

GLOBAL CONFLICT ANALYSIS AND RESOLUTION
CONF 340 Section 001, Fall 2011

Class meeting time: Tuesdays & Thursdays 3:00 – 4:15 p.m.

West Building, Room 1008

Instructor: Athanasios (Thanos) Gatsias

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Office Hours: Tuesdays and Thursdays 4:30 – 5:30 p.m. or by appointment.

Robinson Hall B, Room 365

Course Description:

Welcome to the course! Conflict analysis and resolution, is a multi-disciplinary field, which has grown fairly rapidly since the 1980's. The field offers a wide range of analytical tools and problem-solving mechanisms at various levels including the individual, social, international and global. The purpose of this class is to study the causes and consequences of global conflict and what steps can be taken towards the resolution of such conflicts. Conflict resolution first requires conflict analysis; we must understand the why, when, and how of a particular global conflict system before we can hope to resolve it.

The end of the Cold War has ushered in an era of globalization. This is the emergence of a new environment that has transformed the nature of international economic, political, social and cultural relations. Of particular interest to the course are various types of interstate and intra-state conflicts that are manifestations of the trends in globalization. Changing dynamics in the global security structure include: the vertical and horizontal increases in proliferation of small arms, conventional weapons and weapons of mass destruction; the acquisition and dissemination of nuclear technology; the lucrative export of arms; and the ensuing regional and international arms races. These phenomena pose many challenges for the global security environment and are qualitatively different than security concerns during the Cold War era.

The course shall explore conflict theory, identifying the underlying causes and emergence of deep-rooted protracted conflicts. Conflict processes and various types, symptoms and patterns of conflict dynamics and conflict escalation shall be examined. In an effort to understand the dynamic and complex nature of modern conflict systems, we will attend carefully to the inter-connectedness of the causes, conduct, and effects of violent conflict around the world. In addition, various models for intervention including prevention, management, settlement, resolution and transformation shall be discussed. We shall apply various theoretical insights to conflict hotspots around the world. Class discussions and assignments shall reflect upon the extent to which these theories help us understand conflict, as well as interventions in conflict systems. Student participation in discussions and prior preparation (as specified below), shall be critical in making the class a successful learning experience.

COURSE MATERIALS

Required text (available in the GMU bookstore):

Ramsbotham, O., Woodhouse, T., and Miall, H. (2007). *Contemporary Conflict Resolution*, 2nd Edition. Cambridge: Polity Press.

Electronic Material

Boutros-Ghali, Boutros. (1992). *An Agenda for Peace: Preventive Diplomacy, Peacemaking and Peacekeeping*. Report of the Secretary-General pursuant to the statement adopted by the Summit Meeting of the Security Council on 31 January 1992. New York: United Nations, Department of Public Information. Available online at: <http://www.un.org/Docs/SG/agpeace.html>.

Burton, John. (Jan 1998). "Conflict Resolution: The Human Dimension." *The International Journal of Peace Studies*, ISSN 1085 7494, Volume 3. No 1. Available online at: http://www.gmu.edu/academic/ijps/vol3_1/burton.htm.

Bush, George. (2002) *National Security Strategy of the United States of America*. Available online at: http://www.au.af.mil/au/awc/awcgate/nss/nss_sep2002.pdf

Huntington, Samuel. (Summer 1993). "The Clash of Civilizations." *Foreign Affairs*, Vol. 72, Issue 3, pp.22-50..

Mack, Andrew, et al. (2005). *Human Security Report*. Human Security Centre, Liu Institute for Global Issues, University of British Columbia, Vancouver, Canada. New York and London: Oxford University Press. Go to www.humansecurityreport.info, then "Access the Report"(left side of menu).

Richmond, Oliver (2008). *Reclaiming Peace in International Relations*. *Millennium-Journal of International Studies*, Vol. 36, No 3, pp. 439-470

Rubenstein, Rich. (1996). *Conflict Resolution and Power Politics/ Global Conflict After the Cold War: Two Lectures*. ICAR Occasional Paper No. 10. Available online at: http://icar.gmu.edu/wp_10_rubenstein.pdf

Sandole, Dennis J.D. (2002). "Virulent Ethnocentrism: A Major Challenge for Transformational Conflict Resolution and Peacebuilding in the Post-Cold War Era." *The Global Review of Ethnopolitics*, Vol. 1, no. 4, June, pp. 4-27. Available online at: http://www.ethnopolitics.org/ethnopolitics/archive/volume_1/issue_4/sandole.pdf

Sandole, Dennis J.D. (1999). *Capturing the Complexity of Conflict: Dealing with Violent Ethnic Conflicts of the Post-Cold War Era*. New York NY: Pinter. Chapter 6: Implications for Theory: A Generic Theory of Violent Conflict and War, pp: 109-133

Sandole, Dennis J.D. (1998). "A Comprehensive Mapping of Conflict and Conflict Resolution: A Three Pillar Approach." *Peace and Conflict Studies*, vol. 5, no. 2, December, pp. 1-30. Available online at: <http://www.gmu.edu/programs/icar/pcs/sandole>

Sen, Amartya. (2006) "What Clash of Civilizations? Why Religious Identity isn't Destiny." Adapted from *Identity and Violence: The Illusion of Destiny*. Norton: New York. Available online at: <http://www.slate.com/id/2138731/>

Pape, Robert A. 2003. "The Strategic Logic of Terrorism." *American Political Science Review*, Vol. 97, Issue 3, pp. 343-361

Additional articles, recommended readings and relevant materials may be made available on e-reserves. Password for e-reserves will be given in class.

CLASSROOM ETIQUETTE

Please come to class on time and prepared. Bring your readings with you. Turn off cell phones and other electronic devices. Remain in class unless you have an emergency. The use of laptops in class is discouraged except for taking notes. Do not engage in side conversations and passing notes. Be mindful of the sensitivities of others in your comments in class; however, open discussion and dialogue are our goals. We will be discussing contentious political issues in this course. Students are encouraged to express diverse perspectives. You are likely to encounter strong opinions. You will be expected to keep a balance between arguing your own position on these issues, as well as encouraging, hearing, and respecting other opinions.

If an emergency prevents a student from attending class, the student should let me know ahead of time when possible. Please, contact a classmate to find out what was missed. Students are responsible for all announcements, assignments, and date changes made in class, and for all material covered in class, even if they are not there.

You may contact me by phone or by e-mail at any time. E-mailing is the best way to reach me. I shall respond to your query within 48 hours. Please, remember to always use your GMU email account when communicating with me.

ASSIGNMENTS and EVALUATION

Participation: Classes shall follow an interactive seminar format. You are expected to come to class prepared to discuss readings. Regular attendance and active participation based on thoughtful reflection of the literature and class discussions are highly recommended. This will be worth 20% of your final grade.

Team Presentation: You will be a member of one of six research teams. There will be five members in each team. Your team shall prepare a class presentation (not a paper), of a case study selected by all members. The team must send an e-mail to me by Thursday, September 29th informing me of team member names, and a paragraph drafted jointly by team members, about your case study. I shall give you my comments within a week. Each team will have 20 minutes to present their case study to the class on November 8th, 10th, or 15th, 2011. You may also indicate the date you would like to present on, and your preference shall be accommodated in the order that the requests are received. Each presentation shall be followed by a 10 minute Q & A. In your presentation you shall:

- provide an overview of a conflict – analyzing the underlying causes;
- identify key players - their attitudes and behavior;
- evaluate the outcome in attempts to resolve or transform the conflict.

Throughout the semester students are expected to refer to their selected case whenever applicable in class discussions. This will count toward your participation grade.

The team presentations and Q & A will be worth 20% of your final grade. Groups will plan meetings outside of class time in preparation of their presentations. If needed, students may use some of our in-class time to prepare for their presentations. In our first meeting we will further discuss this option and we may decide on the exact dates and times. *Everyone is expected to attend all presentations, and questions raised by you, at the end of other group presentations, will be considered part of your final participation grade.* For group assignments, the names of all participants should appear on the work. While it is fine for groups to divide project work among team members, the final product should represent a single, conceptually-linked piece of work. With rare exception, each student working in a group is given the same grade for an assignment. If a group is having trouble with a member not fulfilling their work obligation, then the group needs to bring the concern to my attention immediately.

Midterm Exam: This will be an in-class exam and will be worth 20% of the final grade. Students shall answer 2 out of 4 questions on the exam. The exam shall evaluate your familiarity with various conflict theories and models studied thus far (Tuesday, October 18th).

Pop Quizzes: You will take three unannounced reading quizzes. The quizzes will consist of a series of questions on readings for that week and material from the week before. They will be relatively short (about 20 minutes) and largely consist of definitions of key terms and short answers. I will drop your lowest quiz grade. Each quiz will be worth 5% of your grade; together, the quizzes will be worth 10% of your grade. There are no makeups for pop quizzes; if you miss one, you will receive a 0.

Research Paper: You will write a 10-12-page research paper on a case study other than the one selected for your team project. Your research paper will not be an extension of your team project. It is an individually written paper, demonstrating your own reflections

on the application of theory to a conflict of your choice. Your paper must aim to do the following:

- Analyze a conflict drawing on one or two theories discussed in class.
- Recommend and evaluate a model for conflict intervention applicable to your case.

You are welcome to discuss your ideas with me. A one-page proposal of what you plan to research with a tentative bibliography is due in class by October 13. I will return your proposal to you by October 25 with my comments. The final research paper is due on December 8 in class. Please, pay attention to grammar, spellings, typographical mistakes and consistency in citations, as it shall have an impact on your grade. Hardcopies and electronic copies for both your proposal and your final paper must be submitted. The final research paper shall be worth 30% of your final grade.

Summary:

- Class Participation: 20%.
- Mid-term Exam: 20 % (October 18)
- Team Presentation: 20%. (November 8, 10, or 15)
- Final Research Paper: 30% (Due in class on December 8)
- Pop quizzes: 10%

Grading Scale

98 - 100	A+
93 - 97	A
90 - 92	A-
87 - 89	B +
83 - 86	B
79 - 82	B -
75 - 78	C+
72- 74	C
69- 71	C-
61 - 68	D
0 – 60	F

ACADEMIC POLICIES AND INFORMATION

Academic Honesty and Collaboration: *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.

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.

Plagiarism is a serious offense, and all written work for this course should include proper citations in a standard citation format (MLA, APA, etc.). *If you are unsure about how to 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 not submit papers or presentations from other courses to fulfill assignments for this class.

Late Work: Class assignments that are submitted late can be penalized by one point for each day they are late (i.e. B instead of B+). Late papers and proposals will be accepted only in cases of documented personal illness or family emergency. If this is the case, you must leave the paper in my mailbox in the Conflict Analysis and Resolution (CAR) office (Robinson B365) and email a copy at my GMU email address per the extension given to you. Papers should be submitted in an envelope marked with my name and the course number. If the office is closed, the envelope can be dropped through the mail slot in the door.

Paper Format: Papers for the course should be typed, double-spaced, have 1” margins, and use a common 12-point font. The pages should be numbered and stapled together. Headers should include only the course number, CONF 340. **Papers should have a title, include your name and the instructor’s name.** Sources should be cited using a single standard academic citation format.

STUDENT RESOURCES

English Language Institute

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by a member of the GMU faculty or staff. For more information, visit <http://eli.gmu.edu/>, call 703-993-3642 or e-mail malle2@gmu.edu.

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/>, e-mail wcenter@gmu.edu, or call 703-993-4491.

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. The 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>).

Course Outline

Meeting 1: Tuesday, August 30

Introductions, Course protocol, Overview and Expectations.

Readings: None.

Meeting 2: Thursday, September 1

The Problem: The global environment of conflict.

Readings: Ramsbotham et al. Chapter 1: Introduction to Conflict Resolution, Concepts and Definitions.

Richmond (2008). Reclaiming Peace in International Relations

Meeting 3: Tuesday, September 6

Post-Cold War and post 9/11 dilemmas. The nature, causes and symptoms of conflict.

Readings: Rubenstein, *Conflict Resolution and Power Politics/ Global Conflict After the Cold War: Two Lectures*.

Meeting 4: Thursday, September 8

Post-Cold War and Post 9/11 dilemmas (continued)

Readings: Sandole, “Virulent Ethnocentrism: A Major Challenge for Transformational Conflict Resolution and Peacebuilding in the Post-Cold War Era”.

Meeting 5: Tuesday, September 13

Introduction to Conflict Resolution models.

Readings: Burton, “Conflict Resolution: The Human Dimension”.

Meeting 6: Thursday, September 15

Introduction to Conflict Resolution models.

Readings: Ramsbotham et al. Chapter 2: Origins, Foundations and Development of the Field.

Meeting 7: Tuesday, September 20

Conflict trends, types and costs.

Readings: The Human Security Report: Part 1 The Changing Face of Global Violence.

Meeting 8: Thursday, September 22

Conflict trends, types and costs (continued).

Readings: Ramsbotham et al. Chapter 3: Statistics of Deadly Quarrels.

Meeting 9: Tuesday, September 27

Conflict theories. Readings: Ramsbotham et al. Chapter 4: Understanding Contemporary Conflict."

Sandole (1999), Chapter 6

Meeting 10: Thursday, September 29

Conflict theories (continued).

Readings: Sandole, "A Comprehensive Mapping of Conflict and Conflict Resolution: A Three Pillar Approach."

E-mail instructor names of team members for group presentation and a paragraph about your presentation topic for approval.

Meeting 11: Tuesday, October 4

Terrorism and the Global War on Terror.

Readings: Ramsbotham et al. Chapter 11: Terror and Global Justice.

Pape (2003) The Strategic Logic of Terrorism

Meeting 12: Thursday, October 6

Terrorism and the Global War on Terror (continued).

Readings: Huntington, “The Clash of Civilizations.”

Sen, “What Clash of Civilizations? Why Religious Identity isn’t Destiny”.

Tuesday, October 11: No classes –Columbus Day Recess; Tuesday Classes do not meet this week

Meeting 13: Thursday, October 13

Terrorism and the Global War on Terror (continued).

PBS Documentary on the spillover of the Taliban in Pakistan's North Western region

Readings: TBD

Proposal for final paper due in class.

Meeting 14: Tuesday, October 18

Mid-term exam to be taken in class (20%)

Meeting 15: Thursday, October 20

Models for Conflict Prevention.

Readings: Ramsbotham et al. Chapter 5: Preventing Violent Conflict.

Meeting 16: Tuesday, October 25

Peacekeeping and ethics of intervention.

Readings: Ramsbotham et al. Chapter 6: Containing Violent Conflict: Peacekeeping.

Meeting 17: Thursday, October 27

Theories of de-escalation, settlement and management of conflicts.

Readings: Ramsbotham et al. Chapter 7: Ending Violent Conflict: Peacemaking.

Meeting 18: Tuesday, November 1

Theories of de-escalation, settlement and management of conflicts (continued).

Readings: Boutros-Ghali, *An Agenda for Peace: Preventive Diplomacy, Peacemaking and Peace-keeping*.

Meeting 19: Thursday, November 3

Post-conflict peacebuilding.

Readings: Ramsbotham et al. Chapters 8 and 9: "Post- War Reconstruction" and 9"Peacebuilding."

Meeting 20: Tuesday, November 8

Group Presentations (2 teams)

Meeting 21: Thursday, November 10

Group Presentations (2 teams)

Meeting 22: Tuesday, November 15

Group Presentations (2 teams)

Meeting 23: Thursday, November 17

Reconciliation and Trauma Healing.

Readings: Ramsbotham et al. Chapter 10: Reconciliation.

Meeting 24: Tuesday, November 22

Reconciliation (Continued).

Preparation for class: Listen to radio program “Will the Center Hold? Taming the Terror in Northern Ireland” available online at:

<http://www.aworldofpossibilities.com/details.cfm?id=174>

Readings: TBD

Thursday, November 24: No classes –Thanksgiving Recess

Meeting 25: Tuesday, November 29

Foreign Military Interventions.

Readings: Ramsbotham et. al. Chapter 13: The Ethics of Intervention

Meeting 26: Thursday, December 1

Foreign Military Intervention.

Readings: Bush, *National Security Strategy of the United States of America, 2002.*

Meeting 27: Tuesday, December 6

Religious and Cultural Sources of Conflict.

Readings: Ramsbotham et al. Chapter 15: Culture, Religion and Conflict Resolution.

Meeting 28: Thursday, December 8

Course wrap up and evaluations. **Final papers (30%) due in class**