

**Conf 340-DL1 Global Conflict Analysis and Resolution
Spring 2011
Institute 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?option=com_content&view=article&id=288&Itemid=148.

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 syaminl@gmu.edu). After you have taken the quiz an invoice of about \$6 will be e-mailed to you. Please use a credit card to make this payment online. **Please do this in the first week of class as the quiz is due by or before Jan 28.**

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- SPRING 2011
- Select the instructor: Saira Yamin
- Type the password: dl340

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 [CONF-340 - CONF-340-DL1 – 201110](#) 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

Global conflicts are “hybrid struggles that spill across the international, state and societal levels.” Ramsbotham et al: 2007, p. 25.

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 mechanisms at various levels including the individual, state, society, and the global environment to analyze conflicts and propose 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 **intractable conflicts**, through the examination of **under-lying causes, conditions, and drivers**, and to develop the skills to mitigate the sources of, and preferably transform the conflict environment. Thus, students 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 interventions strategies including: prevention, settlement, reconciliation, and conflict 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 dialogue, 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 particular cases.

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 the tensions between Islam and the West, among a host of global and ecological conflict scenarios.¹

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

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 5 separate components. The grading distribution and requirements for successful performance are provided below.

¹ 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.

- i. **2** self-graded quizzes: 5% of final grade (2.5+2.5)
- ii. **4** Blackboard group discussions: 20% of final grade (5+5+5+5)
- iii. **1** Group project using wiki (1 in total): 25% of final grade
- iv. **10** blog entries: 25% of final grade
(2.5+2.5+2.5+2.5+2.5+2.5+2.5+2.5+2.5+2.5)
- v. **1** final paper: 25% of final grade

1. Quizzes (2 in total)

Deadline: Friday Jan 28.

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 Jan 28.

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 (4 in total)

This activity has two components:

- i) 3 simulation activities
- ii) Evaluating a wiki group project developed by your peers.

Due Dates: Weeks 3, 5, 9, and 12.

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.

Instructions for Evaluating Peer Group Project

- ii) The fourth Blackboard group discussion will entail critically reviewing (entailing reference to theories and concepts learned in the course) and

commenting on a group project developed by your peers (see description of Group Project using Wiki on the following page).

The instructor will assign group wiki projects to be reviewed by your Blackboard discussion group. The group will prepare feedback collectively and assign one member to post it on the group's behalf in an open discussion board (link will be created). **Summary posting should be approximately 175 – 250 words in length.**

Grading

A peer assessment of Blackboard discussion groups will be worth 3% of the final grade for the course. Peer assessment forms will be due to the instructor by Week 12 via Blackboard email. The instructor will also track student activity on Blackboard.

Blackboard discussions will be worth 25% of your final grade including your peer assessments.

Grading Rubrics for Evaluation of Group Discussions

Refer to Appendix A

Netiquette For Online Discussions ²

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.

² Netiquette prepared by Charlene Douglas, Associate Professor, College of Health & Human Services, GMU.

3. Group Project using Wiki (1 in total)

The project has two components:

- i. A wiki project proposal drafted jointly by group members will be due on Week 5.
- ii. The final wiki group project will be due on Week 10.

Project Instructions

For this project, five important conflicts in various global regions have been identified below for you to choose from. Please indicate your first, second and third preferences by the end of the first week of the semester. You will be working in a group of five students. I will assign group projects to students with similar interests, to the extent possible.

- (1) Iran's nuclear crisis
- (2) Israeli-Palestinian conflict
- (3) Global War on Terrorism – the case of Afghanistan
- (4) State Failure in Somalia
- (5) Mexican Drug War

Please note, you may not work on the same case study for your Wiki projects and the final term paper. Once your project has been assigned, students in each group will develop a wiki page, where they will present the following:

- 1) A historical timeline of the conflict.
- 2) Identification of primary and secondary parties to the conflict: local and international.
- 3) A summary of various political, economic, social, psychological, cultural, environmental, and structural factors contributing to the conflict.

4) A review of domestic, regional, and wider international efforts to resolve the conflict.

5) Recommend conflict resolution strategies (based on theories learned in the course) for consideration by the international community

Project Proposal

A wiki project proposal (approximately 1 double-spaced page) drafted jointly by group members will be due on Week 5.

The proposal will show the delegation of responsibility for various research tasks, and a background of the project including the context and history, and applicable theories for a recommended intervention design.

Additionally, the proposal will provide a preliminary bibliography (about 5 – 7 academic and media sources). The proposal will carry 5% of the final grade.

Presenting the Project

The project you create using the wiki should be completed in the form of a PowerPoint slide presentation. You are encouraged to be creative in presenting the information. You may include video links, audio, graphs, images, animations, etc.

The presentation will be due on Week 10.

Grading

A positive peer assessment of Group Project using Wiki will be worth 3% of the final grade for the course. Peer assessment forms will be due to the instructor by Week 10 via Blackboard email. The instructor will also track student activity on Blackboard.

The project (including the proposal and peer assessments) will be worth 25% of your final grade.

Grading Rubrics for Evaluation of Group Project using Wiki

Refer to Appendix B

4. 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.

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 125 -150 words in length.)

Feedback to You

Three students will be asked to follow your blog to provide comments and pose relevant questions.

I will also 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 25% of your final grade.

Grading Rubrics for Evaluation of Blog Entries

Refer to Appendix B

5. Final Paper

Deadline: Wednesday May 11, 2011 by 6:00 p.m. via Blackboard.

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

- i) You will analyze a conflict case study (**not the same as the one you worked with a group project using wiki**) 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 10-12 pages in length, and 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. The paper should also reflect on feedback received from your peers and instructor on your blog entries.

Grading

It will be worth 25% of your final grade. Students should upload it on Blackboard by or before midnight on Wednesday May 11, 2011.

Grading Rubrics for Evaluation of Final Paper

Refer to Appendix D

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 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 (Jan 24-28): Introduction

Readings and Activities

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

Assignments Due

- i) Specify group project (using wiki) *preferences* by email to instructor—indicate your first three choices for conflict case-studies given by the instructor under the project details above.
- 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” above).
- 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 (Jan 31-Feb 4): 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, E-reserves
- Crocker et.al, Leashing the dogs of war, Ch 2 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>

Assignment Due

- i) Blog entry # 1

Week 3 (Feb 7 – Feb 11): : 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) Blackboard discussion group posting # 1
- ii) Blog entry # 2

Week 4 (Feb 14 – Feb 18): 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 (Feb 21 – Feb 25): Political Economy and Global Conflicts

Readings and Activities

- 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-reserves

- Amartya Sen, “Development as Freedom”, 1999 Ch 4 pp. 87-110 E-reserves

Assignments Due

- i) Blackboard discussion group posting # 2
- ii) One page Group wiki project proposal, delegation of team members’ research responsibilities, and preliminary bibliography

Week 6 (Feb 28 – Mar 4): Identity, Religion, and Gender in Global Conflicts

Readings and Activities

- 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-reserves
- Celia Cook-Huffman, “The role of identity in conflict”, Ch1: pp.17-29 in the Handbook of Conflict Analysis and Resolution, E-reserves

Assignment Due

- i) Blog entry # 4

Week 7 (Mar 7 – Mar 11): Terrorism, Collective Action, and Transnational violence

Readings and Activities

- 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

- Sydney Tarrow, "Power in Social Movements", 1998, Cambridge University Press, Introduction pp.10-28, and Ch 11: Transnational Contention pp. 176-195 E-reserves

Assignment Due

- i) Blog entry # 5

Part II: Conflict Resolution Strategies & Interventions

Week 8 (Mar 14 – Mar 18): 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 (Mar 21 – Mar 25): 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

- i) Blackboard discussion group posting # 3
- ii) Blog entry # 7

Week 10 (Mar 28 – Apr 1): 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) Final Wiki group project
- ii) Peer Assessment forms for Group Project

Week 11 (April 4 – Apr 8): 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 E-reserves

Assignment Due

- i) Blog entry # 8

Week 12 (Apr 11– Apr 15): 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) Blackboard discussion group posting # 4
- ii) Peer Assessment forms for Blackboard discussions
- iii) Blog entry # 9

Week 13 (April 18 – Apr 22): 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
- ii) Peer Assessment forms pertaining to Blackboard discussions, due to instructor by email.

Week 14 (April 25 – Apr 29): 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 (May 2 – May 6) Course evaluations

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

Week 16

Deadline: Wednesday May 11, 2011 - to be uploaded on Blackboard.

Appendix A

Rubric for Blackboard Group Discussions

(Learning Objectives #1,2,3)

Maximum Possible Points 5+5+5+5 = 20 total points for four group outputs

Private chat group discussions will be graded partially on the basis of peer assessment forms and other evidence of active participation. Positive peer assessments will be worth 3 points of the assignment grade.

4	3	2	1
<ul style="list-style-type: none"> - Student actively participates in each private chat group discussion (refer to “Protocol for Blackboard Discussions” in course FAQs for details regarding participation) - Student’s comments to peers are thoughtful and constructive, using logical arguments and objective analysis - Student demonstrates evidence of research required for the activity - Student shows a 	<ul style="list-style-type: none"> - Overall solid participation in discussions with some minor ambiguities with reference to one or two theories and concepts discussed in reading materials - Summary posting is very good but does not clearly apply theoretical content to topic of discussion. - Summary post integrates the main findings of the group discussion - Student uses netiquette 	<ul style="list-style-type: none"> - Student participates in discussions but offers limited analysis - Summary posting does not apply theoretical content to topic of discussion - Summary posting does not meet the minimum requirement in terms of length. - Concepts and theories are not clearly articulated in discussions. <p>Meeting with instructor is recommended for individual and/or</p>	<ul style="list-style-type: none"> - Student does not participate <p><u>OR</u></p> <ul style="list-style-type: none"> - 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 class - Student does not use netiquette guidelines provided by instructor - Group discussion summary is not posted by student in turn

<p>clear understanding of concepts learned</p> <ul style="list-style-type: none"> - Student links concepts and theories learned in readings to the topic of discussion. - Student takes interest in his/her role in simulation activities. - Student uses netiquette guidelines - 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, punctuation, and/or grammatical errors 	<ul style="list-style-type: none"> - Postings are free of spelling, punctuation, and/or grammatical errors 	<p>group to discuss strategies to improve the quality of assignments and to provide guidelines for clarifying various concepts and theories</p>	<p>Meeting with instructor is recommended for individual and/or group to discuss strategies to improve the quality of assignments and to provide guidelines for clarifying various concepts and theories</p>
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Appendix B

Grading Rubric for Group Project Using Wiki (Learning Objectives # 1, 2, 3, 4)

Maximum possible points for proposal & final project respectively 5+20 = 25

Student activity on Blackboard including content and quality of contributions will be tracked by instructor. Positive peer assessments will be worth 3 points of the final grade.

4	3	2	1
<p><u>Timely submission of assignment</u></p> <p>- Student communicated choice of conflict to instructor in Week 1</p> <p>- Proposal and final project are submitted on due dates</p>	<p>- Student communicated choice of conflict to instructor one to two weeks after the due date (Jan 28). 1 point deducted</p> <p>- Proposal and final project are submitted 2 to 3 weeks after the due date. 1 point deducted for each component for each week the work is delayed</p>	<p>- Student communicated choice of conflict to instructor three to four weeks after the due date (Jan 28). 2 points deducted</p> <p>- Proposal and final project are submitted 4-5 weeks after the due date. 1 point deducted for each component for each week the work is delayed</p>	<p>- Student does not communicate - 3 points deducted</p> <p>-Proposal and final project are not submitted. This could result in an 'Incomplete' grade.</p>

<p><u>Individual Contribution to Proposal and Final Presentation</u></p> <p>- Student contributes ideas in an organized, articulate, reflective, manner, supported by evidence of scholarly research, and application of theoretical concepts</p> <p>- Uses netiquette guidelines provided by instructor</p>	<p>- Student contribution is very good but one or two elements of delegated task are not as organized, articulate and/or reflective</p> <p>-The contributions are usually supported by evidence of scholarly research and/or application of theoretical concepts</p>	<p>- Student performs the delegated tasks but wiki is not well organized and articulated</p> <p>- The contributions on the wiki are not supported by evidence of scholarly research and /or application of theoretical concepts</p> <p>A meeting with the instructor is highly recommended to discuss strategies for clarifying concepts and theory and their application to conflict case studies</p>	<p>- Student does not contribute to the proposal</p> <p>- Serious flaws in organization, reflection, and analysis</p> <p>- Wiki content and final project contribution are not coherent</p> <p>Student should contact instructor if she or he is not sure about course requirements. We should be able to resolve all concerns in a timely manner to avoid getting an unsatisfactory grade</p>
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Appendix B

Grading Rubric for Group Project Using Wiki (Learning Objectives # 1, 2, 3, 4)

Maximum possible points for proposal & final project respectively 5+20 = 25

Student activity on Blackboard including content and quality of contributions will be tracked by instructor. Positive peer assessments will be worth 3 points of the final grade.

<p><u>Proposal</u></p> <p>Proposal includes:</p> <ul style="list-style-type: none"> - a working bibliography with 5 to 10 academic sources - project background of 150 to 200 words with references to conflict context, conflict history, and potential interventions with reference to applicable theories - a clear delegation of team tasks including development of PowerPoint presentation where each member is able to clearly state 	<ul style="list-style-type: none"> - Proposal is very well written and meets most of the requirements listed below, however one or two components show a lack of clarity: - a working bibliography with 5 to 10 academic sources - the project background is clearly articulated. - potential interventions with reference to theory - delegation of tasks is clearly specified - formatting has been adhered to, correct spellings, 	<ul style="list-style-type: none"> - Proposal is incomplete or late. It demonstrates two or more of the following problems: - It does not include a bibliography with minimum required number of academic references - Proposal does not refer to the context or history of the conflict - recommended interventions are not supported by reference to applicable theory - Delegation of team tasks is not included or incomplete - Formatting requirements are not followed or 	<ul style="list-style-type: none"> - Proposal does not include a well articulated background of the project - does not include a bibliography - does not include a well organized outline of group's recommended interventions supported by theory <p>Instructor will advise a re-write of the proposal</p>
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<p>his/her responsibilities.</p> <ul style="list-style-type: none"> - Proposal is formatted in MLA, Harvard, APA, or Chicago citation styles. - Proposal is free of spelling, punctuation, and/or grammatical errors. 	<p>grammar and punctuation.</p> <ul style="list-style-type: none"> - Proposal has the potential for an A level grade and it is recommended that feedback provided by instructor is taken into consideration for developing final project. 	<p>inconsistent</p> <p>It is recommended that feedback provided by instructor is taken into consideration for developing final project.</p>	
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Appendix B

Grading Rubric for Group Project Using Wiki (Learning Objectives # 1, 2, 3, 4)

Maximum possible points for proposal & final project respectively 5+20 = 25

Student activity on Blackboard including content and quality of contributions will be tracked by instructor. Positive peer assessments will be worth 3 points of the final grade.

<p><u>Final Project</u></p> <p>- The final project demonstrates that each member of the team has: 1. contributed material that is vetted, accurate, correctly spelled, grammatically correct, cited per the agreed format 2. responded to other team members in a timely, well researched, and reflective manner using netiquette guidelines provided by instructor</p> <p>- The project presentation is displayed in a professional manner following guidelines provided by the instructor</p>	<p>- Overall, the final project is very well prepared but one or two components given below are not well organized or need to be supported by theories learned in the course</p> <ol style="list-style-type: none"> 1. Historical timeline. 2. Identification of parties 3. Sources of conflict. 4. Review of past problem-solving efforts, and 5. Recommended interventions 	<p>- The final project is somewhat disorganized and incoherent. Team members have not been able to work collaboratively (indicated in peer assessment forms and evident in Blackboard activity)</p> <p>(Students are strongly advised to contact instructor when issues come up impeding the team's progress so that the problem can be resolved in a timely manner)</p> <p><u>OR</u></p> <p>Project presentation does not follow the</p>	<p>- Presentation is extremely disorganized and does not build on proposal.</p> <p>- Project does not reference theory</p> <p>- The project does not show evidence of research to back up recommendations for intervention.</p> <p>- The project is not presented in a creative and professional manner following the guidelines provided by instructor</p>
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<p>- The presentation thoroughly and clearly addressed all 5 components of the project including</p> <ol style="list-style-type: none"> 1. historical timeline, 2. identification of parties, 3. sources of conflict, 4. review of past problem-solving efforts, and 5. recommended interventions <p>- The presentation builds on the proposal outline, with references to conflict context, conflict history, and historical problem-solving interventions</p> <p>- Includes a recommended plan for intervention that applies theoretical concepts covered in the course material</p> <p>- The presentation bibliography is formatted in MLA, Harvard, APA, or Chicago citation styles that are free of spelling, punctuation, and/or grammatical errors</p> <p>- The presentation includes a bibliography</p>	<p>- The presentation builds on the proposal outline with reference to conflict context, conflict history, historical problem-solving interventions</p> <p>- Includes a recommended plan for intervention that applies theoretical concepts covered in the course material</p> <p>- The presentation bibliography is formatted in MLA, Harvard, APA, or Chicago citation styles</p> <p>The PowerPoint presentation shows creativity by including multimedia components that enhance and support the contents</p>	<p>guidelines provided; and/or the project does not respond to two or more of the components of the project including:</p> <ol style="list-style-type: none"> 1. historical timeline, 2. identification of parties, 3. sources of conflict, 4. review of past problem-solving efforts, and 5. recommended interventions <p><u>OR</u></p> <p>The presentation does not include a bibliography citing 10 to 15 sources (a minimum of 6 academic sources and 4 media sources)</p> <p><u>OR</u></p> <p>The presentation does not build on the proposal outline, nor includes references to conflict context, conflict history,</p>	
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<p>citing 10 to 15 sources (a minimum of 6 academic sources and 4 media sources)</p> <p>- The PowerPoint presentation shows creativity by including multimedia components that enhance and support the content of the project</p>	<p>- The presentation includes a bibliography citing 10 to 15 sources (a minimum of 6 academic sources and 4 media sources)</p>	<p>historical problem-solving interventions. A recommended plan for intervention that applies theoretical concepts covered in the course material is missing, irrelevant or incomplete</p> <p><u>And</u></p> <p>- The PowerPoint presentation does not exhibit creativity by including multimedia components that enhance and support the content of the project</p>	
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Appendix C

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

Maximum Possible Points

2.5+2.5+2.5+2.5+2.5+2.5+2.5+2.5+2.5+2.5 = 25 points

BLOG ENTRIES

4	3	2	1
<ul style="list-style-type: none"> - Student shows evidence of having done the readings - Student show clarity of concepts discussed in readings - Student is able to integrate theory with practice - Entries apply theoretical concepts to conflict case studies - Entries are approximately 150-200 words in length - Blogs are free of spelling, punctuation, and/or 	<ul style="list-style-type: none"> - Good work with sound conceptualization of ideas and integration of theory and practice but there are relatively minor ambiguities in one or two requirements specified below - Student shows evidence of having done the readings - Student shows clarity of concepts discussed in readings - Entries apply theoretical concepts to conflict case studies 	<ul style="list-style-type: none"> - Student blogs regularly but shows limited understanding of concepts, unable to demonstrate independent analysis, and shows frequent lack of focus on concepts covered in the course - Student is strongly advised to see instructor if unsure about the requirements for the assignment <p style="text-align: center;">You should be able to make up for less than satisfactory performance in initial blog entries through timely</p>	<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 <p style="text-align: center;">Student is strongly advised to see instructor if unsure about the requirements for the assignment</p>

<p>grammatical errors</p> <p>- Blogs use images, diagrams, videos, and other audio-visual material</p>	<p>- Student is able to integrate theory with practice</p> <p>- Entries are approximately 150-200 words in length</p> <p>- Blogs are free of spelling, punctuation, and/or grammatical errors</p> <p>- Blogs use images, diagrams, videos, and other audio-visual material</p>	<p>discussion of strategies to clarify concepts, theories, and course requirements</p>	
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Appendix C

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

Maximum Possible Points

2.5+2.5+2.5+2.5+2.5+2.5+2.5+2.5+2.5+2.5 = 25 points

BLOG PEER REVIEWS

<ul style="list-style-type: none"> - 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) - Feedback is 125-150 words long. It is free of spelling, punctuation, and/or grammatical errors. - It refers to theories and concepts learned - Asks meaningful questions that are clear and informed - Student uses netiquette for online discussion 	<ul style="list-style-type: none"> - Follows the 2+2 feedback guidelines. - Feedback is logical, analytical and references theories but there are some minor conceptual ambiguities - Feedback is 125-150 words long. It is free of spelling, punctuation, and/or grammatical errors - Student responds to peers' blogs in a very thoughtful and constructive manner - Uses netiquette guidelines 	<ul style="list-style-type: none"> - Student provides limited feedback to peers which is sometimes difficult to understand - Cites facts or opinions without always being able to support or explain them - Does not always refer to theory when responding to peers' blogs - Does not always follow 2+2 feedback instructions provided by instructor 	<ul style="list-style-type: none"> - Student does not provide feedback on his/her peers blogs <li style="text-align: center;"><u>OR</u> - Student provides feedback such as "Great work" "Good thinking" or "I agree" or "I disagree" - Student does not follow netiquette guidelines - Student does not reference theory in response to blog - Student's commentary is not logical or reflective
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Appendix D

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

Total Possible Points = 25

4	3	2	1
<p>- 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)</p> <p>- Includes a detailed recommended plan for intervention that applies theoretical concepts covered in the course material</p> <p>- The paper is 10-12 pages in length and builds on your theoretical reflections in your blogs and the critical feedback offered by peers and instructor</p>	<p>- Good work with a strong argument, sound organization, and solid writing. Although the work clearly shows potential for an A level grade, the paper demonstrates relatively minor problems such as:</p> <p>-The final paper demonstrates that student has a good grasp of some of the theories but there are some conceptual ambiguities in analysis</p> <p>- It includes a recommended plan for intervention that applies theoretical concepts covered in the course material but it is not entirely</p>	<p>- The final paper demonstrates limited ability to synthesize course materials</p> <p>- It does not build on reflection in blog entries</p> <p>- Lacks evidence of adequate research on conflict case study</p> <p>- Bibliography is incomplete</p> <p>- Paper is formatted per guidelines given by instructor</p> <p>- Paper meets required length.</p> <p>Student should consult instructor if she or he is unsure about learning objectives and</p>	<p>- Serious flaws in every aspect of the work including:</p> <p>- A lack of understanding of some basic concepts and theories</p> <p>- Paper does not build on reflections in the blog entries and feedback provided by peers and instructor</p> <p>- Poor organization, and writing that makes it difficult to understand the author.</p> <p>- Paper does not meet the required length</p> <p>- Bibliography provides less than five references</p>

<p>- The bibliography provides 10 to 15 references (a minimum of 6 academic sources and 4 media sources). References are formatted in MLA, Harvard, APA, or Chicago citation styles</p> <p>- The paper is free of spelling, punctuation, and/or grammatical errors</p>	<p>relevant to the conflict context</p> <p>- The paper is 10-12 pages in length and builds on your theoretical reflections in your blogs and the critical feedback offered by your peers and instructor</p> <p>- The paper is free of spelling, punctuation, and/or grammatical errors</p> <p>- The bibliography provides 10 to 15 references (a minimum of 6 academic sources and 4 media sources). References are formatted in MLA, Harvard, APA, or Chicago citation styles</p>	<p>needs guidelines to prepare for the final exam</p>	<p>- Paper is not professionally formatted per the guidelines provided</p> <p>Student should consult instructor if she or he is unsure about learning objectives and needs guidelines to prepare for the final exam well in advance of the due date</p>
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