

## **Perspectives in Conflict Resolution**

CR512 - 200904

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### **Course Description**

This course is an introduction to the master's degree program. There are three goals for this class: to build a learning community among cohort members, to ensure that students have sufficient skill to engage in graduate level scholarship, and to introduce students to a wide variety of perspectives on conflict resolution. These perspectives will include debates concerning the boundaries of the field, theories, models, terminology, standards, practices, and current problems. Our academic task is to create a coherent story that embraces the many perspectives to which we are exposed. In this way, we will be doing conflict resolution of these varying perspectives. We suggest that the heart of conflict resolution is in the sometimes-paradoxical truth of diverse viewpoints -- even on the subject of conflict resolution itself.

### **Pedagogy**

This class will practice engaged pedagogy. Pedagogy is the work or occupation of teaching, and "engaged" hopefully speaks for itself. What this means is that students will be expected to actively engage with the information offered by the instructor and the materials, both in class and in the assignments. Class format will involve less lecturing and more dialogue between students and students, and students and instructor. Dialogue focuses on collaborative learning, and is communication that can awaken expanded consciousness. This requires that both the instructor and the students think of them/our selves as knowledgeable learners who can both teach and learn in this class. This will be discussed in depth the first day of 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 a wide variety of conflict resolution models, and to critically assess their strengths and weaknesses.
3. Students will strengthen and enhance their grasp of the demands of academic writing, in particular for the field of conflict resolution.
4. Students will learn to situate conflicts in their appropriate contexts, through the use of multicultural examples and literary settings.
5. Students will become familiar with interdisciplinary journal articles pertaining to conflict resolution. This exposure will strengthen research skills, as well as provide examples of academic styles.

### **Required Reading**

*Texts will be sold by In Other Words Bookstore, and will be available at the Women's Resource Center on campus during the first week of class, and at In Other Words' permanent location thereafter.*

1. Oetzel, J. & Ting-Toomey, S. (Eds.). (2006). *The Sage handbook of conflict communication: Integrating theory, research, and practice*. Thousand Oaks, CA: Sage Publications.
2. Pan, M.L. (2008). *Preparing literature reviews* (3rd ed.). Glendale, CA: Pyrczak Publishing.
3. Other readings as assigned by instructor (electronic links and/or handouts will be provided)
4. All instructor postings on Blackboard course site

### **Recommended Reading**

1. Graff, G., & Birkenstein, C. (2006). *They say/I say: The moves that matter in academic writing*. New York: WW Norton & Company, Inc.

### **Course Participation – 100 points (10 classes @ 10 points each)**

We seek to create the best possible learning experience in this course. Not only is attendance and discussion important for your learning experience, but also the learning experience of all of the rest of us, students and teachers alike. We learn from each other. When you miss any portion of a class, the learning experience of the entire class is diminished. Absences or late arrivals, excused or not excused, affect our learning experience and threaten the success of that learning experience (and they also affect your grade). Therefore, we are asking you, as a member of this learning community, to affirm that this course is a priority in your life and take full responsibility for participation.

Attendance, reading, and discussion participation are all mandatory. To this end, be sure to sign the attendance sheet when you enter the class. Please note that it is not expected that you will read every word of every article assigned. This is a great time to perfect skimming, so that you can fully participate in class discussions. A key goal of this class is to enable you to understand and identify with perspectives that are different from your own views. To gain these perspectives, you need to prepare for class by doing the required reading and bringing questions and comments to class.

### **Online Component – 100 points (10 discussions @ 10 points each)**

Course assignments and additional reading will be posted on a Blackboard course site. If you have not used Blackboard before, please utilize the tutorials and FAQ information available on the login page: <http://psuonline.pdx.edu>. Registered students can access the Blackboard course-site through this link by logging in with your ODIN account login and password (if you have not set up your ODIN account, do so immediately in the basement of Smith). Please contact the help desk with any technical questions (503/725-HELP), and contact me with any content related questions. In addition to posting your own papers online, you are expected to contribute at least one discussion item per week in response to other students' papers, or offering an idea/question/comment in the general forum.

### **Weekly Critical Reflection – 200 points (8 papers @ 25 points each)**

Students will reflect on the weekly writing assignments in the form of a critical reflection paper, to be written each week. These papers should be approximately 500 words. The reflection paper will be posted online, and will be available to the instructor and classmates. The instructor will send you comments privately, and students are encouraged to comment on these reflections using constructive conflict resolution communication techniques.

### **Midterm Assignment 1: Small Group Presentations – 50 points**

The combined Perspectives classes will break into small groups to research a different model of conflict resolution. The various models of conflict resolution include, but are not limited to cultural models, the justice model, the problem solving model, the feminist model, the faith model, the social liberation model, the therapeutic model and the transformative model. Small groups will create a Wiki about your model, and will post it by Wednesday of Week 5 (additional instructions will be provided by the second week of class). The Week 5 reflection paper will be your reflection on the content and process of creating your Wiki in the small group, and will include a personal assessment of your contribution.

### **Midterm Assignment 2: Outline of Literature Review – 50 points**

The Outline of Literature Review can take whatever form best serves you in the process of developing your final project (the Literature Review). It can be an annotated bibliography of the literature you will be reviewing, or it can be an outline of the paper itself.

### **Final Project – 200 points**

This 2,000-word paper is an opportunity to familiarize yourself with an area of conflict theory that is of interest to you. This might be the beginning of your thesis research, or it might be a preliminary exploration of the field that will help you develop a clearer focus for your future thesis research. This is not expected to be a comprehensive assessment of the literature in your topic area, but it should be a generous sampling of the academic/scholarly research in your area of interest. Students will have 15-20 minutes each during the final class period to present their research.

### **Grading:**

A:	675-700
A-:	650-674
B+:	625-649
B:	600-624
B-:	575-599
C+:	550-574
C:	525-549
C-:	500-524
F:	Below 500
I:	Incompletes are discouraged and will only be given in extreme circumstances, and require a completed contract specifying how and when the course requirements will be completed.

***Please notify instructor immediately if you require special accommodation***

*If you have a communicable disease it is your responsibility to stay home*

*AND to make arrangements for missed class/work*

Week	Date	Topic	Assignment	Class
1	Sept. 29/30	Overview of Course Building a Learning Community	Hooks – handout POST Introduction	Course Overview Perspectives on CR Engaged Pedagogy Critical and Analytical Thinking
2	Oct 6/7	Academic Orientation	SAGE: pp. 1-64 Pan, Ch. 1 & 2 POST 1 <sup>st</sup> Reflection	Meet w/Research Librarian Lit Reviews
3	Oct 13/14	Interpersonal Conflict	SAGE: Part I Interpersonal Conflict Pan, Ch. 3 POST 2 <sup>nd</sup> Reflection	Inclusion/Exclusion Power and Privilege Stakeholder Participation
4	Oct 20/21	Organizational Conflict	SAGE: Part II Organizational Pan, Ch. 4 POST 3 <sup>rd</sup> Reflection	CR Systems Design
5	Oct 27/28	Models of Conflict  <b>We will not meet F2F this week</b>	<i>See Blackboard course content for preliminary suggestions for readings about different models</i> Pan, Ch. 5 <b>Midterm Assignments 1 &amp; 2 due!</b> POST 4 <sup>th</sup> Reflection	<u>Small Group Presentations</u> Justice Model Problem Solving Model Feminist Model Faith Model Social Liberation Model Therapeutic Model Transformative Model
6	Nov 3/4	Community Conflict	SAGE: Part III Community Conflict Pan, Ch. 6 POST 5 <sup>th</sup> Reflection	Just World Hypothesis Enmification
7	Nov 10/11	Intercultural/International Conflict  <b>We will not meet F2F this week</b>	SAGE: Part IV Intercultural/International Conflict Pan, Ch. 7 POST 6 <sup>th</sup> Reflection	Additional online discussion in lieu of F2F class (see BB site for details).
8	Nov 17/18	Scope of Discipline: Historic and Emerging Trends	Readings Posted on BB Pan, Ch. 8 POST 7 <sup>th</sup> Reflection	Cross-Cultural Simulation
9	Nov 24/25	Applications of CR	Readings Posted on BB Pan, Ch. 9 POST 8 <sup>th</sup> Reflection	Conflict Management Continuum
10	Dec 1/2	Final Presentations	None assigned	<u>Student Presentations of Literature Reviews</u>

