

**Conf 340-DL1 Global Conflict Analysis and Resolution
Fall 2011
School for Conflict Analysis and Resolution**

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Office Hours: Tuesday and Thursday 10:00 a.m. to 1:00 p.m. by appointment (in person, by phone, or by Skype)

Office Location: Robinson Hall B, Room 365, GMU Fairfax.

NOTE: This course is entirely online and there are no scheduled classes.

Please read this syllabus very carefully to be sure you understand all aspects and requirements of the course.

Learning Objectives

By the end of this course, students will be able to:

- 1- Demonstrate knowledge of conflict analysis and resolution theories and models applicable to a wide range of global conflicts through collaborative group activities and online discussions, research assignments, presentations, and blog postings.
- 2- Identify and diagram basic elements of a conflict: causes, conditions, parties, issues, objectives, means, and conflict handling orientations.
- 3- Articulate the significance of the underlying root causes, relational, systemic and structural sources of conflict, and the interconnectedness between interstate and intrastate conflicts.
- 4- Objectively analyze case studies of various types of global conflict, and develop intervention strategies based on multi-track and multi-sectoral frameworks.

Required Course Material

Available at the GMU bookstore:

1. Ramsbotham, Oliver, Tom Woodhouse, and Hugh Miall. *Contemporary Conflict Resolution*. 2nd ed. Cambridge: MPG books Ltd, 2005
2. Crocker, Chester, Fen Osler Hampson, and Pamela Aal. *Leashing the Dogs of War*. Washington, DC: USIP, 2007

Available online (credit card required for purchase (see details below):

3. Kraybill, Ron (2005) *Style Matters: The Kraybill Conflict Style Inventory*, Harrisonburg, VA: Riverhouse ePress.

The Kraybill Conflict Style Inventory is a quiz available online at:

http://riverhouseepress.com/index.php?page=shop.product_details&flypage=flypage.tpl&product_id=44&category_id=9&option=com_virtuemart&Itemid=33&vmcchk=1&Itemid=33

If the link does not work please email center@riverhouseepress.com to inform them about the problem (with a copy of your e-mail to me at syamin1@gmu.edu). Please use a credit card to make a payment for \$6.95 online to take the quiz.

Please do this in the first week of class as the quiz is due by or before Friday Sept 7.

Other required readings can be found online at the GMU libraries e-reserves, or an online link provided in the syllabus.

E-Reserves Access

- Go to <http://library.gmu.edu/>
- Click on the "E-reserves" Tab highlighted in green
- Select the course: CONF 340 - Section DL1- Fall 2011
- Select the instructor: Saira Yamin
- Type the password (all low case): 340dl1

Make sure not to use CAPS for password and no spaces.

- Click Submit

COURSE LOGISTICS

This course is completely online, and students should be prepared to undertake a great deal of responsibility for learning.

- You are expected to devote approximately 8-10 hours on a weekly basis to complete all assigned readings, and partake in all online weekly discussions, activities and assignments in a timely fashion.
- Late submission of assignments will be penalized. Please refer to the section on “Late Work” under **Academic Policies and Information** below.
- A thorough knowledge of the theoretical content in the required texts is a pre-requisite for successful performance in all class activities and assignments.

Blackboard

Blackboard 9.1 will be used for the course. Access Blackboard 9.1 by following these steps:

1. Go to <http://mymason.gmu.edu>.
2. Login using your NETID and password.
3. Click on the ‘Courses’ tab.
4. Double-click on 201170.76335: CONF-340-DL1 (Fall 2011) under the “Blackboard 9.1 Course” heading.

Students must refer to the weekly schedule on Blackboard that will specify all required weekly activities and assignments. A weekly folder will be available on the ‘Course Contents’ tab in the course menu in Blackboard.

How to Contact Me?

You may contact the instructor by e-mail at anytime throughout the course.

The preferred method for asking questions about the course is to post your query in a discussion board titled **HELP FORUM**.

To access the forum, click on the “Help” tab on the Course Menu.

You may also email your questions, comments and concerns to me.

Before you e-mail me however, be sure to read the course FAQs by clicking the “FAQs” tab on the Course Menu.

A link to the FAQs in your Blackboard Course Folder can be found on the menu on the left side of the screen.

I will keep updating the FAQs on Blackboard as I respond to queries from students in the **HELP FORUM**.

If for any reason I am going to be away from email for a period of time, I will post an announcement on Blackboard – on the Home Page for the course.

Please refer to your Blackboard course folder at least twice a week for ‘**Announcements**’ on the “**Home Page**” tab and updated information on the FAQs.

Office Hours

An in-person meeting, phone call and/or Skype meeting may also be scheduled during my office hours specified above.

I will respond to your query within 1-2 days, although I will make every effort to respond as soon as possible.

During the first week, I will be online and checking email and the FAQs’ **Help Forum** on Blackboard frequently, and will try to answer all questions on the same day.

Email Requirements

You may forward your GMU emails to other accounts but always use your GMU email when communicating with me to allow verification of your identity. All primary contact in the course will be via email and Blackboard; thus, you are **required** to check your Mason email account regularly and to clear it often so that messages are not rejected for being over quota.

Technology Requirements for the Course

Refer to the link titled Technology Requirements in the Blackboard course menu for downloading links and instructions.

- **PowerPoint**
- **Firefox 3.6 Browser**
- **Skype** (*optional*--one method for office hours)
- **Adobe Acrobat Reader**
- **Quicktime**
- **Real Media Player**

Course Description

Welcome to the course! Conflict analysis and resolution (CAR), is a multi-disciplinary field, which has grown fairly rapidly since the 1980s.

It offers a variety of: a) theoretical frameworks; and b) problem-solving models at various levels including the individual, state, society, and the global environment. Various theories and concepts you will study in this course will help you to analyze conflicts and design systematic interventions for their resolution.

Conflict theory provides the lens to analyze the global environment of conflict, which is of particular interest to this course.

The purpose of the course is to study deep-rooted and intractable conflicts, through the examination of under-lying causes, conditions, and drivers. You will develop the skills to mitigate the sources of, and preferably transform the conflict environment. Thus, you will acquire the tools to map various types, symptoms, and patterns of conflict.

The dynamics of a conflict process such as escalation and de-escalation will be discussed. Students will also acquire a thorough knowledge of a range of conflict

intervention strategies including: prevention, management, reconciliation, resolution, and transformation.

The class will identify various elements of global conflicts: parties involved (e.g. state and non state actors, individuals, organizations and groups); and connectedness between interstate conflicts (across governments and societies), and intrastate conflicts (in-country conflicts between the state and society, and/or between groups).

Through online discussion with your peers, the class will extrapolate a spectrum of economic, political, social, structural, and cultural factors that contribute to the genesis, manifestation and exacerbation of conflict attitudes and behavior relevant to specific global conflicts.

Through the course of the semester students will apply various theoretical models to conflict hotspots around the world, such as South and Central Asia; the Middle East; Africa; Latin America, and other regions of interest.

Students may also reflect upon the sources of conflict across the world's economic regions, such as the rift between the Global North and South; and across religions and civilizations, such as tensions between the Islamic world and the West, among a host of global and ecological conflict scenarios. Other examples of global conflicts of interest to students may include: terrorism; human trafficking; narcotics trafficking and proliferation; the vertical and horizontal proliferation of small arms, conventional weapons, and weapons of mass destruction; the ensuing regional and international arms races; and climate change, inter alia.

Online discussions, activities, and assignments have been designed to collectively and individually consider the extent to which theory helps to explain the underlying causes and conditions of conflict, as well as to effectively respond to conflict.

Active student participation in weekly discussions and projects, and familiarity with assigned readings are imperative for making online learning a successful experience.

Course Assignments and Grades

Your grade in this course is based on 4 separate components. The grading distribution and requirements for successful performance are provided below.

- i. 2 self-graded quizzes: 5% of final grade (2.5+2.5)

ii. **2** Blackboard group discussions: 20% of final grade (10+10)

iii. **10** blog entries: 50% of final grade
(5+5+5+5+5+5+5+5+5+5)

iv. **1** final paper: 25% of final grade

1. Quizzes (2 in total)

Deadline: Friday Sept 2.

Quiz #1 Syllabus and Course Logistics

Grading: 2.5% of final grade

Instructions

Please note that you are allowed to read to the syllabus and all course material on Blackboard when taking this quiz.

This quiz is designed to ensure that you have reviewed the syllabus carefully, and understand all requirements and the logistics of online learning very well.

Quiz #2 Style Matters: The Kraybill Conflict Style Inventory

Grading: 2.5% of final grade

Instructions

You should take the quiz online (read instructions on the first page of the syllabus.)
You should try to take the test as soon as possible as it is due by Friday September 2nd.

Please make sure to provide your email and the instructor's (syamin1@gmu.edu) so that test scores and reports are shared with both.

It should take you about 15 minutes to take the quiz. The quiz asks a series of questions to assess your personal style in conflict. You may go to <http://www.riverhousepress.com/> for more information about the quiz.

The report provides you an opportunity to reflect on your personal responses to conflicts and you may find the insights useful in your interaction in online group activities and discussions, and outside the classroom environment. You will also have an opportunity to apply the concepts to conflict actors in various global conflicts studied in the course.

2. Blackboard Group Discussions (2 in total)

This activity has two components:

i) 2 simulation activities

Due Dates: Weeks 5 and 10

Instructions for Simulations

i) You will be a member of a discussion group with three members each. As a team member you will be required to collaboratively participate in three simulation exercises. Each group will have a private discussion board (that can be accessed by clicking on “Groups” in the Course Menu) to conduct the exercise and each student will be responsible for summarizing a different group discussion. Discussions should refer to concepts and theories discussed in readings and link them to the topic of discussion.

The responsibility for reporting the group work summary on an open Blackboard discussion board created for this purpose will be shared on a rotating basis to allow each team member to do so once. The discussion board will be open for viewing by all students and the instructor.

Summary posting should be approximately 175 – 250 words in length.

Grading

The group will be evaluated for the summary posting collaboratively prepared by the group. The instructor will monitor student activity on Blackboard for grading individual effort. Additionally, peer assessments of Blackboard discussion groups will be used for grading purposes. Peer assessment forms will be due to the instructor via email after each activity has been completed.

Blackboard discussions will be worth 20% of your final grade including your peer assessments.

Grading Rubrics for Evaluation of Blackboard Group Discussions

Refer to Appendix A

Netiquette For Online Discussions¹

Our discussion should be collaborative, not combative; you are creating a learning environment, sharing information and learning from one another. Respectful communication is important to your success in this course and as a professional. Please re-read your responses carefully before you post them so others will not take them out of context or as personal attacks. Be positive to others and diplomatic with your words and I will try my best to do the same. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism. Experience shows that even an innocent remark in the online environment can be easily misconstrued.

Please follow the online netiquette for all relevant class activities and assignments.

3. Blog Entries (7 blog entries + 3 peer reviews of blogs in total)

Blog entries/peer reviews are due on weeks 2, 3, 4, 6, 7, 8, 9, 11, 12, and 13.

Each student will be responsible for maintaining a blog throughout the course.

Purpose

The blog is intended to help you reflect on the case study in the light of weekly readings and to help you integrate different concepts and theories learned in your final paper.

¹ Netiquette prepared by Charlene Douglas, Associate Professor, College of Health & Human Services, GMU.

Blog Entry Instructions

Your blog entries should be approximately 150-200 words in length (in addition to any images and diagrams). Feel free to exercise creativity and originality in building your blog to make it interesting for other readers.

Peer Reviews of Blogs/Feedback Instructions

You will also be expected to provide feedback on the **blogs of three other students** that thoughtfully reflects upon and critically evaluates them - a minimum of three times during the semester.

Your feedback to your peers on their blogs should fulfill the 2+2 requirement each time you provide it. (2+2 feedback implies writing 2 affirmative comments followed by 2 critically reflective comments to the authors of the blog, and should be between 150 - 200 words in length.)

Feedback to You

I will review your blog and provide feedback three times during the semester. Feedback from other students is intended to help you strengthen the quality of your final term paper.

Grading

Blog entries and feedback on your peers' blogs will amount to 50% of your final grade.

Grading Rubrics for Evaluation of Blog Entries

Refer to Appendix B

5. Final Paper

Deadline: Friday Dec 16, 2011 by 6:00 p.m. via e-mail to instructor.

The final paper will be your capstone project and will have two components:

i) You will analyze a conflict case study with reference to theories and concepts learned through the course of the semester.

ii) You will recommend intervention strategies designed to resolve the conflict based on theoretical analysis.

Instructions for Final Paper

The paper will be approximately 2,500 to 3,000 words in length excluding the bibliography and footnotes. It should be a culmination (but *not a compilation*) of your blog entries on the topic. It should demonstrate a sound understanding of the theory and practice related course content. Additionally, the paper should reflect on feedback received from your peers and instructor on your blog entries.

Five important conflicts in various global regions have been identified below for you to choose from for your final paper. However, if you wish to explore a case study of your own choice, you may do so with prior approval from the instructor in the first week of class. In any case, you must specify the topic of your choice to the instructor by e-mail in the first week of class.

- (1) Arab Spring (revolutions of 2011)
- (2) Israeli-Palestinian conflict
- (3) Global War on Terrorism – the case of Afghanistan
- (4) State Failure in Somalia
- (5) Mexican Drug War

Grading

The final paper will be worth 25% of your final grade.

Your paper should be organized under the following headings:

- 1) A brief historical timeline of the conflict.
- 2) Identification of primary and secondary parties to the conflict: local and international.

- 3) An analysis of the conflict referencing theories learned in the course.
- 3) A review of domestic, regional, and wider international efforts to resolve the conflict.
- 4) Recommended conflict resolution strategies (based on theoretical analysis) for consideration by the international community and/or local state and civil society actors.

Final Research Paper Format

The final research paper course should be typed, double-spaced, have 1” margins, and use a common 12-point font. Headers should include only the course number CONF 340 DL1. **Papers should have a title, your name and the instructor’s name.** Sources should be cited using a single standard academic citation format. The final paper must include a bibliography even when footnotes are provided.

Grading

The final paper will be worth 25% of your final grade.

Grading Rubrics for Evaluation of Final Paper

Refer to Appendix C

Grading Scale

A+ 97% - 100%	B + 87% - 89%	C+ 75% - 78 %	D 61% - 68 %
A 93% - 96%	B 83% - 86%	C 72% - 74%	F < 60%
A- 90 % - 92%	B - 79% - 82 %	C- 69% - 71%	

Academic Policies and Information

Academic Honesty and Collaboration

GMU has an Honor Code with guidelines regarding academic integrity. It is designed, “to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community” (www.gmu.edu/catalog/policies). Plagiarism is a serious offense, and all written work for this course should include proper citations in a standard citation format (MLA, APA, etc.). *If you are unsure about how to cite a direct quotation or concept from course or outside readings, then ask for help.* “I wasn’t sure how to cite a source, so I left out the reference,” is not an acceptable defense for plagiarism. Copies of common style manuals are available at the GMU library reference desk or online at <http://library.duke.edu/research/citing/workscited/>.

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.

Late Work

Assignments that are submitted late will be penalized by one point for each day they are late. In cases of documented personal illness or family emergency an extension may be given, in which case, the assignment must be turned in by the agreed deadline.

Paper Format

Papers for the course should be typed, double-spaced, have 1” margins, and use a common 12-point font. The papers should be uploaded to Blackboard in the assignments folder. Headers should include only the course number CONF 340-DL1. **Papers should have a title, your name and the instructor’s name.** Sources should be cited using a single standard academic citation format.

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

Students 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 the instructor to discuss reasonable accommodations. GMU 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. The staff of the Disability Resource Center coordinate and 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). Don’t hesitate to contact her with specific questions about holdings and research regarding the CAR field.

Weekly Course Schedule

Refer to the weekly schedule in the “Course Contents” tab on Blackboard on a weekly basis for additional activities and tasks including links for videos, readings and supplementary course material.

Remember to read the FAQs on Blackboard for quickly finding answers to many of your questions.

Part I - Global Conflict: Theories and Concepts

Week 1 (August 29 - September 2): Introduction

Readings and Activities

- Verify Blackboard access
- Listen to “Course Welcome” on Blackboard
- Listen to “Getting Started” on Blackboard
- Review course syllabus
- Review FAQs on Blackboard
- Review bios of your peers posted online and give feedback

Assignments Due

- i) Specify final research paper topic by email to instructor – choose from topics provided under “Instructions for Final Paper” on p.11 of this syllabus.
- ii) Take Quiz #1: Syllabus and Course Logistics (Available on Blackboard)
- iii) Take Quiz #2: Kraybill’s Conflict Style Inventory (Purchase online by emailing Riverhouse. (Details under “Required Course Materials” on p. 2 of this syllabus).
- iv) Publish a short bio and photo on designated discussion thread on Blackboard. Bio should be about a paragraph long. Photo is optional but is *strongly recommended*. You are also required to review and respond to the bios of your classmates in the first week of class to build classroom community.

Tips for writing your bio

You may consider providing the following information in your bio

1. What brought you to the program?
2. Where are you currently employed?
3. What kind of work do you want to do when you graduate?
4. What are your long-term career goals or dreams?
5. What subjects do you enjoy studying?
6. What kind of computer tools can you use?

Tips for responding to your peers' bios

To each of your classmates, make two positive comments and ask one question or whatever you think is best. Before making comments, students should read the section on Netiquette for online discussions by clicking on course link in your course "FAQs" tab on Blackboard.

Week 2 (September 3 - 9): Introduction to global conflict resolution - origins and evolution of the field

Readings and Activities

- Ramsbotham et.al, Contemporary Conflict Resolution, Ch1 and Ch 2 pp. 3-54.
- John Burton 1983, "Conflict Resolution as Political Philosophy" on e-reserves.
- Crocker et.al, Leashing the dogs of war, Ch 2 and Ch 3 pp. 17-51.

Assignment Due

- i) Blog entry # 1.

Week 3 (September 10 – 16): : The United Nations System

Readings and Activities

- 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.

Assignments Due

- i) Blog entry # 2.

Week 4 (September 17 – Feb 23): Understanding Global Conflicts - Sources and Dynamics

Readings and Activities

- 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-reserves.

Assignment Due

- i) Blog entry # 3.

Week 5 (September 24 – 30): Political Economy and Global Conflicts

Readings and Activities

- Crocker et.al, Ch 12 pp. 197-218.
- Paul Collier, “The Bottom Billion,” 2007 Ch 2: The Conflict Trap pp. 17-37 on e-reserves.

- Amartya Sen, "Development as Freedom", 1999 Ch 4 pp. 87-110 on e-reserves.

Assignments Due

- i) Blackboard discussion group posting # 1

Week 6 (October 1 – 7): Identity, Religion, and Gender in Global Conflicts

Readings and Activities

- Ramsbotham et.al, "Contemporary Conflict Resolution," Ch 15 pp. 302-315.
- Vern Neufel Redekop, "From Violence to Blessing," Ch.2 "Human Identity Needs" pp. 31-59 on e-reserves.
- Celia Cook-Huffman, "The role of identity in conflict", Ch1: pp.17-29 in the *Handbook of Conflict Analysis and Resolution* on e-reserves

Assignment Due

- i) Blog entry # 4

Week 7 (October 8 – 14): Terrorism, Collective Action, and Transnational violence

Readings and Activities

- Ramsbotham et.al, "Contemporary Conflict Resolution," Ch 11 pp. 249-264
- Crocker et.al, and Ch 5 pp. 67-82 and 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. Available in GMU libraries electronic database.

Assignment Due

- i) Blog entry # 5.

Part II: Conflict Resolution Strategies & Interventions

Week 8 (October 15 – 21): Prevention, Mediation, and Peacekeeping

Readings and Activities

- Ramsbotham et.al, “Contemporary Conflict Resolution,” Ch 5 and 6 pp.106-158.
- Crocker et.al, Ch 25 pp. 437-454, and Ch 28: 497-520.

Assignment Due

- i) Blog entry # 6.

Week 9 (October 22 – November 4): Ending Violent Conflict:

Peacemaking

Readings and Activities

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

Assignments Due

- ii) Blog entry # 7.

Week 10 (November 5 – 11): Post-war Reconstruction and Peacebuilding

Readings and Activities

- Ramsbotham et.al, “Contemporary Conflict Resolution,” Ch 8 and 9 pp. 185-230.
- Crocker et.al, Ch 21 pp. 369-388.

Assignments Due

- i) Blackboard discussion group posting # 2.

Week 11 (November 12 – 18): Reconciliation, Restorative Justice, and Trauma Healing

Readings and Activities

- Ramsbotham et.al, “Contemporary Conflict Resolution,” Ch 231-245
- Tom, Patrick. (2006). “The Acholi Traditional Approach to Justice and the War in Northern Uganda”. Annotated Case Study. Beyond Intractability.Org. Available online at:http://crinfo.beyondintractability.org/case_studies/acholi_traditional_approach.jsp?nid=6792
- Jessica Senehi: “Building peace: storytelling to transform conflicts constructively” in the Handbook of Conflict Analysis and Resolution, Ch 14 pp.199-212, on e-reserves.

Assignment Due

- i) Blog entry # 8.

Week 12 (November 19 – 22): Dialogue and Discourse

Readings and Activities

- Ramsbotham et.al, “Contemporary Conflict Resolution,” Ch 14 pp. 288-301
- Benjamin Broome, “Building Relational Empathy through an Interactive Design Process,” in the Handbook of Conflict Analysis and Resolution, Ch 13 pp.182-198

Assignments Due

- i) Blog entry # 9 (**Due on Tuesday Nov. 22**)

Thanksgiving Break November 23-27

Week 13 (November 28 – December 2): Foreign Military

Interventions

Readings and Activities

- Ramsbotham et. al. Chapter 13 pp. 275-287: The Ethics of Intervention
- Crocker et.al, Ch 14 pp. 245-264, Ch 18 pp. 319-334,

Assignments Due

- i) Blog entry # 10

Week 14 (December 3 – 9) Future Directions

Readings and Activities

- 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-reserves

Assignments Due

- None

Week 15 (December 10 – 16) Final Research Paper & Online Course Evaluations

Instructor will remain available online and for in person, telephonic and Skype meetings to discuss final research paper requirements.

Final Paper Deadline: Friday Dec 16, 2011 (by 6:00 p.m.) via e-mail to instructor at syamin1@gmu.edu

Appendix A

Rubric for Blackboard Group Discussions

(Learning Objectives #1, 2, 3)

Maximum Possible Points 10+10 = 20 total points for two group outputs

Private chat group discussions will be graded partially on the basis of **peer assessment forms** and other evidence of active participation.

Criteria	Expected	Sufficient	Insufficient	Not evident or not completed
Timely and prepared discussion contributions	<ul style="list-style-type: none"> - Student proactively participates in both simulation exercises - Student takes responsibility for carrying out adequate research for his/her role in the simulation activities 	<ul style="list-style-type: none"> - Overall active and timely participation in both simulation activities but does not take the initiative to organize and coordinate group work at least once during the semester - Student takes responsibility for carrying out the research for his/her role in simulation activities but not 	<ul style="list-style-type: none"> - Student does not participate in one of the simulation activities OR - Student participates in timely manner but is usually not adequately prepared for her/his assigned role in the simulation exercise through evidence of required research - Student does not take the initiative to 	<ul style="list-style-type: none"> - Student does not participate in any of the simulation exercises with other group members OR - Student does not prepare for her/his assigned role in the simulation exercises - Student does not take the initiative to organize and coordinate group work at least once during the semester

		thoroughly enough to merit an A grade	organize and coordinate group work at least once during the semester	
Adherence to on-line protocols	- Student uses “Protocol for Blackboard Discussions” (see p. 27) and Netiquette guidelines (see p.9) in all two simulation exercises	- Student does not adhere to all the protocols for discussion and netiquette guidelines in one simulation exercise	- Student does not adhere to all the protocols for discussion and netiquette guidelines in two simulation exercises	- Student does not adhere to all the protocols for discussion and netiquette guidelines in all three simulation exercises
Responsiveness to discussion and demonstration of knowledge and understanding gained from assigned readings	- Student’s comments to peers are thoughtful and constructive, using logical arguments and objective analysis - Student demonstrates evidence of having reviewed the weekly readings - Student shows a clear understanding	- Student’s comments to peers are thoughtful and constructive, but s/he does not clearly apply theoretical content to topic of discussion. There are some minor ambiguities with reference to one or two theories and concepts discussed in	- Summary posting does not apply theoretical content to topic of discussion - Concepts and theories are not clearly articulated in discussions.	- Student’s participation is limited to comments like “I agree” or “I disagree” which do not demonstrate student’s knowledge of concepts and theories in the weekly reading materials

	<p>of concepts learned</p> <ul style="list-style-type: none"> - Student links concepts and theories learned in readings to the topic of discussion. 	<p>reading materials</p> <ul style="list-style-type: none"> - Student does not demonstrate evidence of thoroughly reviewing the weekly readings 		
Preparing an Reporting Group Discussions	<ul style="list-style-type: none"> - Student proactively collaborates with group members in preparing the summary posting. - Student responsible for reporting the activity posts summary on Blackboard (175 -250 words). - Summary post integrates key points raised in the group discussion - Postings are free of spelling, 	<ul style="list-style-type: none"> - Student collaborates with group members in preparing the summary posting. - Student responsible for reporting the activity posts summary on Blackboard (175 -250 words). - Summary post integrates the main findings of the group discussion but there are minor conceptual ambiguities 	<ul style="list-style-type: none"> - Student does not actively collaborate with group members in preparing the summary posting. - Student responsible for reporting the activity posts summary on Blackboard after the due date - Summary posting is less than 175 words long. - Summary post does not adequately integrate the main findings of the 	<ul style="list-style-type: none"> - Student does not work with group members in preparing the summary posting. - Group discussion summary is not posted by student responsible for the task OR - Postings poorly integrate the main findings of the group discussion - Postings have many spelling, punctuation, and/or

	<p>punctuation, and/or grammatical errors</p>	<p>- Postings are free of spelling, punctuation, and/or grammatical errors</p>	<p>group discussion</p> <p>- Postings have some spelling, punctuation, and/or grammatical errors</p> <p>Meeting with instructor is recommended for individual and/or group to discuss strategies to improve the quality of assignments and to suggest guidelines for clarifying various concepts and theories</p>	<p>grammatical errors</p> <p>Meeting with instructor is recommended for individual and/or group to discuss strategies to improve the quality of assignments and to suggest guidelines for clarifying various concepts and theories</p>
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Protocol for posting threads and contributing to an online discussion are as follows:

Postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
Postings should be a minimum of one short paragraph and a maximum of two paragraphs.
Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience. Address the questions as much as possible (don't let the discussion stray).
Try to use quotes from the articles that support your postings. Include page numbers when you do that.
Build on others responses to create threads.
Bring in related prior knowledge (work experience, prior coursework, readings, etc.)
Use proper etiquette (proper language, typing, etc.).

Gilbert, P. & Dabbagh, N. (2005). How to structure online discussions for meaningful discourse: A case study. *British Journal of Educational Technology*, v36, n1, pp. 5-18.

Appendix B

Rubric for Blog Entries and Peer Reviews (Learning Objectives # 1, 2, 3, 4)

Maximum Possible Points

5+5+5+5+5+5+5+5+5+5 = 50 points

BLOG ENTRIES

Criteria	Expected	Sufficient	Insufficient	Not Evident or Not Completed
Demonstration of knowledge and understanding gained from assigned readings	<ul style="list-style-type: none"> - Student shows evidence of having done the readings - Student shows clarity of concepts discussed in readings - Student is able to integrate theory with practice - Entries apply theoretical concepts to conflict case studies selected for your final research 	<ul style="list-style-type: none"> - A good blog entry with sound conceptualization of ideas and integration of theory and practice but there are some relatively minor ambiguities - Student shows evidence of having done the readings - Entries apply theoretical concepts to conflict case studies selected for your final research paper - Student is able to integrate theory with practice 	<ul style="list-style-type: none"> - Student blogs regularly but shows limited understanding of concepts, is unable to demonstrate independent analysis, and shows frequent lack of focus on concepts covered in the course 	<ul style="list-style-type: none"> - Student does not submit all blog entries and peer feedback - Blog entries are shorter than the minimum word requirement - Blogs do not reference theories and concepts learned in the course - Entries are not coherent – hard to understand

	paper			
Blog length, presentation and formatting guidelines	<ul style="list-style-type: none"> - Entries are approximately 150-200 words in length - Blogs are free of spelling, punctuation, and/or grammatical errors - Blogs use images, diagrams, videos, and other audio-visual material 	<ul style="list-style-type: none"> - Entries are approximately 150-200 words in length - Blogs are free of spelling, punctuation, and/or grammatical errors - Blogs use images, diagrams, videos, and other audio-visual material 	<ul style="list-style-type: none"> - Four or more blog entries are less than 150 words in length - Blogs frequently have spelling, punctuation, and/or grammatical errors - Student is strongly advised to see instructor if unsure about the requirements for the assignment You should be able to make up for less than satisfactory performance in initial blog entries through timely problem-solving 	<ul style="list-style-type: none"> - Six or more blog entries are less than 150 words in length - Blogs frequently have spelling, punctuation, and/or grammatical errors Student is strongly advised to see instructor if unsure about the requirements for the assignment

Appendix B

Rubric for Blog Entries and Peer Reviews (Learning Objectives # 1, 2, 3, 4)

Maximum Possible Points

5+5+5+5+5+5+5+5+5+5 = 50 points

BLOG PEER REVIEWS

Criteria	Expected	Sufficient	Insufficient	Not Evident or Not Completed
Adherence to 2+2 feedback	<p>- Student follows the 2+2 feedback guidelines (i.e. writing 2 affirmative comments followed by 2 critically reflective comments to the author of the blog)</p> <p>-Student uses netiquette for online discussion</p>	<p>- Student follows the 2+2 feedback guidelines</p> <p>- Student responds to peers' blogs in a thoughtful and constructive manner but needs to provide examples to substantiate the criticism</p> <p>-Student uses netiquette for online discussion</p>	<p>- Student provides feedback but does not follow the 2+2 feedback guidelines</p> <p>- Student does not always use netiquette for online discussion</p>	<p>- Student does not provide feedback on his/her peers blogs</p> <p>OR</p> <p>- Student provides feedback such as "Great work" "Good thinking" or "I agree" or "I disagree"</p> <p>OR</p> <p>-Student does not use netiquette for online discussion</p>

<p>Relevance to weekly course content</p>	<p>- Feedback is logical analytical, and refers to theories and concepts learned and demonstrates a clear grasp of the content</p> <p>- Asks meaningful questions that are clear and informed</p>	<p>- Feedback is logical, analytical and references theories but there are some minor conceptual ambiguities</p> <p>- Asks meaningful questions but needs more research to support opinion</p>	<p>- Student provides limited feedback to peers which is sometimes difficult to understand and lacks reference to theory</p> <p>- Cites facts or opinions without always being able to support or explain them</p>	<p>- Student does not reference theory from the weekly reading in response to the blog</p> <p>- Student's commentary is not logical or reflective</p> <p>- Cites facts or opinions without being able to support or explain them</p>
<p>Word length and other requirements</p>	<p>- Feedback is 150 -200 words long. It is free of spelling, punctuation, and/or grammatical errors.</p>	<p>- Feedback is 150 - 200 words long. It has a very few spelling, punctuation, and/or grammatical errors</p>	<p>- Feedback is less than 150 words long in one or more responses. It may have spelling, punctuation, and/or grammatical errors</p> <p>Meeting with instructor is recommended.</p>	<p>- Feedback is less than 150 words long in all blog responses. It may have spelling, punctuation, and/or grammatical errors</p> <p>Meeting with instructor is recommended.</p>

Appendix C

Rubric for Final Paper (Learning Objectives # 1, 2, 3, 4)

Total Possible Points = 25

Criteria	Expected	Sufficient	Insufficient	Not Evident or Not Completed
Evidence of theoretical knowledge and relevant analysis	<ul style="list-style-type: none"> - The final paper demonstrates that student has an excellent grasp of theories and concepts learned throughout the semester - Applies at least two to three theories to a conflict case study - Builds on the theoretical reflections in your blogs and the critical feedback offered by peers and instructor 	<ul style="list-style-type: none"> - Good work with a strong argument, sound organization, and solid writing. Although the work clearly shows potential for an A level grade, the paper shows some conceptual ambiguities in analysis - Applies at least two theories to a conflict case study - Builds on your theoretical reflections in your blogs and the critical 	<ul style="list-style-type: none"> - The final paper demonstrates limited ability to synthesize course materials - It does not build on reflections offered in blog entries and feedback provided by peers and instructor - Applies only one theory to a conflict case study 	<ul style="list-style-type: none"> - Serious flaws in every aspect of the work including: <ul style="list-style-type: none"> - A lack of understanding of some basic concepts and theories - Paper does not build on reflections in the blog entries and feedback provided by peers and instructor - Poor organization and writing that makes it difficult to understand the author.

		feedback offered by your peers and instructor		
Structure	<p>Includes the following components:</p> <p>1) A brief historical timeline of the conflict</p> <p>2) Identification of primary and secondary parties to the conflict: local and international</p> <p>3) An analysis of the conflict referencing theories learned in the course</p> <p>4) A review of domestic, regional, and wider international efforts to resolve the conflict</p> <p>5) A detailed recommended plan for intervention</p>	<p>Is missing one of the following components:</p> <p>1) A brief historical timeline of the conflict</p> <p>2) Identification of primary and secondary parties to the conflict: local and international</p> <p>3) An analysis of the conflict referencing theories learned in the course</p> <p>4) A review of domestic, regional, and wider international efforts to resolve the conflict</p> <p>5) A detailed recommended plan for</p>	<p>Is missing two of the following components:</p> <p>1) A brief historical timeline of the conflict</p> <p>2) Identification of primary and secondary parties to the conflict: local and international</p> <p>3) An analysis of the conflict referencing theories learned in the course</p> <p>4) A review of domestic, regional, and wider international efforts to resolve the conflict</p> <p>5) A detailed recommended</p>	<p>Is missing three or more of the following components:</p> <p>1) A brief historical timeline of the conflict</p> <p>2) Identification of primary and secondary parties to the conflict: local and international</p> <p>3) An analysis of the conflict referencing theories learned in the course</p> <p>4) A review of domestic, regional, and wider international efforts to resolve the conflict</p> <p>5) A detailed recommended plan for</p>

	that applies theoretical concepts covered in the course material	intervention that applies theoretical concepts covered in the course material	plan for intervention that applies theoretical concepts covered in the course material	intervention that applies theoretical concepts covered in the course material
Formatting guidelines and other requirements	<ul style="list-style-type: none"> - The paper is 2,500 to 3,000 words in length - The bibliography provides 10 to 15 references (including a minimum of 6 academic sources and 4 media sources). References are formatted in MLA, Harvard, APA, or Chicago citation styles. Sources are cited using a single standard academic citation format. - The paper is free of spelling, punctuation, and/or grammatical errors. - The final 	<ul style="list-style-type: none"> - The paper is 2,500 to 3,000 words in length - The bibliography provides 10-15 references (including a minimum of 6 academic sources and 4 media sources). . References are formatted in MLA, Harvard, APA, or Chicago citation styles. Sources are cited using a single standard academic citation format. - The paper is free of spelling, punctuation, and/or grammatical errors 	<ul style="list-style-type: none"> - The paper is more than 2,000 but less than 2,500 words in length - Bibliography provides 5-9 references. References are not formatted consistently in MLA, Harvard, APA, or Chicago citation styles - The final research paper shows two of the following problem areas: it is not double-spaced, does not have 1” margins, does not use a common 12-point font. - It has some spelling, grammatical 	<ul style="list-style-type: none"> - The paper is less than 2, 000 words in length - Bibliography provides less than 5 references. References are not formatted in MLA, Harvard, APA, or Chicago citation styles - The final research paper demonstrates the following problems: it is not double-spaced, does not have 1” margins, does not use a common 12-point font. It has many spellings, punctuation, and grammatical errors.

	<p>research paper course is typed, double-spaced, have 1” margins, and use a common 12-point font. Headers include only the course number CONF 340 DL1.</p> <p>- Paper has a title, your name and the instructor’s name.</p>	<p>- The final research paper course is typed, double-spaced, have 1” margins, and use a common 12-point font. Headers include only the course number CONF 340 DL1.</p> <p>- Paper has a title, your name and the instructor’s name.</p>	<p>and punctuation errors.</p> <p>- Paper does not have a title, your name and the instructor’s name.</p> <p>Student should consult instructor if she or he is unsure about learning objectives and needs guidelines to prepare for the final exam.</p>	<p>- Paper does not have a title, your name and the instructor’s name.</p> <p>Student should consult instructor if s/he is unsure about learning objectives and needs guidelines to prepare for the final exam. This should be done well in advance of the due date.</p>
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