

**TROY UNIVERSITY**  
**TERM III, AY 2012-2013**

**IR 6655 Conflict Management Weekend**

**INSTRUCTOR:** Dr. Brendan M. Howe

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**AVAILABILITY:** By e-mail; before or after class; or by mutually convenient appointment.

**COURSE DESCRIPTION:** This course analyzes responses to international conflict and approaches to establishing peace and peacekeeping at the local, national, and global levels to include theoretical constructs about conflict management techniques (mediation, negotiation, escalation, de-escalation, termination, and outcomes).

**OVERALL OBJECTIVE:** This course emphasizes how rational and strategic underpinnings dictate the course of international interactions. Rational and game-theoretical modeling is used to give a greater understanding of these mechanisms, and to identify problems often associated with collective action of this kind. Conflict is an inevitable outcome of interaction between actors with competing hierarchies of preferred outcomes, particularly in the international context where there is no overarching authority to help resolve collective actions problems and reconcile conflicting interests. Nevertheless, both theoretical and practical measures have been developed in order to structure the decision-making environment of rational actors and thereby manage the worst manifestations of international conflict. Upon completion of IR 6655, the student should understand the theoretical and practical methods of implementation of conflict management techniques.

**SPECIFIC OBJECTIVES:** Upon completion of the course, the student should be able to demonstrate an understanding of:

1. Conceptual frameworks for analyzing conflicts;
2. An understanding of problems prevalent in the international arena;
3. A broader repertoire of negotiation strategies and skills;
4. A deeper understanding of how to work with conflict;
5. Confidence in their own negotiating, presentation and strategic interaction skills;
6. Improved analytical and research skills;
7. Improved oral and written communication skills;
8. Confidence in their ability to convey an understanding of the complex forces shaping contemporary international conflict.

<b>COURSE REQUIREMENTS:</b>	Exam:	30% of the Total Grade
	Presentation:	30%
	Research Project:	30%
	Participation:	10%

**METHODS OF INSTRUCTION:** Lectures, Class Discussion, Essay Exams, Student Oral Presentation and Feedback, Research Paper.

<b>GRADE SCALE:</b>	A:	90-100
	B:	80-89
	C:	70-79
	D:	60-69
	F:	0-59

**ATTENDANCE POLICY:** Each enrolled student is expected to attend ALL class sessions. Students should complete the assigned readings BEFORE the relevant class session. NOTE: Excessive absences may result in either a failing grade or the need for the student to drop the course.

**MAKE UP POLICY:** In exceptional cases (for example, medical/family emergencies, official duty requirements, TDY/TAD, etc.) an Authorized Absence may be permitted upon consultation with the Instructor. In these situations, the student MUST as soon as possible meet with the instructor to complete a comprehensive review of the missed material. Unauthorized Absences will require the mandatory review of the missed material, and may also adversely affect final grades.

**TEXTS:** Choi and Howe *International Negotiations: Theory and Practice* Ewha. University Press: 2005. ISBN-10: 032120946X ISBN-13: 978-0321209467 [Note: available from Kyobo bookshop in Seoul, Troy in Kadena]  
 Dixit and Nalebuf *Thinking Strategically*. Norton: 1991  
 ISBN-10: 0393310353 ISBN-13: 978-0393310351  
 Fisher, Ury & Patton *Getting To Yes: Negotiating Agreement Without Giving In*. Penguin: 1991 ISBN-13: 9780140157352

**LIBRARY RESOURCES:** Students can access online information resources through Troy Library Services home page at <https://www.library.troy.edu> These resources include a variety of full databases that provide complete article texts from thousands of journals, magazines and newspapers to aid students in their original research for class participation, presentations, and final research project. In addition, where necessary the Instructor will provide additional readings if they cannot be accessed through the Troy Library Service. Students are advised to read widely (beyond the set texts) and keep up to date on current affairs through multiple news media.

**AMERICANS WITH DISABILITIES ACT:** Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that post-secondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link:

<http://www.troy.edu/humanresources/ADAPolicy2003.htm>

**ACADEMIC ETHICS:** Details of “Ethical Standards of Reporting Information” can be found in the PUBLICATIONS MANUAL of the AMERICAN PSYCHOLOGICAL ASSOCIATION. Troy University’s “Standards of Conduct,” published in the TROY UNIVERSITY GRADUATE CATALOGUE, also should be consulted by students.

### **REQUIREMENTS FOR STUDENT RESEARCH PROJECT**

1. Each enrolled student will complete a graduate level research paper of 4-6,000 words of double-spaced text with appropriate citations and bibliography not included in the word count.
2. Use the PUBLICATIONS MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION as your style guide for format and citations.
3. Papers are due 10 March 1700 Japan/Korea time via electronic submission.
4. During the first class students will select a theme for their project.
5. The final Written Report will address a comprehensive case study of an international conflict including descriptive, predictive and prescriptive analysis.
6. The Topic of the final Written Report must be cleared with the Instructor by the second week of classes, via e-mail or before, during or after session # 4.
7. During the appropriate student-led seminar each student will give an Oral and Visual/Multimedia Report lasting 30 minutes. During these seminars each presenter will be open to questions from their peers. Students will be well advised to encourage and to take advantage of these Q&A sessions in order to gain feedback for their final Written Report
8. Student must complete a substantial amount of reading before the first class session in order to be able to discuss contemporary conflictual cases and to benefit from feedback on their proposed research projects.

**SYLLABUS**

**Texts:** **C&H: Choi and Howe** *International Negotiations: Theory and Practice* Ewha. University Press: 2005. **ISBN-10:** 032120946X **ISBN-13:** 978-0321209467  
**D&N: Dixit and Nalebuf** *Thinking Strategically*. Norton: 1991  
 ISBN-10: 0393310353 ISBN-13: 978-0393310351  
**FUP: Fisher, Ury & Patton** *Getting To Yes: Negotiating Agreement Without Giving In*. Penguin: 1991

Session	Theme	Assignment
<b>Saturday 23 February Session 1</b>	<p><b>Course overview and explanation.</b>            Outline of basic course components. Also included is an overview of what is expected by way of student contribution, together with advice on research, structure and presentation. Different approaches to learning.</p> <p><b>The Nature of the International Operating Environment</b>            Negotiation case study role-play.            Case-Study Debrief and evaluation of theoretical frameworks</p>	<p>Begin reading before this class.</p> <p>Briefing notes to be distributed to students in class.            Contemporary conflict – survey media sources</p>
<b>Saturday 23 February Session 2</b>	<p><b>Conflicting Interests and the Basis of Strategic Thinking</b>            Essential elements of conflict. From individual choice to negotiation in the context of international conflict. Taking positions. Criteria for measuring success. Rationality, prediction and the security dilemma. Looking forward and reasoning backward. Decision-making trees. Role-play security dilemma case-study.</p> <p><b>Overcoming the Prisoner’s dilemma</b>            Rational implications of the prisoner’s dilemma in negotiations and how to overcome them. Rational incentives for cooperation rather than conflict in international relations. Re-interpretation of security dilemma case-study. People versus Problems; Positions versus Interests; Options versus Alternatives</p>	<p>C&amp;H chapters 1,2&amp;3            D&amp;N chapter 1,3, 4&amp;9            FUP chapters 1-4</p>

<p><b>Sunday 24</b> <b>February</b> <b>Session 1</b></p>	<p><b>The social dilemma: collective action problems</b> Conflict between individually optimal vs socially optimal outcomes. Public good and the free-rider problem. N-person prisoner’s dilemma <b>Strategic Actions</b> Threats, commitment, unpredictability, signaling and screening. What actions can be taken to influence another’s negotiating position? Verbal and non-verbal communication. Investigate Assumptions. Reality-test BATNAs of both sides. Focus on interests not positions: ask “WHY?” Attack the problem not the people. Communication. Generate Options. Negotiation Jujitsu and taming the hard bargainer. Objective Criteria. Relationships. Commitment</p>	<p>D&amp;N chapter 5-9 C&amp;H chapter 3, 6 FUP chapters 5-8</p>
<p><b>Sunday 24</b> <b>February</b> <b>Session 2</b></p>	<p><b>Perceptions and Decision-Making</b> How are decisions made and who makes them? Different models of decision-making in IR. What are the rational and strategic implications of diffused decision-making structures? How do perceptions influence rationality, prediction and international negotiations? The weight of history upon decision-makers.</p>	<p>C&amp;H chapters 3, 4 &amp; 5</p>
<p><b>Saturday 9</b> <b>March</b> <b>Session 1</b></p>	<p>Recap, review and revision session.</p>	
<p><b>Saturday 9</b> <b>March</b> <b>Session 2</b></p>	<p><b>Student-led seminar and presentations.</b> Real world examples of collective action problems.</p>	
<p><b>Sunday 10</b> <b>March</b> <b>Session 1</b></p>	<p><b>Final Exam</b></p>	
<p><b>Sunday 10</b> <b>March</b> <b>Session 2</b></p>	<p><b>Student-led seminar and presentations.</b> Real world examples of collective action problems.</p>	<p><b>Final Projects Due</b></p>