

CONF 340 005
Global Conflict Analysis and Resolution
Fall 2012

Instructor: Julie Shedd

Office: Truland 703G Office Hrs by appointment

Phone: 703-993-3650

Meeting Times: Friday 10:30-1:10

Location: Innovation Hall 215G

E-mail: jshedd@gmu.edu

Course Description:

The goal of this course is to help students analyze and resolve conflicts that are happening globally. We will look at concepts and theories that may explain the emergence and development of these conflicts, frameworks to analyze them, and responses from conflict prevention to post-conflict reconstruction and resolution. This course will also include a multi-session simulation that will allow us to see some of the dynamics of global conflict in action.

Requirements:

Participation: You are expected to come to class prepared to discuss the readings. This means that you should have completed all the assigned readings prior to each class. The goal in this class is to have respectful, open dialogue of the topic as part of learning about how conflict impacts our social world. Be mindful of the sensitivities of others in your comments in class; however, open discussion and dialogue are our goals. Attendance and class participation will be worth 10% of your final grade.

Book Review: Each student will be required to read one fictional account of international conflict. A list of suggested books will be provided at the beginning of the semester, additionally students may choose an alternate book if it is approved by the instructor. Student will be expected to write a 3-4 page double spaced analysis of the conflict presented in the novel using the analytical framework presented in class. This review will account for 20% of the semester grade and be due Nov 2nd.

Experiential Learning Activity Simulation: During the course we will conduct an Experiential Learning Activity on the gas dispute in Eastern Mediterranean. In this role-play activity, you will simulate a United Nations summit aimed at preventing interstate conflict over vast undersea gas and oil fields recently discovered in the Eastern Mediterranean. This simulation uses a contemporary scenario to enhance your understanding of the complex dynamics of conflict and negotiation at interstate, regional and international levels, and the roles of identity and interests as potential drivers of escalation or resolution. Sound preparation and effective participation as well as completion of two written assignments in preparation is worth 20% of your final grade.

Research Presentation: During the last several class sessions you will make an in-class presentation of a case study or a topic of global interest. In this presentation, drawing from theories we will learn in our class, you will present and discuss the basic parameters of a contemporary conflict and offer suggestions for resolving the conflict. It is an

individual presentation, in which you will demonstrate your own reflections on the application of theory to a conflict of your choice. Your paper must aim to do the following:

- Analyze a conflict drawing on one or two theories discussed in class. In our class we will explore a number of analytic frameworks that may help you in this task.
- Recommend a number of potential conflict interventions that may help parties in conflict deal effectively with the issues they face.

Your final presentation will be evaluated on the following basis:

a) Demonstration of knowledge of the given conflict system: Throughout the presentation you need to show that you have done good research and that you understand the different parameters of the conflict you explore (background, parties, causes, issues, relationships, dynamics etc).

b) Right use of theories and concepts we have learned in class: Your presentation needs to reflect a clear understanding of the theories you have chosen to use in your case. You also need to explain why the theories you use are relevant to the case you explore.

c) Recommendations: Again here the intention is to demonstrate that you have understood the different types of intervention and when each of those types is used (matching the reality on the ground to the right type of intervention). Here, being realistic is important.

d) Overall organization and clarity: The audience needs to be able to follow easily what is being presented. Thus, your presentation needs to be a cohesive narrative rather than an unstructured body of information. You may have done an excellent job in your research, but throwing information out there without a structure and in a disorganized way does not help the audience understand what you present.

You are welcome to discuss your ideas with me. A 1 or 2-paragraph proposal of what you plan to research is due by October 19. I will return your proposal to you within 48 hours. This presentation shall be worth **25% of your final grade**.

Final Exam: We will have an in class final exam during our scheduled final exam session, on December 14th. The final exam will be worth 25% of your grade.

Summary:

Participation 10%

Book Review 20%

ELA Simulation: 20%

Research Presentation: 25%

Final Exam: 25%

Grading Scale

98 - 100	A+
93 - 97	A
90 - 92	A-
87 - 89	B +
83 - 86	B
79 - 82	B -
75 - 78	C+
72- 74	C
69- 71	C-
61 - 68	D
0 – 60	F

Late Work: Class assignments that are submitted late can be penalized by one point for each day they are late (i.e. B instead of B+). Late papers will be accepted only in cases of documented personal illness or family emergency. If this is the case, you must email a copy at my GMU email address per the extension given to you.

Paper Format: Papers for the course should be typed, double-spaced, have 1” margins, and use a common 12-point font. Headers should include only the course number, CONF 340. **Papers should have a title, include your name and the instructor’s name.** Sources should be cited using a single standard academic citation format.

Academic Honesty and Collaboration: *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.*

S-CAR 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. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.

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.

English Language Institute

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by a member of the GMU faculty or staff. For more information, visit <http://eli.gmu.edu/>, call 703-993-3642 or e-mail malle2@gmu.edu.

The Writing Center

The Writing Center is a free writing resource that offers individual, group, and online tutoring. For general questions and comments, please visit <http://writingcenter.gmu.edu/>, e-mail wcenter@gmu.edu, or call 703-993-4491.

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. The 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>).

Blackboard: There is an online blackboard site for this class. Information on assignments, course readings, and class notes will be housed on the site. Please let me know if you have trouble accessing it.

Required Books:

Ramsbotham, O., Woodhouse, T., and Miall, H. (2011). Contemporary Conflict Resolution, 3rd Edition. Cambridge: Polity Press

Required reading on Blackboard:

Is included in the syllabus- with possible additions.

Course Outline

Unit 1. Concepts, Definitions, Frameworks and Theories

August 31: Concepts and Frameworks Pt 1

- Read: Ramsbotham Ch 1, 2, & 3

September 7: Concepts and Frameworks Pt 2

- Read: Ramsbotham Ch 4, 11, 19

Kriesberg, L & Dayton, B. (2012) Constructive Conflict: From Escalation to Resolution. New York: Rowman & Littlefield. Ch 1 & 2

September 14: Sources of Conflict Pt 1

- Read: Levy, J. (2007), "International sources of interstate and intrastate War". In Crocker, C.A., Hampson, F.O., and Aall, P. (eds) Leashing the Dogs of War: Conflict Management in A Divided World. Washington, D.C.: United States Institute of Peace Press

Gurr, T. (2007), "Minorities, Nationalists, and Islamists". In Crocker, C.A., Hampson, F.O., and Aall, P. (eds) Leashing the Dogs of War: Conflict Management in A Divided World. Washington, D.C.: United States Institute of Peace Press

Paczynska A (2008). "Globalization" & "Conflict and Development" In Cheldelin, S. et al (eds) Conflict: From Analysis to Intervention New York: Continuum.

Zartman, I. (2005) "Analyzing Intractability" In Crocker, C. et al Grasping the Nettle: Analyzing Cases of Intractable Conflict. Washington, DC: USIP.

September 21: Sources of Conflict Pt 2

- Read: Ramsbotham Ch 12, 15

Unit 2. Experiential Learning Activity Simulation

September 28: Set up

- Read: Fisher R. and Ury, W. (1991). Getting to Yes: Negotiating Agreement without Giving In. Boston : Houghton Mifflin. Introduction & Chapter 1.

Druckman, D. (2008). "Negotiation". In Cheldelin, S., Druckman, D, and Fast, L. (eds.), Conflict From Analysis to Intervention, London –New York: Continuum

International Crisis Group (2012) "Aphrodite's Gift: Can Cypriot Gas Power a New Dialogue?"

October 5: Summit 1

- Read: Assigned readings for role
- Assignment: Initial Negotiating Position

October 12: Summit 2

- Read: Assigned readings for role
- Assignment: Negotiation Strategy

Unit 3. Responses

October 19: Prevention

- Read: Ramsbotham 5, 14

Freedman, L (2007) "Using Force for Peace in an Age of Terror" In Crocker, C.A., Hampson, F.O., and Aall, P. (eds) Leashing the Dogs of War: Conflict Management in A Divided World. Washington, D.C.: United States Institute of Peace Press

Phillips, R and Cady, D (1996) Humanitarian Intervention: Just War vs. Pacifism New York: Rowman and Littlefield Ch 1 & 2

Boutros Ghali, B (1992) "An Agenda for Peace"

October 26: Peacemaking & Peacekeeping

- Read: Ramsbotham Ch 6 & 7

Fisher, R (1997) "Interactive Conflict Resolution". In Zartman, I, and Rasmussen, J. Peacemaking in International Conflict: Methods and Techniques. Washington, DC, USIP.

Arthur, P. (1999) "The Anglo Irish Peace Process: Obstacles to Reconciliation" In Rothstein, R. After the Peace: Resistance and Reconciliation. Boulder: Lynne Rienner.

Talentino, A. (2005) Military Intervention After the Cold War. Athens: Ohio UP Ch 3.

Shed, J. (2008) "When Peace Agreements Create Spoilers: The Russo-Chechen Agreement of 1996": Civil Wars, April 2008.

November 2: Peacebuilding

- Read: Ramsbotham, Ch 9, 13, 16, 17, 18

Barnes, C. (2005) "Weaving the Web: Civil- Society Roles in Working with Conflict and Building Peace" In van Tongeren, P. et al. People Building Peace II: Successful Stories of Civil Society Boulder: Lynne Rienner.

November 9: Reconciliation and Rebuilding

- Read: Ramsbotham CH 8, 10

Mitchell, C. (2008) “ Problem-Solving”. In Cheldelin, S., Druckman, D, and Fast, L. (eds.), Conflict From Analysis to Intervention, London –New York: Continuum

Unit 3: Specific Types of Conflict

November 16: Terrorism and Transnational Crime

- Read: van Tongeren, P. et al. People Building Peace II: Successful Stories of Civil Society Boulder: Lynne Rienner. Ch 5

Jurgensmeyer, M (2006) “Religion as a Cause of Terrorism” In Richardson, L. The Roots of Terrorism. New York: Routledge.

Laqueuer, W. (2001) A History of Terrorism. London: Transaction Ch 5

Keen, D. (2006) Endless War: Hidden Functions of the ‘War on Terror’ Ann Arbor: Pluto. Ch 2

Kegley, C. (2003) The New Global Terrorism, New Jersey: Prentice Hall Ch 2 & 10

November 30: Resource Conflicts

- Read: Gleditsch, N. (2007) “Economic Causes of Civil Conflict and their Implications for Policy” In Crocker, C.A., Hampson, F.O., and Aall, P. (eds) Leashing the Dogs of War: Conflict Management in A Divided World. Washington, D.C.: United States Institute of Peace Press

Additional readings will be provided

- Presentations

December 7: Presentations

December 14: Final Exam

Mason Email Accounts

Students must use their MasonLIVE email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

University Policies

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.