

AMERICAN UNIVERSITY

**INTRODUCTION TO PEACE AND CONFLICT RESOLUTION
SIS-308-004**

Spring 2011

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Time: Monday 11:20AM-2:00PM
Venue: SIS 120
Office Hours: Monday 03:00 PM-05:00 PM
Wednesday 02:00PM-06:00PM

DESCRIPTION

This course provides an introduction to the related and interdisciplinary fields of peace studies and conflict resolution. Its main goal is to introduce students to the key assumptions, theories, events, and actors that have shaped the study and practice of peace and conflict resolution over time. It provides an overview of the causes and dynamics of conflict, and also examines the various mechanisms employed by diverse actors (domestic as well as international) to prevent, manage, or resolve conflict. It seeks to provide the analytic tools to help students find answers to broad questions regarding the agencies of peace and conflict in the contemporary world; the efficacy of various intervention processes; and the appropriate roles for governmental and non-governmental actors of all sizes and abilities.

Our Learning Objectives include:

- To gain a better understanding of the basic assumptions, concepts, and theories underlying peace studies and the discourse on conflict resolution.
- To develop a nuanced and sophisticated understanding of the sources, triggers, and dynamics of social conflict.
- To acquire a fuller understanding of the relative efficacies of preventive, management, and resolution tools.
- To develop a better understanding of comparative impacts of agency and context on intervention processes.
- To gain a working knowledge of the range of current conflict resolution programs and initiatives undertaken by various actors around the world.

REQUIRED TEXTS:

Two books are required for this class:

- Approaches to Peace: A Reader in Peace Studies (Second Edition) by David P. Barash (New York: Oxford University Press, 2010)
- Social Conflict: Escalation, Stalemate, and Settlement (Third Edition) by Dean G. Pruitt, Jeffrey Rubin, and Sung Hee Kim (Boston: McGraw Hill, 2004)

All other assigned reading will be made available on Blackboard.

GRADING POLICY:

Grades will be assessed according to the following criteria:

1. Attendance and Participation	(20%)
3. Simulation	(10%)
4. Group Project	(15%)
5. "Conflict in the News" Review	(5%)
6. Peer Conflict Style Assessment	(5%)
7. Exam 1	(15%)
8. Exam 2	(15%)
9. Exam 3	(15%)
Total	(100%)

Grade Distribution is based on the following scale:

100-95: A
90-94: A-
85-89: B+
80-84: B
75-79: B-
70-74: C+
65-69: C

Attendance and Participation (20%)

Participation is an essential part of this class. Students are expected to come to class fully prepared to discuss assigned readings and to contribute meaningfully to all class activities and exercises. Active participation will constitute 15% of the final grade. Students will earn points for active and constructive participation in class discussion and exercises. I shall call on students at random to answer questions in class. Points will be deducted if you are unprepared or absent without prior notice. The other 5% of the mark will be allotted for attendance. Please note that 1% will be deducted from your final grade for each class session missed without a medical or other legitimate reason being provided. Missing more than 5 class sessions during the term will result in further mark penalties.

Simulation Exercise (10%)

The simulation exercise (April 18) is designed to test the conflict analysis and management skills of students as well as give students a practical feel for group work. Students will join one of several teams (team selection will be done before the simulation) and work together to analyze and play out a given scenario or to negotiate an agreement with another team. Participation in the simulation and the follow up analysis of outcomes is worth 10% of the final grade.

Group Project (15%):

Students will be organized into several groups of 5-7 persons and asked to undertake one of the following projects.

- Option A: Profile of Peace Organizations: The group will do a site-visit to an organization currently involved in peace promotion or conflict resolution and do a 10-minute class presentation, as well as write a 5-8 page report on the nature, objectives, activities, and impact of that organization.
- Option B. Conflict Case Study:
The group will conduct a detailed analysis of the causes and trajectory of a currently unresolved conflict of their choice and propose a plan for its peaceful resolution. Group members will present their findings in class and also turn in a 5-8 page paper.
- Option C. Creative Production:
The group will select one topic, theme or issue covered in class (i.e. from the assigned reading or class lectures) and comprehensively explore it via a format or medium of their choice. Examples of formats include multi-media presentations, dramatic sketches (or skits), or interactive discussion sessions. In addition to the presentation, the group will submit a 4-6 page report on the subject/ issue explored, as well as explain their choice of presentation format.

Selection of topics will be done in week 6 (February 14). All presentations will be worth up to 5% and written reports worth 10%. Detailed guidelines for each project will be distributed in class. Please note that student will be asked to evaluate their own contribution as well as the contributions of other members of the group to the success of projects. The evaluation can affect individual credit for the group project.

“Conflict in the News” Review (5%)

Conflict in the News reviews are short written reviews of conflict stories reported in the local news media. A typical review would be 1 page long, contain 3 short paragraphs summarizing the main points of the story, analyzing the conflict covered, and providing an opinion on how the conflict might be resolved peacefully. Students will have a choice between an early submission date (February 28) or a later submission date (April 4). Each paper will be worth up to 5% of the final grade. Writing guidelines for this exercise will be handed out in class.

Peer Conflict Style Assessment (5%)

As part of our discussion of conflict styles (Week 4), each student will interview another student and write a one paragraph description on his or her conflict style. The Wilmot and Hocker

conflict attitude questionnaire will be used in this exercise. Student reports will be due in class s in Week 5 (February 7).

Examinations (45%)

There will be 3 short non-cumulative exams in this class. The first exam (15% of final grade) will be due in class on February 21 and will cover assigned readings and class lectures from weeks 1, 3, 4, 5 and 6. The second exam (15% of final grade) will be due in class on March 28 and will cover work done in weeks 7, 8, 10, and 11. The third exam (15% of final grade) will cover work done in weeks 12, 13, 14, and 15. It will be due by email at 5 PM on May 2, 2011.

GENERAL POLICIES AND NOTES

All written assignment must be typed, show proper use of the English language, and turned in on time. No late papers will be accepted. Assignments must be handed in personally on the due date in class unless otherwise stated. Note that I grade both content as well as presentation style so you should endeavor to follow the rules of proper usages of the language. You must also cite (properly) all borrowed ideas and phrases. Failure to cite “borrowed” ideas and phrases is plagiarism.

STATEMENT ON ACADEMIC INTEGRITY

All students are governed by American University's Academic Integrity Code, which details specific violations of ethical conduct that relate to academic integrity. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. All of your work (whether oral or written) in this class is governed by the provisions of the Code. Academic violations, particularly plagiarism, have been increasing in recent years, partly due to web sites and other sources that offer information or papers that students can submit as their own work.

Defined by the Code, plagiarism is using the work, ideas, or words of someone else without attribution. Other violations include inappropriate collaboration (working on a project with another person but not acknowledging her or his contribution), dishonesty in examinations, whether in class or take-home, dishonesty in papers (not submitting original work), work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations.

The adjudication process and possible penalties are listed in American University's Academic Integrity Code booklet, which is also available on the American University web site. The Instructor has the responsibility to monitor course assignments for violations of academic integrity, and the right to submit any suspicious assignments for electronic analysis to detect such violations.

Being a member of this academic community entitles each of us to a wide degree of freedom in the pursuit of scholarly interests; with that freedom, however, comes a responsibility to uphold the ethical standards of scholarly conduct.

STATEMENT ON DISABILITY SUPPORT SERVICES

If you experience difficulty in this course for any reason, please don't hesitate to consult with me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.

Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle 228.

Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

STATEMENT ON EMERGENCY PREPAREDNESS

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods.

Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies.

In the event of an emergency, students should refer to the AU Student Portal, the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

CLASS OUTLINE AND READING LIST

PART 1: INTRODUCTION

WEEK 1 (JANUARY 10): THE CHALLENGE OF PEACE

- William James, “The Moral Equivalent of War” in *Approaches to Peace* (pages 66-71).
- Jonathan Schell, “A powerful Peace,” *Approaches to Peace*
- David Barash, “Human Rights,” in *Approaches to Peace*
- Al Gore, “Nobel Prize Acceptance Speech,” in *Approaches to Peace*

WEEK 2 (JANUARY 17): MLK DAY –NO CLASS

PART 2: SOURCES AND DYNAMICS OF CONFLICT

WEEK 3 (JANUARY 24): NATURE AND SOURCES OF CONFLICT

- *Social Conflict*, Chapter 1: Overview
- *Social Conflict*, Chapter 2: Nature and Source of Conflict

WEEK 4 (JANUARY 31): CONFLICT STRATEGIES &TACTICS

- *Social Conflict*, Chapter 3: Strategic Choice
- *Social Conflict*, Chapter 4: Contentious Tactics

WEEK 5 (FEBRUARY 7): CONFLICT ESCALATION

- *Social Conflict*, Chapter 5: Escalation and Its Development
- *Social Conflict*, Chapter 6: The Structural Change Model
- *Social Conflict*, Chapter 8: The Persistence of Escalation
- **PEER CONFLICT STYLE ASSESSMENT PAPER DUE IN CLASS**

WEEK 6 (FEBRUARY 14): CONFLICT DE-ESCALATION

- *Social Conflict*, Chapters 7: Conditions that Encourage and Discourage Escalation
- *Social Conflict*, Chapter 9: Perceived Stalemate and De-Escalation

❖ GROUP PROJECT TOPIC SELECTION

PART 3: CONTEMPORARY ISSUES IN GLOBAL PEACE AND CONFLICT

WEEK 7 (FEBRUARY 21): NONVIOLENCE AND CONFLICT RESOLUTION

- Mohandas Gandhi, “Ahimsa, or the way of Nonviolence,” in *Approaches to Peace*
- Gene Sharp, “Civilian Defense as a National Defense,” in *Approaches to Peace*
- Leo Tolstoy, “Letter to Ernest Howard Crosby,” in *Approaches to Peace*
- Barack Obama, “Noble Acceptance Speech” (On Blackboard)

❖ EXAM 1 PAPERS DUE IN CLASS

WEEK 8 (FEBRUARY 28): APPROACHES TO WAR

- Sigmund Freud, “Why War?” in *Approaches to Peace*
- Michael Howard, “The Causes of War” in *Approaches to Peace*
- Johan Galtung, “A Structural Theory of Imperialism” in *Approaches to Peace*
- Margaret Mead, “Warfare Is Only an Invention—Not a Biological Necessity,” in *Approaches to Peace*

• FIRST BATCH OF “CONFLICT IN THE NEWS” REVIEWS DUE

WEEK 9 (MARCH 7): SPRING BREAK

WEEK 10 (MARCH 14): GENDER AND ARMED CONFLICT

- Mary Burguières, "Feminist Approaches to Peace: Another Step for Peace Studies," *Millennium* 19:1 (1990): 1-18
- Betty Readon, "Sexism and the War System," in *Approaches to Peace*.
- Beth Woroniuk, "Gender Equality and Peacebuilding: An Operational Framework," CIDA Gender Equality Division and Peacebuilding Unit.
- "Role of Women in US Military Gets Renewed Debate," VOANews.com, 31 May 2005. Available at: <http://www.voanews.com/english/news/a-13-2005-05-31-voa49-67529162.html>
- "Rape in the U.S. military" Latimes.com. January 30, 2008. Available at: <http://www.latimes.com/news/opinion/la-ow-marshall30jan30,0,510658.story>

WEEK 11 (MARCH 21): TERRORISM IN GLOBAL CONTEXT

- RAND Corporation, "Terrorism Past and Present," in *Approaches to Peace*
- Eqbal Ahmad, "Terrorism: Theirs and Ours," in *Approaches to Peace*
- Robert Pape, "Dying to Win: The Strategic Logic of Suicide Terrorism," in *Approaches to Peace*.
- Charles Webel, "Terror: The Neglected but Inescapable Core of Terrorism," in *Approaches to Peace*

PART 4: APPROACHES TO PEACEMAKING

WEEK 12 (MARCH 28): EARLY WARNING AND PREVENTION

- UN/ISDR (Platform for the Promotion of Early Warning). "Developing Early Warning Systems: A Check List," (report of the Third International Conference on Early Warning, Bonn, March 27-29, 2006).
- African Union, "Development of indicators for Early warning systems: Some conceptual and Methodological issues". *Background Paper No. 3*, Conflict Management Division of the Peace and Security Department, African Union Commission
- Albrecht Schnabel, "Challenges of Operational Conflict Prevention: From Proactive to Reactive Prevention," Paper presentation at the UNU Global Seminar, 3rd Shimane

Session held at the University of Shimane, Hamada, Shimane Prefecture, Japan,
3-6 August 2002.

- “Conflict Prevention: Ten Lessons We Have Learned,”- Closing Keynote Address by Gareth Evans, President of the International Crisis Group, to the University of Toronto Peace and Conflict Society Conference Before the Crisis Breaks: Conflict Prevention, Crisis Management and Preventive Diplomacy in the 21st Century, Toronto, 4 February 2007

❖ **EXAM 2 PAPERS DUE IN CLASS**

WEEK 13 (APRIL 4): PROBLEM SOLVING, ADJUDICATION

- *Social Conflict*, Chapter 10: Problem Solving and Reconciliation
- Linda Fasulo, “An Insider’s Guide to the UN,” in *Approaches to Peace*.
- Josef L. Kunz, “Compulsory International Adjudication and Maintenance of Peace” *The American Journal of International Law*, Vol. 38, No. 4. (Oct., 1944), pp. 673-678. – Available on Blackboard

❖ **SECOND BATCH OF “CONFLICT IN THE NEWS” REVIEWS DUE**

WEEK 14 (APRIL 11): PEACEMAKING SKILLS: MEDIATION

- *Social Conflict*- Chapter 11: The Intervention of Third Parties
- Excerpts from *Mediator's Handbook* 3rd edition by Jennifer E. Beer and Eileen Stief (New Society Publishers 1998); Read the following pages:
 - The Mediation Session (pages 27-45)
 - Emotionally Difficult Situations (pages 84-86)
 - Controlling the Process (pages 89-102)

❖ **GUEST SPEAKER**

WEEK 15 (APRIL 18): PEACEMAKING SKILLS: NEGOTIATION

- Roger Fisher et al. “Getting to Yes,” in *Approaches to Peace*.
- Jeswald W. Salacuse, “Negotiating: The top ways that culture can affect your Negotiation,” *Ivey Business Journal Online*, March/April 2005. (On Blackboard)
- Anne M. Burr, “Ethics in Negotiation: Does Getting to Yes Require Candor?” *Dispute Resolution Journal*, May-July 2001.

❖ **SIMULATION**

WEEK 16 (APRIL 25): PROJECT PRESENTATIONS

❖ **EXAM 3 PAPERS DUE AT 5PM ON MAY 2, 2011**