CONF 340: Global Conflict Analysis and Resolution

George Mason Korea Fall 2021
Wednesday, 2:00 pm-4:40 pm (section 001)
Room: G203
Friday, 1:00 pm-3:40 pm (section 002)
Room: G203

Instructor: Dr. Hye Yun Kang
Email: hkyang30@gmu.edu
Phone: 032-626-5156
Course Website: Accessed via MyMason Blackboard

Office: G617
Office Hour: Wed 11:00 am to 1:00 pm
Thu 1:00 pm to 2:00 pm
Or, by appointment

Course Overview

This is a Mason Core Course and satisfies the Global Understanding requirement.

The era of international wars may have been ended for now, but global conflicts are rampant. The question then is what is the difference between a war and conflict? Long-lasting wars such as the ones in Iraq and Afghanistan have influenced the instability of the region, and in some cases the world. Additionally, new players and new enemies have become involved in multinational conflicts in Syria, Yemen, and Turkey. These conflicts have their own histories but also have connected to each other in the regional and global levels. Finally, deep rooted and protracted conflicts in Asia threaten the current stability of the region. This course will explore the different methods of understanding and more effectively responding to violent conflicts through prevention, management, settlement, transformation and or resolution.

CONF 340, like the CAR field will be examined through the integrated lenses of theory, research and practice (also known as intervention). This is an interactive course that will use seminar style discussions of the readings and will include group projects and presentations.

Please note: Some of this class may be asynchronous and or in 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 COVID 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. Prerequisites: Acceptance into S-CAR's BA/BSc (or GLOA) program and successful completion of CONF 101, or permission from the instructor.
2. For other majors, although not a strict prerequisite, you are highly advised to take at least CONF 101 prior to this class as many of the concepts learned in that class will be applied to CONF 340.
Course Goal
At the end of the course, you should understand how globalization is affecting conflicts, both positively and negatively, and be able to draw on a plethora of literature and theories in order to seek unique and diverse ways to help resolve conflicts in the 21st Century.

Student Learning Outcomes: Upon completion of CONF 340, you should be able to:

- (SLO 1) Critically identify, articulate and reflect on your own values and how those values influence the interaction you have with others around you, and your greater understanding of global conflicts, conflict resolution and peacebuilding efforts (Global Understanding #1). This course is first and foremost a course on how our world works and the conflicts in them. This will be evaluated throughout the course in your individual and group discussions, and individual paper (Case study paper).
- (SLO 2) Describe, compare, and apply major approaches, theories and research to understanding how the patterns and processes of globalization can be a part of the origin of global conflict (Global Understanding #2). This will be evaluated through presentation, individual papers (Case study paper and critical review essay), the midterm examination.
- (SLO 3) Explore, summarize and critically evaluate major interventions into various global conflicts (Global Understanding #4). This will be evaluated throughout the course in the daily news discussions, midterm examination and two case and critical review papers.
- (SLO 4) Communicate effectively in both oral and written forms, applying appropriate rhetorical standards (e.g., audience adaption, language, argument, organization, evidence and analyses). This will be evaluated throughout the course in the daily discussions and the group participation in class.
- (SLO 5) Research, analyze and evaluate world conflicts, their conditions, dynamics, and stakeholders, and construct intervention strategies. This will be evaluated primarily through the two case and critical review papers.

Required Books
Students are expected to bring printed or PDF 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:


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 any 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 Evaluation and Grading

PARTICIPATION 15% (total)

Attendance 5%

Class contribution 10%

All students are expected to attend each class session and to come to class prepared to participate actively in class discussion based on a close reading of the assigned articles. Participating actively is as much about listening as it is about talking. We will go over discussion norms in class.

PRESENTATION 15%

You also will engage in group seminar leading. I will divide the class into groups of three or four (depending on the class size). Each group will be assigned to one session and will work together, in consultation with me, to determine how to present the material. The group will then (in conjunction with me) lead part of the seminar. Your seminar peers will evaluate the seminar and your seminar partners will evaluate your collaboration skills.

MIDTERM (In Class) 20%

The midterm exam will be taken in the class of Week 8. The exam will include multiple choice and essay questions.

TWO SHORT PAPERS 50% (total)

Case Study Paper (7-10 pages and bibliography, double spaced, Times New Roman 12) 25%

: The paper should first brief on current developments in the conflict in question and then analyze the conflict in light of theories of global conflict. The paper must also engage course readings. You submit the paper in the class of Week 11 (The week of November 1).

Critical Review Essay (7-10 pages, double spaced, Times New Roman 12) 25%

: The topic is open but must be cleared with me. A one paragraph topic proposal is due week 9, in class. A rubric for paper is included at end of the syllabus. You submit the paper via Black Board. The due date is December 10th, 2021.

Grading Rubric

- Participation: 15%
- Presentation: 15%
- Midterm: 20%
- Case Study: 25%
- Critical Essay: 25%
Grading Scale

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<td>78-79</td>
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<td>90-92</td>
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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/](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](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 any assignments on that day, you, and not the professor, are responsible for setting up a time to make-up. Do not ask to make up work in the final three weeks of class, please plan ahead.

**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**

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 discussions are also part of your participation grade!

**Writing Guidelines**

Your written assignments for this class will be graded according to the following criteria. **You can specific guidelines for your writing at the end of this syllabus.** 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.)* If you are told to visit the writing center for assistance and do not, it can adversely affect your paper’s grade.

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; 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 any citation software 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.)*

**Communication**

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. 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.

**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.

**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.

**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/](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 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. Normally, 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 Schedule**

**Week 1. Course Introduction: How to Study Global Conflicts?**

**Week 2. What Is Conflict?**

**Week 3. How Does Globalization Factor in the Dynamics of Conflict?**

Recommendation:

**Week 4. The Statistics and Assessments**

**Week 5. Understanding the Mechanisms of Conflict**

**Week 6. The Sources of Conflict: Materialist Analysis**

• Ho-Won Jeong. *Understanding conflict and conflict analysis*. (Sources of conflict)
• Karina Korostelina: Factors that Influence Conflict Dynamics (BB) (12 Pages)
• Collier Economic causes of civil conflict and their implications for policy (BB) (14 Pages)
• Levy, International sources of Interstate and Intrastate Wars (BB) (16 Pages)

**Week 7. The Sources of Conflict: Non-Materialist Analysis**

• Mitchell: Psychological dimensions of Conflict (BB) (14 Pages)
• Kevin Avruch: Culture, Chapter 8 (BB) (13 Pages)
• Korostelina: Social Identity as Social Phenomenon and Scientific Concept (BB) (17 Pages)

Recommendation:


**Week 8. Midterm**

**Week 9. Violence in Conflict**


Recommendations:


Week 10. Gender Violence and Violence against Civilians


Recommendation:


Week 11. Interventions-Peacekeeping, Peacemaking, and Peacebuilding


Week 12. International Law and Tribunal


Week 13. After Violence


Week 14. Narrative, Memories, and Trauma


**Week 15. Closing and Reflections**

- The critical review paper due: December 10\textsuperscript{th}, 2021
# PAPER RUBRIC (25 points)

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<td><strong>Introduction</strong></td>
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<td><strong>2 points</strong></td>
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<td>Clear, eloquent identification of nuanced central argument. clear sense of evidence / key points to follow. Reveals organizational structure of paper. Guides reader smoothly and logically into the body of the paper.</td>
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<tr>
<td><strong>Conclusion</strong></td>
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<td>Elegantly synthesize and reframe key points from the paper. Suggest new perspectives or questions relevant to the central argument and bring closure.</td>
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<td><strong>Organization</strong></td>
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<td>Logical and quickly apparent. Connections among paragraphs are clearly articulated and transitions between paragraphs are smooth. Every paragraph makes one distinct and coherent point, expressed in a clear topic sentence; the parts of each paragraph connect logically and persuasively, and internal transitions are smooth.</td>
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<td>Grasp of Readings discussed</td>
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<td>Clean, formatted correctly. No incomplete or run-on sentences Title; Quotes are properly attributed and cited. No spelling or grammatical errors</td>
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<td>A few minor spelling or grammatical errors. Quotes are properly attributed and cited.</td>
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<td>Fully meets parameters of the assignment but does not exceed them. Demonstrates good grasp of concepts and theories but some awkwardness in applying them.</td>
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<td>Several spelling and / or grammatical errors. Title. In a few places quotes are not attributed or cited.</td>
<td>2-0</td>
<td>Does not address some aspects of assignment; it demonstrates a somewhat shaky grasp of relevant concepts and theories.</td>
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