

Global Conflict Analysis and Resolution
Conf 340 Section004, Fall 2010
Instruction: Jana El Horr
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Class time: Mondays 4:30-7:10

Location: Robinson A, Room 105

Office Hours: Monday 2pm-4pm

Course Description:

What are global conflicts? Why are developing countries more prone to conflict? Is democracy an antidote to terrorism? What allows conflict spill-over? How do needs and interests affect conflict? This a sample of many questions we will discuss in class this semester.

The purpose of this class is to study root causes of global conflicts, their consequences, and possible intervention strategies to resolve them. During class, we will explore the meaning of global conflicts, parties involved (governments, non state actors), and connectedness between interstate conflicts (conflicts between governments) and intrastate conflicts (in-country conflicts between government and some or all of its citizens). Through class dialogue, we will discuss economic, political, social, and cultural factors that allow waging international wars and justify intervention in local in-country politics.

Conflict analysis and resolution requires a deep analysis of conflicts and systematic interventions involving all parties and addressing their needs. Hence this class will be divided into two major parts: the first part will focus on theories of analysis of conflict to address questions of why, when, and how of particular global conflicts. The second part will focus on major intervention strategies used to manage global conflicts. We will conclude the course with class presentations that will help us focus on real case studies, analyze them, and develop intervention mechanism to address global conflicts.

Course objectives:

- Familiarize students with theories and concepts to analyze global conflicts
- Familiarize students with major intervention strategies used to address global conflicts
- Increase the understanding of interstate and intrastate conflicts, and their interconnectedness
- Examine case studies of global conflicts, analyze them, and develop intervention strategies
- Allow students to critically think about global conflicts and current international intervention strategies

Course requirements:

- **Participation:** participation in class and online is required. In class, I will expect you to come having read the readings and ready to participate in an in-depth discussion about the topic of the week. Online, I will post each week questions related to the topic of the

next week's class. I expect you to respond to these questions AS WELL AS responding to each other. Participation will be worth **10% of your grade**

- **Pop Quizzes:** You will have THREE pop quizzes throughout the semester that will address the readings of that specific week and the week before. The quizzes will consist of definitions and short answers and will last about 30-40 minutes. Each quiz will be worth 5% for a total of **15% of your total grade**
- **Short essays:** You need to write FIVE reflective essays, TWO PAGE each, on the course readings. You have the freedom to choose the week that you will write the essay for but you need to submit your essay on the day that the readings are due at the beginning of the class. Each essay is worth 5% and I will drop the lowest grade so only 4 essays will be counted toward your final grade. The goal of these essays is to critically analyze one or two arguments in the readings and develop your own opinion. These essays are worth **20% of your total grade**
- **Group presentations:** You will be divided into 6 groups to lead a group presentation by the end of the semester. You DO NOT need to write a paper for the presentation. For the presentation your team is required to (1) choose a case of a global conflict, (2) present the history and timeline, (3) present root-causes of the conflicts, (4) present international efforts to resolve/transform the conflict, and (5) your opinion as a group on future interventions. Each component will be worth 4%. You are encouraged to be creative and use different presentation techniques to help the audience understand the case study. On October 4th, you need to submit a one page proposal for your topic and the name of the group members. The one-page is not graded, it is just to help you think about your presentation. All the group members will receive the same grade. If a group is undergoing a problem with a member that is not fulfilling his/her duties, you need TO CONTACT ME IMMEDIATELY. You will have 30 minutes to present. The group presentation is worth **20% of your total grade**
- **Final paper:** The final paper will be about 12-15 pages analyzing a specific conflict of your choice using the theories that we learned in class and recommending intervention strategies that will help resolving the conflict. A one-paragraph summary of **your topic is due on October 18th** and it is not graded, it is just to help you think about your final paper. **The final paper is due by midnight on December 13th to be uploaded on the blackboard and is worth 35% of your total grade**

Course Material:

The following books are required for the course. **DO NOT PANIC BECAUSE THERE ARE FOUR BOOKS.** The two little books cost about \$4 each and they are good references to keep for CR. You can purchase these books at GMU bookstore or via online booksellers.

- Ramsbotham, Oliver, Tom Woodhouse, and Hugh Miall. *Contemporary Conflict Resolution*. 2nd ed. Cambridge: MPG books Ltd, 2005

- Crocker, Chester, Fen Osler Hampson, and Pamela Aal. *Leashing the Dogs of War*. Washington, DC: USIP, 2007
- Zehr, Howard. *The Little Book of Restorative Justice*. Intercourse, PA: Good Books, 2002
- Yoder, Carolyn. *The Little Book of Trauma Healing*. Intercourse, PA: Good Books, 2005

The rest of the readings will be available either via E-Reserve or the blackboard.

Honor Code and plagiarism:

George Mason University has an honor code with guidelines regarding integrity. The **Honor Code** is as follows:

*“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.**”*

Plagiarism is a serious offense, and the honor code lays out strict penalties for cheating and plagiarism. Check <http://academicintegrity.gmu.edu> for details on penalties.

Paper format

All papers submitted should be double spaced, 1” margin, font 12 Times New Roman. All written work should be properly cited in a standard citation format (MLA, Chicago, etc...). Make sure to ask for help if you are not sure about citation formats; you can also check copies of common style manuals at GMU library or online

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

Edit your papers carefully! If you need help, you are encouraged to contact the writing center at GMU <http://writingcenter.gmu.edu> **Electronic submission of papers via blackboard is PREFERRED.**

Student Disabilities

The <http://accessibility.gmu.edu/student-services.html> website provides information on the various services available to facilitate equal access for students with disabilities to ensure access to all university courses, programs, events, and services. Services include technology consultations, training and equipment/software for all students with disabilities. The accessible text project provides conversion of hard copy text into accessible electronic format. The university libraries have a variety of services and policies designed to ensure comparable access to all library services.

Classroom policy and procedures:

- Come to class **on time** and **prepared**
- **Turn off** cell phones and electronic devices

- Laptops are **only** for note-taking
- **Attendance** will be taken in every class. Anything past one absence will affect your grade
- If you need to miss more than one class for emergency purposes, you need to notify me 24 hour prior to class and/or submit a medical report or an equivalent excuse
- You need to **participate** in class. Make sure your participation is bringing more insights and thinking to the classroom. Do not participate just to talk, make sure you're bringing **new insights and interesting questions** to the classroom discussion
- I expect you to **work hard** and help build the **intellectual life** in class
- **Assignments** should be on submitted on **time**
- Incomplete or delays in assignments will be given in **exceptional** cases for personal or family emergencies. I will require proof for the situation and you need to make sure to talk to me immediately if you will need extension or incomplete
- Make sure to use **office hours** to help you progress in class

Grading:

I have high very high expectations of your participation and performance in this class. I will have similar expectations while grading your work. Below is a description of the grade that you should expect based on your work that you will turn in:

- **A:** outstanding work, creative and critical, and thoughts very well organized and well written
- **B:** Good work, well written, and interesting ideas. Some minor improvements will be needed in certain areas.
- **C:** Average work, lack of clarity in organizing ideas and thoughts, and/or lack of stylistic writing
- **D:** If you receive D you need to meet with me IMMEDIATELY! D is close to a failing grade, where the student exhibits lack of understanding of the material and the basic principles.
- **F:** unacceptable grade and you would need to take the course again to pass it.

Class Schedule and assignments

**** Subject to change**

PART I: GLOBAL CONFLITS: THEORIES AND CONCEPTS

Monday August 30th: Introduction

Review of the syllabus, going over assignments, know your classmates,

Monday September 6th: No classes

Monday September 13th: Intro to global conflict resolution, origins and development

- Ramsbotham et.al, Contemporary Conflict Resolution, Ch1 and Ch 2 pp. 3-54
- John Burton 1983, Conflict Resolution as political philosophy, E-reserve

- Crocker et.al, Leashing the dogs of war, Ch2 and Ch 3 pp. 17-51
- Commentary on Hans Morgenthau, Ch 1 “A realist theory of International Politics” from Politics Among Nations: The struggle for power and peace
<http://www.mtholyoke.edu/acad/intrel/morg6.htm>

Monday September 20th: The United Nations System

- Charter of the United Nations Charter and Statute of the International
<http://www.un.org/en/documents/charter/index.shtml>
- Boutros Boutros Ghali, “Agenda for Peace” UN Secretary General Report
<http://www.un.org/Docs/SG/agpeace.html>
- Crocker et.al, Leashing the Dogs of War, Ch 19 pp. 335-351
- Human Security Report Ch.1 <http://www.hsrgroup.org/human-security-reports/2009/text.aspx>

Monday September 27th: Understanding Global Conflicts: Sources and Dynamics

- Ramsbotham et.al, “Contemporary Conflict Resolution,” Ch 4 pp.78-105
- Crocker et.al, Ch 7 pp. 95-114, and Ch 10 pp. 161-176
- Avruch, Kevin and Cheldelin Sandy et. al “Chapter 8: Culture” E-reserve
- Solon Simmons, “Generativity-based conflict,” in the Handbook of Conflict Analysis and Resolution E-reserve

Monday October 4th: Political Economy and Global Conflicts

ONE PAGE DESCRIPTION OF YOUR GROUP CASE STUDY AND THE GROUP MEMBERS IS DUE

- Crocker et.al, Ch 12 pp. 197-218, and Ch 35 pp.637-651
- Paul Collier, “The Bottom Billion,” 2007 Ch 2: The Conflict Trap pp. 17-37 E-Reserve
- Cavanagh et.al, “Alternatives to Economic Globalization,” 2004 Ch.1 pp. 19-31 E-Reserve
- Amartya Sen, “Development as Freedom”, 1999 Ch 4 pp. 87-110 E-Reserve
- Macartan Humphreys, “Economics and violent conflict,” 2003, Harvard University,
http://www.unglobalcompact.org/docs/issues_doc/Peace_and_Business/Economics_and_Violent_Conflict.pdf

Monday October 11th: No classes we will meet on Tuesday October 12th same time and same place: Identity, Religion, and Gender in Global Conflicts

- Ramsbotham et.al, “Contemporary Conflict Resolution,” Ch 12 pp. 265-274, and Ch 15 pp. 302-315
- Vern Neufel Redekop, “From Violence to Blessing,” Ch.2 Human Identity Needs pp. 31-59 E-Reserve
- Celia Cook-Huffman, “The role of identity in conflict”, Ch1: pp.17-29 in the Handbook of Conflict Analysis and Resolution, E-Reserve
- Harry Anastasiou, “Encountering Nationalism”, Ch3 pp. 30-42 in the Handbook of Conflict Analysis and Resolution, E-Reserve

Monday October 18th: Terrorism, Collective Action, and Transnational violence

ONE PARAGRAPH OF YOUR FINAL PAPER TOPIC IS DUE

- Ramsbotham et.al, “Contemporary Conflict Resolution,” Ch 11 pp. 249-264
- Crocker et.al, Ch 5 pp. 67-82, Ch 24 pp. 425-436
- Pape, Robert A 2003, “The Strategic Logic of Suicide Terrorism”, American Political Science Review (2003), 97 : 343-361 Cambridge University Press
- Savun, Burcu and Brian J. Philips. 2009 “Democracy, Foreign Policy, and Terrorism”, Journal of Conflict Resolution 53(6): 878-904
- Sydney Tarrow, “Power in Social Movements”, 1998, Cambridge University Press, Introduction pp.10-28, and Ch 11: Transnational Contention pp. 176-195 E-Reserve

PART II: CONFLICT RESOLUTION AND GLOBAL CONFLICTS

Monday October 25th: Prevention and Peacekeeping

- Ramsbotham et.al, “Contemporary Conflict Resolution,” Ch 5 and 6 pp.106-158
- Crocker et.al, Ch 6 pp. 83-94, Ch 14 pp. 245-264, Ch 18 pp. 319-334, Ch 25 pp. 437-454, and Ch 28: 497-520

Monday November 1st: Peacemaking

- Ramsbotham et.al, “Contemporary Conflict Resolution,” Ch 7 pp. 159-184
- Crocker et.al, Ch 26 pp. 455-476, Ch 27 pp. 477-494, and Ch 30 pp. 535-551

Monday November 8th: Post-war Reconstruction and Peacebuilding

- Ramsbotham et.al, “Contemporary Conflict Resolution,” Ch 8 and 9 pp. 185-230
- Crocker et.al, Ch 21 pp. 369-388
- Jessica Senehi: “Building peace: storytelling to transform conflicts constructively” in the Handbook of Conflict Analysis and Resolution, Ch 14 pp.199-212 E-Reserve
- Vivien Erasmus, “Community Mobilization as a tool for peacebuilding”, in Peacebuilding: A field Guide pp. 246-257 E-Reserve

Monday November 15th: Reconciliation, Restorative Justice, and Trauma Healing

- Ramsbotham et.al, “Contemporary Conflict Resolution,” Ch 231-245
- Zehr, Howard. 2002 “The Little Book of Restorative Justice”, Good Books, Intercourse, PA-Selected readings
- Yoder, Carolyn. 2005 “The Little Book of Trauma Healing”, Good Books, Intercourse, PA-Selected readings

Monday November 22nd: Dialogue and Discourse

- Ramsbotham et.al, “Contemporary Conflict Resolution,” Ch 14 pp. 288-301
- Abu-Nimer, Muhammad. 1999 “Dialogue, Conflict Resolution, and Change” Ch 1 pp. 1-7, and Ch 10 pp. 149-168. E-Reserve
- Benjamin Broome, “Building Relational Empathy through an Interactive Design Process,” in the Handbook of Conflict Analysis and Resolution, Ch 13 pp.182-198

Monday November 29th: Future Directions and start of group presentations (two groups will present)

- Ramsbotham et.al, "Contemporary Conflict Resolution," Ch 16 pp. 316-327
- Lederach, John Paul. 2005 "The Moral Imagination" Ch 2 pp. 7-19 and Ch 15 pp. 171-177 E-Reserve

Monday December 6th: Group presentations (4 groups will present)

Monday December 13th: Final paper due by midnight to be uploaded on blackboard