

CRES 610: PERSPECTIVES ON CONFLICT RESOLUTION
(includes Discussion Section)

SUMMER 2014

Class Meetings:	Mon-Tue-Wed-Thu 1:00pm-4:30pm
Location:	241 Knight
Instructor:	Jen Reynolds
Office Hours:	tba
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COURSE DESCRIPTION

Welcome to the CRES Program! We start our program with Perspectives on Conflict Resolution, an intensive four-week course that provides the foundation for the rest of your CRES graduate studies. Over the four weeks, we study stories of conflict; theories and methods of resolution; interpretive frameworks for analysis; possibilities and limits of interventions; and practical contexts. As you continue through the program, you will return again and again to these same topics but with different purposes and critical emphases.

This course is highly participatory and requires a substantial amount of reading and writing outside of class. Be sure to look at the reading for the entire week so that you can pace yourself accordingly.

LEARNING OBJECTIVES

As a result of taking this course, students will:

- Establish initial baselines (for self and for the cohort) around what it means to participate in the field of conflict resolution and how we might direct our graduate studies accordingly;
- Begin to appreciate the complexities of conflict narratives and the breadth of possible interpretive methods for analysis;
- Cultivate an informed, observant, diagnostic approach both to assessing conflict as well as to making recommendations for managing/resolving conflict;
- Develop greater analytical awareness around dynamics of privilege and power in conflict and conflict resolution settings;
- Become conversant with the major dispute resolution processes in the United States (litigation, negotiation, mediation, arbitration), along with the philosophical justifications for and shortcomings of those approaches;
- Meet UO faculty and local practitioners with expertise in your area(s) of interest;
- Develop and practice skills around empathy and advocacy, for self and others; and
- Improve writing strengths, work on writing weaknesses, and develop writing discipline and versatility.

COURSE MATERIALS

Required Texts:

- Pruitt & Kim, *Social Conflict: Escalation, Stalemate, and Settlement* (3rd edition)
- Russell Banks, *The Sweet Hereafter*
- Helen Schulman, *This Beautiful Life*
- Desmond Tutu, *No Future Without Forgiveness*
- Eric Galton, *Stories Mediators Tell*
- Megan McAlpin, *Beyond the First Draft*
- COURSE READINGS (on Blackboard)

Recommended (any edition of these is fine):

- Julia Cameron, *The Artist's Way*
- Strunk & White, *The Elements of Style*

The required texts for this course can be purchased at the Duck Store, and you are welcome to check out these books from the library or buy used copies online or elsewhere. I will post all other Course Readings to Blackboard.

COURSE POLICIES

Attendance and Participation: Attendance is mandatory. I expect to see you at every class session, on time and prepared to participate. If – for some extraordinary reason – you are unable to attend or participate in a particular class, you must email me by 8:00 a.m. on the day of the class. We will talk more about this policy during our first class.

Computer Use: Monday through Wednesday, no laptop computers, smart phones, recording devices, or other electronica in class. On Thursdays, please bring your laptop.

Additional Writing Support: This is a writing intensive course. You are welcome to use the services of the UO Teaching & Learning Center's Writing Lab. The Writing Lab is an extraordinary resource for any kind or level of writing. Even our expert writing instructors regularly consult with the Writing Lab to help refine their technique. The Writing Lab begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutors are available. Upper-division and graduate student tutors are available on a drop-in basis or by appointment. Note that you must go to the writing lab in person to schedule your appointment. 9:00am – 5:00pm, Monday – Friday, 72 PLC (Prince Lucien Campbell).

Accessible Education for All Students: The University of Oregon works to ensure inclusive learning environments for all students. We recognize that students bring a variety of learning styles to the course, and that some learning styles may require adjustment to course structure. We are happy to talk with you about such adjustments. Please let the professor know if there are aspects of the instruction or design of this course that result in barriers to your participation as a result of learning style or diagnosed disability. For more information, you are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.

Inclusion and Collegiality: Our community values inclusion. We are committed to equal opportunities for all faculty, staff, and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and

fosters awareness, understanding, and respect for diversity. If you have any concerns about these issues for yourself or for others, please contact Associate Dean of Students Jennifer Espinola.

Academic Integrity: Students are expected to demonstrate high levels of academic integrity and professionalism, and are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Plagiarism and other forms of academic dishonesty will be grounds for automatic failure in the course. If you have questions about conduct please ask your instructor or review the University Student Conduct Code (available at <http://conduct.uoregon.edu>) or the UO policy at http://www.uoregon.edu/~stl/programs/student_judi_affairs/conduct-code.htm

COURSE REQUIREMENTS

- **Attendance and participation.** As noted above, attendance is mandatory. Moreover, every student is expected to participate actively in all in-class and outside-of-class exercises. Participating actively does not mean talking all the time, but instead encompasses a willingness to learn, to experiment, to accept feedback, and to provide feedback. Participating actively also means completing all required readings and assignments on time.
- **Group mini-presentation.** On September 8 and September 15, groups will present mini-presentations on either post-conflict societies (September 8) or contexts of conflict resolution (September 15). We will talk more about this project and sign up for groups on the first day of class.
- **Writing projects.** There are a number of writing projects that you will complete over the course of the term. We will discuss these in detail on the first day of class.
 - **Daily writing.** Over the four weeks of Perspectives, you will be expected to write three pages every day, apart from any other assignments. No one but you will read these pages but you will need to show them to me each week (I won't read them).
 - **Op-ed.** Each you will sign up to write an opinion piece on a particular topic, provided by me. Persuasive writing is an important conflict resolution skill generally, and the opinion piece offers a chance to explore and practice the major elements of persuasive writing (identifying audience, narrowing focus, framing strategically, organizing info, etc.).
 - **Blog entry and comments.** We will have a class blog. Each of you will be responsible for one entry and at least three comments (on three different entries). We will sign up for blog work on the first day of class.
 - **Other exercises and assignments.** You will receive instructions for other in-class and outside-of-class exercises and assignments each week.
 - **Conflict assessment.** Your final written product is a conflict assessment. A conflict assessment consists of a narrative, an analysis, and a set of recommendations for resolving and/or managing the conflict. We will write each section of this conflict assessment each week, so you will have opportunities for feedback and revision throughout. Your assessment is due on Thursday, September 25, at 5pm, by email to jwr@uoregon.edu.

GRADING

There are two portions of the five-credit Perspectives class: the course portion (four credits) and the discussion section (one credit).

The discussion section for this class takes place during our Thursday Writing Clinic and is P/NP. You will pass the discussion section portion if you attend every session and complete all the required writing assignments in a timely manner and at a reasonable level of quality. I will let you know if the quality level is not high enough, and will provide you with an opportunity to revise and resubmit.

The course portion is graded. That grade is based on the following:

Attendance and participation (including exercises)	20%
Group mini-presentation	20%
Written products	60%
Daily pages (10)	
Op-ed (10)	
Blog entry (5)	
Blog comments (5)	
Conflict assessment (30)	

Remember that participation includes doing all reading and completing all exercises and assignments in a timely manner and at a reasonable level of quality.

COURSE SCHEDULE (subject to change)

WEEK ONE	
<i>Date and topic:</i>	<i>To do before class:</i>
Mon 8/25 Introductions	Bring something to class that represents conflict. It should be something visible and tangible—an object, a picture, a printout, whatever you like. Be ready to explain your choice! Read Saberhagen, “The Peacemaker” (1964), attached to the Syllabus.
Tue 8/26 Participation, self-determination, voice	Read: <ul style="list-style-type: none"> • Melville, <i>Billy Budd, Sailor</i> (excerpt) (1924). • Anzaldua, “How To Tame a Wild Tongue” (1987). • Paumgarten, “The Manic Mountain” (2013). Skim Oregon Mediation Association, Core Principles http://www.omediate.org/coreprinciples.pdf (2003).
Wed 8/27 Forms and limits of dispute processing: an illustration	Read: <ul style="list-style-type: none"> • Seul, “Litigation as a Dispute Resolution Alternative” (2005). • Zhang, “Traditional Culture v. Westernization: On the Road Toward the Rule of Law in China” (2011). • Weinstein, “Some First Impressions of the Legal System in Three Chinese Cities” (1998).
Thu 8/28 WRITING CLINIC	Read chapters 1-3 of Pruitt & Kim, <i>Social Conflict</i> . Finish <i>The Sweet Hereafter</i> . Bring <i>Beyond the First Draft</i> .

WEEK TWO	
<i>Date and topic:</i>	<i>To do before class:</i>
Mon 9/1	No class! Happy Labor Day!
Tue 9/2 Empathy	Read Menkel-Meadow et al., <i>Dispute Resolution: Beyond the Adversarial Model</i> (excerpt) (2010). Prepare simulation.
Wed 9/3 Drama, dialogue, and mediation	Read Schulz, “The Mediator as Cook: Mediation Metaphors at the Movies” (2007). ** print out and bring Finish <i>Stories Mediators Tell</i> .
Thu 9/4 WRITING CLINIC	Read chapters 5-7 of Pruitt & Kim, <i>Social Conflict</i> . Finish <i>This Beautiful Life</i> . Bring <i>Beyond the First Draft</i> .

COURSE SCHEDULE (subject to change)

WEEK THREE	
<i>Date and topic:</i>	<i>To do before class:</i>
Mon 9/8 Post-conflict societies	If you are scheduled to report, prepare to present your group mini-presentation. Read chapters 1-5 of <i>No Future Without Forgiveness</i> .
Tue 9/9 Prison and reentry	Read: <ul style="list-style-type: none"> • Prison Memoirs (collected in a folder on Blackboard). • Duncan, <i>Romantic Outlaws, Beloved Prisons</i> (excerpt) (1996). • Aubin, "The District of Oregon Reentry Court: An Evidence-Based Model" (2009).
Wed 9/10 Reconciliation—a realistic policy goal?	Email your conflict narrative to JWR. Bring in Bosnia war timeline assignment. Read Dalrymple, <i>Nine Lives: In Search of the Sacred in Modern India</i> (excerpt) (2009).
Thu 9/11 WRITING CLINIC	Read chapters 4 and 8 of Pruitt & Kim, <i>Social Conflict</i> . Finish <i>No Future Without Forgiveness</i> . Bring <i>Beyond the First Draft</i> .

WEEK FOUR	
<i>Date and topic:</i>	<i>To do before class:</i>
Mon 9/15 Practice contexts & professional paths	If you are scheduled to report, prepare to present your group mini-presentation. Read Noam Ebner, "E-Mediation" (2012).
Tue 9/16 Role of the academy	Read UO Faculty Work (collected in a folder on Blackboard).
Wed 9/17 Case study: conflict resolution and management in schools	Email your conflict analysis to JWR. Read: <ul style="list-style-type: none"> • Colvin, <i>Managing the Cycle of Acting-Out Behavior in the Classroom</i> (excerpt) (2004). • Hedeem and Moses, "Collaborating for our Children's Future: Mediation of Special Education Disputes" (2012).
Thu 9/4 WRITING CLINIC	Read chapters 9-11 of Pruitt & Kim, <i>Social Conflict</i> . Bring <i>Beyond the First Draft</i> .