concepts and case studies to be examined in the class are relevant to different levels of analysis, i.e., inter-state and inter-group conflicts as well as issues which have global implications. This class should be useful for enhancing our understanding of various types of conflicts emerging in the social relationships of modern society.

The topics are not limited to ethno-political conflict, but also include environmental, organizational, religious and other types of conflicts that may result from incompatible economic interests and identity and value differences. Reflecting on the development of conflict studies, theoretical and conceptual explanations offered in this class benefit from cross utilization of multi-disciplinary approaches, especially, international relations, political science, sociology, psychology, communication, and anthropology.

The class is intended to enrich and expand our knowledge about conflict resolution by overcoming the limited scope of traditional management and control approaches to conflict, which are commonly accepted in public policy and other traditional disciplinary fields (oriented toward the maintenance of the status quo). In providing foundational knowledge for students of conflict studies, this class will not only examine emerging theories, but will also refer to classical work in conflict studies.

In enhancing the practical knowledge base for students, various concepts (related to conflict dynamics and processes) will be applied to important past and current issues. The class will discuss the kinds of concepts that need to be further developed and explore the methods of profiling and mapping conflict. As an applied field, our attention will be focused on the utility of concepts and theories in the comparison of diverse human experiences.

The class schedule for the entire semester is divided into three parts. The lesson will start with identifying the principles and methods of conflict analysis along with the introduction of basic concepts popularly used in the field. The second part of the course will focus on conflict dynamics and processes that will be followed by the investigation of strategies and methods of conflict resolution. The final part of the course will be devoted to case studies that are drawn from real world events.

Class Activities and Requirements:

Besides regular class attendance and participation, students will be asked to submit a short written comment on some readings. There will be **one mid-term and one final exam**, and one research paper. The course grade is determined by **class participation (10%), midterm (25%), final exam (25%), short written assignments (10%), and final research paper (30%)**.

Missing more than two classes will contribute to a lower letter grade; the absence of four or more classes can result in the failure of the course; exceptions are recognized for **documented** personal illness, family or other emergencies. Class attendance does not simply mean the physical presence in class. Lower grade or even failure of the course can incur if a student is frequently engaged in personal computing or other private activities instead of paying attention to the flow of the class.

Permission for late submission of assignments and a grade of “incomplete” for the course will be given only in cases of personal illness or immediate family crisis. Late papers will receive penalized points. Students should also read the statement of ICAR’s Academic Standards and the University’s Honor Code.

* **Class participation (10%):** Your class participation grade will be based on how thoroughly you have prepared for each class. That means that you have to keep the reading assignments and should be able to answer questions asked by the instructor in class. Evaluation will be based on the quality of a student’s participation in class discussion. It is not a reflection on how frequently students talk about particular events and issues they know, but on how students demonstrate the relevance of their understanding of key concepts and ideas based on the reading assignments. Questions and comments (that contribute to the learning of other students) will be especially welcomed and appreciated. If you feel that you do not have enough opportunity to talk in class, you can use class break or an opportunity to talk to your instructor. You are always welcome to approach the instructor with any questions or ideas which you want to dwell more on.

* **The exams, mid-term and final (50%):** The best way to prepare for your midterm and final exams is to read your reading assignments prior to the class and pay attention to what concepts and theories are mentioned and discussed

more in depth in class. The exams are designed to help you grasp basic understanding of conceptual approaches to conflict analysis in the way to help you develop an intellectual map that guide you in real world conflict situations. Given the limited length of the exam, you will be asked to synthesize theoretical ideas learned in class.

* Final Research Paper (30%): Students will be asked to choose particular conflict events, and apply a conflict process model to their cases. The paper needs to demonstrate a student's ability to apply concepts of conflict analysis to a particular conflict.

* The short written assignments (10%) will include a reflective short essay on one of the reading assignments.

Required Reading

These books are available for purchase at the Arlington Bookstore.

Ho-won Jeong, *Understanding Conflict and Conflict Analysis*, London: Sage Publication (2008);

Tubten Khetsun, 2008. *Memories of Life in Lhasa Under Chinese Rule*. New York: Columbia University Press;

Ho-Won Jeong, *Conflict Management and Resolution* (London: Routledge, November 2009)

Joel S. Wit, Daniel Poneman, Robert L. Gallucci, *Going Critical: The First North Korean Nuclear Crisis* (Brookings Institution Press, 2004)

Ho-Won Jeong, *Peacebuilding in Postconflict Societies*. Boulder: Lynne Rienner Publishers, 2005.

Recommended

John W. Burton, *Conflict Resolution: Its Language and Processes* (Lanham, MD: Scarecrow Press, 1996)

John W. Burton and Frank Dukes, *Conflict: Practices in Management, Settlement & Resolution* (New York: St. Martins, 1990)

Course Schedule

Session 1 (8/26): Introduction
Overview of the course

(9/2): No class: Labor Day

Session 2: (9/9): (Approaches in conflict analysis and resolution

Understanding Conflict and Conflict Analysis, Ch. 1-2

Supplementary Reading:

John W. Burton, 'CIVILIZATIONS IN CRISIS: FROM ADVERSARIAL TO PROBLEM SOLVING PROCESSES'

http://www.gmu.edu/programs/icar/ijps/vol1_1/Burton.htm

John W. Burton 'Conflict Resolution and the Human Dimension'

http://www.gmu.edu/programs/icar/ijps/vol3_1/burton.htm

The Dalai Lama, 'The Global Community and the Need for Universal Responsibility'

http://www.gmu.edu/programs/icar/ijps/vol7_1/Lama.htm

Class Discussion:

'An Afghan Soldier's Journey From Ally to Enemy of America'

http://www.nytimes.com/2013/01/04/world/asia/afghan-soldiers-journey-from-friend-to-killer-of-americans.html?hp&_r=0

'An American NGO ... in North Korea'

<http://www.theatlantic.com/international/archive/2012/12/an-american-ngo-in-north-korea/266269/>

'Gulf between Israel's female powerhouses highlights country's deepest tensions'

<http://www.csmonitor.com/World/Middle-East/2013/0116/Gulf-between-Israel-s-female-powerhouses-highlights-country-s-deepest-tensions?nav=87-frontpage-entryNineltem>

Session 3: (9/16): Conflict Situations and Sources

Understanding Conflict and Conflict Analysis, Ch. 3-4

Recommend Reading:

John W. Burton, 'Peace Begins at Home'

http://www.gmu.edu/programs/icar/ijps/vol6_1/Burton.htm

'Introducing the person into thinking about social policies'
http://www.gmu.edu/programs/icar/ijps/vol6_1/Burton3.htm

'Where do we go from here?'
http://www.gmu.edu/programs/icar/ijps/vol6_1/Burton4.htm

Class Discussion:

'Obama's 'kill list' is unchecked presidential power'
http://www.washingtonpost.com/opinions/obamas-kill-list-is-unchecked-presidential-power/2012/06/11/gJQAHw05WV_story.html?tid=pm_opinions_pop

'Apple's Retail Army, Long on Loyalty but Short on Pay'
<http://www.nytimes.com/2012/06/24/business/apple-store-workers-loyal-but-short-on-pay.html?hp>

'Suicides Outpacing War Deaths for Troops'
<http://www.nytimes.com/2012/06/09/us/suicides-eclipse-war-deaths-for-us-troops.html?hp>

'America's Last Prisoner of War'
<http://www.rollingstone.com/politics/news/americas-last-prisoner-of-war-20120607#ixzz1xW4klbgI>

'U.S. expands secret intelligence operations in Africa'
http://www.washingtonpost.com/world/national-security/us-expands-secret-intelligence-operations-in-africa/2012/06/13/gJQAHyvAbV_story.html?hpid=z1

'U.S. drone targets in Yemen raise questions'
http://www.washingtonpost.com/world/national-security/us-drone-targets-in-yemen-raise-questions/2012/06/02/gJQAP0jz9U_story_1.html

Session 4: (9/23): Voices from the Margin
Tubten Khetsun, 2008. *Memories of Life in Lhasa Under Chinese Rule.*

While reading the book, please consider such questions as 'what kind of approach do we need in understanding this conflict?', 'what kind of understanding of the conflict could we forge from the author's experience of living under an oppressed rule that does not recognize both physical security, material well-being and self-identity?'

Session 5: (9/30): Conflict Process and Dynamics

Understanding Conflict and Conflict Analysis, Ch. 5-6

Class Discussion:

'Facing the French, Mali Rebels Dig In and Blend In'
http://www.nytimes.com/2013/01/16/world/africa/mali-islamists-dig-in-for-a-long-military-struggle.html?hp&_r=0

'Islamists promise fight across Sahara, but response disjointed'
<http://www.csmonitor.com/World/Africa/2013/0117/Islamists-promise-fight-across-Sahara-but-response-disjointed?nav=87-frontpage-entryLeadStory>

Session 6: (10/7) Conflict System, Escalation and Entrapment

Understanding Conflict and Conflict Analysis, Ch. 7-8

Recommended Reading:

Ronald F. Fisher, *The Social Psychology of Intergroup and International Conflict*, New York: Springer-Verlag, 1990

John F. Dovidio, et al., 'A Social Psychology of National and International Group Relations', *Journal of Social Issues*, Vol. 54, No. 4, 1998, pp. 831-846

Session 7: (10/15): De-escalation and Ending

Understanding Conflict and Conflict Analysis, Chapters 9-11

Recommended Reading

Paul Smoker and Linda Groff, 'Spirituality, Religion, Culture, and Peace: Exploring the Foundations for Inner-Outer Peace in the Twenty-First Century'
http://www.gmu.edu/programs/icar/ijps/vol1_1/cover1_1.htm

Johan Galtung 'Peace and Conflict Research in the Age of the Cholera: Ten Pointers to the Future of Peace Studies'
http://www.gmu.edu/programs/icar/ijps/vol1_1/Burton.htm

Session 8: (10/21): Spring Break

Session 9: *Peace Building: Approaches and Strategies*

Ho-Won Jeong, *Peacebuilding in Postconflict Societies*, chapters 1-4

Session 10: *Peace Building: Development to Reconciliation*

Peacebuilding in Postconflict Societies, chapters 5-7

Recommended Reading:

Karen Brounéus 'Analyzing Reconciliation: A Structured Method for Measuring National Reconciliation Initiatives', *Peace and Conflict*, 14:3, pp. 291 — 313, July 2008

Ervin Staub (2006), 'Reconciliation after Genocide, Mass Killing, or Intractable Conflict: Understanding the Roots of Violence, Psychological Recovery, and Steps toward a General Theory' *Political Psychology*, Vol. 27, No. 6

Session 11: (11/11) Midterm Exam

Session 12: (11/18) Meetings for Group Presentations

Session 13: (11/25) Group Presentation

Session 14: (12/2) Group Presentation

Session 15: (12/9) Review and Future Research

Final paper is due

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 not intended to replace or substitute for it.