

**CONF 501
INTRODUCTION TO
CONFLICT ANALYSIS AND RESOLUTION**

Semester:	Spring, 2005	
Class Time:	Section 002 Thursday, 7:20 pm — 10:00 pm	
Location:	Truland Building, Room 333A	
Instructors:	Alfred A. Farrugia Eleftherios Michael	Phone: (301) 657-9195 afarrug1@gmu.edu Phone: (410) 747-1873 emichael@gmu.edu

COURSE DESCRIPTION

This course is an introduction to the field of conflict analysis and resolution and is intended to provide a solid foundation for further inquiry and application. 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 the students to academic thinking about conflict analysis and resolution and to help them to think systematically and analytically about conflict and conflict resolution.

COURSE OBJECTIVES

- Familiarize students with terminology and concepts of the field
- Help students to think systematically and analytically about conflict in a variety of contexts
- Connect theory to practice through discussion, research and case studies of real events and interventions

COURSE REQUIREMENTS

Attendance and participation: (5%) Attendance is extremely important because the course will be interactive and elicitive in nature. Participation in the class discussions is critical to student learning and to exhibit that the required reading is being completed. Students will be expected to carry the discussion and engage each other in discussions about the assigned readings. You can also participate by asking questions, circulating emails, organizing study groups, exchanging writing or introducing new ideas and resources.

Media Assignment: (10%) At the beginning of the semester the instructors and students will select current conflicts to follow in the news. It is recommended that students keep up with the conflicts through the use of newspaper stories and/or journal articles, and official web sites through the Internet. Each week the students and instructors will apply the week's lessons to these conflicts. Brief written assignments will occasionally be required, and evidence of application of the readings to these conflicts will count towards the above-mentioned student's participation grade.

Mid-term Exam: (20%) The mid-term exam will be a take home essay exam. This exam will be self-explanatory. If students come to class, *think for themselves*, and do the required reading, they should not fear this exam. This will be discussed further in class.

Short Assignments: (15%) During the semester these assignments are intended to help you integrate the material and become more familiar with the concepts presented. They also give the instructors feedback regarding what you are getting from the class. All of the assignments are on a separate document and are posted to the class web site. You are expected to complete three; each of these will represent 5% of your total class grade. One assignment should be completed by Week 6, the remaining two by Week 10. Each assignment will consist of a short analysis or exercise using frameworks or analytical tools discussed in the class or in the readings.

Group Presentation: (20%) At the beginning of the term the class will be asked to choose from a number of pre-selected conflicts representing a range of analysis from interpersonal to international. At the end of the term each group will be expected to make a presentation providing an overview and synthesized analysis of the group's case. Additionally the groups will prepare a portfolio of the conflict to be placed on the class website. Presentation and portfolio requirements will be discussed further in class.

Research Paper: (30%) Each student will be expected to select a single conflict, with instructors' approval, and write a 5000 to 6000 word analytical research paper. The paper should be a case study, emphasizing and utilizing conflict analysis and resolution concepts to both describe the conflict and possible resolution strategies. Conflict 501 is a graduate seminar, which means that the instructors expect your research paper—and all of your work— to reflect graduate level research and analysis. Your research paper should show that you have undertaken research; we expect sources from books, journals, and news sources as well as possible Internet sources. Papers should be double-spaced and legible. Please choose Chicago, MLA or APA citation styles. You will find style guides in the reference section of the library. In addition, the ICAR Publication Style sheet (based on Chicago) will be posted to the class website.

CLASS POLICIES & PROCEDURES

- You are responsible for completing individual and group assignments on time. You will be penalized the equivalent of one full letter grade for each day the assignment is late. Assignments that are overdue by more than one week will not be accepted.
- If an emergency prevents you from attending class, you should let us know ahead of time when possible and contact a group member to find out what you missed. You are responsible for all announcements, assignments, and date changes made in class and for all material covered in class even if you are not there.
- In this modern age, the use of the Internet for discussion and dissemination has become commonplace. Some class announcements and readings may be posted to the class website or sent via email. Students are responsible for keeping up to date with announcements and assignments placed on the site or sent via email.
- Incomplete grades will not be granted except in cases of personal or immediate family illness or emergency.

TEXTS/REQUIRED READING:

Cheldelin, Druckman, and Fast (eds.). *Conflict – From Analysis to Intervention*. Continuum, London and New York, 2003

Fisher, Ury, and Patton. *Getting to yes: negotiating agreement without giving in*. Penguin, New York, NY. 2nd Edition, 1991.

Kriesberg, Louis. *Constructive conflicts: from escalation to resolution*. Rowman & Littlefield, Lanham, MD. 2nd Edition, 2003.

Pruitt and Kim. *Social conflict*. McGraw-Hill, New York, NY. 3rd edition. 2003.

TEXTS/GROUP PROJECTS:

Students will form groups and each group will choose one of the following books for a conflict case study. Groups are to be made up of at least four and not more than six students.

Toobin, Jeffrey. 2001. *Too close to call: the thirty-six-day battle to decide the 2000 election*. 1st ed. New York: Random House.

Salmond, John A. 1995. *Gastonia 1929: The Story of the Loray Mill Strike*. Chapel Hill: The University of North Carolina Press.

Kakar, M. Hassan. 1997. *Afghanistan: The Soviet Invasion and the Afghan Response, 1979-1982*. University of California Press, REPRINT.

Gourevitch, Philip. 1999. *We Wish to Inform You That Tomorrow We Will Be Killed with Our Families: Stories from Rwanda*. Picador America.

Alexander, Caroline. 2003. *The Bounty: The True Story of the Mutiny on the Bounty*. Viking Adult division of Penguin-Putnam.

COURSE READINGS/INTERNET/ELECTRONIC RESERVES:

This course will use several methods for access to class readings: the library's electronic reserves, a class website, and internet access. Other readings may be indicated or distributed in class. All students are responsible for downloading and reading assignments *before* they are discussed in class. Several readings are noted as "SUPPLEMENTAL" and are not required but reading them will enhance your understanding of the course material.

The Library's Electronic Reserves are located at: <http://ers2000.gmu.edu/>

Click on the link that says, "Search Electronic Reserves." Then select course CONF 501-004 from the drop down menu, along with the instructor name - Farrugia, Alfred

The password for the Electronic Reserves is TBD

The course website can be accessed by directing your browser to <http://webct38.gmu.edu>

All GMU students will login by using their mason ID (i.e. afarrug1) as the WebCT ID and a *four digit number* representing the student's birth month and birth day (e.g. January 8: password 0108) as the initial password. Once we have a complete class list, we will add each of you to the course, which will appear in your WebCT home. This is designed to be a universal login for all students and faculty using the current version of WebCT at GMU.

If you have any questions not answered in this syllabus or have any concerns during the course, please feel free to ask either of us in class or contact one of us as soon as possible.

CLASS SCHEDULE AND ASSIGNMENTS

Note: Reading and assignments listed for a class should be prepared for and completed **before** that date, unless indicated otherwise.

Week 1: January 27

Themes: Welcome address by **Dr. Sara Cobb**, Director, ICAR
Administrative matters and getting acquainted.
Introduction to the field of conflict analysis and resolution.

Video: *For the love of Tomorrow* – the story of Irène Laure who discovered forgiveness to be a force stronger than hatred.

Assignment: Form small groups for case study projects

Week 2: February 3

NOTE: Class will meet in front of the Library (Arlington campus) at 7:20 pm and proceed as directed for an introduction to library resources. Then, during the break, students return to the classroom.

Themes: Administrative matters.
Library Research Methods, Guest Lecturer – Ms. Marissa R. Cachero, Reference/Instructional Liaison Librarian

History of conflict studies.
Basic concepts in conflict analysis and resolution: Definitions, structure of conflict, analytical frameworks, classifying conflicts

Reading: Cheldelin, Druckman & Fast, Chapters 1 & 2
Pruitt & Kim, Chapter 1
Kriesberg, Chapter 1

Assignment: Form small groups for media assignments

Week 3: February 10

Theme: Diagnosing conflict – Typology

Reading: Cheldelin et al., Chapter 3

Internet:

Sandole, Dennis J. D., A Comprehensive Mapping of Conflict and Conflict Resolution: A Three Pillar Approach. Available online at:
<http://www.gmu.edu/academic/pcs/sandole>

Electronic reserve:

Dugan, Maire A. 1996. A Nested Theory of Conflict.

Assignment: Media assignment - discussion

Week 4: February 17 – Guest Lecturer, Prof. Richard Rubenstein

Theme: Diagnosing conflict – Sources

Reading: Cheldelin et al., Chapter 4 [Supplemental: Chapters 9 & 10]
Pruitt & Kim, Chapter 2
Kriesberg, Chapter 2 & 3

Class website:

Rubenstein, Richard E. 1999. Conflict Resolution and the Structural Sources of Conflict.

Electronic reserve:

Burton, John W. "Conflict resolution: The human dimension."

SUPPLEMENTAL/HANDOUT: Augsberger, David W. *Conflict Mediation Across Cultures; Pathways and Patterns*. Chapters 3 & 4.

SUPPLEMENTAL: Fetherston, A.B. and C. Nordstrom. 1995. Overcoming *Habitus* in conflict management: UN peacekeeping and war zone ethnography.

Assignment: Submit individual paper topic to instructors
Media assignment - discussion

Week 5: February 24

Themes: Tactics and strategies

Reading: Pruitt, & Kim, Chapters 3 & 4
Kriesberg, Chapters 4 & 5

Electronic reserve:

SUPPLEMENTAL: Caddick, et al. 1999. Conflict Assessment and the Cape Cod National Seashore.

Assignment: Short Assignment (take home); Media assignment - discussion

Week 6: March 3

Themes: Dynamics and Escalation

Video: Elian Gonzales story

Reading: Cheldelin et al., Chapter 5
Kriesberg, Chapter 6
Pruitt & Kim, Chapters 5, 6, 7 & 8

Assignment: Short assignment due; Media assignment - discussion
Take Home Mid-Term Exam

Week 7: March 10

Themes: De-Escalation & Intermediaries

Reading: Cheldelin et al., Chapter 12 [Supplemental Chapters 14 & 15]
Pruitt & Kim, Chapter 9
Kriesberg, Chapter 7

Electronic reserve:

Berkovitch and Wells. 1993. Evaluating mediation strategies: a theoretical and empirical analysis.
Carstarphen and Shapiro. 1997. Facilitating between gang members and police.

Class Website:

Mitchell, C.R. 1999. The Anatomy of De-escalation.

Assignment: Take Home Mid-Term Exam due.

Week 8: March 13-20 Spring Break – no class**Week 9: March 24**

Themes: Intervention & Peacekeeping

Reading: Cheldelin et al., Chapters 16 & 17
Kriesberg, Chapter 8
Pruitt & Kim, Chapters 10 & 11

Electronic reserve:

Laue, et al. 1988. Getting to the table: three paths.

Internet:

United States Institute of Peace (USIP), Special Report 66, Peacekeeping in Africa, PART ONE:

<http://www.usip.org/pubs/specialreports/sr66.html>

USIP, PART TWO: <http://www.usip.org/pubs/specialreports/sr66-part2.html>

USIP, Special Report 112, International Judges and Prosecutors in Kosovo, A New Model for Post-Conflict Peacekeeping.

<http://www.usip.org/pubs/specialreports/sr112.html>

Assignment: Media assignment - discussion

Week 10: March 31

Themes: Critical issues I: Culture & Gender

Reading: Cheldelin et al., Chapters 7 & 8
HANDOUT: Augsberger, Chapter 8

Electronic reserve:

Barnes, Bruce. 1994. Conflict Resolution Across Cultures: a Hawaii perspective and a Pacific mediation model.

Kolb, Deborah M. 2000. More than Just a Footnote: Constructing a Theoretical Framework for Teaching about Gender in Negotiation.
McCormick. 1997. Confronting social injustice as a mediator.

Class Website:

Avruch, K. and P. Black, "Conflict resolution in intercultural settings: problems and prospects."

Assignment: Short Assignments II (take home); Media assignment - discussion

Week 11: April 7

Themes: Critical issues II: Religion

Reading:

Electronic reserve:

Abu-Nimer, Mohammed. 2001. "Conflict Resolution, Culture, and Religion: Toward a Training Model of Interreligious Peacebuilding." *Journal of Peace Research*. Vol. 38. no. 6: 685-704.

Seul, Jeffrey R. 1999. "Ours is the Way of God': Religion, Identity, and Intergroup Conflict." *Journal of Peace Research*, Vol 36, no. 5: 553-569.

Kurth, James. "Religion and Ethnic Conflict – In Theory." *Orbis* (Foreign Policy Research Inst.) 45, no. 2: 281-294. Spring 2001.

Fox, Jonathan. 1999. "Is Islam More Conflict Prone than Other Religions? A Cross-Sectional Study of Ethnoreligious Conflict." Delivered at the February 1999 International Studies Association annual conference in Washington DC.

Internet:

R. Scott Appleby. 2000. The Ambivalence of the Sacred
<http://wwics.si.edu/subsites/ccpdc/pubs/apple/frame.htm>

Gopin, Marc: <http://www.gmu.edu/departments/crdc/>

Assignment: Short Assignments II due

Week 12: April 14

Themes: Negotiation

Reading: Cheldelin et al., Chapters 11 & 13
Kriesberg, Chapter 9
Fisher, Ury & Patton, *Getting to yes (all)*

Class Website:

Druckman, "Negotiating in the International Context"

Assignment: Submit first draft of individual papers for peer review

Week 13: April 21

Themes: Outcomes & Reconciliation

Reading: Kriesberg, Chapters 10, 11 & 12

Electronic reserve:

Diamond, Louise. 1997. Training in Conflict-Habituated Systems: lessons from Cyprus

SUPPLEMENTAL: Kriesberg, Louis. "The Relevance of Reconciliation Actions in the Breakdown of Israeli-Palestinian Negotiations, 2000." *Peace & Change*, Vol. 27, No. 4: 546-571.

SUPPLEMENTAL: Goldstone, Richard J. 1996. Justice as a tool for peace-making: truth commissions and international criminal tribunals.

SUPPLEMENTAL: d'Estrée, Tamra Pearson et al. 2001. Changing the Debate About 'Success' in Conflict Resolution Efforts.

SUPPLEMENTAL: Fisher, Ronald J. 1997. Training as interactive conflict resolution: characteristics and challenges.

Week 14: April 28

Themes: Group presentations

Week 15: May 5

Themes: Review – wrap-up and final discussion on the concepts, theories and frameworks covered during the semester.

Assignment: Individual papers due at ICAR by 7.30 pm Thursday, May 12th. Alternatively, papers may be submitted electronically to both instructors up to this time.