

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

PEACEMAKING IN INTRACTABLE CONFLICT
SIS 419.017/619.017, Fall 2010

Instructor: Dr. Ron Fisher

Teaching Assistant: Sara Cady

Time and Location: Monday, 5:30 - 8:00 PM; Room SIS 120

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Office Hours: Monday 2:00 - 5:00 PM; Wednesday, 3:00 - 6:00 PM
Other times by appointment

Course Description:

This course will provide an in-depth analysis of both official and unofficial third party, peacemaking interventions in intractable conflict, as represented by various forms of mediation and by problem-solving methods captured under the approach of interactive conflict resolution. The focus of interventions is primarily on applications of mediation and third party consultation, both separately and in combination, to violent and protracted ethnopolitical conflicts with international ramifications. In addition to discussing current issues in mediation and interactive conflict resolution, the course will assess the potential for complementarity between official (Track I) and unofficial (Track II) diplomacy through an evaluation of selected cases.

Required Texts:

Bercovitch, J. (ed.) (2002). Studies in International Mediation: Essays in Honor of Jeffrey Z. Rubin. New York: Palgrave.

Crocker, C.A., Hampson, F.O. & Aall, P. (2004). Taming Intractable Conflicts: Mediation in the Hardest Cases. Washington, DC: United States Institute of Peace.

Fisher, R.J. (1997). Interactive Conflict Resolution. Syracuse, NY: Syracuse University Press.

Fisher, R.J. (ed.) (2005). Paving the Way: Contributions of Interactive Conflict Resolution to Peacemaking. Lanham, MD: Lexington Books.

Optional Sources:

For undergraduate students, especially those who have not completed SIS 308, Introduction to Peace and Conflict Resolution, and for graduate students who have not completed SIS 609, Conflict Analysis and Resolution, a selection of pre-readings is recommended from the 350 plus relevant essays available at www.beyondintractability.org (*Beyond Intractability*. Eds. Guy Burgess and Heidi Burgess. Conflict Research Consortium, University of Colorado, Boulder), a free knowledge base on more constructive approaches to destructive conflict. In particular, the following essays should be reviewed:

Bercovitch, J., Characteristics of intractable conflict.

Brahm, E., Conflict Stages.

Burgess, H. & Burgess, G., What are intractable conflicts?

Burgess, H., Intervention Processes.
Chigas, D., Track II (Citizen) Diplomacy.
Kriesberg, L., Nature of Intractability.
LeBaron, M., Culture and Conflict.
Maises, M., Causes of Disputes and Conflicts.
Maiese, M., Interests, Positions, Needs, and Values.
Maiese, M., Destructive Escalation.
Nan, S. A., Track I Diplomacy.
Nan, S.A. & Strimling, A., Track I – II Cooperation.
Seymour, C., Social Psychological Dimensions of Conflict.
Spangler, B., Settlement, Resolution, Management, and Transformation.

For those students who elect to complete the workshop facilitation team option (see below), the following manual on problem-solving workshops is required, and will be made available through an arrangement with the author: Mitchell, C. (2005). Resolving Intractable Conflicts: A Handbook, Institute for Conflict Analysis and Resolution, George Mason University, Fairfax, VA.

Course Design:

This class is an advanced seminar in which members are expected to participate actively, both in presenting and commenting on assigned readings and engaging in the discussion that builds on the readings. Please read the Seminar Discussion handout carefully for information and direction (available on Blackboard). Each session will cover a designated topic based on a set of readings. In addition to the Instructor and guest speakers, a number of sessions will engage two class members as ‘**Reading Partners**’ working as co-presenters in bringing forward some of the ideas and themes in the readings and raising questions and issues for consideration. The objective in the ensuing discussion is not only to identify the learnings in the readings, but also for each class member to develop personal meaning of the material through active participation.

To further our understanding of third party intervention, class members will form small ‘**Learning Teams**’ of four or five members who will choose a particular case to work on based on their common interests and aspirations. The case will be analyzed in terms of the nature of the conflict and a third party, peacemaking intervention that was carried out on the conflict, including the effects of the intervention. The objective is to add greater meaning to the readings through a sequenced, in-depth case analysis of a specific situation represented in the literature. As an alternative to the team case study, class members may choose to form a workshop facilitation team that will complete selected planning exercises in the Mitchell Handbook, and will carry out some of these exercises with other members serving as participants, that is, role playing members of conflicting groups. The objective here is for class members to gain understanding and experience in facilitating informal third party interventions of a problem-solving nature.

Both the Reading Partners and the Learning Teams will be formed with flexibility in the amount of collaboration 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 will include a term paper and a take home exam. The term paper may be a traditional library research paper or it may be a combined conceptual and reflective paper based on participation in the Dialogue Development Group program or a comparable experience, such as a training workshop or other participative engagement. The design and content of the course thus allows for the achievement of a number of **learning outcomes**:

- Knowledge of the characteristics and dynamics of intractable ethno-political conflict
- Knowledge of various forms of third party intervention in peacemaking
- Awareness of how different interventions can be matched to conflict escalation

- Awareness of the need for complementarity and coordination among interventions
- Ability to conduct a conflict analysis
- Ability to recommend third party intervention based on analysis
- Appreciation of the strengths and limitation of different forms of intervention
- Appreciation of the potential utility of conflict resolution for policymakers

Course Requirements:

Please note that all assignments are to be typed, double-spaced, in 12 point font, with one inch margins, 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.

1. Class Participation (20%): Evaluation of participation will be based primarily on the presentations of the readings undertaken by the Reading Partners, who are expected to consult with each other and discuss how to present the main ideas and their comments from their set of readings to the class and engage class members interactively. Members will choose their Reading Partner early in the class, and will make one brief presentation (15-20 minutes) on a session topic of their choice during the term. Guidelines for the presentation are available on Blackboard. 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. Feedback from the Instructor will be provided by email following the class session. This component of participation is worth 15% of the grade, and will be assigned to the Reading Partners as a unit. The remaining 5% will be assigned 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 Analyses or Exercises (40%):

Option A: The case study Learning Teams will each make two brief (20 minute) presentations during the term, one on the causes and manifestations of the conflict, and one on the nature and effects of the third party intervention carried out to address the conflict. Teams will have the option of making one combined presentation if they prefer. 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 (10 to 12 pages) is required following the final presentation, and the mark will be based on the combination of the presentations (20%) and the report (20%). The mark will be assigned to the Learning Team as a unit, unless members negotiate to take individual marks based one component of the analysis (i.e., conflict or intervention). The Instructor will provide references for possible cases of both official and unofficial interventions, usually involving mediation and third party consultation. In addition, guidelines for each part of the case analysis are available on Blackboard, so that the analyses of the different Learning Teams will provide for case comparisons. The deadline for the submission of the final report will depend on the schedule of presentations, but will usually be one week after the final presentation. Presentations will be assessed on clarity, organization and creativity. Reports will be assessed on clarity and organization, plus the application of concepts and models from the course to the case.

Option B: The workshop facilitation Learning Teams will complete a number of analyses based on the exercises in the Mitchell Handbook, and will make a number of presentations during the term. Brief written reports will be required for some exercises, while others will engage the Team as facilitators of workshop sessions in which other class members will be briefed to play the roles of workshop participants from parties engaged in conflict. Class sessions and brief reports will be assessed on clarity and organization, and will be

worth 20%. A final report is required at the end of the class to describe and evaluate the work of the Team as a learning experience. The marks will be assigned to the Learning Team as a unit, unless members negotiate to take individual marks based on selected components of the exercises and the reports. The final report of 12 to 15 pages (20%) will be assessed on clarity and organization, plus the degree to which it demonstrates understanding of the theory of practice that underlies problem-solving workshops as represented in the Mitchell Handbook and other relevant class readings.

Please note that for class presentations (such as Powerpoint) using the projector in the classroom and requiring audio-visual support from the Center for Teaching, Research and Learning, you should contact Audio-Visual at 202 885 2296 or av@american.edu 24 hours in advance to place an order. Note that if audio is needed beyond the speakers in your computer, you need to arrange for a separate cable and speaker. Please check out your computer for the presentation in advance so you know how to get the video output to the projector. Mac users need to bring their own video adapter as AV has only a limited supply for loan.

3. Term Paper (Optional) (20%): A traditional research and analysis paper of 15 pages (undergraduates) or 20 pages (graduate students) is to be completed by class members who choose this option. The topic should relate to and build on some segment of the class readings, and should not overlap substantially with the Learning Team work, although the case of conflict for that analysis may be used to illustrate the concepts or methods being discussed. Topics should be identified in consultation with the Instructor with the goal of advancing the professional development of the class member. Example term paper topics are available on Blackboard. A brief outline (1 to 2 pages) is to be submitted for the Instructor's approval, and the paper is due late in the term (see Course Schedule). Papers will be assessed on clarity, organization, and substance. A specific option for class members who want to participate or are facilitators in the Dialogue Development Group (DDG), which organizes once a week dialogue sessions on a number of controversial issues for seven weeks, is to complete a term paper that reflects on and integrates their dialogue experience with conceptual material on the role of dialogue in conflict resolution. Participants are encouraged to keep a weekly journal on which to base their reflections.

4. Midterm Exam and Final Exam (Final Optional) (20% to 40%): Take home exams will be used to assess class members' comprehension of and ability to apply the ideas represented in the class readings and discussions. The midterm exam is required of all class members and is worth 20%. The final exam is required only of those who do not elect to complete a term paper and counts 20%. Thus, all class members will complete the midterm exam and one of either the final exam or the term paper. Each exam will consist of three, essay-style questions, of which two must be answered within a one week completion period. Each question is worth 10% and must be answered within the designated number of three pages. Example exam questions are provided on Blackboard. 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).

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. Submitting your assignment electronically indicates your acceptance of this policy. 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:

<u>Session</u>	<u>Topic</u>	<u>Assignment Due</u>
1. Aug. 23	Introductions, Course Outline Discussion Statements of Interests and Learning Goals Formation of Reading Partners	
2. Aug. 30	Overview of Intractability and Methods of Intervention Formation of Learning Teams	

Text Readings:

Crocker et al, Introduction: Mediation and Intractable Conflicts, pp. 3-17.
Fisher, Introduction, in Fisher (1997), pp. 1-15.

Reserve Readings:

Coleman, P.T. (2003). Characteristics of Protracted, Intractable Conflict: Towards the Development of a Metaframework—I. Peace and Conflict: Journal of Peace Psychology, 9, 1-38.
Coleman, P.T. (2004). Paradigmatic Framing of Protracted, Intractable Conflict: Towards the Development of a Metaframework--II. Peace and Conflict: Journal of Peace Psychology, 10, pp. 197-235.
Fisher, R.J. (2010). Methods of Third Party Intervention, in M. Fischer, H.J. Giessmann & B. Schmelzle (eds.), The Berghof Handbook for Conflict Transformation, Revised Edition. (Note that a draft

version of this chapter is temporarily available in the e-reserves on Blackboard).

Sept. 6 Labor Day Holiday: No Classes

3. Sept. 13 Social-Psychological Dynamics, Prenegotiation and Negotiation

Reserve Readings:

Kelman, H.C. & Fisher, R.J. (2003). Conflict Analysis and Resolution, in D.O. Sears, L. Huddy & R. Jervis (Eds.), The Oxford Handbook of Political Psychology, pp. 315-353.

Bercovitch, J. (1991). International Negotiations and Conflict Management: The Importance of Prenegotiation. Jerusalem Journal of International Relations, 13, pp. 7-21.

Rothman, J. (1991). Negotiation as Consolidation: Prenegotiation in the Israeli-Palestinian Conflict. Jerusalem Journal of International Relations, 13, 22-44.

Zartman, I.W. (1989). Prenegotiation: Phases and Functions, in Stein, J.G. (Ed.), Getting to the Table: The Processes of International Prenegotiation. Baltimore, MD: John Hopkins University Press, pp. iv-17 (includes Preface by Stein).

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.

4. Sept. 20 Pure Mediation

Text Readings:

Bercovitch, Introduction: Putting Mediation in Context, in Bercovitch, pp. 3-24.

Aggestam, K., Quasi-Informal Mediation in the Oslo Channel, in Bercovitch, pp. 55-79.

Fretter, J., International Organizations and Conflict Management: The United Nations and the Mediation of International Conflicts, in Bercovitch, pp. 98-126.

Dunn, L.A. & Kriesberg, L., Mediating Intermediaries: Expanding Roles of Transnational Organizations, in Bercovitch, pp. 194-212.

Reserve Readings:

Curle, A. (1990). Tools for Transformation, in Tools for Change: A Personal Story. London: Hawthorne Press, pp. 22-73.

5. Sept. 27 Power Mediation

Text Readings:

Crocker et al, Chapter 2: When Powerful States Mediate, pp. 21-43, and Chapter 3: Out of Sight, Out of Mind: The Fate of Forgotten Conflicts, pp. 45-72.

Carnevale, P.J., Mediating From Strength, in Bercovitch, pp. 25-40.

Kleiboer, M., Great Power Mediation: Using Leverage to Make Peace?, in Bercovitch, pp. 127-140.

Zartman, I.W., Mediation by Regional Organizations: The OAU in Chad and Congo, in Bercovitch, pp. 80-97.

Reserve Readings:

Track Two/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation. Lanham, MD: Rowman & Littlefield, pp. 15-30.

Chufrin, G.I. & Saunders, H.H. (1993). A Public Peace Process. Negotiation Journal, 9, pp. 155-177.

Rouhana, N.N. & Kelman, H.C. (1994). Promoting Joint Thinking in International Conflict: An Israeli-Palestinian Continuing Workshop. Journal of Social Issues, 50, pp. 157-178.

9. Oct. 25

Interactive Conflict Resolution: Issues

Midterm Out

Text Readings:

Fisher, Chapters 9, 10 and 11, in Fisher (1997), pp. 187-252.

Reserve Readings:

Warfield, J.N. (1988). Do As I Say: A Review Essay of John W. Burton, Resolving Deep-Rooted Conflict: A Handbook. International Journal of Group Tensions, 18, pp. 228-236.

Doob, L.W. (1987). Adieu to Private Intervention in Political Conflicts? International Journal of Group Tensions, 17, pp. 15-27.

Avruch, K. & Black, P. (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.

Rouhana, N.N. (1995). Unofficial Third Party Intervention in International Conflict: Between Legitimacy and Disarray. Negotiation Journal, 11, pp.255-270.

10. Nov. 1

Contingency Approach: The Rationale

Midterm Exam Due

Text Readings:

Fisher, A Contingency Approach to Third Party Intervention, in Fisher (1997), pp. 163-184.

Crocker, C.A., Hampson, F.O. & Aall, P. Two's Company But is Three a Crowd? Some Hypotheses about Multiparty Mediation, in Bercovitch, pp. 228-257.

Reserve Readings:

Crocker, C.A., Hampson, F.O. & Aall, P. (1999). Rising to the Challenge of Multiparty Mediation (Chapter 25) in Herding Cats: Multiparty Mediation in a Complex World, pp. 665-699.

Keashly, L., Fisher, R.J. & Grant, P.R. (1993). The Comparative Utility of Third Party Consultation and Mediation Within a Complex Simulation of Intergroup Conflict, Human Relations, 46, pp. 371-393.

11. Nov. 8

Transfer and Contingency: Applications

Term Paper Outline Due

Text Readings:

Fisher, Introduction: Analyzing Successful Transfer Effects in Interactive Conflict Resolution, in Fisher (2005), pp. 1-18.

Nan, S.A. (2005). Track One-and-a-Half Diplomacy: Contributions to Georgian-South Ossetian Peacemaking,

