American University School of International Service
International Peace and Conflict Resolution Program

IPCR Seminar II:
Conflict Resolution: Strategies to Advance Peace

SIS 734.001
Spring, 2017; Tuesday, 5:30 – 8:00 PM; MGC 331

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Overview:
How are war and violent conflicts best addressed in the 21st century? How do we advance and solidify a positive peace that is more than the mere absence of violence? Our ability to conceptualize and analyze conflict helps determine what response strategies are most suitable. Students learn the origin and foundations of conflict resolution theories and areas of practice in order to participate in applying these to real world conflicts. The analysis of conflict includes consideration of underlying sources, the multiplicity of causes and dynamics leading to manifest expression and escalation, and the strategic choices made by adversaries. The resolution of conflict considers methods of prevention, negotiation and third party intervention and moves to the introduction of specific areas of practice, including peacekeeping, peacebuilding, transitional justice. The course also considers both insider, internal, indigenous approaches to conflict resolution and contrasts them with external interventions, while also considering the roles of social movements that seek political change, particularly civil resistance movements.

Learning Outcomes:
Students will

- Understand the major approaches to addressing, preventing, and resolving conflict
- Apply the theories and models of conflict resolution to current conflicts in order to develop robust analyses and to generate informed policy prescriptions
- Synthesize practice areas and theories in order to assess the strengths, capabilities and shortfalls of strategies of conflict resolution

Who Should Take the Course?
All learners from any discipline or MA program seeking a deeper understanding of how we resolve international conflicts. Both IPCR Seminar I and IPCR Seminar II are the core requirements for the MA in International Peace and Conflict Resolution for all students entering SIS as of Fall Semester 2016 and this course can be taken after, prior to or in conjunction with IPCR Seminar I. [Continuing students requiring SIS 609 Conflict Analysis and Resolution should take this course, IPCR Seminar II, in its place.]

Requirements and Evaluation:

You will have a variety of ways to demonstrate and participate in your own learning. These activities help us achieve the learning outcomes:

Participation in Class Discussion (15 percent) - The course is organized as a seminar. In order to learn, you need to participate. Complete the reading assignments before class if you wish to contribute to an informed, valuable, and enjoyable exchange of ideas. Observations that advance or enhance the discussion are more useful than casual comments. Insightful commentaries include applying concepts to our lived experiences challenging or clarifying readings, and offering analyses of your own. Class attendance is a prerequisite for class contribution.

Class participation will be graded according to the following subjective criteria, in descending order of value.

• Able to answer or ask questions with good examples from the readings and makes several excellent points that reveals thought about the issue(s), and understanding of the readings and cases. Raises the level of discourse. This score is rare.

• Raises a number of good points from the cases and readings, less inspired than an A, but reveals a clear understanding of the material, with the ability to apply it.

• Raises one or two good points and shows a rudimentary grasp of course material and cases.

• Makes one or two points but does not attempt to apply what is learned in the readings or lectures (i.e., superficial common sense-type observations instead of deeper insight).

• Attends class but does not participate.

• Did not attend class.

Learning Team Case Analysis (40 percent) - Each Learning Team will make a brief (15 minutes) presentation during the course, covering causes and manifestations of a selected conflict, and the nature of the recommended interventions / policy prescriptions. This is a collaborative effort. A brief written report (5-6 pages) accompanies the final presentation. Each member is expected to contribute to all of the team's activities and is expected to take part in the presentation. Presentations and reports will be assessed on depth of analysis, clear organization and creative application of the course materials.

Research Paper (45 percent) - Each student submits a final research paper of 13-15 pages. Your paper can be 'backward looking' (explain a past conflict and both its conflict dynamics and the effectiveness of conflict resolution activities) or 'forward looking' (explore an unresolved, ongoing conflict, present your analysis and defend your preferred strategies). This paper must also use at least five articles and books that are not in the course syllabus and must include a full bibliography.

Required Texts:
Kriesberg, L. & Dayton, B.W. (2012). *Constructive Conflicts* (4th ed.). Lanham, MD: Rowman & Littlefield.

Lederach, John P. (2010). *The Moral Imagination: The Art and Soul of Building Peace*. Oxford University Press.

If you haven't had prior courses on conflict analysis, for example, at the undergraduate level, please explore these two sources:

Bradford University, Distance Learning Course, Introduction to Conflict Resolution, available at: http://bit.ly/1hXDVfX

Intractable Conflict Knowledge Base: Browse through two virtual bookshelves: Understanding Conflict Problems and Intervention Processes and Outcomes, available at: http://bit.ly/ 1hXDYIS

Emergency Preparedness

In the event of a declared emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via the AU MAIR learning management system, while students must inform their faculty immediately of any absence. Students are responsible for checking regularly and keeping themselves informed of emergencies. http://www.american.edu/emergency/

Academic Integrity

All students must adhere to American University's Academic Integrity Code, which you can find at: http://www.american.edu/academics/integrity/code.cfm.

Please take particular note of Section II.A, which lists violations adjudicated under the academic integrity code. They include:
- **plagiarism** (i.e., "the representation of someone else's words, ideas, or work as one's own without attribution…")

- inappropriate collaboration (i.e., "when work that the professor presumes is original to the student is in fact the product of collaboration so close that the originality is no longer individual to the student…")
- dishonesty in examinations (i.e., "the use of inappropriate or unauthorized materials, information, or study aids in a test. Unless the instructor directs otherwise, an examination is assumed to be solely a student's own work. No communication is allowed among students either through voice, written, electronic, or any other form of transmission, nor are students permitted to consult books, papers, study aids, or notes without explicit permission…")
- dishonesty in papers (i.e., "submitting material obtained from another person or company or purchased from either. All papers and materials submitted for a course must be the student's original work unless the sources are cited.")
- **work done for one course and submitted to another** ("This category of violation covers the presentation of the same work in more than one course at any time during a student's academic career without prior consent from both instructor. When incorporating their own past research into current projects, students must cite previous work…")
- "bribes, favors, and threats … with the purpose of affecting a grade or the evaluation of academic performance and other academic misconduct (which includes "any form of academic deceit has violated the intellectual enterprise of the university…")

Class Sessions:

1. **Introductory Week: Conflict Resolution: Where did it come from? How does it differ from peace studies? Is it stagnant or vibrant and dynamic?**

Kreisberg, Louis. 2007. "The Conflict Resolution Field: Origins, Growth and Differentiation." In I. William Zartman, ed., *Peacemaking in International Conflict.* United States Institute of Peace, pp. 25-60.

2. **Introduction to Conflict Analysis and Resolution**

Kriesberg & Dayton, Ch. 1, Analyzing Social Conflicts, pp. 1-25.

You will note that gender is not a stand-alone section of the course. My view is there are many perspectives among women and amalgamating them under a single title does people a disservice. Still, there is a rich literature critiquing dominant paradigms that, it is argued, do not adequately consider alternative paradigms. We will refer other voices, if you will, in each section. While what appears here is by no means exhaustive, you are urged to review, skim, read the following to become more familiar with the language and concepts we will be use.

Theidon, Kimberly & Kelly Phenicie, with Elizabeth Murray. 2011. "Gender, Conflict, And Peacebuilding," USIP, *Peaceworks*, No 76, pp. 5-76. (Skim Appendix and see Bibliography) http://www.usip.org/sites/default/files/resources/PW76_Gender_Conflict_and_Peacebuilding.pdf

Carol Cohn (ed.), Chapter 1 in "*Women and Wars: Contested Histories, Uncertain Futures,* Polity Press, 2012, pp. 1-35.

Malathi de Alwis, Julie Mertus, and Tazreena Sajjad, "Women and Peace Processes," Chapter 8 in Cohn, pp. 169-193.

Ruth Jacobson, "Women 'after' Wars," Chapter 10 in Cohn, pp. 215-240

Kim Theidon, "Reconstructing Masculinities: The Disarmament, Demobilization and Reintegration of Former Combatants in Colombia." *Human Rights Quarterly*, 31(1): 1-34, 2009.

Higate, P. & M. Henry, "Engendering (In)security in Peace Support Operations," *Security Dialogue*, 35:4 (2004), 481-98.

Skim: OIOS Evaluation Report, *Evaluation of the Enforcement and Remedial Assistance Efforts for Sexual Exploitation and Abuse by the United Nations and Related Personnel in Peacekeeping Operations* (OIOS, June 2015).

United Nations, *Guidance Note of the Secretary-General: Reparation for Conflict-Related Sexual Violence, June 2014.*

3. Conflict Models: What are they (and do they differ from IR theories of war)?

Azar, E.E. 1990. Introduction and Ch. 1, Protracted Social Conflict: An Analytical Framework, in *The Management of Protracted Social Conflict*. Hampshire, UK: Dartmouth, pp. 1-17.

Gurr, T.R. 1993. Why Minorities Rebel: Explaining Ethnopolitical Protest and Rebellion, Ch. 5, in *Minorities at Risk*. Washington, DC: United States Institute of Peace, pp. 123-138.

Collier, P. & Hoeffler, A. 2004. Greed and Grievance in Civil War, Oxford Economic Papers, vol. 56, 563- 595.

Ballentine, K. 2003. Conclusions, in Ballentine, K & Sherman, J. (eds), *The Political Economy of Armed Conflict: Beyond Greed and Grievance* (Boulder: Lynne Rienner and IPA, 2003), pp. 259-283.

4. Conflict Analysis: How should we analyze the causes and dynamics of conflict?

Kriesberg & Dayton, Ch. 4 and 5, Alternative Conflict Strategies and Adopting Conflict Strategies, pp. 85-113 and 113-141.

United States Department of State, Interagency Conflict Assessment Framework, http://www.state.gov/documents/organization/187786.pdf

United States Agency for International Development, Conflict Assessment Framework 2.0, https://www.usaid.gov/what-we-do/working-crises-and-conflict/technical-publications

5. Conflict Prevention & CVE: Do they work?

Lund, Michael, "Conflict Prevention: Theory in Pursuit of Policy and Practice," *The Sage Handbook of Conflict Resolution.* Ch.15., pp. 287-321
https://www.wilsoncenter.org/sites/default/files/Conflict%20Prevention-%20Theory%20in%20Pursuit%20of%20Policy%20and%20Practice.pdf

Rubin, Barnett R. & Bruce D. Jones (2007) "Prevention of Violent Conflict: Tasks and Challenges for the United Nations," *Global Governance: A Review of Multilateralism and International Organizations*, July-September 2007, Vol. 13, No. 3, pp. 391-408.

Holmer, Georgia, "Countering Violent Extremism: A Peacebuilding Perspective," United States Institute of Peace Special Report 336, September 2013
http://www.usip.org/sites/default/files/SR336-Countering%20Violent%20Extremism-A%20Peacebuilding%20Perspective.pdf

Multiple Authors, Strategic Multi-layer Assessment, *Countering Violent Extremism: Scientific Methods and Strategies.* September 2011.
http://bdinstitute.org/wp-content/uploads/2012/10/Everington-U_Counter-Violent-Extremism-Final_Approved-for-Public-Release_28Oct11v3.pdf#page=157. Read the executive summary and skim the rest.

6. Track I Negotiation and Mediation: What techniques work best?

Kriesberg & Dayton, Ch. 8 and 9, Mediation in Conflicts, and Settling Conflicts through Negotiated and Nonnegotiated Means, pp. 215-245 and 247-276.

Zartman, I. William & Saadia Touval. 2007. "International Mediation," in Crocker, Chester A. Fen O. Hampson & Pamela Aall (eds.), *Leashing the Dogs of War*. Washington, DC: United States Institute of Peace, pp. 437-454.

Crocker, Chester A., Fen O. Hampson & Pamela Aall. 2001. "Crowded Stage: Liabilities and Benefits of Multiparty Mediation." *International Studies Perspectives*. Vol. 2: 51-67

7. Track II & Other Negotiation Facilitation Approaches: What techniques work best?

Saunders, Harold. 1999. *Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*. St. Martin's Press. Ch. 5, "The Dialogue Process," pp. 81-96.

Fisher, Ronald. 2007. "Interactive Conflict Resolution." In I. William Zartman, ed. *Peacemaking in International Conflict*. United States Institute of Peace. Ch. 6, pp., 227-272.

8. Peacekeeping: What does it mean for people on the ground and for global power?

Executive Summary and Chapter 2, "High-level Independent Panel on UN Peace Operations (HIPPO), Uniting our Strengths for Peace – Politics, Partnership, and People: Report of the

High-Level Independent Panel on United Nations Peace Operations," New York: United Nations. June 2015. http://peaceoperationsreview.org/wp-content/uploads/2015/08/HIPPO_Report_1_June_2015.pdf

Karlsrud, Jon. 2015. "The UN at war: examining the consequences of peace-enforcement mandates for the UN peacekeeping operations in the CAR, the DRC and Mali," *Third World Quarterly* 36:1. pp. 40-54.

Bellamy, Alex J. and Paul D. Williams. 2015. "Trends in Peace Operations, 1947-2013," in Joachim A. Koops, Thierry Tardy, Norrie MacQueen and Paul D. Williams, eds., *The Oxford Handbook of United Nations Peace Operations.* Oxford: Oxford University Press. pp. 13-42.

Autesserre, Severine. 2012. "Dangerous Tales: Dominant Narratives on the Congo and their Unintended Consequences," *African Affairs* 111:443 (April), pp. 202-22. http://afraf.oxfordjournals.org/content/111/443/202

Anne-Marie Goetz and Rob Jenkins. 2015. "Missed Opportunities: Gender and the UN's Peacebuilding and Peace Operations Reports." http://ht.ly/QkJEY

9. Peacebuilding: How do people within conflicts overcome them?

Lederach, John P. (2010). *The Moral Imagination: The Art and Soul of Building Peace*. Oxford University Press.

10. International Peacebuilding and Stabilization: Can external actors help sustain peace after war?

Call, Charles and Elizabeth Cousens. 2008. "Ending Wars and Building Peace: International Responses to War-Torn Societies." *International Studies Quarterly*. 9:1-21 http://peacealliance.org/cms/assets/uploads/2013/05/Ending-Wars-Building-Peace.pdf

Miller, Linda B. 1967. *World Order and Local Disorder.* Princeton: Princeton University, chapter on the Congo, pp. 66-115.

USIP and PKSOI. 2009. *Guiding Principles for Stabilization and Reconstruction*. http://www.usip.org/sites/default/files/GP_1-42_FrontEnd.pdf

**Compare this attempt (USIP & PKSOI) to create civilian stabilization doctrine with the military's text:

Department of the Army, HQ. 2008. *Field Manual 3-07.* "Stability Operations" (Ch. 3 only "Essential Tasks") http://usacac.army.mil/cac2/repository/FM307/FM3-07.pdf

Mac Ginty, Roger. 2011. *International Peacebuilding and Local Resistance*. Palgrave Macmillan, "Hybridity," pp. 68-90.

11. Transitional Justice: How can people achieve post-war justice … and peace?

International Center for Transitional Justice, Fact Sheet on Transitional Justice.
https://www.ictj.org/sites/default/files/ICTJ-Global-Transitional-Justice-2009-English.pdf

Hayner, Priscilla. 2009. "Negotiating Justice: Guidance for Mediators." *HD Report*, Centre for Humanitarian Dialogue and International Center for Transitional Justice.
http://www.hdcentre.org/uploads/tx_news/43Negotiatingjusticereport.pdf

Cobban, Helena. 2007. *Amnesty After Atrocity: Healing Nations after Genocide and War Crimes*. Boulder, CO: Paradigm Publishers, ch. 6 Restoring Peacemaking, Revaluing History, http://archipelago.org/vol10-34/cobban.htm

12. Non-Western Approaches to Conflict and Conflict Resolution

Hui, Victoria Tin-bor. 2012. "Confucianism and Peacemaking in Chinese History." In Susan Nan, et al., eds. *Peacemaking: From Practice to Theory*. Praeger, ch. 15, pp. 207-227. (Vol. I)

Murithi, Tim. 2012. "Peacemaking and African Traditions of Justice and Reconciliation." In Susan Nan, et al., eds. *Peacemaking: From Practice to Theory*. Praeger, ch. 19, pp. 275-294. (Vol. I)

Mac Ginty, Roger. 2011. *International Peacebuilding and Local Resistance*. Palgrave Macmillan, "Indigenous peacebuilding," pp. 47-67.

13. Non-violence, Social Movements & Civil Society

Chenoweth, Erica & Maria J. Stephan. 2011. *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict*. Columbia University Press, ch. 1, pp. 3-29.

Schock, Kurt. 2005. *Unarmed Insurrections: People Power Movements in Nondemocracies*. University of Minnesota Press, ch. 1, pp. 1-23.

14. Peace Practitioners' Power and Ethics: What are the ethical dilemmas of peace in practice?

Larissa A. Fast, Reina C. Neufeldt and Lisa Schirch. 2002. "Toward Ethically Grounded Conflict Interventions: Reevaluating Challenges in the 21st Century." *International Negotiation*, Vol.7, No. 2:185–207

Barry, B. & R. J. Robinson. 2002. "Ethics in Conflict Resolution: The Ties that Bind," *International Negotiation.* Vol. 7, no. 2: 137-142

Neufeldt, Reina C. 2016. "Doing Good Better: Expanding the Ethics of Peacebuilding." International Peacekeeping. Vol. 21, No. 4: 427-442.