

American University
School of International Service
International Peace and Conflict Resolution Program

SIS 609.003 Spring 2011
Conflict Analysis and Resolution

Instructor: Dr. Ron Fisher

Time and Location: Wed. 2:10 – 4:50; Room 11 East Quad Building (Old SIS)

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Office Hours: Mon. 2:00 - 6:00 PM; Wed. 5:00 – 6:00 PM

Course Description:

*Tell me and I shall forget,
Show me and I may not understand,
Involve me and I shall always remember.
(Native American Saying)*

This course overviews the interdisciplinary field of conflict analysis and resolution in terms of theory, research and practice. Current perspectives, assumptions and models are covered as well as contending approaches to conflict intervention. The analysis of conflict 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 their costs and benefits. The resolution of conflict considers the intractability of intense conflict, especially of an ethnopolitical nature, and the methods of prevention, negotiation and third party intervention that can support accommodation, de-escalation, settlement and reconciliation. A number of major issues facing the field will be discussed, including the role of culture, gender and power. Within these various topics, a number of learning outcomes (integrated competencies) of the course can be identified:

- Knowledge of the history, development and current expression of the field
- Knowledge of conflict processes, especially causation, escalation, and de-escalation
- Knowledge of conflict resolution methods, including negotiation, mediation and consultation
- Awareness of various models of conflict, particularly grievance and greed ones
- Awareness of the continuing expression of armed conflict in the world
- Awareness of the principles and values of conflict resolution
- Awareness of self-capacity and limitations in employing conflict resolution methods
- Awareness of conflict analysis and assessment tools
- Ability to conduct a conflict analysis
- Ability to apply models of conflict to cases and assess their utility
- Ability to recommend conflict interventions based on analysis
- Ability to produce policy recommendations for conflict resolution
- Appreciation of diverse and complementary approaches to resolving conflict peacefully
- Appreciation of assertive, cooperative and relationship-orientated methods
- Appreciation of participative, democratic methods for managing differences
- Appreciation of self-reflective practice and the ethics of practice

The course uses a combination of readings, case studies, presentations, seminars and team projects to engage class members as apprenticing conflict analysts and practitioners. Case analyses of selected conflicts will be completed and recommended interventions for de-escalation and resolution will be developed and presented in class sessions. Learning by doing is the theme of these activities.

Required Texts:

Kriesberg, L. (2007). Constructive Conflicts (3rd ed.). Lanham, MD: Rowman & Littlefield.
Ramsbotham, O., Woodhouse, T. & Miall, H. (2005). Contemporary Conflict Resolution (2nd ed.).
Cambridge, UK: Polity Press.

Recommended Readings:

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

Note: These readings are recommended for those with little or no background in conflict resolution, and will not be covered in class sessions. Recommended chapters in Pruitt & Kim are identified in a number of the topics covered in the syllabus.

Reserve Readings:

In addition to text readings, reserve readings from journal articles and book chapters are available on e-reserve through Blackboard. Due to reserve limits, it is possible that only 25 items will be available on e-reserve at any one time, so early readings may be replaced by later readings as the semester progresses. Therefore, please be sure to print a copy if you want one to keep for your own personal use.

Course Design:

This course is a graduate seminar in which members are expected to participate actively both in reacting to assigned readings and engaging in the integrative discussion that builds on the readings. Each class session covers a designated topic based on a set of readings and most will engage two members as 'Reading Partners' working as co-presenters to bring forward some of the basic themes and initial reactions to the readings. Further discussion of identified themes and issues in the seminar carries the expectation of shared participation by all class members, in order to identify learnings from the readings and develop personal meaning of the material (see Seminar Discussion handout available on Blackboard).

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 objective 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.

Both the Reading Partners and the Learning Teams will be formed with flexibility in the amount of collaboration that will be necessary, in order to take account of members' constraints in terms of study and work schedules, geographical location, transportation requirements, etc. In concert with the Reading Partners and Learning Teams, more traditional elements of the design include a term paper and a take home final exam.

Course Requirements:

Please note that all class assignments must be typed, double spaced in twelve point font with one inch margins and page numbers, and are to be submitted on time, unless 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 and for lateness. All assignments will be marked or converted to a ten-point scale in relation to letter grades: A=8.5; B=7.5; C=6.5.

1. Class Participation (15%): Evaluation of participation will be based largely on a presentation of the readings undertaken by the Reading Partners, who are expected to consult with each other and plan how to present the main ideas and issues in their set of readings (required only, not recommended) to the class and to engage class members interactively. Members will choose their Reading Partners and class session early in the term, and will make one brief presentation (15-20 minutes) during the term. The presentation is not intended to be a repetition of what is in the readings (handouts can be used for this if desired), but is to identify and raise themes, issues, realizations, learnings, comments and questions from the readings. Please see the guidelines for presentations and a marking scale are available on Blackboard. Reading Partners are encouraged to add a case illustration to their presentation if appropriate, but the time is not to exceed 15-20 minutes, unless an interactive session (using, for example, subgroup discussions, exercises, simulations) is planned to complement the presentation. Presenters are encouraged to consult with the course Instructor prior to the session, especially if they want to add an interactive component, and feedback from the Instructor will be given following the session, and will be based on the dimensions of clarity, organization, and creativity. The mark will also depend on the degree to which the presentation integrates the readings and stimulates discussion. This component of participation is worth 10% of the grade, and will be assigned to the Reading Partners as a unit. The remaining 5% will be assigned to class members individually and will be based on attendance, in that 1% will be deducted from the final mark for each session missed without a medical or compassionate reason being provided.

2. Learning Team Case Analysis (30%): Each Learning Team will make two brief (20 min.) presentations during the term, one on the causes and manifestations of the conflict, and one on the nature of the recommended interventions to address the conflict (a combined presentation is also acceptable if the team prefers). 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. A brief written report (12 to 15 pages) is required following the final presentation, and the grade will be based on the combination of the presentations (10%) and the report (20%). The mark will be assigned to the Learning Team as a unit, unless members negotiate to take individual marks based on identified components of the presentations and report. Each member is expected to contribute to all of the team's activities and is expected to take part in at least one of the presentations. Guidelines for each part of the case analysis are available on Blackboard, so that the analyses of the different Learning Teams will allow for case comparisons. Presentations will be assessed on clarity, organization and creativity, and reports will be assessed on clarity, organization and substance, and are due one week after the final presentation in both hard copy and electronic form.

3. Term Paper (25%): 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, 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. Example term paper topics from past classes are available on Blackboard. A specific

option for class members who want to participate in the Dialogue Development Group (DDG), which organizes once a week dialogue sessions on a number of issues for seven weeks, is to complete a term paper on some aspect of dialogue as a method of conflict resolution, and to integrate their dialogue experience with the conceptual analysis in the term paper.

4. Midterm and Final Exams (30%): Take home exams will be used to assess class members' comprehension of and ability to apply the ideas represented in the readings and seminar discussions. The midterm is optional for those who want practice for the final, and will consist of two questions of which one must be answered within one week. The final exam will consist of four essay questions. Two must be completed by those who completed the midterm and three by those who did not. Each question is worth 10% and must be completed in a designated number of pages. The final exam will be due the last week of the term and class members will have one week to complete it (see Course Schedule). Example questions from past exams are available on Blackboard.

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 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) 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 Schedule:

1. Jan. 12 Introductions, Discussion of Course Syllabus
Statements of Interests
Formation and Scheduling of Reading Partners

Presentation on Case Study: The Cyprus Conflict, 1955-2010

Optional Reserve Readings on the Cyprus Case (please complete in the early part of the term):

- Kyle, K. 1997. Cyprus: In Search of Peace. London, UK: Minority Rights Group International (available at the reserve desk in the library).
Fisher, R.J. 2001. Cyprus: The Failure of Mediation and the Escalation of an Identity-Based Conflict to an Adversarial Impasse, Journal of Peace Research, 38, pp. 307-326.

2. Jan. 19 Formation of Learning Teams

Definition and Sources of Conflict History and Issues in the Field

This introductory session outlines two basic topics. First, there is an overview of some of the substantive theorizing, largely sociological and social psychological, about the nature of conflict and the developmental phases through which it goes from causation to termination. Second, there is a retrospective attempt to describe the historical development of the field as an interdisciplinary effort to increase our understanding of social conflict and our capacity to deal with it constructively.

Text Readings:

- Kriesberg, Ch. 1, Analyzing Social Conflicts, pp. 1-26.
Ramsbotham et al, Ch. 1 and 2, Introduction to Conflict Resolution: Foundations: Concepts and Definitions, and Conflict Resolution: Origins, Foundations and Development of the Field, pp. 3-31 and 39-54. (Pruitt & Kim, Ch. 1 and 2, Overview, and Nature and Sources of Conflict, pp. 3-14 and 15-36, Recommended.)
(for an Interview with Ron Fisher on the development of the field, go to <http://www.beyondintractability.org>)

Reserve Readings:

- Fisher, R.J. 2000. Sources of Conflict and Methods of Resolution (workshop handout available on Blackboard).
Kriesberg, L. 2007. The Conflict Resolution Field: Origin, Growth, and Differentiation, in I.W. Zartman (ed.), Peacemaking in International Conflict (Revised Edition). Washington, DC: United States Institute of Peace, pp. 25-60.

3. Jan. 26 Scheduling of Learning Teams

Bases and Expression of Conflict

This session extends the coverage of the nature of conflict by deepening the analysis to include characteristics of the adversaries, the relations between them, and the social context in which they operate. The analysis is also extended to the ethnopolitical and international levels through an overview of current armed

conflicts and the introduction of a complex range of possible causes, motives and expressions

Text Readings:

Kriesberg, Ch. 2 and 3, *Bases of Social Conflicts and Emergence Conflicts*, pp. 27-52 and 53-94.
Ramsbotham et al, Ch. 3 and 4, *Statistics of Deadly Quarrels, and Understanding Contemporary Conflict*, pp. 55-77 and 78-105.

Reserve Readings:

Harbom, L. & Wallensteen, P. 2010. Armed Conflicts, 1946-2009, *Journal of Peace Research*, 47(4), pp. 501-509.

(for an alternate portrayal of current violent conflict, go to:

<http://www.ploughshares.ca/images/articles/ACR09/ACR09poster.pdf>)

(for a more optimistic view of armed conflict, see the Human Security Report, 2005, the Human Security Brief, 2007, and the Human Security Report 2009/2010 at <http://www.hsrgroup.org>)

4. Feb. 2 Models of Intergroup and Ethnopolitical Conflict: Grievance versus Greed?

The conceptual understanding of ethnopolitical conflict is further deepened through a consideration of a number of multi-level models designed to explain the emergence and escalation of destructive and violent interactions. Commonalities and differences among the models will demonstrate the necessity of a multi-disciplinary analysis and the importance of the concept of social identity. In contrast to models positing legitimate grievances stemming from unequal intergroup relations, commentaries taking a less positive view of human motivations in conflict are considered. Economic factors figure more prominently in these models and are also represented in more recent conflict assessment schemes devised by development organizations.

Reserve Readings:

Fisher, R.J. 1993. Towards a Social-Psychological Model of Intergroup Conflict. In K.S. Larsen (ed.), *Conflict and Social Psychology*. London: Sage Publications, pp. 109-122.

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

Gurr, T.R. 1993. Why Minorities Rebel: Explaining Ethnopolitical Protest and Rebellion, Ch. 5, in *Minorities at Risk*. Washington, DC: United States Institute of Peace, pp. 123-138.

Hubert, D. 2001. Resources, Greed and the Persistence of Violent Conflict, in R. McRae & D. Hubert (eds.), *Human Security and the New Diplomacy*. Montreal and Kingston: McGill-Queen's University Press, pp. 178-189.

Collier, P. & Hoeffler, A. 2004. Greed and Grievance in Civil War, *Oxford Economic Papers*, vol. 56, 563-595.

(for some examples of conflict assessment schemes, go to:

USAID, CMM: http://www.usaid.gov/our_work/cross-cutting_programs/conflict/publications/docs/CMM_ConflAssessFrmwrk_May_05.pdf

World Bank: <http://siteresources.worldbank.org/INTCPR/214574-1112883508044/20657757/CAFApril2005.pdf>

DFID: http://conflictsensitivity.org/files/publib/Conducting_Conflict_Assessment_Guidance.pdf)

5. Feb. 9 Conflict Strategies and Terrorism

This session is concerned with the choices among alternative strategies for addressing conflict which the parties make initially and in interaction with each other. Strategic choice is seen to be affected by a variety

of factors within the parties, their relationship, and the social context. The strategy of terrorism receives particular attention in the contemporary context as politically motivated violence against noncombatants.

Text Readings.

Kriesberg, Ch. 4 and 5, *Varieties of Conflict Strategies and Adopting Conflict Strategies*, pp. 95-124 and 125-154.

Ramsbotham et al, Ch. 11, *Terror and Global Justice*, pp. 249-264.

(Note: Revisit the introductory section on Terrorism and Conflict in this text, pp. 67-72)

(Pruitt & Kim, Ch. 3, *Strategic Choice*, pp. 37-62, Recommended)

Reserve Readings:

Hanle, D.J. 1989. Ch. 5, *Terrorism*, in *Terrorism: The Newest Face of Warfare*. Washington, DC: Pergamon-Brassey=s, pp. 103-120.

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

6. Feb. 16 Conflict Prevention and Escalation

This session first outlines the various processes by which contentiously waged conflicts have a tendency to escalate to higher levels of intensity and destructiveness. Attention is then directed to assessing the possibility of ethnopolitical conflicts breaking out and to mechanisms of early warning and prevention that could be applied for reducing the degree of escalation and destruction.

Text Readings:

Kriesberg, Ch. 6, *Escalation of Conflicts*, pp. 155-186.

Ramsbotham et al, Ch. 5, *Preventing Violent Conflict*, pp. 106-131.

(Pruitt & Kim, Ch. 4, 5 and 6, *Contentious Tactics, Escalation and its Development, and The Structural Change Model in Escalation*, pp. 63-84, 87-100 and 101-120, Recommended)

Reserve Readings:

Gurr, T.R. & Marshall, M.G. 1998. *Assessing Risks of Future Ethnic Wars*, in T.R. Gurr, *Peoples Versus States*. Washington, DC: United States Institute of Peace, pp. 223-260.

Lund, M. 1996. *Early Warning and Preventive Diplomacy*, Ch. 26, in C.A. Crocker et al (eds.), *Managing Global Chaos*. Washington, DC: United States Institute of Peace, pp. 379-402.

(for a current listing of minorities under threat, go to: www.minorityrights.org/peoplesunderthreat)

7. Feb. 23 Intractable Conflict, Complex Emergencies and Peacekeeping Interventions

This section covers the phenomenon of seemingly intractable conflicts and the complex and destructive situations on the ground to which they give rise. The concept of social identity is linked to intractability as a major element in strengthening both resistance to de-escalation and the persistence of contentious approaches to the conflict. The role of various actors, including nongovernmental organizations, in escalated and intractable conflicts is considered.

Text Readings:

Ramsbotham et al, Ch. 6, *Containing Violent Conflict*, pp. 132-158.

(Pruitt & Kim, Ch. 7 and 8, Conditions That Encourage and Discourage Escalation, and The Persistence of Escalation, pp. 121-150 and 151-168, Recommended)
(for policy on the responsibility to protect, see International Commission on Intervention and State Sovereignty at <http://www.iciss.ca/pdf/Commission-Report.pdf>)

Reserve Readings:

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.
Coleman, P.T. 2006. Intractable Conflict, in M. Deutsch, P.T. Coleman & E.C. Marcus (eds.), The Handbook of Conflict Resolution (2nd ed.). San Francisco, CA: Jossey-Bass, pp. 533-559.
Chigas, D. 2007. Capacities and Limits of NGOs as Conflict Managers, in Crocker, C. et al (eds), Leashing the Dogs of War. Washington, DC: United States Institute of Peace, pp. 553-581

8. Mar. 2 De-escalation, Settlement and Post-Conflict Peacebuilding

This section describes the critical process of conflict de-escalation in terms of conditions that favor its occurrence and policies that can be pursued to bring about its initiation and continuation. Given that only a portion of armed conflicts are ended with peace agreements, it is essential to study the process of conflict transformation and the functions of various activities in the peace process. In addition, the ending of armed conflict raises the challenge of post-conflict peacebuilding for the field of conflict resolution in order to prevent future outbreaks of violence.

Text Readings:

Kriesberg, Ch. 7, The De-escalation of Conflicts, pp. 187-227.
Ramsbotham et al, Ch. 7, 8 and 9, Ending Violent Conflict: Peacemaking, Post-War Reconstruction, and Peacebuilding, pp. 159-184, 185-214 and 215-230.
(Pruitt & Kim, Ch. 9, Perceived Stalemate and De-escalation, pp. 171-188, Recommended)
(for an example of a UN attempt to facilitate integrated post-conflict peacebuilding in Sierra Leone, go to <http://www.uniosil.org/>)

(Note: AU Spring Break, Mar. 6-13: No Classes or Office Hours)

9. Mar. 16 Negotiation and Mediation

Term Paper Proposal Due

The most common diplomatic responses to conflict are negotiation between the parties and mediation by third parties to assist the negotiation process toward settlement. A critical distinction is made between negotiation as adversarial bargaining through concession making and problem-solving negotiation through integrative strategies and outcomes. A further critical distinction occurs in forms of third party intervention between pure mediation, as practiced for example by the U.N., and power mediation, as practiced by major powers, such as the U.S.

Text Readings:

Kriesberg, Ch. 8 and 9, Mediation in Conflicts, and Negotiation in Settling Conflicts, pp. 228-261 and 262-293.
(Pruitt & Kim, Ch. 10 and 11, Problem Solving and Reconciliation, and The Intervention of Third Parties: Mediation, pp. 189-225 and 226-258, Recommended)

Reserve Readings:

- 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.
- 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.

10. Mar. 23 Consultation and Complementarity

Midterm Exam Out

This section describes more recently developed informal third party interventions of a problem solving nature designed to influence the subjective elements of conflict and induce the parties toward de-escalation and resolution. The importance of interweaving unofficial work with official, diplomatic efforts is implied by a contingency approach which proposes to sequence and coordinate different forms of interventions for maximum effectiveness and utility.

- Burton, J.W. 1990. Facilitated Conflict Resolution Procedures, Appendix in J.W. Burton & F. Dukes, Conflict: Practices in Management, Settlement & Resolution. New York: St. Martin's Press, pp.189-209.
- Kelman, H.C. 2000, The Role of the Scholar-Practitioner in International Conflict Resolution, International Studies Perspectives, vol. 1, pp. 273 -288.
- Chufrin, G.I. & Saunders, H.H. 1993. A Public Peace Process, Negotiation Journal, 9, pp. 155-177.
- Fisher, R.J. & Keashly, L. 1988. Third Party Intervention in Intergroup Conflict: Consultation is Not Mediation, Negotiation Journal, 4, pp. 381-391.
- 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.

(for an overview and linkage of the three issues below, see an optional reading by Diane Francis in the Berghof Handbook of Conflict Transformation, 2004, available at <http://www.berghof-handbook.net>)

11. Mar. 30 The Issue of Gender

Midterm Exam Due

The question of gender differences in perceiving and responding to conflict has been initially addressed in the field of conflict resolution without the emergence of clear conclusions. This section includes some of the conceptual and empirical treatments of the issue, and considers what the implication of gender differences may be for the practice of conflict resolution, particularly in the form of interactive problem solving.

Text Readings:

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

Reserve Readings:

- Berg, E.Z. 1994. Gendering Conflict Resolution, Peace and Change, 19(4), pp. 325-347.
- 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.
- 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.
- 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.

(For a new manual for government agencies and ngo's on how to create a successful action plan on women,

peace and security developed by the UN International Research and Training Institute for the Advancement of Women go to <http://www.peacewomen.org/resources/1325/1325-Guide-ENG.pdf>)

12. Apr. 6 The Issue of Culture

The question of cultural generalizability is a significant one for the field of conflict resolution, which has developed largely as an expression of Western social science and practice. The question relates to the conceptual tools used for conflict analysis as well as the processes and interventions which are proposed to deal effectively with escalated and destructive conflict. This issue challenges the field to examine more deeply its cultural assumptions and value base, and to expand its knowledge and methods of practice accordingly.

Text Readings:

Ramsbotham et al, Ch. 15, Culture, Religion and Conflict Resolution, pp. 302-315.

Reserve Readings:

- Avruch, K. & Black, P.W. 1991. The Culture Question and Conflict Resolution, Peace and Change, 16, pp. 22-45.
- 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, U.K.: Manchester University Press, pp. 131-145.
- Fry, D. & Fry, B. 1997. Culture and Conflict Resolution Models: Exploring Alternatives to Violence. In D. Fry & K. Bjorkqvist (eds.), Cultural Variation in Conflict Resolution. Mahwah, NJ: Erlbaum, pp. 9-25.
- Kimmel, P.R. 1994. Cultural Perspectives on International Negotiation, Journal of Social Issues, 50(1), 179-196.
- Kimmel, P.R. 2006. Culture and Conflict. In M. Deutsch, P.T. Coleman & E.C. Marcus (eds.), The Handbook of Conflict Resolution (2nd ed.). San Francisco, CA: Jossey-Bass, pp. 625-648.

13. Apr. 13 The Issue of Power

Term Paper Due

Power as the exercise of influence is implicated throughout conflict causation, escalation and resolution. This section discusses the issue of power in terms of how conflict resolution offers an alternative to power politics as traditionally practiced in decision making. At the same time, the field must confront questions about its own power base, and its alignment with the status quo as opposed to being a force for social change toward greater equity and justice.

Reserve Readings:

- Burton, J.W. 1995. Conflict Resolution as a Political System. In J.A. Vasquez et al, (eds.), Beyond Confrontation. Ann Arbor, MI: University of Michigan Press, pp. 115-127.
- Jabri, V. 1995. Agency, Structure and the Question of Power in Conflict Resolution. Paradigms: The Kent Journal of International Relations, 9(2), pp. 53-70.
- 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.
- Coleman, P.T. 2006. Power and Conflict. In M. Deutsch, P.T. Coleman & E.C. Marcus (eds.), The Handbook of Conflict Resolution (2nd ed.). San Francisco, CA: Jossey-Bass, pp. 120-143.
- Rouhana, N.N. 2004. Group Identity and Power Asymmetry in Reconciliation Processes: The Israeli-Palestinian Case, Peace & Conflict, 10, 33-52.

14. Apr. 20 Conclusion and Evaluation

Final Exam Out

This section attempts to pull together the main themes of the course regarding the nature of social conflict, particularly the long term implications of strategic choice in terms of stability and equity. Given such implications, intervenors need to think not only about practical decisions but also about moral and ethical choices. Although generic principles for addressing conflict can be prescribed based on existing knowledge, the expanding practice of conflict resolution in highly complex situations faces numerous dilemmas and resistances in its search for a more peaceful world.

Text Readings:

Kriesberg, L. Ch. 10, 11 and 12, Transformation of Conflicts, Long Term and Indirect Consequences, and Synthesis, Specification and Implications, pp. 294-333, 334-360, and 361-391.
Ramsbotham et al, Ch. 16, Future Directions: Towards Cosmopolitan Conflict Resolution, pp. 316-331.

Reserve Readings:

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

(for an analysis that calls for conflict resolution methods to be integrated into a wider focus, go to:
<http://www.beyondintractability.org/essay/meta-conflict-resolution/?nid=1261>)

15. Apr 27

Final Exam Due

Have a Great Summer!