CONF 210: Theories of Conflict Analysis and Resolution
Mason Korea Fall 2021
Fridays, 1300-1540 (section 001)
Room: G105

Instructor: Dr. Roland B. Wilson
Office Hours: Thursdays: from 1000-1200
Office: Room 616
E-mail: rwilso13@gmu.edu and by appointment

Course Description:

Welcome to George Mason University Korea and CONF 210! The field of Conflict Analysis and Resolution (CAR) seeks to incorporate theory, research and practice as a set of multidimensional tools to help understand, transform and resolve conflicts at every level of society. This task is inherently complex, dynamic and interdisciplinary. Although CONF 210 builds on CONF 101, which further explores a variety of theories used to help analyze, understand and resolve various conflicts and social issues at all levels of society, it is open to all majors.

CONF 210 draws on theories originally from a variety of fields located both in the social science and humanities such as psychology, sociology, international retaliations, political science, economics, culture and language. Theories are generalizations about how the world works and why and how behavior occurs under certain circumstances. Theories also provide us with a common language for analyzing and helping to understand conflicts. However, all theories are inherently imperfect in their accounting of human behavior and perhaps at times, even flawed. Thus, we must think critically in our application of theories in order to gain in-depth knowledge of conflict and to contribute to the advancement of new conflict theories.

This course, like the CAR fields, 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.

The course will roughly consist of five parts: (I) overview of theories and foundation (II) theories of social change; (III) theories of human nature; (IV) theories of society, culture, identity and meaning making; and (V) future of conflict and conflict resolution theories.

Please note: Some of this class may be asynchronous and on an online/offline environment. The schedule to include the format (in class, online or a mix) may also change from time to time based on the health situation in Korea (spread of the virus). Ensure you check with the professor in order to get the most updated information please.
Requirements:

1. Although there are no prerequisites for this course, it is recommended that you first take CONF 101, or confer with the instructor.
2. It is not recommended to take this course during your first semester or with other CONF courses without discussing this with the professor first.

Course Goal:

At the end of the course, you should be able to identify the major theories in the CAR field, and apply them to help analyze, understand, transform and start to resolve conflicts at different levels of society.

Student Learning Outcomes: Upon completion of CONF 210, you should be able to:

- (SLO 1) Recognize and understand the value and limitations of CAR theories in assessing and analyzing conflicts and developing intervention strategies.
- (SLO 2) Analyze theoretical concepts, theories and conflict assessment tools in various conflict contexts.
- (SLO 3) Interpret, compare and critique various CAR theories using a cultural, historical and geographical lens.
- (SLO 4) Be able to analyze and evaluate various theories
- (SLO 5) Successfully combine and apply various theories and use in a wide-range of conflicts.
- (SLO 6) Develop the conflict skills needed for a broad range of conflicts.

Required Books:

Students are expected to bring your required books and 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:


Recommended Books:

2. The SAGE Handbook of Conflict Communication: Integrating Theory, Research, and Practice Second Edition by John G. Oetzel (Editor), Stella Ting-Toomey (Editor)
4. Machiavelli. The Prince
6. Jean Jacques Rousseau, Discourse on the Origin of Inequality
7. Karl Marx, Manifesto of the Communist Party

Additional readings will be posted on Blackboard (located on MyMason) or the links will be provided, so check regularly. Blackboard will also be used to post all announcements (including readings or 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. Finally, we have worked with a local publisher to carry our class books, so you are encouraged to use the website to order your needed books quickly and at a reasonable price: http://enamuh.com/shop/list.php?ca_id=30.

Course Policies and Information:

GMU 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.

Carter School Diversity Statement: As a member of the George Mason University community, the Carter School seeks to create an educational environment that is committed to equality, fairness and inclusiveness. All conflict resolution courses operate with the fundamental understanding that work like this starts with each individual, but must also maybe institutional in nature. Moreover, students and faculty will work together to interrupt cycles of inequality, biases, racism and all forms of violence. It will also work to build knowledge and take actions that cultivate a more inclusive, and just learning environment for all participants, regardless of background. In all our efforts, we uphold a commitment to creating honest, respectful, supportive, and healing spaces where members of our community can meaningfully dialogue and learn together and from each other for the betterment of our entire community and the global society. Learn more about the Carter School’s commitment to fairness, equality and anti-racism: https://carterschool.gmu.edu/about/carter-school-anti-racism-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 mutual respect and understanding for 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: Who is the author and what is his main theories, tools or 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 that day. 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: This is by far the most important part of this course, and you will be heavily graded on this. Students will lead many discussions in this class, especially on assigned readings and theories. 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 discussions 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 English or 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 210, 1st
   Essay, WilsonRB).

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/](https://owl.english.purdue.edu/owl/). I also highly
suggest you download and use Zotero citation software ([https://www.zotero.org](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 (not Prizio) 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. Finally, be courteous. If the professor sends you an email, read and respond to it.

**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.

**Important Dates:** [http://masonkorea.gmu.edu/academic-calendar/](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.

All material used from other authors must be fully and properly 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, Evaluation and Grading:

Active participation: Active participation id 25% of your overall grade. It means having arrived at class with notes on the readings and questions/comments prepared for discussion. Occasionally, you may be asked to bring short responses to readings to class. This also means that you ask questions and respond when called upon. If you just sit in class and do not participate (discuss) you will NOT get a good participation grade. For example, you go to class every week, but you never ask or answer questions or discuss things. That means you will most likely only receive approximately 15% of that active participation grade and even if you make all A’s on your exams and writing, you will NOT get an A for the final grade.

Quizzes: You may have about 4 pop-quizzes over the course of the semester based on the day of class readings (Readings due on that day of class). The quizzes will cover the required readings and NOT the suggested readings. These quizzes are given at the beginning of class. If you arrive
late, you miss the quiz. If you have your own hand-written notes, I will allow you to use them for the quiz.

**Exams**: You will have a written take-home midterm exam that covers all course required readings and discussions. For the written mid-term, you will be asked to identify key terms, authors, and theories and write short essay responses.

**Lead Theories and Literature Review**: You will be assigned four theories for the class and will lead the discussion for one day based on those theories. The following are the minimum requirements for the presentation:

a. You are required to do proper academic research on the theories provided, and create an overview PowerPoint on those theories with proper citations using at least three (3) authors for each theory.

b. Provide each author’s definition of the theory.

c. Synthesize the various definitions and create your own working definition of each theory based on your understanding of the original authors.

d. Provide an overview on how the theory can be used in CAR (what part of a conflict and the type of conflict).

e. Discuss the pros and cons of each theory.

f. Finally, tell the audience how all four theories might work together for a CAR (with a short example). For information on how to do a literature review, see the following link: (https://libguides.uwf.edu/c.php?g=215199&p=1420828).

**Final Presentations**. You will have a final group project and PowerPoint presentation. In this theories class, you and your group will create **two** new theories. These unique new theories will include at the minimum: 1) Introduction to the reasons why the theories were created/needed; 2) Background on the theories; 3) How the theories can be used (what part of the conflict); 4) What are the possible critiques of the theories (strong and weak points); 5) What other known theories would work with these new theories; 6) What type of conflict the theories may be appropriate for with examples; 7) Conclusion. The PowerPoint will also include the details of these theories in the note pages and the PPT must be properly cited.

**Book Review (For Extra Credit)**: You will be assigned a conflict resolution related book review to do. You are required to do the following: a) provide an overview of the book; b) explore the positive points about the author, and a theory/theories presented in the book; c) critique and explore deficiencies of the theory/theories used in the book; c) reflect on appropriate applications of a certain theory in different conflict situations; and d) tell the readers how this book can be improved and used for conflict resolution. The review is no longer than four pages, and must be done in Microsoft Word with proper citations, format and references.

**Final Grades**: I fully realize grades matter, but they should matter all the time throughout the semester, not just at the end of the semester. I give everyone a chance for extra credit equally during the semester. Unless there is a compelling pre-assignment due date reason, I will **not** accept late work, and will not accept any late work after **week 13**, regardless. Therefore, do not ask for any additional extra credit or to relook at your grade/paper at the end of the semester or
after final grades are submitted. It is your responsibility to know your grade (or ask) and to do the work needed for success on time.

**Grading Rubric:**

- Participation and Class Discussions: 25%
- Quizzes: 10%
- Lead Theories and Lit Review: 20%
- Midterm Exam: (take home): 20%
- Final PowerPoint Presentation: 25%

**Grading Scale:**

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<tr>
<th>Points Accumulated</th>
<th>Grade</th>
<th>GPA</th>
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<tr>
<td>97-100</td>
<td>A+</td>
<td>4.0</td>
<td>80-82</td>
<td>B-</td>
<td>2.67</td>
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<tr>
<td>93-96</td>
<td>A</td>
<td>4.0</td>
<td>78-79</td>
<td>C+</td>
<td>2.33</td>
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<tr>
<td>90-92</td>
<td>A-</td>
<td>3.67</td>
<td>74-77</td>
<td>C</td>
<td>2.00</td>
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<tr>
<td>87-89</td>
<td>B+</td>
<td>3.33</td>
<td>70-73</td>
<td>C-</td>
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<tr>
<td>83-86</td>
<td>B</td>
<td>3.00</td>
<td>60-69</td>
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**Weekly Schedule:**

<table>
<thead>
<tr>
<th>27 Aug Week 1</th>
<th>Friday</th>
<th>Part I: Overview and Foundation of CAR Theories and Models</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>- Course Introduction</td>
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<td></td>
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<td>- Syllabus, Structure of Class and Expectations</td>
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<td></td>
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<td>- Theories Presentations Overview</td>
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<td>- Self Introductions</td>
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<td>- Admin</td>
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Overview and Review of Theories & Models

**Required Readings:**


Assignment: Write a 1-1½ page summary of what theories are, based on the assigned two readings and your own thoughts. Submit it on blackboard in the proper format according to the syllabus by 29 Aug 2021 at 2359pm KST. This should be your individual work.

**Recommended Readings:**

- Johan Galtung: 50 Years in the Pursuit of Peace and Conflict Studies: [https://www.youtube.com/watch?v=siSLNNBCA3E](https://www.youtube.com/watch?v=siSLNNBCA3E)

| 03 Sept Week 2    | Friday | Theories and Theorizing of Conflict |
### 10 Sept
**Week 3**
**Friday Theories Presenters**

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<th>Recommended Readings:</th>
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**Note:** If you want to do the extra credit assignment book review, select a book from my office for the book review (note: if you do not return the book with your assignment, your grade will not be given). Due date of book review is 17 Oct 2021.

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### 17 Sept
**Week 4**
**Friday Theories Presenters**

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<th>Required Readings:</th>
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<th>Required Readings:</th>
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<tr>
<td>N. Džuverovic, Does more (or less) lead to violence? Application of the relative deprivation hypothesis on economic inequality induced conflicts (on blackboard)</td>
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<td>Date</td>
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<td>01 Oct</td>
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Basic Human Needs II

**Required Readings:**

**Recommended Readings:**
- John Burton: Needs Theory: 'Utopian' or 'Practical' Framework of CAR

https://www.youtube.com/watch?v=Eax2Dzi9tXQ

*Extra Credit Book Review due 17 Oct 2021. Three pages in length, loaded on blackboard in word format with proper citations*

<table>
<thead>
<tr>
<th>22 Oct</th>
<th>Friday Take Home Exam</th>
<th>Ethnic Conflict (Social-Psychoanalysis)</th>
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<tbody>
<tr>
<td>Week 8</td>
<td></td>
<td><strong>Required Readings:</strong></td>
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<tr>
<td></td>
<td></td>
<td>- Introduction: Models and Theories of Ethnic Conflict (on blackboard)</td>
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<td>- Freud, Sigmund. Why War? (on blackboard)</td>
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Frustration-Aggression and Social Learning Theories

**Required Readings:**

**Recommended Readings:**

*Midterm Take-home Exam Due 24 Oct 2021 at 2359 (available on Blackboard)*

<table>
<thead>
<tr>
<th>29 Oct</th>
<th>Friday Theories Presenters</th>
<th>Part IV: Theories of Society, Culture, Identity and Meaning-Making</th>
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<tr>
<td>Week 9</td>
<td></td>
<td><strong>Social Identity Theory I</strong></td>
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<td><strong>Required Readings:</strong></td>
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**Recommended Readings:**
- Korostelina, Social Identity and Conflict (ch 8) (on blackboard)

*Social Identity Theory II*

**Required Readings:**
- Demmers, Identity, Boundaries and Violence; On Love, Hate: Social
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Required Readings</th>
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<tr>
<td>12 Nov Week 11</td>
<td>Friday</td>
<td>Discursive Narratives</td>
<td><strong>Required Readings:</strong>&lt;br&gt;- Demmers, Telling Each Other Apart, Discursive Approach to Violent Conflict (ch 6): pp. 117-137</td>
</tr>
<tr>
<td>19 Nov Week 12</td>
<td>At School Class</td>
<td>Group Talks on their final presentations (each group will have five minutes to orally present about their project and any difficulties). Mandatory.</td>
<td><strong>Required Readings:</strong>&lt;br&gt;- Demmers, Mobilization for collective violent action (ch 4): pp. 77-99 (on blackboard)</td>
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<td><strong>Recommended Readings:</strong></td>
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Non-Western Perspectives

**Required Readings:**

**Recommended Readings:**

Final group projects due to instructor via blackboard by 02 Dec 2021 at 2359 KST

<table>
<thead>
<tr>
<th>03 Dec</th>
<th>Final Presentations</th>
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<tr>
<td>10 Dec</td>
<td>Final Presentations</td>
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<tr>
<td></td>
<td>Final Course Discussion and Review</td>
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<td>• Final Presentation and Course Review</td>
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<td>• Course Evaluation</td>
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Special Syllabus Supplement for COVID-19, Fall 2021: In the interest of everyone’s safety and unless otherwise changed, students and faculty must follow these guidelines during the semester.

1. Use the basement entrance to enter and exit Mason’s building. Your temperature will be screened each time you enter the building. Allow additional time before class to complete the entrance screening procedure. Carry your student ID card with you at all times and be ready to show it when you enter and exit the building. Do not prop doors or let others enter the building through doors on the ground floor.
2. Wear a face mask at all times. Remain 6 feet apart from others. Clean your seat and desk space with disinfectant wipes before you begin class. Use hand sanitizer regularly, and avoid shaking hands or other forms of physical contact. Do not share pens, pencils or other personal items. Limit your use of the elevators, and use stairs to travel between floors of the building. Students are expected to purchase their own masks for personal use. Disinfectant wipes and hand sanitizer will be available in each classroom.
3. Classrooms are marked to indicate appropriate seating to allow for social distancing. Only sit in allowable seats, and maintain current set-up of classroom furniture. If you are asked to re-arrange classroom furniture by your professor for in-class exercises, return furniture to its original position when you are finished.
4. Observe these rules at all times during the class period and while in Mason’s building or other public areas of the campus. This includes during class breaks, in small group work (in or out of class), meetings with your professors during office hours, tutoring sessions at the Academic Resource Center, socializing in common areas, or any other activities on campus.

5. Make sure windows and doors remain open during the class period to promote circulation of outside air. Classrooms without windows have mechanical systems that vent air, but doors should be kept open at all times.

6. The safest option for studying is to study alone in your dorm room or at home. If you must study in the building, alone or in groups, observe these rules at all times.

7. All faculty and students must abide by these rules in the classroom. If you see others who are not observing the rules outside the classroom, you may report this to your instructor, student affairs or academic affairs.

8. Do not enter the Mason building or come to class if you have symptoms such as fever, chills, sore throat, persistent cough, shortness of breath or other respiratory difficulties. If you must miss class for this reason, send an email immediately to the professor prior to the beginning of class. You will not be penalized for missing class for this reason, but you may be asked to provide documentation that you sought medical diagnosis or treatment. You are responsible for making up any missed assignments or tests as a result of your absence.

9. Students who come to class with visible signs of illness will be asked to leave the classroom immediately and seek assistance from the IGC Health Clinic. Faculty will report your name and symptoms to the Office of Student Affairs (mksa@gmu.edu) to confirm that you have sought medical assistance.

10. Failure to comply with any of these guidelines may result in disciplinary action through the Student Code of Conduct.
Partial Bibliography

- Machiavelli. The Prince Chapters XIV-XV, XVII- XVIII, XXV
- Jean Jacques Rousseau, Discourse on the Origin of Inequality
- Karl Marx, The German Ideology
- Karl Marx, Manifesto of the Communist Party
- Sigmund Freud, Civilization and its discontent, pp. 104-122.
- R. Gurr. “Psychological Factors in Civil Violence”
- Roger Coate and Jerel Rosati, “Human Needs in World Society”
- Galtung, “Cultural Violence”
- Martin Luther King, “Letter from the Birmingham Jail”
- Rothbart, Daniel and Karina V. Korostelina, “Moral Denigration of the Other”
- Rothbart and Bartlett, “Rwandan Radio Broadcasts and Hutu/Tutsi Positioning”
- Richard Rubenstein, “Education in Conflict Analysis and Resolution”