

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

**SIS 609.001 Fall 2014**  
**Conflict Analysis and Resolution**

Instructor: Dr. Ron Fisher

Time and Location: Tuesday 5:30 – 8:00; Room:

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Office Hours: Mon. 2:00 - 5:00 PM; Wed. 3:00 – 6:00 PM

Course Description and Objectives:

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, and the future of the field within the domain of international affairs will be considered. The course uses a combination of readings, presentations, seminars, exercises, case studies, and team projects to engage class members as apprenticing conflict analysts and practitioners. Case analyses of selected conflicts will be completed in small teams and recommended interventions for resolution will be developed and presented in class sessions.

Course Learning Outcomes:

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

Required Text: (On two hour library reserve)

Ramsbotham, O., Woodhouse, T. & Miall, H. (2011). Contemporary Conflict Resolution (3<sup>rd</sup> ed.). Cambridge, UK: Polity Press.

Recommended Readings:

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 in order to prepare for the course, and will not be covered in class sessions.

Reserve Readings:

In addition to selected chapters from the textbook, 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. A small number of readings are from web sources and are listed under Reserve Readings.

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 listed below. Each session will also be stimulated by a set of discussion questions available on Blackboard prior to the session. In addition, most sessions will engage two class members as 'Topic Partners' working as co-presenters to bring forward some additional information to enrich the topic of discussion. Note that other class members are not required to review any additional sources provided for the Topic Partners, but are encouraged to do so. 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). Given the non-lecture, discussion nature of the class, laptop use is discouraged, and the use of hand held devices is prohibited. When the Instructor provides brief presentations to set up the discussions, powerpoints will be provided and are 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 ethnopolitical 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 Topic Partners and the Learning Teams will be formed with some flexibility in the amount of coordination 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 Topic Partners and Learning Teams, more traditional elements of the design include topic issue papers and take home exams.

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 Presentation and Participation (15%): Evaluation of participation will be based largely on the presentation of the Topic Partners, who are expected to consult with each other and plan how to present ideas and issues on their topic to the class and to engage the class in discussion. Members will choose their

Topic Partners and class session/topic early in the term, and will make one brief presentation (15 minutes) during the term. (Please see the guidelines for presentations and a marking scale available on Blackboard.) Presenters are encouraged to consult with the course Instructor prior to their session, and written feedback, mainly on the process of the presentation, will be provided following the session, based on the dimensions of clarity, organization, and creativity. Peer feedback on strengths and areas of improvement will also be elicited during the session. This component of participation is worth 10% of the grade, and will be assigned to the Topic 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 (35%): Each Learning Team will make one 30-40 minute presentation during the term on the causes and manifestations of the conflict and on the nature of the recommended interventions/policy prescriptions to address the conflict. This 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 (15 to 18 pages) is required following the presentation, and the grade will be based on the combination of the presentation (15%) and the report (20%). The mark will initially be assigned to the Learning Team as a unit, and will then be adjusted using peer assessment ratings provided by team members on each member's contribution to the presentation and to the report. Each member is expected to contribute to all of the team's activities, and is expected to take part in at least one part of the presentation (i.e., analysis or intervention). 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. Topic/Issue Papers (20%): Two response papers of 5 to 7 pages each are required: one from the first part of the course (due by October 7th) and the second from the latter part of the course (due by December 2nd). Each paper is to focus on the readings covered in a class session, and is due on the day of that session. The task is to selectively analyze and synthesize some of the concepts and issues covered in the set of readings, to comment and critique the ideas, and to raise concerns and questions on related issues. A straight summary of the readings with little comment will receive a C grade. Thus, the objective of the papers is to demonstrate your understanding of the material through specific connections to the readings and your ability to grasp the implications and potential applications to practice and to policy. Personal opinions, comments and reflections may also be included. Papers will be assessed on clarity, organization, integration and application.

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, 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 at the end 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. 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.

### Statement on Emergency Preparedness

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence 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 Schedule:

1. Aug. 26      Introductions, Discussion of Course Syllabus, Statements of Interests  
Formation and Scheduling of Topic Partners  
Presentation on Case Study: The Cyprus Conflict, 1955-2013

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

- 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.
- Yakinthou, C. 2012. Cyprus: A Never-Ending Story, in Wolff, S. & Yakinthou, C. (eds), Conflict Management in Divided Societies: Theories and Practice. London and New York: Routledge, pp. 233-248.

2. Sept. 2      Definition and Sources of Conflict  
History and Issues in the Field                      Formation of Learning Teams

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:

Ramsbotham et al, Ch. 1 and 2, Introduction to Conflict Resolution: Concepts and Definitions, and Conflict Resolution: Origins, Foundations and Development of the Field, pp. 3-34 and 35-62.

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.

Kriesberg, L. & Dayton, B.W. 2012, Ch. 1, Analyzing Social Conflicts, in Constructive Conflicts (4<sup>th</sup> ed.). Lanham, MD: Rowman & Littlefield, pp. 1-22.

(for an Interview with Ron Fisher on the development of the field, go to:

<http://www.beyondintractability.org/audioplay/fisher-r>

3. Sept. 9      Bases and Expression of Conflict      Formation and Scheduling of Learning Teams

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:

Ramsbotham et al, Ch. 3 and 4, Statistics of Deadly Quarrels and the Measurement of Peace, and Understanding Contemporary Conflict, pp. 63-93 and 94-122.

Reserve Readings:

Kriesberg & Dayton, Ch. 2, Bases of Social Conflicts, in Constructive Conflicts (4<sup>th</sup> ed.). Lanham, MD: Rowman & Littlefield, pp. 23-47.

Themner, L. & Wallensteen, P. 2013. Armed Conflicts, 1946-2012, Journal of Peace Research, 50(4), pp. 509-521.

(Topic Partners Presentation: The State of Armed Conflict in the World)

(for an alternate portrayal of current violent conflict, go to: <http://www.ploughshares.ca/content/armed-conflicts>)

(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. Sept. 16      Models of Conflict: Grievance, Greed and Systems

The conceptual understanding of ethnopolitical conflict is further deepened through a consideration of a number of multi-level and integrative models designed to explain the emergence and escalation of destructive and violent interactions between contending parties. Commonalities and differences among the models will demonstrate the necessity of a multi-disciplinary analysis and the importance of the concept of social identity. Models positing legitimate grievances stemming from unequal intergroup relations as the

driving force in ethno-political conflict, are compared to so-called “Greed Models” that take a less positive view of human motivations, and in which economic factors figure prominently as expressed in complex schemes for conflict assessment. These schemes also bring in factors from the field of international development, as opposed to schemes for conflict analysis, such as used in this course, based largely in the grievance models.

#### Reserve Readings:

- 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. (Note: Revisit Ramsbotham et al’s coverage of this theory in Chapter 4.)
- Gurr, T.R. 1993. Why Minorities Rebel: Explaining Ethno-political Protest and Rebellion, Ch. 5, in Minorities at Risk. Washington, DC: United States Institute of Peace, pp. 123-138.
- Coleman, P., Bui-Wrzosinska, L., Nowak, A. & Vallacher, R. 2012. A Dynamical Systems Perspective on Peacemaking: Moving from a System of War to a System of Peace, in Nan, S.A., Mampilly, Z.C. & Bartoli, A. (eds), Peacemaking: From Practice to Theory (Volume II). New York: Praeger Security International, pp. 637-650.
- Collier, P. & Hoeffler, A. 2004. Greed and Grievance in Civil War, Oxford Economic Papers, vol. 56, 563-595.
- Ballentine, K. 2003. Conclusions, in Ballentine, K & Sherman, J. (eds), The Political Economy of Armed Conflict: Beyond Greed and Grievance (Boulder: Lynne Rienner and IPA, 2003), pp. 259-283.

(Topic Partners Presentation: Conflict Assessment Frameworks)

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

USAID, CMM:

<https://dec.usaid.gov/dec/content/GetDoc.axd?ctID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDYyYy&rID=MzIxNDI3&pID=NTYw&attchmnt=VHJlZQ%3D%3D&rdp=ZmFsc2U%3D>

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

DFID: [http://www.conflictsensitivity.org/sites/default/files/Conducting\\_Conflict\\_Assessment\\_Guidance.pdf](http://www.conflictsensitivity.org/sites/default/files/Conducting_Conflict_Assessment_Guidance.pdf)

(for a generic systems approach to conflict analysis, go to: [www.interpeace.org/publications](http://www.interpeace.org/publications), and search for Peacebuilding How? Systems Analysis of Conflict Dynamics.)

#### 5. Sept. 23      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 depends on a number of factors, including the perceived feasibility of the strategy and the cultural context in which it will be used. The strategy of terrorism receives particular attention in the contemporary context as politically motivated violence against noncombatants.

#### Text Readings:

Ramsbotham et al, Ch. 11, Testing Conflict Resolution: Responding to Terrorism, pp. 283-292 (only). (Note: Revisit the introductory section on Terrorism and Conflict in this text, pp. 79-84)

#### Reserve Readings:

- Hanle, D.J. 1989. Ch. 5, Terrorism, in Terrorism: The Newest Face of Warfare. Washington, DC: Pergamon-Brassey's, pp. 103-120.
- Pruitt, D.G. & Kim, S.H. 2004. Ch. 3, Strategic Choice, in Social Conflict (3<sup>rd</sup> ed.). New York: McGraw-Hill, pp. 37-62.
- Ruby, C.L. 2002. The Definition of Terrorism. Analyses of Social Issues and Public Policy, 2(1), pp. 9-14.

(Topic Partners Presentation: Terrorism and U.S. Foreign Policy)

(For a starter on the topic presentation, see the Introduction to Terrorism and U.S. Foreign Policy by Paul R. Pillar, 2003, available on Google Books.)

#### 6. Sept. 30      Conflict Prevention and Escalation

This session outlines some of the various processes by which contentiously waged conflicts have a tendency to escalate to higher levels of intensity and destructiveness. Attention is also directed to assessing the probability of ethno-political conflicts breaking out and to mechanisms of early warning and prevention that could be applied to reduce the degree of escalation and destruction.

##### Text Readings:

Ramsbotham et al, Ch. 5, Preventing Violent Conflict, pp. 123-145.

##### Reserve Readings:

- Gurr, T.R. & Marshall, M.G. 1998. Assessing Risks of Future Ethnic Wars, in Gurr, T.R. (ed.), Peoples Versus States. Washington, DC: United States Institute of Peace, pp. 223-260.
- Lund, M. 1996. Early Warning and Preventive Diplomacy, Ch. 26, in Crocker, C.A., Hampson, F.O., & Aall, P. (eds.), Managing Global Chaos. Washington, DC: United States Institute of Peace, pp. 379-402.
- Maiese, M. 2003. Destructive Escalation, from *Beyond Intractability*. Eds. Guy Burgess and Heidi Burgess. Conflict Information Consortium, University of Colorado, Boulder:  
<http://www.beyondintractability.org/bi-essay/escalation>.

(Topic Partner Presentation: Conflict Prevention from above versus below)

(for the report of the Carnegie Commission on Preventing Deadly Conflict (prevention from above), go to: [www.janeliunas.lt/files/Preventing%20Deadly%20Conflict.doc](http://www.janeliunas.lt/files/Preventing%20Deadly%20Conflict.doc))

(for a description of the UNDP's current approach to preventing violent internal conflict (prevention from below), see Kumar, C., 2012, Building National "Infrastructures for Peace": Un Assistance for Internally Negotiated Solutions to Violent Conflict, in Nan, S.A., Mampilly, Z.C. & Bartoli, A. (eds.) Peacemaking: From Practice to Theory, Volume 2, pp. 384-399.

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

#### 7. Oct. 7      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 intergovernmental and nongovernmental organizations, in escalated and intractable conflicts is considered.

### Text Readings:

Ramsbotham et al, Ch. 6, Containing Violent Conflict: Peacekeeping, pp. 147-170.

### Reserve Readings:

Cook-Huffman, C. 2009. The Role of Identity in Conflict, in Sandole, D.J.D. et al (eds.), Handbook of Conflict Analysis and Resolution, London: Routledge, pp. 19-31.

Coleman, P.T. 2014. Intractable Conflict, in Coleman, P.T, Deutsch, M. & Marcus, E.C. (eds.), The Handbook of Conflict Resolution (3<sup>rd</sup> ed.). San Francisco, CA: Jossey-Bass, pp. 708-744.

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

(Topic Partners Presentation: The Responsibility to Protect)

(for policy on the responsibility to protect, see International Commission on Intervention and State Sovereignty at: <http://responsibilitytoprotect.org/ICISS%20Report.pdf>)

(for an update on R2P, see Williams, A & Claes, J. (2012). The Responsibility to Protect and Peacemaking, in Nan, S.A., Mampilly, Z.C. & Bartoli, A. (eds.) Peacemaking: From Practice to Theory, Volume 2, pp. 420-437, On Reserve).

## 8. Oct. 14      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 true conflict resolution occurring in the context of post-conflict peacebuilding in order to prevent future outbreaks of violence.

### Text Readings:

Ramsbotham et al, Ch. 7, 8 and 9, Ending Violent Conflict: Peacemaking, Post-War Reconstruction, and Peacebuilding, pp. 171-197, 198-225 and 226-245.

### Reserve Readings:

Maiese, M. 2004. Limiting Escalation / De-escalation. *Beyond Intractability*. Eds. Guy Burgess and Heidi Burgess. Conflict Information Consortium, University of Colorado, Boulder. Posted: January 2004  
<http://www.beyondintractability.org/bi-essay/limiting-escalation>

(Topic Partners Presentation: The Alliance for Peacebuilding: Nature and Activities)

(see [www.AllianceforPeacebuilding.org](http://www.AllianceforPeacebuilding.org))

## 9. Oct. 21      Negotiation and Mediation

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:

Ramsbotham et al, *Mediation and Third Party Intervention*, pp. 180-188 (read for session 8).

Reserve Readings:

Bercovitch, J. (2004). International Mediation and Intractable Conflict, from *Beyond Intractability*, Eds. Guy Burgess and Heidi Burgess. Conflict Research Consortium, University of Colorado, Boulder:

[http://www.beyondintractability.org/essay/med\\_intractable\\_conflict/](http://www.beyondintractability.org/essay/med_intractable_conflict/)

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 Crocker, C.A. et al (eds.), *Leashing the Dogs of War*. Washington, DC: United States Institute of Peace, pp. 437-454.

(Topic Partner Presentation: A successful case of international mediation)

(Note: A variety of mediation cases are available in C. Crocker et al. (eds.), 1999, *Herding Cats: Multiparty Mediation in a Complex World*. Washington, DC: United States Institute of Peace.

10. Oct. 28      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.

Reserve Readings:

Burton, J.W. 1990. Conflict Resolution as Problem-solving, in Burton, J.W., *Conflict: Resolution and Prevention*. New York: St. Martin's Press, pp.202-210..

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.

(Topic Partner Presentation: A successful case of third party consultation)

(Note: A variety of cases of third party consultation are available in R. Fisher (ed.) 2005, *Paving the Way: Contributions of Interactive Conflict Resolution to Peacemaking*. Lanham, MD: Lexington Books.

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

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 and Conflict Resolution*, pp. 305-316.

Reserve Readings:

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

Harders, C. (2011). *Gender Relations, Violence and Conflict Transformation*, in The Berghof Handbook of Conflict Transformation, pp. 132-155, available at <http://www.berghof-handbook.net>

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.

(Topic Partner Presentation: Analysis and update on UNSC Resolution 1325)

(for the ten-year impact study on implementation of UN Security Council Resolution 1325 (2000) on Women, Peace and Security in Peacekeeping, go to:

[http://www.un.org/en/peacekeeping/documents/10year\\_impact\\_study\\_1325.pdf](http://www.un.org/en/peacekeeping/documents/10year_impact_study_1325.pdf)

(for a 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>)

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. 332-346.

Reserve Readings:

Avruch, K. (2003). *Culture*, in Cheldelin, S., Druckman, D. & Fast, L. (eds.), Conflict: From Analysis to Intervention. New York: Continuum, pp. 140-153.

Fry, D. & Fry, B. 1997. *Culture and Conflict Resolution Models: Exploring Alternatives to Violence*. In Fry, D. & Bjorkqvist, K. (eds.), Cultural Variation in Conflict Resolution. Mahwah, NJ: Erlbaum, pp. 9-25.

Kimmel, P.R. 2006. Culture and Conflict. In Deutsch, M. et al (eds.), The Handbook of Conflict Resolution (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass, pp. 625-648.

(Topic Partner Presentation: Example of the role of culture in conflict intervention)

13. Nov. 18     The Issue of Power

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 Vasquez J.A. et al, (eds.), Beyond Confrontation. Ann Arbor, MI: University of Michigan Press, pp. 115-127.

Coleman, P.T. 2014. Power and Conflict. In Coleman, P.T., Deutsch, M. & Marcus, E.C. (eds.), The Handbook of Conflict Resolution (3<sup>rd</sup> ed.). San Francisco, CA: Jossey-Bass, pp. 137-167.

Francis, D. (2011). New Thoughts on Power: Closing the Gap between Theory and Action, in The Berghof Handbook of Conflict Transformation, pp. 506-525, available at: <http://www.berghof-handbook.net>

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

Fisher, R.J. 2010. Challenges of Power Asymmetry and Justice for Problem-Solving Workshops, Dynamics of Asymmetric Conflict, 3(3), pp. 145-161.

(Topic Partner Presentation: Example of the role of power in conflict intervention)

**(No Class Nov. 25 due to Thanksgiving Holiday break)**

14. Dec. 2     Conclusion and Evaluation

**Final Exam Out**

This section pulls together the main themes of the course regarding the nature of social conflict and the field's response to the continuing complexity and diversification of conflict. By implication, interveners need to think not only about practical decisions, but also about moral and ethical choices in relation to the value base of the field. 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. Thus, there is a need for assessment of the current state and increasing relevance of the field while addressing the various critiques that have emerged.

Text Readings:

Ramsbotham et al, Ch. 11, 19 and 20, Towards Cosmopolitan Conflict Resolution, Conflict Resolution: Theories and Critiques, and Conflict Resolution and the Future, pp. 265-283(only), 396-413, and 414-426.

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. Dec. 10 (Exam Date)

**Final Exam Due**

**Have a Good Holiday!**