

CONF 501.002
Introduction to Conflict Analysis and Resolution
Fall 2010
Thursdays 1:30-4:15
Arlington Campus 246
Dr. Daniel Rothbart
Professor of Conflict Analysis and Resolution
Office: ICAR: Truland 620
email: drothbar@gmu.edu
phone: 703-993-4474
Office Hours: Thursdays 4:30-6:00;
Tuesdays 2:00-4:00 or by appointment

Description:

This course introduces students to the central themes, categories and doctrines of conflict analysis and resolution. Through analysis we acquire an understanding of a conflict's social/political setting, its root causes, the conditions that gave rise to negative relations among protagonists, and the consequences on the conflict parties and others. Particular attention is given to the sources of negativity among the conflict parties. Careful analysis of the conflict is critical to the work of conflict resolution practitioners. Not limited to one specific sort of intervention, conflict resolution refers to a range of possible activities that are intended to limit or reduce the negativities associated with relations among the conflict parties. Closely associated with such a goal are efforts by practitioners to settle, manage, mitigated, de-escalated, contained, terminated, prevented, or avoid conflicts. Of course, there are no "quick fixes" to any protracted conflict and no one sort of intervention that suits all conflict settings. Many viable interventions seek to address the conflict's root causes, deal with long-term grievances that damaged the relationship between the protagonists, and strive towards long-term and meaningful resolution.

In Unit I, we examine the means for a systematical analysis of conflicts of various forms. Unit II addresses the major topics of conflict management and resolution. In Unit III we examine four case studies, each of which provides a context for applying the themes from Units I and II. Throughout the course, we prioritize the tasks of reflecting critically on conflicts, drawing attention to its conditions, causes, and dynamics, as well as an evaluation of "what works" (or not) from various interventions.

Objectives

- a) Introduction to a systematic study of analysis and resolution of conflicts
- b) Examine alternative models for the causes of protracted conflicts.
- c) Demonstrate how skillful intervention by a practitioner requires critical reflection on the techniques deployed.
- d) Test interventionist techniques against case studies, revealing comparative strengths and weaknesses of various methods.
- e) Show the ethical underpinnings of practice by exposing for each method the value-commitments towards, for example, peace, equality, or justice.
- f) Show the close connections among conflict theories, research findings, and modes of practice.

Required Readings:

John Paul Lederach, [Building Peace: Sustainable Reconciliation in Divided Societies](#)

Washington, DC. United States Institute of Peace, 1997. ISBN 1-878379-73-9 (paper). [BP]

Oliver Ramsbotham, Tom Woodhouse, and Hugh Miall, Contemporary Conflict Resolution: the prevention, management and transformation of Deadly Conflicts, Oxford: Polity Press, 2005 (Second Edition): 0-7456-3213-0 (paperback) [CCR]

Sandole, Byrne, Sandole-Staroste and Senehi, eds., Handbook of Conflict Analysis and Resolution, Routledge, 2009. (paperback) [HCAR]

All chapters are available through the Library's ereserve system.

Using the following link to search Electronic Reserves

<http://furbo.gmu.edu/cgi-bin/ers/OSCRgen.cgi>

Course: 501-001/ Instructor Rothbart

Password:

Do not use spaces or caps for passwords

Roger Coate and Jerel Rosati, "Human Needs in World Society," Chapter 1 in the Power of Human Needs in World Society.

John W. Burton, "Human Needs Versus Societal Needs," Chapter 3 in the Power of Human Needs in World Society.

Ramashary Roy, "Three Visions of Needs and the Future: Liberalism, Marxism, and Gandhism," Chapter 4 in the Power of Human Needs in World Society.

Avruch, Kevin and Black, Peter (1993). "Conflict resolution in intercultural settings: problems and prospects," in Dennis J.D. Sandole and Hugo van der Merwe, (Eds). Conflict resolution theory and Practice. Manchester University Press. (ereserve)

Galtung, J. (1969). Violence, peace and peace research. Journal of Peace Research, 6 (3): 167-191.

Daniel Rothbart and Karina V. Korostelina, "Moral Denigration of the Other" Chapter 3, in Identity, Morality, and Threat: Studies in Violent Conflict

Tanner, Victor, Rule of Lawlessness: Roots and Repercussions of the Darfur Crisis Sudan Advocacy Coalition

Sudan Task Group, "Darfur 2009-2010: toward breaking the impasse: an inclusive consultation"

Junne, Gerd and Willemijn Verkoren, "The Challenges of Postconflict Development," in Postconflict Development, edited by Gerd Junne and Willemijn Verkoren, Chapter 1.

Salomons, Dirk "Security: An Absolute Prerequisite," in Postconflict Development, edited by Gerd Junne and Willemijn Verkoren, Chapter 2.

Brown, Richard "Reconstructing Infrastructure," in Postconflict Development, edited by Gerd Junne and Willemijn Verkoren, Chapter 6.

Teaching Technology: Blackboard

courses.gmu.edu

username:

password:

We use Blackboard for the following:

Syllabus

Links to Ereserve articles

Case Studies:

Case #1: MOVE

Assefa and Wharharftig, The MOVE crisis in Philadelphia and video.

Case #2 South Africa

Waldmeir, Patti. Anatomy of a Miracle: The end of apartheid and the birth of the new South Africa. W. W. New York: Norton and Company.

Case #3 Rwanda

Case #4 Copper Strike

Kingslover, Barbara (1989). Holding the Line: Women in the great Arizona Mind Strike of 1983.

Course Schedule:

UNIT I: Topic: The Nature of Violent Conflict

Week 1 (Sept. 2) Introduction. Course themes, objectives, requirements, and activities.

Week 2: (Sept. 9) What is conflict Analysis and Resolution?

Readings:

Ramsbotham, *et. al.*, "Introduction to Conflict Resolution: Concepts and Definitions" Chapter 1, CCR.

Ramsbotham, *et. al.*, "Conflict Resolution: Foundations, Constructions and Reconstructions," Chapter 2, CCR.

Ramsbotham, *et. al.*, "Statistics of Deadly Quarrels," Chapter 3, CCR.

Week 3 (Sept. 16) From Needs to Conflict

Roger Coate and Jerel Rosati, "Human Needs in World Society," Chapter 1 in the Power of Human Needs in World Society.

John W. Burton, "Human Needs Versus Societal Needs," Chapter 3 in the Power of Human Needs in World Society.

Ramashary Roy, "Three Visions of Needs and the Future: Liberalism, Marxism, and Gandhism," Chapter 4 in the Power of Human Needs in World Society.

Week 4 (Sept. 23) Alternative Conceptions of Conflict

Avruch, Kevin and Black, Peter (1993). "Conflict resolution in intercultural settings: problems and prospects." In Dennis J.D. Sandole and Hugo van der Merwe, (Eds). Conflict resolution theory and Practice. Manchester University Press. (E-Reserve)

Ramsbotham, *et. al.*, "Understanding Contemporary Conflict" Chapter 4, CCR.

Galtung, J. (1969). "Violence, peace and peace research." Journal of Peace Research, 6 (3): 167-191. (e-reserve)

Week 5 (Sept. 30) The Social Psychology of Conflict

Celia Cook-Huffman, "The role of identity in conflict", Chapter 1, pp. 19-31, in Sandole, *et. al.*, eds., Handbook of Conflict Analysis and Resolution, Routledge, 2009 [HCAR]

Herbert Kelman, "Social-Psychological Dimensions of International Conflict" Chapter 12, in Sandole, *et. al.*, eds., Handbook of Conflict Analysis and Resolution, Routledge, 2009 [HCAR]

Daniel Rothbart and Karina V. Korostelina, "Moral Denigration of the Other" Chapter 3, in Identity, Morality, and Threat: Studies in Violent Conflict

UNIT II: CONFLICT MANAGEMENT AND RESOLUTION

Week 6 (Oct. 7) Peacekeeping

Ramsbotham, *et. al.*, "Containing Violent Conflict: Peacekeeping" Chapter 6, CCR.

Ramsbotham, *et. al.*, "Ending Violent Conflict: Peacemaking" Chapter 7, CCR.

Ramsbotham, *et. al.*, "Post-War Reconstruction" Chapter 8, CCR.

Week 7 (Oct. 14) Post-Conflict Reconstruction

Ronald J. Fisher, "Interactive Conflict Resolution" Chapter 23, in Sandole, *et. al.*, eds., Handbook of Conflict Analysis and Resolution, Routledge, 2009 [HCAR]

Tanner, Victor, Rule of Lawlessness: Roots and Repercussions of the Darfur Crisis Sudan Advocacy Coalition

Sudan Task Group, "Darfur 2009-2010: toward breaking the impasse: an inclusive consultation"

Week 8: (Oct. 21) Reconciliation

John Paul Lederach, Building Peace: Sustainable Reconciliation in Divided Societies. Washington, DC. United States Institute of Peace, 1997.

UNIT 3: Case Studies And Post-Conflict Development

Week 9 (Oct. 28) Case Study: MOVE

Assefa and Wharharftig, The MOVE crisis in Philadelphia, et. and video.
[Group Presentation]

Gerd Junne and Willemijn Verkoren, "The Challenges of Postconflict Development," in Postconflict Development, edited by Gerd Junne and Willemijn Verkoren, Chapter 1.

Week 10 (Nov. 4) Case Study: South Africa

Waldmeir, Patti. Anatomy of a Miracle: The end of apartheid and the birth of the new South Africa. W. W. New York: Norton and Company.
[Group Presentation]

Dirk Salomons, "Security: An Absolute Prerequisite," in Postconflict Development, edited by Gerd Junne and Willemijn Verkoren, Chapter 2.

Week 11 (Nov. 11) Case Study: Rwanda

Arthur Jay Klinghoffer, The International Dimension of genocide in Rwanda.
[Group Presentation]

Richard H. Brown, "Reconstructing Infrastructure," in Postconflict Development, edited by Gerd Junne and Willemijn Verkoren, Chapter 6.

Week 12 (November 18) Case Study: Copper Strike

Kingslover, Barbara (1989). Holding the Line: Women in the Great Arizona Mine Strike of 1983.
[Group Presentation]

UNIT 4: Integrating theory, research, and practice

Week 13 (Dec. 2) Evaluation of CR Practice

Esra Cuhadar Gurkaynak, et. al., "Evaluation in conflict resolution and peacebuilding" Chapter 20, pp. 286-299 in Sandole, et. al., eds., Handbook of Conflict Analysis and Resolution, Routledge, 2009

Dennis J. D. Sandole, "Critical systematic inquiry in car" Chapter 30, pp. 420-436, in Sandole, et. al., eds., Handbook of Conflict Analysis and Resolution, Routledge, 2009.

Week 14 (Dec. 9) The future of the Field

Course Requirements:

Each class session will include a discussion-component that calls for active participation. Of course, regular attendance is expected.

The course grade will be determined by an evaluation of a take-home exam, a team presentation, a written paper, and a final exam.

1. Take-home Exam. A take home exam will be distributed during Session 5 and returned during class of session 6. 15% of course grade.

2. Team presentation. The class will be divided into teams of 4-5 students per team. Each team will select a case from one of the four cases provided. The primary objective of the team is to provide a critical reflection on the case, focusing on an analysis of the conflict setting, activities of conflict protagonists, the evaluation of interveners and an assessment of what went wrong and/or right. Such reflection draws attention to certain commitments that lie just below the surface of research activities, yet are pivotal to why and how conflict analysts do research. The background information is given in the readings provided, but the group is encouraged to rely on additional readings. Of course, the group is expected to rely on the concepts, models, and themes presented during the course. The presentations will be scheduled for Weeks 9, 10, 11, and 12. The grade that is given to each group will represent 25% of the course grade.

3. Term Paper. Each student will write a term paper that is at least 20 pages, double-spaced on the topic of the case study. [Refer to Appendix I of the ICAR Handbook.] The primary objective is to provide in some depth a critical reflection of the case that was given in the group project. The analysis must include an application of the topics, concepts, and themes of the course. The grade for the paper represents 25% of the course grade. The term paper is due Week 12, November 18 at 1:15 .

4. Final Exam. The final examination is comprehensive of the course content. This will be distributed during session 14 (December 9), and due back on December 19 at 1:15. The grade for the exam represents 35% of the course grade.

HONOR POLICY

All students are expected to abide by the Honor Code:

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. Failure to comply with this code may result in academic penalty in accordance with the procedures of the Honor Committee.