

CONF 315 – Organizations and Actors in the Field of Conflict  
**COURSE SYLLABUS – Fall 2012**

**Class Day/Time:** Tuesday, 4:30-7:10

**Location:** Nguyen Engineering Building, Room 1109

**Instructor:** Lisa Shaw

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**Office:** Northeast Module II, RM 107

**Office Hours:** by appointment

**Text:** 404-435-8511

**Introduction:**

This course is meant to give students in conflict analysis and resolution studies the opportunity to learn in more detail how what they have studied can be applied within a wide range organizations, and to reflect on the possibilities and constraints that shape professional engagement in real world conflict. The focus will be on practical and critical engagement with different organizations and their representatives. As this is a small seminar-style course, participants will be encouraged to share their specific individual interests and reflections.

**Goals:**

- To become familiar with a broad range of organizations and actors that shape the field of conflict analysis and resolution
- To engage in a reflective process about the ‘art’ of conflict analysis and resolution
- To learn about the many ways in which a degree in CAR can be used in practical organizational settings
- To support students in considering how they might apply their degrees after graduating
- To begin the networking process

**Required Course Texts:**

Lederach, J. P. *The Moral Imagination, the Art and Soul of Building Peace*. New York, NY: Oxford Univ Press, 2005. Print.

Rahim, M. Afzalur. *Managing Conflict In Organizations*. Fourth Edition. New Jersey: Transaction Pub, 2011. Print.

*Other course readings can be found in the course Dropbox folder.*

**Course Expectations:**

- **Consistent Attendance:** Unless exceptional circumstances arise, students are expected to attend class regularly.
- **Effective Preparation:** Class includes discussion and activities that depend on the prior preparation of all students and the instructor. All assigned reading should be completed prior to class. This class is taught in a seminar format, and class participation is essential.
- **Classroom Etiquette:** Please come to class on time and prepared to turn off cell phones, computers, pagers, etc. Allow yourself and others to learn, and refrain from side conversations, email, texting, browsing the web, video games, etc. Open discussion and dialogue are the objectives of the class, but please be aware of the sensitivities of others.

- **Completion of the Course:** In line with Mason and departmental policy, incomplete grades will be given only in cases of illness, either personal or immediate family and must be requested by the student. If a student has a documented emergency, special arrangements can be made with the instructor as part of the incomplete grade contract between the student and faculty member.
- **Paper Format:** Papers should be typed, double spaced, and with margins of 1 inch. Fonts used must be 12 points. Pages must be numbered. Be sure to include your name, course number, and title of paper. Edit your papers carefully; spelling and grammatical errors will lower your score.

### Dropbox:

All course material including the syllabus will be found in the CONF 315 Course Folder on Dropbox. The instructor will invite all students to join this folder. When accessing articles, please open the articles in Dropbox, then save them to your desktop – *ALL ARTICLES SHOULD STAY IN THE DROPBOX FOLDER; PLEASE DON'T DRAG ARTICLES OUT OF FOLDER OR THEY WON'T BE AVAILABLE FOR OTHER STUDENTS.*

### Academic Policies:

**Honor code:** This class operates in accordance with the university honor code. Even though you are encouraged to work together on some assignments and projects, you are expected to submit your own original work. You are required to attend outside events in person and write your own reflection papers. All suspected honor code violations will be reported to the honor committee for appropriate action. The Mason and S-CAR honor codes follow:

*"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 honor code:*

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

*"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](http://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.*

*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."*

### GMU Email Accounts:

Students must activate their GMU Masonlive email accounts to receive important University information, including messages related to this class. See <https://thanatos.gmu.edu/masonlive/login> for more information.

**University Policies:**

The University Catalog <http://catalog.gmu.edu/>, is the central resource for university policies affecting students, faculty, and staff conduct in university affairs.

**Open Door Policy:** The instructor is open to your comments, suggestions, and feedback on the course at any time. Feel free to email the instructor or see her before or after class to discuss your ideas and concerns. You may also submit your thoughts anonymously.

**Syllabus:** You should consider this syllabus as your contract for the course. You must follow the directions for each assignment and ensure that you submit your work on time. This class can be successfully completed if you manage your time effectively, come to class prepared, and turn in work in a timely and high quality fashion.

**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.”

For more information, please visit <http://writingcenter.gmu.edu/>.

**Students with Disabilities:** If you are a student with a disability and you need academic accommodations, please let your instructor know at the first class meeting. All academic accommodations for students with disabilities must be arranged through the Office of Disability Services, (703) 993-2474 or <http://ods.gmu.edu>.

**University Libraries:** The university libraries have numerous resources to help students with research, papers, etc. S-CAR has it’s own resource page that can be found at <http://gmutant.gmu.edu/resolve/>

**Counseling and Psychological Services:** Free services are available for students. Please visit <http://caps.gmu.edu/> for more information.

**Grading**

Your grade for the course will be based on the assignments and points listed below:

|                                   |     |
|-----------------------------------|-----|
| Class Preparation & Participation | 30  |
| Reflection Papers (2x10)          | 20  |
| Group Presentation                | 10  |
| Final E-Portfolio                 | 40  |
| Total                             | 100 |

**Grading Scale:**

| <i>Points</i> | <i>Grade</i> |
|---------------|--------------|
| 94 - 100      | A            |
| 90 - 93       | A-           |
| 80 - 89       | B            |
| 70 - 79       | C            |
| 60 - 69       | D            |
| 0 - 59        | F            |

## Schedule

A course schedule is provided below. Note that unforeseen circumstances may cause changes to the schedule, but you will be notified of changes accordingly. If class is canceled for some reason, you are expected to complete that week's assignment, as if class was held.

| Date           | Readings   | Speakers   |
|----------------|--|--|
| <b>Aug 28</b>  | <ul style="list-style-type: none"> <li>• <i>Skills, Networks, and Knowledge: Developing a Career in International Conflict Resolution:</i> Craig Zelizer and Linda Johnston<br/><a href="http://api.ning.com/files/37XpWCWc3b5PQoMoIJgj3adR6n8VAKgctDxihXgFWaQ=">http://api.ning.com/files/37XpWCWc3b5PQoMoIJgj3adR6n8VAKgctDxihXgFWaQ=</a></li> <li>• <i>USIP Special Report: Graduate Education and Professional Practice in International Peace and Conflict</i></li> <li>• GMU Library: <a href="http://gmutant.gmu.edu/resolve/">http://gmutant.gmu.edu/resolve/</a></li> </ul> |  |
| <b>Sept 4</b>  | <ul style="list-style-type: none"> <li>• <a href="#">Multi-Track Diplomacy</a></li> <li>• Moral Imagination: Chapter 2 &amp; 3</li> <li>• <i>Wallace Warfield: Is This The Right Thing To Do?</i></li> <li>• <i>Sandy Cheldelin: Reflections on Reflective Practice</i></li> </ul>   |  |
| <b>Sept 11</b> | <ul style="list-style-type: none"> <li>• Moral Imagination: Chapter 4 &amp; 7</li> <li>• <i>Soul of A Citizen: Introduction &amp; Chapter 1 (Making Our Lives Count)</i></li> </ul>  | <p><b>Ellen Haring</b><br/><b>Female Engagement Teams (Afghanistan)</b></p> <p><b>Track 1: Government, Or Peacemaking Through Diplomacy</b></p>  |
| <b>Sept 18</b> | <ul style="list-style-type: none"> <li>• <i>Managing Conflict Organizations: Introduction &amp; Chapter 3 (Organizational Learning and Effectiveness)</i></li> <li>• <i>Nanette S. Levinson: Social Entrepreneurship and Civic Engagement</i></li> <li>• <i>Uzer &amp; Baguirov: Nagorno-Karabakh – A Forgotten Conflict</i></li> <li>• <i>Arzu Geybullayeva: Nagorno Karabakh 2.0: How New Media and Track Two Diplomacy Initiatives Are Fostering Change</i></li> </ul>  | <p><b>Michael Shank</b><br/><a href="#">V.P. Institute for Economics and Peace</a>,<br/><a href="#">Congressman Mike Honda</a></p> <p><b>Nick Martin</b><br/><a href="#">Tech Change</a></p> <p><b>Track 9: Communications and the Media, or Peacemaking Through Information</b></p> |
| <b>Sept 25</b> | <ul style="list-style-type: none"> <li>• <i>Managing Conflict Organizations: Chapter 5 &amp; 6 (Interpersonal Conflict)</i></li> <li>• Moral Imagination: Chapter 13</li> </ul>  | <p><b>Jacquelyn Greiff</b><br/><a href="http://f-r-e-e.eu">f-r-e-e.eu</a></p> <p><b>Track 4: Private Citizen, or Peacemaking Through Personal Involvement</b></p>  |

|               |   |   |
|---------------|---|---|
| <b>Oct 2</b>  | <ul style="list-style-type: none"> <li>Managing Conflict Organizations: Chapter 7 &amp; 8 (Intragroup Conflict)</li> <li>Moral Imagination: Chapter 8 (On Space – Life in the Web)</li> </ul>   | <b>Maria Dolores Rodriguez</b><br><a href="#">Meridian Institute</a><br><b>(At Meridian Offices)</b><br><br><b>Track 5: Research, Training and Education, Or Peacemaking Through Learning</b> |
| <b>Oct 9</b>  | Monday classes meet; no Tuesday classes   |   |
| <b>Oct 16</b> | <ul style="list-style-type: none"> <li>Managing Conflict Organizations: Chapter 9 (Ethics and Morality)</li> <li>Moral Imagination: Chapter 10 (On Web Watching – Finding the Soul of the Place)</li> <li><i>Susan Hayward: USIP Special Report – Religion and Peacebuilding</i></li> </ul> | <b>Andrea Bartoli Sant'Egidio</b><br><b>(Arlington Campus)</b><br><br><b>Track 7: Religion, or Peacemaking Through Faith in Action</b>  |
| <b>Oct 23</b> | <ul style="list-style-type: none"> <li>Moral Imagination: Chapter 14</li> <li><i>Terra Tolley: Rebuilding The Gulf/Jennifer Langdon: Conferencing Serious Crime</i></li> </ul>  | <b>Gabriel Rojo</b><br><b>Tenants and Workers United</b><br><br><b>Track 6: Activism, or Peacemaking Through Faith in Action</b>  |
| <b>Oct 30</b> | One Hour Class <ul style="list-style-type: none"> <li>Paul Ochien'g Onyango: Climbing The Hill (Tanzania)</li> </ul>  |   |
| <b>Nov 6</b>  | <ul style="list-style-type: none"> <li><i>Soul Of A Citizen: Chapter 7 (Values, Work and Family)</i></li> </ul>   | <a href="#">Search for Common Ground</a><br><br><b>Track 2: Nongovernment/ Professional or Peacemaking Through Conflict Resolution</b>  |
| <b>Nov 13</b> | One Hour Class  |   |
| <b>Nov 20</b> | Group Presentations   |   |
| <b>Nov 27</b> | Group Presentations   |   |
| <b>Dec 4</b>  | <ul style="list-style-type: none"> <li>Moral Imagination: Chapter 15</li> <li><i>Soul of A Citizen: Chapter 10 (Coping With Burnout)</i></li> </ul>   | <a href="#">United States Institute for Peace</a><br><br><b>Track 1: Government, or Peacemaking Through Diplomacy</b>   |
| <b>Dec 11</b> | Final E-Portfolio Page Due  |   |

**Course Assignments:**

| <b>Assignment</b>   | <b>Assignment &amp; Due Dates</b>  |
|---|--|
| <p><i>Participation in class is a large portion of this course. Students will be expected to participate in discussions and interviews throughout the entire course. In addition, students will be expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Bring to class (electronically or other format) a form of art that connects the student with the ‘art of conflict analysis and resolution’ and facilitate a five to ten minute discussion about the art piece. (Days to be assigned).</i></li> <li>• <i>Working with a partner, conduct the in-class practitioner interviews scheduled for most class periods. All students will be expected to have gathered background material on the speakers, and be prepared to ask/answer questions during the guest’s presentation. (Days to be assigned)</i></li> </ul> | <p><b>All class periods</b></p>  |
| <p><b>Reflection Paper One (7 to 10 pages)</b><br/> <i>Locate &amp; review six professional print or online trade journals that are relevant to the field and your area of interest. Provide information about each organization and its publication. Provide some analysis of the quality of the articles, readability, relevance to the field, etc, and rate the value to you.</i></p>  | <p><b>Date Assigned: September 18</b><br/> <b>Date Due: September 25 (11:59 p.m.)</b></p>                        |
| <p><b>Reflection Paper Two: (7 to 10 pages)</b><br/> <i>Topic to be determined</i></p>  | <p><b>Date Assigned: October 9</b><br/> <b>Date Due: October 16 (11:59 p.m.)</b></p>                             |
| <p><b>Practitioner / Informational Interviews/ Group Presentations:</b></p> <ul style="list-style-type: none"> <li>• Students will conduct research of key organizations and actors within your area of interest within the field of conflict and prepare a biography of available information about these individuals. These “actors” should not be people whom you have met previously and already consider a part of your available “network”.</li> </ul>  | <p><b>Date Assigned: Interviews Throughout Semester</b><br/> <b>Presentation Dates: November 20 &amp; 27</b></p> |

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|--|--|
| <p>Complete two practitioner/informational interviews.</p> <ul style="list-style-type: none"> <li>• Students will work in groups of three to four individuals to present a 30 minute presentation of their informational interviews (common findings and themes, tracks represented, items of interest, etc).</li> </ul>   |  |
| <p><b>Final Electronic Portfolio (E-Portfolio):</b><br/> <b>More information will be given in class and on Blackboard regarding e-portfolio. Portfolio should contain:</b></p> <ul style="list-style-type: none"> <li>• <b>Introductory page</b></li> <li>• <b>15 to 18 page analysis and reflection of practitioners interviewed in class and during practitioner/informational interview, discussion of the 'art' of conflict analysis and resolution and how it connects to the material presented in class</b></li> <li>• <b>Visual representation and explanation of the 'art' of conflict analysis and resolution as defined by the student</b></li> <li>• <b>One or two additional items chosen by the student</b></li> </ul> | <p><b>Date Assigned: Throughout Semester</b><br/> <b>Due Date: December 11, (11:00 p.m.)</b></p> |

### Course Bibliography:

Carstarphen, Nike, Craig Zelizer, et al. United States. Institute of Peace. *Special Report: Graduate Education and Professional Practice in International Peace and Conflict*. Washington D.C.: USIP, 2010. Web. <http://www.usip.org/files/resources/sr246.pdf>

Cheldelin, Sandra I., and Maneshka Eliatamby. *Women Waging War And Peace: International Perspectives on Women's Roles in Conflict and Post-Conflict Construction*. New York: Continuum International Publishing Group, 2011. Print.

- Chapter 10 : Rebuilding the Gulf
- Chapter 11: Conferencing Serious Crime

Cheldelin, Sandra I., Wallace Warfield, et al. "Reflections on Reflective Practice." *Research Frontiers in Conflict Analysis and Resolution*. 200 (2004): 64-78. Print.

Diamond, Dr. Louise, and Ambassador John McDonald. *Multi-Track Diplomacy: A Systems Approach to Peace*. West Hartford: Kumarian Press, Inc., 1996. Print.

Geybullayeva, Arzu. "Nagortno Karabakh 2.0: How New Media and Track Two Diplomacy Initiatives Are Fostering Change." *Journal of Muslim Minority Affairs*. 32.3 (2012): 176-185. Web. 28 Aug. 2012. <http://dx.doi.org/10.1080/13602004.2012.694663>

Hayward, Susan. United States. Institute of Peace. *Special Report: Religion and Peacebuilding; Reflections On Current Challenges And Future Prospects*. Washington D.C.: USIP, 2012. Web. <http://www.usip.org/files/resources/SR313.pdf>

Loeb, Paul Rogat. *Soul Of A Citizen, Living With Conviction In A Cynical Time*. Griffin, 1999. Print.

- Chapter 1: Introduction and Making Our Lives Count
- Chapter 7: Values, Work, and Family
- Chapter 10 : Coping with Burnout

Lederach, J. P. *The Moral Imagination, the Art and Soul of Building Peace*. New York, NY: Oxford Univ Press, 2005. Print.

Onyango, Paul Ochien'g. "Climbing The Hill: Poverty Alleviation, Gender Relationships, and Women's Social Entrepreneurship in Lake Victoria, Tanzania." *MAST* 10.2 (2011): 117-140. Web. 28 Aug 2012. [http://www.marecentre.nl/mast/documents/MAST10.2\\_Onyango\\_Jentoft.pdf](http://www.marecentre.nl/mast/documents/MAST10.2_Onyango_Jentoft.pdf)

Rahim, M. Afzalur. *Managing Conflict In Organizations*. Fourth Edition. New Jersey: Transaction Pub, 2011. Print.

Uzer, Umut, and Adil Baguirov. "Nagorno-Karabakh-A Forgotten Conflict: An Introduction to the Special Issue." *Journal of Muslim Minority Affairs*. 32.2 (2012): 134-138. Web. 28 Aug. 2012. <http://dx.doi.org/10.1080/13602004.2012.694661>

Warfield, Wallace. "Is This The Right Thing To Do?." *A Handbook of International Peacebuilding: Into The Eye Of The Storm*. Ed. John Paul Lederach and Ed. Janice Moomaw Jenner. 1st. San Francisco: Jossey-Bass, 2002. 213-223. Print.