

Instructor: Innocent B. Rugaragu  
Lecture: M/W, 09:00-10:15 Am  
Classroom: R B224

Email: [irugarag@gmu.edu](mailto:irugarag@gmu.edu)  
Office: Robinson B 365  
Office Hours: Wednesday, 10:30 – 12:00 by appointment

### **In what sense is war "a drug"?<sup>1</sup>**

*War is fear cloaked in courage – General William Westmoreland*

The unexamined life is not worth living and wonder is the beginning of wisdom says philosopher Socrates. Following his wisdom, is it true that we make war that we may live in peace? Chris Hedges write that the deadly attraction of war is that "even with its destruction and carnage it can give us what we long for in life. It can give us purpose, meaning, a reason for living" but love "alone gives us meaning that endures"<sup>2</sup>. So if he is right, how can we build our lives on the meaning that endures, love vs war? Pragmatically Paul K. Chappell points out: "a hundred years ago human beings were developing automatic machine guns. Now we have enough nuclear weapons to destroy the world several times over. .. As technology continues to evolve, who can predict how destructive weapons will be hundred years from now? ...Will humanity survive or will we destroy ourselves?"<sup>3</sup> Furthermore, general Douglas MacArthur questions our rationality and discernment, "Can global war now be outlawed from the world?"

If so, it would mark the greatest advance in civilization since the Sermon on the Mount. It would not only remove fear and bring security – it would not only create new moral and spiritual values – it would produce an economic wave of prosperity that would raise the world's standard of living beyond anything ever dreamed of by man. The hundreds of billions of dollars now spent in mutual preparedness [for war] could conceivably abolish poverty from the face of the earth.... This would not, of course, mean the abandonment of all armed forces, but it would reduce them to the simpler problems of internal order and international police.... We must have new thoughts, new ideas, and new concepts... We must have sufficient imagination and courage to translate this universal wish for peace – which is rapidly becoming a universal necessity – into actuality".<sup>4</sup>

The cry for justice, equality, human rights and dignity and ecological balance are all within the scope of this course.

Globally, conflict is part of daily life and warriors for peace are desperately needed as protectors of lives and makers of differences. Some conflicts are minor with no or with less impacts while others are enormous and destructive as we see in Syria, Egypt and elsewhere in our families, neighborhoods and in other countries. However not all conflicts are destructive. Some are constructive, proactive and they lead to positive growth and change.

---

<sup>1</sup> Chris Hedges. War is a Force that Gives Us Meaning, p.3

<sup>2</sup> Hedges spent 15 years as a foreign correspondent, during which time he bore witness to man's inhumanity to man in El Salvador, Guatemala, Nicaragua, Colombia, Israel, Palestine, the Sudan and Yemen, Algeria, the Punjab, Romania, the Gulf War, Kurdish rebellions in northern Iraq and Turkey, the Bosnian War, and the war in Kosovo. P. 3, 184- 185.

<sup>3</sup> Paul K. Chappell. Peaceful Revolution pg. 149

<sup>4</sup> Ibid, pg. xi-xii

As both a multi-disciplinary and interdisciplinary field of study, this course will examine and analyze the global conflict as a phenomena and its resolution. We will examine how and why conflicts occur especially violent conflict, and what humanity can do to diminish them and their destructive facets while strengthening their constructive potential and power. As our world becomes a global village, global conflicts will encompass intra-state, inter-state, regional and even non-state armed groups or trans-national groups such as terrorist and crime groups.

Though the cold war era is over, the changing dynamics in the global security structure include: the vertical and horizontal increases in proliferation of small arms, conventional weapons and weapons of mass destruction; the acquisition and dissemination of nuclear technology; the lucrative export of arms; and the ensuing regional and international arms races. These phenomena pose many challenges for the global security not only to human beings but also to the environment, which is crucial for our survival.

In addition, to exploring various theories in both tractable and intractable conflicts, this class will explore models for intervention and resolution. These will include prevention, management, settlement, negotiation, mediation, transformation resolution and reconciliation. We will apply diverse theoretical discernments to various conflicts around the world. Class discussions and assignments shall reflect upon the extent to which these theories help us understand conflict, as well as interventions in conflict systems. Student participation in discussions and prior preparation shall be vital for our informed thinking, discussion and learning.

### **Objectives of this course**

At the end of the course, students should be able to

- ❖ Be familiar with conflict theories, vocabularies and concepts at both macro and micro levels.
- ❖ Be able to critically analyze root causes of a conflict globally, appreciate the contextual and complexity such as economic and political factors, cultural, religious and existential dynamics of why make and embrace peace globally Vs violence and war. As Plato said; anyone may easily do harm but not everyone can do good to another.
- ❖ Be able to know the major conflict resolution techniques, and understand the complexity of the most pressing contemporary conflicts such as intra-states, interstate, regional and even global violent conflicts that have existed for centuries. As Nelson Mandela says: “Who, in our interdependent world, can turn their back on people in other lands when press, radio, and television bring us the graphic reality of abuse, death, genocide, and senseless and destructive wars?”

### **Attendance**

Attendance of lecture and classes is not only mandatory but also imperative to ensure one's success in this course. Some of the materials will be required while others will be recommended. So, plan to complete the assigned readings prior to each class. Be sure to look up technical vocabularies that are unfamiliar to you since some terms have

specialized meanings in the field of conflict analysis and resolution. Ask in class if you have not understood a concept or an idea.

### **Classroom etiquette**

Please come to class on time and prepared. Turn off your cell phones, pagers, beepers, etc. Do not leave the room during class unless you have an emergency. Do not disturb others by talking, passing notes, playing video games, having fun on Facebook etc. Do not check email or surf the web. Be mindful of the sensitivities of others in your comments in class; however, an open conversation, discussion and genuine dialogue shall remain our goal as we journey together to knowledge. As Socrates reminds us in his wisdom “be nicer than necessary to everyone you meet. Everyone is fighting some kind of battle”.

### **Course Materials**

Readings for the course come in two forms. First, the following books are required. They are available for purchase at the Fairfax branch of the GMU Bookstore and via online booksellers.

- Dean G. Pruitt and Sung Hee Kim. *Social Conflict: Escalation, Stalemate, and Settlement*. 3rd Edition. New York: McGraw-Hill 2004.
- Ramsbotham, Oliver, Tom Woodhouse, and Hugh Miall. *Contemporary Conflict Resolution*. 3rd Edition. Malden, MA: Polity Press, 2011.
- Paul K. Chappell. *Peaceful Revolution: How we can create the future needed for humanity's survival*, Westport, CT: Eston Studio Press, 2012.

Second, other readings for the course both required and recommended are available electronically. These are marked “Online” in the reading list and will be available on our Blackboard page.

### **Class Time**

As noted above, lectures will meet on Mondays and Wednesdays from 9:00 - 10:15 AM in **R B 224** and will be followed by office hours with me upon request. In the lecture we will discuss the main concepts and questions in the week's readings. Beginning from week 3 on Wednesdays when we have class, we will have 3 people give a presentation on the reading assigned that week. Each team will do a 15 minutes presentation, then lead a class discussion for another 15 minutes for questions & answers from the colleagues. Our class will be always interactive in nature.

## **Expectations: Hard Work, Reading, Thinking, Writing and Participation**

*"The harder I work, the luckier I get." - Samuel Goldwyn*

This class will set high expectations for your thinking, writing, and diligence. Setting low standards, in contrast, implies that you are capable of nothing better than mediocrity and there is no room for mediocre work. Furthermore, in this class we will grapple with some of the foundational questions regarding why the world is the way it is and how we can better it. If these questions are not worth your full effort, then how can you become a warrior for peace?

This class represents an opportunity to investigate the world outside GMU and challenge your own preconceived notions of it – so take advantage.

We therefore would like to clarify precisely what this class will demand of you. By enrolling in this course, you agree to the following:

- ✓ You will attend every lecture and discussion section and arrive on time; there are only fourteen meetings of each, so missing one means missing a big chunk of material. Attendance will be taken in every class meeting. You are allowed to miss only one lecture regardless of the reason. After that, you will lose a half grade of your final grade per class missed. There are no exceptions to this policy. In lecture, you are encouraged to bring your laptop, but you should only use it for class purposes. You will give class your full attention.
- ✓ You will complete all readings for the week before Monday's or Wednesday's lecture. I'll know if you haven't. Do not fall behind - it will prove very difficult to catch up. Read carefully and, above all, think! Take notes in preparation for assignments and prepare questions you wish to ask in class.
- ✓ You will participate in the intellectual life of our class. There are three ways you can do so:
  - During lecture – feel free to raise your hand and ask or clarify
  - You are strongly encouraged to e-mail me questions throughout the semester. We will also make use of "collaboration" tools in Blackboard, particularly the "office hours"
  - In Office Hours - You should come to office hours or make meetings with me to review outstanding questions or get advice on your paper. When I'm in office hours, I'll use the "Office Hours" tool to answer questions if they come in and we'll use it within class. I'll also use the "office hours" tool to hold online office hours at key points (e.g., before the midterm).

## **Assignments, Evaluation and Grading**

There will be four components to your grade in this course:

- Class Attendance and Participation will be worth through out the semester 10%

- Midterm Paper - 5pages 20%  
Due on **September 25**
  
- Sound preparation and participation in ELA plus a 3 page reflection Paper on  
Experiential Learning Activities 20%  
Short Paper Due on **November 6**
  
- In Class- Presentation and leading a discussion on your presentation 15%
- 
- Final Exam: **Due on Wed. December 11, 2013** 35%

### **Detailed Instructions of the Assignments, Evaluation and Grading**

Participation: Classes shall follow an interactive seminar format. You are expected to come to class prepared to discuss readings. Regular attendance and active participation based on thoughtful reflection of the literature and class discussions are not only highly recommended but also required. This will be worth **10%** of your final grade.

Experiential Learning Activity (ELA): in the framework of the course we will conduct an Experiential Learning Activity on the gas dispute in Eastern Mediterranean. In this role play activity, you will simulate a United Nations summit aimed at preventing interstate conflict over vast undersea gas and oil fields recently discovered in the Eastern Mediterranean. This simulation uses a contemporary scenario to enhance your understanding of the complex dynamics of conflict and negotiation at interstate, regional and international levels, and the roles of identity and interests as potential drivers of escalation or resolution. Sound preparation, effective participation in this ELA plus a 3 page reflection paper will be worth **20%** of your final grade.

One In-Class Midterm Exam will be worth **20%** of your final grade. It will include a combination of multiple-choice questions, brief definition of key concepts we will cover in our class, and essay questions. You will be given 60 minutes to take the exam. The exam shall evaluate your familiarity with various conflict theories and models studied thus far Wednesday September 25.

In-class Presentation and Discussion Leading: Each team of 2 or 3 students shall prepare a class presentation of the readings assigned for the week, as well as three discussion questions. Each team will have 15 minutes to provide an overview of the readings and present their basic points, strengths and weaknesses. After the presentation, the discussion leaders will give three questions relevant to the readings and will lead a discussion among their colleagues for another 15 minutes. More specifically in your presentation you shall:

- Provide an overview of the readings, emphasizing the main points discussed by the authors.
- Critically reflect on the readings and present their main strengths and weaknesses
- During the presentation students are expected to draw links between the readings and real-world experience, using, if applicable, examples of current global

conflicts; In other words, students –among others– should answer the following question: how do theoretical concepts discussed in our readings apply to real world situations as we currently experience them?

- Discussion questions should reflect a good understanding of the readings and be thought-provoking, so as for the audience to be more engaged in the discussion

Discussion leading performance will be evaluated on the following basis:

- How well the presentation captures the basic insights offered in the readings
- Demonstration of ability to critically evaluate and reflect on the readings
- How well the presenters manage to keep the audience engaged in the discussion. In-class presentations will be worth **15%** of your final grade.

Please note: All students should know that active participation in presentations made by other students will be considered part of their final participation grade.

**Research Paper:** You will write a 10-12-page research paper on a case study. In this paper, drawing from theories we will learn in our class, you will present and discuss the basic parameters of a contemporary conflict and offer suggestions for resolving the conflict. It is an individually written paper, demonstrating your own reflections on the application of theory to a conflict of your choice. Your paper must aim to do the following:

- Analyze a conflict drawing on one or two theories discussed in class. In our class we will explore a number of analytic frameworks that may help you in this task.
- Recommend a number of potential conflict interventions that may help parties in conflict deal effectively with the issues they face.

Further details on the structure of the final paper, as well as on other specifics will be given later in the semester. Your final research paper will be evaluated on the following basis:

**i)** Demonstration of knowledge of the given conflict system: Throughout the paper you need to show that you have done a sound research and that you understand the different parameters of the conflict you explore (background, parties, causes, issues, relationships, dynamics etc).

**ii)** Right use of theories and concepts we have learned in class: Your writing needs to reflect a clear understanding of the theories you have chosen to use in your case. In your paper you also need to explain why the theories you use are relevant to the case you explore.

**iii)** Recommendations: Again here the intention is to demonstrate that you have understood the different types of intervention and when each of those types is used (matching the reality on the ground to the right type of intervention). Here, being realistic and exploring ethical concerns is important.

**iv)** Overall organization and clarity: The reader needs to be able to follow easily what is being presented in the paper. Thus, your paper needs to be a cohesive narrative rather than an unstructured body of information. You may have done an excellent job in your research, but throwing information out there without a structure and in a disorganized way does not help the reader understand what you write.

v) Correct and consistent citation style: this is an academic paper and this needs to be reflected in the overall format. If you are not sure about which style to use or if you have questions, you can contact the GMU Writing Center (e-mail [wcenter@gmu.edu](mailto:wcenter@gmu.edu), or call 703-993-4491).

You are welcome to discuss your ideas with me. A one-page proposal of what you plan to research and write with a working bibliography is due in class by Monday, November 11th. I will return your proposal to you the same week with my comments. The final research paper is due on December 11<sup>th</sup>, and you are expected to send it to me electronically. Please, pay attention to grammar, spelling, typographical mistakes and consistency in citations, as it shall have an impact on your grade. The final research paper shall be worth **35%** of your final grade.

Make-up exams and extensions of time for assignments will be arranged only and only if needed e.g. for documented personal illness or family emergency. Students with documented disabilities should make arrangements early in the term by contacting me.

### Grading Scale

All submissions start with 100% grade, points are deducted for anything that is incorrect (e.g. missing a vital perspective in an analysis, missing key information, miss-spelling, incorrect formatting, missing assignment requirements, incorrect citations, etc.).

**A:** represents - Outstanding work that shows creative original thinking, well organized, and flawlessly written.

**B:** represents - Good work with a strong argument, sound organization, and solid writing. There are some relatively minor flaws in one or more of these areas, although the work clearly shows potential for an A level grade.

**C:** represents - Average or slightly below average. An overall solid job, but with more obvious organizational, interpretive, creative, and/or stylistic problems that permeate the paper.

**D:** represents - Serious flaws in every aspect of the work: a lack of understanding of basic principles, poor organization, and writing that makes it difficult for me to understand the author.

**F:** represents - Unacceptable and/or incomplete, of a nature that if re-writing was permitted, the student would be required to re-write to earn a passing grade.

Points Accumulated	Grade
98-100	A+
93-97	A
90-92	A-
87-89	B+
83-86	B
79-82	B-
75-78	C+
72-74	C
69-71	C
61- 68	D
0- 60	F

## **Honor Code, Academic Policies and Information**

Academic Honesty and Integrity is vital for GMU. Violation is seriously punishable. 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](http://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. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor. S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it. 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. Copies of common style manuals are available at the GMU library reference desk or online at <http://library.duke.edu/research/citing/workscited/>. Never submit one assignment paper for more than one class.

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:** Class assignments that are submitted late can be penalized by one point for each day they are late (i.e. B instead of B+). Late papers will be accepted only in cases of documented personal illness or family emergency. If this is the case, you must email a copy at my GMU email address per the extension given to you.

**Paper Format:** Papers for the 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. Papers should have a title, include 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

Any student with documented learning disabilities or other conditions that may affect academic performance should: 1) make sure this documentation is on file with the Office of Disability Support Services (993-2474) to determine the possible accommodations you might need; and 2) contact her or his instructor to discuss reasonable accommodations.

“George Mason University is committed to providing appropriate services and accommodations that allow self-identified students with disabilities to access programs and activities at the university as stated in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

To achieve this goal, the university maintains and supports the Disability Resource Center Office, which is responsible for assuring that students receive the services and accommodations to which they are entitled. The professional staff of the Disability Resource Center Office coordinate services for students with disabilities, determine reasonable services and accommodations on the basis of disability, and act as a liaison between students and faculty/administration on concerns relating to services and accommodations”

(<http://www.gmu.edu/departments/advising/dss.html>).

### Library Services

The School for Conflict Analysis and Resolution library liaison is Mary K. Oberlies (moberlie@gmu.edu). Do not hesitate to contact her with specific questions about holdings and research in these areas or whom to contact for materials in Fenwick Library.

### **Required Readings:**

All the three class books mentioned on page 3 of this syllabus have been ordered at the University Bookstore.

All other readings will be available through the blackboard services.

**Week One – August 26/28 [M & W] – Introduction – What is Conflict, nature and source?**

Introduction to the course, discussion on the Syllabus, Course Overview, Expectations and Requirements; Justifying the chosen books and Defining Conflict

Watch a nice 18-minute funny video that shows how violent conflict can arise VS our human nature and be sustained though destruction not of human lives, but of the product of human labor <http://youtu.be/5TRneBC98Gk>

Hedges, Chris. (2002). War Is a Force that Gives Us Meaning, p. 3 – 17, 56, 184-185

**Aug 28 [Wednesday]**

General Theories. At the heart of war and global conflict is Human Security/life

Readings: Pruitt and Kim, chapter 1, p. 3-36 – overview

Ramsbotham et al (2011) – Contemporary Conflict Resolution ch 1. P.3-25

**Recommended Readings on Nature and source of conflict**

Readings: (available through e-reserves)

Burton, John. 1997. “Needs Theory.” In *Violence Explained*. Manchester: Manchester University Press, 32-40

Collier, Paul, 2007. “Economic Causes of Civil Conflict and Their Implications for Policy.” In *Leashing the Dogs of War*. Chester Crocker, Fen Olser Hampson, and Pamela Aall, eds. Washington, DC: United States Institute of Peace Press, 197-216.

Galtung, Johan. 1969. “Violence, Peace, and Peace Research,” *Journal of Peace Research* 6:3 (1969): 167-191.

Volkan, Vamik. 1997. “Ethnic Tents: Descriptions of Large-Group Identities,” and “Chosen Trauma: Unresolved Mourning.” In *Bloodlines: From Ethnic Pride to Ethnic Terrorism*. Boulder, CO: Westview Press, 19-28, 36-49.

Nordstrom Carolyn. *Shadows of War* (2004) pp. 71-137

Malone, D. and Sherman, J. 2007. “Economic Factors in Civil Wars,” In Crocker, C.A., Hampson, F.O., and Aall, P. (eds) *Leashing the Dogs of War: Conflict Management in A Divided World*. Washington, D.C.: United States Institute of Peace Press

USIP Guide to Natural Resources, Conflict and Conflict Resolution 10

Huntington, Samuel. (1993). “The Clash of Civilizations.” *Foreign Affairs*, Vol. 72, Issue 3, pp.22-50.9

Sen, Amartya. (2006) "What Clash of Civilizations? Why Religious Identity isn't Destiny." Adapted from *Identity and Violence: The Illusion of Destiny*. Norton: New York. Available online at: <http://www.slate.com/id/2138731/>

**Week Two – September 2/4 [M] –**

**2<sup>nd</sup> Labor Day – No class**

**Sept 4 [W] Key Concepts in Conflict Resolution; Contemporary Global Conflict**

Ramsbotham, et al (2011) ch. 2

Levy, J. (2007), "International sources of interstate and intrastate War". In Crocker, C.A., Hampson, F.O., and Aall, P. (eds) *Leashing the Dogs of War: Conflict Management in A Divided World*. Washington, D.C.: United States Institute of Peace Press

**Week Three – September 9/11 [M & W] – Theories of Conflict and Conflict Trends**

Burton, John. (1998). "Conflict Resolution: The Human Dimension." *The International Journal of Peace Studies*, ISSN 1085 7494, Volume 3. No 1. Available online at: [http://www.gmu.edu/academic/ijps/vol3\\_1/burton.htm](http://www.gmu.edu/academic/ijps/vol3_1/burton.htm)

Sandole, Dennis J.D. (1993). "Paradigm, Theories, and Metaphors in Conflict and Conflict Resolution: Coherence or Confusion?" In Sandole, D.J.D, Van Der Merwe, H. (eds.) *Conflict Resolution Theory and Practice: Integration and Applications*. Manchester and New York: Manchester University Press. pp. 3-24.

Ramsbotham, et al (2011) ch. 3

*Class presentation Ramsbotham (2011) ch. 4*

**Week Four – September 16 [M] – Analytic frameworks: 3-pillar approach**

Sandole, Dennis J.D. (1998). "A Comprehensive Mapping of Conflict and Conflict Resolution: A Three Pillar Approach." *Peace and Conflict Studies*, vol. 5, no. 2, December, pp. 1-30. Available online at: <http://www.gmu.edu/programs/icar/pcs/sandole>

Pruitt and Kim, p. 37-82

**September 18 [W] – Identity, Inter-group Dynamics and Conflict; Psychological Dimensions of Conflict**

Korostelina, K. (2007). *Social identity and Conflict: Structures, Dynamics and*

Implications. New York, NY: Palgrave Macmillan. Chapter 1: "Social Identity as Social Phenomenon and Scientific Concept"

Ross, M.H. (2007). Cultural Contestation in Ethnic Conflict. Cambridge University Press. Introduction: Easy Questions and Hard Answers, What Are They Fighting About?

*Class presentation Ramsbotham (2011) ch. 5*

### **Week Five – September 23 [M] – Environmental Conflicts**

Ramsbotham et al (2011) ch 12, p. 293-304  
Contemporary Regional environmental Conflicts

### **Midterm Paper Due September 25 [Wednesday]**

### **Week Six – Sept 30/Oct 2 [M & W]– Terrorism and trans-boarder criminal groups (A symmetric warfare)**

Charles Haus (2003) Terrorism. Retrieved from `Beyond Intractability`:  
<http://www.beyondintractability.org/bi-essay/terrorism>

Crenshaw, M. (2007). "Terrorism and Global Security". In Crocker, C.A., Hampson, F.O., and Aall, P. (eds) Leashing the Dogs of War: Conflict Management in A Divided World. Washington, D.C.: United States Institute of Peace Press

David. A. Barber. Mexico's Growing Insurgency and the U.S. Response (2011) – (available on line)

Ramsbotham ch. 3, p.79- 85

*Class presentation Ramsbotham ch. 15*

### **Week Seven – October 7/9 [M & W] – Genocides, Gender and Conflicts Resolution**

Madeleine K. Albright • William S. Cohen Co-Chairs, Genocide Prevention Task Force Preventing. Genocide: A Blueprint for U.S Policymakers-  
<http://www.usmmm.org/genocide/taskforce/pdf/report.pdf> (chapter 1 & Conclusion)

<http://www.beyondintractability.org/contributors/norman-shultz> "Genocide"

<http://www.genocidewatch.org/aboutgenocide/8stagesofgenocide.html> - The 8 Stages of Genocide

Beyond Genocide Illuminated Manuscripts Art Installation Part 1 of 2 , By Amy Fagin (on you tube)

Uwem Akpan. Say you're one of them (2008) ch.5 (My parent's bedroom p.323 – 354), you tube: Console book Launch part 2 (1-5') to give Uwem's story a face.

We will discuss other contemporary cases of gender in violent conflict and war zones.

*You tube: Best of Malala's UN Speech Highlight 4:46', Pray The Devil Back to Hell, a film by Abigail E. Disney and Gini Reticker (1-15:32, 21-25:30, 48:30- 57:30) & Nobel Prize Laureate Leymah - Gbowee's story of Liberia's women 5:61'*

[http://thewip.net/contributors/2008/05/perceived\\_as\\_dykes\\_whores\\_bitc.html](http://thewip.net/contributors/2008/05/perceived_as_dykes_whores_bitc.html) (Accessed Aug 20,2013)  
<https://www.commondreams.org/archive/2008/04/28/8564> (accessed Aug 20, 2013)  
<http://www.historyplace.com/worldhistory/genocide/nanking.htm>

*Class presentation Ramsbotham ch. 13*

**Week Eight - October 14 /16 [M & W] 14<sup>th</sup> -No Class – Columbus Day**

**October 16 [W] – Management and Resolution of Conflicts: Justice both Retributive and Restorative as a road to Peace**

John Rawls Theory of justice (Justice as fairness - Equal Liberty and Opportunity  
Lebacqz Karen. Six Theories of Justice (1986) p. 33  
Youtube: I do not want peace but equal rights justice – Peter Tosh  
Restorative Justice: <http://www.restorativejustice.org/university-classroom/07video>  
<http://www.restorativejustice.org/universityclassroom/04restorative%20justice%20theory>  
McLaughlin Eugene et al (2003) ch.3 & 5 p. 40- 44, 54-64

*Class presentation- group 1- Ramsbotham ch.8*

**Week Nine – October 21/23 [M & W] – Alternatives to Violence**

- **Non – violence & Collective Action –Mobilization Theories**  
(A symmetric warfare)

Tarrow, S. (1998). "Contentious Politics and Social Movements". In Power in Movement: Social Movement and Contentious Politics. New York: Cambridge University Press

-Rubinstein, R. (2012). "What is Occupy? A Conflict Analysis Perspective" Unrest Magazine, Retrieved from: <http://www.unrestmag.com/what-is-occupy-a-conflictanalysis-perspective/>

-Sweetman, D. (2012). "Occupy and the Absence of Systemic Conflict -Resolution". Unrest Magazine, Retrieved from: <http://www.unrestmag.com/occupy-and-the-absence-of-systemic-conflictresolution>

Non-violence: Video, *A Force More Powerful (episode 1) & Civil Resistance: A first Look 12'*

*Class presentation: Paul K. Chappell. Peaceful Revolution ch 2, 5, 6*

## **Week Ten – October 28/30 [M & W] – 3rd Party Intervention and Conflict Prevention**

### **Monday Oct. 28th - Negotiation and Mediation**

- Fisher R. and Ury, W. (1991). *Getting to Yes: Negotiating Agreement without Giving In*. Boston: Houghton Mifflin. Introduction & Chapter 1.

Druckman, D. (2003). "Negotiation". In Cheldelin, S., Druckman, D, and Fast, L. (eds.), *Conflict From Analysis to Intervention*, London –New York: Continuum

Pruitt, D.G., Kim, S.H. (2004). *Social Conflict: Escalation, Stalemate and Settlement*. New York, NY: McGraw-Hill. Chapter 11: The Intervention of Third Parties p. 226 - 258

Bercovitch, J., /Jackson, R. (2009). *Conflict Resolution in the 21st Century: Principles, Methods and Approaches*. University of Michigan Press. Chapter 7: Preventive Diplomacy p 88-99

Zartman, I. William, and Touval, Saadia. 2007. "International Mediation." In *Leashing the Dogs of War*. Chester Crocker, Fen Olser Hampson, and Pamela Aall, eds. Washington, DC: United States Institute of Peace Press, 437-454.

### **Wednesday Oct. 30<sup>th</sup> - ELA**

**Adding Fuel to the Fire: A Resource-based International Negotiation Role**

## **Week Eleven – November 4/6 [M & W] – Monday 4<sup>th</sup> ELA cont...**

### **Nov [W] 6th - Peacekeeping, Peacemaking and Responsibility to Protect (R2P)**

Ramsbotham, O., Woodhouse, T., and Miall, H. (2011). *Contemporary Conflict Resolution*, 3rd Edition. Cambridge: Polity Press. Chapter 6: "Containing Violent Conflict: Peacekeeping" and "Peacemaking" pages 171-188

Bercovitch, J., /Jackson, R. (2009). *Conflict Resolution in the 21st Century: Principles, Methods and Approaches*. Chapter 6: Peace keeping, p.76-83

<http://www.un.org/en/preventgenocide/adviser/responsibility.shtml>

*Class presentation Ramsbotham ch. 6*

## **Second Short Paper is Due November 6**

**Week Twelve– November 11/13 [M & Wednesday] – Peace building, Lederach – pp. 23-35 .**

Michelle, Maiese, Beyond Intractability: “Peace building”, retrieved from:  
<http://www.beyondintractability.org/bi-essay/peacebuilding>  
Bercovitch, J., /Jackson, R. (2009). Conflict Resolution in the 21st Century:  
Principles, Methods and Approaches. University of Michigan Press. Chapter 11:  
Reconciliation and Justice11

*Class presentation - Ramsbotham ch.9*

**Week Thirteen – November 18/20 [M & W] – Forgiveness and Reconciliation**

*[Monday 18<sup>th</sup>]*: Watch Natalie and Emmanuel’s documentary: children who lived

**Readings**

Desmond Tutu. No Future without Forgiveness & [you tube: *Without Forgiveness, There is No Future, UCSB, 4:17’*]

Catherine Claire Larson: As for forgive. Stories of Reconciliation From Rwanda (2009)

Wiesenthal Simon. The Sunflower: On the Possibilities and Limits of Forgiveness (1998)

Lederach, John Paul. 1997. “Reconciliation: the Building of Relationship.” In *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press, 23-35.

*Class presentation Ramsbotham ch. 10*

**Week Fourteen – November 25/27 [M & W] – Leadership and Ethics in Conflict Resolution**

*YouTube: 7 things you can learn from Mandela’s life, by CNN & William Jefferson Clinton, key note at the Nelson Mandela International Day*

From: Madeleine K. Albright • William S. Cohen: Co-Chairs, Genocide Prevention Task Force, ch. 1 - Leadership

“In periods where there is no leadership, society stands still. Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better”. —President Harry S Truman

John Maxwell. The 17 Indisputable Laws of Team Work, ch. 15, p. 211 “everything rises and falls of leadership”!!!

Article on leadership: Robert Jervis. Do Leaders Matter and How Wound we know?

Published online 08 may 2013,

You tube: JFK "Peace" Speech at American University -- Part 1 (June 10, 1963)

Anderson, M.B. (2002). Can My Good Intentions Make Things Worse?: Lessons for Peacebuilding from the Field of International Humanitarian Aid. In Lederach, J.P., and Jenner, J.M. (ed.) *A Handbook of International Peacebuilding: Into the Eye of the Storm*. San Francisco: Jossey-Bass

*Class Presentation Ramsbotham, ch. 14: The Ethics of Intervention*

***NOV 27 [W] – No Class – Thanks Giving***

**Week Fifteen – December 2/4 [M & W] – Integration: Course Wrap-up, General summary and Evaluation**

*Monday 2<sup>nd</sup> Class Presentation Ramsbotham, ch. 20: Conflict Resolution and the Future*

***FINAL Exam: Monday, 12/16/2013, 7: 30 am – 10:15 am***