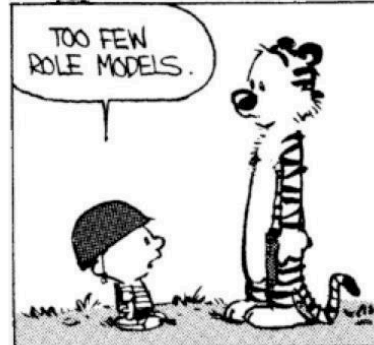


**CONF 340
Global Conflict Analysis and Resolution**



Class Days: Tuesday & Thursday
Class Times: 10:30-11:45am
Classroom: Robinson Hall A111
Email: pfirchow@gmu.edu

Office Hours: Tuesdays 12:30 to 2:30pm
or by appointment
Office Location: 116 Northeast Module II

Discussion Section Instructors: Nilofar Sakhi, nsakhi2@gmu.edu & Wilfredo M Torres, wtorres@gmu.edu

Course Description

Conflict is an inevitable part of human life, which often arises from situations of structural or cultural violence. Yet, it is through conflict that social, political and economic change happens, sometimes resulting in more favorable conditions for human wellbeing and prosperity. But conflicts can also be unproductive, violent and destructive. This is true of conflicts at all levels, whether they are interpersonal, intergroup or international.

This course explores the sources of conflict at a global level as well as the ways in which conflict may be transformed to benefit people and societies, paying special attention to the role of power and culture in shaping conflict and in attending to its transformation. It takes a cross-disciplinary approach to exploring and understanding global conflict analysis and resolution. Drawing on literature and research from the fields of peace studies, international relations and political science, law, psychology, sociology, and anthropology, Conflict Resolution equips students with the tools of analysis necessary for engaging conflict constructively and nonviolently, and for developing appropriate peacebuilding strategies. We will examine the causes, patterns and dynamics of various forms of violence, including 'direct' and 'structural violence,' as well as the tools available to promote peace and justice. We will draw on the contributions and findings of various academic disciplines and the best practices of experts in modern peace research. We will

also carefully reflect on how insiders and outsiders to a violent conflict can build stable peace by analyzing the practices of advocates and activists.

Course Objectives

- To help familiarize students with conflict & peace theories, terminology and concepts associated with global conflict resolution
- To help students think critically and analytically about intrastate and interstate conflicts in different regions and contexts
- To increase understanding of various approaches to analyze conflicts
- To acquire the foundational knowledge about the international community's role in peacebuilding and be able to apply it to contemporary conflicts
- To clarify the extent to which fundamental human rights and one's own values are being realized or denied by human and state conduct
- To provide students with some inspiration and models for taking action to build a more peaceful and just future

Evaluation

Course Requirements

1. *Class participation* (10%)
2. *Blackboard Discussion Board* (20%) – Tuesdays by midnight
3. *Midterm exam* (20%) – September 30th
4. *Case Study Paper* (20%) – November 3rd
5. *Final exam* (30%) – December 1st

Assignments are due on BLACKBOARD by midnight on the due date (unless otherwise instructed). Undocumented excuses will not be accepted. All submissions will be checked by SafeAssign – Blackboard's plagiarism detection software.

Grades and Grading

A Given for work that meets all expectations: shows creative and original thinking, is well organized and clearly written without grammatical and spelling errors, and demonstrates rigorous reading and reflection of assignments.

B Given for work that meets most expectations: good work with a strong argument, sound organization and solid writing.

C Given for work that meets some expectations: the work satisfies the assignment, but offers a more limited analysis and grasp of material explored in the course.

D Given for work that does not meet expectations: inability to engage with concepts and theories discussed in class and in readings, but reflects a certain degree of participation and effort to learn.

CONF 340 – Fall 2015

F Given for work that is unacceptable and/or incomplete: no degree of participation and effort to learn material, inability to engage with the concepts and theories learned in class and readings, difficulty writing a comprehensible assignment.

Late Work: Class assignments that are submitted late will be penalized by half a grade for each day they are late (e.g. B instead of B+). Please email Professor Firchow if you have a **documented** personal illness with scanned documentation of your illness or official documentation from the GMU Office of Disability Services. **Undocumented excuses will not be accepted.**

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. Please save and upload your papers and exams to blackboard with your student ID number and country case study name (when appropriate).

Sources should be cited using a single standard academic citation format (**either APA or Chicago**) and papers must include a bibliography. Wikipedia is not an appropriate source for academic paper writing. Your papers should cite primarily academic journals and books, although occasional inclusion of online newspapers is acceptable.

Chicago Style Manual:

http://www.chicagomanualofstyle.org/tools_citationguide.html

APA Style Manual:

<http://www.apastyle.org>

Required Course Materials (available at the GMU bookstore or online)

Ramsbotham, O., Woodhouse, T. and Miall, H. 2011 (3rd edition). Contemporary Conflict Resolution. Cambridge: Polity Press. (Noted as CCR below)

Academic Honesty

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.

Plagiarism is a serious offense, and all written work for this course should include proper citations in a standard citation format (either APA or Chicago). *If you are unsure about how to*

Firchow

CONF 340 – Fall 2015

cite a direct quotation or concept from course or outside readings, then ask for help. “I wasn’t sure how to cite a source, so I left out the reference,” is not an acceptable defense for plagiarism. Copies of common style manuals are available at the GMU library reference desk or online at <http://library.duke.edu/research/citing/workscited/>

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 study with others for open book exams, but do not copy and paste your answers. **All of your work in this class will be checked by SafeAssign, Blackboard’s plagiarism detection software.** You may not submit papers or presentations from other courses to fulfill assignments for this class.

Student Resources

The Writing Center

The Writing Center is a free writing resource that offers individual, group, and online tutoring. For general questions and comments, please visit <http://writingcenter.gmu.edu/> or e-mail wcenter@gmu.edu or call 703-993-4491.

For further help with writing and formatting, you can use these websites:

Indiana University – <http://www.indiana.edu/~wts/pamphlets.shtml>

Purdue Online Writing Lab - <http://owl.english.purdue.edu/owl/resource/557/01/>

Oatmeal Guide to Spelling - <http://theoatmeal.com/comics/misspelling>

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.

<http://ods.gmu.edu/>

Classroom Expectations

A course about peace and war inevitably involves disagreement. In this course we will practice and model ways of nonviolently discussing and debating values and ideas while simultaneously practicing respect for diversity, whether of background, perspective, values, or experiences. You will undoubtedly disagree with some ideas or perspectives in the assigned readings or with the opinions of the course instructor or your fellow students. This is a good thing, as it stimulates vigorous discussion and debate and encourages each of us to clarify our own values, thinking, and justification, and their consequences. Everyone has a legitimate opinion, and disagreement is not an excuse to remain silent or to be rude or disrespectful. My expectation is that everyone in the course will participate and will treat all others in the course with respect.

Additionally, to be courteous to others, including the instructor, you must be on time for class and *turn off all cell phones*. No texting or use of phones during class. Use of computers

Firchow

during class for purposes other than note taking is *not allowed*, unless otherwise instructed by the professor.

Class Time

Lectures will meet on Tuesdays from 10:30 AM until 11:45 AM in Robinson Hall A111 and will be followed by office hours with Professor Firchow. In lecture, Professor Firchow will introduce the main concepts and questions in the week's readings. Discussion sections (labeled "recitation sections" in *Patriot Web*) will meet on Thursdays from 10:30 AM until 11:45 AM. Your discussion leaders are S-CAR PhD students and we will work together closely as a team to prepare each week's teaching plan. In discussion sections, teaching assistants will fill in key details not covered in lecture through hands-on-learning and in-depth class discussion. Please make sure to check on *Patriot Web* for the location of your section meeting.

Attendance for lectures and recitation sections is mandatory. After the first undocumented absence, each subsequent undocumented absence will lower your participation grade by one grade (e.g. B instead of A). Please make sure you arrive on time and prepared for class. Chronic tardiness will result in a lower final grade for this class.

Course Schedule and Assignments

Week One, September 1 & 3: Introduction & Organization

Organization of the course, assignments, expectations and getting to know your classmates and sections

- Peter Lawler. 2013. "Peace Studies." In *Security Studies*, ed. Paul D. Williams. Abingdon, Oxon: Routledge: 77-89.
- Christopher Miller and Mary King. 2005. A Glossary of Terms and Concepts in Peace and Conflict Studies, Second Edition. <https://www.upeace.org/pdf/glossaryv2.pdf>

Week Two, September 8 & 10: Theoretical Approaches to Peace

- CCR, Chapters 1 & 19
- Kant, Immanuel. Excerpts from *Perpetual Peace*. https://slought.org/media/files/perpetual_peace.pdf
- Russett, Bruce and John Oneal. 2000. *Triangulating Peace*. The Norton Series in World Politics: 15-42.

Week Three, September 15 & 17: Theoretical Approaches to War

- Carolyn Nordstrom. 1992. The Backyard Front. In Carolyn Nordstrom and JoAnn Martin, *The Paths to Domination, Resistance, and Terror*. Berkeley: University of California Press.
- Peter Coleman. 2006. "Intractable Conflicts." In *The Handbook of Conflict Resolution*, eds. M. Deutsch, P. Coleman, E. Marcus. Jossey Bass, 2nd Edition: 533-560.

CONF 340 – Fall 2015

- Paul Collier and Anke Hoeffler. 2002. *Greed and Grievance in Civil War*. http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2000/06/17/000094946_00060205420011/Rendered/PDF/multi_page.pdf
- Margaret Mead. 2004. “Warfare is Only an Invention – Not a Biological Necessity.” In *Anthropologists in the Public Sphere*, ed. Roberto Gonzalez. Austin, Texas: University of Texas Press: 26-33.

Week Four, September 22 & 24: Is War on the Decline?

- CCR, Chapter 3
- *Human Security Report 2013*. Pgs. 1-49
- Tanisha Fazal. Is War on the Decline? *IPI Global Observatory*, November 4, 2014
<http://theglobalobservatory.org/2014/11/%C2%AD%C2%AD%C2%AD%C2%ADis-war-in-decline/>

Week Five, September 29 & October 1: Civil Resistance and the Dynamics of Nonviolent Movements

- Erica Chenoweth. Think Again: Nonviolent Resistance. *Foreign Policy*, August 24, 2011.
- Ackerman, Peter and Hardy Merriman. “Checklist for Ending Tyranny.” In *Is Authoritarianism Staging a Comeback?* edited by Mathew Burrows and Maria J. Stephan, 63-80. Washington, DC: The Atlantic Council, 2015.
- Gene Sharp. 2013. *How Nonviolent Struggle Works*, Part II: The Methods of Nonviolent Action: 21-43.

Week Six, September 30 & October 2: **Midterm**

No class on October 2nd

Week Seven, October 6 & 8: Conflict Management (Peacekeeping)

- CCR, Chapters 6 & 14
- Bellamy, Alex J. “The Responsibility to Protect” In *Security Studies*, ed. Paul D. Williams. Abingdon, Oxon: Routledge, 2013.
- Desforges, Alison. 1999. *Leave None to Tell the Story*. Human Rights Watch, pgs. 595-635
<http://www.hrw.org/reports/pdfs/r/rwanda/rwanda993.pdf>

Midterm Evaluations

Week Eight, October 15: Humanitarianism & Refugees

No Class October 13th in observance of Columbus Day

- Salehyan, Idean and Kristian Skrede Gleditsch. 2006. Refugees and the Spread of Civil War. *International Organization*, Vol. 60, No. 2: 335-366.
- Michael Barnett. 2013. *Empire of Humanity: A History of Humanitarianism*. Cornell University Press: 1-19

Week Nine, October 20 & 22: Gender, Violence and Peace

- CCR, Chapter 13
- Kimberly Theidon & Kelly Phenicie. 2011. *Gender, Conflict and Peacebuilding*. United States Institute for Peace.
<http://www.usip.org/sites/default/files/Gender%20conflict%20and%20peacebuilding.pdf>
- Sandra Cheldelin. 2011. Victims of Rape and Gendercide: All Wars. In *Women Waging War and Peace*: pgs.12-37.

Week Ten, October 27 & 29: Peacemaking & Peace Accords

- CCR, Chapter 7
- Kara Ellerby. 2013. (En)gendered Security? The Complexities of Women's Inclusion in Peace Processes. *International Interactions: Empirical and Theoretical Research in International Relations*, Volume 39, Issue 4: 435-460
- Thania Paffenholz. 2015 'Results on Women and Gender' Briefing Paper. Centre on Conflict, Development and Peacebuilding. Geneva: The Graduate Institute of International and Development Studies
<http://graduateinstitute.ch/files/live/sites/iheid/files/sites/ccdp/shared/Docs/Publications/briefingpaperbroad-er%20participation.pdf>

Week Eleven, November 3 & 5: Case Study: Colombia

Case Study Paper Due November 3

- Virginia Bouvier, ed (2009). *Colombia: Building peace in a time of war*. US Institute of Peace Press. Chapters 1, 3 and 6.
- Pamina Firchow. 2013. Must our Communities Bleed to Receive Social Services? Development Projects and Collective Reparations Schemes in Colombia. *Journal of Peacebuilding & Development*, 8:3, 50-63.

Week Twelve, November 10 & 12: Peacebuilding & Conflict Prevention

- CCR, Chapters 5 & 9
- Selected Definitions of Peacebuilding:
<http://www.allianceforpeacebuilding.org/2013/08/selected-definitions-of-peacebuilding/>
- Severinne Autessere. 2014. *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention*. Cambridge University Press: pgs. 1-56
- Andrew Mack. July 10, 2015. *Why the UN Sucks at Conflict Prevention*.
<http://politicalviolenceataglance.org/2015/07/10/why-the-un-sucks-at-conflict-prevention/>

Week Twelve, November 10 & 12: Human Security

- Kevin Avruch and Christopher Mitchell. 2014. *Conflict Resolution and Human Needs: Linking Theory to Practice*, pgs. 1-21.
- Paris, R. (2001). Human security: Paradigm shift or hot air?. *International security*, 26(2), 87-102.

CONF 340 – Fall 2015

- Alpaslan Özerdem. 2013. “Disarmament, Demobilization and Reintegration.” In Roger Mac Ginty, *Routledge Handbook of Peacebuilding*.
- Christopher Holshek. 2014. “People Power: The United States has the blueprint for a smarter way to make peace. Now it has to use it.” *Foreign Policy*

Week Thirteen, November 17 & 19: Human Rights and Reconciliation

- CCR, Chapter 10
- *Do We Need the International Criminal Court?* December 11, 2014. New York Times Global Debates. <http://www.nytimes.com/roomfordebate/2014/12/11/do-we-need-the-international-criminal-court>
- John Paul Lederach. 1997. *Building Peace. Sustainable Reconciliation in Divided Societies*. Washington DC: USIP: pgs. 19-37.
- John Paul Lederach. *Defining Conflict Transformation*, <http://www.restorativejustice.org/10fulltext/lederach>

Week Fourteen, November 24: Recap

No Class November 26th – Happy Thanksgiving!

Week Fifteen, December 1 & 3: **Final Exam**

No Class December 3rd

Week Sixteen, December 8 & 10: Innovations in Conflict Resolution

- CCR, Chapter 17
- *The Impact of New Media on Peacebuilding and Conflict Management*. United States Institute for Peace. http://www.usip.org/sites/default/files/academy/NPEC/studyguide/studyguide_newmedia.pdf
- TBA