Introduction to Conflict Resolution
CR301U, CRN10792
Tuesday/Thursday 10am–11:45am, Fall 2006
NH227

Instructor: Amanda Byron
E-mail: abyron@pdx.edu
Phone: 503/725-9170
Office: NH223 Office hours by arrangement
Website: http://web.pdx.edu/~abyron

Required Text:
Packet: Smart Copy (additional reading may be assigned)
Book will be sold by In Other Words Bookstore

Course Description:
This class will introduce students to the field of conflict resolution studies. It will explore both
the nature of conflict and our understanding of what resolution seeks to achieve. Particular
emphasis will be placed on the strategies students currently employ towards conflict in their own
lives, with suggestions and examples that broaden their understanding of what is possible. Small
groups, simulated conflict situations, role plays, and examples from community partners work
will provide students with the opportunity to both understand their own strategies and develop
new ones.

This course is designed as a service-learning course. Students are asked to perform at least
fifteen hours of community service over the course of the term with an agency or organization
that serves the Portland area. This experiential learning will be used to both inform and expand
in-class work and assignments.

Finally, this class will practice what bell hooks calls engaged pedagogy. Pedagogy is the “work
or occupation of teaching,” 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 rarely involve lecturing, but
will instead employ dialogue between students and students, and students and instructor.
Dialogue here is defined as “a kind of speech that is humble, open, and focused on collaborative
learning. It is communication that can awaken 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.

Course Expectations:
Students are expected to be present in class and actively participate in discussion. Students will
be asked to participate in small, in-class discussion groups on a regular basis, and will be
encouraged to take leadership in discussing course materials.

There is a very reasonable amount of reading expected which should free you up to spend careful
attention on the writing assignments. Special emphasis will be placed on the development of
clear, direct, assertive communication that involves active listening and respect for others. This
kind of communication is to be practiced and incorporated into the written assignments, as well as in the weekly small group and class discussions.

**Attendance Policy:**
Tardiness and absence from class will directly impact your participation points. In addition, there will be 5 quizzes over the course of the term which, if missed, cannot be made up.

**Reflection Papers:**
Each week you are expected to write a 1-2 page reflection paper on the assigned readings (except during weeks 1, 5 and 10). Papers will be collected on Tuesdays at the beginning of class. The paper should be a reflection on your thoughts about the readings, as opposed to a simple summary or book report, and you are encouraged to share any insights or questions that you have in response. You can draw upon your own personal experiences to highlight your thoughts and reactions. Papers are expected to be well written and proofed for errors.

**Midterm Paper:**
The midterm paper is a five to eight (5-8) page research paper on an area of conflict resolution that is of particular interest to you. Your paper must follow either MLA or APA style and must use at least two academic sources outside of the required reading. Midterm papers are due in class on Thursday, October 26.

**Final Paper:**
The final paper is a five to eight (5-8) page paper that incorporates all you have learned from your service learning project into all that you have learned from the readings and discussions in this course. Using academic writing, this paper can be a reflection on your personal experience, emphasizing your learning about conflict resolution. Final papers are due on Thursday, November 30 (the final class period).

**Evaluation:**
Grades will be based on class performance and participation, seven reflection papers, five pop quizzes, your midterm paper and final paper. Reflection papers are worth 70 points (10 points each), quizzes are worth a total of 100 points (5 quizzes @ 20 points each), the midterm paper is worth 100 points, the final paper is worth 100 points, and participation in class is worth 85 points (17 classes @ 5 points each). In this system an A=409-455, a B=364-408, a C=318-363, a D=273-317, and an F=272 and below.

**SCHEDULE**

**Week One**
**September 26**
- **Introduction to class and members**
  - Reading: None

**September 28**
- **Discussion of Engaged Pedagogy**
- **Introduction to CR Communication**
  - Reading: Packet (P) - hooks, “Engaged Pedagogy”
  - P- Kornfield & Feldman, Story 1

**Week Two**
**October 3**
- **Discussion of “Conflict,” “Resolution, and “Conflict Resolution”**
October 5

**Developing Listening Skills**
Reading: P-Kornfield & Feldman, Story 2
P-Carbaugh, “I Can’t Do That…”
Text pp. 27-65

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**Week Three**
October 10

**NO CLASS – SERVICE LEARNING DAY**

October 12

**Conflict Styles**
Reading: Read about conflict styles and complete the personal inventory at:
Text pp. 67-86

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**Week Four**
October 17

**Power**
Reading: P-Kornfield & Feldman, Story 3
P-Kritek, “Recognizing and Uneven Table”

Search Internet for “Peggy McIntosh”+”White Privilege: Unpacking the invisible knapsack” and read article.

October 19

**Context of Conflict and Resolution**
Reading: P-Kornfield & Feldman, Story 4
Text pp. 105-130

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**Week Five**
October 24

**Culture and Conflict**
Reading: P-Kornfield & Feldman, Story 5
Go to: Read Stella Ting-Toomey article online @
[http://personal.anderson.ucla.edu/richard.goodman/c4web/Mindful.htm](http://personal.anderson.ucla.edu/richard.goodman/c4web/Mindful.htm)

October 26

**Morals, Values, and Ethics**

**MIDTERM DUE**
Reading: Article will be handed out in class (please remind me!)

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**Week Six**
October 31

**NO CLASS – SERVICE LEARNING**

November 2

**Understanding Violence**
Reading: P-Barak, “Violence and nonviolence: pathways to understanding”

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**Week Seven**
November 7

**Enmification**
Reading: P-Kornfield & Feldman, Story 6
Pennings, “Domination and subordination”

November 9  Nonviolence
Reading: P-Hanh, “Living Buddha, Living Christ”
         Martin Luther King Jr.’s “Letter from a Birmingham Jail”
         http://almaz.com/nobel/peace/MLK-jail.html

Week Eight
November 14  Media Violence
Reading: P-Kornfield & Feldman, Story 7
         Go to: http://www.freepress.net/content/beginners_guide
         Read entire beginners’ guide

5 POINTS EXTRA CREDIT: Go to http://mediamatters.org and write a
one page reflection on what you read there

November 16  Forgiveness and Reconciliation
Reading: P-Kornfield & Feldman, Story 8
         Text pp. 133-148

5 POINTS EXTRA CREDIT: Go to
http://www.theforgivenessproject.com and write a one page reflection on
what you read there

Week Nine
November 21  Neutrality
Reading: P-Safford, “What mediation is”

November 23  NO CLASS – THANKSGIVING DAY

Week Ten
November 28  Goals of Mediation/ Transformation versus Resolution
Reading: Text pp. 89-102
         P-Kornfield & Feldman, Story 9
         P-Davis, “Interview with Mary Parker Follet”

November 30  Conflict Resolution Final un-Jeopardy!
             FINAL PAPERS DUE!

Please notify instructor if you need special accommodation.

Work submitted by students will be evaluated for academic honesty. Any breech
of academic honesty will be met with the consequences established by Portland
State University policy.