

CONF 101, Section 002
Conflict and Our World:
Introduction to Conflict Analysis and Resolution
Spring 2016

Instructor: Agnieszka Paczynska
Tuesdays, 1:30 pm-2:45 pm
Classroom: Music and Theatre Bldg
Room 1007

Email: apaczyns@gmu.edu
Office: Northeast Module II
Office Hours: Tuesdays, 11:45 am to
12:45 pm or by appointment

Recitation Sections

Thursdays days, 1:30 pm-2:45 am

Vigny S Nimuraba, email: vnimurab@gmu.edu (Robinson Hall A, room 250)

Montserrat López, email: mlopezsk@masonlive.gmu.edu (East Building, room 134)

Across all human societies, conflict is part of daily life. Sometimes it may be an annoyance, such as arguing with a sibling over the last cookie; sometimes it is more serious, such as the debate over gun control or immigration; and sometimes it is tragic, as in recent events in Darfur and Afghanistan. Conflict can be destructive, for example, when it damages relationships among neighbors or relatives or destroys homes and livelihoods. Conflict can also be constructive, as shown by the effects of civil rights demonstrations in the U.S. in the 1950s and 1960s or the Solidarity movement in Poland in the 1980s. Our increased interconnection as a global society has heightened the need for more attention to determining how humanity can deal with conflict productively.

This course introduces the interdisciplinary study of conflict analysis and resolution. We will examine how and why conflicts occur in human society, and what we can do to mitigate their destructive aspects while reinforcing their constructive potential. The course includes an overview of the field including the central approaches to analyzing conflict, an extended case study of a conflict, an examination of several forms of intervention, and finally a consideration of reconciliation and sustainable peacebuilding. We will highlight the societal, structural, and cultural factors that play a part in conflict and its resolution. At the end of the course, you should be able to analyze a conflict, appreciate the contextual factors that influence conflict, know the major conflict resolution techniques, and understand the complexity of the most pressing contemporary conflicts.

Attendance in both the lecture and recitation classes is not only mandatory but also crucial if you would like to succeed in this course. Some of the material will be discussed only in class and not in the readings. You should plan to complete the assigned readings prior to each class. Be sure to look up words that are unfamiliar to you, but realize that some terms have specialized meanings in the field of conflict resolution. Ask in class if you have not understood a term or idea.

Over the course of the semester, students will participate in a number of Experiential Learning Activities, both in lecture sessions and in discussion section. The first ELA, on perceptions of conflict, will take place on September 16. The second ELA, on the conflict mapping and intervention design will take place on February 3, March 3, March 5, April 7 and April 9. These ELAs are essential for the course and you will have graded assignments based on each.

Classroom etiquette: Come to class on time and prepared. Turn off your cell phones, pagers, beepers, etc. Do not leave the room during class unless you have an emergency. Do not disturb others by talking, passing notes, playing video games, etc. Do not check email or surf the web. Be mindful of the sensitivities of others in your comments in class. However, open discussion and dialogue are our goal.

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

The School for Conflict Analysis and Resolution (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!

Assignments, Percentages of Grade, Due Dates

1) Attendance and Participation 10%

Attendance at all lectures and recitation sessions is essential to success in the course. Recitation leaders will take attendance, and expect you to come to class having done all assigned readings and being prepared to discuss them

2) 2 Reflection Papers on Experiential Learning Activities (3 pages), 10% each 20%

Due on **March 15** and **April 21**

Instructions for these papers will be passed out in recitation sections 1 week prior to the due date

3) 2 Short Papers (3 pages), 10% each 20%

Due on **February 11** and **April 12**

Instructions for these papers will be passed out in recitation sections 1 week prior to the due date

4) One In-Class Midterm Exam 20%

Held in recitation rooms **March 3**

5) Final Exam held in lecture room **May 10** 30%

Make-up exams and extensions of time for assignments will be arranged ONLY for documented personal illness or family emergency. Students with documented disabilities should make arrangements early in the term by contacting Professor Paczynska.

Guidelines for preparing the short essays will be provided in class.

Grading Scale

| Points Accumulated | Grade |
|---------------------------|--------------|
| 98-100 | A+ |
| 93-97 | A |
| 90-92 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 74-82 | B- |
| 63-73 | C |
| 52-62 | C- |
| 41-51 | D |
| 0-40 | 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 academicintegrity.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 Professor Paczynska or with your recitation section instructor.

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. 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, please ask for guidance and clarification.

GMU Email Accounts

Students must use their Mason email accounts—either the existing “MEMO” system or a new “MASONLIVE” account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information. It will not be possible to contact you through another email account, and you should check your email for important course, S-CAR, and Mason information.

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 Gretchen Reynolds (greynol3@gmu.edu). Do not hesitate to contact her with specific questions about holdings and research in these areas or whom to contact for materials in Fenwick Library.

Required Readings

This book is available at the University Bookstore.

Dean G. Pruitt and Sung Hee Kim. *Social Conflict: Escalation, Stalemate, and Settlement*. 3rd Edition. New York: McGraw-Hill 2004.

All other readings are available on our class Blackboard site in the Content Folder.

It is highly recommended for this course, and for your undergraduate career, that you seek out information about current events in your community and in the world generally. Please make your readings a central part of our discussions in class and do not be afraid to bring in views that stir up conversation.

Schedule of Meetings

Week One:

January 19: Lecture- Introduction/January 22: Recitation - What is Conflict?

Readings: Pruitt and Kim, 3-36, Nordstrom, 147-59

Week Two:

January 26: Lecture/ January 28: Recitation – Nature and Sources I

Readings: Burton, 32-40

Recitation: ELA: Mediated Perceptions

Week Three:

February 2: Lecture/February 4: Recitation– Nature and Sources II

Readings: Collier, 197-216; Galtung, 167-191

Week Four:**February 9: Lecture/February 11: Recitation – Nature and Sources III**

Readings: Volkan, 19-28, 36-49; “The Radicalization of Luke Skywalker: A Jedi’s Path to Jihad,” <http://decider.com/2015/12/11/the-radicalization-of-luke-skywalker-a-jedis-path-to-jihad/>

First Short Paper Due February 11**Week Five:****February 16: Lecture/February 18: Approaches to Analyzing Conflict I**

Readings: Pruitt and Kim, 37-120

Week Six:**February 23: Lecture – Approaches to Analyzing Conflict II**

Pruitt and Kim, 121-188. Schirch 67-75

February 25: Recitation - Experiential Learning Activity 1A – Conflict Mapping**Week Seven:****March 1: Lecture - Experiential Learning Activity 1B – Conflict Mapping****March 3: Recitation– Midterm Exam****Week Eight:****March 8/March 10 – No Lecture or Recitation – Spring Break****Week Nine:****March 15: Lecture/ March 17: Recitation –**

Film: *Flight by Light*
Lane et al., 415-423

First Reflection Paper Due March 15th**Week Ten:****March 22: Lecture/March 24 Recitation - Third Party Roles**

Readings: Kriesberg, 455 – 476

Week Eleven:**March 29: Lecture/March 31: Recitation– Mediation and Interactive Problem Solving**

Readings: Pruitt and Kim, 189-258; Zartman and Touval, 437- 454

Week Twelve:**April 5: Lecture - Peacebuilding I – Reconciliation**

Readings: Lederach – 23-35; Barsalou, 1-12; Barnes

Film: *Wajir Story*

April 7: Recitation - Experiential Learning Activity 2A – Designing an Intervention.

Week Thirteen:**April 12: Lecture - Peacebuilding II**

Lecture: Experiential Learning Activity 2B – Designing an Intervention

April 14: Recitation - Discussion of Lederach, Barsalou, Barnes

Second Short Paper Due April 12

Week Fourteen:**April 19: Lecture/April 21: Recitation - Peacebuilding III: Statebuilding and Liberal Peace**

Readings: Hampson and Mendeloff; OECD; Paris and Sisk, 1-18

Second Reflection Paper Due April 21

Week Fifteen:

April 26: Lecture/April 28: Recitation - Integration: What have we learned? Where do we go from here?

FINAL EXAM – May 10th in room 1007, Music Theatre Building

Readings Available on Blackboard

The following readings are available on Blackboard or e-journals:

Barnes, Catherine. "Weaving the Web: Civil Society Roles in Working with Conflict and Building Peace." In *People Building Peace II: Successful Stories of Civil Society*. Edited by Paul Van Tongeren, et al. Boulder: Lynne Rienner, 2005.

Judy Barsalou, "Trauma and Transitional Justice in Divided Societies." *USIP Special Report*, April 2005

Burton, John. 1997. "Needs Theory." In *Violence Explained*. Manchester: Manchester University Press: 32-40.

Collier, Paul, 2007. "Economic Causes of Civil Conflict and Their Implications for Policy." In *Leashing the Dogs of War*. Chester Crocker, Fen Osler Hampson, and Pamela Aall, eds. Washington, DC: United States Institute of Peace Press: 197-216.

Comfortably Smug, "The Radicalization of Luke Skywalker: A Jedi's Path to Jihad," December 11, 2015.

Galtung, Johan. 1969. "Violence, Peace, and Peace Research," *Journal of Peace Research* 6:3 (1969): 167-191.

Hampson, Fen Osler, and David Mendeloff, 2001. "Intervention and the Nation-Building Debate." In *Leashing the Dogs of War*. Chester Crocker, Fen Osler Hampson, and Pamela Aall, eds. Washington, DC: United States Institute of Peace Press.

Kriesberg, Louis, 2001. "Contemporary Conflict Resolution." In *Leashing the Dogs of War*. Chester Crocker, Fen Osler Hampson, and Pamela Aall, eds. Washington, DC: United States Institute of Peace Press: 455-476.

Lang, Sandra et. al., "Structural Violence, Urban Retail Food Markets, and Low Birth Weight," *Health and Place*, 2008: 415-423.

Lederach, John Paul. 1997. "Reconciliation: the Building of Relationship." In *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press: 23-35.

Nordstrom, Carolyn, "Deadly Myths of Aggression," *Aggressive Behavior*, 24, 1998: 147-159.

OECD, *Principles for Good International Engagement in Fragile States and Situations*, (<http://www.oecd.org/development/incaf/38368714.pdf>)

Roland Paris and Timothy D. Sisk, "Managing Contradictions: the Inherent Dilemmas of Postwar Statebuilding," International Peace Academy, November 2007
<http://www.ipacademy.org/publication/policy-papers/detail/104-managing-contradictions-the-inherent-dilemmas-of-postwar-statebuilding.html>

Lisa Schirch, *Conflict Assessment and Peacebuilding Planning: Toward a Participatory Approach to Human Security*. Kumarian Press, 2012: 67-75

Volkan, Vamik. 1997. "Ethnic Tents: Descriptions of Large-Group Identities," and "Chosen Trauma: Unresolved Mourning." In *Bloodlines: From Ethnic Pride to Ethnic Terrorism*. Boulder, CO: Westview Press: 19-28, 36-49.

Zartman, I. William, and Touval, Saadia. 2007. "International Mediation." In *Leashing the Dogs of War*. Chester Crocker, Fen Olser Hampson, and Pamela Aall, eds. Washington, DC: United States Institute of Peace Press: 437-454.