CONF 101 - Conflict and Our World: Introduction to Conflict Analysis and Resolution
FALL-2015

Lecture: Tuesdays and Thursdays 3:00-4:15pm
West Building 1001
Instructor: Alison Castel Email: acastel@gmu.edu
Office Hours: Tuesdays, 1:30-2:30pm (by appointment)

UNDERSTANDING OUR UNDERSTANDING OF CONFLICT

Introduction: Genealogy of Conflict Resolution

The field of conflict resolution has evolved dramatically during the relatively short duration of the discipline's existence. Each generation of scholars has struggled with the major puzzles of their era, providing theories and solutions that met the needs of the time, only to be pushed forward by new insights and, at times, totally upended by a changing world.

This introductory course explores the genealogy of the field of conflict resolution by examining three different epochs of the field, each one tied to the historical context and events of the day. In each of these epochs, scholars and practitioners worked to understand and address the conflicts that the world was facing, at that time. These three stages build on each other and constitute what we know today as the field of conflict resolution.

To make the history of this development accessible, the reader associated to this course is divided into three main parts. Each part addresses the central challenge, or puzzle faced by the generation of scholars and practitioners. Questions at the end of each essay allow the students to grapple along with these scholars, seeing how the solutions put forth address the conflicts yet inevitably leave important questions unanswered. From this perspective we will explore the possibilities and limitations of each epoch.

Essays have been chosen for how they address conflict within a wide range of settings include peace-building, post-conflict, international policy, organizational behavior, non-violence, justice and other literatures. In this way students will explore the "problem and solution sets" associated to each epoch, intersected by readings that explore different domains that include organizational conflicts, community, ethnic, policy, post-conflict/justice, peacebuilding, and development.
Additionally, readings were chosen to ensure that we will explore theory, practice, as well as research methods. As each of these epoch as its own agenda, its own zeitgeist, there is a fit that emerges between the theories that are developed, the nature of the practices that emerge, and the research method that undergird the development of both

theory and practice. Seeing the epoch as a set of puzzles from which theories, practices and research methods emerged will enable students to see the development of the field as a set of storylines that have their own coherencies.

ASSIGNMENTS

This course is highly participatory and student are expected to demonstrate their understanding of the readings over the course of the semester in various ways. Different from the traditional "introductory" course, we spend much of our time talking about the readings, their strength and limitations, and what we can learn from the readings about the development of the field.
Generally, Thursdays will be used as experiential learning days.

Participation- 20%

"Participation" in class refers to engagement with others, in discussion, raising questions, making comments, working with the readings directly, and offering opinions.

Students will be assigned groups and will be responsible for providing a review of the articles for that week based on the template questions that will be provided at the beginning of class. Students are expected to be able to respond to the questions provided during any given class session and will randomly be asked to submit their summaries for that week.

Reflection Paper- Experiential Learning Activity 15%

Epoch Summaries: EPOCH #1- 15% (3-5pgs)
EPOCH# 2- 20% (4-6pgs)
EPOCH# 3- 30% (6-8pgs)

A paper on each epoch will be submitted the week after the discussions for that epoch is completed.   Each paper will be expected to build upon the previous epoch. These summaries are intended to demonstrate that you read the material. Here are some guidelines:
1. Identify the reading.
2. Identify what you think is the core idea of the paper.
3. Identify 2 related, supporting points made in the paper, connected to the core idea.
4. Name one limitation and one strength of the paper, as you see it.

• Excellent (A: 90-100): This paper captures accurately the central ideas in the epoch readings, but it also makes excellent points, in terms of the strengths and limitations of the reading, relative to the epoch which it addresses.
• Good (B: 80-89): This paper accurately captures the central ideas in the epoch readings, but the section on limitations and strengths is weak.

• Satisfactory (C: 70-79): This summary makes and effort to represent the core ideas in the epoch readings but does not satisfactorily address the strengths and limitations.

Papers will also be graded on the following:
• Argumentation/structure
• Content
• Use of the course reading materials.

Class Policies and Procedures

Students are responsible for completing individual and group assignments on time. Some class assignments and readings will be sent via e-mail and students are responsible for checking GMU email and keeping up-to-date with these.

Honor Code and Plagiarism

A reminder: Plagiarism or other violations of the honor code are not acceptable in this or any other GMU class. In addition to the following, please see the Masters Student and Doctoral Student Handbooks on the S-CAR website. All S-CAR students are expected to uphold the Honor Code. 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: 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. It is good scholarly practice to ensure that all written and oral materials that are presented in class, as well as in writing, be original work, or properly cited.

University Resources and Assistance

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. They offer Professional Programs (http://eli.gmu.edu/about/professional-programs/) for all students needing support to read and write in English. They have an office in Arlington, and are eager to help students with papers.

The Writing Center

The Writing Center provides tutors who can help you develop ideas and revise papers at no charge. It can sometimes accommodate walk-ins, but generally it is best to call for an appointment. The services of the Writing Center are also available online. Contact: 703. 993.4491 or http://writingcenter.gmu.edu. It is a free writing resource that offers individual, group, and online tutoring.

Disability Resource Center

The Disability Resource Center assists students with learning or physical conditions affecting learning. Students with learning differences that require special conditions for exams or other writing assignments should provide documentation provided by the Disability Resource Center. Please see one of the instructors the first week of classes. Location: SUB I, Room 222 Contact: 703.993.2474 www.gmu.edu/student/drc/

Articles and Book Chapters:
Note: unless otherwise noted, the following articles will be available on e-reserve. Adobe Acrobat must be installed on your computer to view and print some E-Reserves Readings. E-Reserves permits students to access Course Readings remotely from home or office, and allows students to view and print materials using Adobe Acrobat Reader. All users of the E-Reserves must comply with the University Policy and Copy Right Law (Title 17, United States Code)

Articles and Book Chapters:
Reserve readings are available on e-reserve. Students can access the readings on Blackboard: see "E-Reserve" in the left column.

List of articles and book chapters on e-reserve:

Allport, Gordon. "The Effect of Contact." In The Nature of Prejudice, 261–82. Massachusetts: Perseus Books, 1979.

Avruch, Kevin. "Frames for Culture and Conflict Resolution." In Culture and Conflict Resolution, 52–57. Washington D.C.: United States Institute of Peace, 1998.

Barash, David and Charles Webel. "The Individual Level." In Peace and Conflict Studies, 119–43. California: Sage Publications, Ltd., 2002.

Bishop, Russell. "Freeing Ourselves from Neo-Colonial Domination in Research: A Maori Approach to Creating Knowledge." International Journal of Qualitative Studies in Education 11, no. 2 (April 1998): 199–219.

Breunlin, Rachel, Abram Himselstein and Ashley Nelson. "'Our Stories, Told By Us' The Neighborhood Story Project in New Orleans." In Telling Stories to Change the World: Global Voices on the Power of Narrative to Build Community and Make Social Justice Claims, edited by Rickie Solinger, Madeline Fox, and Kayhan Irani, 1 edition. New York: Routledge, 2008.(Chapter 7, 75-90)

Brown, Juanita, David Isaacs, World Café Community, Peter Senge, and Margaret J. Wheatley. The World Café: Shaping Our Futures Through Conversations That Matter. 1 edition. San Francisco, CA: Berrett-Koehler Publishers, 2005. (Introduction, 1-11)

Burton, John. "Needs Theory." In Violence Explained: The Sources of Conflict, Violence and Crime and Their Prevention, 32–40. New York, N.Y.: Manchester University Press, 1997.

Castells, Manuel. "Dignity, Violence and Geopolitics: The Arab Uprisings." In Networks of Outrage and Hope: Social Movements in the Internet Age, 1 edition. Cambridge, UK ; Malden, MA: Polity, 2012. (pg 93-109)

Charmaz, Kathy. "Grounded Theory: Objectivist and Constructivist Methods." In The Handbook of Qualitative Research, 2nd Edition., 509–35. SAGE Publications (CA), 2000.

Cheldelin, Sandra I., and Maneshka Eliatamby. Women Waging War and Peace: International Perspectives of Women's Roles in Conflict and Post-Conflict Reconstruction. A&C Black, 2011. Challenging the Dominant Narrative (Conclusion)

Cobb, Sara. "Fostering Coexistence in Identity Based Conflicts." In Imagine Coexistence: Restoring Humanity After Violent Ethnic Conflict, 294–301. San Francisco, CA: Jossey-Bass, 2003.

Coleman, P. T., R. R. Vallacher, A. Nowak, and L. Bui-Wrzosinska. "Intractable Conflict as an Attractor: A Dynamical Systems Approach to Conflict Escalation and Intractability." American Behavioral Scientist 50, no. 11 (July 1, 2007): 1454–75.

Collier, Paul. "Economic Causes of Civil Conflict and Their Implications for Policy." In Leashing the Dogs of War: Conflict Management in a Divided World, 197–218. Washington D.C.: United States Institute of Peace, 2007.

Cooperrider, David L., and Diana Whitney. Appreciative Inquiry: A Positive Revolution in Change. 1 edition. San Francisco, CA: Berrett-Koehler Publishers, 2005.

Curle, Adam. "Mediation." In In the Middle, Non-Official Mediation in Violent Situations, 9–20. New York, N.Y.: St. Martin's Press, 1986.

Danieli, Yael. "Essential Elements of Healing after Massive Trauma: Complex Needs Voiced by Victims/survivors." In Handbook of Restorative Justice: A Global Perspective, edited by Dennis and Larry Tifft Sullivan, 1 edition. London; New York: Routledge, 2007. (343-354)

Dwyer, Leslie. "A Politics of Silences: Violence, Memory and Treacherous Speech in Post-1965 Bali." In Genocide: Truth, Memory, and Representation. Editor Alexander Hinton et al. 113–46, 2009.

The Editorial Board. "Wrong Responses to Charlie Hebdo." The New York Times, January 15, 2015. http://www.nytimes.com/2015/01/16/opinion/after-paris-attacks-wrong-responses-to-charlie-hebdo.html.

Enloe, Cynthia. Bananas, Beaches and Bases: Making Feminist Sense of International Politics. Univ of California Press, 2014. (Chapter One Gender Makes the World Go Round: Where Are the Women? (1-18)

Fine, Michelle, and María Elena Torre. "Re-Membering Exclusions: Participatory Action Research in Public Institutions." Qualitative Research in Psychology 1, no. 1 (2004): 15–37.

Fisher, Roger and Daniel Shapiro. "Emotions Are Powerful, Always Present and Hard to Handle." In Beyond Reason: Using Emotions as You Negotiate, 3–14. New York, N.Y.: Penguin Books, 2005.

Galtung, Johan. "Violence, Peace and Peace Research." Journal of Peace Research 6, no. 3 (n.d.): 167–91. 1969

Goldstone, Jack A, Ted Robert Gurr, Barbara Harff, Marc A. Levy, Monty G. Marshall, Robert H. Bates, David L. Epstein, Colin H. Kahl, Pamela T. Surko, John C. Ulfelder, Alan N. Unger. State Failure Task Report: Phase III Findings, September 30, 2000.

http://www.raulzelik.net/images/rztextarchiv/uniseminare/statefailure%20task%20force.pdf

Gopin, Marc. "Religion as an Aid and a Hindrance to Postconflict Coexistence Work." In Imagine Coexistence: Restoring Humanity After Violent Ethnic Conflict, 252–66. San Francisco, CA: Jossey-Bass, 2003.

Gurr, Ted Robert. "Why Minorities Rebel: A Global Analysis of Communal Mobilization and Conflict since 1945." International Political Science Review 14, no. 2 (1993): 161–201.

Hancock, Landon: Prospect theory and the framing of the Good Friday Agreement in Conflict Resolution Quarterly Winter 2010 Vo 28 183-203

Hansen, Toran. "Critical Conflict Resolution Theory and Practice." Conflict Resolution Quarterly 25, no. 4 (March 2008): 403–27.

Institute for Economics and Peace. Global Peace Index 2014.pdf, 2004. http://www.visionofhumanity.org/sites/default/files/2014%20Global%20Peace%20Index%20REPORT.pdf

Jabri, Vivienne. Discourses on Violence: Conflict Analysis Reconsidered. Manchester University Press, 1996. Introduction, 1-28.

Irmer, Cynthia, and Daniel Druckman. "Explaining Negotiation Outcomes: Process or Context?" Negotiation and Conflict Management Research 2, no. 3 (2009): 209–35

Kelman, Herbert C. "Evaluating the Contributions of Interactive Problem Solving to the Resolution of Ethnonational Conflicts." Peace and Conflict: Journal of Peace Psychology 14, no. 1 (2008): 29–60.

Klare, Michael. "Oil, Geography, and War: The Competitive Pursuit of Petroleum Plenty." In Resource Wars: The New Landscape of Global Conflict With a New Introduction by the Author, Reprint edition. New York: Holt Paperbacks, 2002. 27-50

Korostelina, Karina V. Social Identity and Conflict: Structures, Dynamics, and Implications. Palgrave Macmillan, 2007. (Chapter 9) Identity and Conflict: Implications for Identity Conflict Management 201-238.

Kriesberg, Louis. "Comparing Reconciliation Actions Within and between countries." In From Conflict Resolution to Reconciliation, edited by Yaacov Bar-Siman-Tov. New York: Oxford University Press, 2004. 81-110.

Mead, Margaret 1990 [1940]. "Warfare is Only an Invention – Not a Biological Necessity." In The Dolphin Reader, 2nd edition. Douglas Hunt, ed. Boston: Houghton Mifflin Company, 415-421.

Nordstrom, Carolyn. "Deadly Myths of Aggression." *Aggressive Behavior* 24 (1998): 147–59.

Nordstrom, Carolyn. *Shadows of War: Violence, Power, and International Profiteering in the Twenty-First Century*. 1st ed. University of California Press, 2004.

Pearce, Barnette and Stephen Littlejohn. "The Problem of Moral Conflict." In Moral Conflict When Social Worlds Collide, 48–81. Sage Publications (CA), 1997.

Rapoport, Anatol. "Introduction." In Game Theory as a Theory of Conflict Resolution, 1–14. Boston, MA: D. Reidel Publishing Company, 1974.

Richmond, Oliver P. "Critical research agendas for Peace: The missing link in the study of International relations." Alternatives: Global, Local, Political 32, no. 2 (2007): 247-274.

Rotberg, Robert I., and Dennis Thompson. Truth v. Justice: The Morality of Truth Commissions. Princeton University Press, 2010. Truth Commissions and the Provision of Truth, Justice, and Reconciliation 3-21.
Sander, Frank EA. "Alternative Methods of Dispute Resolution: An Overview." U. Fla. L. Rev. 37 (1985): 1-18.

Sharp, Gene 2005. Waging Nonviolent Struggle: 20th Century Practice and 21st Century Potential. Manchester, NH: Extended Horizons, Chapter 1: "Facing Acute Conflict." Pp. 13-24.

Shaw, R. "Memory Frictions: Localizing the Truth and Reconciliation Commission in Sierra Leone." International Journal of Transitional Justice 1, no. 2 (August 10, 2007): 183–207.

Simpson, Leanne. "Aboriginal peoples and knowledge: Decolonizing our processes." The Canadian journal of native studies 21.1 (2001): 137-148.

Thompson, Leigh L. "Negotiation: The Mind and Heart." In The Mind and Heart of the Negotiator, 40–73. Upper Saddle River, New Jersey: Prentice Hall, 2009.

Volkan, Vamik D. "Transgenerational Transmissions and Chosen Traumas: An Aspect of Large-Group Identity." Group Analysis 34, no. 1 (2001): 79–97.

Winslade, John and Gerald Monk. "Narrative Mediation: What Is It?" In Narrative Mediation: A New Approach to Conflict Resolution, 1–31. CA: Jossey-Bass Inc, 2000.

Weekly Class Structure and Assignments:

9/1 Introductions/Syllabus/Semester Overview
EPOCH #1: 1945- FALL OF BERLIN WALL

Avoiding Annihilation by Understanding The Root Causes of War and Peace

9/3 Introduction to Epoch #1

    Reading:

- Nordstrom: Deadly Myths of Aggression

- Warfare as an Invention
  Mead: Warfare is Only an Invention

Topics

9/8 and 9/10   Root causes (Human nature, psychological)

    Reading:

- Human Needs
  Burton: Violence Explained: Needs Theory

- Greed and Grievance
  Collier: Economic Causes of Conflict and their Implications for Policy

- Aggression
  Barash and Webel: The Individual Level

9/15 and 9/17   Tactics/Strategies/Practices/Approaches

    Reading:

- Negotiation
  Thompson: Negotiation: The Mind and Heart

- Alternative Dispute Resolution: (ADR)
  Sander: Alternative Methods of Dispute Resolution

- Problem Solving Workshops

Kelman: Evaluating Contributions of Problem Solving to the Resolution of Ethnonational Conflict

9/22 and 9/24   Research Methodology

Reading:

- Global Peace Index 2014
  Suggested: Global Terrorism Index

- Failed States- Goldstone: Failed states

- Negotiation research
  Irman and Druckman: "Explaining Negotiation Outcomes: Process or Context?"

9/29 REVIEW EPOCH 1

EPOCH #2 COEXISTENCE AS PEACE

10/1 Introduction to Epoch #2

(EPOCH #1 SUMMARIES DUE)

Reading:

- Identity
  Korostelina: Social Identity and Conflict: Structures, Dynamics, and Implications. (Chapter 9)

- Culture
  Avruch: Culture and Conflict Resolution

10/6 and 10/8   Topics: Identity and Culture

Reading:

- Gender
  Cheldelin & Eliatamby: Challenging the Dominant Narrative (Women Waging War and Peace)

UN Gender and Conflict Analysis: Policy Briefing Paper:
http://www.unwomen.org/~/media/Headquarters/Media/Publications/en/04AGenderandConflictAnalysis.pdf

- Religion
  Gopin: Imagine Coexistence: Religion as an Aid and a Hindrance to Post-conflict Coexistence Work

- Chosen Trauma
  Volkan: Transgenerational Transmissions and Chosen Traumas: An Aspect of Large-Group Identity.

10/13 NO CLASS

10/15 and 10/20 Topics: Moral Values and Intractable Conflict

Reading:

- Moral Conflict
  Pearce and Littlejohn: When Social Worlds Collide

- Structural Violence
  Galtung (Promotion of Peace)

- Intractable Conflict
  Coleman: Intractable Conflict as an Attractor: A Dynamical Systems Approach to Conflict Escalation and Intractability

  *EXPERIENTIAL LEARNING ACTIVITY: MEDIATED PERCEPTIONS

10/22 and 10/27 Tactics/Strategies/Practices/Approaches
(10/27 *REFLECTION PAPER DUE)

Reading:

- Emotion
  Fischer and Shapiro: Using Emotions as You Negotiate

- Mediation
  Curle: Mediation

- Organizational Learning:
  Cooperrider: Appreciative Inquiry: A Positive Revolution in Change

Recommended

- Brown, Juanita: World Café Community- Shaping Our Futures Through Conversations That Matter (Introduction, 1-11)

- Dialogue
  Public Dialogue Projects:
  http://www.publicconversations.org

10/29 and 11/3   Tactics/Strategies/Practices/Approaches

Reading:

- Truth and Reconciliation
  Rotberg and Thompson: Truth v. Justice: the Morality of Truth Commissions.

  Recommended:
  Truth and Reconciliation Commission (Greensboro)
  http://greensborotrc.org/exec_summary.pdf
  Truth and Reconciliation Archive (South Africa)
  http://www.saha.org.za/collections.htm
  (Register for a username and password to access)

- Peacebuilding
  Allport: The Effect of Contact

- Lederach: The Elicitive model: Preparing for Peace: Conflict Transformation Across Cultures. (Chapter 6)

- Non-violence
  Sharp: Facing Acute Conflict: Waging Nonviolent Struggle: (Chapter 1: 13-24)

11/5 : Research methods

Charmaz: Grounded Theory: Objectivist and Constructivist Methods

Nordstrom: Prologue (Chapter 1) Shadows of War

Gurr: A Global Analysis of Communal Mobilization and Conflict Since 1945: http://ips.sagepub.com/content/14/2/161.full.pdf

11/10 Review Epoch # 2

EPOCH #3: VOICE, RIGHTS, AND SOCIAL JUSTICE: TRANSITIONS AND TRANSFORMATIONS, LIVING WITHING THE TENSIONS

11/12 Introduction to Epoch #3

(EPOCH #2 SUMMARIES ARE DUE)

Topics: Living in the Tensions

11/17 and 11/19 Topics: Power and Marginalization

Reading:

- Power
  Jabri: Discourses on Violence. Conflict Analysis Reconsidered (Introduction)

- Richmond: Critical Research in International Relations

11/24: Topic: Politics of Voice

Reading:

- Trauma
  Danieli: Essential Elements of healing after massive trauma: complex needs voiced by victims/survivors

- Gender
  Enloe: Bananas, Beaches, and Bases – Chapter One

- Silence
  Dwyer: A Politics of Silences: Violence, Memory and Treacherous Speech in Post-1965 Bali (research?)

11/26 NO CLASS

12/1 and 12/3 Tactics/Strategies/Practices/Approaches

- Narrative Mediation
  Winslade: Narrative Mediation: What is it?

- Critical Theory
  Hansen: Critical Conflict Resolution Theory and Practice

- Radical Care
  Ginwright: Chapter Two of Black Youth Rising

- Social Media
  Castells: Dignity, Violence and Geopolitics: The Arab Uprisings pg 103-107

  Recommended:

  - Coexistence
    Cobb: Fostering Coexistence in Identity Based Conflicts

12/8: Research

- Participatory Action Research (PAR)
  Bruenlin, Himelstein and Nelson: "Our Stories, Told By Us" The Neighborhood Story Project in New Orleans

- Fine, Michelle and María Elena Torre Re-membering Exclusions: Participatory Action Research in Public Institutions

- Decolonizing Research
  Simpson: Aboriginal Peoples and Knowledge: Decolonizing our Processes

  Recommended:

  Bishop: Freeing ourselves from neo-colonial domination in research: A Maori Approach to Creating Knowledge

12/10: Review Epoch #3
   Wrap Up

(*EPOCH #3 SUMMARIES DUE DECEMBER 17)