

CONF 801: INTRODUCTION TO CONFLICT ANALYSIS AND RESOLUTION

Semester: Fall 2010
Class Time: Wednesdays, 7:20-10:00 pm
Classroom: Truland 647
Instructor: Terrence Lyons
703/993-1336
tlyons1@gmu.edu

COURSE DESCRIPTION

Welcome to the course and to ICAR. This class is designed as an introduction to the field of Conflict Analysis and Resolution for entering doctoral students. As an introduction it is deliberately broad and can just gesture at some of the important themes and issues that are developed at much greater depth in other courses.

Each of you has a Master's degree and I therefore assume a Master's degree level of familiarity with some of the core concepts and themes of conflict analysis and resolution. This course will build on this prior knowledge and will seek to dig deeper into these issues in a more focused manner. I distributed a reading list over the summer of standard works assigned at the Master's level to give you some reference points to understand our expectations.

COURSE REQUIREMENTS

The class will be run as a seminar with an emphasis on discussion. It is therefore imperative that students read the assigned books and articles prior to class. Active participation based on thoughtful consideration of the literature and experience in class discussions will be expected. There is a lot of reading assigned but it is a must for the success of this kind of class and will prepare you for future classes in ICAR and, equally importantly, for the undertaking of your own original work in a doctoral project.

Final grades will be derived from participation (10 percent), two short papers (15 percent each), a book review from the supplementary list (15 percent) and a final paper (45 percent).

Participation. To reflect the importance of class discussion, 10 percent of the final grade will be based on the student's participation. This is a doctoral seminar, not a lecture course. My role is to facilitate and guide discussion. Your active participation is essential to the success of the course and you will benefit from the discussion to the extent that you have completed the readings and come to class prepared to discuss them.

Short Analytical Essays. Each student will write two short essays (3-5 pages). The first will focus on one set of readings on sources of conflict (weeks 3-5) and assess whether these readings are convincing or not. This first paper must be submitted as an email attachment in Word format and will be due by 7:20 pm on the week that

the readings chosen are discussed. The second essay will focus on one set of readings on conflict resolution (weeks 10-14) and assess whether these readings are convincing or not. Each paper is worth 15 percent of your final grade.

These short papers should *analyze* the assigned books and articles, place them in the *context* of the literature on the topic, and *assess* both their contributions to the field and their weaknesses. These short papers should emphasize a thoughtful understanding of the week's readings and should not merely summarize the authors' arguments.

Book Review of Supplementary Reading. Each student will select in consultation with the professor a book that is not on the syllabus and write a 3-5 page academic book review. This book review is due as an email attachment in Word format by November 17 (Week 12).

A book review should engage with a work of scholarship, analyze the book, and assess its contributions and its weaknesses. It should provide a critical evaluation of the work and its contributions to the literature on conflict analysis and resolution. It should emphasize a thoughtful understanding of the book and not merely summarize the author's arguments.

Final Paper. Each student will select a case of a protracted social conflict at any level and write a 15-20 double-spaced page conflict analysis. The focus of this paper will be on applying some of the key concepts discussed in class to the particular case. In addition to demonstrating an ability to apply concepts to help explain a case, you will be expected to use the case to critique the concept. This paper is worth 45 percent of the total grade and must be submitted as an email attachment in Word format by December 15 at 7:20 pm. Please note the writing guidelines and citation requirements outlined below. Late papers will be penalized one half grade per day so please be sure that deadlines are met.

Writing Guidelines

Your written assignments for this class will be graded according to the following criteria. The relative weight given to each of these categories will vary depending on the nature of the assignment.

1. Clear and sound content, including a well-stated thesis, related points to support that thesis, and applicable, logically presented, and specific evidence; clarity of argument.
2. Depth of engagement with ideas; originality; seriousness of thought; conceptual complexity.
3. Well-organized structure; text "flows" with coherent and effective transition between and among ideas; appropriate voice, tone, and style for audience and purpose (e.g. no slang or contractions); accurate word choice.
4. Sufficiently and consistently cited and documented; one style of citation used throughout the paper; references adequate number and appropriate type of

- sources; uses quotations and reference marks appropriately.
5. Correct mechanics including grammar, syntax, spelling, and punctuation.

All papers should be thoroughly proofread before being handed in, and will be marked down for excessive typographical errors. Quality of writing is critical because if the writing is poor, then you are likely to be unable to communicate clearly an argument that is clear and carefully supported.

Reference and Citation System

As noted above, it is essential that your written work make proper use of references and citations. Your ability to learn from, integrate, and synthesize other sources in the context of your own arguments is a large part of how your writing will be assessed. In particular, any time you use the words or ideas of another author, you must provide a reference. Whenever another author's exact words are used, they must be set apart from your text "in quotes," with a proper citation included.

Learning to make proper use of referencing and citation systems is a part of your overall graduate education. For this class, you will be **required** to use the **Chicago Manual of Style** citation system, with in-text citations and an accompanying list of references at the end of your paper. A quick guide to this system is available at: http://www.chicagomanualofstyle.org/tools_citationguide.html.

Papers that do not make proper use of the Chicago citation system will be marked down or returned to students for revision prior to being accepted as complete.

Honor Code and Plagiarism:

All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at academicintegrity.gmu.edu. All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification.

English Language Institute:

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by a member of the GMU faculty or staff.

For more information contact 703-993-3642 or malle2@gmu.edu.

The Writing Center:

The Writing Center is a free writing resource that offers individual, group, and online tutoring. For general questions and comments please contact wcenter@gmu.edu or 703-993-4491.

READINGS

Most of our readings will be from a collection of articles and book chapters that are either on electronic reserve or available through the Mason library's e-journal subscriptions. We will also read most of two books: Luc Reychler and Thania Paffenholz, eds., *Peace-Building: A Field Guide* and John Paul Lederach, *The Moral Imagination*, both of which are available for purchase at the university bookstore. The password to access CONF 801 e-reserves is "power."

Week One: September 1: Introduction

Readings:

Hugh Miall, *Conflict Transformation: A Multi-Dimensional Task* (Berghof, http://berghof-handbook.net/documents/publications/miall_handbook.pdf)

Bernard S. Mayer, "Conflict Resolution: A Field in Crisis," in *Beyond Neutrality: Confronting the Crisis in Conflict Resolution* (San Francisco: Jossey-Bass, 2004), pp. 3-40. Available through e-reserves.

Week Two: September 8: Definitions and Key Concepts

I assume familiarity with key theories and concepts of conflict analysis such as realism, structural functionalism, rational choice, social mobilization, basic human needs, structural violence, and the work of social psychologists such as Dean Pruitt. Please review the following.

Readings:

Hans J. Morgenthau, "A Realist Theory of International Politics," *Politics Among Nations: The Struggle for Power and Peace* (Boston: McGraw-Hill), 2006), pp. 3-16. Available through e-reserves.

John W. Burton, "Needs Theory," in *Violence Explained* (New York: Manchester University Press, 1997). Available through e-reserves.

Johan Galtung, "Violence, Peace, and Peace Research," *Journal of Peace Research* 6:3 (1969): 167-91. Available through e-journals.

Dean Tjosvold, "Defining Conflict and Making Choices about Its Management: Lighting the Dark Side of Organizational Life," *International Journal of Conflict Management* 17:2 (2006): 87-95. Available through e-journals.

Jeffrey C. Alexander and Paul Colomy, "Toward Neo-Functionalism," *Sociological Theory* 3:2 (Autumn 1985): 11-23. Available through e-journals.

Douglas McAdam, Sidney Tarrow, and Charles Tilly, "To Map Contentious Politics," *Mobilization* 1:1 (March 1996): 17-34. Available through e-reserves.

Week Three: September 15: Psychology, Social Psychology

Readings:

Daniel Bar-Tal, "Sociopsychological Foundations of Intractable Conflicts," *American Behavioral Scientist* 50:11 (2007): 1430-1453. Available through e-journals.

Janice Gross Stein, "Psychological Explanations for International Conflict," in *Handbook of International Relations*, edited by Walter Carlsnaes, Thomas Risse and Beth A. Simmons (Sage, 2002), pp. 292-308. Available through e-reserves.

Roy J. Lewicki, "Trust, Trust Development and Trust Repair," in Morton Deutsch, Peter T. Coleman, and Eric C. Marcus, eds. *The Handbook of Conflict Resolution*, Second Edition (San Francisco: Jossey Bass, 2006), pp. 92-121. Available through e-reserves.

Week Four: September 22: Rational Choice and the Role of Institutions

Readings:

Michael Nicholson, "Negotiation, Agreement and Conflict Resolution: The Role of Rational Approaches and Their Criticism," in *New Directions in Conflict Theory: Conflict Resolution and Conflict Transformation*, Raimo Vayrynen, ed. (Newbury Park, CA: Sage Publications, 1991). Available through e-reserves.

Jack Knight, "The Primary Importance of Distributional Conflict," in *Institutions and Social Conflict* (Cambridge University Press, 1992). Available through e-reserves.

Charles Tilly, "War Making and State Making as Organized Crime," in Peter B. Evans, Dietrich Rueschemeyer, and Theda Skocpol, eds., *Bringing the State Back In* (Cambridge University Press, 1985), pp. 169-186. Available through e-reserve.

Theda Skocpol, "Bringing the State Back In: Strategies of Analysis in Current Research," in Peter B. Evans, Dietrich Rueschemeyer, and Theda Skocpol, eds., *Bringing the State Back In* (Cambridge University Press, 1985), pp. 169-186. Available through e-reserve.

Week Five: September 29: Political Economy

Readings:

Mark Duffield, "Introduction: The New Development-Security Terrain," *Global Governance and the New Wars: The Merging of Development and Security* (Zed Books, 2001), pp. 1-17. Available through e-reserves.

Frances Stewart, "Horizontal Inequalities and Conflict: An Introduction and Some Hypotheses," in Frances Stewart, ed., *Horizontal Inequalities and Conflict: Understanding Group Violence in Multiethnic Societies* (Palgrave, 2008), pp. 3-24. Available through e-reserves.

E. Wayne Nafziger and Juha Auvinen, "Economic Development, Inequality, War, and State Violence," *World Development* 30:2 (February 2002): 153-63. Available through e-journals.

Week Six: October 6: Mobilization and Institutions

Readings:

Sidney Tarrow, *Power in Movement: Social Movements and Contentious Politics* 2nd ed. (Cambridge University Press, 1998), Ch. 1, 5. Available through e-reserve.

Mark Irving Lichbach, *The Rebel's Dilemma* (Ann Arbor, Mich.: University of Michigan Press, 1998), ch. 1-2 (pp. 3-32). Available through e-reserve.

Donald L. Horowitz, *The Deadly Ethnic Riot* (California University Press, 2001), ch. 1 (pp. 1-42). Available through e-reserve.

Jeremy M. Weinstein, "Resource and the Information Problem in Rebel Recruitment," *Journal of Conflict Resolution* 49:4 (August 2005): 598-624. Available through e-journals.

Week Seven: October 13: Culture

Peter W. Black and Kevin Avruch "Conflict Resolution in Intercultural Settings," in *Conflict Resolution Theory and Practice*, edited by Denis J. D. Sandole and Hugo van der Merwe. (Manchester University Press, 1993).

Marc Howard Ross, "Creating the Conditions for Peacemaking: Theories of Practice in Ethnic Conflict Resolution," *Ethnic and Racial Studies* 23:6 (2000): 1002 — 1034. Available through e-journals.

Jacob Bercovitch and Ole Elgstrom, "Culture and International Mediation: Exploring Theoretical and Empirical Linkages," *International Negotiation* 6:1 (2001): 3-23. Available through e-journals.

Volker Boege, "Traditional Approaches to Conflict Transformation – Potentials and Limits," *Berghof Handbook*, found at http://www.berghof-handbook.net/documents/publications/boege_handbook.pdf

Raymond Cohen, "Language and Conflict Resolution: The Limits of English," *International Studies Review* 3:1 (December 2002): 25-51. Available through e-journals.

Week Eight: October 20: Dynamics: Intractability and Escalation

Readings:

Peter T. Coleman, Robin R. Vallacher, Andrzej Nowak, and Lan Bui-Wrzosinska, "Intractable Conflict as an Attractor: A Dynamical Systems Approach to Conflict Escalation and Intractability," *American Behavioral Scientist*, 50:11 (2007): 1454-1475. Available through e-journals.

Peter Coleman, "Intractable Conflict," in *The Handbook of Conflict Resolution*, eds. (San Francisco: Jossey-Bass, 2006), pp. 533-559. Available through e-reserves.

Edward E. Azar, "Conflict Escalation and Conflict Reduction in an International Crisis: Suez," *Journal of Conflict Resolution* 16:2 (June 1972): 183-201. Available through e-journals.

Christopher R. Mitchell, "Conflict, Social Change, and Conflict Resolution. An Enquiry," *Berghof Handbook*. Found at http://www.berghof-handbook.net/documents/publications/mitchell_handbook.pdf

Week Nine: October 27: Conflict Mapping

Readings:

We will read and apply a range of conflict analysis and mapping models drawn from governmental (USAID, SIDA) and international organizations (World Bank, UNDP). We will discuss these models critically - what are the underlying assumptions about conflict processes in each? What is missing? How do operational models for development agencies differ from academic models?

Week Ten: November 3: Negotiations and Third Party Roles

Readings:

Ronald J. Fisher and Loreleigh Keashly, "The Potential Complementarity of Mediation and Consultation within a Contingency Model of Third Party Consultation," *Journal of Peace Research* 28:1 (1991): 29-42. Available through e-journals.

Nadim Rouhana, "Interactive Conflict Resolution: Issues in Theory, Methodology, and Evaluation," in Stern and Druckman, *International Conflict Resolution after the Cold War* (Washington D.C.: National Academy Press, 2000). Available through Mason's ebrary.

I. William Zartman, "Ripeness: The Hurting Stalemate and Beyond," in Stern and Druckman, *International Conflict Resolution after the Cold War* (Washington D.C.: National Academy Press, 2000). Available through e-reserves.

Dean G. Pruitt, "Readiness Theory and the Northern Ireland Conflict," *American Behavioral Scientist* 50:11 (July 2007): 1520-1541. Available through e-journals.

James Laue and Gerald Cormick, "The Ethics of Intervention in Community Disputes," in Gordon Bermant, Herbert C. Kelman and Donald P. Warwick, eds., *The Ethics of Social Intervention* (Washington, DC, Hemisphere Publishing, 1978), pp. 205-232. Available through e-reserves.

Week Eleven: November 10: Designing Peace Agreements

Readings:

Robert L. Rothstein, "In Fear of Peace: Getting Past Maybe," in Robert L. Rothstein, ed., *After the Peace: Resistance and Reconciliation* (Boulder, Colo.: Lynne Rienner, 1999), pp. 11-28. On e-reserves.

Barbara Walter, "Designing Transitions from Civil War," in Barbara F. Walter and Jack Snyder, eds., *Civil Wars, Insecurity, and Intervention* (New York: Columbia University Press, 1999), pp. 38-72. On e-reserves.

Caroline Hartzell and Matthew Hoddie, "Institutionalizing Peace: Power Sharing and Post-Civil War Conflict Management," *American Journal of Political Science* 47:2 (2003): 318-332. Available through e-journals.

Stedman, Stephen John. "Spoiler Problems in Peace Processes." *International Security* 22:2 (Fall 1977): 5-53. Available through e-journals.

**Week Twelve: November 17: International Roles: Peacekeeping and Statebuilding
Supplementary Reading Book Review Due**

Readings:

Roland Paris, "Peacebuilding and the Limits of Liberal Internationalism," *International Security* 22:2 (Fall 1997). Available through e-journals.

Virginia Page Fortna, "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace after Civil War," *International Studies Quarterly* 48:2 (2004): 269-292. Available through e-journals.

Anna K. Jarstad, "Dilemmas of War-to-Peace Transitions: Theories and Concepts," in Anna K. Jarstad and Timothy D. Sisk, eds., *From War to Democracy: Dilemmas of Peacebuilding* (Cambridge University Press, 2008): 17-36.

Michael Pugh, "Peacekeeping and Critical Theory," *International Peacekeeping* 11:1 (Spring 2004): 39-58. Available through e-journals.

Week Thirteen: November 24: Thanksgiving Break, No Class

Week Fourteen: December 1: Peacebuilding

Readings:

Luc Reyhler & Thania Paffenholz, eds., *Peace-Building: A Field Guide* (Boulder, Colo.: Lynne Rienner, 2001).

Howon Jeong, "Reconciliation and Social Rehabilitation," in *Peacebuilding in Postconflict Societies: Strategies and Process* (Boulder, Colo.: Lynne Rienner, 2005). Available through e-reserves.

Volker Boege, Anne Brown, Kevin Clements, and Anna Nolan, "On Hybrid Political Orders and Emerging States: State Formation in the Context of State Fragility" in *Building Peace in the Absence of States*, edited by Martina Fischer & Beatrix Schmelzle, eds. (Berghof Handbook Dialogue Series no. 8, 2009). Available at http://www.berghof-handbook.net/documents/publications/boege_etal_handbook.pdf

Week Fourteen: December 8: Reconciliation

Readings:

John Paul Lederach, *The Moral Imagination* (Oxford University Press, 2005).

Week Fifteen: December 15: Final Paper Due