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Diplomacy Syllabi

School of Diplomacy and International
Relations

Fall 2022

Global Conflict Resolution and Peacebuilding

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GLOBAL CONFLICT RESOLUTION AND PEACEBUILDING

Course ID: DIPL 6118

Instructor Information

Instructor: Prof. David Wood

Remote

Virtual Office Hours: TBA

Email: david.wood@shu.edu

Course Description

This course is an introduction to the interdisciplinary study of conflict resolution and is intended to provide a solid foundation for further inquiry and application. It aims to present and discuss the major theoretical approaches to conflict and conflict resolution. It surveys theoretical frameworks from different disciplines. It will ground students the basic concepts of conflict resolution and peacebuilding, and the skills necessary for diagnosing social and international conflict. This course will include a blend of lectures, class discussions, individual and group exercises, and simulation role plays.

Course Learning Objectives (CLOs)

At the end of this course, students will be able to:

CLO 1: Identify and discuss the key theories, models, and conceptual frameworks in the field of conflict resolution and peacebuilding.

CLO 2: Analyze and explain the sources of international and social conflict, and understand the contribution of conflict resolution in the current international system to preventing, managing, or resolving conflicts.

CLO 3: Apply the concepts and theories learned in the course to analyze and explain real-world contemporary conflicts.

Course Materials

Required texts:

Cheldelin, Sandra, Daniel Druckman and Larissa Fast, eds. 2008. *Conflict: From Analysis to Intervention*, 2nd ed. London: Continuum International Publishing.

Lederach, John Paul, 1997. *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: U.S. Institute of Peace (USIP) Press.

Schellenberg, James A. 1996. *Conflict resolution: theory, research and practice*. Albany: State University of New York Press.

Supplemental Reading List:

Hugh Miall, Oliver Ramsbottom and Tom Woodhouse, *Contemporary Conflict Resolution* (Cambridge: Polity Press, 2nd Edition, 2005). ([Purchase on Amazon](#))

Vamik Volkan, *Blood Lines: From Ethnic Pride to Ethnic Terrorism* (New York: Farrar, Straus, and Giroux, 1997). ([Purchase on Amazon](#))

Chester Crocker, Fen Osler Hampson and Pamela Aall, eds. *Turbulent Peace: The Challenges of Managing International Conflict*. Washington, DC: U.S. Institute of Peace Press, 2001. ([eBook in SHU library](#)) ([Purchase on Amazon](#))

Prerequisite Information

The course has no specific prerequisites. Generally, a range of background knowledge about international relations and negotiation is expected.

Expectations

Students are expected to:

- Use their Seton Hall email address when emailing the instructor and fellow students
- Review the how to get started information located in the course content area
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- Interact online with instructor/s and peers
- Review and follow the course calendar
- Submit assignments by the corresponding deadline

The instructor will:

- Respond to discussion boards, blogs, and journal postings within 2-3 days;
- Respond to emails within 1-2 days;
- Grade assignments within 3-5 days of the assignment deadline.

Video Conference Protocol

Please test your webcam, mic, and speakers before we meet to be certain that all of those components are working. While participating in the video conference please observe these few guidelines:

- Familiarize yourself with your device so you feel comfortable operating it.
- Be aware of your surroundings. What can the audience see?
- Dress appropriately.
- Always keep your webcam active and "live".
- Be certain that the lighting and sound in your location supports video conferencing. Minimize the impact of overhead lights and/or reflections and ensure good acoustics.
- Use earbuds when active in the video conference to minimize the feedback loop that manifests on some laptops.
- Remember that available bandwidth may result in a slight delay between the time an individual speaks and the time you hear the statement. Please allow others to finish before you answer. Also, when you finish speaking, pause to allow others to comment.
- Keep your system on mute unless you are speaking. Always keep your webcam active and "live". We will be in a voice-activated video conference so the primary camera shot will follow the sound. Unmute your microphone before you begin speaking.
- As a courtesy, please state your name before speaking.
- Finally, always assume you are on camera, even when not speaking.

Discussion Forums

- Please carefully read the rubrics for discussion board posts.

Assignments/Activities and Grading Policies

Active participation in the class activities (assignments and blogs) (60%)

- Discussion Forums blog posts: 8@5 points each = 40 points
- Essay writings: 2@10 points each = 20 points

Final Exam: (40%)

The final exam will be a take home essay exam. You will receive 3-4 questions and each question is closely related with the subjects explored during the semester, and you are required to choose one question to answer and send your essay via Blackboard. Details will be provided on the questions before the exam time. If students do the required reading, complete the assignments, and think for themselves, they will do well on this exam.

For all written assignments it is expected that you will cite your class texts, supplemental readings, and other sources. Papers should be double-spaced, spell-checked, and legible. It should be in 12-point characters in the 'Times' font. Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page. They should be your own work and must not be copied or otherwise plagiarized from another source whether it be an internet site or another student. Plagiarism or academic dishonesty of any kind will result in a failing grade in this course.

Grade Ranges

Letter Grade	Percent Range
A	95%-100%
A-	90%-94%
B+	87%-89%
B	83%-86%
B-	80%-83%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	65%-69%
D	60%-64%
F	< 59%

Table 1: Grade Scale

Policy on Incompletes

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor before the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

Academic and Professional Integrity Policy

Students are expected to follow the Academic and Professional Integrity Policy outlined in the Student Handbook In addition to the specific Academic and Professional Integrity Policy of his/her major school or college:

1. Dependability: candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
2. Respect & Empathy: candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
3. Open-mindedness: candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
4. Integrity: candidates submit original work, fully cite all sources associated with the development of their work (including information from the internet) and recognize that

the university fully supports the use of anti-plagiarism software in support of academic integrity. (Original student work is expected. Any work containing plagiarized material will result in an automatic “0” for the assignment.)

5. Passion for the profession: candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life-long learning.
6. Plagiarism and academic dishonesty: Plagiarism and other forms of academic dishonesty will be reported to the administration and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here: [Students Academic Conduct](#). Resources for academic integrity are on the course Blackboard page.

Technology Service Desk

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at servicecdesk@shu.edu

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. The Technology Service Desk provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite.

For more tips and technical information, go to [Seton Hall's Technology Blog](#).

Disability Services Statement

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

CAPS:

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, **Monday-Friday, 8:45 a.m. - 4:45 p.m.** In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>

Course Matrix

Week	Module/Week Learning Objectives (MLOs) and Course Learning Objectives (CLOs)	Readings and Instructional Materials	Assessments
<p>Module 1</p> <p>Introduction and Overview</p>	<p>MLO 1.1: Identify and discuss the major issues and topics in studying global conflict resolution and peacebuilding. (aligned with CLO-1)</p> <p>MLO 1.2: Identify and explain the main theoretical frameworks and approaches to study global conflict resolution and peacebuilding. (aligned with CLO-1)</p>	<p>Schellenberg, James A. 1996. <i>Conflict resolution: theory, research and practice</i>. Albany: State University of New York Press. Prologue and Chapter 1 (MLO 1.1, 1.2)</p> <p>Cheldelin, Sandra, Daniel Druckman and Larissa Fast, eds. 2008. <i>Conflict: From Analysis to Intervention</i>, 2nd ed. London: Continuum International Publishing. Chapter 1 & 2 (MLO 1.1, 1.2)</p>	<p>Introduce Yourself Discussion Post (MLO 1.1, 1.2, All CLOS)</p>
<p>Module 2</p> <p>Basic Concepts and Analytical Frameworks</p>	<p>MLO 2.1: Identify the different theoretical perspectives on conflict resolution. (aligned with CLO-2)</p> <p>MLO 2.2: Explain and discuss how different phases in conflict resolution processes interact with each other and between different levels of analysis (local, national, regional and global level), and how to structure and classify conditions and problems on different levels of analysis and in different stages of the conflict resolution process. (aligned with CLO-1)</p> <p>MLO 2.3: Apply the concepts and theories discussed in the required readings to analyze and explain the current cases of international conflict. (aligned with CLO-3)</p>	<p>Cheldelin, Sandra, Daniel Druckman and Larissa Fast, eds. 2008. <i>Conflict: From Analysis to Intervention</i>, 2nd ed. London: Continuum International Publishing. Chapters 2 and 3. (MLO 2.1, 2.2, 2.3)</p> <p>Louis Kriesberg. 2001. "The Growth of the Conflict Resolution Field." In <i>Turbulent Peace</i>, edited by F. O. H. Chester H. Crocker, and Pamela Aall. Washington, D.C.: United States Institute of Peace. (MLO 2.1, 2.2, 2.3)</p>	<p>Discussion board post and peer comments (MLO 2.1, 2.2)</p>
<p>Module 3</p>	<p>MLO 3.1: Identify and explain different ways of examining the</p>	<p>Schellenberg, James A. 1996. <i>Conflict resolution: theory,</i></p>	<p>Essay: The Causes of the Russia-Ukraine War</p>

<p>Sources of Social and International Conflict</p>	<p>nature of a conflict and identifying the factors that give rise to it. (aligned with CLO-1)</p> <p>MLO 3.2: Explain and discuss the main theoretical framework in understanding the sources of social conflict, including social psychology, social relation, social structure and social identity. (aligned with CLO-2)</p> <p>MLO 3.3: Apply the concepts and theories discussed in the required readings to analyze and explain the causes of a current violent conflict. (aligned with CLO-3)</p>	<p><i>research and practice</i>. Albany: State University of New York Press. Chapters 3, 4, & 5 (MLO 3.1, 3.2)</p> <p>Cheldelin, Sandra, Daniel Druckman and Larissa Fast, eds. 2008. <i>Conflict: From Analysis to Intervention</i>, 2nd ed. London: Continuum International Publishing. Chapter 4 (MLO 3.1, 3.2)</p>	<p>in 2022 (MLO 3.1, 3.2, 3.3)</p>
<p>Module 4</p> <p>Conflict Resolution and Human Needs</p>	<p>MLO 4.1: Explain and discuss the core concepts, approaches, processes of the Basic Human Needs theory. (aligned with CLO-1)</p> <p>MLO 4.2: Apply the concepts and theories discussed in the required readings to analyze and explain the sources and dynamics of current violent conflicts. (aligned with CLO-2, CLO 3)</p>	<p>John Burton. 1998. Conflict resolution: the human dimension, John W. Burton, <i>International Journal of Peace Studies</i>, 3(1). (MLO 4.1, 4.2)</p> <p>Wang Zheng and Carol L. Hamrin, "The Floating Island: Change of Paradigm on the Taiwan Question," <i>Journal of Contemporary China</i> 13(39), 2004. (MLO 4.1, 4.2)</p>	<p>Discussion Board Post and Comments (MLO 4.1, 4.2)</p>
<p>Module 5</p> <p>Conflict Frames: Culture, Worldview, and Identity-based Conflict</p>	<p>MLO 5.1: Explain how ideational factors influence the dynamics and resolution of international conflict. (aligned with CLO-2)</p> <p>MLO 5.2: Compare and explain identity-based conflict and its differences with interest-based conflict. (aligned with CLO-3)</p>	<p>Cheldelin, Sandra, Daniel Druckman and Larissa Fast, eds. 2008. <i>Conflict: From Analysis to Intervention</i>, 2nd ed. London: Continuum International Publishing. Chapter 8 & 9 (MLO 5.1, 5.2)</p> <p>Rothman, Jay and Marie L. Olson, "From Interest to Identities: Towards a New Emphasis in Interactive Conflict Resolution." <i>Journal of Peace Research</i>, 2001. (MLO 5.1, 5.2)</p>	<p>Discussion post and peer comments (MLO 5.1, 5.2)</p>

<p>Module 6</p> <p>Conflict Transformation, Historical Memory, and Reconciliation</p>	<p>MLO 6.1: Identify and discuss the functions of historical memory in group identity formation, perception, and conflict behavior. (aligned with CLO-1)</p> <p>MLO 6.2: Compare and explain the strategies and practices used for reconciling conflict with contested memories. (aligned with CLO-2)</p>	<p>Wang, <i>Memory Politics, Identity and Conflict: Historical Memory as a Variable</i>. Chapter 1, 3, & 5 (MLO 6.1, 6.2)</p>	<p>Essay: CMT Complex (MLO 6.1, 6.2)</p>
<p>Module 7</p> <p>Conflict Mediation and Problem Solving</p>	<p>MLO 7.1: Identify and explain the processes and theories of conflict mediation and problem solving. (aligned with CLO-1)</p> <p>MLO 7.2: Apply the concepts and theories discussed in the required readings to analyze and explain the causes of a current violent conflict. (aligned with CLO-3)</p>	<p>Cheldelin, Sandra, Daniel Druckman and Larissa Fast, eds. 2008. <i>Conflict: From Analysis to Intervention</i>, 2nd ed. London: Continuum International Publishing. Chapter 16 and 17 (MLO 7.1, 7.2)</p> <p>Schellenberg, James A. 1996. <i>Conflict resolution: theory, research and practice</i>. Albany: State University of New York Press. Chapter 10 (MLO 7.1, 7.2)</p>	<p>Discussion post and peer comments (MLO 7.1, 7.2)</p>
<p>Module 8</p> <p>Peacebuilding</p>	<p>MLO 8.1: Identify and explain concepts and theories of peacemaking/peacebuilding with specific relevance to humanitarian disaster situations. (aligned with CLO-1)</p> <p>MLO 8.2: Compare and explain the concepts and practices of international peacemaking, peacekeeping, and peacebuilding. (aligned with CLO-2)</p> <p>MLO 8.3: Identify and compare the different real world peacebuilding practices in preventing the outbreak, escalation, continuation and</p>	<p>Cheldelin, Sandra, Daniel Druckman and Larissa Fast, eds. 2008. <i>Conflict: From Analysis to Intervention</i>, 2nd ed. London: Continuum International Publishing. Chapter 21 (MLO 8.1, 8.2, 8.3)</p> <p>Lederach, John Paul, 1997. <i>Building Peace: Sustainable Reconciliation in Divided Societies</i>. Washington, DC: U.S. Institute of Peace (USIP) Press. Chapter 4, 5, and 6. (MLO 8.1, 8.2, 8.3)</p>	<p>Discussion Post and peer comments (MLO 8.1, 8.2)</p>

	recurrence of violence. (aligned with CLO-3)		
Module 9 Case Study: Russia-Ukraine War in 2022	<p>MLO 9.1: Explain and discuss how different conflict mediation and resolution processes interact with each other and in different stages of the conflict resolution process. (aligned with CLO-1)</p> <p>MLO 9.2: Apply the concepts and theories discussed during the semester to analyze and explain the causes of the conflict. (aligned with CLO-3)</p>	<p>Cheldelin, Sandra, Daniel Druckman and Larissa Fast, eds. 2008. <i>Conflict: From Analysis to Intervention</i>, 2nd ed. London: Continuum International Publishing. Chapters 7 and 10 (MLO 9.1, 9.2)</p> <p>Schellenberg, James A. 1996. <i>Conflict resolution: theory, research and practice</i>. Albany: State University of New York Press. Chapters 5 and 6 (MLO 10.1, 10.2)</p>	Discussion board post and peer comments (9.1, 9.2)
Module 10 Review and Integration	<p>MLO 10.1: Compare and explain the main theoretical frameworks of understanding international conflict resolution and peacebuilding; (aligned with CLO-2)</p> <p>MLO 10.2: Identify and discuss the process and techniques of conducting conflict mediation and peacemaking. (aligned with CLO-3)</p>	<p>Schellenberg, James A. 1996. <i>Conflict resolution: theory, research and practice</i>. Albany: State University of New York Press. Chapter 12 (MLO 10.1, 10.2)</p> <p>Lederach, John Paul, 1997. <i>Building Peace: Sustainable Reconciliation in Divided Societies</i>. Washington, DC: U.S. Institute of Peace (USIP) Press. Chapter 10 and 11. (MLO 10.1, 10.2)</p>	<p>Discussion board post and peer comments (10.1, 10.2)</p> <p>Final Exam (ALL MLOs 1.1-10.2; ALL CLOs)</p>