CONF 101.006: Conflict and Our World – Spring 2016

Time: Tuesday, 5:55 – 7:10pm
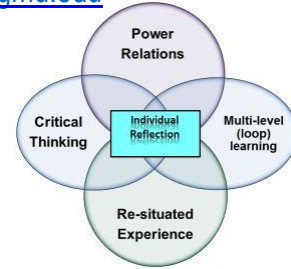
Location: Robinson B 220

Instructor: Edi Jurkovic

Contact Information: 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.

S-CAR's Mission:

At the School for Conflict Analysis and Resolution (S-CAR), the whole community of faculty, students, staff alumni and partners is committed to the development of theory, research, and practice that interrupt cycles of violence. S-CAR is an innovative academic resource for people and institutions worldwide. It comprises a community of scholars, graduate and undergraduate students, alumni, practitioners, and organizations in the field of peace making and conflict resolution. S-CAR is a Commonwealth Center for Excellence, recognized for its leadership in the field and its world-renowned faculty.

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:

Item	Points	Final Grade Value %
Assignments		
Short paper #1	100	10
Short paper #2	100	10
Short paper #3	100	10
ELAs' reflection paper	100	10
Peer Review	100	10
Final paper	100	30
Participation		
Class Preparation and Participation (includes possible blitz quiz-questions)	100	20
Total	**700**	**100**

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 Paper 1 – 2-3 pages (Chapter 1 Conflict) - February 4
2. Short Paper 2 – 2-3 pages - Total 5-6 p. (chapter 2 SPITCEROW) – March 3
3. Short paper 3 – 2-3 pages - Total 7-9 p. (chapter 3 Escalation and Gender) – April 7
4. ELAs' reflection paper 2-3 pages – April 19
5. Peer review of the final paper – April 28
6. Final paper – Total 8 - 10 pages (chapter 4 Third Parties and Resolution) – May 6

Detailed guidelines for these assignments will be provided in class. Students will submit their papers through Blackboard. All papers will be tested for plagiarism.

Grading Scale:

Cumulative %	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

School for Conflict Analysis and Resolution

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.

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.

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Detailed Course Schedule:

Month	Date	Activity	Class	Objectives
January	19&21		Course and Class Introductions - What is conflict? • *Pruitt and Kim, pp. 3-36*	• Syllabus • What is conflict • Types of conflict • Conditions that encourage conflict • Conflict and Social Identity
January	26&28		**Nature and sources of conflict I** - **Question for Short paper #1 provided** • *Nordstrom, "Deadly Myths of Aggression"* • *Mead, "Warfare is Only an Invention – Not a Biological Necessity"* • *Grossman, "On Killing"*	• Who goes to war • What is war and is it useful • Why humans are violent • Is Killing natural and why we do it • Who are participants in the conflict
February	2&4	**ELA & Short paper #1 Due**	**Nature and sources of conflict II** - **Experiential Learning Activity (ELA), "Mediated Perceptions"** • *Burton, "Needs Theory"* • *Volkan, "Ethic Tents" and "Chosen Trauma"*	• Role of Burton's Basic Human Needs • BHN and Universal Human Rights • Personal and group Identity and conflict • Trauma and perpetuated conflict • How we perceive things and how affect our understanding of the conflict and actions
February	9&11		**Nature and sources of conflict III** • *Collier, "Economic Causes of Civil Conflict…"* • *Galtung, "Violence, Peace and Peace Research"*	• Realist approach – cause of conflict • Nationalism, economy, resources.. • What are CAR approaches • BHN's, emotional, grievances • What is peace – negative and positive • Structural and direct violence

			• *Brown, "Ethnic Conflict and Civil Nationalism"*	
February	16&18		**Approaches to Analyzing Conflict I** - **Question for Short paper #2 provided** • *Pruitt and Kim, 37-120*	• CAR's tools (SPITCEROW, Conflict wheel…) • Nature of strategies in conflict • Escalation and tactics
February	Online class on 23 & 25		**Approaches to Analyzing Conflict II** • *Kriesberg, "Contemporary Conflict Resolution"* • *Pruitt and Kim, 120-188* **I am out of country, online class!**	• CAR through the time • Type of actors in CAR • Contentious tactics and escalations
March	1&3	**Short paper #2 due**	**Third Party Roles** • *Pruitt and Kim, 226-258* • *Dixon, "Third-Party Techniques…"*	• Conditions that encourage escalations • Entrapment and how to overcome it • What is the role of the third party • Alternative dispute resolutions
March	8&10		**Spring Break**	• Do not work too hard, and do not party too hard!
March	15&17		**Mediation and Interactive Problem Solving** • *Pruitt and Kim, 189-225* • *Zartman and Touval, "International Mediation"*	• Western approach to conflict resolution • Mediation and its usefulness • Role of mediators and facilitators • Usage of problem-solving workshops
March	22&24		**Gender, Conflict and Peacebuilding** - **Question for Short paper #3 provided**	• What is gender and why it is important for CAR

			- In-class film: "Pray the Devil Back to Hell" http://video.pbs.org/video/2155873888/ • *Cheldelin and Eliatamby, "Women Waging War and Peace"* • *Cheldelin, "Victims of Rape and Gendercide: All Wars."* • *Vess et al. "The Other Side of Gender …"*	• Gender and conflict • Rape as weapon of war • Trauma and healing and how it effect CAR • Role of women in conflict and post-conflict
March	29&31	**ELA 1**	**Peacebuilding I: Civil Society** - **Experiential Learning Activity 1 – Conflict mapping - *Liberia Case Study*** • *Barnes, "Weaving the Web"* • *Belloni, "Civil Society in War-to-Democracy Transitions"*	• What is civil society • Role of civil society in overall system • Role of civil society in conflict and post-conflict setting • Tools and capabilities of NGOs • Strengths and Limitations of NGOs
April	5&7	**Short paper #3 due**	**Peacebuilding II : Reconciliation** • *Lederach, "Reconciliation: The Building of Relationship"* • *Barsalou, "Trauma and Transitional Justice in Divided Societies"*	• What is CAR: art or science • Why reconciliation is important • How reconciliation can be achieved • Non-western approach to resolution • Traditional justice vs. western approach • How success can be defined
April	12&14	**ELA 2**	**Peacebuilding III : Statebuilding and Liberal Peace**	• Week – failed states • Intervention in post-conflict countries

			- **Experiential Learning Activity 2 – Designing an Intervention** • *Hampson and Mendeloff, "Intervention and the Nation-Building Debate",* • *Paris and Sisk, "Managing Contradictions: the Inherent Dilemmas of Postwar Statebuilding,"* • *OECD, "Principles For Good International Engagement In Fragile States & Situations"*	• Slow democratization vs fast democratization vs safety first • Approaches to state building • Dilemmas in democratization
April	19&21	**ELA reflecti on paper due**	**Peacebuilding IV: War and Peace** • *Ackerman and Duvall, "The American South: Campaign for Civil Rights"* • *Sharp, "Waging Nonviolent Struggle"* • *Martin Luther King, Jr., "Letter from Birmingham Jail," Available at:* http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html	• Role of civil right movement • Non-violent approach to conflict resolution • Strengths and weaknesses of Non-violence • Tools of non-violence • Examples of non-violent movements
April	26&28	**Last days of classes** **Peer review due**	**Integration: What have we learned? Where do we go from here?** **Peer review submitted**	• What we learned and what gaps need to be filled
May	6	**Final paper**	**Final paper submitted**	

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*—**3rd 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.

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- 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

- 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

http://www.aljazeera.com/programmes/witness/2011/10/20111012152024670219.html - Mato Oput
http://www.pbs.org/wnet/women-war-and-peace/for-educators/the-changing-face-of-war-video-segments - Gender

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). Feel free to contact her with specific questions about holdings, research or other questions re: library contacts or materials.