

GLOBAL CONFLICT ANALYSIS AND RESOLUTION
CONF 340.002
FALL 2011

Class Day and Time: Tuesdays and Thursdays 9:00 – 10:15

Location: West Room 1004

Instructor: Pamela Creed, PhD

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Office Hours: After class or by appointment

Course Description

Welcome to Global Conflict Analysis and Resolution. During the course of this semester you will be introduced to theories of international violence and conflict with particular reference to both international and intra-state conflicts as well as international peace processes. This course covers the analysis of conflicts and the way in which they are addressed by or might be addressed by local and international communities using peacebuilding and nonviolence theory and practice, and how theory, research and practice in our field of peace making have evolved during the 20th and now 21st centuries.

We will visit the various definitions of conflict and diverse views of its resolution. This course is designed to help students improve research and practice through understanding of theory, and reflectively improve theory through practical experience and critical thinking.

Course Objectives

- Familiarize students with theories of conflict analysis applicable to intra-state and inter-state conflicts, research methods, and theories of change;
- Help students to think critically, systematically and analytically about conflict in different regions and in a variety of contexts;
- Increase understanding of the various approaches of analyzing, researching and resolving global conflicts;
- Familiarize students with terminology and concepts associated with conflicts that are addressed by the international community, including the UN system and regional organizations;
- Connect theory to research and practice through discussion, research and application to real events and interventions.

Course Books & Readings

Required Texts

- Ramsbotham, O., Woodhouse, T., and Miall, H. 2011 (3rd edition) *Contemporary Conflict Resolution*. Cambridge: Polity Press and Malden, MA: Polity. (Available in the GMU bookstore).
- Crocker, Chester A., Fen Osler Hampson, and Pamela Aall, eds. 2007. *Leashing the Dogs of War: Conflict Management in a Divided World*. Washington, DC: United States Institute of Peace Press. (Available in the GMU bookstore).
- Additional readings will be provided on Blackboard.

Course Requirements

Class Attendance & Participation (20%) – Active participation during class is expected. While missed attendance will hurt your grade, simply attending class does NOT equal participation. I expect you to arrive at each having completed all required readings, and prepared with thoughtful questions and comments on the readings. Be prepared to be called upon to answer questions at any point during the class.

Mid Term Exam (25%) – The take-home mid-term exam question will be given on October 4th. Students are required to write a 3-4 page essay addressing this question. Please double-space and use Times New Roman and one inch margins. Mid-term essays are due in class on October 13th.

Research Paper Proposal (10%)

A 1-2 page (double-spaced, Times New Roman, one-inch margins) abstract of your final paper is due at the beginning of class on October 25^h, 2011. This will require you to have given attention to what you will research and write for the final paper. The proposal should demonstrate critical and logical thought. We will discuss requirements for this proposal several weeks before it is due.

Final Paper (35%) – Your final paper will be a case study covering material from the entire class. You are required to write a 10-12 page essay (double-spaced, Times New Roman font, one-inch margins). During the course of the semester you will be encouraged to pick a particular case, drawn from the communal, national or international level. Be sure to analyze the conflict based on theoretical ideas and concepts studied in the course. This paper should demonstrate your ability to reflect on the conflict at hand using theories of analysis and change, and themes covered during the semester and suggest methods for conflict resolution. Students are encouraged to refer to sources outside of those covered during the class, and are required to provide footnote/endnote references and a reference page at the end of the paper. Please note that the reference page/s is in addition to the 10-12 pages required for your final paper. **Final papers are due on December 12th by 4:30 pm.**

Paper Presentations (10%) – Students should plan to present their papers during the last four classes. The presentations should be focused and prepared. You will have only 8 minutes to present the major themes of your research and paper. There will be an opportunity to sign up for a particular day beforehand. No more than 8 students can present in one class period. You must present on your assigned day to receive credit. Fifteen minutes at the end of class will be used for comments, feedback and questions on the presentations.

Late Work/Illness/Re-write

Class assignments that are submitted late can be penalized for each day they are late. If you have a documented emergency, special arrangements can be made with the instructor. Do not make a habit out of turning in your assignments late. *Assignments that are overdue by more than one week will not be accepted.* We will discuss standards for specific assignments when the time arrives. Extensions are granted only in extreme cases such as illness or other family emergency and only where the student in question has established a track record of completing work on time. In most such cases, I will require certification of the situation. A student's procrastination in completing his/her work is not a basis for an extension. There will be no-rewrite of papers due to low grade.

Course Policy and Procedures

Classroom Etiquette: Please come to class on time and prepared. Turn off cell phones and other electronic devices. The use of laptops in class is for note-taking only. We will be discussing contentious political issues in this course. You are encouraged to express your opinion and diverse perspectives, however, be mindful and respectful of the sensitivities and views of others in your comments in class.

Academic Honesty and Collaboration: George Mason University has an Honor Code with guidelines regarding academic integrity and which is designed, “to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community” (<http://academicintegrity.gmu.edu/>). The Honor Code lays out strict penalties for cheating and plagiarism. Plagiarism is a serious offense, and all written work for this course should include proper citations in a standard citation format (MLA, APA, Chicago, etc.). You can choose any citation format, however, be consistent throughout your work. If you are unsure about how to cite a direct quotation or concept from the course or outside readings, then ask for help. Copies of common style manuals are available at the GMU

library or online at <http://library.duke.edu/research/citing/workscited/>.

Honor Code

*"To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**"*

□ *"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."

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.

Grading Policies

Many of you are probably concerned about your grades and I will do everything in my power to help you throughout the course. I will not saddle you with high expectations without sufficient support. However, as discussed above, I have high standards for your work. Assignments will be graded with the following in mind:

A: Truly outstanding work that shows creative original thinking, is nearly perfectly organized, and flawlessly written. This level of work forces me to think hard when I read it.

B: Good work with a strong argument, sound organization, and solid writing. There are some relatively minor flaws in one or more of these areas, although the work clearly shows potential for an A level grade. Clearly above or right at the mean.

C: About average or slightly below average. An overall solid job, but with more obvious organizational, interpretive, creative, and/or stylistic problems that permeate the paper.

D: Failing by a small margin. Serious flaws in every aspect of the work: a lack of understanding of some basic principles, poor organization, and writing that makes it difficult for me to understand the author. Salvageable, however, in that it's clear the author could turn the paper into a passing grade. Immediate meeting with me strongly encouraged.

F: Unacceptable and/or incomplete. Having such serious deficiencies that the student would need to start over to earn a passing grade. Immediate meeting with me required. We will discuss standards for specific assignments when the time arrives.

Course Schedule and Assignments

Students are expected to have read the required readings for each class.

Part I: Origin and Evolution of Conflict Resolution

August 30: Introduction, Review of Syllabus, Expectations

September 1: Introduction to Conflict Resolution Concepts and Definitions
Ramsbotham: Chapter 1

September 6: Conflict Resolution Field: Origins and Development
Ramsbotham: Chapter 2

September 8: Introduction to Global Conflict
Ramsbotham: Chapter 3

September 13: Theories of Global Conflict
Ramsbotham: Chapter 4

September 15: Theories, Sources and Dynamics of Global Conflict
Ramsbotham: Chapter 4; Crocker: Chapter 2

September 20: Phases of Intractable Conflicts
Kriesberg: "Nature, Dynamics and Phases of Intractability". Chapter 4 in *Grasping the Nettle: Analyzing Cases of Intractable Conflict*. (2005). United States Institute of Peace. (on blackboard)

Part II: Key Themes in Contemporary Conflict

September 22: Communal and Identity-Based Conflicts
Crocker: Chapter 9

September 27: Identity, Ethnocentrism and Conflict
Sandole, Dennis. "Virulent Ethnocentrism: A Major Challenge for Transformational Conflict Resolution and Peacebuilding in the Post-Cold War Era"
<http://www.etnopolitics.org/ethnopolitics/archive/volume I/issue 4/sandole.pdf>

September 29: Ethnic Conflicts and Civil Wars
Crocker: Chapter 8

October 4: Political and Economic Foundations of Conflict
Crocker: Chapter 6
Take home exam question assigned.

October 6: Group and Individual Motivations for Conflict
Crocker: Chapter 13

October 11: No Class
Work on Midterm.

October 13: Nations in Conflict
Crocker: Chapter 7

October 18: War and Violence

Rothbart and Korostelina: "Who dies in armed conflict?" Chapter 1 in *Why they die: Civilian devastation in violent conflict*. (2011) University of Michigan Press. (available on blackboard)

Midterm essay due in class.

Questions about Research Paper

October 20: Challenges of Terrorism

Ramsbotham: Chapter 11

October 25: Case study of terrorism

Crocker: Chapter 5

Case study readings TBA

Research Paper Proposal Due in Class.

Part III: Peacemaking, Peacebuilding and Reconciliation in Post-Conflict Societies

October 27: Peacekeeping

Ramsbotham: Chapter 6

November 1: Peacemaking

Ramsbotham: Chapter 7

November 3: The United Nations' Role in Peacemaking

Crocker: Chapter 28

November 8: Peacemaking Case Study: Bosnia

Samantha Power. "Bosnia: No more than a witness at a funeral." In *A Problem from Hell: America and the Age of Genocide*. Harper Collins: New York, 2002. (Chapter 9) pp. 247-328. (available on blackboard).

Richard Holbrooke: "The Road to Sarajevo." In *Herding the Cats: Multiparty Mediation in a Complex World*. United States Institute of Peace, 1999. (Chapter 13) pp. 325-344. (available on blackboard).

November 10: Peacebuilding

Ramsbotham: Chapter 9

November 15: Reconciliation

Ramsbotham: Chapter 10

November 17: The Ethics of Intervention

Ramsbotham: Chapter 14

November 22: Dialogue, Discourse and Disagreement

Ramsbotham: Chapter 18

November 24: No Class; Happy Thanksgiving

Part IV: Presentations

November 29: Presentations

December 1: Presentations

December 6: Presentations

December 8: Presentations

Final Research Papers Due December 12th by 4:30 in Office. Please do not email them.

