CONF 490 01– INTEGRATION

School for Conflict Analysis and Resolution

George Mason University

West Building, Room 1004

Spring 2013

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Conflict 490 is a capstone course in which students reflect on what they have learned by integrating and synthesizing knowledge from all their coursework in conflict analysis and resolution courses, as well as related areas of study. The course takes up several topics of current interest in the conflict field, including the responsibility to protect doctrine, structural violence, mobilization, transitional justice, post-conflict reconstruction, and conflict resolution education. During the course students engage in two projects—one small group and one individual--that emphasize and encourage the integration of theory with practice.

Conflict 490 is a designated Synthesis Course in the General Education program. Accordingly, the course is interdisciplinary; students will study conflict, conflict resolution, and specific conflicts by drawing on material and ways of knowing from multiple fields, as well as from conflict analysis and resolution, an interdisciplinary field itself. Students will also develop skills in focus group research thus engaging in critical thinking about the integration of theory and practice. As a final project each student will conduct research on a question relating to the conflict field and present their research findings through a poster and paper. Ideally, the research will address a topic that has real world and/or policy implications.

Upon completing this synthesis course, students will be able to:

1. Communicate effectively in both oral and written forms, applying appropriate rhetorical standards (e.g., audience adaptation, language, argument, organization, evidence, etc.)

2. Connect issues in a given field to wider intellectual, community or societal concerns using perspectives from two or more disciplines

3. Apply critical thinking skills to:
     a. Evaluate the quality, credibility and limitations of an argument or a solution using appropriate evidence or resources

This class is also a pilot RS course that will eventually be designated as a Research and Scholarship (RS) Intensive Course. RS designation means that students are given the opportunity to actively participate in the process of scholarship and will make a significant contribution to the creation of a disciplinary-appropriate product.

In this course, students will:

- Create an original scholarly or creative project.
- Communicate knowledge from an original scholarly or creative project.
- Engage in scholarly inquiry by:
  - 1. articulating a scholarly question;
  - 2. engaging in the key elements of the scholarly process;
  - 3. situating the concepts, practices, or results of scholarship within a broader context.

Course Materials

The following books are available from the campus bookstore:

Fiona Terry. *The Paradox of Humanitarian Action: Condemned to Repeat?* (Ithaca: Cornell University Press, 2002)

Tim Crothers. *Queen of Katwe: A Story of Life, Chess, and One Extraordinary Girl's Dream of Becoming a Grandmaster* (New York: Scribner, 2012)

Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams. *The Craft of Research* (Chicago: University of Chicago Press) Strongly recommended, especially if you have never read this text.

Other readings will be available on-line and/or through the course Blackboard site.

Course Requirements

Students are expected to attend all class sessions and to come prepared to participate in class. The instructor will facilitate discussions in class based on the assumption that all students have read and reflected on all the required reading. Students will be required to write frequently in an individual Reading Blog on Blackboard. Reactions to readings, reflections on class discussion, and updates on research progress, among other topics, are all appropriate contributions to the Blog, which will be viewed periodically by the instructor. Participation in class or through Blackboard will count for a significant portion of the final grade.

Graded Assignments:

Participation	20%
Reading Blog, 250 words per week (Due bi-monthly)	20%

Focus Group	15%
Preliminary Final Project Topic and Sources	5%
Draft Final Project Problem Statement	5%
Final Project Poster (Due April 29)	15%
Final Project Paper, 15 pages (Due May 6)	20%

Assignments turned in late will be graded down, unless the student furnishes written documentation of the medical or family emergency which made timely completion of the work impossible. Please note that it is S-CAR policy to refuse to grant grades of Incomplete for reasons other than documented medical or family emergencies.

Group collaboration is an integral part of this course. Students will be required to work in groups both in and out of class. Some group work will be conducted electronically. Students are also required to use Blackboard, which will be the repository for most assignments, including readings other than books.

ACADEMIC INTEGRITY

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. The principle of academic integrity is taken very seriously and violations are treated gravely. 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. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt, please ask for guidance and clarification.

GMU E-MAIL ACCOUNTS

Students must use their Mason email accounts—either the existing "MEMO" system or a new "MASONLIVE" account to receive important University information, including messages related to this class. See http://masonlive.gmu.edu for more information. It will not be possible to contact you through another email account, and you should check your email for important course, S-CAR, and Mason information.

OFFICE OF DISABILITY SERVICES

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic
accommodations must be arranged through the ODS. http://ods.gmu.edu

OTHER USEFUL CAMPUS RESOURCES:

WRITING CENTER: A114 Robinson Hall; (703) 993-1200;
http://writingcenter.gmu.edu

UNIVERSITY LIBRARIES

"Ask a Librarian" http://library.gmu.edu/mudge/IM/IMRef.html; Gretchen Reynolds is S-CAR's liaison librarian and can be contacted at greynol3@gmu.edu.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS):

(703) 993-2380; http://caps.gmu.edu

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.

S-CAR hosts a variety of activities during the semester, such as films, talks, seminars, and social events. You are encouraged to attend these and to offer reflections on them in class and/or on our Blackboard site. Welcome!

Schedule of Topics and Readings

Week 1: January 28 - Responsibility to Protect

"Who's Afraid of the Responsibility to Protect?" Clingendael Policy Brief, no. 16, 12/2012. http://www.clingendael.nl/publications/?id=9164&&type=summary

http://rt.com/usa/news/responsibility-protect-usa-nato-libya/
http://frompromisetopractice.blogspot.com/2009/12/call-to-action.html

Week 2: February 4 – Humanitarian Action

Fiona Terry. *Condemned to Repeat? The Paradox of Humanitarian Action*, Everyone: Introduction and Chapter One. Groups will be assigned in class. Each group will read one of the four case study chapters.

Experiential Learning: Introduction to Focus Group Activity
Individual Scholarly Project: *Craft*, 1-2

Week 3: February 11 – Agency and Structural Barriers

Begin *Queen of Katwe*
http://www.unicef.org/socialpolicy/files/October2011_ChildPovertyInsights_EN_Final.pdf
Film: *Chokara: Surviving on the Street*
Guest Speaker: Sarah Sheehan, S-CAR Liaison Librarian

Experiential Learning: Planning for Focus Group Research
Individual Scholarly Project: *Craft*, Chapter 3-4

Week 4: February 18 – Focus Group Research Activity and Debrief

Continue Queen of Katwe

Experiential Learning: Conduct Focus Group Research and Debrief with Class
Individual Scholarly Project: Craft, Chapter 5

Week 6: February 25 – Structure, Agency, and Change

Finish *Queen of Katwe*

Wilfred Dolfsma and Rudi Verburg, "Bridging Structure and Agency: Processes of Institutional Change'" Erasmus Research Inst of Management, Report Series Research in Management, October 2005. http://repub.eur.nl/res/pub/7014/

Experiential Learning: Analyze Focus Group Data
Individual Scholarly Project: Project Topic Statement and Preliminary Sources **DUE IN CLASS**

Week 7: March 4 – Mobilization

Film: *Goodbye Mubarak*

Experiential Learning Activity: Present Focus Group Research Findings
Individual Scholarly Project: *Craft* Chapter 6-7

Spring Break – March 11-17

Week 8: March 18 – Mobilization

Yvonne Zylan, "Aspiring to be Iowan: Same Sex Marriage and the End of Gayness as We Know it." From *States of Passion: Law, Identity, and the Social Construction of Desire.* (Oxford University Press, 2011). On Blackboard.

Sidney Tarrow, "Contentious Politics and Social Movements," from Tarrow's third edition *Power in Movement: Social Movements and Contentious Politics* (chapter 1). (Cambridge University Press, 2011). On Blackboard

Film: *How to Survive a Plague*

Individual Scholarly Project: Research Problem Draft, Bibliography, and Research Plan **DUE IN CLASS.**

Week 9: March 25 – Individual Meetings with the Instructor about Projects

Individual Scholarly Project: *Craft*, Chapters 8-12 (focus on 8, 9, and 12)

Week 10: April 1– Post-Conflict Transitional Justice

Rachel Kerr and Eirin Mobekk, "Peace and Justice: An Introduction" and "The Nuremberg Legacy," In Peace and Justice: Seeking Accountability after War." (Cambridge: Polity Press, 2007). On Blackboard.

Neil Kritz, "Policy Implications of Empirical Research on Transitional Justice," in *Assessing the Impact of Transitional Justice: Challenges for Empirical Research.* Van der Merwe, Baxter, and Chapman, ed. (U.S. Institute of Peace, 2009). On Blackboard

Amnesty International, "Colombia: The Victims and Land Restitution Law," London: Amnesty International, 2012. Available at: Http://www.amnesty.org/en/library/asset/AMR23/018/2012/en/9cfa36ee-95c2-406b-bea0-4d5aff522d60/amr230182012en.pdf

Individual Scholarly Project: *Craft*, Chapter 13

Week 11: April 8– Post-Conflict Reconstruction

Astri Suhrke, "Waging War and Building Peace in Afghanistan," *International Peacekeeping*, vol. 19, no. 4, 2012 (e-journals)

Roland Paris and Timothy D. Sisk, "Managing Contradictions: the Inherent Dilemmas of Postwar Statebuilding," International Peace Academy, November 2007 http://www.ipacademy.org/publication/policy-papers/detail/104-managing-contradictions-the-inherent-dilemmas-of-postwar-statebuilding.html

Graciana del Castillo, "Rebuilding from War: Economic Reconstruction in Post-Conflict States," *World Politics Review*, May 31, 2011 http://www.worldpoliticsreview.com/articles/9011/rebuilding-from-war-economic-reconstruction-in-post-conflict-states

Individual Scholarly Project: *Craft*, Chapter 14

Week 12: April 15 – Conflict Resolution Education: Partners and Interventions

Tricia Jones, "Conflict Resolution Education: The Field, The Findings, the Future," *Conflict Resolution Quarterly* (Fall/Winter 2004). (e-journals)

Andria Wisler, "'Of, By, and For are Not Merely Prepositions': Teaching and learning conflict resolution for a democratic, global citizenry."*Intercultural Education* (2009). (e-journals)

Guest Speaker: PMP Representatives

Individual Scholarly Project: *Craft*, Chapter 15; Draft of Poster Design **DUE IN CLASS**.

Week 13: April 22 – Conflict Resolution Education: Evaluation and the Future

"Evaluating Long-Term Impact in Volatile Context: The Case of Seeds of Peace," in *Peace Education Evaluation.* Edited by Andria Wisler and Celina Del Felice. (Information Age Publications, 2012). On Blackboard.

Christopher Blattman, Alexandra Hartman, Robert Blair, "Can we Teach Peace and Conflict Resolution?: Results from a randomized evaluation of the Community Empowerment Program (CEP) in Liberia: A Program to Build Peace, Human Rights, and Civic Participation," Evidence from Randomized Evaluations of Peacebuilding in Liberia: Policy Report 2011.2.

Guest Speaker: Dr. Ned Lazarus

Individual Scholarly Project: *Craft*, Chapter 16-end

Week 14: April 29 – Undergraduate Conference and Poster Presentations

Week 15: May 6 – State of the Field – Summing Up

FINAL PAPER DUE