

CONF 101: Conflicts and our World
(section 002)
Mason Korea
Fall 2019
Thursday, 06:00-08:40 pm
Room: TBD

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Office Hours: Thursdays, from 4:30-6:00 pm
and by appointment

Course Description:

Welcome to Mason Korea and CONF 101, Conflicts and our World! This is a Mason Core Course and satisfies the *Social and Behavioral Sciences* requirement. Conflict Analysis and Resolution (CAR) is a relatively new and exciting hybrid academic field that incorporates many ideas drawn from the study of such disciplines as psychology, sociology, anthropology, history, law, diplomacy, and political science to name a few. Conflicts are natural phenomena in human beings' lives and can be healthy and nonviolent or destructive and violently. Moreover, conflicts occur at all levels of society: between individuals, groups, institutions and even at the state and international levels.

CONF 101 is a foundation course and provides an introduction to CAR. It is especially designed for students interested in understanding and helping to resolve complex conflicts in our society.

As an introduction, this course is deliberately broad as later courses cover specific conflict issues in greater depth. Also, the concepts, theories and tools learned in this course can be applied to conflicts and social issues around the world from personal disagreements to international conflicts.

The course includes an overview of the field; origins and causes of conflict; how to map a conflict; and strategies for resolving a conflict. Key questions that will be explored include: What is conflict? What are the causes/roots of conflict? Why do individuals make certain choices in situations of conflict?

What are some of the major models and approaches used to help understand and resolve conflicts?

CONF 101, like the CAR field, will be examined through the integrated lenses of theory, research and practice (also known as intervention). This is also an interactive course that will use seminar style discussions of the readings and will include group projects, presentations, movies and games.

Requirements:

1. Prerequisites: Acceptance into S-CAR's BA/BSc, or permission from the instructor.
2. This can be taken to fulfill Mason Core Course and satisfies the *Social and Behavioral Sciences* requirement.

Course Goal:

At the end of the course, you should be able to identify the basic concepts, theories, frameworks, and techniques used in the field of CAR, and look at unique ways to analyze and help resolve conflicts.

Student Learning Outcomes: Upon completion of CONF 101, you should be able to:

- (SLO 1) Explain how individuals, groups or institutions are influenced by contextual factors such identity, group dynamics, and race (Social and Behavioral Sciences #1). This will be evaluated throughout the course in your individual and collaborative group discussions and work, the two individual essays, and the final group project.
- (SLO 2) Demonstrate awareness of changes in social and cultural constructs (Social and Behavioral Sciences #2). This will be evaluated through quizzes, the midterm examination, and the final group project.
- (SLO 3) Use appropriate methods and resources to understand and apply social and behavior science concepts, terminology, principles, tools and CAR theories in the analysis of human issues including conflicts, past or present, and at all levels of our society (Social and Behavioral Sciences #3). This will be evaluated throughout the course in your daily participation, the two individual essays, and the final group project.
- (SLO 4) Increase awareness of the complexity of underlying causes and contributing factors to conflict dynamics and conflict transformations. This will be evaluated throughout the course in your daily participation, the pop quizzes and two individual essays.
- (SLO 5) Apply different approaches and models when analyzing and resolving conflicts in a variety of contexts. This will be evaluated through the midterm exam, mapping assignment and final group project.
- (SLO 6) Examine and compare different conflicts, their conditions, dynamics, stakeholders and conflict resolution efforts. This will be evaluated throughout the course in your daily participation and in the final group project.

Required Books:

Students are expected to bring or PDF printed copies of the readings (or extended notes) to class. You can also use your computer or Kindle. The following texts are required for the course:

1. Woodhouse, et al., 2015. *The Contemporary Conflict Resolution Reader*. Cambridge, MA: Polity Press
2. Dean G. Pruitt and Sung Hee Kim, (2004). *Social Conflict: Escalation, Stalemate, and Settlement*. 3rd Edition. New York: McGraw-Hill.

Recommended Books:

1. Yaacov Bar-Siman-Tov, 2004. *From Conflict Resolution to Reconciliation*. 1st Edition Oxford University Press
2. Sandra I. Cheldelin and Daniel Druckman, 2003. *Conflict: From Analysis to Intervention*. Bloomsbury Academic
3. Tetreault, Mary Ann, and Ronnie D. Lipschutz. 2009. *Global Politics as if People Mattered*, Second Edition. Rowman & Littlefield Publishers, Inc.
4. William Wilmot and Joyce Hocker (2011). *Interpersonal Conflict*. 8th edition. New York: McGraw-Hill.
5. Oliver Ramsbotham, Tom Woodhouse, and Hugh Mall, *Contemporary Conflict Resolution* 3rd edition (Polity: London UK, 2011).

Additional readings will be posted on Blackboard (located on MyMason) or the links will be provided. Blackboard will also be used to post all announcements (including schedule changes and *extra credit opportunities*), and for the submission of all work. Check it and your Mason email daily and respond as needed in a timely manner.

Course Policies and Information:

Diversity Statement: George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and

practices have the opportunity to be voiced, heard and respected. Please see <http://ctfe.gmu.edu/professional-development/mason-diversity-statement/> for the full GMU diversity statement.

Course Content: Like all conflict analysis and resolution courses, we will cover a number of controversial conflict issues including those involving politics, religion, race and gender, and other biases. Open dialogue and understanding of others are a must in class, despite any particular stance or view. I expect all of you to openly discuss all complex issues in class.

Participation and Attendance: Like many social science and humanity classes, this is a very interactive class and will be run in a seminar style format with an emphasis on discussions, participation and group work. Please be to class and in your seat *prior* to the start time. Participation in this class includes: completing readings and assignments on time (all readings must be done before the day of class where the readings are listed); actively engaging course materials; coming to class regularly and on time; and listening and engaging attentively to discussions made in class. Active participation based on thoughtful consideration of the literature and experience in class discussions will be expected. Some of the questions you should be asking yourself as you read for class or prepare a group exercise include: What are the authors' main concerns? Are their arguments logically compelling? How can we relate their arguments to the field of conflict analysis and resolution? How might they help us to better understand particular conflicts and their transformation? What might be left out of a particular analysis that it would be important to explore? How will these theories help you understand and analyze various conflicts at different levels of society?

Unexcused and excessive absences will adversely affect your participation and ultimately your final grade, and you will not be able to make up work, quizzes or other assignments due to these unexcused absences. An absence is excused when it is due to serious illness, religious observance, participation in university activities at the request of university authorities and approved by the professor, or compelling circumstances beyond your control. To claim an excused absence, you must provide proper proof within three calendar days of your return from that absence. In cases where you know you will be missing class, please let me know as soon as possible. You are responsible for all announcements, group work, assignments, materials and date changes covered or made in class while you are absent. If you have an excused absence and missed a quiz on that day, *you*, and not the

professor, are responsible for setting up a time to make-up the quiz. Do not ask to make up work in the final three weeks of class, please plan ahead.

During each class session, **TAKE NOTES!** As needed, I will also provide brief outlines or PowerPoints on Blackboard. It is your responsibility to be alert and aware in order to benefit from this class. I also *highly* urge you to bring detailed notes of your reading assignments to class each day and to be ready to actively discuss them.

Readings: Students are required to read everything assigned as “required readings” for that day/week prior to class. Some weeks have additional suggested readings; they are not required but encouraged. Your quizzes and tests will be based on the required readings, and class discussions only.

Class Discussion: Students will lead many discussions in this class, especially on assigned readings. All questions and vigorous discussion and debate are encouraged in this course, with the expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. In our classes we deal with sensitive and sometimes controversial and provoking materials, images and ideas. I expect you to approach our class with seriousness, critical thinking, cultural awareness and sensitivity, and respect for everyone. Above else, have fun and enjoy the interaction and vigorous debates. These discussion are also part of your participation grade!

Writing Guidelines: Your written assignments for this class will be graded according to the following criteria. The relative weight given to each of these categories will vary depending on the nature of the assignment, and separate rubrics will be given as needed. (*Note: Everyone needs help from time-to-time. If you need writing/grammar assistance, do not wait until after an assignment is submitted to make an appointment with the writing center. I will not excessively fix any grammar issues.*)

1. Clear and sound content and clarity of argument including: a well-stated thesis, related points to support that thesis, and applicable, logically presented, and specific evidence.
2. Depth of engagement with ideas, originality, seriousness of thought, and conceptual complexity.
3. Well-organized structure including: text that “flows” with coherent and effective transition between and among ideas; and appropriate voice, tone, and style for audience (e.g. no slang or contractions).

4. Sufficiently and consistently cited and documented; Chicago style citation used throughout the paper; references adequate number and appropriate type of sources; and proper use of indirect and direct quotations and references.
5. Correct mechanics including grammar, syntax, spelling, and punctuation.
6. Your name on both the paper and on the file submitted (example, CONF 101 1st Essay, Manojlovic).

All papers should be thoroughly proofread and spellchecked before being handed in, and will be marked down for excessive typographical errors. Quality of writing is critical because if the writing is poor, then you are likely to be unable to communicate clearly an argument that is clear and carefully supported. Note: When asked to go to the writing center, you must do so. A note from the writing center on what was done to assist you on the paper *must* be submitted to me. Failure to seek the help you need will reflect on your grade.

All papers *must* be in Microsoft Word format and double spaced; have one-inch margins on all four sides; be **left aligned**; use 12in Times New Roman Font; and use Chicago style in-paragraph citations with bibliography. *Online dictionaries, Naver and Wikipedia* are not academic sites to do research at: do not use them! In addition, an excellent source on how to write papers, properly site and use a bibliography is at <https://owl.english.purdue.edu/owl/>. I also highly suggest you download and use Zotero citation software (<https://www.zotero.org>) with Firefox web browser in order to help you properly save and cite sources. You are required to submit all papers and other work electronically via blackboard by the due date on the syllabus. (More details to follow.) All presentations must also be in PowerPoint format with note pages and proper citations and references.

Communication: My door is always open to talk with and assist you. However, please bring any questions and concerns you may have to me in a timely manner. Do not hesitate to ask for guidance and clarification, whatever the issue is. If you need additional assistance for assignments, or are having any other issues, let me know, I am here to help mentor you. I will assume that the class is comfortable and satisfactory and the material I present is clear **unless I hear from you otherwise**. Do *not* wait until the day an assignment is due to ask for assistance, or contact me late at night, unless it is an emergency.

Electronic Devices: Before each class, please remember to silence or turn off (not vibrate!) any electronic devices, especially cell phones. No calls or texting during class. If you must use your cell phone during class time for a personal emergency, please leave the room without disturbing the class. You may use your laptops or tablets to take notes and look up information pertinent to our class topics. However, you may NOT use this opportunity to complete tasks that are not related to our classroom, play games, surf the internet or chat with your friends on social media or elsewhere. In the event that this opportunity is abused, you will be asked to leave the classroom immediately. During all quizzes and exams, you **will** leave your cell phones and all other electronic equipment and bags at the front of the classroom.

Email Policy: In compliance with a University-wide initiative, our correspondence will be only through GMU assigned email accounts. Please check your email account regularly for updates and important announcements. This also means that you must use blackboard. Please check the syllabus before emailing me regarding course matters, and contact a classmate or a group member for notes if you miss class. I will not respond to email inquiries that arise from a lack of attention to the syllabus (i.e. office location, office hour times, due date for assignments, etc.) or class absences. I am happy to respond to clarification requests on assignments, though I strongly prefer to address these matters during class time.

Notice: Mandatory Reporting

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence and stalking to Mason's Title IX Coordinator per George Mason University Policy 1412. If you wish to speak with someone confidentially, for GMU Fairfax's main campus, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (CAPS) (703-993-2380). You may also seek local counseling assistance from the IGC counseling center by calling 032 626-6142 or emailing wellness@gmu.edu. Mason's Title IX Coordinator by calling 703-993-8730 or emailing cde@gmu.edu. For GMUK Psychological Services, you may call 032 626-6142 or visit the multi-complex building, room 3052. For GMUK's Title IX Coordinator, you may contact Professor Zimmerman by calling 032 626-5110 or emailing dzimmer2@gmu.edu.

Academic Accommodations: If you are a student with a documented disability and need academic accommodations or assistance, please see me at the beginning of the semester. Even if the disability is

not documented, speak with me right away so I can get you the assistance you need. The bottom line is that we want you to succeed in class!

Important Dates: <http://masonkorea.gmu.edu/academic-calendar/>

Honor Code: You are expected to abide by George Mason University's Honor Code while preparing all work for this class. The principle of academic integrity is taken very seriously and violations are treated gravely.

All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at <http://oai.gmu.edu/the-mason-honor-code-2/>. All violations of the Honor Code will be reported to the University and Honor Committee for review. Plagiarism means using the exact words (even with a few word changes), opinions, or factual information from another person without giving the person credit. Plagiarism includes copying paragraphs of information from other sources and putting them in your paper as if they are your own words (even if the source is cited). Writers **MUST** give full credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes.

All material used from other authors must be cited, using in-paragraph Chicago format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me before submitting something. No more than 25-30% of your paper should be materials used directly and indirectly from another source (direct and indirect quotes). With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. **DO NOT** copy and paste from the internet or submit papers from other classes. Finally, do not use your papers from other classes. If there is an important (small part) of a prior paper you wrote (not group work), you can use it (no more than 2-3 sentences) with proper citations! No grade is important enough to justify academic misconduct. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with me before submitting any work.

Course Requirements and Grading

Active participation (10%): Active participation means having arrived at class with notes on the readings and questions/comments prepared for discussion. Occasionally, you may be asked to bring questions about readings to class.

Readings Presentations and Review (20%): One to two students are responsible for oral presentations of readings on select days of the term. Please adhere to the following guidelines when presenting: As a presenter, you are taking on the role of teacher for your peers in the seminar, and are responsible for leading class discussion on the materials for that day. The presentations should take up to 30 minutes followed by Q & A and discussion. In this capacity, your job is to summarize the main theoretical arguments/points raised by the readings, identifying what you believe to be the central concepts as well as situate them within the broader contexts of other readings and the topic in general. Thus, you are expected not only to summarize the text(s), but also comment on them and try to put the argument(s) in the larger context of other readings and the overall topic for discussion.

You are required to provide up to 3 pages (double space) handouts to the class that summarize the main arguments/points from the readings as well as your take on the readings. You will be required to upload the handouts on the Blackboard 24 hours before the beginning of the class of your presentation. This handout can include, but is not limited to, your thoughts on the text, comments and reflections on substantive and methodological issues, or identified limitations of the text.

Finally, also provide in the handout, two or three discussion questions for each chapter or article that will guide discussion for the day. You will lead discussion around these questions following the oral presentation of the readings. However, depending on the text, I might intervene, ask questions and encourage others to comment on the text, as we may benefit from alternating between presentation and discussion than waiting until the presentation is complete. If you are presenting with someone else in a given week, you will need to meet with your fellow presenter before class to ensure that your questions/comments are not repetitive and that the presentations are cohesive. You will be graded on the following criteria in your presentations:

1. Grasp of the reading materials as evidenced by the class handouts.
2. Ability to identify the independent and dependent variables, if applicable, the thesis statement, the main argument, and the author's key points.
3. Quality of your critiques of the readings

4. Ability to present this material to the class (do NOT read your handouts)
5. Quality of questions for discussion, and overall familiarity with all materials for the week.

Note: If you are absent on the day of your oral presentation, you will receive a 0 for your grade for that presentation. Credit will only be given if you present orally. No credit will be given for e-mailed questions and/or handouts for students that fail to present in class.

Quizzes (20%): You will have 2 in-class quizzes over the course of the semester based on the weekly readings and class lectures. The quizzes will cover the required readings and NOT the suggested readings.

Exams (20%): Two online exams will be administered to test students' understanding and knowledge of the readings and other covered materials. The students will respond to a question they select and submit a short essay through the Blackboard.

Final Group Presentation (30%). Students in this class will be divided into groups of 2-5 people. Each group will conduct a research project to explore a conflict of their choice and propose an intervention to resolve it. In this project, you should apply concepts and theories learned in the class. Each group will submit the group's findings in the form of the paper via Blackboard to the instructor (up to 8 pages, double space) and through an oral presentation to the class. In the final PowerPoint and paper, you must use at least six conflict theories and concepts. More details will be provided by the instructor.

Grading Rubric:

Participation:	10%
Quizzes:	20%
Exams:	20%
Readings Presentation:	20%
Final Group Presentation and Paper:	30%

Grading scale:

Points Accumulated	Grade	GPA	Points Accumulated	Grade	GPA
97-100	A+	4.0+	80-82	B-	2.67
93-96	A	4.0	78-79	C+	2.33
90-92	A-	3.67	74-77	C	2.00
87-89	B+	3.33	70-73	C-	1.67
83-86	B	3.00	60-69	D	1.00
			0-59	F	0.00

Weekly Schedule:

Part I: Introductions and Foundation to CAR		
Week 1		<p>Course Introduction</p> <ul style="list-style-type: none"> • Syllabus and Structure of Class • Self Introductions • Teams and TA • Zotero <p>Required Readings: What is Conflict? Intro to conflict analyses and resolution.</p> <ul style="list-style-type: none"> • Pruitt and Kim, pp. 3-14 • Woodhouse, et al (ch 1 and 2): pp. 1-19 <p>Recommended Readings: Kriesberg: Emergence of Conflicts, pp.49-85 (on blackboard)</p>
Week 2		<p>Required Readings: Theory, Practice and Management</p> <ul style="list-style-type: none"> • Woodhouse, et al (ch 6 and 9): pp. 33-34, pp. 47-58 <p>Required Readings:</p> <ul style="list-style-type: none"> • Woodhouse, et al (ch 13): pp. 71-73 • Pruitt and Kim, pp. 15-36

Week 3	<p>Part II: Conflict Nature, Sources and Theories</p> <p>Required Readings:</p> <ul style="list-style-type: none"> Burton, pp.32-40 (on blackboard) Woodhouse, et al (ch 14-16): pp. 77-88, Woodhouse, et al (ch 21): pp. 113-119
	<p>Required Readings:</p> <ul style="list-style-type: none"> Nordstrom, Deadly Myths of Aggression pp.147-159 (on blackboard) <p>Recommended Readings:</p> <ul style="list-style-type: none"> Berkowitz, Frustration Aggression Hypothesis <p>Video (53 minutes): Seeds of Conflict: https://www.youtube.com/watch?v=G3e6CN9uMIU</p>
Week 4	<p>Required Readings: Economics and Conflict</p> <ul style="list-style-type: none"> Economics of Violence: http://www.economist.com/node/18558041 <p>Recommended Readings:</p> <ul style="list-style-type: none"> Collier and Hoeffler: Economic Causes of Civil Conflict, pp.197-216 http://users.ox.ac.uk/~econpco/research/pdfs/EconomicCausesofCivilConflict-ImplicationsforPolicy.pdf <p>http://oep.oxfordjournals.org/content/50/4/563.abstract</p>
	<p>Required Readings: Trauma</p> <ul style="list-style-type: none"> Volkan, Ch1 and 3 (Ethnic Tents and Chosen Trauma), pp.19-28, 36-49 (on blackboard) Jussim, Social Identity and Intergroup conflict: pp.2-13 (on blackboard) <p>Recommended Readings: Brown, "Ethnic Conflict and Civil Nationalism" pp. 16-27 (on blackboard)</p> <p>"Video: Conflict Theory: https://www.youtube.com/watch?v=q4Bn52yuKy4</p>
Week 5	<p>Required Readings: Nation-State System</p> <ul style="list-style-type: none"> Horowitz: Say it with Murder, pp.1-18 (on blackboard) <p>Recommended Reading:</p> <ul style="list-style-type: none"> Kriesberg, "Contemporary Conflict Resolution," pp. 455-474 (on blackboard)

		Part III: Approaches to Conflict Analysis
Week 6		<p>Required Readings:</p> <ul style="list-style-type: none"> • Readings: Pruitt and Kim, pp.37-62 • Woodhouse, et al (ch 22 and 23): pp. 120-124, 125-131 <p>Required Readings: Conflict Mapping</p> <ul style="list-style-type: none"> • Spitzerow and Sandole's 3-pillar framework (on blackboard) • Dugan, Nested Theory of Conflict (BB) • Wehr, Mapping Tools (BB)
Week 7		<p>Required Readings:</p> <ul style="list-style-type: none"> • Sharp, "Waging Nonviolent Struggle," pp. 13-23 (on blackboard) • Woodhouse, et al (ch 29, 32 and 34): pp. 161-164, pp. 179-184, pp. 189-194 <p>Recommended Readings: Video: Dr. King (3 minutes): Nonviolence is the Most Powerful Weapon: https://www.youtube.com/watch?v=74XJJ3Tq5ew</p>
Week 8		<p>Part IV: Conflict Resolution Praxis: Prevention (Provention) Problem Solving, Mediation and Negotiation</p> <p style="text-align: center;">Midterm Exam, in class</p> <p>In Class Midterm Evaluations</p>
Week 9		<p>Required Readings:</p> <ul style="list-style-type: none"> • Woodhouse, et al (ch 44, 45 and 46): pp. 234-235, 236-243, 244-247 • Winslade: Narrative Mediation: What is it? (on blackboard) <p>ELA (2): Introduction to Conflict Intervention</p> <p>Recommended Readings:</p> <p>Watch in class: Problem Solving Workshops (53 Min): https://www.youtube.com/watch?v=kK50Np7-5x8</p>

Week 10	<p>Required Readings:</p> <ul style="list-style-type: none"> Lederach, Reconciliation: Building of Relations, pp.23 -35 (on blackboard) <p>Recommended Readings: Barsulou, Trauma and Transitional Justice in Divided Societies,” pp. 1-12 (on blackboard)</p>
	<p>Required Readings:</p> <ul style="list-style-type: none"> Avruch: Truth and Reconciliation Commissions: Problems in Transitional Justice and the Reconstruction of Identity, pp.33-49 (on blackboard)
Week 11	<p>Required Readings:</p> <ul style="list-style-type: none"> Woodhouse, et al (ch 69 and 70): pp. 385-387, 388-390
	<p>Part VI: Challenges and Future Direction</p> <ul style="list-style-type: none"> Practice: Six-Party Talks ELA (Exercise)
Week 12	<ul style="list-style-type: none"> Group talks on their final presentations (each group will have ~5 minutes to orally present about their project and any difficulties). Mandatory.
Week 13	<ul style="list-style-type: none"> Review Jeopardy Game
Week 14	<p>Final Presentations</p>
Week 15	<p>Final Presentations</p> <p>Final Course Discussion and Review</p> <ul style="list-style-type: none"> Integration: What we have learned and where do we go from here? Course Evaluations

- Ackerman, P., & DuVall, J. (2001). *The American South: Campaign for Civil Rights*. In *A force more powerful: a century of nonviolent conflict* (1. Palgrave paperback ed, pp. 305–333). New York, NY: Palgrave.
- Barsalou, J. (2005). *Trauma and Transitional Justice in Divided Societies* (Special Report No. 135) (p. 12). Washington, D.C.: United States Institute of Peace. Retrieved from <http://www.usip.org/sites/default/files/sr135.pdf>
- Brown, D. (2007). *Ethnic Conflict and Civil Nationalism*. In J. L. Peacock, P. M. Thornton, & P. B. Inman (Eds.), *Identity matters: ethnic and sectarian conflict* (pp. 15–33). New York: Berghahn Books.
- Burton, J. W. (1997). *Needs Theory*. In *Violence explained: the sources of conflict, violence and crime and their prevention* (pp. 32–40). Manchester ; New York : New York: Manchester University Press ; Distributed exclusively in the USA by St. Martin's Press.
- Cheldelin, S. (2011). *Victims of Rape and Gendercide: All Wars*. In S. Cheldelin & M. Eliatamby (Eds.), *Women waging war and peace: international perspectives of women's roles in conflict and post-conflict reconstruction*. New York: Continuum International Pub. Group.
- Cheldelin, S., & Eliatamby, M. (Eds.). (2011). *Overview and Introduction*. In *Women waging war and peace: international perspectives of women's roles in conflict and post-conflict reconstruction*. New York: Continuum International Pub. Group.
- Collier, P. (2007). *Economic Causes of Civil Conflict and Their Implications for Policy*. In C. A. Crocker, F. O. Hampson, & P. R. Aall (Eds.), *Leashing the dogs of war: conflict management in a divided world* (pp. 197–218). Washington, D.C: United States Institute of Peace Press.
- Fen Osler, H., & David, M. (2007). *Intervention and the Nation-Building Debate*. In C. A. Crocker, F. O. Hampson, & P. R. Aall (Eds.), *Leashing the dogs of war: conflict management in a divided world* (pp. 679–700). Washington, D.C: United States Institute of Peace Press.
- Galtung, J. (1969). *Violence, Peace, and Peace Research*. *Journal of Peace Research*, 6(3), 167–191. <http://doi.org/10.1177/002234336900600301>
- Grossman, D. (2009). *Fight of Flight, Posture or Submit*. In *On Killing: The Psychological Cost of Learning to Kill in War and Society* (Revised edition, pp. 5–29). New York: Back Bay Books.
- William, Z., & Saadia, T. (2007). *International Mediation*. In C. A. Crocker, F. O. Hampson, & P. R. Aall (Eds.), *Leashing the dogs of war: conflict management in a divided world* (pp. 437–454). Washington, D.C: United States Institute of Peace Press.
- Jarstad, A., & Sisk, T. D. (Eds.). (2008). *Civil Society in War-to-Democracy Transitions*. In *From war to democracy: dilemmas of peacebuilding* (pp. 182–210). Cambridge: Cambridge University

Press.

- Kriesberg, L. (2007). *Contemporary Conflict Resolution*. In C. A. Crocker, F. O. Hampson, & P. R. Aall (Eds.), *Leashing the dogs of war: conflict management in a divided world* (pp. 455–476). Washington, D.C: United States Institute of Peace Press.
- Lederach, J. P. (1997). *Reconciliation: the Building of Relationship*. In *Building peace: sustainable reconciliation in divided societies* (pp. 23–36). Washington, D.C: United States Institute of Peace Press.
- Margaret, M. (1990). *Warfare is Only an Invention – Not a Biological Necessity*. In D. Hunt (Ed.), *The dolphin reader* (2nd ed, pp. 415–421). Boston: Houghton Mifflin.
- Nordstrom, C. (1998). *Deadly myths of aggression*. *Aggressive Behavior*, 24(2), 147–159. [http://doi.org/10.1002/\(SICI\)1098-2337\(1998\)24:2<147::AID-AB5>3.0.CO;2-J](http://doi.org/10.1002/(SICI)1098-2337(1998)24:2<147::AID-AB5>3.0.CO;2-J)
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