

Love and Hate in Conflict Resolution

201201: Mondays
9:00am – 12:40pm

Amanda Byron
Email: abyron@pdx.edu
Office: NH223
Phone: 503/725-9170
Web: <http://web.pdx.edu/~abyron>

Course Description:

This course will delve into the practical and mystical world of the emotions and will explore its relationship to the resolution of conflict. We will explore the nature of false dichotomies, such as love and hate, and consider how these forces affect our experience of conflict, and our understanding of resolution. Readings, simulations, mediation and meditation will provide students access to the deep inner wisdom that drives the transformational process.

Pedagogy:

This class will practice what bell hooks calls “engaged pedagogy.” This means that students will be expected to actively engage with course ideas/materials, both in class and in the assignments, and that class time will include less lecture and more dialogue between students and students, and students and instructor. Dialogue focuses on collaborative learning, and is communication that can awaken expanded consciousness, which requires both instructor and students to think of ourselves as knowledgeable learners who can both teach and learn in this class.

Learning Objectives:

1. Students will learn the advantages of engaged/critical/feminist pedagogy--and have a more thorough understanding of what it entails.
2. Students will learn to distinguish between dichotomous thinking and critical thinking.
3. Students will strengthen and enhance their skills in academic writing for the field of conflict resolution.
4. Students will critically evaluate and develop a complex understanding of emotions.
5. Students will become familiar with interdisciplinary journal articles pertaining to conflict resolution.

Required Reading:

All required reading materials will be available through online links, as pdf files through the D2L course site, or as handouts distributed in class. Additional reading will be posted on the D2L course site, for consideration during the weeks when students will choose their own reading materials (see reading section of course schedule below for details). *Graduate students are expected to weave additional readings into critical reflection papers, including but not limited to additional readings in the course content section of the D2L course site.*

Course Requirements:

Participation: 9 classes @ 10 points each = 90 points

Attendance, reading, and discussion participation are all mandatory components of this class. Your engaged presence in class will ensure that this is a valuable learning experience for everyone present. Be sure to sign the attendance sheet when you enter the class, as this will be the single indicator of your presence in any given class period (and will form the basis of participation point accumulation).

Weekly Critical Reflection Paper: 8 @ 10 points each = 80 points

A two-page reflection paper is due every week (except weeks 1 and 10). These papers will be critical reflections that will follow the expectations laid out in the *critical reflection handout* distributed in class and available on the D2L course site for ongoing reference.

Midterm Presentation: 30 points

Students will be assigned to small groups. Each group choose an example of popular media that utilizes enmification (newspaper article(s), movies, magazine articles), and the group will prepare an in-class presentation that deconstructs their media and places the message of enmification within historic context.

Annotated Bibliography: 50 points

This will be a bibliography of resources that you will be using for your final paper, with a paragraph (or two) description of each resource following its listing. For an example of an annotated bibliography, please go to: <http://owl.english.purdue.edu/owl/resource/614/02/>

Final Paper: 100 points

The final paper will be a research paper on your choice of topics, which will be approved by the instructor by week 8. This topic will draw from the broad subject matter explored during the course, and will comply with academic writing standards and APA style. The expected length of this double-spaced paper, with one-inch margins, is 5-8 pages for undergraduate students, and 8-10 pages for graduate students.

Grading

A 320-350; A- 300-319; B+ 280-299; B 260-279; B- 240-259; C+ 220-239; C 200-219; C- 180-199; D+ 160-179; D 140-159; D- 120-139; below 139 is an F.

D2L:

Students are expected to have access to a computer with internet access, so as to participate in the D2L course site. While this is not an official hybrid course, assignments and vital course information will be posted on the D2L course site, and student discussion is encouraged.

Course Schedule:

Wk	Date	Topic	Reading	Assignment
1	1/9	Overview Intro to CR Context Emotions	Syllabus	Post Introduction on D2L
2	1/16 MLK DAY	No F2F Meeting (holiday)	Read Plous: http://www.understandingprejudice.org/apa/english/ Take Test: https://implicit.harvard.edu/implicit/	Critical Reflection #1
3	1/23	Enmification and the Other	Read Zur: http://www.zurinstitute.com/enemymaking.html Watch Zimbardo: http://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil.html	Critical Reflection #2
4	1/30	Hate	OPOTOW/McCLELLAND	Critical Reflection #3
5	2/6	Midterm Project	No Reading Assigned	Class Presentation Critical Reflection #4 (reflect on presentation)
6	2/13	Love	FROMM BUBER	Critical Reflection #5
7	2/20	Practicing Love	Read hooks interview: http://stevenstanley.tripod.com/docs/bellhooks/ThichNhatHanh.html ROSSITER	Critical Reflection #6
8	2/27	Lovers of Peace	KING http://www.nonviolenceinternational.net/seasia/whatis/book.php?style=pfv	Critical Reflection #7
9	3/5	Integration	Readings to be determined	Annotated Bibliography Critical Reflection #8 (reflect on course)
10	3/12	Final Presentations	Readings of Choice	Final Paper Due

Please notify instructor if you need any special accommodation!

Work submitted by students will be evaluated for academic honesty. Any breach of academic honesty will be met with the consequences established by PSU policy