

**Conf 642-003: Integration of Theory and Practice
Spring 2009**

**Wednesdays, 7:20 – 10:00 pm
Arlington 250 (Original Building)**

**Professor: Sandra Cheldelin
scheldel@gmu.edu
Office hours by appointment
703.993.3652**

OVERVIEW OF COURSE

Welcome to Conflict 642: Integration of Theory and Practice. This is the capstone course—in the final semester of your masters program—that provides a formal structure to organize your thinking about the general field of conflict analysis and resolution, your own studies within the field, and your career as you leave ICAR. Throughout the course you will review theories, intervention strategies, and research methods from your previous courses. We will pull together and integrate the wide variety of ideas, models, approaches, frameworks, theories and cases you have encountered in your studies of this complex field. Often we will ask overarching questions about theory, research and practice:

What do we know?

What don't we know?

How can we find out what we don't know?

Our in-class discussions will probe linkages and gaps in order to help you develop a comprehensive, integrated understanding of conflict analysis and resolution. As we review theories, methodologies and interventions, we will apply these to current social conflicts—both domestically and abroad.

You will be asked to think about how you will use your education towards a satisfying career. We will explore career research and developmental models as you design an individual career plan. We will also explore funding and employment options, and interview professionals—faculty, alumni, NGO leaders, etc.—in the field.

COURSE REQUIREMENTS

The course is organized into four parts. Part I, Introduction (weeks 1 & 2) is an overview of the course including ways to conceptualize and operationalize “integration” of the field. It involves reflection on ICAR’s program, mapping your coursework in the areas of theory, research and practice. We will determine areas of strengths and areas needing more attention. Part II (weeks 3, 4, 5 and 6) is a review of dominant theories, research methodologies and common intervention practices. Part III (weeks 7, 9, 10 and 11) is the application of T/R/P to current social conflicts—domestic and international. We conclude the course, Part IV (weeks 11, 12, 13 and 14) by exploring work opportunities and personal career aspirations. You will be evaluated on the following criteria:

1. Participation 20%

Regular attendance is required. You are expected to come to class prepared to engage the topic(s) with your fellow students in a “learning community” format. You should undertake the necessary background readings that will enable you to lead or participate in a discussion of the ideas, issues and problems that form the focus of attention for each weekly class. This will mean reading beyond the two basic textbooks for the course.

2. Review of theories, research and practice methodologies 20%

By the second class meeting we will have created a list of contemporary frameworks, models, theories, research methodologies, and intervention strategies. You will be asked to select a topic on the list and research it to learn what experts have to say. Your research may also include problems, puzzles or issues related to the topic. In other words: you will select a framework, model, theory, research methodology or intervention strategy. You should be able to present the topic and participate in a discussion with the class. Be prepared to ask two or three provocative questions for us to consider about the use of this framework/model/theory/ etc. We will set aside (at least) 4 class periods—weeks 3 (maps and frameworks), 4 (theories), 5 (research) and 7 (practice)—for this component of the course.

3. In-depth analysis of a social conflict (small group presentation (20%) and individual paper (30%) 50%

By the second class meeting we will also create a list of contemporary social conflicts. These can be domestic (e.g. race relations, immigration, cultural wars, economic devastation) or beyond our borders (e.g. civil wars in countries around the world; regional conflicts; environmental conflicts; impact of globalization; economic deterioration). You will join a group of no more than three to study this conflict. [Each person will identify a specific component of the study.] You will make a final presentation to class on your topic (20%) and write a final paper (15-20 pages including a bibliography, 30%). Weeks 10, 11 and 12 are set aside for these presentations. Your papers are **due the week of your presentation** to class (but **no later than April 15**).

4. Resumé (optional) and career plan (required paper) 10%

During the semester we will explore conflict analysis and resolution career research and work opportunities. You will write a five to ten-year personal plan that is grounded by your strengths,

career anchors, and personal aspirations. Your plan should include professional development—acquiring knowledge and skills you need to supplement your program. **Due April 22.**

REQUIRED READINGS

There is one required books for the class. Both are on reserve in the Burton Library if you do not have copies from your other classes:

- Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall. 2005. *Contemporary Conflict Resolution*, 2nd edition. Cambridge, UK: 56 Polity Press
- **Optional:** Schellenberg, James A. 1996. *Conflict Resolution: Theory, Research and Practice*. Albany: State University of New York Press.

In addition, we will create an e-reserve list for the class based on your research. At this point the following readings are already on e-reserve (see Weekly Schedule for due dates of readings). The password for section 02 is “**integrate.**”

- Babbie, Earl. 1992. *The Practice of Social Research*. 6th edition, Chapter 4, “Research Design,” pp 88-112. Belmont, California: Wadsworth Publishing
- Cambria, Jack, Richard J. DeFilippo, Robert Loudon and Hugh McGowan, “Negotiation Under Extreme Pressure: The ‘Mouth Marines’ and the Hostage Takers” in *Negotiation Journal*, Vol 18, No. 4, pp 331-344.
- Cheldelin, Sandra, Daniel Druckman, Larissa Fast with Kevin Clements. 2008. Chapter 2, “Theory, Research, and Practice” pp 9-34 in Cheldelin, et al., editors, *Conflict*, 2nd edition. New York: Continuum
- Cheldelin, Sandra I. January 2006. “Engaging Law, Community, and Victims in Dialogue: From Conflict to Shared Understanding” in *Ohio State Journal on Dispute Resolution*, Vol. 22 No 1., pp 9-36
- Cheldelin, Sandra, Melanie Greenberg, Christopher Honeyman and Maria Volpe, October 2002, “An Experiment in ‘Practice to Theory’ in Conflict Resolution, guest editors, *Negotiation Journal*, Vol 18, No. 4, pp 301-304
- Cobb, Sara. 2008 Chapter 6, “Narrative Analysis” pp 97-119, in Cheldelin, et al., editors. *Conflict*, 2nd edition. New York: Continuum.
- Druckman, Daniel. 2005 Chapter 1 “Why do Research? pp 3-22, in *Doing Research*, Thousand Oaks: Sage Publications
- Hoffman, Bruce. 1998. *Inside Terrorism*, Chapter 1, “Defining Terrorism”, pp 13-44. New York: Columbia University Press.
- Kraybill, Ron 2000. “Reflections on Twenty Years in Peacebuilding”, Chapter 2 in Sampson, Cynthia and John Paul Lederach, editors, *From the Group Up: Mennonite Contributions to International Peacebuilding*. New York: Oxford University Press, pp 30-44
- Lederach, John Paul. 2000. “Journey from Resolution to Transformative Peacebuilding”, Chapter 3 in Sampson, Cynthia and John Paul Lederach, editors, *From the Group Up: Mennonite Contributions to International Peacebuilding*. New York: Oxford University Press, pp 45-55
- Nhat Hanh, Thich 2007. *The Art of Power*. Chapter 9, “Sparkling a Collective Awakening”, pp 159-175, New York: HarperOne

- Sandole, D.J.D. (1998) "A comprehensive mapping of conflict and conflict resolution: a three pillar approach" in *Peace and Conflict Studies*, Vol. 5, No. 2, Dec 1998, p 1-30 available online @ <http://www.gmu.edu/academic/pcs> (week 2)

In addition, there may be two or three chapters from Sandole, et al *Handbook of Conflict Resolution*. These are in PDF format and I'll send them to you electronically.

WEEKLY CLASS SCHEDULE

Part I: Introduction & Overview of the Field

WEEK 1, January 21: Introduction to the Course

- Welcome and introductions
- Syllabus review: expectations, requirements, and learning community design
- Identify a list of contemporary frameworks, models, theories, research methodologies, and intervention strategies
- Identify a list of contemporary social conflicts you want to explore

Assignments for Week 2:

- Select a theory, research methodology or intervention practice topic for in-depth study; individual or pair assignments.
- Select a current social conflict for in-depth study (small group assignments).
- Bring transcript (list of courses): sort courses into three predominant areas: theory, research and practice (explained in class)
- Bring curricula outlines (required courses) of one other graduate program in the field of conflict analysis and resolution and be prepared to discuss similarities and differences with ICAR's program.

WEEK 2, January 28: Mapping the Field

- Finalize schedule of topics and presentations over the semester: theory/research/practice and current social conflict.
- Overview of the masters program(s)—how do your courses relate to theory, research and practice? What about other programs that you have researched?
- Where are the gaps in your program? What are the overlaps? What do you know? What don't you know? How are you going to learn what you don't know?
- Presentation and discussion of various conflict resolution maps and frameworks

Reading—to be completed before class:

Assignment for Week 3:

- Identify at least three primary theorists' analyses of *causes* of conflict and be prepared to discuss similarities and differences.

- Bring at least three examples of maps and/or frameworks you have encountered in your studies and be prepared to discuss them: What do these maps/frameworks say? How are they helpful? What is left out? How might you improve them?

**Part II: Maps, Frameworks,
Theories, Research and Practice Methodologies**

WEEK 3, February 4: Maps and Frameworks in the Field

- Where does “conflict studies” come from?
- Review of Maps and frameworks: What do they say? How are they helpful? What is left out? How might you improve them?
- 1st to 4th generation reflections; next generation directions
- **Student presentations of maps and frameworks:**

Readings—to be completed before class:

- Sandole, <http://www.gmu.edu/academic/pcs>, December 1998, p 1-30
- Ramsbotham et al, Chapters 1 and 2, pp 3-54

Assignment for week 4:

- Identify at least two theories that makes sense to you in explaining protracted conflicts

WEEK 4, February 11: Theories

- What are social structural theories? Formal theories? Why are they helpful?
- What theories can inform our thinking of terrorism?
- What are individual characteristics theories? Social process theories?
- **Student presentations of theories:** Kim, Lauren, Jason, Helen, Gin and Ajla

Readings:

- Ramsbotham et al, Chapters 4 and 5, pp. 78-131; Chapter 11, pp. 149-264
- Hoffman, chapter 1, pp 13-44

Assignment for Week 5:

- Review at least 3 master’s theses and/or doctoral dissertations at ICAR. What were the problem statements and the methodologies used?
- Review research papers that you have written for your ICAR program. What were the problem statements and research methodologies you used? What are you most comfortable with and why? What are the most common methodologies? The newest?
- For week 5: What research methodology are you comfortable leading? What don’t you know? How are you going to learn it?
- How do we increase research productivity in the field?

[Assignment for Week 7]:

- Interview a practitioner (can be on-line, telephone or in person) about practice stories of power, coercion and ethical dilemmas.

WEEK 5, February 18: Research

- Discussion of research outcomes at ICAR—problem statements and methodologies used
- What methodologies did you use in your papers and why? What are you most comfortable with and why? What are the most common methodologies? The newest?
- How do we increase research productivity in the field?
- What do we know? What don't we know? How are we going to find out?
- **Student presentations of research methodologies:** Kai, Laurence, Terra, Tara, and Jesse

Readings:

- Ramsbotham et al., chapter 3, pp 55-77
- Cobb, Chapter 6, pp 97-118
- Druckman, Chapter 1, pp 3-22

Assignment for Week 6:

- Explore websites for possible grant proposal ideas:
<http://www.proposalwriter.com/small.html>

[Assignment for Week 9]:

- Interview a practitioner (can be on-line, telephone or in person) about practice stories of power, coercion and ethical dilemmas.

WEEK 6, February 25: Grant writing (guest presenter?)

- Grant writing—a research proposal for funding

Assignment for Week 7:

- Identify two practice methodologies that you can discuss—their strengths and liabilities

[Assignment for Week 9]:

- Interview a practitioner (can be on-line, telephone or in person) about practice stories of power, coercion and ethical dilemmas.

WEEK 7, March 4: Practice

- Practice methodologies: our favorites, what works, what doesn't, and why?
- New models of practice
- **Student presentations of intervention practices:** Karolin, Sarah, Karen, RJ, Sandra, Ross

Readings:

- Ramsbotham et al., chapters 12, 13, 14, and 15, pp. 265-314; chapters 5 and 6, 106-158
- Nhat Hanh, chapter 9, pp. 159-175
- Cheldelin (2006) pp. 9-36

WEEK 8, March 11: SPRING BREAK

No Class

- Enjoy Spring Break!

WEEK 9, March 18: Practice

- Discussion of nexus of theory, research and practice
- Stories from the field: Practitioners coping with power, coercion and ethical dilemmas (and other issues that emerged in the interviews)
- A case from the field: role play & discussion

Readings:

- Cheldelin et al, chapter 2, pp 9-35 (on e-reserve it is under Clements et al)
- Cheldelin et al., (2002), pp. 301-304
- Cambria et al., (2002), pp 331-344
- Gadlin, (2002), pp 327-330
- Eliasson (2002), pp 371-374

Assignment for Week 10:

- Preparation for student group presentations

**Part III:
Current Social Conflicts**

WEEK 10, March 25: Analysis of Current Social Conflicts: Immigration and US; Tibet

- Student group-led presentations on application of T/R/P to current social conflicts: **Immigration and US** (Helen, Sandra, Lauren, RJ, and Jason); **Tibet** (Ross, Sarah, and Helen)
- Models of Peacemaking, Reconstruction, Peacebuilding and Reconciliation
- What have we learned about containing and ending violent conflict? Examples of what works and what has not.

Readings:

- Kraybill, chapter 2, pp 30-44
- Lederach, chapter 3, pp 45-55
- Ramsbotham et al., chapters 7, 8, 9, and 10, pp
- As assigned by students

WEEK 11, April 1: Analysis of Current Social Conflicts: Gender (2) and Environment

- Student group-led presentations on application of T/R/P to current social conflicts: **Women and Gender** (Ajla, Tara, Karolin, and Jesse); **Environment** (Kai, Terra, and Laurence)
- Future directions

Readings:

- As assigned by students

WEEK 12, April 8: Analysis of Current Social Conflicts: Immigration and France

- Student group-led presentations on application of T/R/P to current social conflicts: **Immigration and France** (Kim and Laurence); **LGBT** (Gin and Karen);

Readings:

- As assigned by students
- Ramsbotham et al, chapter 16, pp 316-331

Assignments for Week 13:

- Bring resumé that reflects your education, career experiences and career goals
- Complete *Career Orientation Inventory*

**Part IV: Careers in the Field of
Conflict Analysis and Resolution**

WEEK 13, April 15: Career Development Panel: ICAR Alumni working in the field

- **Social conflict papers due**

WEEK 14, April 22: Student Career Plans and Discussion

- **Career papers due**

WEEK 15, April 29: Wrap up and Course Evaluation