

GLOBAL CONFLICT ANALYSIS AND RESOLUTION
CONF 340 005
Fall 2010
Fridays: 1:30 - 4:10 pm
Enterprise 274
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Office Hours: 4:30-5:30 Fridays by appointment only
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The field Conflict Analysis and Resolution (CAR) emerged after World Wars I and II and, some even say, in direct response to crimes against humanity by the fascist and Nazi movements in Europe. Some scholars argue, “International momentum to establish a legal order that would prohibit state-sponsored human rights abuses surged during World War II, as the scope of Nazi atrocities became known.” The Universal Declaration of Human Rights (UDHR) considers human rights as the foundation for freedom, justice and peace. Justice and peace are the two fundamental goals of the CAR practices in conflict management, prevention and post-conflict goals such as reconciliation and reparation. Although the field has gone through transformative phases since its inception, it is important to note it is firmly grounded in the international relations (IR) paradigm and utilize its theoretical and conceptual methods for discourse on human rights and peaceful coexistence. This also means CAR has inherited some of the inefficiencies of the IR paradigm.

This course is designed to help students enhance their understanding of the issues and sources of conflicts in many parts of the world. The study of Global Conflict is one of the most important aspects of the CAR field. Traditionally global conflict has been defined based on interstate conflicts. With the change of world order in post-Soviet era, many believed the interstate conflict shifted to intrastate conflict. Scholars and practitioners focused more on the nature of conflict within the states. With the 9/11 attacks, however, it became clear that interstate conflicts can easily spill over and very quickly become intrastate conflict. For this reason, it important to understand conflict issues, conflict parties and conflict causes as we explore various aspects of global conflicts. This course is aimed at covering these concepts and draw on an interdisciplinary approach to the exploring and understanding of global conflict analysis and resolution. We will be relying on literature and research from the field of Conflict Analysis and Resolution, International Relations, and Anthropology, to examine the many theoretical and pragmatic approaches to conflict on the global level.

Our goals for the course are to:

- Consider the causes, issues and parties of conflict within intrastate and interstate context;
- Increase our understanding of the various approaches to analyzing and resolving protracted violent social conflict on the above mentioned levels;

- Examine particular case studies of international and intrastate conflicts, mapping out the developments and dynamics, and examining past and present resolution efforts; and

Requirements

Participation: You are expected to come to class prepared to discuss the readings. Each class has assigned readings (see schedule below). Because your participation in class activities and discussions is important, your attendance in class is crucial. Participation is graded on more than just attendance! ***Class participation will be worth 15% of your final grade.*** You are expected to be fully prepared and bring the readings to class.

Group Presentation: You will be a member of a group. Each group will have 2-3 members and prepare a class presentation of a case study of an international conflict and approaches to its resolution. In your presentation you should provide an overview of the conflict, explain how that conflict was analyzed by the international community (broadly defined) and how the international community responded to the conflict. ***The group presentation will be worth 15% of your final grade.*** Some minimal amount of time will be provided during class meetings throughout the semester for the teams to prepare their presentations, but it is expected that groups will plan additional meeting(s) outside of class time to finalize presentations. Everyone is expected to be in attendance during the group presentations will be considered part of your final participation grade. Format and topic must be finalized and approved by October 22nd. *Each group has 30 minutes for presentation and should allow 10 min for Q&A at the end of their presentation.*

Exams: There will be two exams: Midterm and Final. Both exams will be take-home and open book to test students' knowledge of the course material. ***These exams will be cumulative. Midterm exam is worth 15% and Final is 25%.*** Exams will be given at the end of classes (see dates below). Students must email their exams to rsepehrr@gmu.edu by 4 p.m. within 48 hours after the class (Sunday at 4 pm – see dates below). Late exams are not accepted; they cannot be made up or retaken.

Research Paper: You will write a 10-15 page research paper on a topic related to the main themes we will be discussing during the course of the semester. In your research paper you will present the results of your research while incorporating the concepts we have studied in class. In analyzing your material you will draw upon ***at least one theoretical perspective*** we have studied in the course. Early in the semester I will provide you with more detailed guidelines for researching and writing this paper. It is always a good idea to start thinking about your topic early in the semester. If you have difficulties deciding what to research or would simply like to talk about your paper, I encourage you to come and discuss your ideas with me during my office hours or to schedule an appointment with me at another time. ***The research paper will be worth 30% of your final grade*** A one-paragraph typed proposal of what you plan to research is due by **October 1, 2010** at the beginning of the class. The final paper is due by **10 a.m. December 17, 2010**. [Format: 12 font size, double spaced in Chicago Style. For quick reference on Chicago Style see: http://www.chicagomanualofstyle.org/tools_citationguide.html]

Possible Cases for Team Presentations/Research Papers:

(You may do the same topic for both the paper and presentation if you wish.)

1. Israel-Palestine
2. Darfur
3. South African Truth and Reconciliation
4. The ethno-political conflicts of Kosovo, Rwanda, Congo, Bosnia, Kenya, etc.
5. Iraq/Afghanistan
6. Iranian Nuclear Crisis
7. Human Rights in Iran
8. Pakistan-India
9. North Korea Nuclear Crisis
10. Human Rights in Burma

Required Text and Readings

Contemporary Conflict Resolution. 2nd Edition. (2007), Miall, Ramsbotham, et al.

Additional readings (marked “Ereserve”) are available online through the GMU libraries. Instructions for Ereserve access and the required course password will be given in class.

Classroom Etiquette, Honor Code, Plagiarism, Syllabus Changes, Absenteeism

Come to class on time and prepared. Turn off cell phones, handheld devices, etc. Do not leave the room during class unless you have an emergency. Do not disturb others by talking, passing notes, playing video games, surfing the web, etc. Computers are to be used for note taking only – if you are caught using the computer for other ends you forfeit the right to use a computer in class. Always be considerate, respectful and mindful of the sensitivities of others in your comments in class; however, open discussion and dialogue are encouraged.

You are expected to abide by George Mason University’s Honor Code in preparing all work for this class. If you have any questions about Honor Code issues (e.g., whether you are permitted to discuss an assignment with a fellow student) or are uncertain about how to cite a source, or if you have observed Honor Code violations, please contact me immediately and/or refer directly to the honor code, which can be found at:

<http://catalog.gmu.edu/content.php?catoid=5&navoid=410#Honor> .

Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citation, so do paraphrases and summaries of opinions or factual information formerly unknown to the writer or which the writer did not discover him/herself. As a general rule, it is always important to keep the reader in mind and to think of citations as being “reader friendly.” In other words, writers should provide citations for all pieces of information that they think their readers may find new or interesting.

Not only is this approach considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism.

It is my intention to create a learning environment which is the best possible experience for students. In this spirit, I reserve the right to make changes to the syllabus, course structure and readings, as best suits the dynamic of the class.

You are not allowed to work together on take home exams. Faculty members are responsible for maintaining the integrity of the learning and testing process. Suspected violations of the Mason Honor Code will be reported to the Honor Committee in a timely manner using forms provided by the Committee. <http://academicintegrity.gmu.edu/honorcode/>
The Honor Committee will promptly notify the involved student(s) in writing.

Absenteeism/tardiness seriously affects your learning experience, as well as your participation grade. If you find that your personal circumstances prevent you from attending class regularly and on time, please discuss your situation with me.

STUDENT RESOURCES

GMU Writing Center

The Writing Center seeks to foster a writing climate on campus and beyond by offering free writing support to George Mason students, faculty, staff and alumni. No matter what your writing abilities are, writing specialists can help you develop the skills you need to become a successful writer. Free services include: One-on-one 45 minute sessions with a writing specialist; online writing lab; one-on-one sessions with an ESL specialist; workshops on such topics as documenting sources, grammar and punctuation; writing handouts on a variety of subjects; a library of handbooks and writing manuals; [and an] online chat with a tutor about papers submitted to the Online Writing Lab <http://writingcenter.gmu.edu> .

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. To achieve this goal, the university maintains and supports the Disability Resource Center Office, which is responsible for assuring that students receive the services and accommodations to which they are entitled. The professional 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> .

Library Services

The CAR library liaison is Melissa Johnson (703.993.2212). Do not hesitate to contact her with specific questions about holdings and research in these areas or whom to contact for materials still in the Fenwick Library on the Fairfax Campus

Important Dates

Sep. 24th: Training on Research Tools (in library on Fairfax Campus).

Oct. 8th: One page research proposal due at the beginning of class.

Oct. 15th: Midterm is handed out at the end of class.

Oct. 17th: Midterm exam due by 4 p.m. via email.

Oct. 22nd: Finalize the format and select topic for group presentation.

Nov. 19th: Final exam is handed out at the end of class.

Nov. 21st: Final exam due by 4 p.m. via email.

Nov. 26th: No class. Thanksgiving recess

Dec. 10th: Groups' presentation (in class).

Dec. 17th: Final research paper due by 10 a.m.

Weekly Schedule/Readings

(Subject to change)

Week One (9/3): Introduction

Organization of the course, assignments, expectations, and getting to know your classmates exercise.

Week Two (9/10): Introduction to Conflict Resolution

Miall, et al., Chapter 1: "Introduction to Conflict Resolution: Concepts and Definitions" pp. 3-31; Chapter 2: "Conflict Resolution: Origins, Foundations and Development of the Field" pp.32-54.

Week Three (9/17): February 2-4 – Major Themes of Global Conflict

Miall et al., Chapter 3: "Statistics of Deadly Quarrels" p.55-77.

Miall, et al., Chapter 4: "Understanding Contemporary Conflict" p. 78-105;

Week Four (9/24) – Class meets in the library for training on GMU Research Tools.

[Details TBA on September 17th]

Week Five (10/1) -- Guest Speakers, TBA/Case Study: Iran Human Rights and Nuclear Crisis

Dugan, Máire A. "A Nested Theory of Conflict" pp1-11 (*EReserve*)

The United Nations System. Frameworks for Conflict Analysis

Charter of the United Nations and Statute of the International Court of Justice

<http://www.un.org/en/documents/charter/index.shtml>

Week Six (10/8): Understanding and Mapping Global Conflict

Sandole, D. "A Comprehensive Mapping of Conflict and Conflict Resolution: A Three Pillar Approach," <http://www.gmu.edu/academic/pcs/sandole.htm>
Miall et al., Chapter 5: Preventing Violent Conflict" pp. 106-130.

One page research proposal due at the beginning of the class.

Week Seven (10/15): Conflict Management (Peace-keeping)

Miall et al., Chapter 6: "Preventing Violent Conflict and Containing Violent Conflict: Peacekeeping" pp.131-158. Chapter 7: "Ending Violent Conflict: Peacemaking" p.159-184.

*Mid-term exam will be handed at the end of this class and due by **Sunday October 17, 2010 by 4 p.m.***

Week Eight (10/22): March 16-18 – Conflict Resolution (Peace-making)

Miall et al., Chapter 8: "Post-War Reconstruction" pp. 185-214.
Avruch and Vejarano, "Truth and Reconciliation Commissions: A Review Essay and Annotated Bibliography" available for download in PDF Format on:
<http://www.humiliationstudies.org/documents/AvruchTRC.pdf> pp. 1-40

Finalize the format and select topic for group presentation.

Week Nine (10/29) – Conflict Transformation (Peace-building and Reconciliation) I

Miall et al., Chapter 9: "Peacebuilding," pp. 215-230. Chapter 10: "Reconciliation," pp. 231.245.
Boutros Boutros-Ghali, "Agenda for Peace" – Former UN Secretary General Report
<http://www.un.org/Docs/SG/agpeace.html>

Week Ten (11/5): Terror and Global Justice

Miall et al., Chapter 11: "Terror and Global Justice."
Lutz, Babbitt and Hannum, "Human Rights and Conflict Resolution from the Practitioner's Perspective" available for download in PDF Format on:
<http://fletcher.tufts.edu/chrcr/pdfs/lutz4.pdf> pp. 173-193

Week Eleven (11/12): Gender in Conflict Resolution

Miall, et al., Chapter 12: Gender in Conflict Resolution, pp. 265-274; Chapter 13: Ethics of Intervention, pp. 275-287.

Anita Taylor and Judi Miller, "The Necessity of Seeing Gender in Conflict" pp 1-17 (*EReserve*)

Week Twelve (11/19): Dialogue and Discourse; Culture and Religion

Miall, et al., Chapter 14: Dialogue, Discourse and Disagreement, pp. 288-301. Chapter 15: Culture, Religion and Conflict Resolution, pp. 302-315.

Final Exam will be handed at the end of this class due by Sunday November 21st at 4 p.m.

Week Thirteen (11/26): No class. Thanksgiving recess

Week Fourteen (12/3): Looking ahead and Early Warning

Miall, et al., Chapter 16: Future Directions: Towards Cosmopolitan Conflict Resolution, pp. 316-327.

Susanne Schmeidl and Eugenia Piza-Lopez “Gender and Conflict Early Warning: A Framework for Action” available for download in PDF Format on, pp 1-50:

<http://portals.wi.wur.nl/files/docs/ppme/getdata4.pdf>

Group Presentations

Week Fifteen (12/10): *Group Presentations*

Each group has 30 minutes for presentation and should allow 10 min for Q&A at the end of their presentation.

Week Sixteen (12/17): Final paper due by email at 10 a.m. No class.