



Peace on Earth: by Jen Delyth

INTRODUCTION TO PEACE AND CONFLICT RESOLUTION

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SIS-308-002
Fall 2009
Friday 11:20-2:00pm
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COURSE OBJECTIVES

This course provides an overview of the related fields of peace studies and conflict resolution by exploring different definitions, perspectives, actors, and tools available to practitioners and scholars. The goal of the course is to provide a broad understanding of peace and conflict resolution theories and practices, develop basic skills of conflict analysis and peace building. The course will challenge students to analyze conflicts, identify and address factors influencing conflicts, and design appropriate conflict intervention strategies through a hands-on approach. More specifically, the course will begin with an overview of the field and its evolution. Students will explore and compare different definitions of peace, conflict, and conflict resolution, and learn to analyze conflicts by identifying actors, issues, causes, and dynamics of conflicts. Students will also be introduced to different theories of conflict, and investigate various factors that influence conflict escalation. Following that, the class will focus on different intervention models such as use of force, mediation, negotiation, problem-solving workshops and interfaith dialogue, among others to resolve the conflict and build peace. The course format includes lectures, simulation, films, and class discussions.

PEDAGOGICAL STYLE

This is an interactive course in which you are expected to engage with the ideas and thoughts presented in the assignments, by the professor, other students -- and yourself. The philosophy of teaching followed is collaborative learning, which favors a model where there is more interaction in the class-room between students and teachers, students and teachers work cooperatively, and assignments involve cooperation and creative thinking. By taking this course, you are already involved in the process of creative thoughtfulness.

What is Collaborative Learning?

- Collaborative learning means that in addition to the lectures, and the requisite assignments, we will engage in active, ongoing and focused discussion.
- The process is based on the concept that we each -- equally -- hold experience-based knowledge that provides a solution (or stimulus) to another person's question.
- Rather than passive learning, you will be engaged in "doing," in thinking, creating, rejecting, and building.
- You will be required to analyze the ideas of others, to organize your own and to express them constructively.

- We each have our own learning styles and ways of expression. Becoming aware of these and using them wisely is part of the collaborative process.
- In the collaborative process, we not only listen and observe, but actively participate by contributing ideas, resources and follow-up action. We also adjust our perceived realities.
- Preparedness includes coming to class having read and thought through the assignments, ready to build on what has already been done, to offer new solutions.
- Collaborative learning does not stop when you walk out of the class room (nor begin when you enter). You are encouraged to continue your discussions and to work collaboratively out of class. Your assignments, however, are individual.
- Collaborative Learning is neither a free-for-all, nor talk for talk's sake. Collaborative Learning does not mean slacking off and hiding behind the work of others.

During your journey in Introduction to Peace and Conflict Resolution, **please remember:**

***Communication** of an idea is expedited when we are in touch with the core of ourselves. When we are in touch with our core, we open ourselves to creativity. We also discover that the essence of communication is intention.

***Self-expression:** in order for the self to express itself, it must express itself as a whole. When we are presenting papers, we are not only presenting an idea, but we are presenting ourselves. The person is more important than the idea, because it is the person who through effective communication, can transfer that idea to others.

***Active listening** is a communication skill which we develop as we learn to hear not only words and ideas, but also the emotions, feelings, and experiences behind words and ideas. We try to become a clear mirror for another person, reflecting back what we have heard and understood. We use empathy as a tool of analysis.

CLASS REQUIREMENTS AND EVALUATION PROCESS

1. Class Participation: Ten Percent (10%) of the final grade will be based on attendance and the quality of your **participation** in class discussions. Therefore it is **imperative** that students come to the class prepared. Unexcused absences will affect your participation grade. The student is responsible for making up all assignments missed because of excused absences. Late submission of assignments submitted without an **official** excuse will affect your grade.

2. Simulation Exercise: Fifty Percent (50%) of your grade will be based on your preparation and integration of the information learned into the class simulation. Simulation topic will be decided on the second week. Students will receive their role during the semester. Students will submit a **15-20 page analysis paper**. The paper will be submitted in three stages.

The first stage is the **Analysis of the Conflict**, where students will identify relevant parties involved in the conflict, study its background, sources, and dynamics. This 8-10 page Conflict Analysis paper is due on **September 25, 2009** and is **10% of your grade**.

Second stage of the paper will be analysis of the individual role/ country given to each student. Here, the students will identify the needs, positions, and interests, relations to the conflict and to other actors. Based on their analysis, students are also expected to develop a conflict strategy for the in-class simulation exercise. This 6-8 page **Role Analysis** paper is due on **October 23rd**, and is **10% of your grade**.

The third stage of the paper is the integrated analysis paper, where revised conflict analysis paper will be enhanced with a recommended conflict intervention strategy. In their final analysis papers students should also discuss what are some of the main factors that are critical to understand to resolve this conflict (i.e. social-psychological, gender issues, cultural-religious dimensions etc.) and what intervention models we have studied in class can address this conflict most effectively and why. **Final Analysis** paper, which is 15-20 pages long is due on the day of simulation **November 24, 2009** and is **30% of your grade**.

Students will be given confidential information about their character and every student is **required** to meet with Prof. Kadayifci-Orellana to prepare for their role and receive assistance with their analysis paper. All students

are **required** to take part in the simulation exercise. Please refer to the simulation guidelines handout for more detailed information about requirements and evaluations of this assignment.

3. Creative Group Project: Twenty percent (20%) of your grade will be based on a **creative group project**. The creative project, a group presentation given during one of the final sessions, seeks to give you the opportunity to express the relationship between this class and your own interests, experiences, and pursuits. Students should form groups of 3-5 people. No individual presentations will be allowed. Each group presentation will be for 20 minutes. Group presentation proposals are due on **November 13, 2009**. Failure to submit a proposal and form a group by then will impact your grade. Class presentations will take place on **December 4 and 11, 2009**. Please refer to Creative Group Project Guidelines Handout.

4. Mid-Term Exam: Twenty percent (20%) of your grade will be based on a take home mid-term exam. The exam will consist of essay questions based on the class readings, lecture notes, class discussions. The exam questions will be **posted on Blackboard on October 23, 2009**. Completed exams are due on **October 30, 2009**.

IMPORTANT DATES

September 25: Simulation Analysis Paper Part 1 Due
October 23: Simulation Role Analysis Due
October 30: Mid Term Exam is due
November 24: Conflict Resolution Simulation and Final Simulation Paper Due
December 4: Presentation of Creative Projects
December 11: Presentation of Creative Projects

GRADING:

Student Evaluations: Student performances will be determined by adding the points received from

1. Class Participation	(10%)	3. Creative Project	(20%)
2. Conflict Analysis Paper	(10%)	4. Mid-term Exam	(20%)
3. Simulation Role Analysis	(10%)	Total	(100%)
4. Final Simulation Paper	(30%)		

The final grade for the course: A numerical score will be equivalent to the following letter grades:

100-95: A
90-94: A-
85-89: B+
80-84: B
75-79: B-
70-74: C+
65-69: C
60-64: D

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 and blackboard 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. For specific emergency measures regarding "Introduction to Peace and Conflict Resolution" please see "Emergency Class Guidelines" Under Blackboard/Assignments.
For information about Blackboard see http://www1.american.edu/cte/bb_students.htm

STATEMENT ON ACADEMIC INTEGRITY

All students are governed by American University's Academic Integrity Code, which details specific violations of ethical conduct that relates 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.

BOOKS AVAILABLE AT THE BOOKSTORE (Also available at the Library Reserves)

Required Texts

- Zartman eds Peacemaking in International Conflict: Methods and Techniques. Washington, D.C.: United States Institute of Peace Press 2007.
- Lederach, John Paul. Lederach, John Paul. The little book of conflict transformation Intercourse, PA: Good Books, 2003.

Recommended Texts

- Barash David P. and Charles P. Webel Peace and Conflict Studies Sage Publications 2002
- Cheldelin, Sandra, Daniel Druckman, Larissa Fast Conflict: From Analysis to Intervention. London: Continuum 2003

Some Useful Resources Online

- International Crisis Group at www.crisisgroup.org
- United States Institute of Peace at www.usip.org
- Beyond Intractability at <http://www.beyondintractability.org/>
- Search for Common Ground at <http://www.beyondintractability.org/>

Note on Recommended Readings Included in the Syllabus

Following the required books in the syllabus, you will find a set of recommended books, chapters, and articles. These books and articles are included in the syllabus as additional resources for those students who are interested in particular themes and topics and who would like to read more in those areas. Some of the recommended books will be available both at the bookstore and the library. Recommended articles and book chapters will be made available at the Library Reserves and, online space permitting, on blackboard for your convenience. While all the students are

required to do the “required readings” students are encouraged to read the recommended readings relevant to their interest areas.

CLASS SCHEDULE

August 28 This session will be devoted to meeting one another, reviewing the syllabus, and establishing the pedagogical process and class requirements.

Part I: Analyzing Conflicts

September 4 Development of Peace and Conflict Resolution Field and Defining Conflict and Peace

Required Assignment:

- Zartman eds. Peacemaking in International Conflict: Methods and Techniques. Introduction and Chapter 1
- Barash David P. and Charles P. Webel Peace and Conflict Studies Sage Publications 2002 Chapters 1

September 11 Conflict Analysis Actors, Conflict Types, Sources of Conflicts, and Dynamics

Required Assignment:

- Barash David P. and Charles P. Webel Peace and Conflict Studies Sage Publications 2002 Chapter 5 pp.98-117
- Kelman Herbert C. “Applying Human Needs Perspective to the Practice of Conflict Resolution: Israeli-Palestinian Case” in Burton eds. Conflict: Human Needs Theory New York: St. Martin’s Press, 1990
- Galtung, “A Structural Theory of Imperialism” in Barash ed. Approaches to Peace: A Reader in Peace Studies Oxford University Press, NY 2000 pp.45-49
- Cheldelin, Sandra, Daniel Druckman, Larissa Fast Conflict: From Analysis to Intervention. London: Continuum 2003 Chapters 5

Recommended Reading

- Lorenz “On Aggression” in Barash ed. Approaches to Peace: A Reader in Peace Studies Oxford University Press, NY 2000 pp. 13-19
- Freud, S. “Why War? – A Letter to Albert Einstein” Barash ed. Approaches to Peace: A Reader in Peace Studies Oxford University Press, NY 2000 pp. 9-13

September 18 Conflict Analysis Continued.

Required Assignment:

- Barash David P. and Charles P. Webel Peace and Conflict Studies Sage Publications 2002 Chapters 17, 18, 19
- Case Study

Video: William Shakespeare’s Romeo and Juliet

Recommended Reading

- Louis Kriesberg Constructive Conflicts: From Escalation to Resolution Edition 3, Rowman & Littlefield Publishers, Inc 2006 Chapters 6-7

September 25 Social-Psychological Factors

Required Assignment:

- Zartman eds. Peacemaking in International Conflict: Methods and Techniques. Chapter 2
- Sam Keen “Faces of the Enemy” in *Culture, Communication and Conflict: Readings in Inter-cultural Relations*. Gary Weaver eds Chapter 53 P. 408-411
- Robert Jarvis “Cognitive Dissonance and International Relations” in *Culture, Communication and Conflict: Readings in Inter-cultural Relations*. Gary Weaver eds Chapter 58 P 442-443

Video: Reel Bad Arab

Recommended Reading

- Urie Bronfenbrenner “The Mirror Image in Soviet-American Relations” in *Culture, Communication and Conflict: Readings in Inter-cultural Relations*. Gary Weaver eds Chapter 55 P 419-425

Simulation Analysis Paper Part 1 Due

October 2 Role of Religion and Culture in Conflict and Peace Building

- Kadayifci-Orellana “Religion and Peacebuilding” In *Sage Handbook on Conflict Resolution* Jacob Bercovitch, Victor Kremenyuk, I. William Zartman eds 2008
- Zartman eds. Chapter 7
- Walker, Polly. “Decolonizing Conflict Resolution: Addressing the Ontological Violence of Westernization” American Indian Quarterly Summer and Fall 2004 Vol. 28, Nos. 3 and 4*

Video: Imam and the Pastor

October 9 Gender and Conflict Resolution.

Required Assignment:

- Linda Rennie Forcey “Women as Peacemakers: Contested Terrain for Feminist Peace Studies” *Peace and Change* Vol. 16, No.4 October 1994 pp.331-354*
- Boulding Elise, “Feminist Inventions in the Art of Peace Making: Century Overview” *Peace and Change* Vol. 20 No.4 October 1995 pp. 408-438 *
- Karam, Azza “Women in War and Peace Making: The Roads Traversed Challenges Ahead” *International Feminist Journal of Politics* Vol. 3, No. 1. (April 2001) pp. 2-25*
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October 16 Fall Break: No Class

Part II: Intervention Approaches

October 23 First-Track Conflict Resolution Tools: Use of Force, Diplomacy and International Law

Required Assignment:

- Zartman eds. Peacemaking in International Conflict: Methods and Techniques. Chapters 5, 10, 11
- Barash David P. and Charles P. Webel Peace and Conflict Studies Sage Publications 2002 Chapter 11 p. 243-253

Video: Peacemakers

Simulation Role analysis Due

October 30 Negotiation, Mediation and Problem Solving Workshops

- Zartman eds. Peacemaking in International Conflict: Methods and Techniques. Chapters 3, 4 and 6
- Kelman, Herbert C. "Interactive Problem Solving: An Approach to Conflict Resolution and its Application in the Middle East." PS: Political Science and Politics 31:2, 1998

Video: Ralph Bunche

Mid-Term Exam Due

November 6 Conflict Resolution through Grassroots Organization and Nonviolence

Required Assignment:

- King, Martin Luther, Jr. "Letter From Birmingham Jail."*
- Richmond, Oliver P. "NGOs, Peace, and Human Security." In Carey, Henry F. Mitigating Peace: The Role of NGOs. London: Frank Cass, 2003. Introduction: (1-11)
- Sharp There are Realistic Alternatives pages 2-23 at <http://www.aeinstein.org/organizations/org/TARA.pdf>
- Sharp, Gene. "The Methods of NV Action" (see the handout at <http://www.peacemagazine.org/198.htm>)

Creative Project proposals and Outlines Due

November 13 Conflict Transformation, Reconciliation and Building Peace: Role of Education and Training

Required Assignment:

- Zartman Chapters 8, 9
- Lederach, John Paul. Lederach, John Paul. The little book of conflict transformation Intercourse, PA: Good Books, 2003.
- Barash David P. and Charles P. Webel Peace and Conflict Studies Sage Publications 2002 Chapter 20 p. 445-456

November 20 Conflict Resolution Simulation

Final Simulation Paper Due

November 24

Presentation of Creative Projects

Please Note that our class is meeting on Tuesday due to Thanks Giving Holiday

November 27 Thanks Giving No Classes

December 4 Presentation of Creative Projects

December 11 Presentation of Creative Projects