

CONF 501  
Section 002

INTRODUCTION TO CONFLICT  
ANALYSIS AND RESOLUTION

Semester: Fall 2006  
Class Time: Mondays 7:20 to 10:00 p.m.  
Location: Truland Building Room 333A  
Instructor: Terrence Lyons  
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Welcome to the course and to the Institute for Conflict Analysis and Resolution. This class is an introduction to the field of conflict analysis and resolution for those in the ICAR masters' program. As an introduction and as the first course that many at ICAR will take, it is deliberately broad. Other courses at ICAR develop one or another of the themes in this introduction in greater depth.

This course examines definitions of conflict and diverse views of its resolution and explores thinking about human behavior and social systems as they relate to the origins of conflict and the role of conflict in violent and peaceful social change. It is designed to introduce you to academic thinking about conflict analysis and resolution and to help you to think systematically and analytically about conflict.

This course will be run as a seminar with an emphasis on discussion and student presentations. It is therefore imperative that students read the assigned books and articles prior to class. Active participation in class discussions will be expected.

The agenda of this course is to build the foundation for you to work together with the rest of us in the ICAR community and with those in the field of conflict analysis and resolution.

Course Requirements:

In addition to regular attendance and participation, a take-home exam, an analytical paper, a group presentation of a case study, and a take-home final are required.

The first take-home exam will account for 15 percent of the final grade. This exam will be handed out on October 2 and will be due at the beginning of class October 10.

A fifteen-page (double-spaced, approximately 4,000 word) analysis of a conflict will form the basis for 25 percent of the grade. This paper will be due on November 20.

A small group presentation on either November 13 or November 20 on your case study will account for 35 percent of your final grade.

The final examination, which will cover material from throughout the class, will form the basis of the final 35 percent of the grade. This exam will be handed out on December 4 and will be due on December 18.

Delays, deferrals, or a grade of “incomplete” for the course will be given only in cases of personal or immediate family crisis. Late papers will be penalized points.

Conflict Case Study Analysis: The analytical paper will analyze a conflict case in fifteen, double-spaced pages (4,000 words). Students should also read the statement of ICAR’s Academic Standards and the University’s Honor Code.

Students will select one of three cases to analyze. A basic book that provides background to the case is designated below and should be sufficient to provide the details of the case.

The object of this paper is to reflect how one understands the tools of conflict analysis covered in the first section of the class. The assigned book and an article or two will be sufficient to provide the narrative of the case because the focus of the essay should be to demonstrate one’s ability to apply concepts of conflict analysis, rather than an in-depth knowledge of a particular conflict.

Students will select and/or be assigned (in order to achieve rough balance in group size) to one of the following three cases.

South Africa:

Patti Waldmeir, *Anatomy of a Miracle: The End of Apartheid and the Birth of the New South Africa* (New York: W. W. Norton and Co., 1997).

Copper Strike:

Jonathan D. Rosenblum, *Copper Crucible: How the Arizona Miners’ Strike of 1983 Recast Labor-Management Relations in America* 2<sup>nd</sup> ed. (Ithaca, N.Y.: Cornell University Press, 1998).

1968 Washington Riots:

Ben W. Gilbert, *Ten Blocks from the White House: Anatomy of the Washington Riots of 1968* (New York: Praeger, 1968).

The students in each case study group will be asked to meet (time will be provided during class hours but additional meetings or coordination by e-mail, phone, or other means may be necessary as well). The group will develop a plan to present its understanding of the case. This may

represent a consensus among the group or alternative perspectives may be present. The group presentations (during weeks 11 and 12) will be 20 minutes (time will be strictly enforced), followed by a 40-minute general discussion in the class.

Readings:

The following books are available for purchase at the Arlington Bookstore. All other readings are on reserve in the Arlington Library, available through the library's electronic journals, or can be found on-line.

Dean G. Pruitt and Sung Hee Kim, *Social Conflict: Escalation, Stalemate, and Settlement* 3<sup>rd</sup> ed. (McGraw-Hill, 2004).

Hugh Miall, Oliver Ramsbotham, and Tom Woodhouse, *Contemporary Conflict Resolution* 2<sup>nd</sup> ed. (Oxford: Polity Press, 2005).

Chester Crocker, Fen Osler Hampson, and Pamela Aall, eds., *Turbulent Peace: The Challenges of Managing International Conflict* (Washington, D.C.: United States Institute of Peace Press, 2001).

John Paul Lederach, *Building Peace: Sustainable Reconciliation in Divided Societies* (United States Institute of Peace Press, 1997).

Beth Roy, *Some Trouble with Cows: Making Sense of Social Conflict* (Berkeley: University of California Press, 1994).

Hizkias Assefa and Paul Wahrhaftig, *The MOVE Crisis in Philadelphia: Extremist Groups and Conflict Resolution* (University of Pittsburgh, 1990).

## **Week One (August 28): Introduction to the Course and Library Orientation**

This week will include self-introductions and a discussion of the syllabus, course requirements, and expectations for the course. Ms. Marissa Cachero Stone, the acting head of the Arlington Library, will make a presentation on the available resources.

### **I. Conflict: Sources, Processes, and Dynamics**

## **Week Two (September 11 – note no class on Labor Day, September 4): Defining Conflict and the Field of Conflict Resolution**

Miall, Ramsbotham, and Woodhouse, Ch. 1-2

Pruitt and Kim, Ch. 1-2

Mitchell, “Some Basic Initial Frameworks for Conflict Analysis” Handout

Johan Galtung, “Violence, Peace, and Peace Research,” *Journal of Peace Research* 6:3 (1969): 167-91. E-reserve or through JSTOR database.

## **Week Three (September 18): Sources of Conflict**

Mohammed Ayoob, “State Making, State Breaking, and State Failure,” in Crocker, Hampson, and Aall, *Turbulent Peace*.

Ted Robert Gurr, “Minorities, Nationalists, and Ethnopolitical Conflict,” in Crocker, Hampson, and Aall, *Turbulent Peace*.

Janice Gross Stein, “Image, Identity, and Conflict Resolution,” in Crocker, Hampson, and Aall, *Turbulent Peace*.

Michael Brown, “Ethnic and Internal Conflicts: Causes and Implications,” in Crocker, Hampson, and Aall, *Turbulent Peace*.

John W. Burton, “Conflict Resolution as a Political Philosophy,” in Dennis J.D. Sandole and Hugo van der Merwe, eds., *Conflict Resolution Theory and Practice: Integration and Application* (Manchester, 1993). E-reserve.

## **Week Four (September 25): Conflict Strategies and Dynamics of Escalation**

Rubin, Pruitt, and Kim, ch. 3-9

## II. Conflict Management and Resolution

### **Week Five (October 2): Negotiations and Third Party Intervention**

**\*\*Take-home exam handed out in class\*\***

Rubin and Kim, ch. 10-11.

Bercovitch, "Mediation in International Context" in Crocker, Hampson, and Aall, *Turbulent Peace*.

Terrence Hopmann, "Bargaining and Problem Solving: Two Perspectives on International Negotiations," in Crocker, Hampson, and Aall, *Turbulent Peace*.

### **Week Six (October 10 -- Special Tuesday Class): Timing and Roles**

**Take-home exam due at beginning of class.**

Harold Saunders, "Prenegotiation and Circum-negotiation: Arenas of the Peace Process," in Crocker, Hampson, and Aall, *Turbulent Peace*.

Ronald J. Fisher and Loreleigh Keashly, "The Potential Complementarity of Mediation and Consultation within a Contingency Model of Third Party Consultation," *Journal of Peace Research* 28:1 (1991): 29-42. E-reserve, also JSTOR database.

James H. Laue and Gerald W. Cormick, "The Ethics of Intervention in Community Disputes," in *The Ethics of Social Intervention*, edited by Gordon Bermant, Herbert C. Kelman, and Donald P. Warwick (Washington: Hemisphere Publications, 1978), pp. 205-232. E-reserve.

### **Week Seven (October 16): Outcomes**

Miall, Ramsbotham, and Woodhouse, Ch. 12-13.

Schoeny and Warfield, "Reconnecting Systems Maintenance with Social Justice" E-reserve

### **Week Eight (October 23): Peacemaking and Peacebuilding**

Roy Licklider, "Obstacles to Peace Settlements," in *Turbulent Peace*.

Stephen Stedman, "International Implementation of Peace Agreements in Civil Wars: Findings from a Study of Sixteen Cases," in *Turbulent Peace*.

Nicole Ball, "The Challenges of Rebuilding War Torn Societies," in *Turbulent Peace*.

Tim Sisk, "Democratization and Peacebuilding: Perils and Promises," in *Turbulent Peace*.

### **III. Conflict Analysis: Case Studies**

#### **Week Nine (October 30): Conflict Analysis – The MOVE Crisis**

Hizkias Assefa and Paul Wahrhaftig, *The MOVE Crisis in Philadelphia: Extremist Groups and Conflict Resolution* (University of Pittsburgh Press, 1990).

Time will be made for group meetings at the end of class.

#### **Week Ten (November 6): Conflict Analysis – Some Trouble with Cows**

Beth Roy, *Some Trouble with Cows: Making Sense of Social Conflict* (Berkeley: University of California, 1994).

Time will be made for group meetings at the end of class.

#### **Week Eleven (November 13): Case Study Group Presentations**

#### **Week Twelve (November 20): Case Study Group Presentations Case Study Paper Due**

#### **Week Thirteen (November 27): Reconciliation**

John Paul Lederach, *Building Peace: Sustainable Reconciliation in Divided Societies* (USIP, 1997).

Miall, Ramsbotham, and Woodhouse, Ch. 10.

#### **Week Fourteen (December 4): Review and Integrate**

Kriesberg, ch. 11

Take home final will be distributed at the end of class.

#### **Final Exam Due December 18**