

Global Conflict Analysis and Resolution

CONF 340 Section 003 – Spring 2009

<u>Class Time:</u>	Thursday, 10:30 am – 1:15 pm
<u>Location:</u>	Robinson A, Room 101
<u>Instructor:</u>	Patricia Maulden, Ph.D. Northeast Module II, Room 117 703.993.9804 pmaulden@gmu.edu
<u>Office Hours:</u>	Tuesday 10:00 – 11:00 am or by appointment

Course Description & Objectives

Welcome! This course introduces students to theories and sources of international or global conflict as well as theories and dynamics of international peace processes. Taking an interdisciplinary approach, the class explores global conflict and resolution from the viewpoints of political science, psychology, economics, international development, anthropology, and international relations. Students will quickly discover that no one theoretical base or philosophical approach alone covers the intricacies and complexities of global conflict. In addition, considerations vie with constraints as conflict analysts and managers struggle to craft management and resolution approaches to ever-changing, complex realities.

By the end of the course, students will learn theories and techniques for assessing global conflict dynamics, develop enhanced abilities to critically evaluate events and their historical antecedents, and to consider potential intervention strategies appropriate for specific conflict stages.

During the course class participants will:

- * Consider the causes and costs of intrastate, interstate, and transnational conflicts
- * Increase understanding of analytical approaches and resolution strategies to address protracted social conflict, terrorism, transnational, and religious conflicts
- * Examine contextual factors that encourage or constrain conflict or violence and look for potential unintended consequences that may arise from any proposed intervention
- * Explore aspects of culture, gender, power, and ethics as they affect both conflict as well as resolution attempts.
- * Enhance critical thinking abilities

Course Expectations

1. Consistent attendance. Barring exceptional circumstances, you will be expected to attend class on a regular basis.
2. Effective preparation. Class involves discussion and activities that depend on advance preparation. All assigned readings should be completed PRIOR to class.
3. Classroom etiquette. Please come to class on time and prepared. Turn off cell phones, pagers, beepers, etc. Remain in class unless you have an emergency. Allow others and yourself to learn by refraining from side conversations, passing notes, playing video games, instant messaging, reading e-mail, browsing websites, etc. Open discussion and dialogue are class goals but please be mindful of the sensitivities of others.
4. Course completion. In keeping with departmental policy, incomplete grades will be given only in cases of illness, either personal or in an immediate family member. Class assignments that are submitted late can be penalized by one point for each day thereafter. If a student has a documented emergency, special arrangements can be made with the instructor.
5. Paper format. Papers should be typed, double-spaced, have 1” margins, and Times New Roman 12-point font. The pages should be numbered and stapled together. Make sure that your name, course number, and paper title is on the first page. Edit your papers carefully as spelling and grammatical errors will lower your overall score.

Course Materials

Required Texts

1. Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall. 2005. *Contemporary Conflict Resolution: The prevention, management and transformation of deadly conflicts*. Second Edition. Cambridge: Polity Press.
2. White, Brian, Richard Little, and Michael Smith, eds. 2005. *Issues in World Politics*. Third Edition. New York: Palgrave Macmillan.

Electronic Material

Course materials including syllabus, Power Point slides, assignments, and other relevant documents will be available on Blackboard. Supplemental journal readings are available through the GMU Library online journals.

Additional Journal Readings

- Agathangelou, Anna M. and L.H.M. Ling. 2004. Power, Borders, Security, Wealth: Lessons of Violence and Desire from September 11. In *International Studies Quarterly*, Volume 38, No. 3 (517-538).
- Bar-Tal, Daniel. 2000. From Intractable Conflict Through Conflict Resolution to Reconciliation: Psychological Analysis. In *Political Psychology*. Volume 21, No. 2, 351-365.

- Barbanti Jr., Olympio. 2006. Development Aid and Conflict Resolution: Exploring Links. In *Conflict Resolution Quarterly*. Volume 24, No. 2, 229-239.
- Brounéus, Karen. 2008. Analyzing Reconciliation: A Structured Method for Measuring National Reconciliation Initiatives. In *Peace and Conflict*. Volume 14, 291-313.
- Caprioli, Mary and Kimberly Lynn Douglas. 2008. National Building and Women: The Effect of Intervention on Women's Agency. In *Foreign Policy Analysis*. Volume 4, Issue 1, (45-65).
- Caprioli, Mary. 2005. Primed for Violence: The Role of Gender Inequality in Predicting Internal Conflict. In *International Studies Quarterly*. Volume 49, No. 2, (161-178).
- Greenhill, Kelly M. and Solomon Major. 2006. The Perils of Profiling: Civil War Spoilers and the Collapse of Intrastate Peace Accords. In *International Security*. Volume 31, No. 3, 7-40.
- Habyarimana, James et. al. 2008. Is Ethnic Conflict Inevitable? Parting Ways Over Nationalism and Separatism. In *Foreign Affairs*. Volume 87, Issue 4, 138-146.
- Handrahan, L.M. 2001. Gendering Ethnicity in Kyrgyzstan: Forgotten Elements in Promoting Peace and Democracy. In *Gender and Development*. Volume 9, No. 3, 70-78.
- Haugerudbraaten, Henning. 1998. Peacebuilding: Six Dimensions and Two Concepts. In *African Security Review*. Volume 7, No. 6.
- Kaufman, Stuart J. 2006. Escaping the Symbolic Politics Trap: Reconciliation Initiatives and Conflict Resolution in Ethnic Wars. In *Journal of Peace Research*. Volume 43, No. 2, 201-218.
- Knight, Mark and Alpaslan Özerdem. 2004. Guns, Camps and Cash: Disarmament, Demobilization and Reinsertion of Former Combatants in Transitions from War to Peace. In *Journal of Peace Research*. Volume 41, No. 4, 499-516.
- Murshed, S. Mansoob. 2002. Conflict, Civil War and Underdevelopment: An Introduction. In *Journal of Peace Research*. Volume 39, No. 4, 387-393.
- Pouligny, Béatrice. 2005. Civil Society and Post-Conflict Peacebuilding: Ambiguities of International Programmes Aimed at Building 'New' Societies. In *Security Dialogue*. Volume 36, No. 4, 495-510.
- Rubinstein, Robert A. 2005. Intervention and Culture: An Anthropological Approach to Peace Operations. In *Security Dialogue*. Volume 36, No. 4, 527-544.
- Sisk, Timothy D. 2001. *Peacemaking in Civil Wars: Obstacles, Options, and Opportunities*. CIAO. (On Blackboard)
- Vasquez, John A. 2005. Ethics, Foreign Policy, and Liberal Wars: The Role of Restraint in Moral Decision Making. In *International Studies Perspectives*. Volume 6, No. 3, 307-315.

Walter, Barbara F. Designing Transitions from Civil War. *In International Security*. Volume 24, No. 1, 127-155.

Academic Policies & Information

Academic Honesty and Collaboration

George Mason University has an Honor Code with guidelines regarding academic integrity and which is designed, “to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community” (www.gmu.edu/catalog/policies). The Honor Code lays out strict penalties for cheating and plagiarism.

Plagiarism is a serious offense, and all written work for this course should include proper citations in a standard citation format (MLA, APA, etc.). *If you are unsure about how to cite a direct quotation or concept from course or outside readings, then ask for help.* “I wasn’t sure how to cite a source, so I left out the reference,” is not an acceptable defense for plagiarism. Copies of common style manuals are available at the GMU library reference desk or online at <http://library.duke.edu/research/citing/workscited/>.

For individual class assignments, you may discuss your ideas with others or ask for feedback; however, you are responsible for making certain that there is no question that the work you hand in is your own. You may not submit papers or presentations from other courses to fulfill assignments for this class.

For group class assignments, the names of all participants should appear on the work. While it is fine for groups to divide project work among team members, the final product submitted should represent a single, conceptually linked piece of work. With rare exception, each student working in a group is given the same grade for an assignment. *If a group is having trouble with a member not fulfilling their work obligation, then the group needs to bring the problem to the instructor’s attention immediately.*

Student Resources

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>).

Library Services

The ICAR library liaison is Melissa Johnson (703.993.2212). Do not hesitate to contact her with specific questions about holdings and research in these areas or whom to contact for materials still in the Fenwick Library on the Fairfax Campus.

Assignments

Participation

10%

You are expected to come to class prepared to discuss the readings. Active participation based on thoughtful consideration of the reading materials is expected. If you do not attend you cannot participate.

Reading Quizzes

20%

During the semester five pop quizzes based on that day’s readings will be given. The lowest score will be dropped. Each quiz will be worth 5 points – with 20 points the maximum score from the four highest quiz scores. Quizzes cannot be made up and there will be no prior notice as to what day(s) quizzes will occur. Each quiz will take 10-15 minutes.

Midterm Essay Exam

20%

Two essay questions will be handed out on **March 5**. Each question is worth 10 points and your response to each question must be from 5 (complete) to 7 pages. The completed exam must be returned on **March 19**.

Group Presentation

20%

You will be a member of one of the six research groups. Each group will prepare a case study presentation on a current international conflict – (1) providing an overview of the conflict, (2) a discussion of the analytical framework used by your group, (3) exploration of how the conflict was analyzed by the international community and how this did or did not differ from the group

analysis, (4) examination and critique of how the international community has responded to the conflict, and (5) group suggestions for intervention strategies or improvements in conflict management approaches. Each group will submit a 1 page topic statement and research approach by **February 19**.

In addition to the case study, the group should collect **10** news articles and reports (from major newspapers, think tanks, journals, websites) to be collected in a media portfolio. The media portfolio and a 1 to 3-page outline of the presentation will be turned in at the time of the presentation.

Time for group preparation will be provided during class throughout the semester. It is expected, however, for groups to meet separately from class to work on their projects. Class members are expected to attend all of the presentations and attendance impacts the final participation grade. Each team will have 30 minutes to discuss their case and time will be closely monitored. Group presentation days are **April 16 and April 23**.

Case Study Research Paper

30%

As your final project, you will write a 12 – 15 page case study research paper reflecting themes discussed throughout the semester. The case study needs to contain the following:

1. Introduction of case and paper structure (~1 page)
2. Background material describing and mapping the conflict components (~2-3 pages)
3. Diagnosis of the relevant issues and dynamics as presented in course materials (~3-4 pages)
4. Evaluation of past intervention strategies and suggestions for future interventions (~3-4 pages)
5. Exploration of likely outcomes and potential unintended consequences (~2-3 pages)
6. Conclusion and synthesis of themes and arguments presented (~1page)

You may use whatever mapping framework you choose but indicate this in your introduction. Choose issues and dynamics that reflect course readings (or chapters in the White et al. text not included in the syllabus). The intervention strategies should also generally reflect course readings.

Start thinking of a topic beginning on the first day of class. If you have difficulties or just want to talk about your paper, please contact me. A one page typed proposal is due by **February 26**. I will return the proposal with my comments the following week. The completed research paper is due **May 7, 2009 no later than 5:00 pm**. Please put your paper in an envelope marked with the instructor's name and course No. in my mailbox in the Conflict Analysis and Resolution (CAR) office, Robinson B365. If the office is closed, drop the envelope through the mail slot in the door. **LATE PAPERS WILL BE ACCEPTED ONLY IN CASES OF DOCUMENTED PERSONAL ILLNESS OR FAMILY EMERGENCY.**

Course Agenda

Part I. Understanding Sources of Global Conflict

Week 1 January 22 Introduction to Course Themes

Class Introductions

Readings: RWM Chapter 1
 Agathangelou and Ling article

Week 2 January 29 Systemic Sources

Readings: White Chapters 1 & 2
 RWM Chapter 3

Week 3 February 5 Mid-Level Sources

Readings: White Chapters 4 & 5
 RWM Chapter 4

Suggested: Murshed Article
 Barbanti Article

Week 4 February 12 Contextual & Cultural Sources

Readings White Chapter 8
 Handrahan Article
 Habyarimana Article
 Caprioli Article

Week 5 February 19 Transnational Sources

Readings: White Chapters 13 & 14
 RWM Chapter 11

Group Presentation Topics Due.

Part II. Understanding Global Conflict Resolution Processes

Week 6 February 26 Prevention & Peacekeeping

Readings: White Chapter 7
 RWM Chapters 5 & 6
 Rubinstein Article

Individual Paper Proposal Due.

Week 7 March 5 Peacemaking

Readings RWM Chapter 7
 Sisk Article (Blackboard)
 Greenhill & Major Article

Midterm Exam Handed Out.

Week 8 March 12 SPRING BREAK

Week 9 March 19 Post-War Transitions

Readings: RWM Chapter 8
 Walter Article

Suggested: Caprioli & Douglas Article
 Knight & Özerdem Article

Midterm Exam Due.

Week 10 March 26 Peacebuilding

Readings: RWM Chapter 9
 Haugerudbraaten article
 Pouligny Article

Week 11 April 2 Reconciliation I

Readings: RWM Chapter 10
 Kaufman Article

Week 12 April 9 Reconciliation II

Readings: Brounéus Article
 Bar-Tal Article

Part III. Course Themes Integration

Week 13 April 16 Group Presentations

Week 14 April 23 Group Presentations

Week 15 April 30 Wrap Up of Course Themes

Readings: Vasquez Article

Class Evaluations

Final Research Paper Due May 7, 5:00 pm, Robinson B365.

Grading Scale

Points Accumulated	Letter Grade
98-100	A+
93-97	A
90-92	A-
87-89	B+
83-86	B
79-82	B-
75-78	C
69-71	C-
61-68	D
0-60	F