

CONF 101, Section 001
Conflict and Our World:
Introduction to Conflict Analysis and Resolution
Fall 2010

Instructor: Idil P. Izmirlı

Monday/Wednesday/Friday, 10:30 am - 11:20 am

Classroom: Innovation Hall, Room 205 (Fairfax Campus)

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Office Hours: Wednesdays 11:45 am – 12:45 pm

Across all human societies, conflict is a part of daily life. Sometimes it may be an annoyance, such as arguing with a sibling over the last cookie; sometimes it is more serious, such as the debate over human cloning; and sometimes it is tragic, as in the unfolding events in the Middle East, Afghanistan, Darfur, and Somalia within the last decade. Conflict can be destructive, for example, when it damages relationships among neighbors or relatives or destroys homes and livelihoods. Conflicts can also be constructive, as shown by the civil rights demonstrations in the U.S. in the 1950s and 1960s, the Solidarity Movement in Poland in 1980s, and the Orange Revolution in Ukraine in 2004. Our increased interconnection as a global society has heightened the need for more attention to determining how humanity can deal with conflict productively.

This course introduces the interdisciplinary study of conflict analysis and resolution. We will examine how and why conflict occurs in human society, and what we can do to mitigate its destructive aspects. The course includes an overview of the field including the key approaches to analyzing conflict, an extended case study of a conflict, an examination of several forms of intervention, and finally a consideration of reconciliation and sustainable peacebuilding. We will highlight the 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.

Attendance in class is not only mandatory but also crucial if you would like to succeed in this course. Some of the material will be discussed only in class and not in the readings. You should plan to complete the assigned readings prior to each class. Be sure to look up words that are unfamiliar to you but realize that some terms have specialized meanings in the field of conflict resolution. Ask in class if you have not understood a term or idea.

Classroom etiquette: Come to class on time and prepared. Turn off your cell phones, pagers, beepers, etc. Use your laptops only for taking class notes. Do not surf the net. Do not leave the room during class unless you have an emergency. Do not disturb your classmates by talking, passing notes, playing video games, etc.

In a conflict analysis and resolution class, topics of discussions could be controversial. Be mindful of the sensitivities of others in your comments in class; however, open discussion and dialogue are our goal.

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

Course Requirements: Percentages of Grade, Due Dates

Assignments:	Due Dates:	% of Grade
Attendance and Participation	Assessed throughout the semester	10%
First short paper	September 27, 2010	15%
In-Class Midterm Exam	October 15, 2010	20%
Second short paper	October 25, 2010	15%
Group presentation: A Case Study of a World Conflict	TBA	40%

Guidelines for preparing the two short papers (essays) will be provided in class. The first short essay will focus on a video (real world conflict) that you have analyzed on your own based on class discussions/readings. The second will focus on a local US conflict (real life) video that will also be shown in class. Mid-term will be an in-class exam. Make-up exams and extensions of time for assignments will be arranged ONLY for documented personal illness or family emergency. Students with documented disabilities should make arrangements early in the term by contacting Professor Izmirli.

At the beginning of the course, students will have an opportunity to select and/or be assigned (in order to achieve rough balance in group size) to one case study for group presentation. This case study will entail a conflict from one of the conflict-rich regions of the world (suggestions: **Afghanistan, Sudan, Rwanda, Israel-Palestine, Cyprus, South Africa, or Chechnya**), and it will be analyzed utilizing tools of conflict analysis covered in the class; i.e., the definitions, theories, and appropriate intervention methods. In addition to the oral presentation, the group will also present a joint final paper (written) to professor Izmirli. Your final exam grade will be based on the group presentation and the final essay of your case study.

You are expected to abide by George Mason University's Honor Code in 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) or are uncertain about how to cite a source, or if you have observed Honor Code violations, please contact Professor Izmirli.

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.

Required 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.

Ho-Won Jeong (2008). *Understanding Conflict and Conflict Analysis*. Sage Publications Ltd.

It is highly recommended for this course, and for your undergraduate career, that you seek out information about current events in your community and in the world generally. This may be achieved through reading daily – either in hard copy or online – *The New York Times*, *The Washington Post*, or by listening to the BBC news or National Public Radio News among others. Please make your readings a central part of our discussions in class and do not be afraid to bring in views that stir up conversation, but keep in mind that real respect for the other is an ideal that is often more difficult to achieve than it is to intend.

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 coordinates 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 Gretchen Reynolds (greynol3@gmu.edu). 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.

Course Schedule:

August 30 - Self introductions & Introduction to the course: Syllabus, course requirements, and expectations for the course.

September 1 - What is Conflict?
Readings: Pruitt and Kim, pp. 3-15
DVD: Power of an Illusion

September 3 - Nature and Sources of Conflict I:
Readings: Pruitt and Kim, pp. 15-35

September 6 - Labor Day, GMU is closed

September 8 - Nature and Sources of Conflict II:
Readings: Burton, pp. 32-40
Galtung pp. 39-53 (both available through e-reserves)

September 10 - Nature and Sources of Conflict III:
Readings: Ho-Won Jeong, pp. 1-18 and pp. 43-62

September 13 - Nature and Sources of Conflict IV
Readings: Collier, pp. 197-216

September 15 - Nature and Sources of Conflict V
Readings: Ho-Won Jeong, pp. 76-87

September 17 – Cultural Dimension of Conflict
Readings: Pruitt and Kim, pp. 56-60
Barna Laray, pp.322-330
Avruch 2002 at
<http://www.eolss.net/ebooks/Sample%20Chapters/C14/E1-40-01-01.pdf>

September 20- Video TBA (This video will be the basis for your first short paper that is due on September 27, 2010).

September 22 – Completion of the video and class discussion

September 24 – Approaches to analyzing conflict
Readings: Ho-Won Jeong, pp. 43-62

September 27- Conflict analysis via conflict mapping
Mitchell's SPITCEROW framework for conflict mapping
First short paper due

September 29- Varieties of Conflict Strategies

Readings: Pruitt and Kim, pp. 37-56
Ho-Won Jeong, pp. 64-76
Research Proposal Due

October 1- Varieties of Conflict Tactics

Readings: Pruitt and Kim, pp. 63-87

October 4 – Process of Conflict

Readings: Ho-Won Jeong, pp. 91-116

October 6 – Dynamics of Escalation I

Reading: Pruitt and Kim, pp.87-100
Kriesberg,pp. 53-94

October 8- Dynamics of Escalation II

Readings: Kriesberg, pp. 155-186

October 11- Columbus Day -Monday classes meet on Tuesday

October 12 - Persistence of Escalation

Readings: Pruitt and Kim, pp. 151-164

October 13- Entrapment

Reading: Pruitt and Kim, pp. 164-168,
Ho-Won Jeong pp.154-175

October 15- Mid-term exam

October 18- Video (TBA)

October 20- Completion of the video and class discussion (this video will be the basis for your second short paper that is due on October 25, 2010).

October 22 – De-Escalation and Termination

Readings: Ho-Won Jeong, pp. 179-204

October 25- Guest speaker (TBA)

Second short paper due

October 27- Ending Conflict

Readings: Ho-Won Jeong, pp. 225-244

October 29- Third-Party Interventions (Transforming interpersonal conflict)

Readings: Pruitt and Kim, pp. 226-258

November 1- Group, organizational and public conflict

Readings: Schlegel 19-33, Barsh 191-197 - Selections from video (Hopi/Navaho)

November 3- International Mediation

Readings: Zartman, I. William, and Touval, Saadia, pp.437-454

November 5- Ethnicity, religion, and conflict

Readings: Volkan, pp. 19-28, pp. 36-49

November 8- Ethnopolitical Conflict

Readings: Gurr, Ted Robert, pp. 53-75

November 10- Alternatives to Violence

Readings: Ackerman and Duvall (The American South, pp. 305-333)

November 12- Video: A Force More Powerful HM1281 .F67 2000

November 15- Preventing Violent Conflict

Readings: Miall, Hugh, et al., pp. 95-121

November 17- Responses to Terrorism

Readings: Crenshaw, M., pp. 67-82

November 19- Reconciliation

Readings: Lederach J.P., pp. 23-35

November 22 – Peacekeeping and Peacebuilding

Readings: Daniel, 1-22 at <http://www.usip.org/files/resources/sr215.pdf>

Barnett, Kim, O'Donnell, and Sitea, 35-58 at <http://www.tc.umn.edu/~kimx0759/barnett.kim.GG.pdf>

November 24-28 Thanksgiving Recess

November 29- Truth and Reconciliation

Readings: Barsalou, Judy (April 2005), USIP Special Report 135,
<http://www.usip.org/files/resources/sr135.pdf>

Seils, Paul and Wierda, Marieke (2005), at <http://www.ictj.org/images/content/1/1/119.pdf>

December 1- Case study class presentation

December 3- Case study class presentation

December 6- Case study class presentation

December 8- Case study class presentation

December 10 – Last day of classes & Wrap up

E-Reserves and Internet Sites Reading List:

Burton, John (1997). "Needs Theory." In *Violence Explained*. Manchester: Manchester University Press, pp. 32-40

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

Barna, Laray, M. (1994). "Stumbling Blocks in Intercultural Communication." In *Intercultural Communications: A Reader*, Ed., L. Samovar, Belmont: Wadsworth, pp. 322-330

Avruch, Kevin (2002). "Cross-Cultural Conflict." In *The Encyclopedia of Life Support Systems*. Oxford, UK: UNESCO, Eolss Publishers.

Access at: <http://www.eolss.net/ebooks/Sample%20Chapters/C14/E1-40-01-01.pdf>

Gurr, Ted Robert (1996). "Minorities, Nationalists, and Ethnopolitical Conflict." In *Managing Global Chaos: Sources of and Responses to International Conflict*. Ed. Chester A. Crocker, Fen Osler Hampson, and Pamela R. Aall. Washington D.C.: United States Institute of Peace Press, pp.53-75

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, DC: United States Institute of Peace Press, pp. 197-216.

Kriesberg, Louis (2007). "Emergence of Conflicts" and "Escalation of Conflicts." In *Constructive Conflicts, From Escalation to Resolution*; Rowman & Littlefield Inc. London, New York, pp. 53-94 and pp. 155-186

Crenshaw, Martha (2007). "Terrorism and Global Security." In *Leashing the Dogs of War: Conflict Management in a Divided World*, ed. Chester A. Crocker, Fen Osler Hampson and Pamela Aall. Washington D.C: United States Institute of Peace Press, pp. 67-82

Schlegel, Alice (2004). "Contentious But Not Violent: The Hopi of Northern Arizona." In *Keeping the Peace: Conflict Resolution and Peaceful Societies Around the World*. G. Kemp and D. Fry, eds., New York: Routledge, pp. 19-34.

Barsh, Russel (1999). "Indigenous Peoples, Racism, and the Environment." In *Violence and Its Alternatives: An Interdisciplinary Reader*. Steger and Lind, eds. New York: St. Martin's Press, pp. 191-197.

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, pp. 19-28 and pp. 36-49

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

Daniel, Donald C. F. "Wither Peace Operations?" United States Institute of Peace Special Report, <http://www.usip.org/files/resources/sr215.pdf>

Barnett, Michael, Hunjoon Kim, Madalene O'Donnell, and Laura Sitea (March 2007). "Peacebuilding: What is in a Name?" In *Global Governance* (e-journals) can be accessed at <http://www.tc.umn.edu/~kimx0759/barnett.kim.GG.pdf>

Ackerman, Peter and Jack Duvall (2000). "The American South: Campaign for Civil Rights." In *A Force More Powerful*. New York: Palgrave, pp. 305-333.

Lederach, John Paul (1997). "Reconciliation: the Building of Relationship." In *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press, pp. 23-35.

Barsalou, Judy (April 2005). "Trauma and Transitional Justice in Divided Societies," United States Institute of Peace Special Report 135, <http://www.usip.org/files/resources/sr135.pdf>

Seils, Paul and Wierda, Marieke (June 2005). "The International Criminal Court and Conflict Mediation." *Occasional Paper Series*, International Center for Transitional Justice, <http://www.ictj.org/images/content/1/1/119.pdf>

Miall, Hugh, et al. (1999). Preventing Violent Conflict. In *Contemporary Conflict Resolution*. New York: Polity Press, pp. 95-121.