

Syllabus Conf 642 – Hybrid Course (50% distance learning)
Integration of Theory and Practice
Spring 2011

Meeting times: 1/26, 2/9, 2/23, 3/9, 3/30, 4/13, 4/27

Meeting place: Founders Hall, Room 320, Arlington; and on GMU Blackboard 9.1

Instructor: Rob Ericson, PhD

Phone: 301-713-1892 x140

Email: rericson@gmu.edu

Office Hours: by appointment

Primary Texts:

Jeong, Ho-Won (2008), *Understanding Conflict and Conflict Analysis*. Los Angeles: SAGE

Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall. (2005), *Contemporary Conflict Resolution*, 2nd ed. Oxford: Polity Press.

Recommended Reading:

Cheldelin, Sandra, Daniel Druckman and Larissa Fast, eds. (2008), *Conflict: From Analysis to Intervention*. 2nd ed. London: Continuum.

McDonald, John W. with Noa Zanolli (2009), *The Shifting Grounds of Conflict and Peacebuilding: Stories and Lessons*. Lanham: Rowman & Littlefield.

Purpose: *Taken in the last semester of master's students course work, this course assists students in developing their own "generic" theory of conflict by reviewing and integrating their prior course work. Students are expected to demonstrate a holistic comprehension of the field by writing a major essay of publishable quality about the causes, events, and resolution of a particular conflict of their own choosing.*

Prerequisites or Corequisites

CONF 501, 601, 610, 713

Students with special needs: Students with documented disabilities or special needs should let me know during the first class period so that I can accommodate their needs throughout the course. We will accommodate religious practices as appropriate; please let me know if there are any conflicts, so we can address any concerns equitably.

Student resources:

Academic advising center – 703-993-2470
Office of Disability Services – 703-993-2474

Campus counseling center – 703-993-2380
Writing center – 703-993-4491

Classroom conduct: This course will be run as a seminar with an emphasis on discussion and student presentations. We value critical thinking and therefore, it is imperative that students read the assigned books and articles prior to the class with a critical eye. Active thought and participation in class discussions will be expected. On-line discussions will require extra effort, requiring you to be more precise and to avoid inflammatory approaches to discussion.

Work Ethic: CONF642 is designed as a collaborative learning experience. It is important that you ~~participate in every class and contribute actively to groups and class discussions. You are expected~~ to participate enthusiastically in group activities while respecting the opinions and valuing the work of other group members. You cannot succeed in this class with your individual effort alone. However, any individual work should be strictly your own. While a powerful tool, please use the internet with caution. Reference your sources, resist the temptation to cut and paste material into your own work, and use independent validation of facts, where appropriate.

*To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.***

Grading Policy: We will follow all George Mason University policies and use the following deliverables to assign your particular grade points for this class. Please ensure that you have access to Blackboard--additional guidance on individual assignments and discussion questions will be posted there. Use the Blackboard assignment drop box to submit your work for grading. Please visit our Blackboard site and check your George Mason email regularly.

Group and individual grade weighting.			
20%	Group discussions and exercises. (written summaries as assigned)	Full participation in each meeting.	Group effort.
10%	Reflective integration paper.	See Guide	Individual effort.
10%	Proposal for paper.	See Guide	Individual and group effort.
20%	Resume and portfolio.	See Guide	Individual effort.

20%	Draft and final paper.	See Guide	Individual and group effort.
20%	Integrated theory presentation.	See Guide	Individual effort.
100%	Total Individual and Group Effort		

Reading and Deliverable Schedule:

Week	Date	Primary Topic	Assignments. Please read any assigned material prior to the class meeting.
1	Wednesday 1/26/11	Conflict Concepts	<i>Contemporary Conflict Resolution</i> Chapter 1
2	Distance Learning	Conflict Understanding	<i>Contemporary Conflict Resolution</i> Chapters 2-4 - Reflective paper due.
3	Wednesday 2/9/11	Conflict Prevention	<i>Contemporary Conflict Resolution</i> Chapters 5-6
4	Distance Learning	Conflict Careers	Find readings on conflict practices – Proposal due
5	Wednesday 2/23/11	Conflict Resolution	<i>Contemporary Conflict Resolution</i> Chapter 7-8 - Resume due
6	Distance Learning	Conflict and Justice	<i>Contemporary Conflict Resolution</i> Chapter 9- 11 – Portfolio due

7	Wednesday 3/9/11	Conflict Ethics	<i>Contemporary Conflict Resolution</i> Chapters 12-16 – Draft Paper due
8	Distance Learning	Conflict Analysis	<i>Understanding Conflict and Conflict Analysis</i> Chapters 1-4 – Final Paper due
9	Wednesday 3/30/11	Conflict Processes	<i>Understanding Conflict and Conflict Analysis</i> Chapters 5-8
10	Distance Learning	Ending Conflict	<i>Understanding Conflict and Conflict Analysis</i> Chapters 9-11– Participation in wiki due
11	Wednesday 4/13/11	Individual Presentations	Individual integrated theory presentations
12	Distance Learning	Individual Presentations	Individual integrated theory presentations
13	Wednesday 4/27/11	Conflict Context	Recommended reading: <i>The Shifting Grounds of Conflict and Peacebuilding: Stories and Lessons</i>
14	Distance Learning	Future of Conflict	No readings. Group exercise

Learning Goals (we will encourage you to work on all of these skills and values):

- λ Higher-order thinking skills
- λ Basic academic success skills
- λ Liberal arts and academic values
- λ Work and career preparation
- λ Personal development

