

CONF 101, Section 002
Conflict and Our World: Introduction to Conflict Analysis and Resolution
Spring 2011

Tuesday/Thursday, 9:00 am – 10:15 am

Classroom: Innovation Hall, Room 208

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Office Hours: after class or by appointment only

Course Description and Objectives:

Across all human societies, conflict is a part of daily life. Sometimes it may be an annoyance, such as arguing with a sibling over the last cookie; sometimes it is more serious, such as the debate over human cloning; and sometimes it is tragic, as in the unfolding events in the Middle East, North and Sub-Saharan Africa, including Darfur, and Afghanistan within the last decade. Conflict can be destructive, for example, when it damages relationships among neighbors or relatives or destroys homes and livelihoods. Conflicts can also be constructive, as shown by the civil rights demonstrations in the U.S. in the 1950s and 1960s, anti-Apartheid movements in South Africa in the 1970s and 1980s, the Solidarity Movement in Poland in 1980s, and the Orange Revolution in Ukraine in 2004. Our increased interconnection as a global society has heightened the need for more attention to determining how humanity can deal with conflict productively.

This course introduces the interdisciplinary study of conflict analysis and resolution. We will examine how and why conflict occurs in human society, and what we can do to mitigate its destructive aspects. The course includes an overview of the field including the key approaches to analyzing conflict, an extended case study of a conflict, an examination of several forms of intervention, and finally a consideration of reconciliation and sustainable peacebuilding. We will highlight the societal, structural, and cultural factors that play a part in conflict and its resolution. At the end of the course, you should be able to analyze a conflict, appreciate the contextual factors that influence conflict, know the major conflict resolution techniques, and understand the complexity of the most pressing contemporary conflicts.

Required Readings:

The following books are available to purchase at the University Bookstore.

- Dean G. Pruitt and Sung Hee Kim (2004). *Social Conflict: Escalation, Stalemate, and Settlement*. 3rd Edition. New York: McGraw-Hill.
- Ho-Won Jeong (2008). *Understanding Conflict and Conflict Analysis*. Sage Publications Ltd.

- E-reserve materials. The password to access e-reserve materials via Blackboard will be provided in class.

It is highly recommended for this course, and for your undergraduate career, that you seek out information about current events in your community and in the world generally. This may be achieved through reading daily – either in hard copy or online – *The New York Times*, *The Washington Post*, *Al Jazeera English*, or by listening to the BBC news or National Public Radio News among others. Please make your readings a central part of our discussions in class and do not be afraid to bring in views that stir up conversation, but keep in mind that real respect for the other is an ideal that is often more difficult to achieve than it is to intend.

CONF 101 fulfills the University General Education requirement for Social and Behavioral Sciences.

Course Requirements, Percentages of Grade, and Due Dates:

Consistent Class Attendance & Participation: Regular class attendance and consistent participation in class discussions is not only mandatory but also crucial if you would like to succeed in this course. Some of the material will be discussed only in class and not in the readings. Absenteeism seriously affect your learning experience, as well as your participation grade. You should plan to complete the assigned readings prior to each class. Ask in class if you have not understood a term or idea in your readings. ***Participation will be graded and will be worth 15% of your final grade.***

Reflection Paper I: You will write a two page reflection paper based on your Dialogue and Difference Participation (the date of the workshop will be announced in the class). This paper will be worth **5%** of your grade.

Reflection Papers II & III: You will write two other reflection papers (three-four pages each) about two conflict video(s) that you will watch in the class. The first video will be based on a real world conflict, and the second, will be based on a real US conflict. These two reflection papers will demonstrate your ability to apply theories and concepts reviewed/discussed in class, and thus, will prepare you for your final “team” presentation. Details and guidelines for these papers will be provided. Each of these papers will be worth **10%** of your grade.

Note: All papers should be typed, double-spaced, have source references (footnotes/end-notes or in-text citations like in APA style reference citation), and use times New Roman, 112-point font. The pages should be numbered and stapled together. The first page of the paper should include the paper title, your name, and the course number (CONF 101). Edit your papers carefully as spelling errors will lower your overall score.

Exams: There will be two **in-class** exams. Each exam will test your knowledge of the course material. Exams will be non-cumulative. **Exam I** will be worth **15%** of your grade, and **Exam II** will be worth **10%** of your grade

Group (Team) presentation: A Case Study of a World Conflict: At the beginning of the course, you will have an opportunity to partner with 3-4 of your peers (in order to achieve rough balance in group size) and select and/or be assigned to one conflict case study for group presentation. You will choose your conflict case study from one of the conflict-rich regions of the world (suggestions: **Afghanistan, Sudan, Rwanda, Israel-Palestine, Cyprus, South Africa, or Chechnya**) and present your case study (40-50 minutes) using PowerPoint during the last weeks of the semester. Each team member must actively and equally participate in both the preparation and the delivery of the final product.

Some minimal amount of time for groups will be provided during the class meetings, but it is most important that groups will plan additional meetings outside of class time to prepare and finalize presentations. In other words, throughout the semester, you will work with your team regularly to present a map and analysis of your conflict utilizing tools of conflict analysis covered in the class; i.e., the definitions, theories, and appropriate intervention methods.

In addition to the oral presentation, the group will also present a joint final paper (written) to the professor. Final essays are due on the last day of classes (May 5, 2011).

Team members will receive their grades based on their **individual presentations** plus their **joint final papers**. This group (team) presentation and your final paper will be worth **35%** of your grade.

Important Note: *During the course of the semester, if you are having difficulties coordinating as a team, you should seek assistance from the professor.*

Assignments:	Due Dates:	% of Grade
Attendance and Participation	Assessed throughout the semester	15%
Reflection Paper 1	TBA (Based on Dialogue & Difference)	5%
Research Proposal	February 15, 2011	N/A
In-Class Midterm Exam	February 17, 2011	15%
Reflection paper II	March 1, 2011	10%
In-class exam 2	March 29, 2011	10%
Reflection paper III	April 5, 2011	10%
Group presentation: A Case Study of a World Conflict	TBA	35%

Late papers or extensions of time for assignments will be arranged ONLY for documented personal illness or family emergency. Students with documented disabilities should make arrangements early in the term by contacting Professor Izmirlı.

Letter grades for this class are assigned according to the following scale:

Numeric Score	Letter Grade
98-100	A+
91-97	A
90	A-
88-89	B+
81-87	B
80	B-
78-79	C+
71-77	C
70	C-
60-69	D
0-59	F

It is my intention to create a best learning environment for students. In this spirit, I reserve the right to make changes to the syllabus and readings, and/or invite guest speakers as best suits the dynamics of the class.

Classroom Etiquette:

Come to class on time and prepared. Turn off your cell phones, pagers, beepers, etc. Use your laptops only for taking class notes. Do not surf the net or write papers for other classes. If you are caught using the computer for other ends you **forfeit** *the right to use a computer in class*. Do not leave the room during class unless you have an emergency. Do not disturb your classmates by talking, passing notes, playing video games, etc.

In a conflict analysis and resolution class, topics of discussions could be controversial. Be mindful of the sensitivities of others in your comments in class; however, open discussion and dialogue are encouraged.

Honor Code and Plagiarism:

You are expected to abide by George Mason University's Honor Code in preparing all work for this class. If you have any questions about Honor Code issues (e.g., whether you are permitted to discuss an assignment with a fellow student) or are uncertain about how to cite a source, or if you have observed Honor Code violations, please contact the Professor immediately.

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. 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.

ICAR 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. ICAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.

Course Schedule:

January 25 - Self introductions & Introduction to the course: Syllabus, course requirements, and expectations for the course.

January 27 – What is Conflict? Overview of conflict definitions

Readings: Pruitt and Kim, pp. 3-15

DVD: Power of an Illusion

February 1 – Nature, Sources, and Phases of Conflict

Readings: Pruitt and Kim, pp. 15-35

Ho-Won Jeong, pp.36-40

February 3 - Nature and Sources of Conflict I:

Readings: Burton, pp. 32-40

Galtung pp. 39-53 (both available through e-reserves)

February 8 - Nature and Sources of Conflict II:

Readings: Ho-Won Jeong, pp. 1-18 and pp. 43-63

February 10 – Conflict Behavior & Varieties of Conflict Strategies

Readings: Pruitt and Kim, pp. 37-55

Ho-Won Jeong, 30-34

February 15 - Varieties of Conflict Tactics --- *Research Proposal Due*

Readings: Pruitt and Kim, pp. 63-87

Ho-Won Jeong, pp. 64-86

February 17 – **Mid-Term Exam** (in-class)

February 22 - World Conflict Video (TBA)

(This video will be the basis for your first *Reflection Paper* that is due on March 1, 2011).

February 24 – Cultural Dimension of Conflict

Readings: Pruitt and Kim, pp. 56-60

Ho-Won Jeong, 29-39

Barna Laray, pp.322-330

Avruch 2002 at

<http://www.eolss.net/ebooks/Sample%20Chapters/C14/E1-40-01-01.pdf>

March 1 – Ethnicity, Religion, and Conflict

Readings: Volkan, pp. 19-28, pp. 36-49

Reflection paper I based on video I is due!

March 3- Approaches to analyzing conflict: Conflict Mapping

Readings: Ho-Won Jeong, pp.20-29

Mitchell's SPITCEROW framework for conflict mapping

March 8- Process of Conflict

Readings: Ho-Won Jeong, pp. 91-116

March 10- Dynamics of Escalation I

Reading: Pruitt and Kim, pp.87-100

March 14 Monday -March 20 Sunday: SPRING BREAK!

March 22 – Conditions that Encourage and Discourage Escalation and Entrapment

Readings: Pruitt and Kim, pp. 121-150 and pp. pp. 165-167

Ho-Won Jeong, pp. 167-175

March 24 – De-Escalation and Termination of the Conflict

Readings: Ho-Won Jeong, pp. 179-204 & pp. 225-244

March 29- Exam II (in-class)

March 31- US Conflict Video (TBA)

(This video will be the basis for your second *Reflection Paper* that is due on April 5, 2011).

April 5 – Third-Party Interventions (Transforming interpersonal conflict)

Readings: Pruitt and Kim, pp. 226-258

Reflection paper II based on video II is due!

April 7- International Mediation

Readings: Zartman, I. William, and Touval, Saadia, pp.437-454

April 12- Reconciliation

Readings: Lederach J.P., pp. 23-35

April 14 - Peacekeeping and Peacebuilding

Readings: Daniel, pp. 1-22 at <http://www.usip.org/files/resources/sr215.pdf>

Barnett, Kim, O'Donnell, and Sitea, pp. 35-58 at

<http://www.tc.umn.edu/~kimx0759/barnett.kim.GG.pdf>

April 19- Case study class presentation

April 21- Case study class presentation

April 26- Case study class presentation

April 28- Case study class presentation

May 3 - Case study class presentation

May 5 – Last day of classes & Wrap up

E-Reserves and Internet Sites Reading List:

Burton, John (1997). "Needs Theory." In *Violence Explained*. Manchester: Manchester University Press, pp. 32-40

Galtung, Johan (1999). "Cultural Violence." In *Violence and its Alternatives: An Interdisciplinary Reader*. Steger and Lind, ed. New York: St. Martin's, pp. 39-53

Barna, Laray, M. (1994). "Stumbling Blocks in Intercultural Communication." In *Intercultural Communications: A Reader*, Ed., L. Samovar, Belmont: Wadsworth, pp. 322-330

Avruch, Kevin (2002). "Cross-Cultural Conflict." In *The Encyclopedia of Life Support Systems*. Oxford, UK: UNESCO, Eolss Publishers.

Access at: <http://www.eolss.net/ebooks/Sample%20Chapters/C14/E1-40-01-01.pdf>

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, pp. 19-28 and pp. 36-49

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, pp. 437-454.

Mitchell, Christopher. SPPITCEROW

Daniel, Donald C. F. "Wither Peace Operations?" United States Institute of Peace Special Report, <http://www.usip.org/files/resources/sr215.pdf>

Barnett, Michael, Hunjoon Kim, Madalene O'Donnell, and Laura Sitea (March 2007). "Peacebuilding: What is in a Name?" In *Global Governance* (e-journals) can be accessed at <http://www.tc.umn.edu/~kimx0759/barnett.kim.GG.pdf>

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, pp. 23-35.

Student Resources

Library Services: The ICAR library liaison on Fairfax Campus is Sarah Sheehan. You can either reach her at 703-993-3709 or email her at ssheehan@gmu.edu. Do not hesitate to contact her with specific questions about holdings and research in these areas or whom to contact for materials still in the Fenwick Library on the Fairfax Campus.

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: If you are a student with a special need and you need academic accommodations, please see me. At George Mason, 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. The professional staff of the Disability Resource Center Office coordinates 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>).