

CONF 642-002
INTEGRATION OF THEORY & PRACTICE
SPRING 2013

Thursday: 7:20 pm 10:00 pm

Instructor: Mohammed Cherkaoui, PhD
Location: Founders Hall, Room 324

Email: mcherkao@gmu.edu
Office Hours: by appointment

Objectives:

Taken in the last semester of your S-CAR MS. coursework, CONF 642 is designed as a capstone course. In this context, "Integration" can have more than one meaning while aiming at pulling together the wide variety of ideas, models, approaches, frameworks, theories and cases you have encountered in your studies of this complex field [and do not forget evaluation]. Our in-class discussions will probe linkages and gaps to help you develop more 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. 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?

"Integration" also seems to echo the duality of *science* in terms of the tested frameworks and intervention models throughout the growth of the field; as well as *art* in the way each third-party intervener uses her/his own reflection and innovative drive in resolving, or at least transforming, conflicts. In choosing Ramsbotham, Woodhouse, and Miall's book, Sandole and Byrne's book and Lederach's book, we will seek an intellectual journey of integrating what can be claimed as *scientific* and what is *personally crafted* as an artistic added value in the practice of conflict resolution and peacebuilding.

The first two books [one comes from European perspectives and the other presents what can be considered an American overview of the field] strive for comprehensiveness and navigates with the growth of the field, leading theories and intervention models, and emerging complexities in dealing with conflict as captured by five leading textbook writers. The third book captures a highly personal reflection on Lederach's life in the field, particularly as captured by one of our most eminent scholar-practitioners. Lederach has dealt with several challenges at various conflict settings, and has walked across the wide spectrum of several nuanced processes including negotiation, problem-solving, settlement through trauma healing and reconciliation.

"Integration" can also mean adding your own voice and reflections on what you wish you had learned and remains to be learned to the growth of the field. Therefore, you are encouraged to discuss and write about what you consider as holes, gaps, or missing links either in the literature or practice. The still-emerging field of conflict analysis and resolution ["conflict and peace studies," increasingly] presupposes the idea of a cross-generational pursuit of new ideas and fresh review of existing theories and intervention models and strategies. As Dr. Kevin Avruch would say, "If ever there was a field of study and practice cast in the mode of *becoming* (and not simply *being*), this field surely qualifies." Accordingly, we will be working in teams of two throughout the course to help echo those reflections and promising ideas as well as in leading class discussions.

Parents of the Field:

There is another resource for this course I'd like to bring to your attention. Chris Mitchell and Jannie Botes have worked for several years on what they call "The Parents of the Field Project." They videotaped interviews with many of the field's founders. Ultimately all will be posted on the S-CAR website. For now, about 10 or so are. I encourage you to visit the site and when you have time to view one or more of the interviews. It will put you viscerally in touch with some of the names you have learned about in the abstract, over the years. You will also discover names you didn't know or learn much about (e.g., Betty Reardon, J. David Singer, and Chadwick Alger...). Consider anyone or several of these videos as a "recommended viewing": <http://icar.gmu.edu/parents>

Practitioners' Corner:

The course also includes a number of guest lectures and discussion of selected videos of leading practitioners as they explain and reflect on their strategies of 3rd party intervention, and how they navigate through the parties' narratives, positions, and the trajectory of their arguments and counter-arguments. These presentations showcase the theory-practice nexus in the real world at different conflict settings. For example, J. P. Lederach elaborates on the story of Professor Abdu's practice of mediation during his fieldwork in Tajikistan, and Jay Rothman explains how he applied his ARIA framework [Antagonism, Resonance, Invention, and Action] in his pre-negotiation between the Palestinians and the Israeli while aiming at transforming a very complex identity-based conflict in the Middle East.

The Course Format:

The course will be run as a combined lecture and graduate seminar with an emphasis on discussion of the readings and students' reflections. It is therefore imperative that students read the assigned material prior to class. Missing more than one or two classes will inevitably reduce your overall participation and hence result in a lower participation grade.

Exercises, Grades, and Course Requirements:

1. **Participation:** You are expected to come to class prepared to engage with the topics and with your fellow students. 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. **(20%)**

2. **Reflective Essay:** A six-page paper on how you map the field of conflict analysis and resolution, your experience (thus far) of the field, and where you hope to go. (What have you learned at S-CAR? Didn't? Wish you had? Will ensure you do now....)
Due Feb. 28 (20%)
3. A **resume** prepared for review and critique - **Due March 7 (non-graded)**
4. **Team Seminar Presentations:** Each team of two students will present their joint research about a gap or missing link, or the current state of the field in what can be our end-of-term conference. These research presentations may be a good starting point for future publication on S-CAR website or elsewhere. **April 25 or May 2 (collective/team grade, 20%)**
5. **Term Paper:** After the presentation in class and group discussion and critique, each team will have better insights and a second look at the topic to help write a final paper. You could also choose a specific conflict case-study, so long as you discuss the problems, issues, etc., in theory, research or practice, that the case articulates. Ideally, you will choose to write on a topic that has engaged you deeply as part of your S-CAR education, and/or that you hope to pursue as a professional in the field. Ideally, you would try to construct a notion of "integration" around the topic you choose. [20 pages font 12 excluding endnotes]. **Due May 12 (40%)**

Honor Code Policy:

I expect you to understand and abide by the University's policy regarding the Honor Code, which may be found at <http://academicintegrity.gmu.edu/honorcode> In short, the University's policy regarding the Honor Code prohibits any form of cheating on exams or written assignments. It also prohibits plagiarism, so be certain to properly cite all information that you use in your papers. It is S-CAR policy to grant grades of "Incomplete" only in cases of proven illness or other personal emergency.

Course Materials:

- ✓ Ramsbotham et al. *Contemporary Conflict Resolution*, [3rd edition 2011], Polity Press [Ramsbotham et al. hereafter]
- ✓ John Paul Lederach, *The Moral Imagination* (2005) Oxford University Press [Lederach hereafter]
- ✓ Sandole et al., *Handbook of Conflict Analysis and Resolution*, 2009, Routledge [Sandole & Byrne hereafter]
- ✓ John Paul Lederach et al. *Reflective Peacebuilding*, (2007) University of Notre Dame [emailed]
- ✓ *Progress in Peacebuilding*, U.S. Institute of Peace, (2007) [emailed]

Schedule of Classes

Week 1: Jan. 24: Introduction the course

- Self-introductions
- Overview of the syllabus, course requirements, and expectations for the course
- Identify a list of contemporary problems, puzzles or issues in the field
- Open discussion of the “state of the field”
- Nominate guest lecturers

Week 2: Jan. 31: Maps and Frameworks for Conflict Analysis

- The idea of integration
- Finalize schedule of topics and presentations
- Overview of the masters program. Where are the gaps? What overlaps? What do you know? What don't you know? How are you going to learn what you don't know?
- Discussion of various conflict resolution maps and frameworks to address Louise Arbour's questions about the 10 conflicts to watch in 2013

Readings:

- ✓ **Ramsbotham et al.**, "Introduction to Conflict Resolution", Chapter 1, pp. 3-35
- ✓ **Sandole & Byrne:** “Introduction” pp. 1-9 and Johan Galtung “Conclusion: Toward a Conflictology: The quest for transdisciplinarity”, ch. 35, pp. 509-519
- ✓ **Arbour, Louise.** "10 conflicts to watch in 2013", *Foreign Policy* [emailed]

Practitioners' Corner: Johan Galtung, *"50 Years with Peace Studies"*

Week 3: Feb. 7: The Science and Art of (& in) Conflict Resolution

- How the field comes to be, a brief history
- Is it science or art?
- Theorists or practitioners: who is in the driver's seat?

Readings:

- ✓ **Ramsbotham et al.**, "Conflict Resolution: Origins, Foundations and Development of the Field", ch.2, pp-35-62 and "Conflict Resolution in Art and Popular Culture", ch. 16, pp. 347-358
- ✓ **Lederach**, chapters. 2,3, 4 & 5, pp. 7-50

Practitioners' Corner: J. P. Lederach's storytelling:
"Prof. Abdu's Practice of Mediation"

Week 4: Feb. 14: Theories of the Person and Conflict

What major theories of the person and conflict have you learned? How do you assess their usefulness in explaining various types or instances of conflict? The dynamics of conflict? The possibilities and processes of conflict mitigation or resolution?

- ✓ **Sandole & Byrne:** Cook-Huffman, "The Role of Identity in Conflict", Ch.1 pp. 17-29
- ✓ **Sandole & Byrne:** Rothbart and Cherubini, "Causation as a Core Concept in Conflict Analysis", Ch. 4 pp. 57-86
- ✓ **Sandole & Byrne:** Pearson and Loonsbery, "The Challenge of Operationalizing Key Concepts in Conflict Resolution", Ch. 5, pp. 69-82

Practitioners' Corner: Jay Rothman, "*Applying Pre-Negotiation in Transforming Identity- Based Conflict*"

Week 5: Feb. 21: Theories of Social Systems and Conflict

What major theories of social systems and conflict have you learned? How do you assess their usefulness in explaining various types of instances of conflict? The dynamics of conflict? The possibilities and processes of conflict mitigation or resolution?

- ✓ **Ramsbotham et al.**, "Understanding Contemporary Conflict", chapter 4, pp.78-105; and "Culture, Religion and Conflict Resolution", chapter 15, pp. 302-331
- ✓ **Sandole & Byrne:** Rubenstein, "Conflict Resolution in an Age of Empire", ch. 34, pp. 493-506
- ✓ **Rubenstein**, "Basic Human Needs: Steps Toward Further Theory Development." www.gmu.edu/academic/i8jps/vol6_1/Rubenstein.htm

Guest lecture: Dr. Steven Heydemann, Senior Advisor for Middle East Initiatives
"*USIP's Middle East Initiatives in 2013*"

Week 6: Feb. 28: Conflict Dynamics and Conflict Prevention

(Reflective papers are due in class)

- ✓ **Sandole & Byrne:** Korostelina, "Identity Conflicts: Models of Dynamics and Early Warning" Ch.7 pp. 98-112; Kriesberg, "Waging Conflicts Constructively", Ch. 11 pp. 155-167 ; Zagar, "Strategies for the Prevention, Management, and/or Resolution of Ethnic Crisis and Conflict", Ch. 32 pp. 454-472
- ✓ **Ramsbotham et al**, "Preventing Violent Conflict", chapter 5, pp. 123-146

Practitioners' Corner: Gareth Evans, president of the International Crisis Group
"*Preventing and Resolving Deadly Conflict*"

Week 7: March 7: Class Presentation: Reflective Essays

Class discussion of how you map the field in terms of leading theories, frameworks, and strategies of practice, your experience (thus far) of the field, and where you hope to go. (What have you learned at S-CAR's M.S program? Didn't? Wish you had? Will ensure you do now....)

Week 8: March 14: *Spring Break*

Week 9: March 21: Research in Conflict Analysis and Resolution

- Discussion of nexus of theory, research and practice
 - Discussion of research outcomes at S-CAR—problem statements and methodologies used
 - What do we know? What don't we know? How are we going to find out?
-
- ✓ **Sandole & Byrne:** Sandole, "Critical Systematic Inquiry in Conflict Analysis and Resolution" Ch. 30, pp. 418-434
 - ✓ **Sandole & Byrne:** Kelman: "A social-psychological Approach to Conflict Analysis and Resolution" ch. 12, pp. 168-181
 - ✓ **Lederach,** Reflective Peacebuilding (emailed)

Week 10: March 28: Processes of Conflict Prevention and Resolution

- ✓ **Burton, John W.** "Resolution of Conflict", *International Studies Quarterly*, Vol. 16, No. 1. (March, 1972), pp. 5-29 [emailed]
- ✓ **Sandole & Byrne:** Fisher, "Interactive Conflict Resolution" Ch. 23, pp. 326-336
- ✓ **Sandole & Byrne:** Paffenholz: "Understanding the Development–conflict nexus and the Contribution of Development Cooperation to Peacebuilding", ch. 19, pp. 270-280
- ✓ **Ramsbotham et al.,** "Peacebuilding", ch. 9, and "Environmental Conflict Resolution", ch. 12

Practitioners' Corner: Paul Stares, director of Center for Preventive Action
 "*Conflict Prevention Priorities: Three Things to Know*"

Week 11: April 4: Discursive Turn and New Practices

- Practice methodologies: our favorites, what works, what doesn't, and why?
- Discussion of nexus of theory, research and practice

- ✓ **Sandole & Byrne:** Broome, "Building Relational Empathy" Ch. 13 pp. 182-198
- ✓ **Sandole & Byrne:** Senehi, "Building peace: Storytelling to Transform Conflicts Constructively", Ch. 14, pp. 199-212
- ✓ **Sabat, Steven. R. Harré, Rom. Moghaddam, Fathali M. Cairnie, Tracey P. Rothbart, Daniel.** "Recent Advances in Positioning Theory", *Theory Psychology* 2009; 19; 5 (emailed)

Week 12: April 11: Models of Peacemaking, Reconstruction, Peacebuilding and Reconciliation

- What have we learned about containing and ending violent conflict? Examples of what has worked and what has not.

- ✓ **Sandole & Byrne:** Arthur, "Memory Retrieval & Truth Recovery", Ch. 26, pp. 367-380
- ✓ **Ramsbotham et al.**, chapters 7, 8, 9, and 10, pp. 171-264
- ✓ **Lederach** ch. 9 pp. 87-100 & ch. 10, pp. 101-112

Guest lecture: **Mohammad Al-Abdallah**, Executive Director of the Syria Justice and Accountability Centre, "*Documentation of patterns of crimes and victims' experiences in the Syrian conflict*"

Week 13: April 18: Theory, Practice, and Evaluation

- ✓ **Sandole & Byrne:** Chuddar et al. "Evaluation in Conflict Resolution and Peacebuilding", ch. 20, pp. 284-291
- ✓ **Paul C. Stern; Daniel Druckman**, "Evaluating Interventions in History: The Case of International Conflict Resolution", *International Studies Review*, Vol. 2, No. 1. (Spring, 2000), pp. 33-63 [emailed]

Guest lecture: **Dr. Marwan Muasher**, Vice President for studies at Carnegie Endowment, "*Emerging conflicts in the post-Arab Uprisings era*"

Week 14: April 25: Group Presentations and Class Discussion I

**Week 15: May 2: Group Presentations and Class Discussion II
Toward Cosmopolitan Conflict Resolution**

- A wrap-up class discussion of the state of the field, emerging challenges, and the prospects of pragmatic conflict resolution in the 21st century.
 - Evaluation of the course
-
- ✓ Ramsbotham et al. "Toward Cosmopolitan Conflict Resolution", ch. 11, pp. 265-292
 - ✓ Ramsbotham et al. "Conflict Resolution and the future", ch. 20, pp. 414-423

Final Paper due by email May 12 at 6 pm

