

CONF 210 - K01: Theories of Conflict Analysis and Resolution

Mason Korea Fall 2023

Friday, 13:00 - 15:40 (Section K01)

Room: **G302**

Instructor: Dr. Roland B. Wilson

Office: **Room G616**

E-mail: rwilso13@gmu.edu

Office Hours: Thursday; 10:00 - 12:00
and by appointment

Course Description:

Welcome to George Mason University Korea and CONF 210! 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 and issues at every level of society. This task is inherently complex, dynamic, and interdisciplinary. Although CONF 210 helps build on many skills learned in CONF 101, it can be taken by anyone and is open to all majors.

Theories, similar to various forms of liberal art, can be used as a window or language to help us understand and express the past, present and future. When it comes to conflicts and other complex social issues, theories can also help explore the various aspects of how and why conflicts occur, and potential ways to peacefully resolve and transform them. As you will learn, theories are also used as generalizations about how the world works and why and how behavior occurs under certain circumstances.

However, all theories are inherently imperfect in their accounting of human behavior and perhaps at times, even flawed. Thus, we must think critically in the application of theories with cultural understanding in order to gain in-depth knowledge of conflicts and then contribute to the advancement of new conflict theories.

To do this, CONF 210 draws on a vast number of diverse theories from a variety of fields and disciplines in the social and behavioral sciences and the humanities such as psychology, sociology, international relations, political science, diplomacy, ADR, economics, communication, various forms of art, culture, and language.

This course, like the CAR fields, will be therefore be examined through the integrated lenses of theory, research, and practice (also known as intervention). This very interactive course will use seminar-style discussions of the readings and 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: 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. Although there are no prerequisites for this course, it is recommended that you first take CONF 101, or confer with the CAR program coordinator before signing up for this class.
2. It is not recommended to take this course during your first semester or with other upper-level CONF courses without discussing this with the CAR program coordinator first.

Course Goal:

At the end of the course, you should be able to identify the major theories which can be used 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 for peace. This will be evaluated throughout the course in your individual and collaborative group discussions and work and the final group project.
- (SLO 2) Analyze theoretical concepts, theories, and conflict assessment tools in various conflict contexts. This will primarily be evaluated through your individual theories' presentations. This will be evaluated primarily by the mid-term exam.
- (SLO 3) Interpret, compare and critique various CAR theories using a cultural, historical, and geographical lens. This will be evaluated throughout the course in your individual and collaborative group discussions and work, and the final group project.
- (SLO 4) Be able to analyze and evaluate various theories. This will be evaluated weekly throughout the course in your individual discussions on various theories.
- (SLO 5) Successfully combine and apply various theories and use in a wide range of conflicts and use in a wide range of conflicts. This will be evaluated primarily through your midterm exam and final group assignment.

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. Demmers, Jolle, 2012. Theories of Violent Conflict: An Introduction. Taylor & Francis Press.

Recommended Books:

1. Kevin Avruch. Conflict Resolution and Human Needs: Linking Theory and Practice (Routledge Studies in Peace and Conflict Resolution), 2014.
2. John G. Oetzel (Editor), Stella Ting-Toomey (Editor). The SAGE Handbook of Conflict Communication: Integrating Theory, Research, and Practice, Second Edition, 2013.
3. Dorothy Brown. Critical Race Theory: Cases, Materials, and Problems (Coursebook) 3rd Edition. 2014.

4. Greg Cashman. What causes war? An introduction to theories of international conflict, Lexington Books. 2013.
5. Jean-Jacques Rousseau, Discourse on the Origin of Inequality, Thrift Editions. 2004
6. Joseph S. Nye. Understanding International Conflicts: An Introduction to Theory and History, 2008.

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 on 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 works 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, mutual respect, and understanding of others are a must in class,

despite any particular stance or view. I expect all of you to openly discuss all complex issues in class and respect your colleagues' views.

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 in 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 in course materials; coming to class regularly and on time; and listening and engaging attentively to discussions made in class. 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 theories and a group exercise include: What are the authors' main concerns? Do these theories work or not and why? How can they be used? 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 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 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, the seriousness of thought, and conceptual complexity.
3. Well-organized structure including text that “flows” with coherent and effective transitions between and among ideas; and appropriate voice, tone, and style for the 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 the 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 (for example, CONF 210 1st Essay, WilsonRB).

All papers should be thoroughly proofread and spell-checked 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 cite and use a bibliography is at <https://owl.english.purdue.edu/owl/>. You are **required** to use Zotero citation software (<https://www.zotero.org>) in order to help you properly save and cite sources. You are also required to submit all papers and other work electronically via blackboard by the due date on the

syllabus. (More details to follow.) All papers must be in word format, and 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 with 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 the 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 help get you the assistance you need. The bottom line is that we want you to succeed in class!

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 citations, 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! 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

Attendance and 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.

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 written take-home midterm exam that covers all course required readings and discussions up to the point of the midterm. For the mid-term, you will be asked to identify key terms, authors, and theories, use them together and write short essay responses.

Lead Theories and Literature Review: You will be assigned **three** theories for the class and will lead the discussion on your theories. When you present, the class and professor will be also provide feedback. You have until the next Wednesday after your initial presentation to provide the updated PPT. If it is not submitted by that time, the original will be graded. 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, and your initiative.
- d. Provide an overview on how the theory can be used in CAR (what part of a conflict, the type of conflict and the level of conflict (i.e., interpersonal, social, group, international).
- e. Discuss the pros and cons of each theory presented.
- f. What does this theory have to do with culture?
- g. Tell the audience how all three 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>).
- h. After you present, you are required to modify your presentation and resubmit by the next Wednesday with the edited details of each theory (literature review) in the note pages of each slide.

Final Group Project. 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.

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 for all students.

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

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]

Week 1	Part 1: Overview and Foundation of CAR Theories and Models
25 Aug 2023	<p>1) Course Introduction</p> <ul style="list-style-type: none"> • Self-Introductions • Syllabus and Structure of Class and Expectation • Well-being! • DEI: Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions (On Blackboard) • Theories Presentation Overview • Admin <p>2) Overview and Review of Theories & Models</p> <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Burton & John, "Conflict Resolution as a Political System," The International Journal of Peace Studies: http://www.gmu.edu/programs/icar/ijps/vol6_1/Burton2.htm • Demmers, Jolle 2012. Theories of Violent Conflict: An Introduction. Taylor & Francis Press, Introduction: pp. 1-17 <p><u>Recommended Readings:</u></p> <ul style="list-style-type: none"> • Johan Galtung: 50 Years in the Pursuit of Peace and Conflict Studies: https://www.youtube.com/watch?v=siSLNNBCA3E <p>Assignment for Week One: Write a 1-1 ½ page summary of what theories are, based on the assigned two readings and your own thoughts. Give me a short example of five theories you know. Submit it on the blackboard in the proper format according to the syllabus by 31 Sept 2023 at 2359pm KST. This should be your individual work.</p>
Week 2	Theories and Theorizing of Conflict
01 Sept 2023	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Cheldelin, Sandra, Daniel Druckman, and Larissa Fast. 2003. "Theory, Research, Practice. "In Conflict: From Analysis to Intervention", Cheldelin et. al., eds. Bloomsbury Academic (ch 2): 9-36 • Demola Akinyoade. Developing Grounded Theory in Peace and Conflict Research (Blackboard) • Cynthia Enloe. Bananas Beaches and Bases (Blackboard) <p><u>Recommended Readings:</u></p>

	<ul style="list-style-type: none"> Dugan, Maire A. 1996. "A Nested Theory of Conflict." In A Leadership Journal: Women in Leadership, vol. 1: pp. 9-19 <p>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). The due date for a book review is 19 Oct 2023.</p>
Week 3	Part 2: Theories of Social Structure (Structuralism, Functionalism, Idealism, Marxism, and Realism)
08 Sept 2023	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Demmers, Violence and Structures (ch 3): pp. 54-76 Jim A.C. Everett. Intergroup Contact Theory (Blackboard) Coser, Lewis A (1956), The Functions of Social Conflict: http://www.colorado.edu/conflict/peace/example/coser.htm <p><u>Recommended Readings:</u></p> <ul style="list-style-type: none"> T. Dunne et al., International Relations Theories: Discipline and Diversity, Oxford University Press, Classic Realism (ch 3): pp. 60-72 (on blackboard) http://plato.stanford.edu/entries/realism-intl-relations/#HanMorReaPri <p><u>Video (Recommended):</u></p> <ul style="list-style-type: none"> The Melian Dialogue and John Mearsheimer: Through a Realist's Lens: http://www.uctv.tv/shows/Through-the-Realist-Lens-with-John-Mearsheimer-Conversations-with-History-6808 Demmers, Rational Choice, (ch 5): pp. 100-115 <p>A 1.5-2 page summary of Demmers (rational choice article and Coser's functional social conflict). Due 16 March 2023.</p>
Week 4	Relative Deprivation
15 Sept 2023 1st, 2nd and 3rd Theory Presenters	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Gurr, Ted R. 1970. "Relative Deprivation and the Impetus to Violence." In Why Men Rebel. Princeton. (ch 2): pp. 22-58 (on blackboard) N. Džuverovic, Does more (or less) lead to violence? Application of the relative deprivation hypothesis on economic inequality-induced conflicts (on blackboard) <p><u>Recommended Readings:</u></p> <ul style="list-style-type: none"> Korpi, Conflict, Power and Relative Deprivation (on blackboard)

Week 5	Modernization (Liberalism and Globalization)
<p>22 Sept 2023</p> <p>4th, 5th and 6th Theory Presenters</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Rubenstein, Richard E. 2009. "Conflict Resolution in an Age of Empire: New Challenges to an Emerging Field." In Handbook of Conflict Analysis and Resolution. Dennis Sandole et al. eds. London and New York: Rutledge (ch 34): pp. 495-507 (on blackboard) • Bruce Buchan Explaining War and Peace: Kant and Liberal IR Theory (20 Pages) (on blackboard) <p><u>Recommended Readings:</u></p> <ul style="list-style-type: none"> • Collier, Paul. 2007. "Economic Causes of Civil Conflict and their Implications for Policy." In Leashing the Dogs of War. Chester Crocker, Fen Osler Hampson, and Pamela Aall, eds. Washington, D.C.: U.S. Institute of Peace Press: pp. 197-216 (on blackboard) <p>Chuseok Holiday/Fall Break: 27 Sept – 30 Sept 2023 (no class on 29 Sept)</p>
Week 6	Dilemmas of Power & Structural Violence
<p>06 Oct 2023</p> <p>7th, 8th and 9th Theory Presenters</p>	<p><u>Required Readings (Dilemmas of Power):</u></p> <ul style="list-style-type: none"> • Avruch, Kevin. 2012. "Conflict Resolution and the Dilemma of Power." In Context and Pretext in Conflict Resolution: Culture, Identity, Power, and Practice. Paradigm: pp. 141-175 (on blackboard) <p><u>Required Readings (Structural Violence):</u></p> <ul style="list-style-type: none"> • Bernard S. Mayer, The conflict Paradox, the art of conflict: pp. 1-23 (on blackboard) <p><u>Recommended Readings:</u></p> <ul style="list-style-type: none"> • Rubenstein, Richard E. 1999. "Conflict Resolution and the Structural Sources of Conflict." In Conflict Resolution: Dynamics, Process, and Structure, Ho-Won Jeong, ed. Vermont: Ashgate: pp. 173-195. (on blackboard) • Galtung, Johan. 1969. "Violence, Peace, and Peace Research." Journal of Peace Research 6:3: pp. 167-191 (on blackboard)
Week 7	Part 3A: Theories of Human Nature (Basic Human Needs)
<p>13 Oct 2023</p> <p>Take Home Exam On Blackboard</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Burton, John. "Conflict Resolution as a Political System." The International Journal of Peace Studies. (I) http://www.gmu.edu/programs/icar/ijps/vol6_1/Burton2.htm

	<ul style="list-style-type: none"> Burton, John. 1979. "Institutional Values & Human Needs." In Deviance, Terrorism, and War: The Process of Solving Unresolved Social and Political Problems: pp. 55-84 (on blackboard) Rubenstein, Richard E. 1996. "Basic Human Needs: Steps Toward Further Theory Development." (I) www.gmu.edu/academic/ijps/vol6_1/Rubenstein.htm (lee) <p><u>Recommended Readings:</u></p> <ul style="list-style-type: none"> John Burton: Needs Theory: 'Utopian' or 'Practical' Framework of CAR Burton, James W. "Needs Theory." Violence Explained: the sources of conflict. Violence and crime and their prevention. New York: Manchester University Press, 1997: pp. 32-40 (on blackboard) https://www.youtube.com/watch?v=Eax2Dzj9tXQ <p><u>Midterm Take-home Exam Due 16 Oct 2023 at 2359 KST (available on Blackboard)</u></p> <p>Extra Credit Book Review due 19 Oct 2023. Three pages in length, loaded on the blackboard in word format with proper citations</p>
Week 8	PART 3B: Ethnic Conflict (Social-Psychoanalysis)
20 Oct 2023 10th, 11, and 12th Theory Presenters	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Introduction: Models and Theories of Ethnic Conflict in Handbook of Ethnic Conflict (on blackboard) Freud, Sigmund. Why War? (on blackboard) <p><u>Frustration-Aggression and Social Learning Theories</u></p> <ul style="list-style-type: none"> Berkowitz, Leonard. 1989. "Frustration-Aggression Hypothesis: Examination and Reformulation." Psychological Bulletin 106:1: pp. 59-73 http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.321.3829&rep=rep1&type=pdf <p><u>Recommended Readings:</u></p> <ul style="list-style-type: none"> Social Psychological Theories of Aggression: Social Learning Theory (4:47) https://www.youtube.com/watch?v=EnWocJQ1U30
Week 9	Part 4: Theories of Society, Culture, Identity, and Meaning-Making
27 Oct 2023	<p>Special Guest Lecture: Dr. Jeon (ADR Research Fellow) Understanding Mediation: Is it right for North Korea?</p> <p><u>Required Readings:</u></p>

	<ul style="list-style-type: none"> • Cook-Huffman, Celia. 2009. "The Role of Identity in Conflict." In Handbook of Conflict Analysis and Resolution. Dennis Sandole et al. eds. London and New York: Rutledge: pp. 19-28. (on blackboard) <p>Social Identity Theory II</p> <ul style="list-style-type: none"> • Ruth, R. (2012). Contemporary psychodynamic perspectives on multiple minority identities. In R. Nettles & R. Balter, Multiple minority identities: Applications for practice, research, and training (pp. 163–184). Springer Publishing Company. • Demmers, Identity, Boundaries and Violence; On Love, Hate: Social Identity Approaches to Inter-group Violence (ch 1 and 2): pp. 18-53 <p><u>Recommended Readings:</u></p> <ul style="list-style-type: none"> • Korostelina, Social Identity and Conflict (ch 8) (on blackboard) • Identity Theory and Social Identity Theory: Basics. (4:44) https://www.youtube.com/watch?v=YcRNQtvOCbc
Week 10	Critical Human Behavior and the Culture Question
<p>03 Nov 2023</p> <p>13th, 14th, and 15th Theory Presenters</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Cook Daniella Ann, and Adrienne D. Dixon. "Writing critical race theory and method: a composite counterstory on the experiences of black teachers in New Orleans post-Katrina." • Toran Hansen. Critical Conflict Resolution Theory and Practice (Blackboard). • H Gee - Temp. Pol. & Civ. Rts. L. Rev., "Asian Americans, critical race theory, and the end of the model minority myth." 2009 - HeinOnline <p><u>Recommended Readings:</u></p> <ul style="list-style-type: none"> • Galtung, Johan. 1990. "Cultural Violence." Journal of Peace Research 27:3: pp. 291-305 (on blackboard) • Staub, Notes on Cultures of Violence, Cultures of Caring and Peace, and the Fulfillment of Basic Human Needs (on blackboard) • Avruch, Kevin. 2012. "Culture Theory, Culture Clash, and the Practice of Conflict Resolution." In Context and Pretext in Conflict Resolution: Culture, Identity, Power, and Practice. (on blackboard) • Samuel Huntington: "The Clash of Civilizations" Edward Said: "The Myth of the Clash of Civilizations"
Week 11	Art and Discursive Narratives

10 Nov 2023 16 th , 17 th , 18 th Theory Presenters	<u>Required Readings:</u> <ul style="list-style-type: none"> AH Bang. “The restorative and transformative power of the arts in conflict resolution.” Journal of Transformative Education, 2016 Demmers, Telling Each Other Apart, Discursive Approach to Violent Conflict (ch 6): pp. 117-137 Michael Welp, Transforming Conflict Narratives (on blackboard) <u>Recommended Readings:</u> <ul style="list-style-type: none"> Demmers, Mobilization for collective violent action (ch 4): pp. 77-99 (on blackboard)
Week 12	Theory in the study and understanding of Peace & Conflict: Where do we go from here?
17 Nov 2023 Any Remaining Theory Presenters	<ul style="list-style-type: none"> Amir Lupovici. Pacification: Toward a Theory of the Social Construction of Peace Where do we go from here with theories?
Week 13	Group Discussions
24 Nov 2023	<ul style="list-style-type: none"> Individual Group Overviews on the Theories they have chosen. <ul style="list-style-type: none"> Describe the two theories you have decided to create What drove you to want to do these particular theories (missing something, culture, etc.) How you are currently working to create them (background on the “missing parts” and research to know that the theories don’t exist) What parts of conflict they be appropriate for. What known theories may the work with/support. How will you be able to test your hypothesis in the future? Reminder Final Group Projects: Must be submitted on BB under assignments by one person in the group by 31 Nov 2023 at 2359 KST, in PPT Format with all group members listed.
Week 14	Final Presentation
01 Dec 2023	<ul style="list-style-type: none"> All groups and members will be present for all final weeks.

	<ul style="list-style-type: none">• The presentation order will be picked randomly at the beginning of class. Course Evaluation
Week 15	Final Presentation
8 Dec 2023	<ul style="list-style-type: none">• Final paper due.• Course Discussion and Review- Integration: What we have learned and where do we go from here? Course Evaluations