

Global Conflict Analysis and Resolution
CONF 340 sec. 3
Monday & Wednesday, 3:00-4:15
Enterprise 278

Instructor: Joni Finegold
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Office hours
Robinson B365
Wed. 4:30-5:00 and by appointment

This course takes an interdisciplinary approach to the question of global conflict analysis and resolution, drawing from the fields of International Relations and Economics as well as the field of Conflict Analysis and Resolution.

In this class, we will expand and further our understanding of conflict on the global level. In the short history of the field of Conflict Resolution (CR), much has changed, from the end of the Cold War to the advent of the War on Terrorism, from the first pioneers in the field of conflict resolution theory to its applicability in the 21st century. Our goals for the course are to:

1. Explore the meaning of “post-international” conflict, examining the changes to the international system and the locus of conflicts;
2. Consider causes and costs of interstate, intrastate, and transstate conflict;
3. Increase our understanding of various approaches to protracted violent social conflicts at the above-mentioned levels;
4. Consider the positive and negative effects of globalization on conflict genesis and dynamics;
5. Look at the phenomena of terrorism and the “global war on terrorism;”
6. Examine particular international and intrastate conflicts, mapping out the development and dynamics and examining past and potential resolution efforts; and
7. Understand the importance of the field of conflict analysis and resolution to the larger goal of a more peaceful global society.

COURSE REQUIREMENTS

Required texts: (available at campus bookstore)

Contemporary Conflict Resolution, 2nd ed. (2007) Ramsbottom, et al.
Leashing the Dogs of War (2007) Crocker, et al.

Additional class readings will be available online via e-Reserves and through the course WebCT page **CONF-340-003-S08**. This page can be accessed at <http://webct41.gmu.edu>. Please note that ITU is implementing a new version of WebCT, so this information may change. If you do not have a WebCT account already, you can apply for one there. Students will need regular web/internet access, a printer, and Adobe Acrobat (version 6 or higher). Computers at the GMU libraries and computer labs provide this. It is the student’s responsibility to check the course page frequently (at minimum twice a week) for updates in the syllabus and reading material. It is your responsibility to be aware of any changes or new materials on the web site. If you have any difficulties with WebCT, before notifying me, please speak with the ITU support staff – (703) 993-8870. **They are available only until 8 p.m.**

If you have questions about a particular assignment, please ask for further explanation

All written assignments should be emailed to me at jfinegol@gmu.edu unless stated otherwise. All work submitted by email must be in .doc format, *which may require some modification if you're using MS Office 2007.*

Work handwritten in class must be clear and legible. An illegible document will be returned to the student and will count as an incomplete assignment.

Policy for Late and Missing Assignments

You are responsible for completing individual and group assignments on time. Late material will be marked down by one letter grade per day it is late.

Attendance

You are expected to attend every session of this class. Except in the event of an emergency, you must email me before class to let me know you will not be present. I will then decide if this is an excused absence. If an emergency, an explanation should be given to me as soon as possible. You are then responsible for acquiring the material presented in class (lecture, notes, handouts, etc.) from a classmate. Excessive and/or unexcused absences from class will negatively affect your participation grade.

ASSIGNMENTS and GRADING

Participation 10%

Active participation by all students is key to a dynamic learning experience. We all have insights and experiences to share, and thus we are all teachers. I would like all students to make a strong effort to contribute to each and every class discussion, however, if you find it particularly difficult to speak in public or “think on your feet,” you may also participate by sharing thoughts later through WebCT online class discussions. I will be checking to see that all students participate regularly and meaningfully.

Quizzes 30% (10% each)

Four in-class quizzes will cover prior reading material and discussions, to ensure that you are doing the assigned reading as well as inform me of your understanding. I will drop the one with the lowest grade.

Group case study 30%

Students will be assigned one of five working groups focusing on a specific case study - Afghanistan, Sierra Leone, Northern Ireland, South Africa, and Haiti. Initially, each working groups will make a twenty-minute presentation on the parties to and key events in their case study. In addition, throughout the semester each working group will study and apply concepts presented in class to their specific case. Each group has been assigned a specific class where they will be required to lead a discussion. Students will also be expected to use both their own and other groups' case studies to illustrate quiz answers. More information on the working groups will be given in class.

Research paper 30%

You will write a 12-15-page research paper demonstrating your understanding of the main themes discussed in this course. I will give you a list of possible topics, however, you may choose any topic you would like. However, you may not write about the same country as any of the working groups: (Afghanistan, Sierra Leone, Northern Ireland, South Africa, and

Haiti). The purpose of the paper is not only to demonstrate your learning about this specific issue but also to demonstrate your learning of and ability to apply class concepts. In analyzing your material you must draw upon at least three major concepts we have studied in the course.

I will provide you with detailed guidelines for researching and writing this paper. It is always a good idea to start thinking about your topic early in the semester. If you have difficulties deciding what to research or would simply like to talk about your paper, I encourage you contact me. A detailed one-page proposal of your research paper is due by **March 17**. The research paper is due on **May 12 by 4 pm**. You should email me your paper. Make sure that you receive a confirmation from me by the following morning. If you do not receive a confirmation from me, you must resend the paper or put it in my mailbox. Late papers will not be accepted except in cases of documented personal illness or family emergency.

ACADEMIC POLICIES AND INFORMATION

Academic Honesty and Collaboration

The integrity of the University community is affected by the individual choices made by each of us. GMU has an Honor Code with clear guidelines regarding academic integrity <http://mason.gmu.edu/~montecin/plagiarism.htm>. No grade is important enough to justify academic misconduct. If you feel unusual pressure or anxiety about your grade in this or any other course, please talk with me or to a trusted friend or counselor to get your situation in perspective. The University provides a range of service to help with test anxiety, writing skills, study skills, and other related concerns.

For individual 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. With group collaborative work, names of all the participants should appear on the work. Collaborative projects may be divided up so that individual group members complete portions of the whole, provided group members take sufficient steps to ensure that the pieces conceptually fit together in the final product. Group work should reflect the efforts of all group members and all members are responsible for the content and quality of assignments.

Using someone else's words or ideas without giving them credit is plagiarism, a very serious offense. It is important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words (including punctuation) just as they appear in the original, and you must use quotation marks and page number(s) in your citation. If you want to paraphrase ideas from a source, you must still cite the source, using an established citation format. The re-use of papers, presentations, etc., from one course in another course is not appropriate. The faculty expects that work that is submitted has been done only for that class.

If I have any doubts about the originality of a student's work, I reserve the right to use a program such as Turnitin to verify this.

STUDENT RESOURCES

Writing Resources

While this is not a writing course, accurate spelling, clarity, and correct use of grammar and punctuation are expected and can affect your grade. You may wish to make use of on-campus services designed to assist students. Information on available services can be found at the Writing Center homepage at <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. Further information on services is available at the GMU Disability Resource Center's webpage at <http://www.gmu.edu/student/drc/>.

Division of Instructional and Technology Support Services (DoIT)

If you have any difficulties with accessing the campus network, WebCT, or on-campus computers, please contact their helpdesk FIRST. <http://www.doit.gmu.edu/student.cfm>

ASSIGNMENTS

(Subject to change)

Reading to be completed before listed class date

Development of the field & Introduction to Case Studies

Wed. Jan 23

- Complete info sheet (in class)
- Review syllabus

Mon. Jan 28

- Ramsbottom chap 1 “Introduction” p. 3-31

Wed. Jan 30

- Ramsbottom; chap 2 “Origins” p. 32- 54

Wed. Feb 6

- Ramsbottom chap 3 “Statistics” p. 55-77

Mon. Feb 11

- Ramsbottom chap. 4 “Understanding” p. 78-105

Wed. Feb 13

- Crocker chap 26 “Contemporary Conflict Resolution Applications” p. 455-476
- Group presentations of conflict maps

Mon. Feb 18

- Group presentations of conflict maps

Wed. Feb 20

- **Reading quiz 1**
- Group presentations of conflict maps (cont'd)

Causes of Global Conflict

Mon. Feb 25

- Crocker Chap 2 “International Sources of Interstate and Intrastate War” p. 17-38

Wed. Feb 27

- Crocker Chap 8 “Power, Social Violence, and Civil War” p. 115-130
- Mid-term course assessment (not a test).

Mon. Mar 3

- Crocker chap 9 “Minorities, Nationalists, and Islamists” p. 131-160

Wed. Mar 5

- Salehyan, Ileana, Ileana and Kristian Skrede Gleditsch. "Refugees and the Spread of Civil War." 60 (2006): 335–352 (only) (E-Reserves / Web CT)

Mon. Mar. 17

- Crocker Chap 12 “Economic Causes of Civil Conflict” p. 197-218
- **Research paper proposal due**

Wed. Mar 19

- Crocker chap 6 “The Challenge of Weak, Failing, and Collapsed States” p. 83-94
- “The Failed State Index”
http://www.foreignpolicy.com/story/cms.php?story_id=3865 *Foreign Policy Magazine*, July/Aug 2007 (available via e-journals)

Mon. Mar 24

- **Reading quiz 2**

Globalization and New Challenges

Wed. Mar 26

- Yale Global Online “What is Globalization?”
- Naim, Moises. "The Five Wars of Globalization." *Foreign Policy*, January/February 2003. (E-Reserves / WebCT)

Mon. Mar 31

- Ramsbottom chap 11 “Terror and Global Justice” p. 249-265

Resources and methods

Wed. Apr 2

- Ramsbottom chap 5 “Preventing” p. 106-131

Mon. Apr 7

- Ramsbottom chap 6 “Peacekeeping” p. 132-153 only
- Sierra Leone group leads discussion

Wed. Apr 9

- Ramsbottom chap 7 “Peacemaking” p. 159-184
- Northern Ireland group leads discussion

Mon. Apr 14

- Ramsbottom chap 8 “Reconstruction” p. 185-214
- Haiti groups leads discussion

Wed. Apr 16

- **Reading quiz 3**

Mon Apr 21

- Ramsbottom chap 9 “Peacebuilding” p. 213-230
- Lederach in Turbulent Peace, p. 841-855 (e-reserves and WebCT)
- Afghanistan group leads discussion

Wed. Apr 23

- Ramsbottom chap 10 “Reconciliation’ p. 231-245
- Hannum, Hurst. "Peace Versus Justice: Creating Rights as Well as Order out of Chaos." *International Peacekeeping* 13, no. 4 (2006): 582 - 95. (E-reserves / WebCT)
- South Africa group leads discussio

Conclusions

Mon. Apr 28

- Ramsbottom chap 15 “Culture, Religion, and Conflict Resolution” p. 302-315
- Ramsbottom chap 16 “Future Directions” p. 316-331

Wed. Apr 30

- The Global Peace Index
<http://www.visionofhumanity.com/introduction/index.php> Please read all the sub-topic pages of the menu item “Global Peace Index”

Mon. May 5 – Last day of class

- **Reading quiz 4**
- Review materials, discuss final papers

Mon. May 12

- **Final paper due by 4 pm**