

**American University
School of International Service
Peacebuilding and Development Summer Institute**

SIS 603.N09 June 27 - July 1, 2005

Applied Conflict Analysis and Resolution

Instructors: Dr. Ron Fisher and Dr. Brian Mandell

Time: Monday to Friday, 9:00 AM – 5:00 PM

Location: SIS Room 15

Office: 201 Clark Hall; tel: 202 885 1547; email: rfisher@american.edu

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 interactive course provides an overview of 1) useful conceptual tools (models, concepts, theories) for understanding violent and protracted conflict between racial, ethnic, religious, cultural and other identity groups, and 2) constructive methods (negotiation, mediation, consultation, training) for addressing such conflicts. Through a combination of lecture/discussions, analytical exercises, role plays and simulations, participants will come to appreciate the dynamics of destructive conflict and learn practical approaches for its de-escalation and resolution.

Recommended Supplemental Readings:

Miall, H., Ramsbotham, O. & Woodhouse, T. (1999). Contemporary Conflict Resolution. Cambridge, UK: Polity Press.

Bradford University, Distance Learning Course, Unit 1, Introduction to Conflict Resolution (available through [www. Brad.ac.uk/acad/confres/dislearn/unit1.htm/](http://www.Brad.ac.uk/acad/confres/dislearn/unit1.htm/))

Intractable Conflict Knowledge Base. “The Challenges” and “The Opportunities” (available through www.BeyondIntractability.org)

Note: These sources are recommended for class members who have limited background in conflict resolution, and wish to expand their knowledge of the field following the completion of the course. Two chapters from the Miall *et al* book will be read during the course along with other required readings.

Course Design:

This course will be run as a training workshop in conflict analysis and resolution, with active participation expected of all members in discussions and exercises. Basic concepts and methods will be introduced through a small number of required readings to be completed during the course and by interactive lecture/discussions geared to the application of the material. The concepts and methods required to participate in the course will be presented during the class, but members are encouraged to complete as many of the readings as possible to expand their understanding of the material. A variety of participative learning opportunities will be offered in the form of case analyses by small teams, role plays and simulations involving everyone in the class. The design is intended to impart a basic understanding of conflict analysis and resolution and to assist class members in developing personal meaning of concepts and methods. It is not intended to train class members up to some particular skill level as practitioners, but to provide an initial experience on which further training can be based.

As part of the design, class members will form small case analysis teams, and carry out a conflict analysis of an escalated, ethnopolitical conflict. The case will be analyzed in terms of the nature of the conflict following guidelines that will be provided, and recommendations will be developed for interventions or policies that could help de-escalate and resolve the conflict. Teams will provide progress reports on their work during the class, and will make a presentation on the last day on which feedback will be provided. The rationale of this exercise is to add greater meaning to the required readings through a sequenced analysis of a specific, current situation of intractable conflict.

Course Requirements:

For Non-Credit: Attendance during the entire period of the course and active participation in all activities relevant to the course.

For Two Credits (Pass/Fail or Letter Grade): Attendance and active participation. A reflective paper of 5-7 pages which integrates concepts and methods from the readings with the class member's experience in the activities of the course in a manner that identifies personal learnings and outcomes relevant to professional development and career aspirations. A research paper of 15-20 pages that is grounded in a selection of the readings from the course (both required and recommended), and extends beyond these to include additional readings and to discuss a topic or issue of importance to the field or to the class member's work or professional aspirations.

For Three Credits (Letter Grade): This option is for class members who wish to receive credit toward the graduate Certificate in Peacebuilding with a concentration in Conflict Resolution. In addition to attendance and active participation, both a 10-15 page reflective paper and a 20-25 page research paper are required. This option also requires a 10-15 page book review of the Miall *et al* text, as well as additional class sessions arranged with the Instructors.

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:

Monday, June 27th

1. Introductions, Expectations, Course Agenda
2. Presentation and Discussion: Conflict Analysis: Concepts and Models

Required Readings:

- 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.
- Fisher, R.J. 2000. Sources of Conflict and Methods of Resolution (workshop handout).
- Hubert, D. 2001. Resources, Greed and the Persistence of Violent Conflict, in R. McRae & D. Hubert (eds.), Human Security and the New Diplomacy. Montreal and Kingston: McGill-Queens University Press, pp. 178-189.

Recommended Readings:

- Miall, H., Ramsbotham, O. & Woodhouse, T. (1999). Working in War Zones, Chapter 5 in Contemporary Conflict Resolution, Cambridge, UK: Polity Press, pp. 128-151.
- Pruitt, D.G. & Kim, S.H. (2004). Escalation and Its Development, Chapter 5 in Social Conflict: Escalation, Stalemate and Settlement, New York: McGraw-Hill, pp. 87-100.

3. Formation of Conflict Analysis Teams

4. Bilateral Negotiation Role Play

Tuesday, June 28th

1. Panel Presentation and Discussion: Conflict Resolution on the Ground

Required Readings:

- Aall, P. What do NGOs Bring to Peacemaking? Ch. 23, pp. 365-383 in Crocker, C.A., Hampson, F.O. & Aall, P. (eds.) (2001). Turbulent Peace: The Challenges of Managing International Conflict. Washington, DC: United States Institute of Peace.
- Miall, H., Ramsbotham, O. & Woodhouse, T. (1999). Post-Settlement Peacebuilding, Chapter 7 in Contemporary Conflict Resolution, Cambridge, UK: Polity Press, pp.185-215.

Recommended Readings:

- Anderson, M. B. Humanitarian NGOs in Conflict Intervention, Ch. 37 in Crocker et al., pp. 637-648.
- Ball, N. The Challenge of Rebuilding War-Torn Societies, Ch. 42 in Crocker et al, pp. 719-736.
- Lederach, J.P. Civil Society and Reconciliation, Ch. 49 in Crocker et al., pp. 841-854.

2. Team Case Analysis

3. Presentation and Discussion: Negotiation

Required Readings:

- Hopmann, P.T. Bargaining and Problem Solving: Two Perspectives on International Negotiation, Ch. 27 in Crocker et al, pp. 445-468.
- Touval, S. 1989. Multilateral Negotiation: An Analytic Approach. Negotiation Journal, 5 (2), 159-173.
- Wheeler, M. & Morris, G. 2002. Complexity Theory and Negotiation. Harvard Business School Handout, 1-15.

4. Multilateral Negotiation Role Play

5. Team Case Analysis

Wednesday, June 29th

1. Presentation and Discussion: Third Party Intervention and Mediation

Required Readings:

Fisher, R.J. 2001. Methods of Third Party Intervention, in N. Ropers, M. Fischer & E. Manton (eds.), The Berghof Handbook for Conflict Transformation, 1-27 (online at www.berghof-handbook.net under Section III.

Kennedy School of Government, 1998. The Oslo Channel: Getting to the Negotiating Table. Harvard University, 1-44.

Recommended Readings:

Bercovitch, J. & Kadayifci, A. 2002. Exploring the Relevance and Contribution of Mediation to Peace-building. Peace and Conflict Studies, 9 (2), 21-40.

Crocker, C.A., Hampson, F.O. & Aall, P. Is More Better? The Pro's and Con's of Multiparty Mediation, Ch. 30 in Crocker et al, pp. 497-513.

Schulz, H.L. 2004. The Politics of Fear and the Collapse of the Mideast Peace Process. International Journal of Peace Studies, 9 (1), 85-105.

2. Multilateral Mediation Simulation

3. Team Case Analysis

Thursday, June 30th

1. Presentation and Discussion: Dialogue, Training and Consultation

Required Readings:

Diamond, L. and Fisher, R.J. (1995). Integrating Conflict Resolution Training and Consultation: A Cyprus Example. Negotiation Journal, 11 (3), 287-300.

Fisher, R.J. 1992. Third Party Consultation (workshop handout).

Recommended Readings:

Agha, H, Feldman, S., Khalidi, A. and Schiff, Z. 2003. Track-II Diplomacy: Lessons from the Middle East. Cambridge, MA: Harvard University, Chapters 1, 3, 9 and 10.

2. Prenegotiation Dialogue Simulation

3. Team Case Analysis

Friday, July 1st

1. Team Case Presentations and Feedback

2. Presentation and Discussion: Summation and Application

Required Readings:

Fisher, R.J. 1994. Generic Principles for Resolving Intergroup Conflict, Journal of Social Issues 50(1), 47-66.

George, A. L. 1993. Bridging the Gap. Washington, DC: United States Institute of Peace, Introduction, xvii-xxvi, and Summary and Conclusions, 135-145.

3. Evaluation and Closure

Instructors:

Ron Fisher, Ph.D. is a Professor of International Peace and Conflict Resolution at American University, where he teaches courses in approaches to peace, conflict resolution, and third party intervention. He is a social psychologist, who has published in many of the interdisciplinary journals in peace studies and conflict resolution, and who has twenty-five years of training and consultation experience at the domestic and international levels. In 2003 he received the Morton Deutsch Conflict Resolution Award from the Society for the Study of Peace, Conflict and Violence, a Division of the American Psychological Association.

Brian Mandell, Ph.D. is a Lecturer in Public Policy and Executive Director of the Negotiation Project at the Kennedy School of Government, Harvard University, where he teaches courses in conflict resolution and negotiation with an emphasis on facilitation and consensus building in addressing protracted policy disputes at both the domestic and international levels. He is a political scientist and international relations specialist, who studies contentious and protracted conflicts with a view to integrating theory and practice in his teaching and writing, and who has provided training to a variety of audiences in the United States and abroad.

Have a Great Weekend!