

HDDR 6364 - International Conflict Management

February 5-7, and March 1-3, 2013

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Course Introduction and Syllabus

COURSE WORKSPACE

I will set up an online workspace for this course, on which I will post readings, course material, and other information generated during our sessions. Only class members and invited guests will have access to the workspace.

PLEASE NOTE: The only way I have to contact class members is through the SMU e-mail address provided to me by the Department – PLEASE CHECK YOUR SMU E-MAIL REGULARLY FOR UPDATES TO THIS SYLLABUS AND FOR INFORMATION ABOUT THE CLASS.

ORIENTATION & CAVEAT

I have designed this course not as a traditional survey of dispute resolution theory or the theory and practice of diplomacy. Rather, I want us to approach international conflict management/dispute resolution (CM/DR) from a “project” orientation, with the goal of using a very broad range of conflict management/dispute resolution efforts to illustrate the full spectrum across which CM/DR can be pursued.

We will attempt to accomplish this by interacting with a series of guests, all of whom are actively working in arenas that I would describe as part of the international CM/DR world, and by producing a proposal for an intervention.

Many of us who work in dispute resolution have come to eschew the term “neutral” as a way to describe individuals who work as traditional third parties, or who do more non-traditional work in CM/DR. We are all human beings who cannot leave our experiences and values at the door, no matter how much we try to be dispassionate and disinterested as we work with parties and participants. The guests who have agreed to join us in this course are all working in positions that require them to assume, in some form, a third party stance between two or more identifiable parties in conflicts ranging from classic commercial arbitration to transformative peace building. To their work they bring their life experiences and observations, and even though our discussions will center on process and approach, it is likely that comments with a clear point of view will be made about the work in which they are engaged. You may not agree with some of their observations, but please remember that our focus is on the strategic and operational decisions they have made as they work in their respective areas and what we can learn from their experiences.

Our discussions will focus on some basic questions, such as, but certainly not limited to, questions like the following:

- Where are you working? (What is the conflict environment and who are the interested parties?)
- What choices have you made about how to approach the situation?
- Why did you make those choices?
- Have you made any course corrections or changed tack based on your experience?

INVITED GUESTS

(in alphabetical order – there will be additions and substitutions based on availability.)

Alma AbdulHadi Jadallah

Dr. Alma AbdulHadi - Jadallah is founder, President and Managing Director of the award winning woman owned firm - Kommon Denominator, Inc. In that capacity, she advised, designed and delivered highly successful small and large-scale interventions on the national and international levels. She provided consultative services to a broad range of national and international clients on strategic projects related to conflict prevention and mitigation, training and adult education, international women’s leadership development, monitoring and evaluation and

capacity building. As an educator, she teaches graduate level courses on conflict resolution theory and practice, and protracted conflicts in lead academic institutions in the US and around the world. In her role as a third party intervener, she worked on reconciliation efforts related to community based conflicts in the US, 9/11, and the Arab Israeli conflict. Dr. AbdulHadi-Jadallah earned her Ph.D. from the Institute for Conflict Analysis and Resolution at George Mason University and currently serves as a member of the Institute's advisory board. Her dissertation research titled "*Reflections on Practice: The Impact of 9/11 on Conflict Resolvers*" focused on the impact of a critical event – 9/11 - on the practice of conflict resolvers.

Noam Ebner is an assistant professor at the Werner Institute at Creighton University School of Law, where he chairs the online masters program in Negotiation and Dispute Resolution. Noam received his undergraduate and graduate degrees in law from Hebrew University. Originally from the U.S, he now divides his time between his home in Jerusalem, Israel and his teaching, training and consulting activities in the U.S. and abroad. After practicing as an attorney, Noam shifted focus and established Tachlit Mediation and Negotiation, which deals with a wide spectrum of issues, including commercial, divorce, business partnerships and employment disputes. In addition, Noam trains mediators for the Israeli court system, conducts corporate training for the private sector and consults to several community mediation programs. Before joining the Creighton faculty, Noam taught conflict resolution and negotiation at universities around the world. He is a regular visiting professor at Sabanci University in Turkey, and a senior fellow and visiting professor at the United Nations' University for Peace in Costa Rica. His research and writing focus on negotiation pedagogy and on negotiation and mediation processes conducted online.

Terry Thielen has confirmed that she will join us to talk about her work in Southern Sudan, and perhaps work she is currently doing in Haiti. She has more than 15 years experience designing and implementing media development programs with a focus on community radio, peace-building, good governance and civil society support. Ms Thielen also specializes in project start-up and management in post-conflict environments, as well as conducting program assessments and evaluations. She has served as Chief of Party for numerous USAID programs including community radio and civic education projects in Sudan and Haiti, and media strengthening programs in Rwanda and the Republic of Georgia. Ms Thielen is also a consultant to the Office of Transition Initiatives, a division of USAID, and numerous USAID contractors.

Mohamed S. E. Abdel Wahab, *Licence en Droit (CAI), LL.M (CAI), Ph.D (MAN), MCI Arb.* is a Lecturer at Faculty of Law, Cairo University , Egypt and Assistant Director of the Human Rights Centre at Cairo University . He has taught part-time on the LL.M, LL.B, and BA programmes at Manchester and Manchester Metropolitan Universities, England. Dr. Abdel Wahab was appointed vice-president of the Cairo

branch of the Chartered Institute of Arbitrators in 2005. Dr. Abdel Wahab also works as a legal counsellor in the Cairo Regional Centre for International Commercial Arbitration and a legal advisor at Shalakany Law Office, Egypt. He works with the United Nations Expert Group on Online Dispute Resolution, and is affiliated with the Computer Crime Research Centre, Ukraine. Dr. Wahab holds over thirty five prizes for academic achievement, and has published several articles in learned international journals and presented several conference papers on Globalisation, Private International Law, Online Dispute Resolution, Alternative Dispute Resolution, E-commerce and IT Law. He is also a member of several professional and legal organisations including the Chartered Institute of Arbitrators, Society of Legal Scholars, Socio-Legal Studies Association, Association of Internet Researchers, the Internet Society, the International Law Association, the British Institute of International and Comparative Law, and the Egyptian Anti-Cyber Crime Association. His expertise lies in the field of: Private International Law (Conflict of Laws and Jurisdiction), International Commercial Arbitration (especially in hotel management, information technology, and construction disputes), Online Dispute Resolution and IT Law.

Leah Wing is director of the Social Justice Mediation Institute and is co-director of the National Center for Technology and Dispute Resolution (USA). She is dispute resolution faculty in the Legal Studies Program in the Political Science Department at the University of Massachusetts/Amherst where her research and teaching applies critical race theory to mediation and to reconciliation in colonized and postcolonial societies. A mediator and trainer since 1985, Leah developed a mediation training and intervention approach that incorporates a social justice lens which has served as the basis of a number of her publications and over 50 presentations at national and international conferences. Leah served two terms on the Board of Directors of the Association of Conflict Resolution and is a member of the editorial board of Conflict Resolution Quarterly. She is a member of Healing Through Remembering, Belfast.

Zoughbi Zoughbi is the founder and Director of Wi'am, the Palestinian Conflict Resolution Center in Bethlehem. He holds a Masters degree in Peace Studied from Notre Dame University in the United States, and an undergraduate degree from Bethlehem University in the Palestinian Authority. He has lectured and presented on the topic of peacebuilding and mediation at locations across the globe. His CV is posted on the class workspace.

Required Reading

There are two required books for this course:

Edward Said, Orientalism (This book may be free online.)

Bernard Mayer, Staying With Conflict

There are three articles required as reading for this course:

Nadja Alexander, "Mediation Metamodel"

Notter and Diamond, "Building Peace and Transforming Conflict"

McDonald, "Guidelines for Newcomers to Track Two Diplomacy"

Please do your best to read all of these required texts and articles before we meet on February 17.

Learning Objectives

There are many legitimate ways to approach discussions about international conflict resolution and conflict management. It is perhaps most common for discussions about international conflict resolution to focus on identifiable crises or conflicts, with definable interested parties and identifiable third parties. Standard diplomacy, second and third track diplomacy, crisis intervention, and other high visibility conflict contexts certainly are a fertile ground for learning, but they are not the only contexts in which dispute resolution is practiced internationally.

This course will, to some degree, focus on traditional conceptions of international conflict resolution, but the course will also look at some dispute resolution efforts that do not center around definable micro-conflicts, and in which the third parties are not engaged in work that could be easily described as mediation or traditional dispute resolution.

To focus our discussions, we will use a series of "live" examples to demonstrate the breadth and variety of conflict resolution and conflict management efforts currently underway around the world. In each case the class will have a chance to interact directly with dispute resolution professionals who are applying dispute resolution theory in contexts as remotely connected as transformative peace-building and commercial arbitration.

Key Learning Objectives	How Achieved
1. Students will learn to appreciate and understand the breadth of international work that can be considered conflict management.	<p>Related articles will be provided so students can identify the theories associated with and the skills necessary for engaging in international conflict management.</p> <p>Direct discussion with international conflict management professionals will provide perspectives on the application of the theories.</p>
2. Students will learn the intricacies and nuances of applying conflict resolution theory to complex, on-the-ground situations.	Students will form teams to analyze selected international conflict management efforts, and each student will prepare a proposal for conflict management efforts in a conflict zone of her or his choosing.

Grades

In-Class Participation: Class members are expected to attend all six face to face meetings of the class and to participate fully in discussions, presentations, and case simulations. **(Maximum = 20 points)**

Readings Discussion: Each individual will be expected to participate in a full-class discussion on the content of the readings. **(Maximum = 10 points)**

Proposal Pitch: The work teams will prepare and present a very short (maximum 15 minutes) proposal pitch on February 17, outlining the venue in which they have chosen to work, and the assessment checklist for that venue (using a checklist supplied by the instructor). **(Maximum = 10 points)**

Proposal Presentation: The work teams will present their full intervention proposal to the class on March 2 or 3. **(Maximum = 15 points)**

Written Proposal: The work teams will submit their written proposals, using guidelines determined by a funding organization, no later than two weeks after the last class meeting. **(Maximum = 25 points)**

Journal: Each individual will be expected to maintain a personal journal throughout the class, with observations about class discussions and readings, team work, and

the application of the information developed in the class to careers in dispute resolution. (Maximum = 15 points)

Group Self-Assessment: Each individual will be asked to complete a survey with observations about the effectiveness of the work team, each individual's self-assessment of contributions to the team, and an assessment of each of the other team members' contributions. (Maximum = 05 points)

The following scale, based on the department standard, will be used to calculate final grades:

94-100 = A

90-93 = A-

87-89 = B+

84-86 = B

80-83 = B-

77-79 = C+

74-76 = C

70-73 = C-

NOTE:

The information below is required content for all SMU syllabi – the language is taken from standard university guidelines.

Disability Accommodations: Students needing academic accommodations for a disability must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4.)

Religious Observance: Religiously observant students wishing to be absent on the holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of absence. (See University Policy No. 1.9.)

Honor Code: Students are reminded of the SMU Honor Code as referenced in the *Student Handbook*. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty at the URL below:

http://www.smu.edu/studentlife/PCL_05_HC.asp

Class Decorum: Turn off (or set on vibrate) all cell phones or pagers. Do not read newspapers, books for other classes, or other outside reading material during class. Walking into class late is disruptive as is leaving early. If you have to leave early, make arrangements before class begins, and then, when you leave, do so quietly. Professional respect and courtesy for your fellow students is imperative at all times.

