

CONF 101-K01/K02: Conflicts and our World

Mason Korea Fall 2023

Friday, 0900-1140 (Section K01/02)

Room: **G302**

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Office: Room 616

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Office Hours:

Thursdays: from 1000-1200

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 originating at the end of WWII 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 and other issues in our society. As an introduction, this course is deliberately broad as later courses cover specific levels and types of conflicts and other social issues in greater depth. Also, the concepts, theories and tools learned in this course can be applied to all academic disciplines and social issues around the world from personal or business disagreements to international conflicts.

The course includes an overview of the field; origins and causes of conflict; some basic theories important to all scholars; 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, games and other experiential learning-based activities.

Please Note: From time to time the class schedule and format (in class/offline, online asynchronous, or mix) *may* change depending on the environment and health situation in Korea, or other circumstances. Ensure you check the Blackboard, read your emails and check with the professor regularly in order to get the most updated information please. Finally, if you are truly ill (fever and cough), stay home. However, it is up to you to make up the missed work.

Requirements:

1. Prerequisites: Acceptance into CAR's BA/BSc, or permission from the instructor.
2. This can also be taken by other students 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 your required books, PDF printed or electric 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. Introduction to Conflict Resolution: Discourses and Dynamics (Peace and Security in the 21st Century) Sara Cobb, et. Al. 2019.
2. Woodhouse, et al., 2015. The Contemporary Conflict Resolution Reader. Cambridge, MA: Polity Press

Recommended Books:

1. Dean G. Pruitt and Sung Hee Kim, (2004). *Social Conflict: Escalation, Stalemate, and Settlement*. 3rd Edition. New York: McGraw-Hill.
2. Stobbe, Stephanie P, 2018. *Conflict Resolution in Asia: Mediation and Other Cultural Models (Conflict Resolution and Peacebuilding in Asia)*
3. Özlem Cekic, 2020. *Overcoming Hate Through Dialogue: Confronting Prejudice, Racism, and Bigotry with Conversation—and Coffee (Women in Politics, Social Activism, Discrimination, Minority Studies)*.
4. Sandra I. Cheldelin and Daniel Druckman, 2003. *Conflict: From Analysis to Intervention*. Bloomsbury Academic.
5. William Wilmot and Joyce Hocker (2011). *Interpersonal Conflict*. 8th edition. New York: McGraw-Hill.

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 and vigorously discuss a number of controversial conflict and social issues including those involving politics, religion, race and gender, and other biases. This will be done from a variety of unique perspectives. I encourage everyone to be able to discuss and debate freely, but also to have mutual respect, care and understanding for others, regardless of any particular stance or view. Disrespect for others and their views will not be tolerated.

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. For CONF 101 I provide emphasis that should help you understand some of the dense readings. Ensure you do the emphasis as many of the quizzes and tests will be based on the content, and will ask you questions based on the emphasis. Additionally, 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 grade and ultimately your final grade. 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 written 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 or assignment on that day, *you*, and not the professor, are responsible for setting up a time to make up the missed work. Do not ask to make up work in the final three weeks of class, and instead, please plan ahead. Finally, if you miss class, get with your group members to understand what you have missed.

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 highly encouraged, especially if you are not a CAR major or attended any prior CAR classes. Your unannounced pop quizzes will be based on the week’s required readings, and tests will be based on the required readings, PowerPoints and class discussions.

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.*) Additionally, if you are told to visit the writing center for assistance and do not, it will adversely affect your paper’s grade. A note from the writing center on what was done to assist you on the paper must be submitted to me. Bottom line, seek the help you need. We are here to help.

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, 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.

All papers **must** be in Microsoft Word format and double spaced; have one-inch margins on all four sides; be **left aligned**; use tabs for each paragraph; 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 (not Prizio) with note pages and proper citations and references. Follow these simple directions and you will do great, but if you don't, it will adversely affect your great.

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 below your desk or 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 any professor sends you an email, read and respond to it as soon as possible.

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! For more, see: <https://ds.gmu.edu/>

Important University 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, endnotes and bibliography.

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! If you try to recycle the use of your prior paper from any class, it will count as an automatic **F**.

The use of *AI such as ChatGPT*, or any other online site or service to write your paper, will **NOT** be tolerated. Don't take a chance as the writing style is different and will be found out. 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 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, if you go to class every week, but you never ask or answer questions or discuss things, you will most likely only receive approximately 15% of the 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. Each week, you should bring in **1-2 prepared questions or comments** based on that week's readings to discuss at the beginning of class. Ensure the questions or comments are well prepared and based on the readings for that week.

News and Current Events: As scholars, it is very important for all of us to keep up on what is happening both locally and globally, including not just international conflicts, but other diverse social issues. Each week I will ask students to tell me what is happening in the world. In support of this, please take time out of your busy schedules to read various news outlets and keep up with current events.

Quizzes: You should always be ready to discuss the readings on the day of class. To test your knowledge and understanding of the readings, you will have about 4-6 pop-quizzes or more over the course of the semester based on the daily/weekly 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 have your own hand-written notes, I will allow you to use them for the quiz. **If you arrive late, you miss the quiz.** Finally, from time-to-time, in place of pop-quizzes, you may be required to submit responses to weekly readings, which will count as a quiz score. Thus, always do the readings and take good notes.

Exams. You will have a midterm in-class handwritten exam. For the written midterm, you will be asked to identify key terms, authors, and theories and write short essay responses that involve conflicts.

Short Papers: You will be required to write two short essays (essay one: ~1,500; essay two: ~1,500-2,000) during the semester, which engage course readings, videos and incorporate additional bibliography with proper citations. Papers length is strictly enforced (do not write more than 200 words over or 100 words under for each paper). All papers must be written in accordance to the guidelines given in this syllabus, the assignment and the examples given on Blackboard. You are required to submit all papers electronically via blackboard in Microsoft word format by the due date on the syllabus. Detailed information on these two essays can be found on Blackboard. (More details to follow.)

Final Presentations. You will have a final group project and PowerPoint presentation. The final group presentation will be based on a subject agreed on between your group and the professor,

and must include terms, theories and key parts of the readings, lectures, and in-class discussions. The final presentation must also be in PowerPoint format with note pages. In the final project, each group will have three parts: One part/members will argue the merits of the conflict from one (side) party's position, one part/members will argue the merits of the conflict from the other (side) party's position, and the final part/members will tell us together how to transform, mediate or resolve it. In the PowerPoint, you must use at least *ten* conflict theories and at least *six* theories based on research on that conflict. You must also tell the audience in detail how to transform or resolve this conflict with a resolution plan. More details will be provided by the instructor.

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.

Again, unless it is an error on my part, I will not change final grades or give any additional extra credit outside of what was already given during the semester.

Grading Rubric: I have created a detailed grading rubric for your assignments. Ensure you thoroughly check your work against the rubric before submission.

Grading Breakdown:

- Participation: 20%
- Quizzes: 10%
- First Short Paper: 10%
- Second Short Paper: 20%
- Midterm Exam: 20%
- Final Project: 20%

CAR 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

[Tentative Weekly Schedule]

<p>25 Aug 2023 Week 1</p>	<p>Friday</p>	<p>Part IA: Introductions and Foundations of CAR</p> <p>Course Introduction</p> <ul style="list-style-type: none"> • Syllabus and Structure of Class • Self Introductions • Well-being! • DEI: Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions (On Blackboard); Allegra, Chen-Carrel, Et. Al. A New Conflict-Resolution Model to Advance DEI. MIT Sloan Management Review; Cambridge Vol. 64, Iss. 2. • Teams, TA and Zotero <hr/> <p>Required Readings: What is Conflict? Intro to conflict analyses and resolution.</p> <ul style="list-style-type: none"> • What Is Conflict?: How Are Conflicts Resolved? Cooper, H. H. A. Tony, Journal of police crisis negotiations, 2003-04-28, Vol.3 (1), p.85-100 • Woodhouse, et al (ch 1 and 2): pp. 1-19 <p>Assignment for Week One: Write a 1-1 ½ page max summary of what conflicts are, based on the assigned two readings and your own thoughts. Submit it on blackboard in the proper format according to the syllabus by 31 Aug 2023 at 2359pm KST. This should be your individual work.</p> <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Kriesberg, Emergence of Conflicts: pp. 49-85 (on blackboard) • Pruitt and Kim: pp. 3-14
<p>01 Sept 2023 Week 2</p>	<p>Friday</p>	<p>Part IB: Cycle of Protracted Social Conflicts in Society: Human Needs, Deprivation, Structure Systems</p> <p>Required Readings: Theory, Practice and Management</p> <ul style="list-style-type: none"> • Robin R. Vallacher. Rethinking Intractable Conflicts. pp. 432-463 (Blackboard) • Woodhouse, et al (ch 6 and 9): pp. 33-34, pp. 47-58 <hr/> <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Pruitt and Kim: pp. 15-36
<p>08 Sept 2023 Week 3</p>	<p>Friday</p>	<p>Part IIA: Nature of Conflict, Sources and basic Theories</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • John Burton: pp.32-40 (on blackboard) • Woodhouse, et al (ch 14-16 and 21): pp. 77-88, pp. 113-119 • Stobbe, Conflict Resolution in Asia, Ch1 <p>Nature and Sources of Conflicts in and outside of Asia (Links)</p> <ul style="list-style-type: none"> • Myanmar's Genocide against Rohingya • Indonesian Human Rights Issues • China's Genocide against Uighurs and others • Armenian–Azerbaijani/Nagorno-Karabakh Conflict • Rise of Islamist Extremist in Africa • Israel-Palestine Conflict and Abraham Peace Accords • Russia-Ukraine Conflict

		<ul style="list-style-type: none"> China-Taiwan Conflict <p>Recommended Readings:</p> <ul style="list-style-type: none"> Nordstrom, Deadly Myths of Aggression: pp. 147-159 (on blackboard) Berkowitz, Frustration Aggression Hypothesis Video (53 minutes): Seeds of Conflict: https://www.youtube.com/watch?v=G3e6CN9uMIU Economics of Violence (on blackboard) http://users.ox.ac.uk/~econpco/research/pdfs/EconomicCausesofCivilConflict-ImplicationsforPolicy.pdf
15 Sept 2023 Week 4	Friday	<p>Part IIB: Forms of Trauma and Identity</p> <p>Required Readings: Trauma</p> <ul style="list-style-type: none"> Volkan, Ethnic Tents and Chosen Trauma (ch 1 and 3): pp. 19-28, pp. 36-49 (on blackboard) Understanding Trauma in African American Women, La Keita Carter, 2019 (Blackboard) Race/ethnic differences in exposure to traumatic events, development of post-traumatic stress disorder, and treatment-seeking for post-traumatic stress disorder in the United States, Roberts, et al. 2011. (Blackboard) <p>Recommended Readings:</p> <ul style="list-style-type: none"> Brown, Ethnic Conflict and Civil Nationalism: pp. 16-27 (on blackboard) Video: Conflict Theory: https://www.youtube.com/watch?v=q4Bn52yuKy4 <p>1st Writing Assignment: Reflective paper on Volkan’s readings from today (ch1 and 3) Ethnic Tents and Chosen Trauma), details on BB and on syllabus. Due 05 Oct 2023 at 2350 KST (Submitted by BB).</p>
22 Sept 2023 Week 5	Friday	<p>Part IIC: Systems and the Roles of the State</p> <p>Required Readings: Nation-State System</p> <ul style="list-style-type: none"> Sara Cob. Speaking of Violence. pp. 621-638 (Blackboard) Horowitz, Say it with Murder: pp. 1-18 (on blackboard) <p>MOVIE in Class: Nanjing Massacre Movie Reflection: A 1-2 page reflection due 05 Oct 2023 for extra credit Submitted on BB).</p> <p>Recommended Readings:</p> <ul style="list-style-type: none"> Kriesberg, Contemporary Conflict Resolution: pp. 455-474 (on blackboard)

		<p>Part III-A: Approaches to Conflict Analysis</p> <p>How do we approach conflicts: What is right and what needs to be changed?</p> <p>Group Decisions: Provide selected conflict to professor by the end of class on 30 Sept 2022.</p> <p>Chuseok Holiday/Fall Break: 27 Sept – 30 Sept 2023 (no class on 29 Sept)</p>
06 Oct 2023 Week 6	Friday	<p>Part III-B: Analyzing and Mapping Conflicts</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Pruitt and Kim: pp. 37-62 • Woodhouse, et al (ch 22 and 23): pp. 120-124, pp. 125-131 <p>Required Readings:</p> <ul style="list-style-type: none"> • Spitzerow and Sandole's 3-Pillar Framework (on blackboard) • Dugan, Nested Theory of Conflict (on blackboard) • Wehr, Mapping Tools (on blackboard) <p>Review for Midterm Exam</p> <p><i>ELA (1) Mapping Exercises to be presented in next class (20 Oct 2022) Copy sent to Professor by 19 Oct 2023, and on BB.</i></p>
13 Oct 2023 Week 7	Friday	<p>In class Midterm Exam</p> <p>In Class Midterm Evaluations</p>
20 Oct 2023 Week 8	Friday	<p>Part IV-A: Gender, Race, Minorities and Power Dynamics: Dynamics of Social Movements</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Cynthia Enloe, 2014. Bananas, Beaches and Bases. pp. 677-703 (Blackboard) • Vivienne Jabri. Discourses of Violence. pp. 599-620 (Blackboard) • Ayelet Harel-Shalev, 2017. Gendering ethnic conflicts: minority women in divided societies – the case of Muslim women in India. <p>Mapping Presentations in class on Chosen Final Group Projects. After feedback, sent back to professor with corrections by 26 Oct 2023 (Submitted on BB).</p> <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Video (3 minutes): Dr. King: Nonviolence is the Most Powerful Weapon: https://www.youtube.com/watch?v=74XJJ3Tq5ew
27 Oct 2023 Week 9	Friday	<p>Part IVB: Conflict Resolution Praxis: Prevention (Provention) Problem-Solving, Mediation and Negotiation</p>

		<p>Required Readings:</p> <ul style="list-style-type: none"> • Frank E.A. Sander. Alternative Dispute Resolution. pp. 170-189 (Black Board) • Sharp, Waging Nonviolent Struggle: pp. 13-23 (on blackboard) • John Winslade. What is Narrative Mediation. pp. 780-803 (Blackboard) • Juanita Brown. The Word Café (Shaping our Future Through Conversations that Matter. pp. 403-421 (Blackboard)) <p>Special Guest Lecture: Dr. Jeon (Research Fellow) Understanding Mediation: Is it right for North Korea?</p>
03 Nov 2023 Week 10	Friday	<p>Recommended Readings:</p> <ul style="list-style-type: none"> • Woodhouse, et al (ch 29, 32 and 34): pp. 161-164, pp. 179-184, pp. 189-194 <p>Part V-A: Challenging Narratives for Change: Understanding Human Rights</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Sandra Chedelin. Challenging the Dominant (Gender) Narrative. pp. 292-303 (Blackboard) • Lewis Coser. Social Conflict and the Theory of Social Change. pp. 197-207 (Blackboard) • Kiyoteru Tsutsui. Redressing past Human Rights Violations: Global Dimensions of Contemporary Social Movements. pp. 331-354 • Woodhouse, et al (ch 44, 45 and 46): pp. 234-235, pp. 236-243, pp. 244-247 <p>ELA (2): Conflict Intervention (<i>Sandbox Exercise</i>), peacefully debating your side of the conflict.</p> <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Watch in class: Problem Solving Workshops (53 Min): https://www.youtube.com/watch?v=kK50Np7-5x8 <p>2nd Writing Assignment: This is Due by 16 Nov 2022 (reflective paper on critiques and challenges to Resolving Conflicts using conflict resolution, and recommendations to improve (from a CAR perspective), details on BB. Ensure you use the feedback from the 1st Essay!</p>
10 Nov 2023 Week 11	Friday	<p>Part V-B: Coexistence and the Role of Civic Society and Faith</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Antonia Handler Chayes. Imagine Coexistence. pp. 247-252 (Blackboard) • Marc Gopin. Religion as an Aid and Hinderance to Post conflict Coexistence Work. pp. 280-291 (Blackboard) • V. Indiradevi. Gandhian Ethics For Peaceful Coexistence (Blackboard) • Victoria Fontan. The Case for Decolonizing Peace. pp. 865-885 (Blackboard)

		<p>Recommended Readings:</p> <ul style="list-style-type: none"> Lederach, Reconciliation: Building of Relations: pp. 23-35 (on blackboard) <p>Assignment: Write a 1.5 -2 page summary of the key points and reflection from the guest lecture for today. Load it on Blackboard by 27 Nov 2022 at 2359 KST.</p> <p>Reminder Final Group Projects: Must be submitted on BB under assignments by one person in each group by 01 Dec 2022 at 2359 KST in PPT format, with all group members listed.</p>
17 Nov 2023 Week 12	Friday	<p>Game: Jeopardy. Game with be worth one quiz grade</p> <p>Group work on their final presentations. All groups will take the time this week to work on their final presentations. Mandatory.</p> <p>16 Nov 2nd Essay Due on BB.</p>
24 Nov 2023 Week 13	Friday	<p>Part VI: Future of Conflicts, Conflict Resolution and Peace Studies</p> <ul style="list-style-type: none"> Tobias Ide, The Future of Environmental Peace and Conflict Research Katariina Mustasilta. The future of conflict prevention: Preparing for a hotter, increasingly digital and fragmented 2030, 18 June 2021 Kseniya Oksamytna. Conflict Management and Resolution in the Twenty-first century: Strategies and Techniques available to the International Community Who is going to Monitor and Evaluate for success? <p>Group Discussions: Each group will meet and work together on their final presentations (mandatory).</p>
01 Dec 2023 Week 14	Friday	<p>Final Presentations</p> <p>(All groups and members will be present for all final weeks). The presentation order will be picked randomly at the beginning of class.</p> <p><u>Course Evaluations</u></p>
08 Dec 2023 Week 15	Friday	<p>Remaining Final Presentations and Wrap-up</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? <p><u>Course Evaluations</u></p>