

Syllabus CONF 601 – Distance Learning Course
Theories of Conflict and Conflict Resolution
Fall 2013

Meeting place: Blackboard 9.1

Weekly schedule: Each week runs Monday-Sunday starting on August 26, 2013

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Office Hours: by appointment (via telephone, email, Skype)

Prerequisite or co-requisite for all MS CONF majors – open to non-major graduate students

Course Description

This course examines major theories of conflict causation and motivation. It emphasizes the need for theories to inform processes of conflict resolution. It also aims to weave together ideas from conventional disciplines with new approaches, especially with regard to causes and methods of resolving deep-rooted conflict.

The multi- and inter-disciplinary nature of Conflict Resolution entails the need for a nuanced knowledge of the works of the parents of the field as well as other theories derived from Psychology, Sociology, International Relations and other social sciences.

Before considering the objective of resolving or possibly transforming social conflict, the imperative of analyzing issues, motives, positions and trajectories, either among individuals, groups, states or other stakeholders, requires a minimum familiarity with leading conceptual frameworks, which offer various interpretations of how the world works. Accordingly, the course

- introduces the field of conflict analysis and resolution,
- examines definitions of conflict and diverse views of its “resolution,”
- explores thinking about human behavior, and social systems as they relate to origins of conflict and role of conflict in violent and peaceful social change, and
- considers appropriate responses to conflict at interpersonal, inter-group, industrial, communal, and international levels.

Course Structure

- In broad outline, three types of social theories will be studied in this course:

Theories of human nature – viewing each individual as a unit of analysis; accounting for “**what is inside you**,” with an emphasis on what lies beneath the person’s consciousness. Human nature theories include basic human needs, aggression and psychoanalysis.

Theories of structure – viewing a social institution, typically comprised of sustained, hierarchical, and multi-layered human relationships, as a unit of analysis; accounting for “**what you are inside of**”. Structural theories include realism, functionalism, Marxism, modernization and globalization.

Theories of culture – viewing an epistemological system of meaning-making as a unit of analysis; accounting for “**what is inside us**,” with an emphasis on **shared interpretive lenses** with which to understand social phenomena. Cultural theories include meaning-making, culture and social identity and some aspects of the section on nonwestern perspectives of conflict.

Course Logistics

This course will use a distance learning format; the primary meeting space will be on Blackboard 9.1; and we will use other means of keeping in touch such as: email, telephone, and Skype. This is a rigorous course. In a typical week we will cover one topic and:

- you will read about 100-150 pages and discuss the material with your classmates
- accomplish on-line activities and respond to weekly requirements
- work on assignments to be submitted through Blackboard according to the assignment schedule.

Though the delivery method is different, it should take you the same amount of time as a typical graduate course. Because this class is accelerated, you should **expect to spend 8 to 10 hours on coursework each week** (this includes the time you would have spent in a classroom). It is critical to keep up with weekly requirements. I will provide a folder each week in our Blackboard course to specify required activities and assignments (available by clicking on ‘Course Contents’ on the course menu in Blackboard).

Instructor-Student Communication

I will respond to your emails within 48 hours. If I will be away from email for more than one day, I will post an announcement in the Blackboard course folder.

Before sending an email, please check the following (available on your Blackboard course menu) **unless the email is of a personal nature**:

1. Syllabus
2. Help forum (Feel free to respond to other students in the Help forum if you know the answer.)
3. Blackboard videos on how to use Blackboard features
4. Blackboard Q&A, and
5. Technology Requirements.

Mason EMAIL

- Mason requires that Mason email be used for all courses. I will be sending messages to your Mason email and you are responsible for making sure you have access to these messages.
- You may forward your Mason e-mail to other accounts but always use your Mason e-mail when communicating with me to allow verification of your identity.
- You are required to check your Mason e-mail account regularly and to keep your mailbox maintained so that messages are not rejected for being over quota.
- When you email me, you can expect a response within 48 hours. If I am going to be away from email for more than two days, I will send an announcement to the class.
- When you email me, be sure to include **CONF601** at the beginning of the subject heading to alert me that I have received a message from one of my online students.

Blackboard (Available on August 26, 2013)

We will use Blackboard 9.1 for the course. Additional guidance on individual assignments and discussion questions will be posted there. Use the Blackboard assignment drop box to submit your work for grading. Please visit our Blackboard site regularly.

Access Blackboard 9.1 by following these steps:

1. Go to <http://mymason.gmu.edu>.
2. Login using your NETID and password,
3. Click on the 'Courses' tab.
4. Double-click on "**201370.80242 CONF-601-DL1 (Fall 2013)**" under the "Blackboard 9.1 Course" heading.

Technology Requirements for this Course

Hardware:

You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required to take a distance education course consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you are considering the purchase of a new computer, please go to <http://compstore.gmu.edu/pdfs/TechGuide.pdf> to see recommendations.

Software:

This course uses Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See [supported browsers and operating systems](#). Log in to [myMason](#) to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use [Acrobat Reader](#), [Flash](#), [Java](#) (Windows), and [Windows Media Player](#), [QuickTime](#) and/or [Real Media Player](#). Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free at <http://antivirus.gmu.edu>.

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch http://support.apple.com/kb/VI54?viewlocale=en_US about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

Hardware or software required for this course or program may be available for purchase at [Patriot Computers](#) (the University's computer store that offers educational discounts and special deals).

Student Responsibilities

MasonLive/Email:

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. For accessibility and privacy, the university, school, and program will send communications to students solely through their Mason email account—students should respond accordingly (See <https://thanatos.gmu.edu/masonlive/login>).

Patriot Pass

Once you sign up for your Patriot Pass, your passwords will be synchronized, and you will use your Patriot Pass username and password to log in to the following systems: Blackboard, University Libraries, MasonLive, myMason, Patriot Web, Virtual Computing Lab, and WEMS. [See <https://password.gmu.edu/index.jsp>].

Students with Disabilities:

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).

Academic Integrity

Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. The tenet must be a foundation of our university culture. [See <http://academicintegrity.gmu.edu/distance>].

Honor Code and Virtual Classroom Conduct:

Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honorcode/>).

We value critical thinking and therefore, it is imperative that students read the assigned books and articles prior to the class with a critical eye. Active thought, quality of inputs, and a conflict resolution attitude should be your guiding principles.

Work Ethic:

CONF 601 is designed as a collaborative learning experience. It is important that students participate in every class and that they contribute actively to groups and class discussions. Please participate enthusiastically in group activities while respecting the opinions and valuing the work of other group members. You will be disappointed in this class if you focus on individual effort alone.

However, any individual work should be strictly your own. Presenting another's work as your own (plagiarism) will result in a zero grade for the assignment. Also, please let me know how your final paper relates to your previous academic work—it is a problem if you just recycle a previously-written paper. While a powerful tool, please use the Internet with caution. Reference your sources, resist the temptation to cut and paste material into your own work, and use independent validation of the information where appropriate.

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**

University Policies

Students must follow the university policies. [See <http://universitypolicy.gmu.edu>].

Responsible Use of Computing

Students must follow the university policy for Responsible Use of Computing. [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing>].

University Calendar

Details regarding the current Academic Calendar. [See <http://calendar.gmu.edu>].

University Catalog

The current university catalog. [See <http://catalog.gmu.edu>].

Student Services

Writing Center:

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. (See <http://writingcenter.gmu.edu>). ESL Help: The program was designed specifically for students whose first language is not English who feel they might benefit from additional, targeted support over the course of an entire semester. (See http://writingcenter.gmu.edu/?page_id=10).

University Libraries:

University Libraries provides resources for distance students. (See <http://library.gmu.edu/distance>).

Counseling and Psychological Services

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu>].

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See <http://registrar.gmu.edu/privacy>].

Required Readings

- Book chapters and articles can be found on GMU's electronic reserves, accessed online or accessed through the library ebook collection.
- Access E-Reserves following these steps:
 1. Go to: <http://furbo.gmu.edu/cgi-bin/ers/OSCRnexttermgen.cgi>
 2. Click on the drop-down menu next to "Select a course" and click on the course # CONF601 and section for the course,
 3. Click on the drop down menu next to "Select an instructor" and click on Creed, Pamela - **CONF 601 DL1**
 4. Type the password **rebel** into the text box and click "Submit,"

- Please refer to the following schedule and list of readings in order to complete the correct required readings for each week.

Week 1: **Introduction: Why Conflict Theory?**

- Education in Conflict Analysis and Resolution by Richard Rubenstein. Online:
<http://www.unrestmag.com/education-in-car/>

Week 2: **Realism**

- Hans J. Morgenthau. 1967. *Politics among Nations*, Chapter 1, pp. 3-16. (e-reserves)
- Waltz, Kenneth. 2000. "Structural Realism after the Cold War", *International Security*, Vol. 25, No. 1, pp. 5-41.
<http://mutex.gmu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=3506816&site=ehost-live&scope=site>
- James E. Dougherty and Robert L. Pfaltzgraff, Jr. 2001. Chapter 2: From Realist to Neorealist and Neoclassical Realist Theory. *Contending Theories of International Relations: A Comprehensive Survey*, 5th edition. Pp. 63-103. (e-reserves).

Week 3: **Functionalism**

- Lewis A. Coser. 1956. Chapters 2, 3, and 4. *The Functions of Social Conflict*. (e-reserves)

Week 4: **Basic Human Needs (BHN)**

- A.H. Maslow. 1943. "A Theory of Human Motivation," *Psychological Review*, 50, pp. 370-396.
<http://mutex.gmu.edu/login?url=http://psycnet.apa.org/journals/rev/50/4/370/>
- John Burton. "Introducing the Person into Thinking about Social Policies." Online:
http://www.gmu.edu/academic/ijps/vol6_1/Burton3.htm.
- John Burton. "Where Do We Go From Here?" Online: http://www.gmu.edu/academic/ijps/vol6_1/Burton4.htm
- Johan Galtung. 1991. "International Development in Human Perspective," in *Conflict: Human Needs Theory*, Ed. John Burton, pp. 301-335. (e-reserves)
- Richard E. Rubenstein. 1996. "Basic Human Needs: Steps Toward Further Theory Development," online:
www.gmu.edu/academic/ijps/vol6_1/Rubenstein.htm

Week 5: **Aggression and Relative Deprivation**

- R. Gurr. "Psychological Factors in Civil Violence," *World Politics*, Vol. 20, No. 2, January 1968, pp. 245-278.
<http://mutex.gmu.edu/login?url=http://www.jstor.org/stable/2009798>
- Ted R. Gurr. "Relative Deprivation and the Impetus to Violence," in *Why Men Rebel*, Chp. 2, pp. 22-58.
(e-reserves)
- James E. Dougherty and Robert L. Pfaltzgraff, Jr. "Microcosmic Theories of Violent Conflict," in *Contending Theories of International Relations*, 5th ed., Chp. 6, pp. 231-263. (e-reserves)
- Chris Hedges. "Introduction" in *War is a Force that Gives Us Meaning*. Public Affairs: New York, NY, 2002. (e-reserves)

Week 6: **Theories of the Person and Identity: Psychoanalysis**

- David B. Stephenson, 1996. "The Freud Web." Section "Theory of the Mind"; Online: <http://www.victorianweb.org/science/freud/>
- Christopher Mitchell, "Psychological Dimensions of Conflict," from *The Structure of International Conflict*. (e-reserves)
- Vamik Volkan. 2004. *Blind Trust: Large Groups and Their Leaders in Times of Crisis and Terror*, pp. 23-55. (e-reserves)
- Stephen A. Mitchell and Margaret J. Black: *Freud and Beyond, A History of Modern Psychoanalytic Thought*, Chapter 1.(e-reserves)

Week 7: **Culture and Social Identity**

- Linda Myers. 2008. "Toward Fuller Knowledge in Peace Management and Conflict Resolution: The Importance of Cultural Worldview," in *Re-centering Culture and Knowledge in Conflict Resolution*, Trujillo, Mary, et. al. (Eds), Syracuse University Press, chapter 2, pp. 20-31. (e-reserves)
- Kevin Avruch. 2012. "Culture Theory, Culture Clash, and the Practice of Conflict Resolution", in *Context and Pretext in Conflict Resolution: Culture, Identity, Power and Practice*, Paradigm Publishers, Chp. 6, pp. 81-95 (e-reserves)
- Samuel P. Huntington. 1993. "The Clash of Civilizations?" *Foreign Affairs*. Summer, vol. 72. Access: <http://mutex.gmu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9308115868&site=ehost-live&scope=site>
- Black, Peter and Kevin Avruch. "Cultural Relativism, Conflict Resolution and Social Justice." Vol 6, No. 1 and 2. Nov. 1999. Online: <http://www.gmu.edu/academic/pes/BlackAvruch61PCS.html>
- Henri Tajfel and John Turner. 1979. "An Integrative Theory of Intergroup Conflict," in WG Austin and S. Worchel *The Social Psychology of Intergroup Relations*, pp. 33-47 (e-reserve).

Week 8: **Marx and Class Struggle**

- Leslie Stevenson and David L. Haberman, eds. (4th ed.) *Ten Theories of Human Nature*, Chapter 7 – "Marx: The Economic Basis of Human Societies," pp. 138-156.(e-reserve)
- Richard E. Rubenstein. 1993. "Resolving Class Conflicts," *Conflict Resolution Theory and Practice: Integration and Application*. (Ed). D.J.D. Sandole and H. van der Merve, pp. 146-157. (e-reserve)
- Nancy Fraser, "Rethinking Recognition," *New Left Review*, May-June 2000. Online: www.newleftreview.org/?view=2248

Week 9: **Modernization and Globalization**

- Benjamin Barber. "Jihad vs. McWorld," *The Atlantic Monthly*. March 1992. Online: <http://www.theatlantic.com/doc/199203/barber>
- Paul Collier, 2006. "Economic Causes of Civil Conflict and their Implications for Policy," pp 1-25. Available online: <http://users.ox.ac.uk/~econpco/research/pdfs/EconomicCausesofCivilConflict-ImplicationsforPolicy.pdf>
- Hans Blockland. 2006. "The Modernization of Politics and Society," in *Modernization and Its Political Consequences*, Yale University Press, Chapter 5, pp. 183-209. (e-reserve)

Week 10: First Short Essay Question Distributed
No Readings

Week 11: No Readings; Film Presentation

Week 12: **Non-Western Perspectives on Conflict**

- Mohammed Abu-Nimer. 2000-2001. A Framework for Nonviolence and Peacebuilding in Islam. *The Journal of Law and Religion*. Vol 15, no. 1 and 2, pp 217-265. <http://mutex.gmu.edu/login?url=http://www.jstor.org/stable/1051519>
- Mohammed Abu-Nimer. 2010. "An Islamic Model of Conflict Resolution", in *Crescent and Dove: Peace and Conflict Resolution in Islam*, Qamar Ulhuda (Ed), USIP, chp 4, pp. 73-92. (e-reserve)
- Nomonde Masina. 2000. "Xhosa Practices of *Ubuntu* for South Africa", in *Traditional Cures for Modern Conflicts*. Edited by I.W. Zartman, pp. 169-181. (e-reserve)
- Johan Galtung. 1988. "Peace and Buddhism: An Evaluation of Strong and Weak Points", in *Transarmament and the Cold War: Peace Research and the Peace Movement*, pp. 369-380. (e-reserve)

Week 13: **Postmodernism**

- Michel Foucault. 1979. "The Body of the Condemned" in *Discipline and Punish: The Birth of the Prison*, pp. 3-31. (e-reserve)
- Vaclav Havel. 1994. "The Need for Transcendence in the Postmodern World." Online: <http://www.worldtrans.org/whole/havelspeech.html>
- "Foucault and Feminism," *Internet Encyclopedia of Philosophy*, Online: <http://www.iep.utm.edu/f/foucfem.htm>
- Scott Hughes. "Understanding Conflict in a Postmodern World", *Marquette Law Review*, Vol. 87, issue 4, 2004. <http://mutex.gmu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=12761666&site=ehost-live&scope=site>

Week 14: **Narrative and Discourse**

- Jerome Bruner. 1991. "The Narrative Construction of Reality," *Critical Inquiry*.
<http://mutex.gmu.edu/login?url=http://www.jstor.org/stable/1343711>
- John Winslade, Gerald Monk and Alison Cotter. 1998. "A Narrative Approach to the Practice of Mediation," *Negotiation Journal*.
<http://mutex.gmu.edu/login?url=http://onlinelibrary.wiley.com/doi/10.1111/j.1571-9979.1998.tb00146.x/abstract>
- Pamela Creed, 2013. "Receiving the Narrative", chp. 4, pp. 59-76 and "Embracing Uncertainty," chp. 6, pp. 99-119, in *Ethics, Norms and the Narratives of War: Creating and encountering the enemy other*. (ebook)

Week 15: **Conclusion -Toward a Theory of Conflict**

- Reread: Education in Conflict Analysis and Resolution by Richard Rubenstein. Online:
<http://www.unrestmag.com/education-in-car/>

Course Overview

- In addition to the required readings there are activities due each week. See the course schedule below for the assigned activities.
- There are other significant assignments outlined below. You will find these assignments on Blackboard where you will post your creative responses or links to them, as appropriate.
- It is important to complete all work on schedule, but if there are extenuating circumstances; such as sickness, family issues, or religious observances that conflict with our schedule, please let me know as soon as possible—I will try to accommodate your needs.

Major Assignment Component(s)

Assignment	Points	Due Date
Concept Journal/Handbook	35	December 15 th
Second Short Essay	20	December 1st
First Short essay	20	November 3rd
Participation (includes blogs and discussions)	25	Ongoing
Total	100	

Grading Scale (points)

A 100-93

A- 92-90

B+ 89-87

B 86-83

B- 82-80

C 79-70

F <70

Description of Assignments

Assignment	Points	Description
<p>Concept Journal/Handbook</p>	<p>35</p>	<p>The Concept Journal is an exercise that consists of two parts. In this assignment you will develop a conceptual journal that will serve as a handbook for you after the course is completed. Through the development of the journal, you will explore the meaning of the various ideas we have used in class. In this journal/handbook you can rely upon any of the readings assigned, related readings that you have encountered in other classes and real world examples that help to illustrate your case. The journal/handbook will be worth 35% of the grade and should be roughly 35-45 pages of narrative in length. This is the final paper for the course. It should cover those concepts that you take to be the most important for the field of conflict analysis and resolution and that you consider most relevant to your own work.</p> <p>In order to prepare for the final product, each student will be expected to present a concept journal entry by the end of most weeks, for a total of 11 entries. This journal entry will be two to three pages in length and will capture the major concepts presented in any given work (readings and videos) and all of the verbatim terms or phrases and key words that author associates with the concepts. Each student will be responsible for submitting 11 of these journal entries (ON TIME) and each entry will account for 2 points for a total of 22 points toward the final grade for this assignment. The final product will be an accumulation of those points earned for each journal entry plus the additional points added for the synthesis of the whole product, making a total of 35 points.</p> <p>For each week required (11 weeks), write your journal entry in a Word document and then copy your document into that week's journal page. Save each week's documents so that you are prepared to compile and synthesize your work for a final handbook. The final product should be Times New Roman, 12 pt. font, inch margins and include a title page, page numbers, references, a one page introduction and a four-six page final reflection that synthesizes those theories or concepts you found most relevant for understanding social conflict and resolution. Keep track of your references as you work each week. The final product should be submitted as a word document in the blackboard assignment folder. The title page and reference pages should not be included in the final page count.</p> <p>Please refer to the Concept Journal rubric for the criteria used to judge the final handbook. Click on Rubrics in the course menu to view.</p>

Participation	25	<p>Active participation in discussions is expected most weeks. View all videos; complete all readings for use as supporting evidence for discussions and papers. Accomplish all activities, and interact with classmates each week. For discussions and group activities, organize yourself and begin participating early in the week out of consideration for your classmates and professor. Everyone needs to participate every week--the participation grade will measure that plus punctuality, quality of inputs, and the results of the 2 point activities assigned most weeks. For discussions on Blackboard each week, please post your first input by Thursday. You should include at least two more responses to original postings by other students by Sunday. Please refer to the "Participation Rubric" in Blackboard for specific grading criteria.</p> <p>Netiquette For Online Discussions [1]</p> <p>Our discussion should be collaborative, not combative; you are creating a learning environment, sharing information and learning from one another. Respectful communication is important to your success in this course and as a professional. Please re-read your responses carefully before you post them so others will not take them out of context or as personal attacks. Be positive to others and diplomatic with your words and I will try my best to do the same. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism. Experience shows that even an innocent remark in the online environment can be easily misconstrued.</p> <hr/> <p>[1] Netiquette prepared by Charlene Douglas, Associate Professor, College of Health & Human Services, GMU.</p>
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First short essay	20	<p>A question for the first short essay will be available on October 28th and due by November 3 and must be submitted through Blackboard. The essay should be 4-5 pages double-space Times New Roman with 12 pt font and 1 inch margins and written in a Word document. Please include a title page and reference page if sources outside of class readings are used. For class readings, in-text citations are sufficient.</p> <p>Please refer to the Short Essay Rubric” for specific grading criteria. (Click on “Rubrics” in the Course menu to view.)</p>
Second short essay	20	<p>A question for the first short essay will be available on November 18 and due by December 1 and must be submitted through Blackboard. The essay should be 4-5 pages double-space Times New Roman with 12 pt font and 1 inch margins and written in a Word document. Please include a title page and reference page if sources outside of class readings are used. For class readings, in-text citations are sufficient.</p> <p>This should be written in a word document and submitted through by December 1.</p> <p>Please refer to the “Short Essay Rubric” for specific criteria. (Click on “Rubrics” in the Course menu to view.)</p>

Learning outcomes

By the end of this course, students will be able to

1. Refer to concepts covered in CONF 501 (taken concurrently with or prior to CONF 601) and integrate the major theories, schemas and models in the field of Conflict Analysis and Resolution into their analyses of conflict in this course.
2. Distinguish between three types of social theories and distinguish units of analysis.
3. Identify, explain and critique a range of classical social theories that may prove useful in analyzing various types of social conflict.
4. Evaluate the usefulness of these social theories by applying them to specific conflict situations.
5. Compare and contrast alternative theoretical approaches to conflict analysis and resolution.
6. Decide on and justify the application of particular conflict theories to conflict situations.
7. Develop concepts and theories of conflict and conflict resolution that will be useful in their own scholarship, practice and work life.
8. Examine their own personal and cultural assumptions about the causes of conflict and the possibilities for its resolution.

Weekly Schedule

This schedule is subject to change in the event of unforeseen circumstances (e.g., weather, etc.). Changes will be negotiated with the students.

Weekly Schedule

Distance learning courses are dynamic—to ensure we achieve our learning outcomes, we may need to negotiate weekly schedule changes. We will focus on learning, fairness, and reason in any approved changes. **Each week's readings, activities and assignments require approximately 8 to 10 hours.**

<u>Weeks</u>	<u>Topics</u>	<u>Activities</u>	<u>Assignments</u>
Week 1 August 26- September 1 Learning Outcome	Introduction to the course and to each other	<p>The participation score will be based on the timeliness and quality of weekly discussions and activities.</p> <p>Learning Objectives: Understanding</p> <p>Students will identify syllabus content and relate other students' names to their experience with conflict resolution.</p> <ul style="list-style-type: none">○ About yourself: Complete Introductions○ Quiz on syllabus○ Video Mini-Lecture: Welcome and meet your professor○ Required Reading○ Group Discussion <p>Click on "Groups" on the Course menu to view the names of students assigned to each group.</p> <p>Initial Post due Thursday 8/29; two or more responses due Sunday 9/1.</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>No Assignment at this time.</p>

<u>Weeks</u>	<u>Topics</u>	<u>Activities</u>	<u>Assignments</u>
<p>Week 2 September 2 – September 8</p> <p>Learning Outcomes: #1, #2, #3</p>	<p>Realism</p>	<p>The participation score will be based on the timeliness and quality of weekly discussions and activities.</p> <p>Learning Objectives: Understanding/Applying</p> <p>Students will identify and describe the essential points of realism and examine how they have been applied or might be applied to a conflict with which they are familiar.</p> <ul style="list-style-type: none"> ○ Required Reading ○ Video Presentation: John Mearsheimer on <i>Realism</i> ○ View video mini-lecture ○ Group Discussion <p>Click on “Groups” on the Course menu to view the names of students assigned to each group.</p> <p>Initial Post due Thurs., 9/5; two or more follow-up responses due Sunday, 9/8.</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives:</p> <p>Students will identify and describe the essential points of realism.</p> <ul style="list-style-type: none"> ○ Begin Concept Journal. In your journal, write a two-three page reflection that includes the essential terms and points of realism. Describe how aspects of realism have been or might be applied to a conflict with which you are familiar. <p>Due Sunday 9/8.</p>

<u>Weeks</u>	<u>Topics</u>	<u>Activities</u>	<u>Assignments</u>
<p>Week 3 September 9 – September 15</p> <p>Learning Outcomes: #1, #2, #3, #4</p>	<p>Functionalism</p>	<p>The participation score will be based on the timeliness and quality of weekly discussions and activities.</p> <p>Learning Objectives: Understanding/Applying</p> <p>Students will identify, describe and examine how realism and functionalism are reflected in Robert McNamara’s reflection on the American War in Vietnam.</p> <ul style="list-style-type: none"> ○ Required Reading ○ View the feature film <i>The Fog of War: Eleven Lessons from the Life of Robert S. McNamara</i>, 2003. (Time: 1:44) <p>http://www.youtube.com/watch?v=KkQk50qtTwo</p> <ul style="list-style-type: none"> ○ Group Discussion <p>Click on “Groups” on the Course menu to view the names of students assigned to each group.</p> <p>Initial Post due Thurs., 9/12; two or more follow-up responses due Sunday, 9/15.</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives:</p> <p>Students will summarize and consider the essential points of functionalism.</p> <ul style="list-style-type: none"> ○ Continue with Concept Journal. Create an entry for Functionalism that includes a summary of the essential terms and points and a reflection on the usefulness of functionalism in understanding a social conflict with which you are familiar. <p>Due Sunday, 9/15.</p>

<u>Weeks</u>	<u>Topics</u>	<u>Activities</u>	<u>Assignments</u>
<p>Week 4 September 16 – September 22 Learning Outcomes: #1, #2, #3, #4, #5</p>	<p>Basic Human Needs (BHN)</p>	<p>The participation score will be based on the timeliness and quality of weekly discussions and activities.</p> <p>Learning Objectives: Understanding/Applying/Evaluating</p> <p>Students will identify, describe and examine the essential points of Basic Human Needs Theory and consider how it has been applied or might be applied to a conflict with which they are familiar.</p> <ul style="list-style-type: none"> ○ Required Readings ○ View video mini-lecture ○ Group Discussion (debate) <p>Students on the top half of your group’s list of names will take the side of “pro” (would have an impact) and students on the bottom half will take the position of “con” (would not have an impact).</p> <p>Click on “Groups” on the Course menu to view the names of students assigned to each group.</p> <p>Initial Post due Thurs., 9/19; two or more follow-up responses due Sunday, 9/22.</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives: Students will summarize and consider the essential points of basic human needs and consider how it has been or might be applied to a conflict with which they are familiar.</p> <ul style="list-style-type: none"> ○ Continue with Concept Journal. Create a two-three page entry that summarizes the essential terms and points of BHN and reflect on its usefulness in understanding and/or resolving a social conflict with which you are familiar. <p>Due Sunday, 9/22.</p>

<u>Weeks</u>	<u>Topics</u>	<u>Activities</u>	<u>Assignments</u>
<p>Week 5 September 23 – September 29</p> <p>Learning Outcomes: #1, #2, #3, #4, #5</p>	<p>Aggression and Relative Deprivation</p>	<p>The participation score will be based on the timeliness and quality of weekly discussions and activities.</p> <p>Learning Objectives: Understanding/Applying/</p> <p>Students will identify, describe and apply the essential points of theories of aggression and relative deprivation.</p> <ul style="list-style-type: none"> ○ Required Readings ○ View mini-lecture ○ View video: Chris Hedges, <i>War is a Force that Gives Us Meaning</i>, http://www.youtube.com/watch?v=UMQ7G94DnPc <p>Click on “Groups” on the Course menu to view the names of students assigned to each group.</p> <ul style="list-style-type: none"> ○ Group Discussion (debate) ○ Students on the top half of your group’s list of names will take the position of “con” (not useful) and students on the bottom half will take the position of “pro” (useful). <p>Initial Post due 9/26; two or more follow-up responses due 9/29.</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives:</p> <p>Students will summarize the essential points and terms of aggression and relative deprivation theories and consider their usefulness and/or weaknesses to understanding social conflict.</p> <ul style="list-style-type: none"> ○ Continue with Concept Journal. Create a two-three page entry that summarizes the essential terms and points of relative deprivation, aggression theories and arguments by Chris Hedges. Consider which, if any, would be useful for understanding a social conflict with which you are familiar. <p>Due Sunday, 9/29.</p>

<u>Weeks</u>	<u>Topics</u>	<u>Activities</u>	<u>Assignments</u>
<p>Week 7 October 7- October 13 Learning Outcomes: #1, #2, #3, #4, #5</p>	<p>Culture and Social Identity</p>	<p>Learning Objectives: Understanding/Applying/Evaluating</p> <p>Students will identify, describe and evaluate theories of culture and identity as applied to social conflict.</p> <ul style="list-style-type: none"> ○ Required Readings ○ View video: Philosopher and Islamic Scholar, Tariq Ramadan on the Charlie Rose Show (Est time: .5 hour) ○ View video mini-lecture. ○ Group Discussion (debate) <p>Students on the top half of your group's list of names will take the side of "pro" (agree with the thesis) and students on the bottom half will take the position of "con" (disagree).</p> <p>Click on "Groups" on the Course menu to view the names of students assigned to each group</p> <p>Initial Post due Thurs., 10/10; two or more follow-up responses due Sunday, 10/13.</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning objectives: Students will summarize the essential points and terms of theories of culture and social identity and consider their usefulness and/or weaknesses to understanding social conflict.</p> <ul style="list-style-type: none"> ○ Continue with Concept Journal. Create a two-three page entry that summarizes the essential terms and points covered in this week's readings and video. Consider how theories of the person would be useful for understanding a social conflict with which you are familiar. <p>Due Sunday, 10/13.</p>

<u>Weeks</u>	<u>Topics</u>	<u>Activities</u>	<u>Assignments</u>
<p>Week 8 October 14 – October 20 Learning Outcomes: #2, #3, #4, #5, #6</p>	<p>Marx and Class Struggle</p>	<p>The participation score will be based on the timeliness and quality of weekly discussions and activities.</p> <p>Learning Objective: Understanding/Applying/Evaluating</p> <p>Students will identify, describe and evaluate theories of class struggle as applied to social conflict.</p> <ul style="list-style-type: none"> ○ Required Readings ○ View mini-lecture ○ View Video: Vivienne Jabri Lecture on Critical Theory and Intervention, Part II ○ View TedTalk: <i>Eric X. Li: A tale of two political systems</i> ○ Group Discussion <p>Click on “Groups” on the Course menu to view the names of students assigned to each group.</p> <p>Initial Post due Thurs., 10/17; two or more follow-up responses due Sunday, 10/20.</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives</p> <p>Students will summarize the essential points and terms of theories of class struggle and consider their usefulness and/or weaknesses to understanding social conflict.</p> <ul style="list-style-type: none"> ○ Continue with Concept Journal. Create a two-three page entry that summarizes the essential terms and points covered in this week’s readings. Consider how theories of class struggle would be useful for understanding a social conflict with which you are familiar. <p>Due Sunday, 10/20</p>

<u>Weeks</u>	<u>Topics</u>	<u>Activities</u>	<u>Assignments</u>
<p>Week 6 September 30 – October 6 Learning Outcomes: #2, #3, #4</p>	<p>Theories of the Person and Identity: Psychoanalysis</p>	<p>Learning Objectives: Understanding/Applying/Evaluating Students will identify, describe and evaluate theories of the person as applied to social conflict.</p> <ul style="list-style-type: none"> ○ Mini-Lecture ○ Required readings ○ View video: <i>Beirut to Bosnia – The Road to Palestine</i>, Robert Fisk ○ Blog <p>Due Sunday, October 6</p>	<p>Learning Objectives Students will summarize the essential points and terms of theories of the person and consider their usefulness and/or weaknesses to understanding social conflict.</p> <ul style="list-style-type: none"> ○ Continue with Concept Journal. Create a two-three page entry that summarizes the essential terms and points covered in this week’s readings and video. Consider how theories of the person would be useful for understanding a social conflict with which you are familiar. <p>Due Sunday, October 6.</p>

<u>Weeks</u>	<u>Topics</u>	<u>Activities</u>	<u>Assignments</u>
<p>Week 9 October 21 – October 27 Learning Outcomes: #2, #3, #4, #5</p>	<p>Modernization and Globalization</p>	<p>The participation score will be based on the timeliness and quality of weekly discussions and activities.</p> <p>Learning Objectives: Understanding/Applying/Evaluating</p> <p>Students will identify, describe and evaluate theories of modernization and globalization as applied to social conflict.</p> <ul style="list-style-type: none"> ○ Required Readings ○ View Video: Seyla Benhabib on Globalization (est time: 1 hour). ○ Group Discussion <p>Click on “Groups” on the Course menu to view the names of students assigned to each group.</p> <p>Initial Post due 10/24. Two or more follow-up responses due 10/27.</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives: Students will summarize the essential points and terms of theories of modernization and globalization and consider their usefulness and/or weaknesses to understanding social conflict.</p> <ul style="list-style-type: none"> ○ Continue with Concept Journal. Create a two-three page entry that summarizes the essential terms and points covered in this week’s readings and video. Consider how theories of modernization and globalization would be useful for understanding a social conflict with which you are familiar. <p>Due Sunday, 10/27.</p>

<u>Weeks</u>	<u>Topics</u>	<u>Activities</u>	<u>Assignments</u>
<p>Week 10 October 28 – November 3 Learning Outcomes: #2, #3, #4, #5, #6</p>	<p>First short essay – one week to complete.</p>	<p>First short essay question to be distributed October 28th.</p>	<p>Work on first short essay. Submit first short essay by November 3rd through Blackboard Assignment.</p>

<u>Weeks</u>	<u>Topics</u>	<u>Activities</u>	<u>Assignments</u>
<p>Week 11 November 4 – November 10 Learning Outcomes: #2, #3, #4, #5, #6</p>	<p>Film Presentation <i>Pretty Village, Pretty Flame</i></p>	<p>The participation score will be based on the timeliness and quality of weekly discussions and activities.</p> <p>Learning Objectives: Understanding/Applying/Evaluating Students will decide which theories studied in class are most useful for understanding the social conflict as portrayed in the film.</p> <ul style="list-style-type: none"> ○ No Required Readings. ○ Film Presentation: <i>Pretty Village, Pretty Flame</i> http://www.youtube.com/watch?v=jxzJ4wnGuSI ○ BB simulation/debate in small groups <p>Click on “Groups” on the Course menu to view the names of students assigned to each group.</p> <p>Initial Post due 11/7. Two or more follow-up responses due 11/10.</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Students will understand, apply and evaluate the various theories of social conflict studied so far in the class. ○ Continue working on Concept Journal (catch-up if necessary)

Weeks	Topics	Activities	Assignments
<p>Week 12 November 11- November 17 Learning Outcomes: #2, #3, #4, #5, #6, #7, #8</p>	<p>Non-Western Perspectives on Conflict</p>	<p>Learning Objectives: Understanding/Applying/Evaluating Students will identify, describe and evaluate non-western perspectives of conflict as applied to social conflict.</p> <ul style="list-style-type: none"> ○ Required Readings ○ View mini-lecture ○ View Video: John Esposito on Islam (est. time: 40 minutes) ○ 4-Panel Group Recommendation <p>You have two weeks to complete this activity.</p> <p>Due Sunday, 11/24</p>	<p>Learning Objectives: Students will summarize the essential points and terms of various nonwestern perspectives of conflict and consider their usefulness and/or weaknesses to understanding social conflict.</p> <ul style="list-style-type: none"> ○ Continue with Concept Journal. Create a two-three page entry that summarizes the essential terms and points covered in this week's readings and video. Consider how nonwestern perspectives on conflict would be useful for understanding a social conflict with which you are familiar. <p>Due Sunday, 11/17.</p>

<u>Weeks</u>	<u>Topics</u>	<u>Activities</u>	<u>Assignments</u>
<p>Week 13 November 18- November 24 Learning Outcomes: #2, #3, #4</p>	<p>Postmodernism</p> <p>Second essay question distributed.</p>	<p>The participation score will be based on the timeliness and quality of weekly discussions and activities.</p> <p>Learning Objectives: Understanding/Applying/Evaluating</p> <p>Students will identify, describe and evaluate theories of postmodernism as applied to social conflict.</p> <ul style="list-style-type: none"> ○ Required Readings ○ View Part I: Vivienne Jabri Lecture on Critical Theory and Intervention ○ Continue working on 4-Panel Group Recommendation ○ Concept Journal <p>Due Sunday, 11/24</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives</p> <p>Students will summarize the essential points and terms of theories of postmodernism and consider their usefulness and/or weaknesses to understanding social conflict.</p> <p>Continue with Concept Journal. Create a two-three page entry that summarizes the essential terms and points covered in this week's readings and video. Consider how theories of postmodernism would be useful for understanding a social conflict with which you are familiar.</p> <p>Due Sunday, 11/24.</p> <p>Second Essay Question Distributed. Due Sunday, 12/1.</p>

<u>Weeks</u>	<u>Topics</u>	<u>Activities</u>	<u>Assignments</u>
<p>Week 14 November 25 – December 1 (Thanksgiving Week) Learning Outcomes: #2, #3, #4, #5, #6</p>	<p>Narrative and Discourse</p>	<p>The participation score will be based on the timeliness and quality of weekly discussions and activities.</p> <p>Learning Objectives: Understanding/Applying/Evaluating</p> <p>Students will identify, describe and evaluate narrative and discourse theories as applied to social conflict.</p> <ul style="list-style-type: none"> ○ Required Readings ○ View video: Elpida Rouka (est. time: 15 minutes). ○ View video: Jason McCue (est. time: 20 minutes) ○ Group Discussion <p>Click on “Groups” on the Course menu to view the names of students assigned to each group.</p> <p>Initial Post due Thurs., 11/28; Two or more follow-up responses due Sunday, 12/1.</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives</p> <p>Students will summarize the essential points and terms of narrative and discourse theories and consider their usefulness and/or weaknesses to understanding social conflict.</p> <p>Continue with Concept Journal. Create a two-three page entry that summarizes the essential terms and points covered in this week’s readings and video. Consider how narrative and discourse theories would be useful for understanding a social conflict with which you are familiar.</p> <p>Concept Journal Entry Due: Sunday 12/1.</p> <p>Second Short Essay DUE BY Sunday, DECEMBER 1. Submit through Blackboard Assignment.</p>

<u>Weeks</u>	<u>Topics</u>	<u>Activities</u>	<u>Assignments</u>
<p>Week 15 December 2- December 7 Classes End Learning Outcomes: #1, #2, #3, #4, #5, #6, #7, #8</p>	<p>Toward a Conflict Theory</p>	<p>The participation score will be based on the timeliness and quality of weekly discussions and activities.</p> <p>Learning Objectives: Understanding/Applying/Creating/Evaluating Students will reflect on the theories studied, decide on a combination of the most useful and construct a rationale for doing conflict theory.</p> <ul style="list-style-type: none"> ○ Required Readings ○ View TedTalk: Jody Williams <i>A Realistic Vision for World Peace</i> ○ Group Discussion <p>Click on “Groups” on the Course menu to view the names of students assigned to each group.</p> <p>Initial Post due Thurs., 12/5; two or more follow-up responses due Sunday, 12/7.</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives Students will revise and finalize their concept journals.</p> <p>Continue with Concept Journal. Finalizing Concept Journal: Table of contents; title page; page numbers, preface/introduction; conclusion: toward a theory of conflict useful in your own work and life.</p> <p>Reminder: Final Concept Journal/ Handbook due Sunday, 12/15.</p>

<u>Weeks</u>	<u>Topics</u>	<u>Activities</u>	<u>Assignments</u>
<p>Week 16 December 9- December 15 Learning Outcomes: #1, #2, #3, #4, #5, #6, #7, #8 FINAL CONCEPTUAL HANDBOOK DUE</p>	<p>Final Concept Handbook Due</p>	<p>The participation score will be based on the timeliness and quality of weekly discussions and activities.</p> <p>No readings or activities. Complete and submit Concept Handbook.</p>	<p>Grading criteria and rubrics are available in your Blackboard course folder.</p> <p>Learning Objectives</p> <p>Students will revise and finalize their concept journals</p> <p>FINAL CONCEPT JOURNAL/HANDBOOK DUE BY MIDNIGHT DECEMBER 15TH.</p>