

**American University  
School of International Service  
International Peace and Conflict Resolution Division**

**INTRODUCTION TO PEACE AND CONFLICT RESOLUTION  
SIS 308.001, Spring, 2005**

Instructor: Dr. Ron Fisher  
rfisher@American.edu  
deborahrobinson32@yahoo.com

Teaching Assistants: Chris Henson ch5140a@american.edu  
Deborah Robinson

Time and Location: Mon. and Thur., 11:20 - 12:35; TBA

Office: 201 Clark; Tel: 202 885 1547

Office Hours: Mon. 2:00 - 5:00 PM; Wed. 2:00 – 4:00; Thur. 10:00 – 11:00 AM

Course Description:

*Tell Me and I Shall Forget  
Show Me and I May Not Understand  
Involve Me and I Shall Always Remember  
(Native American Saying)*

This course provides an introductory overview of the related, interdisciplinary fields of peace studies and conflict resolution. The former asks what the challenges and conditions are in achieving a peaceful world, while the latter addresses the sources of social conflict, the processes by which it can escalate to destructive levels, and the methods by which it can be resolved productively. Thus, the course covers the primary assumptions, concepts, methods and implications of peace and conflict studies in relation to current domestic and international realities.

To reach its objectives, the course is divided into several parts in an attempt to blend the fields of peace studies and conflict resolution into a meaningful, integrated stream. Part I focuses on the Analysis and Issues arising from the main perspectives and concepts employed in the study of war and peace, and in conflict analysis and resolution. Part II looks at the Strategies and Choices that must be considered among both traditional (e.g., collective security) and innovative (e.g., civilian-based defense) methods for addressing war and other forms of destructive conflict. Part III outlines the processes of conflict escalation by which important differences among groups or nations are transformed into destructive struggles with very high costs to all parties. Part IV describes the various methods of conflict management and resolution by which destructive conflicts can be controlled and sometimes transformed to the mutual benefit of the adversaries. Part V considers the broader approaches to peace of nonviolence and peace advocacy. The final section, Part VI, covers further essential elements of peace, such as human rights and self-determination, which need to be understood and achieved to build a peaceful world, and brings about some integration among the major themes of the course.

Thus, the goal of the course is to provide you with a broad based understanding of peace studies and conflict resolution, which will constitute both a foundation for further study and a point of connection to the knowledge and approaches of the different disciplines that you have already gained or will gain in the future. While grounded primarily in social science, the course will also give some attention to the philosophical, moral and spiritual aspects of peace.

### Required Texts:

- Barash, David P. (Ed.) (2000). Approaches to Peace: A Reader in Peace Studies. New York: Oxford University Press.
- Jeong, Ho-Won (2000). Peace and Conflict Studies: An Introduction. Aldershot, UK: Ashgate Publishing Ltd.
- Pruitt, Dean G. & Kim, Sung H. (2004). Social Conflict: Escalation, Stalemate, and Settlement. (3rd ed.). New York: McGraw-Hill.

### Course Requirements and Evaluation:

Please note that course assignments are to be typed, double spaced, in 12 point font with one inch margins, and are to be submitted on time, unless extenuating circumstances preclude this. Please discuss any difficulties in completing assignments with the Instructor before the deadline passes. Mark penalties will be assigned for incorrect format or length and for lateness. Note that course handouts are available on BlackBoard where indicated.

1. Participation (15%): Consistent attendance and active participation are essential to satisfactory course performance. Frequency and quality of involvement in class activities, particularly seminar group discussions, will constitute 10% of the grade. Please see the handout on Seminar Discussion available on BlackBoard. The other 5% of the mark will be allotted for attendance, in that 1% will be deducted from the final grade for each class session missed without a medical, compassionate or other legitimate reason being provided. Missing more than 5 class sessions during the term will result in further mark penalties.

2. Peace and Conflict Journal (25%): Each class member is asked to keep an ongoing journal of both commentaries on ideas and issues from the class readings, and application of concepts and methods to conflicts that have been experienced or observed. The journal pages should be divided into two columns, with the left hand column used to describe the idea or conflict and the right hand column used to comment on the idea or analyze the conflict. For ideas, perspectives or assertions from the readings, describe the content briefly with reference to the source(s). Then provide comment in the right hand column that gives your reactions, questions, and critiques in response to the content. Connect ideas to your own understanding and knowledge, including other readings and courses you have done. For conflicts that you have experienced, use the left hand column to describe the conflict in terms of the what (issues, statements), who (parties, third parties), and where (location, context) of the situation. Work to describe the conflict episode(s) in concrete terms as it played out as seen from a neutral, descriptive point of view. Describe in a step-by-step manner who said or did what to whom with what effect. Then, in the right hand column, develop an analysis of the conflict using concepts and models from the course readings. Focus on the why (interests, values, needs) and how (interaction, escalation) of the situation. Include comment on the strategic choices that parties made, and the effects of these choices over the course of the conflict episode(s). Comment on how the parties, including yourself, might have handled the conflict differently and more constructively. Conflicts included in the journal may be interpersonal differences you encounter in your daily life, issues that arise in your group(s) or community, or domestic or international conflicts discussed in class or in the media. For your assignment, produce interim and final journal summaries of your commentaries to provide a concise picture of ideas and conflicts you have analyzed, and an indication of what you have learned from completing the journal. Draw conclusions or implications from your analysis of ideas and lessons for how to approach future conflicts. The interim summary should be three pages long and the final summary five pages long, and should include some

comments and learnings derived from the interim summary. Please hand in your full journal with your summary (pages only please, no binders), so the Instructor can more fully understand and appreciate your work as necessary. Note that the journals and the summaries will be treated with confidentiality and respect. The interim summary is worth 10% and the final summary 15% of the class mark respectively. Each will be assessed on clarity, organization and authenticity of expression, and on application of concepts. In terms of authenticity, the degree of self-reflection (connecting the ideas and experiences to your identity, experience and aspirations and reflecting on what this means for you) is an essential element of your journal. An example journal entry and some example journal summaries are available on BlackBoard to illustrate the approach of doing the journal.

3. Team Project (30%): For this requirement, the class will divide based on interests into small learning teams of four or five members each to complete one of three options. Note that toward the end of the class, team members will be asked to complete a peer evaluation of each member's contribution to the work (including their own) and this evaluation can affect the individual marks.

A. Organizational Description: For this option, the team will decide on an organization, agency or group involved in peace or conflict resolution work, with the goal of developing a comprehensive description of the nature, functioning, services provided and outcomes produced by that organization. Information about the organization should be gathered through a combination of methods, including internet search, review of organizational documents, interviews with key members if possible, and observation of organizational activities if feasible. The case report should include sections on the identity, history and structure of the organization, its mission or purpose, its primary activities, sources of support, personnel roles, and comments on its perceived relevance and effectiveness. The project team will be asked to make a brief class presentation (15 minutes) on their organizational case study and to submit a report in both hard copy and electronic form of 8 to 10 pages, not including any attachments. The report is due one week after the presentation. The presentation will be worth 10% and the report 20%. Each will be assessed on clarity, organization, and comprehensiveness of coverage.

B. Conflict Case Study: For this option, the team will choose an intercommunal or international conflict based on members' common interests and aspirations. The goal is to produce a description and analysis of the conflict using concepts and models from the class readings in order to add greater meaning to these through application. The case study should describe the nature, history, sources and main features of the conflict in terms of parties, issues, interests and positions. The analysis should describe the processes of interaction, escalation and intervention that have brought the conflict to its present state and the values, needs and fears underlying the interests and positions. A brief case presentation (15 minutes) to the class is required, and a report of 8 to 10 pages is to be submitted in both hard copy and electronic form. The report is due one week after the presentation. The presentation will be worth 10% and the report 20%. Each will be assessed on clarity, organization and application of concepts and models to the substance of the conflict.

C. Creative Production: For this option, the team will choose a topic, theme or issue from the course material and describe and illustrate it through a format and medium of their choice. The option is to include a brief class presentation or activity (15 to 30 minutes) and a report of 8 to 10 pages describing the topic and the team's approach to illustrating it. The option could involve a multi-media presentation, a skit, an interactive session, or whatever form of presentation that the team judges appropriate to the topic. The presentation or activity will be worth 20% and the report 10%. The report is due two weeks after the presentation to allow time to include a description and evaluation of the class session. Each will be assessed on creativity, clarity, organization and quality of substance.

4. Final Exam (30%): A take home exam will be used to assess class members' comprehension of and ability to apply the concepts and models covered in the readings and class sessions. The exam will consist of four essay questions of which three must be answered in a designated number of pages. The exam will be due the last week of the class, and there will be one week to complete it. Example exam questions will be available on BlackBoard.

#### Statement on Academic Integrity

All students are governed by American University's Academic Integrity Code, which details specific violations of ethical conduct that relate to academic integrity. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. All of your work (whether oral or written) in this class is governed by the provisions of the Code. Academic violations, particularly plagiarism, have been increasing in recent years, partly due to web sites and other sources that offer information or papers that students can submit as their own work. Defined by the Code, plagiarism is using the work, ideas, or words of someone else without attribution. Other violations include inappropriate collaboration (working on a project with another person but not acknowledging her or his contribution), dishonesty in examinations, whether in class or take-home, dishonesty in papers (not submitting original work), work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations. The adjudication process and possible penalties are listed in American University's Academic Integrity Code booklet, which is also available on the American University web site. The Instructor has the responsibility to monitor course assignments for violations of academic integrity, and the right to submit any suspicious assignments for electronic analysis to detect such violations. Being a member of this academic community entitles each of us to a wide degree of freedom in the pursuit of scholarly interests; with that freedom, however, comes a responsibility to uphold the ethical standards of scholarly conduct.

Course Schedule: Note: All readings other than Jeong and Rubin et al are in Barash with pages indicated.

#### **Part I. Analysis and Issues:**

##### 1. Mon. Jan. 10. Introduction

Discussion of Course Syllabus and Expectations

##### 2. Thur. Jan. 13. Challenges and Visions of Peace

Lecturette and Discussion  
Formation of Learning Teams

Jeong, Ch. 1. Challenges for Peace  
Kant, Perpetual Peace (122-126)  
Boulding, E. Building Utopias in History (237-241)  
Hindu, The Bhagavad Gita (203-204)  
Taoist, Tao De Ching 209-211)  
Buddhist, Thich Nhat Hahn, Being Peace (204-209)  
Jewish, The Old Testament (211-212)  
Christian, The New Testament 213-214)

**(Mon. Jan. 17, Martin Luther King Holiday)**

**(Thur. Jan. 20, Inauguration Day Holiday)**

In lieu of these two classes, please complete the following readings on Concepts of Peace:

Jeong, Ch. 2. Concepts of Peace and Violence  
Galtung, A Structural Theory of Imperialism (42-45)  
James, The Moral Equivalent of War (65-69)  
Barash, International Law (106-113)  
Leopold, The Land Ethic (131-138)  
Friere, The Pedagogy of the Oppressed (138-144)

4. Mon. Jan. 24. War

Lecturette and Discussion  
Formation of Learning Teams

Jeong, Ch. 5. Understanding War  
Sumner, War and Other Essays (32-26)  
Tushman, The Guns of August 26-29)  
Howard, The Causes of War 36-42)  
O'Brien, The Conduct of Just and Limited War (80-85)

5. Thur. Jan. 27. Peace Research, Violence and a Feminist Perspective

Seminar Groups: Identify the Commonalities Between Peace Research and Feminism

Jeong, Ch. 4. Peace Research  
Jeong, Ch. 5. Feminist Understandings of Violence  
Reardon, Sexism and the War System (250-257)

6. Mon. Jan. 31. Conflict Analysis I

Seminar Groups: What are the main sources of conflict in the world?  
Identification of Learning Teams and Topics

Jeong, Ch. 3. Conflict Analysis  
Jeong, Ch. 6. Sources of Social Conflict  
Freud, Why War? (9-13)  
Lorenz, On Aggression (13-19)  
Mead, Warfare is only an Invention - Not a Biological Necessity (19-22)

7. Thur. Feb. 3. Conflict Analysis II

Conflict Diagnosis Exercise  
Scheduling of Learning Team Presentations

Pruitt & Kim, Ch. 1. Overview  
Pruitt & Kim, Ch. 2. Nature and Sources of Conflict  
Fisher, R.J. Sources of Conflict and Methods of Resolution (Available on BlackBoard)

8. Mon. Feb. 7. Economic Disparity and Development

Video: Global Generations: The Global Neighborhood  
Seminar Groups: Reactions

Jeong, Ch. 8. Political Economy  
Jeong, Ch. 14. Development

**Part II. Strategies and Choices:**

9. Thur. Feb. 10. Strategic Choice

Conflict Style Assessment

Pruitt & Kim, Ch. 3. Strategic Choice

10. Mon. Feb. 14. Peace Strategies I

Video: No Place to Hide: UN Peacekeeping

Jeong, Ch. 10. Control of Military Power, pp. 109-135.  
Goulding, The Evolution of United Nations Peacekeeping (114-122)

11. Thur. Feb. 17. Peace Strategies II

Seminar Groups: What approaches to the control of military power are effective and why?

Jeong, Ch. 10. Control of Military Power, pp. 135-165 ONLY  
Mrydal, The Game of Disarmament (85-90)  
Dumas, Finding the Future: The Role of Economic Conversion (100-106)  
Sharp, Civilian Resistance as a National Defense (191-196)

**Part III. Conflict Escalation:**

12. Mon. Feb. 21. Escalatory Behaviors

Interaction Exercise

Pruitt & Kim, Ch. 4. Contentious Tactics

13. Thur. Feb. 24. Escalation Development

Video: Jeff Rubin on Conflict Escalation

Seminar Groups: Reactions

Pruitt & Kim, Ch. 5. Escalation and its Development

14. Mon. Feb. 28. Escalation Changes

Images Exercise (in Seminar Groups)

Pruitt & Kim, Ch. 6. The Structural Change Model  
Boulding, K. National Images and International Systems (45-49)  
Janis, Victims of Groupthink (30-35)

15. Thur. Mar. 3. Escalation Properties

**Interim Journal Summary Due (10%)**

Video: TBA (optional)

Pruitt & Kim, Ch. 7. Conditions that Encourage and Discourage Escalation

**(Mar. 7 -11, Spring Break—Have Fun!)**

16. Mon. Mar. 14. Escalation Persistence

Lecturette and Application Exercise

Pruitt & Kim, Ch. 8. The Persistence of Escalation

17. Thur. Mar. 17. De-escalation

GRIT Application Exercise

Pruitt & Kim, Ch. 9. Perceived Stalemate and De-escalation  
Osgood, Disarmament Demands GRIT (76-80)

**Part IV. Conflict Management and Resolution:**

18. Mon. Mar. 21. Problem Solving

Pruitt & Kim, Ch. 10. Problem Solving and Reconciliation, pp. 189-217 ONLY  
Fisher, R.J. Resolving Interpersonal Conflict (Available on BlackBoard)

19. Thur. Mar. 24. Negotiation

Negotiation Exercise

**Team Presentations Begin?**

Jeong, Ch. 11. Conflict Resolution and Management, pp. 167-172 ONLY  
Fisher, R. & Ury. Getting to YES (70-76)

20. Mon. Mar. 28. Third Party Intervention

Lecturette and Seminar Groups: Strengths and Limitations of Different Interventions

Jeong, Ch. 11. Conflict Resolution and Management, pp. 173-191 ONLY  
Fisher, R.J. Third Party Consultation (Available on BlackBoard)

21. Thur. Mar. 31. Mediation

Mediation Exercise  
Pruitt & Kim, Ch. 11. The Intervention of Third Parties

22. Mon. Apr. 4. Reconciliation and Prevention

Seminar Groups: Why is reconciliation so difficult in protracted, violent conflict?

Pruitt & Kim, Ch. 10. Problem Solving and Reconciliation, pp. 217-225 ONLY  
Jeong, Ch. 11. Conflict Resolution and Management, pp. 192-204 ONLY  
Fisher, R.J. Chapter on Reconciliation (Available on BlackBoard)

#### **Part V. Nonviolence and Peace Advocacy:**

23. Thur. Apr. 7. Nonviolence

**Final Journal Summary Due (15%)**

Video: A Force More Powerful: India: Defying the Crown

Jeong, Ch. 17. Nonviolence  
King, Letter from a Birmingham Jail 9144-148)  
Gandhi, Ahimsa, or the Way of Nonviolence (184-191)

24. Mon. Apr. 11. Peace Movements

Seminar Groups: Where is the peace movement today and why?

Jeong, Ch. 18. Peace Movements  
Thoreau, Civil Disobedience (171-176)  
Millay, Conscientious Objector (180-181)  
Young, Peace Movements in History 228-237)

#### **Part VI. Elements of Peace:**

25. Thur. Apr. 14. Self-Determination

Jeong, Ch. 13. Self-Determination

26. Mon. Apr. 18. Human Rights

**Take Home Exam Out**

Learning Teams Peer Evaluation  
Video: The Man We Called Juan Carlos

Jeong, Ch. 12. Human Rights  
Barash, Human Rights (149-158)

27. Thur. Apr. 21. Integration

Seminar Groups: Lessons for Peace

Jeong, Ch. 16. Global Order and Governance  
Jeong, Ch. 19, Applications and Future Directions  
Falk, On Humane Governance (242-249)  
Havel, The Politics of Responsibility (257-261)

28. Mon. Apr. 25. Closure

**Take Home Exam Due (30%)**

Assessment of Class and Expectations

**Have a Great Summer!**