

**AMERICAN UNIVERSITY**  
**School of International Service**  
**International Peace and Conflict Resolution**  
**SIS 609-001: CONFLICT ANALYSIS AND RESOLUTION -**  
**THEORY AND PRACTICE**

TUESDAYS 5:30 – 8:00pm

SPRING 2011

SIS 355

Professor Lynn Kunkle

Office Hours: Tuesdays, 3pm – 5pm (and by appointment) in office: EQB 208 B; (202) 885-6578

[Kunkle@american.edu](mailto:Kunkle@american.edu)

Mailbox located in SIS hub 116

Faculty Assistant: Meghan McAvoy: [mm7203a@student.american.edu](mailto:mm7203a@student.american.edu)

*During maternity leave (February 8<sup>th</sup> to March 22<sup>nd</sup>):*

Office hours cancelled Tuesday, February 8<sup>th</sup> and 15<sup>th</sup>. Questions about Learning Team assignments during these two weeks can be directed to Dr. Ron Fisher: [fisher@american.edu](mailto:fisher@american.edu). Questions about access to readings should be directed to Meghan McAvoy.

Office hours will resume virtually on Tuesdays 3-5pm between Feb. 22<sup>nd</sup> to March 15<sup>th</sup>. Please send an email requesting an appointment during this time or to request another time to connect online. Emails will be checked twice a week during maternity leave. For immediate help or urgent questions, please contact Meghan McAvoy.

Questions about Information Technology should be directed to the Center for Teaching, Research and Learning (CTRL) in Hurst 214, (202) 885-2117 or by email: [ctrlgeneral@american.edu](mailto:ctrlgeneral@american.edu). They are open Mondays through Fridays, 9am to 5pm. If your question is specifically about Blackboard, please call (202) 885-3904 or email [blackboard@american.edu](mailto:blackboard@american.edu).

### **Course Description:**

This course explores conflict resolution as an interdisciplinary field of theoretical and practical inquiry and research. We will explore current perspectives, underlying assumptions and a variety of models in examining different approaches to conflict resolution. The conflict analysis portion of the class includes consideration of underlying sources, the multiplicity of causes and dynamics leading to manifest expression and escalation, and the strategic choices made by adversaries – including costs and benefits.

The conflict resolution portion of the class involves examining the intractability of protracted social conflict, and the methods of prevention, negotiation and third party intervention that can support accommodation, de-escalation, settlement and reconciliation. Major issues in the field will also be examined and discussed in these contexts, including culture, religion, gender, ethics and power.

### **Learning Outcomes**

In examining the major issues of the field, we can identify a number of learning outcomes or integrated competencies:

**Knowledge of** the history, development and current expression of the field of conflict resolution; conflict processes, with particular investigations into causation, escalation and de-escalation dynamics; and different conflict resolution methods , including negotiation, mediation and consultation.

**Awareness of** a number of various models of conflict (particularly grievance and greed models); current armed conflicts around the world; the principles and values of conflict resolution, as well as the limitations and constraints in employing conflict resolution methods; and finally awareness of various conflict analysis and assessment tools.

**Ability to** apply conflict models to cases and evaluate their relevance and utility; recommend conflict interventions based on analysis; and produce effective policy recommendations for conflict resolution.

**Appreciation of** different multidisciplinary and multilevel approaches to peacefully resolving conflicts; assertive, cooperative and relationship-oriented methods; participative, democratic methods for managing differences; and self-reflective and ethical practices.

Students will be able to identify early warning mechanisms, conflict phases and dynamics including emergence, escalation, prevention, de-escalation and resolution, and conceptualize and construct conflict assessments that reflect the most recent thinking in the field. Students will also be able to develop, apply, critically evaluate and analyze appropriate conflict resolution methodologies to address underlying conflict sources and contexts and make effective, policy-relevant conflict resolution recommendations.

## **Learning Methodology**

This class draws on a combination of readings, case studies, presentations, seminars and team projects to engage the classroom community as apprenticing conflict analysts and practitioners. A case analysis approach is used to examine the role of contemporary issues in conflict situations.

Case studies of selected conflicts will be completed and recommended interventions for de-escalation and resolution will be developed and presented in class sessions.

## **Required Texts**

Kriesberg, Louis (2007). Constructive Conflicts (3<sup>rd</sup> ed). Lanham, MD: Rowman and Littlefield.

Ramsbotham, O., Woodhouse, T and Miall, H. (2005). Contemporary Conflict Resolution (2<sup>nd</sup> ed). Cambridge, UK: Polity Press.

Both books will be available for purchase at the AU Bookstore and at the AU Library Reserves Desk.

*Recommended readings* will be provided for those with little or no conflict resolution backgrounds to help familiarize them with building block concepts, terminologies, etc.

## **Reserve Readings**

In addition to required texts, reserve readings will be assigned, and every effort will be made to make these available online through Blackboard (both on E-Reserves and through Course Documents) and from the AU Library Reserves Desk for checkout.

## **Course Design:**

This is a graduate seminar in which members are expected to participate actively in reacting to assigned readings and engaging in the integrative discussions building on the readings. Each class session covers a designated topic based on a set of readings, and group discussions will further explore and identify relevant themes and insights from readings.

To increase understanding of conflict analysis and resolution, class members will form small “Learning Teams” of four or five members each, who will choose a particular case of active ethno-political conflict to work on based on their common interests, experiences and aspirations. The case will be analyzed in terms of the nature of the conflict, and recommended interventions that could be carried out to de-escalate and resolve it. The object is to add greater meaning to the readings through a sequenced, in-depth case analysis of a specific, current situation represented in the literature and other sources.

These teams will be formed with flexibility in the amount of collaboration that will be necessary, in order to take account of member’s constraints in terms of study and work schedules, geographical location, transportation requirements, etc. In addition to Learning Teams, more traditional elements of the course design include a term paper and two response papers.

Please note that all class assignments must be typed, double-spaced and in 12 point Times New Roman font with one-inch margins, and are to be submitted on time, unless pre-approved extenuating circumstances preclude this. Please discuss any difficulties in completing assignments with the Instructor before the deadline passes. Mark penalties will be assigned for inappropriate format or length or lateness.

During maternity leave (February 8<sup>th</sup> to March 22<sup>nd</sup>), our course will have a combination of guest speakers, who will deliver lectures and facilitate class discussion, and independent assignments and Learning Team group work. It will be especially important to be familiar with how to access Blackboard and engage in online Class Discussions, posting threads and responding to comments during this time.

## **Technology and Blackboard**

This course will make extensive use of Blackboard for online discussions, group forums and communication between the Instructor and students. These will be important components of your final grades. If you do not have a computer, you can use AU computers in the library or in the computer rooms. If you are unfamiliar with how to use Blackboard, you are encouraged to visit CTRL in Hurst Hall immediately and avail yourself to their many tutorials and assistance. Free tutorials are regularly given to students on Blackboard and developing other technology and IT presentation skills. Check out MyAmerican.edu and click on Technology and IT Courses for Students for weekly schedules. CTRL website: <http://www.american.edu/provost/ctrl/index.cfm>

## **Class Rules**

No laptops in class unless you have otherwise obtained permission for a particular purpose. Obviously no cell phones or other technological devices may be used or operated during class time!

## **Course Requirements:**

## 1. Course Participation (20%)

As this is a graduate course, students are expected to both *attend and participate regularly* in classroom and online discussions in engaged, respectful and meaningful ways. Punctuality demonstrates your respect for the class, instructor and colleagues. The purpose of in-depth participation is to develop a familiarity in professionally communicating, presenting and sharing multiple perspectives on a range of topics in our field. Students bring with them not only their insights from the readings, but their own personal and work experiences to create a larger learning community where students may safely and critically examine and understand assumptions, concepts, approaches and terms in our field. This is essential to becoming professionals in conflict analysis and resolution.

**Policy on Absences:** Attendance in classes is required, and absences will substantially affect your ability to participate in class – thus your in-class participation grade. The quality of the seminar is directly linked with your having completed the assignments on time with your peers and the quality of the contributions and insights you bring with you. Absences for medical or compassionate reasons are permitted, but for full participation credit, a brief reflection paper on the assigned reading will be needed to restore your full participation credit. This would involve briefly identifying the central points of the authors in the required reading and reflecting on them, as well as tying these points to your Learning Case study. Expected length of these papers is from 3-5 pages. The purpose is to ensure that you are on the same page with your peers for future class discussions, and that your Learning Case group is not disadvantaged by your absence.

During maternity leave, some classroom discussions will be facilitated by guest speakers, while other classes will be emphasizing online discussions through Blackboard. Class discussions facilitated by guest speakers will be recorded and archived so that participation points can be assessed and awarded.

**In-class participation** (10%) means bringing to class substantive questions and insights or observations from the readings in preparation for classroom discussion. You may be called upon to lead class discussions, so be prepared! Not every person participates in the same way, so your participation will also be noted in your attentiveness, interest and body language in class discussions. You will also be evaluated on the quality of contributions (not merely summarizing author points or submitting opinions without reflecting on implications), and not by the mere quantity of your contributions. Points awarded are the basis of your ability to connect concepts, theories and underlying assumptions of the readings and classroom discussion to applied case studies, best practices, processes and methods of resolution.

**Online Participation** (10%): Classroom participation is measured in terms of quality of contributions and the level of higher-level and analytical thinking present in your postings and responses. Full online discussion points for this class are awarded by thoughtful questions and constructive comments with reference to readings or course material, and the sustained regularity of your contributions.

There are three specific activities online where your participation is required. (1) Group Status Reports: your online participation will be assessed based on your feedback and posts to Group Status Reports, uploaded at four different times in the semester. You will be asked to survey these postings to see how other groups are assessing, analyzing and making linkages between their case study and the material, so that you may also add insights or other constructive recommendation of your own. These may be from your perspective or based on what you are learning from applying these to your own case study. This is intended to help create a learning community among professionals who are grappling with similar – though different – themes, while at the same time learning in an engaged way about other conflict case studies.

The deadline for posting feedback and replies to Group Status Reports for participation evaluation is one week from submitted online, so you are able to read these postings on your own time (asynchronous). Students are required to survey and provide a meaningful reply to *at least* one other group. Replies and follow-up questions or comments should be complied with or responded to promptly. The end of the semester should demonstrate a consistent and sustained effort to engage respectfully and collaboratively with others for full online participation points.

You will also be asked to participate (2) in an online class discussion on March 1<sup>st</sup>, where questions will be posted at the outset based on that week's readings. The online discussion will begin at 530pm and will be synchronized. In addition to observing how these questions are responded to, you will be asked to submit an original question based on the reading to stimulate critical thinking for the rest of the class (which does *not* mean negative, criticizing thinking, but rather deeper, probing thinking from multiple perspectives), and post three replies to other questions posted by colleagues in class. This class will be worth 5% of your online participation grade.

Finally, at the end of the semester we will host (3) a virtual conference, where you will post your term paper on a panel with others from the class, where you will be asked to give feedback on others in the panel within a one-week period of time (asynchronous). Your paper would also be made available for constructive feedback from others in the class, though these are not required (but usually appreciated!). This online panel feedback portion is worth 5% of your Term Paper grade (see below)

## **2. Learning Team Case Analysis (30%)**

*Learning Team Presentation (10%):* Each Learning Team will make one (40 minute) presentation at the end of the semester on the causes and manifestations of the conflict, and on the nature of the recommended interventions to address the conflict. The first half of your case would represent the conflict analysis portion, and the second half, your conflict resolution recommendations. This sequential and collaborative case analysis is designed to sensitize members to the challenges and benefits of working in a professional team, and to deepen members' understanding of the course material by application to a concrete situation. Presentations will be assessed on clarity, organization and creativity as well as the quality and innovativeness of your analysis and recommendations.

Each member is expected to contribute to all of the team's activities. Students will be enrolled in Groups on Blackboard to help facilitate group interaction, post articles, information or other resources. This is also where your four Group Status Reports will be uploaded and shared with your group, as well as the class. You are encouraged to use this forum for communicating and organizing your material and presentation insofar as it can demonstrate the relative efforts of each group member.

*Written Report:* A brief written report (12 to 15 pages) is required within one week of the final presentation, worth 10% of the Learning Team grade. Both the presentation (worth 10%) and the written report (10%) are graded as a unit, unless members negotiate in advance to take individual marks based on identified components of the presentations and report. Reports will be evaluated on clarity, organization and substance, and due one week after the final presentation in both hard copy *and* electronic form. Each part of the case analysis will be handed out in class and made available in Blackboard under "Course Information".

*Group Status Reports (5%):* Learning Teams will meet four times in-class to discuss their progress and the applicability of class readings and discussions to their project. Each meeting should result in a Group Status

Report to be compiled by the end of the week and submitted as a file electronically to the Instructor, and uploaded in the Blackboard Group for the rest of the group and the class. Each group member will be expected to compile and organize a GSR (and to check with the rest of the group before handing them in), and will be responsible for maintaining the online discussions associated with it for the benefit of the group. This will be worth 5% of your Learning Team grade, and will be assessed on the quality of substance, clarity and organization of thought and presentation.

Students may opt to do each GSR collaboratively, or may break down the assignment in other ways, provided they check first with the Instructor so that each person has the opportunity to be awarded participation points. The final 5% of the grade will be based on an evaluation by members of your Learning Team. Peer evaluation guidelines will be posted on Blackboard.

### Key Deadlines:

Formation of Learning Teams: January 18<sup>th</sup>

Scheduling of Learning Team Presentations: January 25<sup>th</sup>

1<sup>st</sup> In-Class Meeting of Learning Teams (Full class): February 8<sup>th</sup>

First submitted Group Status Report by February 11<sup>th</sup> and posted online

2<sup>nd</sup> In-Class Meeting of Learning Teams (Half class): February 22<sup>nd</sup>

Second submitted Group Status Report by February 27<sup>th</sup> and posted online

3<sup>rd</sup> In-Class Meeting of Learning Teams (Half class): March 15<sup>th</sup>

Third submitted Group Status Report by end of March 18<sup>th</sup> and posted online

4<sup>th</sup> In-Class Meeting of Learning Teams (Half class): March 29<sup>th</sup>

Fourth submitted Group Status Report by end April 1<sup>st</sup> and posted online

Learning Team Presentations begin April 5<sup>th</sup>

### **3. Term Paper (20%)**

A research and analysis paper of 15 to 20 pages is to be completed by each class member. The topic should relate to and build on some segment of the class readings, and should not overlap with the Learning Team work (although some case material from that analysis may be used to illustrate concepts covered in the term paper).

Note that the term paper is not to be solely a case study. Topics are to be identified in consultation with the Instructor with the goal of articulating how the topic fits into conflict analysis and resolution and how it advances the professional development of the class member.

A brief (1-2 page) proposal approved by the Instructor is required (submitted by March 15<sup>th</sup>), and papers are to be submitted both in hard copy and electronic form. Papers will be assessed on the criteria of clarity of expression, organization of information, and quality of substance. You may submit an earlier draft for comments and feedback – please allow a week for responses, so plan your schedule accordingly.

*Deadline Extensions* Requests for extensions are considered on an exceptional, case by case basis, and may involve temporarily taking an “Incomplete” for the course and negotiating an acceptable timeframe for completion. You will still be required to submit feedback on other papers, and submit enough of the core ideas of your paper for other students to leave you feedback as well.

Another option is available for students who wish to participate in the Dialogue Development Group (DDG), which meets once a week for seven weeks toward the middle to end of the semester. Students choosing this option can complete a term paper on some aspect of the dialogue as a method of conflict resolution, and to integrate their dialogue experience with the conceptual analysis in the term paper.

*Virtual conference.* Students will post their papers on an online conference panel site, of 4 to 5 students per panel, where students will be required to read, comment and give constructive feedback on **each** of the other papers. This feedback represents 5% of the term paper grade. Full points are awarded for insightful and above average constructive feedback and recommendations. You are encouraged to submit feedback for any paper you find interesting on the virtual conference site, and are only required to submit comments for your own panel papers.

Clearly your paper will have to be sufficiently advanced for students to comment meaningfully on them. Do not upload a very rough draft! The final paper is not due for another two weeks primarily to allow time for you to incorporate useful feedback into your work.

Key Deadlines:

Deadline for submitting *approved* paper topic proposal: March 15<sup>th</sup>

Deadline for submitting your paper draft to your panel: April 12<sup>th</sup>

Deadline for posting panel paper feedback: April 19<sup>th</sup>

Deadline for submitting final paper: May 3<sup>rd</sup>

#### **4. Response Papers (30%)**

Three different Response Papers will be given throughout the semester to provide opportunities to demonstrate the ability to synthesize and analyze the concepts and theories identified in the readings and discussions, and apply them in focused and concrete ways. These are also occasions for you to demonstrate your in-depth knowledge and command of the material (readings, cases, lectures, discussions), and ability to grasp substantive implications and applications.

Each response paper is worth 15%, and will be assessed on the basis of the quality of analysis and thought, the ability to use class readings and larger class concepts in skillfully making arguments (cite your sources!)

Please proofread, spell-check and paginate your papers before handing them in!

Key Dates:

Response Paper #1: February 6<sup>th</sup>

Response Paper #2: March 22<sup>nd</sup>

#### **Statement on Academic Integrity**

All students must adhere to the Academic Integrity Code (see link below). As the code states, "By enrolling at American University and then each semester when registering for classes, students acknowledge their commitment to the Code. As members of the academic community, students must become familiar with their rights and their responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of

documentation and acknowledgment of sources. American University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors."

Rules and Regulations related to Academic Integrity can be found at:

<http://www.american.edu/provost/registrar/regulations/reg80.cfm>

### **Statement on Emergency Preparedness**

In the event of a declared pandemic (influenza or other communicable disease), 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 due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site ([www.prepared.american.edu](http://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.

### **Other campus resources:**

#### **Academic Support Center: (202) 885-3360, 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.

#### **Disability Support: (202) 885-3315, MGC 206**

Offers technical and practical support and assistance with accommodations for students with physical, medical and or psychological disabilities.

#### **Counseling Support: (202) 885- 3500, MGC 214**

Offers counseling and consultation regarding personal concerns, self-help information and connections to off-campus mental health resources.

## **COURSE SCHEDULE:**

*Please check Blackboard regularly, and always at the beginning of every week, for updates and revisions.*

### **Week One: January 11, 2011 - INTRODUCTIONS**

Introductions, Syllabus, Class expectations

### **Week Two: January 18<sup>th</sup>: HISTORY /EVOLUTION OF THE FIELD**

FORMATION OF LEARNING TEAMS: 4 to 5 people

In this class we go over some of the substantive theorizing (mainly sociological and social psychological), about the nature of conflict and its phases of development from causation to termination. Second, we will examine the field from an interdisciplinary perspective in order to advance our understanding of and ability to address social conflict. Are there any new areas, issues, topics in the field do you think our field should explore?

Class discussion on Readings: bring 2-3 questions from each reading to contribute to class discussions.

**Required Readings:**

Ramsbotham, O. et al. Chapters 1 and 2: "Introduction to Conflict Resolution: Concepts and Definitions," and "Conflict Resolution: Origins, Foundations, and Development of the Field," pp. 3- 31 and 32-54. (Available on Blackboard and on Reserves)

Kriesberg, L. Chapter 1: "Analyzing Social Conflicts," pp. 1-26. (Available on Blackboard and on Reserves)

Kriesberg, L. (2007) "The Conflict Resolution Field: Origin, Growth, and Differentiation," in I.W. Zartman (ed), *Peacemaking in International Conflict* (Rev. Ed), Washington, DC; USIP; pp. 25-60.

<http://faculty.maxwell.syr.edu/lkriesbe/Articles/The%20Conflict%20Resolution%20Field,%20Origins,%20Growth,%20and%20Differentiation.pdf>

**Recommended:**

Pruitt and Kim, Chapters 1 and 2: Overview and Nature and Sources of Conflict, pp. 3-14 and 15-36. (Available on Blackboard and on Reserves)

"Understanding Conflict" bookshelf in [www.beyondintractability.com](http://www.beyondintractability.com)

**Week Three: January 25<sup>th</sup>: Protracted Social Conflict / Base and Expression of Conflict**

This class we investigate the nature of conflict by extending analysis to include characteristics of adversaries and their relationships and the social context in which they are embedded. Our level of analysis will include the ethnopolitical and international levels through an overview of current armed conflicts and the complex and wide-ranging nature of their causes, motives and expressions.

**Scheduling of Learning Teams**

Please bring 2-3 questions for the class discussion from each reading.

**Required Readings:**

Kriesberg, L. Chapters 2 and 3: "Bases of Social Conflicts" and "Emergence of Conflicts"; pp. 27-52 and 53-94.

Ramsbotham, O. et al. Chapters 3 and 4: "Statistics of Deadly Quarrels," pp. 55 – 77, "Understanding Contemporary Conflict," pp. 78-105.

Harbom, L. and Wallensteen, P.(2009). "Armed Conflicts: 1946-2008", *Journal of Peace Research*, 46 (4), pp. 577-587. (On Blackboard and on reserves)

**Resources:**

Global Peace Index (The Economist magazine) See: <http://www.visionofhumanity.org/gpi-data/#/2010/scor>

See Ploughshares: <http://www.ploughshares.ca/libraries/ACRText/ACR-TitlePage.html> for overviews of global armed struggles, including summaries, tables, etc.

<http://hsrgroup.org> see Human Security Report, 2005 or Human Security Brief (2007)

## **Week Four: February 1<sup>st</sup>: Conflict Prevention and Escalation**

In class we will examine the different ways that contentiously waged conflicts tend to escalate to higher and higher levels of intensity and destructiveness. How does this inform how we understand and approach early warning and conflict prevention in concrete ways? We will also examine ways in which conflict prevention efforts are framed and advanced in terms of recommendations at the policy level.

### **Required Readings:**

Kriesberg, L. Chapter 6: "Escalation of Conflicts," pp. 155-186.

Ramsbotham, O. et al. Chapter 5: "Preventing Violent Conflict," pp. 106-131.

Gurr, T.R. & Marshall, M.G. (1998) "Assessing Risks of Future Ethnic Wars," in T. R. Gurr, People versus States: Minorities at Risk in the New Century, USIP Press; pp. 223-260.

FEWER: Forum on Early Warning and Early Response: "Democratic Republic of Congo, FEWER, 2007" on YouTube: <http://www.youtube.com/watch?v=vzAbEmiMRbA>

**3D Security Conflict Prevention Briefs:** Check out some examples of conflict prevention recommendation policy briefs from the 3D Security Initiative ([www.3Security.org](http://www.3Security.org)).

3D Security's Climate Change and Security Brief:

<http://www.3dsecurity.org/sites/3dsecurity.org/files/10%20Security%20Implications%20of%20Climate%20Change.pdf>

Civil Society and Conflict Prevention:

<http://www.3dsecurity.org/sites/3dsecurity.org/files/Civil%20Society%20Policy%20Brief.pdf/%3E>

Conflict Prevention: Development and Security:

[http://www.3dsecurity.org/sites/3dsecurity.org/files/Development-Security%20Nexus\\_2.pdf](http://www.3dsecurity.org/sites/3dsecurity.org/files/Development-Security%20Nexus_2.pdf)

<http://www.3dsecurity.org/sites/3dsecurity.org/files/Civil%20Society%20Policy%20Brief.pdf/%3e>

### ***Resources:***

Current listing of minorities under threat: [www.minorityrights.org/peoplesunderthreat](http://www.minorityrights.org/peoplesunderthreat)

### ***Recommended:***

Pruitt, DS and Kim. Chapters 4, 5, 6 – "Contentious Tactics" (pp.63-84), Escalation and its Development (pp. 85-100) and "The Structural Change Model" (pp. 101-121); Chapters 7 and 8: "Conditions that Encourage and Discourage Escalation, and The Persistence of Escalation," (pp. 121-150, and 151-168)

**Check Blackboard ("Assignments") for first Response Paper Questions. Response Papers Due Electronically TUESDAY, FEBRUARY 8<sup>th</sup>: 5:30pm**

## **Week Five: February 8<sup>th</sup>: Conflict Assessment Models: Grievance versus Greed?**

\*\* Students meet with their Learning Team groups during class hours \*\*

First Response Papers Due electronically prior to class

**First Independent Group Study and Group Posting:** Discuss the relevance, strengths and weaknesses of different conflict assessment models and how/when/where/if they connect with your Learning Team assignment. Don't forget to appoint someone to take the lead in submitting the Group Status Report (due Friday) that reflects a summary of group discussion and opinion, as well as any observations relating to comparing and contrasting different conflict assessment frameworks. These reports are to be posted online and available for your classmates to observe and post feedback, and also submitted to me separately by email.

Please indicate whether the submission was a lone or collaborate effort, specifying the role of others, if any, to the posted submission. This point person(s) will be responsible for monitoring and replying to threads or discussions of their posting throughout the semester. The Group Status Update postings (5% final grade) will be evaluated on the basis of written and analytical clarity and presentation, connection to Learning Team case, and maintenance of posting (replies, updates, etc). Your posting is intended to serve as a learning model and tool that applies conflict assessment to your actual case study, which can serve as a resource and opportunity for questions and critical thinking for others.

**Online Class Discussion:** Each student is expected to survey and submit between one and three questions and comments on the Group Postings of other groups who are also engaged in the effort to apply and analyze conflict assessment methodologies and frameworks to case studies. See Online Participation for a breakdown of how online postings will be evaluated. Discussion postings will be evaluated over the course of week following the original posting, though online participation points are awarded for each constructive reply or initiation of thread that contributes to the overall discussion.

**Required Readings:**

Collier, Paul and Anke Hoefler. "Greed and Grievance in Civil War," in *Oxford Economic Papers* 56 (2004). 563-595. (On Blackboard and on reserves)

Licklider, Roy. Chapter 2: "Comparative Studies of Long Wars," in Grasping the Nettle (2004) by Chester Crocker, eds. USIP Press, Washington, DC. pp. 33- 45 (On Blackboard and on reserves)

***Read the following Conflict Assessment Papers:***

ICAF: Interagency Conflict Assessment Framework, Office of for the Coordinator for Reconstruction and Stabilization, United States Department of State; pp. 1-17. (On Blackboard and on reserves)

ICAF Case Study: "Tajikistan Conflict Assessment", May 2008 (ICAF summary from workshop); pp. 1-25. (on Blackboard and on Reserves)

Conflict Management and Mitigation Assessment; Office of Conflict Management and Mitigation (CMM), United States Agency for International Development (2005); pp. 1-43.

CAF: Conflict Analysis Framework; The Conflict Prevention and Reconstruction Team (CPR); Social Development Department, The World Bank (2005); pp. 1-33.

***Recommended:***

UNDG/ECHA "Framework for Conflict Analysis," (2004) (On Blackboard)

DFID's Conflict Assessment and Conflict Prevention Framework:

[http://conflictsensitivity.org/files/publib/Conducting\\_Conflict\\_Assesment\\_Guidance.pdf](http://conflictsensitivity.org/files/publib/Conducting_Conflict_Assesment_Guidance.pdf)

Beller, Sarah, Graig Klein and Ron Fisher. "US Government Innovations in Peacebuilding and Conflict Resolution: Implications for the IPCR Program," Rev. ed November, 2010. (On Blackboard and on Reserves)

Hubert, Don. "Resources, Greed, and the Persistence of Violent Conflict," in Human Security and the New Diplomacy. McRae and Hubert (2001); pp. 178-189; and "Case Study: Angola Sanctions," pp. 190-198. (On Blackboard and on reserves)

## **Week Six: February 15<sup>th</sup>: Intractable Conflict and Social-Psychological, Psycho-dynamic Perspectives**

\*\* This class will be web-recorded and archived \*\*

Guest Speaker: Joe Montville (please see Blackboard for Biography)

Friday deadline for responding to last week's Group Status Report

### **Required Reading:**

Volkan, Vamik. "Bosnia-Hercegovina: Chosen Trauma and its Transgenerational Transmission":

<http://www.vamikvolkan.com/Bosnia-Herzegovina%3A-Chosen-Trauma-and-Its-Transgenerational-Transmission.php>

Montville, Joseph. Chapter 7: "Justice and the Burdens of History" in Reconciliation, Justice and Coexistence: Theory and Practice by Mohamed Abu-Nimer, ed. pp. 129-144.

Montville, Joseph. Chapter 7: "The Pathology and Prevention of Genocide," in The Psychodynamics of International Relationships, volume II. Volkan, Vamik, Joseph Montville and Demetrios A. Julius, eds. Lexington Books, MA.; pp. 121-144.

## **Week Seven: February 22<sup>nd</sup>: De-escalation, Settlement and Post-Conflict Peacebuilding**

\*\* This class will be web-recorded and archived \*\*

Guest Speaker: Joe Montville (please see Blackboard for Biography)

Learning Teams Meet 2<sup>nd</sup> Half of the class

**Second Independent Group Study / Group Status Posting:** Reflect on the class discussion and readings for both conflict analysis and resolution approaches and report on linkages, connections and insights. Group point person will upload summary of group discussion and opinion on social-psychological perspectives as well as dynamics of de-escalation, settlement and post-conflict peacebuilding in general and as it relates to Learning Team assignment.

### **Required Readings:**

Kriesberg, L. Chapter 7: "The De-escalation of Conflicts," pp. 187-227.

Ramsbotham, O. et. al. Chapters 7, 8, and 9: "Ending Violent Conflict: Peacemaking," (pp. 159-184) and "Post War Reconstruction" (pp. 185-214) and "Peacebuilding," (pp. 215-230).

3D Security: Civil Society and USG in Conflict-Affected Zones:

<http://wilsoncenter.org/topics/pubs/Civil%20Society%20and%20the%20US%20Govt%20in%20Conflict-Affected%20Regions1.pdf>

### ***Recommended:***

Pruitt & Kim, Chapter 9: "Perceived Stalemate and De-escalation," pp. 171-188.

Case study: UN efforts to facilitate integrated post-conflict peacebuilding in Sierra Leone: [www.uniosil.org](http://www.uniosil.org)

## **Week Eight: March 1<sup>st</sup>: Power, Ethics, Peacekeeping and Conflict Resolution**

\*\* Class does not meet on campus but meets synchronously online: Students expected to participate in Online Discussion related to the readings and themes of the week\*\* Lead Discussion questions based on the readings will be posted at the start of the class.

Remember Term Paper proposals due March 15<sup>th</sup>. Please be sure that your topic is Instructor-approved prior to submitting your paper proposal!

### **Required Reading:**

Ramsbotham, O. et al. Chapters 6 and 13: "Containing Violent Conflict: Peacekeeping," pp. 132-158; and "The Ethics of Intervention," pp. 275-287.

Burton, J.W. (1995) "Conflict Resolution as a Political System," in J.A. Vasquez et al., (eds), *Beyond Confrontation*. U. of Michigan Press; pp. 115-127.

"Supreme Court Ruling Impacts Peacebuilding in Afghanistan," by Lisa Schirch: [http://www.huffingtonpost.com/lisa-schirch/supreme-court-ruling-impacts-peacebuilding-in-afghanistan\\_b\\_648747.html](http://www.huffingtonpost.com/lisa-schirch/supreme-court-ruling-impacts-peacebuilding-in-afghanistan_b_648747.html)

"The Impact of Counterterrorism Laws and Terrorist Lists on Civil Society Roles," February 2010:  
[http://www.3dsecurity.org/sites/3dsecurity.org/files/The%20impact%20of%20US%20counterterrorism%20laws%20and%20terrorist%20lists%20on%20civil%20society\\_1.pdf](http://www.3dsecurity.org/sites/3dsecurity.org/files/The%20impact%20of%20US%20counterterrorism%20laws%20and%20terrorist%20lists%20on%20civil%20society_1.pdf)

CSPAN video with Dr. Lisa Schirch: <http://www.c-spanarchives.org/program/292133-1>

Wolfe, Rebecca and John Darley. "Protracted Asymmetrical Combat Erodes Standards for Avoiding Civilian Casualties," *Peace and Conflict: Journal of Peace Psychology*, 11 (1) 2005; pp. 55-61. (On Blackboard)

### **Recommended:**

Farer, Tom J. "The Ethics of Intervention in Self-Determination Struggles," in *Human Rights Quarterly*, vol. 25, no. 2, May 2003; pp. 382-406.

"Responsibility to Protect: the International Commission on Intervention and State Sovereignty:  
<http://www.iciss.ca/pdf/Commission-Report.pdf>

## **Week Nine: March 8<sup>th</sup>: SPRING BREAK – NO CLASSES!!**

## **Week Ten: March 15<sup>th</sup>: Negotiation and Mediation**

### **Guest Speaker**

*Term Paper Proposal Due*

**Third Independent Group Study / Group Status Update (Half class):** Reflect on the class discussion and readings on ethics of intervention, peacekeeping, negotiation and mediation for both conflict analysis and resolution approaches and report on linkages, connections and insights.

**Required Readings:**

Kriesberg, L. Chapters 8 and 9: Mediation in Conflicts and Negotiation in Settling Conflicts; pp. 228-261 and 262-293.

Zartman, I.W. & Touval, S. (2007) "International Mediation," in Crocker, C.A., et al (eds). Leashing the Dogs of War. USIP Press, Washington DC; pp. 437-454. (On Blackboard and on reserves).

Hoppman, P.T. (1995) "Two Paradigms of Negotiation: Bargaining and Problem-solving," *Annals of the American Academy of Political and Social Science*, 542 (November) pp. 24-47.

**Recommended:**

Pruitt and Kim, Chapters 10 and 11: Problem-Solving and Reconciliation, and The Intervention of Third Parties: Mediation; pp. 189-225 and 226-258).

**Week Eleven: March 22<sup>nd</sup>: Informal Consultations and Third Party Interventions**

Response Paper #2 Questions Due 5:30pm

**Required Readings:**

Fisher, Ron. Chapter 4: "Historical Mapping of the Field of Interactive Conflict Resolution," in Second Track / Citizens' Diplomacy: An Overview by John Davies & Edy Kaufman, pp. 61-80. (On Blackboard and on reserves)

Montville, Joseph V. "The Healing Function in Political Conflict Resolution," in Conflict Resolution: Theory and Practice, Integration and Application. By Sandole, Dennis J.D. and Hugo van der Merwe, eds. (1994) (On Blackboard and on reserves)

Kelman, Herbert. "Interactive Problem-Solving: Changing Political Culture in the Pursuit of Conflict Resolution," in *Peace and Conflict*, vol. 16; 2010; pp. 389-413. (On Blackboard)

Saunders, Harold. A Public Peace Process, Preface, Introduction (on Blackboard and on reserves).

**Recommended:**

Fisher, R.J. "Commentary on Herbert Kelman's Contribution to Interactive Problem-Solving," in *Peace and Conflict*, vol. 16; 2010: pp. 415-423. (On Blackboard)

Fisher, R.J. (2007) "Assessing the Contingency Model of Third Party Intervention in Successful Cases of Prenegotiation," *Journal of Peace Research*, 44 (3), pp. 311-329. (On Blackboard and on reserves)

**Week Twelve: March 29<sup>th</sup>: Culture, Religion and Conflict Resolution**

**Fourth and Final Independent Group Study / Group Status Update (Half class):** Reflect on the class discussion and readings on informal processes, third party interventions and the roles of culture and religion for both conflict analysis and resolution approaches and report on linkages, connections and insights.

**Required Readings:**

Smock, David. Introduction, in Interfaith Dialogue and Peacebuilding, by David Smock (USIP); pp. 3-11.

Seul, Jeffrey R. "Ours Is the Way of God': Religion, Identity, and Intergroup Conflict Source," *Journal of Peace Research*, Vol. 36, No. 5 (Sep., 1999), pp. 553-569 at <http://www.jstor.org/stable/424533>

Avruch, K. and Peter Black. (1991) "The Culture Question and Conflict Resolution," *Peace and Change*, 16, pp. 22-45 (On Blackboard and on reserves)

Salem, Paul. Chapter 2: "A Critique of Western Conflict Resolution from a Non-Western Perspective," in Conflict Resolution in the Arab World: Selected Essays by Paul Salem, ed. Pp. 11-24. (On Blackboard and on reserves)

**Recommended:**

USIP Special Report: "The Urge to Remember: The Role of Memorials in Social Reconstruction and Transitional Justice," by Judy Barsalou and Victoria Baxter, January 2007.

<http://www.usip.org/files/resources/srs5.pdf>

Kaufman, Stuart. "Escaping the Symbolic Politics Trap: Reconciliation Initiatives and Conflict Resolution in Civil Wars," in *Journal of Peace Research*, Vol. 43, no. 2 March, 2006; pp. 201-218.

Marc Howard Ross "The Relevance of Culture for the Study of Political Psychology and Ethnic Conflict" *Political Psychology*, Vol. 18, No. 2, Special Issue: Culture and Cross-Cultural Dimensions of Political Psychology (Jun., 1997), pp. 299-326.

Kantowitz, Riva and Abikok Riak. Chapter 1: "Critical Links between Peacebuilding and Trauma Healing: A Holistic Framework for Fostering Community Development," in Peacebuilding in Traumatized Societies, by Barry Hart, ed., pp. 3-26.

Davidheiser, Mark. "Rituals and Conflict Transformation: An Anthropological Analysis of the Ceremonial Dimensions of Dispute Processing." Beyond Intractability. Eds. Guy Burgess and Heidi Burgess. Conflict Research Consortium, University of Colorado, Boulder. Posted: June 2006

[http://www.beyondintractability.org/essay/rituals\\_and\\_ceremonials/](http://www.beyondintractability.org/essay/rituals_and_ceremonials/)

Abu-Nimer, Mohamed. "The Role of Religious Peacebuilding in Traumatized Societies: From Withdrawal to Forgiveness," in Peacebuilding in Traumatized Societies, by Barry Hart, ed. Pp. 239-257. (On Blackboard)

## **Week Thirteen: April 5<sup>th</sup>: Reconciliation and Dialogue**

### **First Learning Team Presentations**

**Required Reading:**

Ramsbotham, O. et al. Chapters 10 and 14, "Reconciliation" and "Dialogue, Discourse, and Disagreement," (pp.231-245) (pp. 288-301)

Kriesberg, L. Chapter 10: "Transformation of Conflicts," pp. 294-333.

Volkan, V. (1999). "The tree model: a comprehensive psychopolitical approach to unofficial diplomacy and the reduction of ethnic tension." *Mind and Human Interaction*, 10: 142-206. (On Blackboard and on reserves)

**Recommended:**

Rouhana, N.N (2004) "Group Identity and Power Asymmetry in Reconciliation Processes: The Israeli-Palestinian Case," in *Peace & Conflict*, 10; pp. 33-52. (On Blackboard)

Check out: <http://www.20000dialogues.org/aboutus.aspx>

## **Week Fourteen: April 12<sup>th</sup>: Gender, Youth and Transnationalism**

*Deadline to upload paper on Virtual Conference Paper Panels.*

Learning Team Case Presentations

### **Required Reading:**

Ramsbotham, O., et al. "Gender in Conflict Resolution," pp. 265-274.

"Mainstreaming Gender in Conflict Analysis: Issues and Recommendations," by Sanam N. Anderlini, Social Development Papers, Conflict Prevention and Reconstruction; no. 33 (Feb. 2006), The World Bank; pp. 1-23.

Ramsbotham, O. et al. Chapter 11: "Terror and Global Justice," pp. 249-264.

Cormier, Terry (2001) "Transnational Crime in a Borderless World," in Human Security and the New Diplomacy by McRae and Hubert, eds. (pp. 199-206), and "Case Study: Terrorism," (pp. 207-212). (On Blackboard and on reserves)

### ***Case Study:***

Arab Human Development Report Executive Summary (On Blackboard)

Bayet, Asef and Linda Herrera. Chapter 1, "Introduction: Being Young and Muslim in Neoliberal Times," in Being Young and Muslim by Asef Bayet and Linda Herrera, eds. ( 2009). (On Blackboard and on reserves)

### ***Resources:***

Silatech and Gallup joint poll: a massive 2010 survey of the attitudes, goals, values of Arab youth:

[http://www.silatech.com/media/pdf/20100224\\_silatech-wave2-report-poll-29.01.2010.pdf](http://www.silatech.com/media/pdf/20100224_silatech-wave2-report-poll-29.01.2010.pdf)

### ***Recommended:***

Dowdney, Luke. "Neither war nor peace: International Comparisons of Children and Youth in Organized Armed Violence," <http://www.coav.org.br/publique/media/NewAll.pdf>

## **Week Fifteen: April 19<sup>th</sup>: LAST DAY OF CLASSES - Conclusions and Evaluations**

*Deadline (5:30pm Tuesday) to submit final comments and feedback on panel topics*

### **Required Readings:**

Kriesberg, L. Chapters 11 and 12: "Long-term and Indirect Consequences," and "Synthesis, Specification and Implications," pp. 294-333, 334-360, 361-391.

Ramsbotham, O. et al. Chapter 16: "Future Directions: Towards Cosmopolitan Conflict Resolution," pp. 316-331.

Check out: Evaluations and Assessments from Beyond Intractability. Org

**\*\*\* DEADLINE FOR ELECTRONICALLY SUBMITTING FINAL TERM PAPER  
(HARD COPY IN MAILBOX, SIS 116/SIS Hub):  
MAY 3<sup>RD</sup>, 5:30pm.\*\*\***

**HAVE A GREAT SUMMER!!**