

**CONF 101.006: Conflict and Our World - Fall 2015****Time: Monday, 7:20 – 10:00pm****Location: Krug Hall 7****Instructor: Edi Jurkovic****Contact Information: [ejurkovi@gmu.edu](mailto:ejurkovi@gmu.edu)****Office Hours: per appointment - at Northeast Modules or Virtual Office**

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**Course Description:**

Across all human societies, conflict is an integral part of daily life. The stakes may be relatively minor, such as siblings arguing over the last cookie; more serious, such as debates over gun control or immigration policy in the United States; or of global consequence, such as collective struggles over ideology and power, sovereignty and self-determination. Conflict can be constructive, focusing attention on neglected voices or social injustice, and driving cultural and political change. It can also be destructive, damaging relationships, polarizing societies or escalating into violence and war. In our increasingly interconnected world, it is crucial to develop effective methods to understand the sources and dynamics of conflicts, and to deal with conflict productively.

This course is designed to familiarize students with the interdisciplinary field of conflict analysis and resolution, providing an overview of core concepts of contemporary theory and practice. The course will examine frameworks for analyzing the origins and processes of social conflict, and leading practical approaches to the conduct and evaluation of conflict resolution interventions. Our study will encompass interpersonal, intergroup and international levels of analysis, and highlight the roles of culture, identity, narrative, perception, relational dynamics and social structure. The first half of the course emphasizes conflict analysis; the second half emphasizes approaches to conflict resolution.

The course will employ diverse methods and media, including lectures, discussions, interactive exercises, film, and music. Students will also expand their thinking through brief written assignments and two exams. The course features three Experiential Learning Activities (ELAs) that provide opportunities for practical application of course concepts. Active participation in every class is essential; readings are always necessary but never sufficient for learning the material. **All students are required to be present, in every sense of the word, for all class sessions.**

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

**Learning Objectives:**

The course will ideally challenge and encourage you to:

- 1) Grasp and apply core concepts of conflict analysis and resolution;
- 2) Apply critical and open-minded thinking toward conflict situations;

- 3) Learn and apply basic conflict analysis frameworks and skills;
- 4) Become familiar with key approaches to conflict resolution;
- 5) Identify specific cases or types of conflict of personal importance or interest, and use the course materials to study these in depth; and
- 6) Build relationships of mutual respect and dialogue within the class.

### **Guidelines:**

*Classroom Etiquette:* Come to each session on time and well-prepared. Turn off all personal electronic devices for the duration of class (use will be permitted during a 10 minute break in the middle of each session). **Laptops may be used exclusively for note-taking purposes during lecture sessions; they must otherwise remain closed.** While using a laptop, email and internet browsers must remain closed and bells and whistles off. In discussions, active engagement in open and respectful, and substantive dialogue is expected. In other words, behave toward others in the same manner as you would like others to behave toward you.

*Absence and extensions:* Make-up exams and extensions on assignments must be requested in advance, and will be permitted exclusively in cases of documented personal illness or genuine personal urgency; unexcused absences or late assignments will affect grades. Students with documented disabilities should make arrangements with me early in the term.

### **Course requirements and Evaluation:**

- 1) Class Preparation and Participation (includes possible blitz quiz-questions): 10% of total grade;
- 2) Two ELA's reflection papers: 20% of total grade (10% each);
- 3) Two Short Papers: 20% of total grade (10% each);
- 4) Mid-Term Exam: 20% of total grade;
- 5) Final Exam: 30% of total grade.

The quality of the course experience will be determined by our entire group's preparation and active participation. As stated above, all students are expected to be present, in every sense of the word, for every class. There are readings assigned for each week, often accompanied by discussion questions. On four occasions, readings are to be addressed through short written assignments:

1. *Short Papers* – due by electronic submission at class time on **September 28 & October 19**. Students will discuss their papers in class on the same day.
2. *ELA Reflection Papers I & II* – due electronically on **November 16 & 30**. Students will discuss their papers in class on the same day.

Detailed guidelines for these assignments will be provided in class. Students should be prepared to present the substance of their papers in class.

**Grading Scale:**

Cumulative Points	Grade
97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
70-79	C (+- as above)
60-70	D
<60	F

***Academic Integrity***

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 [www.academicintegrity.gmu.edu](http://www.academicintegrity.gmu.edu).

*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:*

**Student members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work.**

All violations of the Honor Code will be reported to the Honor Committee for review. With specific regard to plagiarism, three fundamental 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 proper citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about appropriate methods of attribution or citation, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course 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.

For written assignments, I highly recommend that you use the Zotero software, <https://www.zotero.org/>, to help with proper citation and quotation.

**Detailed Course Schedule:**

August	31		<b>Course and Class Introductions - What is conflict?</b> <ul style="list-style-type: none"> <li>• <i>Pruitt and Kim, pp. 3-36</i></li> </ul>
September	7		<b>No Class - Labor Day</b>
September	14		<b>Nature and sources of conflict I</b> <ul style="list-style-type: none"> <li>• <i>Nordstrom, "Deadly Myths of Aggression"</i></li> <li>• <i>Mead, "Warfare is Only an Invention – Not a Biological Necessity"</i></li> <li>• <i>Grossman, "On Killing"</i></li> </ul>
September	21	<b>ELA</b>	<b>Nature and sources of conflict II</b> <ul style="list-style-type: none"> <li>- <b>Question for Short paper #1 provided</b></li> <li>- <b>Experiential Learning Activity (ELA), "Mediated Perceptions"</b></li> <li>• <i>Burton, "Needs Theory"</i></li> <li>• <i>Volkan, "Ethic Tents" and "Chosen Trauma"</i></li> </ul>
September	28	<b>Short paper #1 due</b>	<b>Nature and sources of conflict III</b> <ul style="list-style-type: none"> <li>• <i>Collier, "Economic Causes of Civil Conflict..."</i></li> <li>• <i>Galtung, "Violence, Peace and Peace Research"</i></li> <li>• <i>Brown, "Ethnic Conflict and Civil Nationalism"</i></li> </ul> <b>Short paper #1 due</b>
October	5	<b>Mid-term exam</b>	<b>Approaches to Analyzing Conflict I</b> <ul style="list-style-type: none"> <li>• <i>Pruitt and Kim, 37-120</i></li> </ul> <b>Mid-Term Exam</b>
October <b>*Tuesday*</b>	13		<b>Approaches to Analyzing Conflict II</b> <ul style="list-style-type: none"> <li>- <b>Question for Short paper #2 provided</b></li> <li>• <i>Kriesberg, "Contemporary Conflict Resolution"</i></li> <li>• <i>Pruitt and Kim, 120-188</i></li> </ul>

October	19	<b>Short paper #2 due</b>	<b>Third Party Roles</b> <ul style="list-style-type: none"> <li>• <i>Pruitt and Kim, 226-258</i></li> </ul> <b>Short paper #2 due</b>
October	26		<b>Mediation and Interactive Problem Solving</b> <ul style="list-style-type: none"> <li>• <i>Pruitt and Kim, 189-225</i></li> <li>• <i>Zartman and Touval, "International Mediation"</i></li> </ul>
November	2		<b>Gender, Conflict and Peacebuilding</b> <ul style="list-style-type: none"> <li>- In-class film: "Pray the Devil Back to Hell" <a href="http://video.pbs.org/video/2155873888/">http://video.pbs.org/video/2155873888/</a></li> <li>• <i>Cheldelin and Eliatamby, "Women Waging War and Peace"</i></li> <li>• <i>Cheldelin, "Victims of Rape and Gendercide: All Wars."</i></li> <li>• <i>Vess et al. "The Other Side of Gender ..."</i></li> </ul>
November	9	<b>ELA 1</b>	<b>Peacebuilding I: Civil Society</b> <ul style="list-style-type: none"> <li>- <b>Experiential Learning Activity 1 – Conflict mapping - Liberia Case Study</b></li> <li>• <i>Barnes, "Weaving the Web"</i></li> <li>• <i>Belloni, "Civil Society in War-to-Democracy Transitions"</i></li> </ul>
November	16	<b>ELA 1 reflection paper due</b>	<b>Peacebuilding II : Reconciliation</b> <ul style="list-style-type: none"> <li>• <i>Lederach, "Reconciliation: The Building of Relationship"</i></li> <li>• <i>Barsalou, "Trauma and Transitional Justice in Divided Societies"</i></li> </ul> <b>Reflection for ELA 1 due</b>
November	23	<b>ELA 2</b>	<b>Peacebuilding III : Statebuilding and Liberal Peace</b> <ul style="list-style-type: none"> <li>- <b>Experiential Learning Activity 2 – Designing an Intervention</b></li> <li>• <i>Hampson and Mendeloff, "Intervention and the Nation-Building Debate",</i></li> <li>• <i>Paris and Sisk, "Managing Contradictions: the Inherent Dilemmas of Postwar Statebuilding,"</i></li> </ul>

November	30	<b>ELA 2 reflection paper due</b>	<b>Peacebuilding IV: War and Peace</b> <ul style="list-style-type: none"> <li>• Ackerman and Duvall, "The American South: Campaign for Civil Rights"</li> <li>• Sharp, "Waging Nonviolent Struggle"</li> <li>• Martin Luther King, Jr., "Letter from Birmingham Jail," Available at: <a href="http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html">http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html</a></li> </ul>
December	7	<b>Last day of classes</b>	<b>Reflection for ELA 2 due</b> <b>Integration: What have we learned? Where do we go from here?</b>
December	14	<b>Final exam</b>	<b>Final Exam</b>

### **Course Readings:**

The majority of course readings will be available on e-reserves and/or provided via e-mail. You are encouraged to print only what you need, in order to conserve the finite resources of your budgets and our planet. There is one required text available for purchase at the bookstore or online.

- Dean G. Pruitt and Sung Hee Kim, *Social Conflict: Escalation, Stalemate, and Settlement—3<sup>rd</sup> Edition* (New York: McGraw-Hill, 2004)

Required textbook has been placed on reserve in Gateway Library at the Johnson Center as part of libraries TextSelect program. Students will be able to check out, *Social Conflict* by Pruitt, for 2 hours at a time throughout the semester.

***The TextSelect Program was launched to assist students with the rising cost of textbooks. For all required undergraduate conflict resolution courses we'll purchase any required textbook over \$50 on reserve (1 copy per 30 students).***

### ***Other Readings***

- Ackerman, P., & DuVall, J. (2001). The American South: Campaign for Civil Rights. In *A force more powerful: a century of nonviolent conflict* (1. Palgrave paperback ed, pp. 305–333). New York, NY: Palgrave.
- Barsalou, J. (2005). *Trauma and Transitional Justice in Divided Societies* (Special Report No. 135) (p. 12). Washington, D.C.: United States Institute of Peace. Retrieved from <http://www.usip.org/sites/default/files/sr135.pdf>

- Brown, D. (2007). Ethnic Conflict and Civil Nationalism. In J. L. Peacock, P. M. Thornton, & P. B. Inman (Eds.), *Identity matters: ethnic and sectarian conflict* (pp. 15–33). New York: Berghahn Books.
- Burton, J. W. (1997). Needs Theory. In *Violence explained: the sources of conflict, violence and crime and their prevention* (pp. 32–40). Manchester ; New York : New York: Manchester University Press ; Distributed exclusively in the USA by St. Martin's Press.
- Cheldelin, S. (2011). Victims of Rape and Gendercide: All Wars. In S. Cheldelin & M. Eliatamby (Eds.), *Women waging war and peace: international perspectives of women's roles in conflict and post-conflict reconstruction*. New York: Continuum International Pub. Group.
- Cheldelin, S., & Eliatamby, M. (Eds.). (2011). Overview and Introduction. In *Women waging war and peace: international perspectives of women's roles in conflict and post-conflict reconstruction*. New York: Continuum International Pub. Group.
- Collier, P. (2007). Economic Causes of Civil Conflict and Their Implications for Policy. In C. A. Crocker, F. O. Hampson, & P. R. Aall (Eds.), *Leashing the dogs of war: conflict management in a divided world* (pp. 197–218). Washington, D.C: United States Institute of Peace Press.
- Fen Osler, H., & David, M. (2007). Intervention and the Nation-Building Debate. In C. A. Crocker, F. O. Hampson, & P. R. Aall (Eds.), *Leashing the dogs of war: conflict management in a divided world* (pp. 679–700). Washington, D.C: United States Institute of Peace Press.
- Galtung, J. (1969). Violence, Peace, and Peace Research. *Journal of Peace Research*, 6(3), 167–191. <http://doi.org/10.1177/002234336900600301>
- Grossman, D. (2009). Fight of Flight, Posture or Submit. In *On Killing: The Psychological Cost of Learning to Kill in War and Society* (Revised edition, pp. 5–29). New York: Back Bay Books.
- William, Z., & Saadia, T. (2007). International Mediation. In C. A. Crocker, F. O. Hampson, & P. R. Aall (Eds.), *Leashing the dogs of war: conflict management in a divided world* (pp. 437–454). Washington, D.C: United States Institute of Peace Press.
- Jarstad, A., & Sisk, T. D. (Eds.). (2008). Civil Society in War-to-Democracy Transitions. In *From war to democracy: dilemmas of peacebuilding* (pp. 182–210). Cambridge: Cambridge University Press.
- Kriesberg, L. (2007). Contemporary Conflict Resolution. In C. A. Crocker, F. O. Hampson, & P. R. Aall (Eds.), *Leashing the dogs of war: conflict management in a divided world* (pp. 455–476). Washington, D.C: United States Institute of Peace Press.

- Lederach, J. P. (1997). Reconciliation: the Building of Relationship. In *Building peace: sustainable reconciliation in divided societies* (pp. 23–36). Washington, D.C: United States Institute of Peace Press.
- Margaret, M. (1990). Warfare is Only an Invention – Not a Biological Necessity. In D. Hunt (Ed.), *The dolphin reader* (2nd ed, pp. 415–421). Boston: Houghton Mifflin.
- Nordstrom, C. (1998). Deadly myths of aggression. *Aggressive Behavior*, 24(2), 147–159. [http://doi.org/10.1002/\(SICI\)1098-2337\(1998\)24:2<147::AID-AB5>3.0.CO;2-J](http://doi.org/10.1002/(SICI)1098-2337(1998)24:2<147::AID-AB5>3.0.CO;2-J)
- Roland, & Sisk, T. D. (n.d.). Managing Contradictions: The Inherent Dilemmas of Postwar Statebuilding. Retrieved from <http://www.ipinst.org/2007/11/managing-contradictions-the-inherent-dilemmas-of-postwar-statebuilding>
- Sharp, G., & Paulson, J. (2005). Facing Acute Conflicts. In *Waging nonviolent struggle: 20th century practice and 21st century potential* (pp. 13–24). Boston: Extending Horizons Books.
- Van Tongeren, P., & European Centre for Conflict Prevention (Eds.). (2005). Weaving the Web: Civil Society Roles in Working with Conflict and Building Peace. In *People building peace II: successful stories of civil society*. Boulder, Colo: L. Rienner Publishers.
- Vess, J., Barker, G., Naraghi-Anderlini, S., & Hassink, A. (2013). *The Other Side of Gender Men as Critical Agents of Change* (Special Report No. 340) (p. 12). Washington, D.C.: United States Institute of Peace. Retrieved from <http://www.usip.org/sites/default/files/SR340.pdf>
- Volkan, V. D. (1998a). Chosen Trauma: Unresolved Mourning. In *Bloodlines: from ethnic pride to ethnic terrorism* (pp. 36–49). Boulder, Colo: Westview Press.
- Volkan, V. D. (1998b). Ethnic Tents: Descriptions of Large-Group Identities. In *Bloodlines: from ethnic pride to ethnic terrorism* (pp. 19–29). Boulder, Colo: Westview Press.

### ***Interesting Videos***

<http://video.pbs.org/video/2365519134/> - 1913: Seeds of Conflict

<https://www.youtube.com/watch?v=q4Bn52yuKy4> – Conflict Theory

### **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 Oberlies ([moberlie@gmu.edu](mailto:moberlie@gmu.edu)). Feel free to contact her with specific questions about holdings, research or other questions re: library contacts or materials.