

**Conflict Analysis and Resolution**  
SIS 609-002, Spring 2011

**Class time:** T 8:10 – 10:40 pm  
**Location:** EQB 200  
**Office Hours:** T 2:00 – 4:00 pm and 6:00-8:00 pm  
H 11:15 am - 1:15 pm or by appointment

**Instructor:** Ekaterina Romanova  
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**Office:** EQB - 208B  
**Office Number:** 202-885-6577

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**Course Description:**

This course is an overview of the interdisciplinary field of conflict analysis and resolution in terms of theory, research and practice. In it, we will explore the central concepts, definitions, perspectives and theories of causes of conflicts, and approaches to conflict intervention. A complete conflict mapping includes an analysis of underlying sources, causes, factors, stakeholders, their interests and positions, and conflict dynamics leading to manifest expression of the conflict, as well as an assessment of various methods of prevention, negotiation and third party intervention that can support conflict transformation processes. We will discuss the role of such issues as culture, gender, religion and power on conflict dynamics and conflict resolution processes.

This is an interactive course that will use seminar style discussion of the readings and class materials, student-led discussions, group projects, and presentations.

**Course Objectives:**

- Improve students' understanding of conflict theories and intervention strategies;
- Help students think critically and systematically about various types of conflicts;
- Increase students' awareness of the complexity of underlying causes and contributing factors to conflict dynamics and conflict transformations;
- Increase understanding of different approaches to analyzing and resolving conflicts in a variety of contexts;
- Examine particular conflicts, their conditions, dynamics, stakeholders and conflict resolution efforts;

**Learning Outcomes:**

By the end of this course, students will:

- Be aware of the history, development and current expression of the field;
- Be able to conduct a comprehensive conflict mapping;
- Have a knowledge of various conflict theories and approaches to conflict resolution;
- Be able to apply models of conflict to cases and assess their utility;
- Be able to produce policy recommendations for conflict resolution;

**Course Requirements:**

**1) Class participation (20%):** I expect you to do the readings and come to each class prepared to have a detailed discussion of the course readings. Each student will be asked to choose a week to lead the discussion of the readings assigned for that day. The student will briefly present on the main points of the readings and pose questions. Though one

student will lead the discussion, it is essential that everyone does the readings in order to have an informed and stimulating conversation in class. Following the class, I will provide feedback on presentation and questions. This presentation is worth 10% of your grade. The remaining 10% will reflect your class participation throughout the semester. Simply attending the class is not equal to participation in the class discussion and assignments.

**2) Take-Home Midterm (25%):** I will hand out several essay questions and you are asked to pick one, and write a 15-20 page essay based on the introductory section (including readings, theories and class discussions) of the class. In the paper, besides using class materials, I expect you to analytically and argumentatively discuss your views. I will hand out the essay questions in class on *Tuesday, February 22<sup>nd</sup>* and the essay will be due by the class period the following *Tuesday, March 1<sup>st</sup>*.

**3) Group Presentation (25%):** You will be a member of one of 5 research teams. Each team is asked to choose an intervention to a conflict (in consultation with the instructor), carried by a government, IGOs or NGOs, and analyze its challenges, successes and/or failures using course materials. The teams are encouraged to form early in the semester to be able to develop the analysis reflecting the progression of materials we cover in class readings and lectures. The teams will have 20 minutes to present their intervention analysis on *April 19<sup>th</sup>*. I will provide more detailed guidelines for the presentations in class. Following the presentation, the groups are expected to submit a 10 page report based on the presentation and evaluating group work. The grade will be based on the combination of presentation (15%) and report (10%). Each team will receive one grade, so all members are expected to contribute equally to the group project.

**4) Research paper (30%):** It is an individual paper of 25 pages due on the exam day. This assignment is meant to be a semester-long project, incorporating and building on the material covered in class. Students may choose one of two options for the research paper. The first option is to write a 'theoretical paper,' which discusses a certain aspect of or a factor influencing conflict analysis and resolution (ex. the role of media in conflict; gender violence, etc.). Students can explore class themes, or choose a topic that was not covered in class for the research paper. The second option is a 'case study' paper. In that paper, students are expected to conduct a detailed conflict mapping of the conflict of their interest, discuss intervention and/or offer/design an intervention strategy. I will provide more detailed guidelines for the research papers in class. The research paper offers students an opportunity to explore the topic/conflict of their interest in greater detail. If you have difficulties deciding what to research or would simply like to talk about your paper, I encourage you to come and discuss your ideas with me during my office hours. A brief proposal with a tentative bibliography is due in class on *Tuesday, January 25<sup>th</sup>*. The proposal is not graded. It is for you to start thinking about the final paper. I will return your proposal to you within a week with comments and suggestions.

### **Course Policy and Procedures**

**Classroom Etiquette:** Please come to class on time and prepared. Turn off cell phones and other electronic devices. The use of laptops in class is for note-taking only. We will

be discussing contentious political issues in this course. You are encouraged to express your opinion and diverse perspectives, however, be mindful and respectful of the sensitivities and views of others in your comments in class.

**Academic Integrity:** Standards of academic conduct are set forth in the University's Academic Integrity Code, which can be found in the University catalog. 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. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course. You can read the University's full Academic Integrity Code here: <http://www.american.edu/academics/integrity/code/htm>

**Late Work:** Class assignments that are submitted late will be penalized by 5% of the grade for each day they are late. If you have a documented emergency, special arrangements can be made with me. If you cannot meet the deadline or need help with the class material see me during the office hours or make an appointment. Do not make a habit out of turning in your assignments late. That won't be tolerated.

**Paper format:** Papers should be typed, double-spaced, have 1" margins, and Times New Roman 12-point font. Make sure that your name, course number, and paper title is on the first page, and pages are numbered. Edit your papers carefully. Electronic submission via blackboard of all written assignments is strongly encouraged.

**Grade Range**

A = 100-94	B+ = 89-87	C+ = 78-75	D = 66-63	F = 60 and below
A- = 93-90	B = 86-82	C = 74-71	D- = 62-60	
	B- = 81-79	C- = 70-67		

**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.

## **Course Materials:**

### *Required text:*

Ramsbotham, O., Woodhouse, T., and Miall, H. 2007. *Contemporary Conflict Resolution*. 2<sup>nd</sup> ed. Cambridge: Polity Press.

Barash, D. and Webel, C. 2002. *Peace and Conflict Studies*. Sage Publications.

### *Recommended:*

Barash, D. (ed.). 2010. *Approaches to Peace: a Reader in Peace Studies*. NY: Oxford University Press (referred to as AtP below).

Pruitt, D.G. & Kim, S.H. (2004). *Social Conflict* (3rd ed.). New York: McGraw-Hill.

Anderson, M. 1999. *Do No Harm – How Aid can support Peace –or War*. Boulder:

Lynne Rienner.

Fisher, Roger and Ury, W. 1991. *Getting to Yes*. Penguin Books.

Kriesberg, L. 2007. *Constructive Conflicts*. 3<sup>rd</sup> ed. Lanham, MD: Rowman & Littlefield.

Bradford University, Distance Learning Course, Introduction to Conflict Resolution

(available through: <http://www.bradford.ac.uk/acad/confres/dislearn/courses.html>)

Intractable Conflict Knowledge Base: Browse through two virtual bookshelves:

Understanding Conflict Problems and Intervention Processes and Outcomes (available through <http://www.beyondintractability.org/>)

### *Additional course materials:*

We will utilize blackboard extensively as a platform to provide the basic structure for our class, class notes, assignments, supplementary materials and discussions. Readings noted as *Supplementary* are not required, but reading them will enhance your understanding of the course material.

*If you have any questions not answered in this syllabus or have any concerns during the course, feel free to ask in class or contact me as soon as possible.*

## **Course Schedule and Assignments:**

**\*\* Subject to Change**

### **January 11<sup>th</sup>: Introduction to the Course – Development of CR field**

*Course Objectives, Statement of Interests, Scheduling Discussion Presentations*

Ramsbotham et al, Chapters 1-2, pp. 1-54

Barash and Webel, Chapters 1-2, pp. 1-42

### *Supplementary:*

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

Avruch, K. 2003. "Context and Pretext in Conflict Resolution," *Journal of Dispute Resolution* 353. E-reserve

### **January 18<sup>th</sup>: Understanding the Causes of Conflict**

Barash and Webel, Chapters 5-6-7, pp. 97-166

Ramsbotham et al. Chapters 4, pp. 96-105  
Harbom, L. & Wallensteen, P. 2009. "Armed Conflicts," 1946-2008, *Journal of Peace Research*, 46(4), pp. 577-587. E-reserve

*Supplementary:*

AtP, Approaches to War, Chapter 1, pp. 5-61

### **January 25<sup>th</sup>: Dynamics of Conflict and Frameworks for Analysis**

*Video on Conflict Escalation*

*Research Paper Proposal is due*

Pruitt, Dean and Sung Hee Kim. 2004. Part II "Escalation" pp. 85-167; chapter 9, pp. 171-188, in *Social Conflict*. (2 hour reserve)

Zartman, W. 2001. "The Timing of Peace Initiatives: Hurting Stalemates and Ripe Moments." *The Global Review of Ethnopolitics*, Vol. 1(1), pp. 8-18. E-reserve

Ramsbotham et al. Chapters 3-4, pp. 55-95

Dugan, M. 1996. "A Nested Theory of Conflict," *Leadership Journal*, v.1. pp. 9-19. E-reserve

*Supplementary:*

Sandole, Dennis J.D. "A Comprehensive Mapping of Conflict and CR: A Three Pillar Approach," <http://www.gmu.edu/academic/pcs/sandole.htm>

USAID Conflict Assessment Framework -

[www.usaid.gov/.../conflict/.../CMM\\_ConflAssessFrmwrk\\_May\\_05.pdf](http://www.usaid.gov/.../conflict/.../CMM_ConflAssessFrmwrk_May_05.pdf)

DFID Conflict Assessment: Guidance Notes. [www.enterprise-development.org/page/cae-toolkit-dfid-conflict-assessment](http://www.enterprise-development.org/page/cae-toolkit-dfid-conflict-assessment)

Comparison of USAID, DFID, and World Bank Conflict Assessment Frameworks

[https://www.rasantiago.com/.../Conflict/.../Comparison\\_of\\_USAID\\_Dfid\\_and\\_World\\_Bank.pdf](https://www.rasantiago.com/.../Conflict/.../Comparison_of_USAID_Dfid_and_World_Bank.pdf)

### **February 1<sup>st</sup>: The Issue of Identity**

Cook-Huffman, Celia. 2009. "The Role of Identity in Conflict," in Dennis Sandole et al. (eds) *Handbook of Conflict Analysis and Resolution*, chapter 1, pp. 17 – 30. E-reserve

Kelman, Herbert C. 1997. "Negotiating National Identity and Self-Determination in Ethnic Conflicts: The Choice between Pluralism and Ethnic Cleansing," *Negotiation Journal*, vol. 13(4), pp. 327-340. E-reserve.

Azar, E.E. 1990. Introduction and Chapter 1, "Protracted Social Conflict: An Analytical Framework," in *The Management of Protracted Social Conflict*. Hampshire, UK: Dartmouth, pp. 1-17. E-reserve

Northrup, T. 1989. "The Dynamic of Identity in Personal and Social Conflict," in L. Kriesberg et al (eds.), *Intractable Conflicts and Their Transformation*. Syracuse, NY: Syracuse University Press, pp. 35-82. E-reserve

*Supplementary:*

Habyarimana, J. et al. 2008. "Is Ethnic Conflict Inevitable? Parting Ways over Nationalism and Separatism," *Foreign Affairs*, vol. 87(4), pp. 138-151. E-reserve  
"Minorities at Risk" (MAR) Website, <http://www.cidcm.umd.edu/mar/>

Gurr, T.R. 2001. "Minorities and Nationalists," in Chester Crocker et al. (eds) *Turbulent Peace*. USIP. pp. 138-188. [E-reserve](#)

Gurr, T.R. 1993. "Why Minorities Rebel: Explaining Ethnopolitical Protest and Rebellion," Chapter 5, in *Minorities at Risk*. USIP pp. 123-138. [E-reserve](#)

### **February 8<sup>th</sup>: The Issue of Culture**

Ramsbotham et al, Chapter 15, pp. 302-315

Kimmel, Paul. 2006. "Culture and Conflict," in M. Deutsch et al. (eds) *The Handbook of Conflict Resolution*, chapter 28, pp. 625-648. [E-reserve](#)

Avruch, K. & Black, P.W. 1991. "The Culture Question and Conflict Resolution," *Peace and Change*, 16, pp. 22-45. [E-reserve](#)

Avruch, K. & Black, P.W. 1993. "Conflict Resolution in Intercultural Settings: Problems and Prospects." In D.J.D. Sandole & H. van der Merwe (eds.), *Conflict Resolution Theory and Practice*. Manchester University Press, pp. 131-145. [E-reserve](#)

#### *Supplementary:*

Morris, M. 2001. "How Does Culture Influence Conflict Resolution? A Dynamic Constructivist Analysis," *Social Cognition*, vol. 19, pp. 324-349 [E-reserve](#)

Avruch, K. 2004. "Culture as Context, Culture as Communication," *Harvard Negotiation Law Review*, January, pp. 324-349. [E-reserve](#)

### **February 15<sup>th</sup>: The Issue of Religion**

Barash and Webel, Chapter 16, pp. 353-370

Gopin, M. 2001. "Religion and International Relations at the Crossroads," *International Studies Review*, Vol 1 (1), pp. 157-160.

Montville, J. 2001. "Religion and Peacemaking" in Raymond G. Helmick and Rodney L. Petersen (Eds.) *Forgiveness and Reconciliation Religion, Public Policy, and Conflict Transformation*. [E-reserve](#)

#### *Supplementary:*

Abu-Nimer, M. 2008. Muslim Peace Building Actors in Africa and the Balkans. *Peace and Change: A Journal of Peace Research*. [E-reserve](#)

AtP, Religious Inspiration, Chapter 6, 220-242

AtP, Huntington, S. "The Clash of Civilizations", Chapter 3, pp. 120-127

### **February 22<sup>nd</sup>: The Issue of Gender**

*Essay questions are handed out*

Ramsbotham et al, Ch. 12, Gender in Conflict Resolution, pp. 265-274.

Berg, E.Z. 1994. "Gendering Conflict Resolution," *Peace and Change*, 19(4), pp. 325-347. [E-reserve](#)

Holter, O. G. 2002. "A Theory of Gendercide," *Journal of Genocide Research* 4(1), pp.11-38. [E-reserve](#)

Cockburn, C. 2001. "The Gendered Dynamics of Armed Conflict and Political Violence," in C.O.N. Moser & F.C. Clark (eds.), *Victims, Perpetrators or Actors: Gender, Armed Conflict and Political Violence*, pp. 115-127. [E-reserve](#)

*Supplementary:*

Pearson d'Estree, T. & Babbitt, E.F. 1998. "Women and the Art of Peacemaking: Data from Israeli-Palestinian Interactive Problem-Solving Workshops." *Political Psychology*, 19, pp. 185-209. [E-reserve](#)

Stevens, J.B. 1994. "Gender Conflict": Connecting Feminist Theory and Conflict Resolution Theory and Practice. In A. Taylor & J.B. Miller (eds.), *Conflict and Gender*. Cresskill, NJ: Hampton Press, pp. 217-235. [E-reserve](#)

**March 1<sup>st</sup>: Economics and Conflict: Greed vs. Grievance**

*Midterm essays are due*

Barash and Webel, Chapter 9, pp. 198-211

Collier, P. 2001. "Economic Causes of Civil Conflict and Their Implications for Policy," in Crocker et al (eds) *Turbulent Peace*, pp. 143-162. [E-reserve](#)

Collier, Paul, and Anke Hoeffler. 2004. "Greed and grievance in civil war." *Oxford Economic Papers* 56 (4): 563-95.

Collier, P. et al. 2008. "Beyond Greed and Grievance: Feasibility and Civil War," *Oxford Economic Papers* 61, pp. 1-27. [E-reserve](#).

*Supplementary:*

AtP, Sachs, J. "Global Economic Solidarity," Chapter, 4, pp. 166-171

Collier, Paul. 2000. "Doing Well out of War: An Economic Perspective." In Mats Berdal and David Malone (eds). *Greed and Grievance: Economic Agendas in Civil Wars*, Boulder: Lynne Rienner.

**March 8<sup>th</sup>: Spring Break - No Class**

**March 15<sup>th</sup>: Conflict Strategies and Terrorism**

Ramsbotham et al, Chapter 11, pp. 249-264.

Barash and Webel, Chapter 3, pp. 43-66

Hanle, D.J. 1989. Chapter 5, "Terrorism," in *Terrorism: The Newest Face of Warfare*. Washington, DC: Pergamon-Brassey's, pp. 103-120. [E-reserve](#)

Ruby, C.L. 2002. "The Definition of Terrorism." *Analyses of Social Issues and Public Policy*, 2(1), pp. 9-14. [E-reserve](#)

*Supplementary:*

Pruitt & Kim, Ch. 3, pp. 37-62

**March 22<sup>nd</sup>: Third Party Intervention: Track I and International Cooperation**

Barash and Webel, Chapter, 11, pp. 243-252; Chapter 13, pp. 287-317

Ramsbotham, Chapter 6-7, pp. 132-184;

Lund, M. 1996. "Early Warning and Preventive Diplomacy," Chapter 26, in Crocker et al (eds.), *Managing Global Chaos*. Washington, DC: USIP, pp. 379-402. [E-reserve](#)

**March 29<sup>th</sup>: Negotiation, Mediation and Third-Party Intervention**

Kriesberg, Chapters 8-9, pp. 228-293.

Hopmann, 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. E-reserve

Zartman, I.W. & Touval, S. 2007. "International Mediation," in C.A. Crocker et al (eds.), *Leashing the Dogs of War*. Washington, DC: United States Institute of Peace, pp. 437-454. E-reserve

Fisher, R.J. & Keashly, L. 1988. "Third Party Intervention in Intergroup Conflict: Consultation is Not Mediation," *Negotiation Journal*, 4, pp. 381-391. E-reserve

Rouhana, N.N. & Korper, S.H. (1997). "Power Asymmetry and Goals of Unofficial Third Party Intervention in Protracted Intergroup Conflict." *Peace and Conflict*, 3, pp. 1-17. E-reserve

*Supplementary:*

Paffenholz, Th. "Designing Transformation and Intervention Process."  
<http://www.berghof-handbook.net/all/>

Fisher, Roger and Ury, W. 1991. *Getting to Yes*. Penguin Books.  
Pruitt & Kim, Chapters 10-11, pp. 189--258

**April 5<sup>th</sup>: Ethics of Intervention – Do No Harm**

Ramsbotham et al, Chapter 13, pp. 275-288.

*Supplementary:*

Anderson, M. 1999. *Do No Harm – How Aid can support Peace –or War*. Boulder: Lynne Rienner.

**April 12<sup>th</sup>: Reconciliation, Justice and Trauma-Healing**

Ramsbotham et al, Chapter 10, pp. 231-245.

Lederach, J. P. 1998. "Reconciliation: The Building of Relationships," in *Building Peace*, Chapter 3. pp. 23-35. E-reserve.

Rouhana, N.N. 2004. Group Identity and Power Asymmetry in Reconciliation Processes: The Israeli-Palestinian Case, Peace & Conflict, 10, 33-52. E-reserve

*Supplementary:*

Jeong, H. 2005. "Chapter 6: Reconciliation and Social Rehabilitation," in *Peacebuilding in Post-conflict Societies*. pp. 155-185. E-reserve

Lambourne, W. 2001. "Justice and Reconciliation," in *Abu-Nimer Reconciliation, Justice and Coexistence*. pp. 311-337. E-reserve.

**April 19<sup>th</sup>: GROUP PRESENTATIONS – Conclusions and Evaluations**

Ramsbotham et al, Ch. 16, pp. 316-331.

Fisher, R.J. 1994. "Generic Principles for Resolving Intergroup Conflict," *Journal of Social Issues* 50(1), 47-66. E-reserve

**April 26<sup>th</sup>: No Classes, Reading Day**

**May 3<sup>rd</sup>: Research Papers Due**