

## **Conflict 601 -- Theories of Conflict and Conflict Resolution FALL 2015**

### **School for Conflict Analysis and Resolution -- George Mason University**

**Time:** Tuesdays, 7:20-10 p.m.

**Room:** Founders Hall 312

**Professor:** Dr. Cathryn Thurston

### **Course Objectives**

CONF 601 is designed to explore a wide range of conceptual frameworks for analyzing and resolving social conflict. The objectives include:

- Examining and critiquing social theories that may prove useful in analyzing various types of social conflict;
- Evaluating the usefulness of these social theories by applying them to specific conflict situations;
- Assisting students to become better critics of conflict-related theories and more acute conflict analysts; and
- Enabling students to develop their own abilities to construct useful theories of conflict and conflict resolution.

### **Course Concept**

This class presents core approaches in conflict analysis and resolution and the foundational social theory that underpins conflict analysis and resolution and related fields. Many readings may offer arguments that you will have strong reactions to, whether positive or negative. That is intentional in the class design. *In addition*, students are expected to follow and critically examine media reports on current events related to social conflict, for they will be discussed in class to supplement the assigned reading materials.

### **Course Materials**

Required Book: Avruch, Kevin. 2013. *Context and Pretext in Conflict Resolution: Culture, Identity, Power, and Practice*. Boulder: Paradigm Press.

Newspaper Reading: Please plan to read daily the *Washington Post*, *New York Times*, or another internationally substantial newspaper.

Other required readings will be available on the Blackboard site.

## SYLLABUS CONF 601.002 THURSTON

There are also readings marked “suggested readings” on the syllabus; these are not required, but students who wish to gain more background knowledge are encouraged to read them.

### BOOK REPORT BOOKS

1. Ackerman, Peter and Christopher Krueger. *Strategic nonviolent Conflict: the dynamics of people power in the twentieth century*
2. Avruch, Kevin. *Culture and Conflict Resolution*
3. Baert, Patrick. *Social Theory in the Twentieth Century*
4. Beah, Ishmael, *A long way gone: Memoirs of a boy soldier*
5. Brams, Steven. *Theory of Moves*
6. Burton, John 1997. *Violence Explained: The Sources of Conflict, Violence and Crime and Their Provention.*
7. Coser, Lewis. *The Functions of Social Conflict, 1956*
8. Fry, Douglas. *Beyond War: The Human Potential for Peace 2007.*
9. Gleick, James. *Chaos: Making a New Science*
10. Hall, Edward T. *Beyond Culture*
11. Harris, Marvin. *Theories of Culture in Postmodern Times*
12. Hatzfeld, Jean. *Machete Season: The Killers in Rwanda Speak*
13. Herman, Judith. *Trauma and Recovery: the aftermath of violence---from domestic abuse to political terror*
14. Hollis, Martin. *The philosophy of Social Science*
15. Janis, Irving. *Groupthink: Psychological Studies of Policy Decisions and Fiascoes*
16. Richmond, Oliver. *A Post-Liberal Peace*
17. Ross, Marc Howard. *Culture of Conflict*
18. Sageman, Marc. *Understanding Terror Networks*
19. Snow, C.P. *The Two Cultures*
20. Volkan, Vamik. *Bloodlines: From Ethnic Pride to Ethnic Terrorism*
21. Wilson, Edward O. *Consilience*
22. Wilson, Edward O. *The Social Conquest of Earth*
23. Zimbardo, Philip, *The Lucifer Effect: Understanding How Good People Turn Evil*

### **Course Requirements**

**Attendance and Participation (20%).** In order to receive a passing grade, it is necessary to attend classes and to come to class prepared to discuss the week’s reading. If you think you might miss more than 3 classes due to work or travel, you might want to take the class some other time. Discussion is critical to student learning and to exhibit application of theories from the reading. This includes preparing responses to discussion questions and helping to carry the discussion and engaging class members in discussions about the assigned readings. You can also participate by asking questions, circulating emails, organizing study groups, exchanging writing, preparing summaries and making class presentations on reading assignments and/or introducing new ideas and resources. Please refer to the attendance policy in the *Class policies and procedures* section.

## SYLLABUS CONF 601.002 THURSTON

**Summarize a News Article on a Contemporary Conflict (10%).** Choose a conflict that you found in the news. Briefly summarize the conflict and the article and talk about the possible theory or theories at work in the discussion of the conflict.

**NEWS ARTICLE FORMAT:** The summary should be no more than 2 pages (normal margins 12 point font, single spaced) and should include the following: description of the conflict, the author's view of why the conflict is occurring, your own analysis of why the conflict is occurring based on class readings. Cite the news article and any class readings.

**Book Report (10%).** Each student will write a report that summarizes key concepts in their chosen book (no more than 2 pages single spaced).

**BOOK REPORT FORMAT:** The report should be no more than 2 pages (normal margins 12 point font, single spaced) and should include the following: a full bibliographic citation for the book, a brief paragraph on the author, each chapter title and a brief summary of each chapter, brief paragraph on why the book is important to conflict resolution.

**Mid-Term Take Home Exam (30%).** You will have a choice to answer 2 out of 4 questions.

**Final Take Home Exam (30%).** You will have a choice to answer 2 out of 4 questions.

## Class Policies and Procedures

**Late Papers:** I will take off 5% of a grade for each day an assignment is late. For example, if an assignment is 2 days late, I will take off 10% from your total grade on the paper. I will accept late papers via email and log it according to the "received" date on the email. I am not responsible if your email is not working for the simple reason that I cannot grade a paper that I do not have. So if you email a late paper to me, you should request a return email from me acknowledging that I have received the late paper.

**Incomplete Grades:** Incompletes will not be granted except in cases of personal or immediate family illness or emergency that will take the student out of class for at least three weeks during the semester. Please note that it is S-CAR policy to refuse to grant grades of Incomplete for reasons other than documented medical or family emergencies.

**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 [oai.gmu.edu](http://oai.gmu.edu). All violations of the Honor Code will be reported to the Honor Committee for review. The principle of academic integrity is taken very seriously and violations are treated gravely. 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.

## SYLLABUS CONF 601.002 THURSTON

Plagiarism Policy: 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 plagiarism-detection 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. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), please ask for guidance and clarification.

Class Communication: All class communication will be conducted via GMU email and Blackboard. All papers will be handed in electronically via GMU email. Students are responsible for keeping up to date with announcements and assignments.

Electronics in Class. Laptops may be useful to have in class for certain tasks. If you are used to taking notes on your laptop, please feel free. However, please respect the professor and your fellow students and do not abuse your time spent in class playing games, checking email, or surfing the web. If laptops become disruptive, I will ban them for the rest of the semester. Please turn off cell phones and leave them in your bag. We will have breaks where you can check your phone messages.

Attendance Policy: Attendance is critical. It is the student's responsibility to keep track of absences. **There are no excused absences. If you do not attend class, for any reason, you will lose 5% of your participation grade.** This includes sickness, job responsibilities, emergencies, etc. If you are prevented from attending class, you should let the professor know ahead of time when possible and contact a group member to find out what you missed. You are responsible for all announcements, assignments, and date changes made in class and for all material covered in class even if you are not there. If you cannot attend a class when an assignment is due, please contact the professor 24 hrs in advance (when possible), and email your assignment before midnight on Tuesday.

Writing Expectations. In general, students with poor writing skills do poorly in this class. Graduate level prose is required in all papers, including proper citation of sources (see plagiarism policy above). This class is very demanding in terms of reading and understanding material. If you receive a "C" on a paper, you are required to meet with the professor during office hours either the following week or by appointment within 10 days of receiving the unsatisfactory grade to review your paper. Remember that a "C" at GMU is considered "unsatisfactory" and two "C" final grades will result in academic probation. There will be no extra credit assigned or granted to compensate for an unsatisfactory grade received in the class on a regular assignment. It is simply not fair to the rest of the class.

Office of Disability Services: If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

## **SYLLABUS CONF 601.002 THURSTON**

Library Services: The School for Conflict Analysis and Resolution library liaison is Mary Oberlies (moberlie@gmu.edu). Do not hesitate to contact her with specific questions about databases and library research strategies.

English Language Institute: The English Language Institute offers free English language tutoring and other support services to non-native English speaking students. For more information visit the ELI's website at: <https://eli.gmu.edu/about/eli-support-services/>

The Writing Center: The Writing Center is a free writing resource that offers individual, group, and online tutoring. For more information, visit the Writing Center's website at:

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

Counseling and Psychological Services (CAPS): (703) 993-2380; <http://caps.gmu.edu>

University Policies: The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

S-CAR Activities: S-CAR hosts a variety of activities during the semester, such as films, talks, seminars, and social events. You are encouraged to attend these and to offer reflections on them in class and/or on our Blackboard site. Welcome!

**SYLLABUS CONF 601.002 THURSTON**

Grading Rubric: The following rubric is used for grading all papers and presentations.

<b>Grading Category</b>	<b>Grade</b>	<b>Notes</b>
appropriate theories used, described and assessed		Describes each theory and how it works clearly and concisely. Figures and Tables are referred to in the text and also include source citation. Includes a short paragraph assessing the usefulness of each theory to understanding the conflict
Analysis of the conflict itself		Paper focuses on the author's own analysis stated clearly up front and then backed up with carefully chosen evidence from reliable sources.
Overall flow of paper—well written		Paper is easy to read in clear professional or academic prose and includes: section headings, short intro and summarizing paragraphs for each section, clearly stated argument throughout, quotes and citations used sparingly as evidence. <u>Avoids</u> long paragraphs filled with lists of facts and avoids citations for every single sentence.
Correct grammar		No grammatical mistakes. No proofreading errors. Uses punctuation correctly. Five or more mistakes will result in a zero score on this element.
Correct citations		Uses correct citation format and correctly cites sources. Includes footnotes or endnotes, as well as a works cited section at the end. 5 or more mistakes or omissions will result in a zero score on this element.
Total:		

## Schedule of Classes and Readings

### Class 1 (Sept 1): Introduction

**Discussion:** Overview of the Class, Theories on the Source of Conflict

### Class 2 (Sept 8): IR Theory: Realism and Liberalism

Waltz, “Structural Realism after the Cold War”

Kant, “Perpetual Peace”

Doyle, “Three Pillars of Liberal Peace”

Morgenthau, “A Realist Theory of International Politics”

Elman and Jensen “Realisms”

Navari, “Liberalisms”

2015 National Security Strategy of the United States of America:

[https://www.whitehouse.gov/sites/default/files/docs/2015\\_national\\_security\\_strategy.pdf](https://www.whitehouse.gov/sites/default/files/docs/2015_national_security_strategy.pdf)

### Class 3 (Sept 15): Globalization

Karl Marx and Friedrich Engels, *The Communist Manifesto*

Wallerstein, Immanuel. “The Three Instances of Hegemony in the History of the Capitalist World Economy” *International Journal of Comparative Sociology* Jan-Apr 1983, pp. 100-108

Kellner, Douglas, “Theorizing Globalization” *Sociological Theory*, Nov 2002

Karen Ballentine and Heiko Nitzschke, *The Political Economy of Civil War and Conflict Transformation*, available at

[http://www.berghofhandbook.net/articles/BHDS3\\_BallentineNitzschke230305.pdf](http://www.berghofhandbook.net/articles/BHDS3_BallentineNitzschke230305.pdf)

Collier, “Economic Causes of Civil Conflict and Their Implications for Policy”

<http://web.worldbank.org/archive/website01241/WEB/IMAGES/ECONONML.PDF>

## SYLLABUS CONF 601.002 THURSTON

Severine Autesserre, 2009. "Hobbes and the Congo—Frames, Local Violence, and International Intervention (2003-2006)," *International Organization* 63(2): 249-280.

### **Class 4 (Sept 22): Theories of Individual Characteristics --Causes of Conflict**

**NOTE:** The class will be divided up into groups to cover the following readings.

#### ***Psycho-analytic – Cognitive Dissonance, Fundamental Attribution Error***

Freud, "Thoughts for the Times on War and Death" <http://www.freud.org.uk/file-uploads/files/THOUGHTS%20FOR%20THE%20TIMES%20ON%20WAR%20AND%20DEATH%202002.pdf>

MacNair, Rachel. "The Psychological Causes of Violence" in *The Psychology of Peace: An Introduction*, Westport, CT: Praeger, 2003 pp. 1-30

Mitchell, Chris "Chapter 4: Psychological Dimensions of Conflict" and "Chapter 5: Perceptions During Conflict" in *The Structure of International Conflict*, New York, NY: St. Martin's Press, 1981

#### ***Socio-Biological – Fight vs. Flight, Chaos***

Charles Darwin, "Struggle for Existence" in *On the Origin of Species* (London, England: John Murray, 1859) <http://literature.org/authors/darwin-charles/the-origin-of-species/chapter-03.html>

Symposium on the Frustration-Aggression Hypothesis, *Psychological Review*, 48, 337-366. <http://psychclassics.yorku.ca/FrustAgg/index.htm>

Sapolsky, "A Natural History of Peace." In *Foreign Affairs*. Jan/Feb, 2006.

Edward O. Wilson *The Social Conquest of Earth*

James Gleick, *Chaos: Making a New Science*

#### ***Individual Needs***

A. H. Maslow, "A Theory of Human Motivation" *Psychological Review* 50 (4) (1943) 370–96

Burton, John 1997. *Violence Explained: The Sources of Conflict, Violence and Crime and Their Prevention*. Manchester: Manchester University Press



## SYLLABUS CONF 601.002 THURSTON

Richard Rubenstein, "Basic Human Needs: Steps Toward Further Theory Development,"  
[www.gmu.edu/academic/ijps/vol6\\_1/Rubenstein.htm](http://www.gmu.edu/academic/ijps/vol6_1/Rubenstein.htm)

Burton, John. "Where Do We Go From Here?"  
[http://www.gmu.edu/programs/icar/ijps/vol6\\_1/cover6\\_1.htm](http://www.gmu.edu/programs/icar/ijps/vol6_1/cover6_1.htm)

Reimann, "'All You *Need* is Love'...And What About *Gender*?"  
<http://www.brad.ac.uk/acad/confres/assets/ccr10.pdf>

### ***Trauma***

Herman, Judith. *Trauma and Recovery: the aftermath of violence---from domestic abuse to political terror*

Volkan, Vamik. *Bloodlines: From Ethnic Pride to Ethnic Terrorism*

Christie, "Guarding the Truth" *Wash Post Magazine*

Huffington Post series on "Moral Injury"  
<http://projects.huffingtonpost.com/moral-injury/the-grunts>

## **Class 5 (Sept 29): Theories of Social Interaction -- Intra and Intergroup Psychological Sources of Conflict**

**Required Reading for EVERYONE:** Galtung, "Violence, Peace, and Peace Research"

<b>NOTE:</b> The class will be divided up into groups to cover the following readings.
--

### ***Social Psychiatry***

Harry Stack Sullivan-- [https://en.wikipedia.org/wiki/Harry\\_Stack\\_Sullivan](https://en.wikipedia.org/wiki/Harry_Stack_Sullivan)

Thomas Szasz, "The Myth of Mental Illness" <http://psychclassics.yorku.ca/Szasz/myth.htm>

Sageman, Marc. *Understanding Terror Networks*

Zimbardo, Philip, *The Lucifer Effect: Understanding How Good People Turn Evil*

Hatzfeld, Jean. *Machete Season: The Killers in Rwanda Speak*

Beah, Ishmael, *A long way gone: Memoirs of a boy soldier*

## SYLLABUS CONF 601.002 THURSTON

### *Social Psychology*

Kelman, "A Social-Psychological Approach to Conflict Analysis and Resolution."

Tajfel, Henri. "Experiments in Intergroup Discrimination"

Sharif, Robbers Cave Experiment –look up accounts of the experiment online

Janis, Irving. *Groupthink: Psychological Studies of Policy Decisions and Fiascoes*

### *Relative Deprivation*

Gurr, "Relative Deprivation and the Impetus to Violence"

### *Functional Conflict*

Read about Lewis Coser online

Coser, Lewis. *The Functions of Social Conflict*, New York, NY: The Free Press, 1956

### *Culture and Communication*

Avruch, Kevin. "Introduction" in *Context and Pretext in Conflict Resolution*, pp. 3-20

Augsburger, "Honor and Face"

Hall, Edward T. *Beyond Culture*

Avruch, Kevin. *Culture and Conflict Resolution*

## **Class 6 (Oct 6): Social Identity and Intersectionality**

Avruch, Kevin. "Constructing Identity" in *Context and Pretext in Conflict Resolution*, pp. 51-63

Tajfel, H. & Turner, J. C. (1979). "An Integrative Theory of Intergroup Conflict". In W. G. Austin & S. Worchel (Eds.), *The Social Psychology of Intergroup Relations*. Monterey, CA: Brooks-Cole

## SYLLABUS CONF 601.002 THURSTON

Benedict Anderson, *Imagined Communities* (Verso, 2006), Ch. 1: Intro AND Chapter 2 Cultural Roots. pp. 1-36

Korostelina, Karina. "Social Identity as Social Phenomenon and Scientific Concept" In *Social Identity and Conflict*. New York: Palgrave, 2007. pp. 15-32

### **Class 7 (Oct 13—COLUMBUS DAY BREAK)**

<b>NOTE: MIDTERM DUE ON Tuesday, Oct. 13 via email</b>
--

### **Class 8 (Oct 20) OCTOBER 14: Theories of Cooperation**

Boulding, Elise. Overview and Chapter 1: History at Sword's Point, and Chapter 2: The Passion for Utopia in *Cultures of Peace, The hidden side of history*, Syracuse, NY: Syracuse University Press, 2000, pp. 1-28 and 29-55

MacNair, Rachel, "Chapter 3: Psychological Causes of Nonviolence," in *The Psychology of Peace: An Introduction*, Westport, CT: Praeger, 2003 pp. 57-86

Korac, "Gender, Conflict, and Social Capital: Bonding and Bridging in War in the former Yugoslavia" in Cox, Michaelene (ed.) *Social Capital and Peace-Building: Creating and Resolving Conflict with Trust and Social Networks*. London: Routledge. pp. 107-121, 2008.  
<http://roar.uel.ac.uk/667/1/Korac,%20M%20%282008%29%20Social%20Capital%20pp%20107-21.pdf>

Fry, Douglas. *Beyond War: The Human Potential for Peace* (Oxford 2007).

### **Class 9 (Oct 27) Power/Knowledge**

<b>NOTE: We will divide up Lukes and Radke/Stam and each take a chapter. You will need to visit the Arlington Campus Library Reserves to copy your chapter</b>
--

Avruch, Kevin. "Chapter 9: Conflict Resolution and the Dilemma of Power," pp. 141-183

Lukes, Steven, Ed. *Power*. (1986) (we will divide this book up and each take a chapter) ON RESERVE ARLINGTON CAMPUS

Radke, H. Lorraine and Henderikus J. Stam. *Power/Gender* (1995) (we will divide this book up and each take a chapter) ON RESERVE ARLINGTON CAMPUS

## SYLLABUS CONF 601.002 THURSTON

Young, "The Logic of Masculinist Protection: Reflections on the Current Security State." *Journal of Women in Culture and Society* 2003, vol. 29, no. 1.

### **Class 10 (Nov 3) Conflict Resolution and Social Change**

Mitchell, Christopher, 2006. "Conflict, Social Change and Conflict Resolution: An Enquiry." Berghof Handbook Dialogue No. 5. Available at: [http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Dialogue\\_Chapters/dialogue5\\_mitchell\\_lead-1.pdf](http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Dialogue_Chapters/dialogue5_mitchell_lead-1.pdf)

Jabri, Vivienne, 2006. "Revisiting Change and Conflict: On Underlying Assumptions and the De-Politicization of Conflict Resolution." Berghof Handbook Dialogue No. 5 Available at: [http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Dialogue\\_Chapters/dialogue5\\_jabri\\_comm.pdf](http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Dialogue_Chapters/dialogue5_jabri_comm.pdf)

Mitchell, Christopher, 2006. "Conflict Analysis, Conflict Resolution and "Politics." Berghof Handbook Dialogue No. 5. Available at: [http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Dialogue\\_Chapters/dialogue5\\_mitchell\\_resp.pdf](http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Dialogue_Chapters/dialogue5_mitchell_resp.pdf)

### **Class 11 (Nov 10) Culture and Meaning**

Avruch, Kevin, 2012. *Context and Pretext in Conflict Resolution: Culture, Identity, Power and Practice*. NY: Paradigm Publishers. (Chapter 1-3, pp. 3-55, Chapter 6, pp. 81-95).

Geertz, "Thick Description: Toward an Interpretive Theory of Culture"  
[http://www.sociosite.net/topics/texts/Geertz\\_Thick\\_Description.php](http://www.sociosite.net/topics/texts/Geertz_Thick_Description.php)

Merry, Sally 2003. "Human Rights Law and the Demonization of Culture (And Anthropology Along the Way)." *Political and Legal Anthropology Review* 26:1:55-77

Huntington, "The Clash of Civilizations?" *Foreign Affairs* 72, 1993. (available in JSTOR)

Said, "The Clash of Definitions"

### **Class 12 (Nov. 17) Five Minute Book Reviews---SEE LIST**

For this week, students will choose ONE book to read from the list at the beginning of this syllabus. We will spend the first hour of class in "book club discussion" where groups of 3-4

## SYLLABUS CONF 601.002 THURSTON

students will share ideas. Students will then report back to the group about the main ideas of the books, and the key questions it raises for conflict analysis and resolution.

**NOTE:** Bring 20 copies of your 2 page summary/Book Report to share with your classmates.

### **Class 13 (Nov. 24) Revolutions and Social Movements**

Roy, Beth, John Burdick, and Louis Kriesberg, 2010. "A Conversation Between Conflict Resolution and Social Movement Scholars." *Conflict Resolution Quarterly* 27(4): 347-368.

Browse these websites:

<https://www.nonviolent-conflict.org/>

<http://www.aeinstein.org/>

[https://en.wikipedia.org/wiki/Mothers\\_of\\_the\\_Plaza\\_de\\_Mayo](https://en.wikipedia.org/wiki/Mothers_of_the_Plaza_de_Mayo)

Boulding, Kenneth E. "Nonviolence and Power in the Twentieth Century" in Zunes, Stephen, Lester Kurtz and Sarah Beth Asher (Eds) *Nonviolent Social Movements: A Geographical Perspective*. Malden, MA: Blackwell 1999 pp. 9-17

McAllister, Pam. "You Can't Kill the Spirit: Women and Nonviolent Action" in Zunes, Stephen, Lester Kurtz and Sarah Beth Asher (Eds) *Nonviolent Social Movements: A Geographical Perspective*. Malden, MA: Blackwell 1999. pp. 18-36

### **Class 14 (Dec 1) Critical Reflective Practice**

Cole, Teju 2012. "The White Savior Industrial Complex." *The Atlantic*, March 21, 2012. Available at: <http://www.theatlantic.com/international/archive/2012/03/thewhite-savior-industrial-complex/254843/>

Fionnuala Ní Aoláin, 2009. "Women, Security and the Patriarchy of Internationalized Transitional Justice." *Human Right Quarterly* 31:1055-1085.

Richmond, Oliver 2011. "Critical agency, resistance and a post-colonial civil society." *Cooperation and Conflict* 46(4):419-440.

Lederach, John Paul 2012. "The Origins and Evolution of Infrastructures for Peace: A Personal Reflection." *Journal of Peacebuilding & Development* 7:3: 8- 13.

### **Class 15 (Dec. 8) Narrative**

Cobb, Sara 2013. *Speaking of Violence: The Politics and Poetics of Narrative in Conflict Resolution*. New York: Oxford University Press. Introduction and Chapter 1: Speaking of Violence 3-43

**SYLLABUS CONF 601.002 THURSTON**

John Winslade and Gerald Monk, 2000, *Narrative Mediation: A New Approach to Conflict Resolution*. San Francisco: Jossey-Bass. Read Chapter 1, "Narrative Mediation: What is It?" and Chapter 2, "Theoretical and Philosophical Issues in Narrative Mediation." 1-56

**FINAL EXAM DUE ON DEC. 15**