CONF 101
Conflict and Our World:
Introduction to Conflict Analysis and Resolution, Section 003
Fall 2009
Fridays, 1:30-4:10
Enterprise 173
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Office Hours: Fridays, 4:20-5:20 pm, by appointment only
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Course Description and Objectives:

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 human cloning; and sometimes it is tragic, as in the ongoing events in Darfur, Democratic Republic of Congo and Middle East. 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. Our increased interconnection as a global society, as well as the upsurge in certain forms of violence, have 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 conflict occurs in human society, and what we can do to mitigate its destructive aspects. 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 new directions in conflict studies. 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, to appreciate the contextual factors that influence conflict, to know the major conflict resolution techniques, and to understand the complexities of the most pressing contemporary conflicts.

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

Attending class is expected and is crucial if you wish to succeed in this course.
Some of the material will be discussed only in class and will not be made available through 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.

Classroom Etiquette, Honor Code, Plagiarism, Syllabus Changes, Absenteeism:

Come to class on time and prepared. Turn off 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, surfing the web, etc. Computers are to be used for note taking only – if you are caught using the computer for other ends you forfeit the right to use a computer in class. Be mindful of the sensitivities of others in your comments in class; however, open discussion and dialogue are encouraged.

You are expected to abide by George Mason University's Honor Code in preparing all work for this class. If you have any questions about Honor Code issues (e.g., whether you are permitted to discuss an assignment with a fellow student) or are uncertain about how to cite a source, or if you have observed Honor Code violations, please contact me immediately and/or refer directly to the honor code, which can be found at: http://www.gmu.edu/catalog/apolicies/#Anchor12. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citation, so do paraphrases and summaries of opinions or factual information formerly unknown to the writer or which the writer did not discover him/herself. As a general rule, it is always important to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers should provide citations for all pieces of information that they think their readers may find new or interesting. Not only is this approach considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism.

It is my intention to create a learning environment which is the best possible experience for students. In this spirit, I reserve the right to make changes to the syllabus, course structure, and readings, as best suits the dynamic of the class.

Absenteeism/tardiness seriously affect your learning experience, as well as your participation grade. If you find that your personal circumstances prevent you from attending class regularly and on time, please discuss your situation with me.

Assignments, Percentages of Grade, Due Dates:

Participation	Assessed throughout the semester	15%
1st Test	Held in class, Oct. 9	15%
2nd Test	Held in class, Nov. 6	15%
Final paper	Due in class, Dec. 4	20%
Conflict Map presentation	Held in class, Dec. 11	10%
Final take-home exam	Due, Dec. 18	25%

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 through Disability Services and notify the Professor officially.

Guidelines for preparing course assignments, such as the final paper will be provided in class. For the conflict map presentation, students will work in teams to present a map of a conflict of their choice. Team members will all receive the same grade for the presentation. *If you are having difficulties coordinating as a team, you should seek assistance from the Professor.*

You are expected to abide by George Mason University's Honor Code in preparing all work for this class. If you have any questions about Honor Code issues (e.g., whether you

are permitted to discuss an assignment with a fellow student) or are uncertain about how to cite a source, or if you have observed Honor Code violations, please contact the Professor immediately.

Required Readings:

Pruitt, D.G. & S. Kim. 2004. *Social Conflict: Escalation Stalemate, and Settlement*. New York: McGraw-Hill.

Assefa, H. and P. Wahrhaftig.1990. *The MOVE Crisis in Philadelphia: Extremist Groups and Conflict Resolution*. Pittsburgh: University of Pittsburgh Press.

Introductory Reader in Conflict Analysis and Resolution. Contents listed below and available on GMU Library electronic reserve.

Please, make your readings a central part of our discussion in class. 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. This may be achieved by reading daily--either in hard copy or online--*The New York Times*, *The Washington Post*, or by listening to the BBC news or National Public Radio News, among others. The news outlets you consult should adhere to high standards of relatively non-partisan journalism. Bring especially interesting examples to class for discussion.

Schedule of Topics and Readings

Introduction
Sept. 4   Introduction to the Course
               video: Race: The power of an illusion
               v.1 The difference between us (56minutes)
               v.2 The story we tell (56minutes)

Defining Conflict
Sept. 11   Nature and Sources of Conflict I
               Pruitt 3-36; White 247-252
               Nature and Sources of Conflict II
               Burton 32-40

Sept. 18   Nature and Sources of Conflict III
               Mennonite Conciliation Services 78-83
               Nature and Sources of Conflict IV
               Pruitt 56-62; Lipset 77-90

Analyzing Conflict
Sept. 25   Structural Conflict:
               Galtung 39-53
               Approaches to Analyzing Conflict
               Kriesberg 51-77

Oct. 2   Strategies
               Pruitt 37-56
               Tactics
               Pruitt 63-84

Oct. 9   **EXAM ONE IN CLASS**
               Using SPITCEROW for mapping

Conflict in Process
Oct. 16   Escalation
               Pruitt 87-120, Asefa and Wahrhaftig, 3-44
               Contributions to Escalation
               Pruitt 121-150, Asefa and Wahrhaftig, 45-62
               The Persistence of Escalation
               Pruitt 151-168; Asefa and Wahrhaftig, 63-96

Oct. 23   Stalemate and De-escalation
               Pruitt 171-188;
               Problem Solving
               Pruitt 189-225

Resolving Conflict
Oct. 30   Mediating Interpersonal Conflict

Pruitt 189-225
Third Party Roles
Pruitt 226-258; Bush and Folger 41-84

Nov. 6   **EXAM 2 HELD IN CLASS**
Video: The Bombing of West Philly

Nov. 13   Community and Organizational Conflict; Public Conflict over Resources
Abramson and Moore 123-139; Schlegel 19-33
Selections from video: (Hopi/Navaho)

Nov. 20   International Conflict
Sudan: A Case Study
Miall, et al 95-121; Crocker, et al, 161-182.

Nov. 27   **BREAK**

The Future of Conflict
Dec. 4   Transforming Ethnopolitical Conflict
Volkan 36-49
Transitional Justice, Peace and Reconciliation
Case study- *Gacaca* in Rwanda
Zartman, pp1-11, Lederach 841-854
FINAL PAPERS DUE

Dec. 11   Global Problems/Global Solutions
Wrap-up
CONFLICT MAP PRESENTATIONS IN CLASS

Dec. 18   **FINAL TAKE-HOME EXAM DUE**

Introductory Reader

1. White, T.H. 1987. The Passing of Camelot. Extract in: Philosophical Perspectives on Peace. H. Kainz, ed. Pp. 247-252. Athens, OH: Ohio University Press.

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

3. Mennonite Conciliation Service (MCS). 2000. *Mediation and facilitation training manual.* 4th Ed. Akron, PA: Mennonite Conciliation Service.

4. Galtung, Johan. 1999. Cultural Violence. In: *Violence and its Alternatives: An Interdisciplinary Reader*. Steger and Lind, ed. New York: St. Martin's. Pp. 39-53.

5. Kriesberg, Louis. 1997. The Development of the Conflict Resolution Field. In: *Peacemaking in International Conflict: Methods and Techniques*. I. William Zartman and J Rasmussen, eds. Washington, DC: USIP Press. Pp. 51-77.

6. Bush, Robert A. Baruch and Joseph P. Folger. 2005. A Transformative View of Conflict and Mediation. In *The Promise of Mediation: A Transformative Approach to Conflict*. San Francisco: Jossey- Bass

7. Abramson, Lauren and Donald Moore. 2002. The Psychology of Community Conferencing." In: *Repairing Communities through Restorative Justice*. J. Perry, ed. Lanham, MD: American Correctional Association. Pp. 123-139.

8. Schlegel, Alice. 2004. Contentious But Not Violent: The Hopi of Northern Arizona. In *Keeping the Peace: Conflict Resolution and Peaceful Societies Around the World*. G. Kemp and D. Fry, eds. Pp. 19-34. New York: Routledge.

9. Miall, Hugh, et al. 1999. Preventing Violent Conflict. In: *Contemporary Conflict Resolution*. New York: Polity Press. Pp. 95-121.

10. Volkan, Vamik. 1997. Chosen Trauma: Unresolved Mourning. In: *Bloodlines: From Ethnic Pride to Ethnic Terrorism*. Boulder: Westview Press. Pp. 36-49.

11. Lederach, John Paul. 2001. Civil Society and Reconciliation. In *Turbulent Peace: The Challenges of Managing International Conflict*. Crocker, Hampson, and Aall, ed. Washington, DC: United States Institute of Peace Press. Pp. 841-854.

12. Lipset, Seymour Martin, 1960. *Political Man: The Social Bases of Politics*. New York: Doubleday& Company. Pp 77-99.

13. Crocker, Chester A., Fen Osler Hampson, and Pamela Aall, eds. *Grasping the Nettle: Analyzing Cases of Intractable Conflict*. Washington, DC: USIP Press, 2005.

14. Zartman, W, I., 2000. Introduction: African Traditional Conflict Medicine. In: I. William Zartman (ed). *Traditional Cures for Modern Conflicts, African Conflict "Medicine."* Boulder, CO*:* Lynne Reinner Publishers, 2000, 1-11.