

**CONF708: Identity and Conflict**  
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Summer 2015  
Session B June 1–July 21

### **Prerequisites**

This course should be taken after or together with CONF 501.

### **Overview**

This course is designed to explore complex interrelations of social identity and postmodern conflicts in society with the emphasis on the role of identity in processes of conflict resolution and transformation. Critical rethinking of ethnic, national and religious identities as both generators and outcomes of conflict will be important part of the course. Course aims to extend knowledge on structure and dynamic of identity-based conflicts and to develop a framework for their resolution. The final assignment of the course requires students to conduct case study and design an intervention into a conflict of their choice.

### **Blackboard**

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 **CONF 708** under the "Blackboard 9.1 Course" heading.

## **Required reading**

### **The following texts must be purchased or rented:**

Peacock, J. L., Thornton, P. M. and Inman, P. B. (2007). Identity Matters: Ethnic and Sectarian Conflict. Berghahn Books

Rothbart, D. and K. V. Korostelina (2007) Identity, morality and threat. Lexington

Tilly, C. (2005) Identities, boundaries and social ties. Boulder, CO: Paradigm Publishers

Volkan, Vamik (1997). Bloodlines: From Ethnic Pride to Ethnic Terrorism. New York: Farrar, Straus and Giroux

### **The following texts are available online through the University Library by clicking on the links:**

Bordens Ashmore, Richard D., Jussim, Lee, and Wilder, David (Eds). (2001) Social identity, intergroup conflict, and conflict reduction. New York, N.Y.: Oxford University Press. <http://magik.gmu.edu/cgi-bin/Pwebrecon.cgi?BBID=2007878>

Korostelina, K. V. (2007) *Social identity and conflict*. Palgrave  
[http://mutex.gmu.edu/login?url=http://www.gmu.eblib.com/EBLWeb/patron/?target=patron&extendedid=P\\_496118\\_0](http://mutex.gmu.edu/login?url=http://www.gmu.eblib.com/EBLWeb/patron/?target=patron&extendedid=P_496118_0)

## **Course Policies**

There are penalties for papers submitted late. For each day a paper is late, 2 points out of a possible 10 or 15 points will be deducted.

No late discussion postings will be accepted.

## **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. Frequently Asked Questions (FAQs)
3. Help forum (Feel free to respond to other students in the Help forum if you know the answer.)
4. Blackboard videos on how to use Blackboard features
5. Blackboard Q&A, and
6. Technology Requirements.

## **Assessment of Students:**

Students participating in the full course will be graded based on the following:

### **(65% of final grade) - Active participation in the class activities (group and class discussions)**

There are 2 types of discussion

1. Class discussion: every student require to submit an entry and in some cases replies to the entries of other students.
2. Groups discussions: every student must sign to one of the groups created for the assignment, submit an entry and in some cases replies to the entries of other students.

**(20% of final grade) - Students are required to write two papers** on (1) system of social identity and (2) ethnic identity. Papers should be 3-4 pages maximum.

### **(15% of final graded) Final paper: analysis of conflict of your choice**

Students are required to conduct a case study of conflict of their choice and design an intervention. The case study can be drawn from the organizational, communal, national, or international level and should involve identity conflict in any form. The research paper should be 15 pages in length. First, you will need to prepare a draft of your paper in the form of power point file with at least 8 slides and post it for the class discussion. Then, based on the recommendations and questions that you'll receive during discussion, you should write the final paper. The final paper should be 10-15 pages in length double space, 12.

## Grading Criteria

<b>Assignments/Activities</b>	<b>Percentage</b>	<b>Points</b>
Discussions	65%	95 points
2 Research Papers	20%	30
Final Research Paper	15%	25

Table of points:

Module	Group discussion	Class discussion	Paper (graded)	Total Points
1	10	5		15
2			15	15
3	10	5		15
4	10		15	25
5	10	5		15
6		5, 10		15
7		10		10
8		15	25	25
Total	40	55	55	150

## Grading Scale

A+ 100-97  
A 96-93  
A- 92-90  
B+ 89-87  
B 86-83  
B- 82-80  
C 79-70  
F <70

## **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** Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode>].

**MasonLive/Email (GMU 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. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. [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://thanatos.gmu.edu/passwordchange/index.jsp>].

**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>].

**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>].

**Students are expected to follow courteous Internet etiquette.**

## **University Libraries**

University Libraries provides resources for distance students. [See <http://library.gmu.edu/distance> and [http://infoguides.gmu.edu/distance\\_students](http://infoguides.gmu.edu/distance_students)].

## **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>]. You can now sign up for an Online Writing Lab (OWL) session just like you sign up for a face-to-face session in the Writing Center, which means YOU set the date and time of the appointment! Learn more about the [Online Writing Lab \(OWL\)](#). There is a service available to students with English as a second language to help with writing that you may find useful. For more information go to [http://writingcenter.gmu.edu/?page\\_id=10](http://writingcenter.gmu.edu/?page_id=10)

### **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>].

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

1. Develop critical thinking of ethnic, national and religious identities as both generators and outcomes of conflict
2. Develop knowledge on structure and dynamic of identity-based conflicts and methods for their resolution

<b>Module 1: Introduction to Social Identity</b> June 1 – 7	<b>Reading Content</b>	<b>Video Content</b>	<b>Learning Activities/</b>	<b>Deadline</b>	<b>% of Grade</b>
Learning Outcomes  1 and 2	Korostelin a: 15-21; 35- 46; 59-67;  Fearon& Laitin: PDF;  Adams: PDF	Mini- lecture on introductio n to social identity	<p>1.1 Group discussion on constructivist approach – <b>Points: 10</b></p> <p>Learning Objective</p> <p>By the completion of this activity, you will be able to apply skills of critical analysis to constructivist approach to social identity</p> <ul style="list-style-type: none"> <li>• Complete readings and review PPF “Introduction to Social identity” and submit group discussion entry answering the question “How constructivist approach helps us understand the structure and dynamics of social identity?”</li> <li>• Submit 1 initial entry of 100-150 words and at least 2 responses of 50-100 words.</li> <li>• Sign up for the one of three groups and submit your entries in this group by June 4 and responses by June 7.</li> </ul> <p>In addition to criteria in “Rubric for Excellent Class Discussions,” your discussion entry should:</p> <ul style="list-style-type: none"> <li>• Reflect your understanding of constructivist approach to social identity;</li> <li>• Incorporate at least 3 concepts representing structure and dynamics of social identity: silence, multiple levels, valence, identity meaning, forms, locus of self-esteem, memory, etc.</li> </ul> <p><b>Estimated time for discussion: 4 hrs.</b></p>	<p><b>6/4 - submit your entry.</b></p> <p><b>6/7- submit your responses</b></p>	<p><b>6</b></p>

		<p><b>1.2 Class discussion “Types of intergroup relations”– Points: 5</b></p> <p>Learning Objective:</p> <p>By the completion of this activity, you will be able to analyze impact of identity on intergroup relations</p> <ul style="list-style-type: none"> <li>• Analyze table ‘Types of intergroup interrelations and identity meaning’ in PPF “Introduction to Social identity” and add a class discussion entry with examples for several types of interrelations</li> <li>• In 100-150 words provide examples of at least 3 types of intergroup relations.</li> <li>• Submit to Blackboard class discussion 1.2 “Types of intergroup relations” by June 7</li> </ul> <p>In addition to criteria in “Rubric for Excellent Class Discussions,” your discussion entry should provide short justification why a particular example relevant for the type of intergroup relations.</p> <p><b>1.2 Estimated time for discussion: 2 hours</b></p>	<b>6/7</b>	<b>3</b>



Module 2: Theories of Social Identity	Reading Content	Video Content	Learning Activities	Deadline	% of Grade
<p>June 8-14,</p> <p>Learning outcomes:  1, 2</p>	<p>Korostelina: 21-33;</p> <p>Volkan: 19 - 49;</p> <p>Tilly: 3-10; 60-67</p>	<p>Mini-lecture on theories of identity</p>	<p><b>2.1 Paper 1: Multiple identity paper – Points: 15</b></p> <p>Learning Objective:</p> <p>By the completion of this activity, you will be able to</p> <ul style="list-style-type: none"> <li>-apply different theories of social identity to the analysis of identity system.</li> <li>-analyze impact of identity on negative perceptions of other groups and their members</li> </ul> <p>In the paper 1, discuss how your salient identity (or several of them) effected your perceptions of other groups of their members: bias, feeling of some superiority, misunderstandings, etc</p> <ul style="list-style-type: none"> <li>• Write a paper about your own social identity system using theoretical concepts from social identity theory, social categorization theory, theories of Volkan and Tilly.</li> <li>• The papers should be 3-4 pages in length, double space, 12.</li> <li>• Submit the paper on the blackboard for the assignment 1 by June 14</li> </ul> <p>You should write the paper using the following structure:</p> <ul style="list-style-type: none"> <li>• State the most important points about your identity system in the introduction</li> <li>• List all social groups you involve in.</li> <li>• List and briefly describe your social identities (be sure not to include personal identities; mother, brother, etc).</li> <li>• Describe the most salient identities and give examples how they influence your attitudes, values, behavior.</li> <li>• Show interrelations within system of social identities: which</li> </ul>	<p><b>6/14</b></p>	<p><b>10</b></p>

			<p>identities are strongly interconnected.</p> <ul style="list-style-type: none"><li>• Describe changes in identity salience and give examples when your non-salient identity became the most salient one.</li></ul> <p>You can choose one of the following forms:</p> <ol style="list-style-type: none"><li>I. Write a letter to your friend about your social identity.</li><li>II. Write a scientific self-report about your social identity.</li></ol> <ul style="list-style-type: none"><li>• The paper should be 4 pages in length, double spaced, 1 inch margin, Times New Roman 12 pt font</li></ul> <p><b>Estimated time for writing paper: 8 hours</b></p>		
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<b>Module 3: Social Identity and Conflict</b>	<b>Reading Content</b>	<b>Video Content</b>	<b>Learning Activities</b>	<b>Deadline</b>	<b>% of Grade</b>
<b>June 15-21</b>	Ashmore: 3-42; Korostelina : 127-154;  Rothbart and Korostelina : 29-58	Mini- lecture on identity and conflict  Video "Class divided"	<p><b>3.1 Class discussion "Class divided: views from social identity perspective."- Points: 5</b></p> <p>Learning Objective: By the completion of this activity, you will be able to evaluate the impact of social identity on prejudice, biases and discrimination.</p> <ul style="list-style-type: none"> <li>• View short movie "West Bank story" and add a View documentary "Class divided" and add a class discussion entry describing how theories of social identity can help to analyze the dynamics of relations between children</li> <li>• In 100-150 words provide examples of at least 3 concepts of social identity that could be applied for the analysis of relations between children</li> <li>• Submit to Blackboard class discussion 3.1 "Class divided" by June 21</li> </ul> <p>In addition to "Rubric for Excellent Class Discussion," discussion entry should:</p> <ul style="list-style-type: none"> <li>• Identify specific points or behaviors in the movie that can be explained with theories of social identity.</li> <li>• Describe how a particular concept can explain these points or behaviors.</li> <li>• For example, on the Day 2 one of the boys forgot his glasses to emphasize the color of his eyes, which was a superior color on Day 1. He was trying to increase his self-esteem through favorable comparison (Tajfel, 1974) with another group.</li> </ul> <p>Estimated time for discussion: 2 hours</p>	<b>6/21</b>	<b>3</b>
Learning outcomes:  1 and 2					

		<p><b>3.2. Group discussion “Factors that contribute to conflict dynamics”- Points: 10</b></p> <p>Learning Objective:</p> <p>By the completion of this activity, you will be able to apply skills of critical analysis to dynamics of identity based conflicts and factors that contribute into these dynamics.</p> <ul style="list-style-type: none"> <li>• Participate in group discussion that analyzes the strengths and weakness of particular theory of person as applicable to conflict analysis and resolution.</li> <li>• Submit 1 initial entry of 100-150 words and at least 2 responses of 50-100 words.</li> <li>• Sign up for the one of three groups (behaviorism, psychoanalysis, and phenomenological psychology), submit your entries by June 17 and responses by June 20.</li> </ul> <p>In the entry, discuss concepts, In the entry, discuss a particular factor of identity-based conflict and how this factor contributes to the conflict dynamics represented in theories of Azar, Gurr, Kriesberg, and Korostelina’s 4C model.</p> <p>Estimated time for discussion: 4 hours</p>	<p><b>6/17 -submit your entry.</b></p> <p><b>6/20 –submit responses.</b></p>	<p><b>6</b></p>
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<u>Module 4: Ethnic Identity and Conflict</u>	<u>Reading Content</u>	<u>Video Content</u>	<u>Learning Activities</u>	<u>Deadline</u>	<u>% of Grade</u>
<b>June 22-28</b>	Ashmore: 42-71;  Volkan: 101-116, 157-167;  Horowitz: 51-88;  Rothbart and Korostelina : 301-328	Mini- lecture on ethnic identity	<p><b>4.1 Group discussion “Ethnic identity and conflict”- Points:10</b></p> <p>Learning Objective:</p> <p>By the completion of this activity, you will be able to analyze ethnic identity as both generator and outcome of conflict.</p> <ul style="list-style-type: none"> <li>• Read 3 case studies in Ashmore 42-71 and discuss how a particular case can be analyzed based on theories of Volcan, Eriksen, and Horowitz</li> <li>• In 100-150 words provide examples of 3 concepts from theories of Volcan, Eriksen, and Horowitz that could be applied for the analysis of a particular case.</li> </ul> <p>Sign up for the one of three groups and submit your entry by June 25 and at least 1 reply by June 28.</p> <p>In addition to “Rubric for Excellent Class Discussion,” discussion entry should:</p> <ul style="list-style-type: none"> <li>• Identify specific concepts from the theories of Volcan, Eriksen, and Horowitz that are useful for understanding of the dynamics of the conflict in the particular case.</li> <li>• Explain the dynamics of the conflict in the particular case using these concepts.</li> <li>• For example, use concepts of reservoirs and projection from Volkan theory.</li> </ul> <p>Estimated time for discussion: 4 hours</p>	<p><b>6/25- submit your entry.</b></p> <p><b>6/28- submit a reply.</b></p>	<b>6</b>

		<p><b>4.2. Paper 2. Ethnic identity - Points:15</b></p> <p>Learning Objective:</p> <p>By the completion of this activity, you will be able to apply skills of critical analysis to dynamics of ethnic conflicts and factors that contribute into these dynamics.</p> <ul style="list-style-type: none"> <li>• Based on ideas from the group discussions write a paper that analyzes ethnic identity and conflict of your choice.</li> <li>• The papers should be 3-5 pages in length, double space, 12</li> <li>• Submit paper on blackboard by June 28.</li> </ul> <p>Write a paper analyzing ethnic identity of your choice (identity of your own ethnic group or any other ethnic group) based on theoretical ideas of Volkan, Horowitz, or/and Eriksen. Use concepts of kinship, chosen trauma and glory, phenomenon of minor differences and other concepts to describe features of particular ethnic identity, give examples and provide conclusion about relevancy of the theoretical approach. For this paper you can use interviews with representatives of ethnic group, examples from literature, art, and history.</p> <p><b>Criteria for assessment:</b></p> <ol style="list-style-type: none"> <li>1. The theories are used as a tool of analysis of particular ethnic identity.</li> <li>2. Student uses at least four major concepts or ideas of a theory (theories).</li> <li>3. Student provides examples that illustrate his/her points (interviews with representatives of ethnic group, examples from literature, art, and history).</li> <li>4. Introduction presents the major idea of the paper.</li> <li>5. Citations and reference are professionally used (APA, Chicago, Harvard styles are appropriate).</li> </ol> <p><b>Estimated time: 8 hours</b></p>	6/28	10
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<b>Module 5: National Identity and Conflict</b>  June 29-July 5	<b>Reading Content</b>	<b>Video Content</b>	<b>Learning Activities</b>	<b>Deadline</b>	<b>% of Grade</b>
Learning outcomes: 1 and 2	Korostelina : 181-187; Ch. 1 from Constructing Narratives  Tilly: 171-198;  Peacock: 73-98, 157-170;  Rothbart and Korostelina : 177-210	Mini-lecture on national identity  Video "West Bank story"	<p><b>5.1 Class discussion "West Bank story." -Points: 5</b></p> <p>Learning Objective:</p> <p>By the completion of this activity, you will be able to analyze national identity as both generator and outcome of conflict.</p> <ul style="list-style-type: none"> <li>• View short movie "West Bank story" and add a class discussion entry describing how theories of social identity can help to analyze the movie</li> <li>• Points: 5</li> <li>• In 100-150 words provide examples of concepts of social identity that could be applied for the analysis of the movie</li> <li>• Submit to Blackboard class discussion 5.1 "West Bank Story" by July 5</li> </ul> <p>In addition to "Rubric for Excellent Class Discussion," discussion entry should:</p> <ul style="list-style-type: none"> <li>• Identify specific concepts from theories that are useful for understanding of the dynamics of the conflict in the movie.</li> <li>• Explain how these concepts are depicted in the movie</li> </ul> <p><b>Estimated time for discussion: 2 hours</b></p>	<b>7/05</b>	<b>3</b>

		<p>Video on group loyalty and authority</p>	<p><b>5.2 Group discussion “Case study analysis”- Points: 10</b></p> <p>Learning Objective:</p> <p>By the completion of this activity, you will be able to analyze dynamics of ethnic and national conflicts and factors that contribute into these dynamics.</p> <ul style="list-style-type: none"> <li>• This case study discussion is a 2nd stage of preparation for the final paper. Read 3 case studies and prepare an entry that discusses a particular case as identity-based conflict.</li> <li>• In 200-250 words describe the particular conflict as identity-based conflict using theories of social identity (that we discussed during the entire class) as tools of analysis.</li> <li>• Sign up for the one of three groups, participate in group discussion and submit your entry by July 2 and at least 2 responses of 50-100 words by July 5.</li> </ul> <p>In addition to “Rubric for Excellent Class Discussion,” discussion entry should:</p> <ul style="list-style-type: none"> <li>• Represent the case study as identity-based conflict</li> <li>• Use theories of social identity as tools of understanding of conflict dynamics</li> <li>• Explain the dynamics of the conflict in the particular case using this theories</li> <li>• Use PPF “Pakistani identity” as an example of case study</li> </ul> <p><b>Estimated time for discussion: 4 hours</b></p>	<p><b>7/2 -submit your entry.</b></p> <p><b>7/5 -submit at least 2 responses.</b></p>	<p><b>10</b></p>
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<b><u>Module 6:</u></b> <b><u>Religious</u></b> <b><u>Identity and</u></b> <b><u>Conflict</u></b>  <b>July 6-12</b>	<b><u>Reading</u></b> <b><u>Content</u></b>	<b><u>Video</u></b> <b><u>Content</u></b>	<b><u>Learning Activities</u></b>	<b><u>Deadline</u></b>	<b><u>%</u></b> <b><u>of</u></b> <b><u>Grade</u></b>
Learning outcomes:  1 and 2	Rothbart and Korostelina : 211-240;  Peacock: 171-234;  Montville: PDF	Mini-lecture on religious conflicts	<p><b>6.1 Class discussion “Religious identity”- Points: 5</b></p> <p>By the completion of this activity, you will be able to analyze religious identity as both generator and outcome of conflict</p> <ul style="list-style-type: none"> <li>Analyze the comparative table in the handouts and add a class discussion entry describing one of the comparative points between ethnic and religious identity</li> <li>In 100-150 words state your opinion and provide examples that justify your opinion about one of the comparative points</li> <li>Submit to Blackboard class discussion 6.1 “Religious identity” by July 11</li> </ul> <p>In addition to “Rubric for Excellent Class Discussion,” discussion entry should:</p> <ul style="list-style-type: none"> <li>Choose one of comparative points between ethnic and religious identity</li> <li>State your opinion (you can agree or disagree with it)</li> <li>Explain your opinion using examples</li> </ul> <p><b>Estimated time for discussion: 2 hours</b></p>	<b>7/11</b>	<b>3</b>

			<p><b>6.2. Class discussion “Religious conflicts”- Points: 10</b>  Learning Objective:</p> <p>By the completion of this activity, you will be able to analyze dynamics of religious conflicts and factors that contribute into these dynamics.</p> <ul style="list-style-type: none"> <li>• There are a lot of different opinions about the role of religion in conflict development and resolution. Write an entry to show your own opinion about the impact of religion on process of conflict development, transformation and mitigation.</li> <li>• Points: 10</li> <li>• In 100-150 words state your opinion about religious conflicts using theories of social identity (that we discussed during the entire class) as tools of analysis.</li> </ul> <p>Participate in class discussion by submitting your entry by July 9 and at least 2 replies by July 12.</p> <p>In addition to “Rubric for Excellent Class Discussion,” discussion entry should:</p> <ul style="list-style-type: none"> <li>• Put your main statements in the beginning,</li> <li>• Use theories to confirm your ideas</li> <li>• Use PPF “Religious leaders in Tajikistan” for some ideas</li> </ul> <p><b>Estimated time for discussion: 4 hours</b></p>	<p><b>7/9 -submit your entry.</b></p> <p><b>7/12-submit at least 2 replies.</b></p>	<p><b>6</b></p>

<b><u>Module 7: Intergroup conflict</u></b>	<b><u>Reading Content</u></b>	<b><u>Video Content</u></b>	<b><u>Learning Activities</u></b>	<b><u>Deadline</u></b>	<b><u>% of Grade</u></b>
<p><b>July 13-19</b></p> <p>Learning outcomes: 1 and 2</p>	<p>Korostelina : 201-239; Volkan: 203-227;</p> <p>Ashmore: 187-213;</p> <p>Rothbart and Korostelina : ch. 14</p>	<p>Mini-lecture on intergroup conflict</p>	<p><b>7. Class discussion “Approaches to re-categorization”- Points: 10</b></p> <p>Learning Objective:</p> <p>By the completion of this activity, you will be able to compare effectiveness of methods and frameworks of identity management.</p> <ul style="list-style-type: none"> <li>• Review 3 approaches to re-categorization presented in Korostelina and in PPF “Identity Management” and participate in group discussion on methods of re-categorization</li> <li>• Points: 10</li> <li>• In 150-200 words describe different examples from your reading and experience that represent each of 3 approaches to re-categorization.</li> </ul> <p>Participate in class discussion by submitting your entry by July 16 and at least 2 replies by July 19.</p> <p>In addition to “Rubric for Excellent Class Discussion,” discussion entry should:</p> <ul style="list-style-type: none"> <li>• Provide examples of (a) decategorization, (b) cross-categorization and (c) supercategorization based on your reading and experience</li> <li>• Discuss how they can contribute to identity management process</li> </ul> <p><b>Estimated time for discussion: 4 hours</b></p> <p><b>Note: You have only one assignment this week; use this as an opportunity to start working on two final assignments!</b></p>	<p><b>7/16- submit your entry</b></p> <p><b>7/19- submit at least 2 replies.</b></p>	<p><b>6</b></p>

<u>Module 8: Final paper</u>	<u>Reading Content</u>	<u>Video Content</u>	<u>Learning Activities</u>	<u>Deadline</u>	<u>% of Grade</u>
<p data-bbox="113 228 296 269"><b>July 20-22</b></p> <p data-bbox="113 383 260 448">Learning outcomes:</p> <p data-bbox="113 492 222 524">1 and 2</p>			<p data-bbox="751 180 1493 245"><b>8.1. Class discussion “Final paper presentation”- Points:15</b></p> <p data-bbox="751 289 1625 358">Learning Objectives: By the completion of this activity, you will be able to:</p> <p data-bbox="751 402 1577 467">a) analyze dynamics of identity-based conflicts and factors that contribute into these dynamics.</p> <p data-bbox="751 475 1545 540">b) develop skills of the identity management and conflict resolution</p> <ul data-bbox="751 557 1608 784" style="list-style-type: none"> <li>• Prepare power point presentation of the draft of your final paper and participate in discussion of other papers.</li> <li>• Points: 15</li> <li>• In no more than 8 PP slides present the draft of you’re a paper and in 100-150 words state your opinion about 2 other presentations.</li> </ul> <p data-bbox="751 792 1604 894">Participate in class discussion by submitting your draft in the form of power point file by July 20 and comment on 2 presentations of other students by July 21.</p> <p data-bbox="751 938 1612 1295">The case study can be drawn from the organizational, communal, national, or international level and should involve identity conflict in any form. Be sure to analyze conflict based on theoretical ideas and concepts you studied during the course. Show how theoretical analysis can help understand identity conflict and can serve as a basis for the intervention. Suggest your methods for conflict resolution and identity management, based on social identity theory. Be sure that your methods of resolution and management are addressing the issues described in your analysis.</p> <p data-bbox="751 1336 1339 1369"><b>Estimated time for discussion: 5 hours</b></p>	<p data-bbox="1652 215 1843 280">7/20 -submit draft.</p> <p data-bbox="1652 329 1864 467">7/21-submit comments on 2 presentations .</p>	<p data-bbox="1938 305 1980 337">10</p>

		<p><b>8.2. Submission of the final paper – Points: 25</b></p> <p>Learning Objectives: By the completion of this activity, you will be able to:</p> <p>a) analyze dynamics of identity-based conflicts and factors that contribute into these dynamics. b) develop skills of the identity management and conflict resolution</p> <ul style="list-style-type: none"> <li>• Based on the comments on your paper by fellow students and the instructor prepare the final version of your final paper.</li> <li>• The research paper should be 10 pages in length double space, Times new Roman, 12.</li> </ul> <p>Submit your final paper by July 22.</p> <p>See requirements above and rubric for case studies.</p> <ul style="list-style-type: none"> <li>• This case study should address a conflict of any kind from the organizational, communal, national, or international level.</li> <li>• Analyze conflict using <b>theories</b> and how these theories can help understand your specific conflict and how they can serve as a basis for intervention</li> <li>• Suggest methods of resolution as based on social theory</li> <li>• Ten pages long (+/- 2), 12 font, double-spaced, and cover-page</li> <li>• Make sure you have a solid argument in your introduction and that you follow it through your entire case study</li> </ul> <p>Proofread!</p>	7/22	16
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