TO ACCOMPANY PROPOSAL FOR ADDITION OF COURSE TO AN EXISTING CLUSTER

Name of proposing faculty member: Robert Gouse / Igweb Eneizham
Title of proposed course: Introduction to Conflict Resolution
From which department(s): Conflict Resolution
For which cluster: Leadership for Change
Name of cluster coordinator: Delafour Williams

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COURSE APPROVED FOR CLUSTER INCLUSION BY

DEPARTMENT CHAIR(S): [Signature] DATE: 11/30/00
[Signature] DATE:

CLUSTER COORDINATOR: [Signature] DATE: 12/2/00

CHAIR, CLUSTER COORDINATORS: DATE:

CHAIR, UNIST COMMITTEE: DATE:

University Studies: November 2000
Proposal for adding Introduction to Conflict Resolution to the University Studies Cluster

A. Course Description CR 399 Introduction to Conflict Resolution

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

B. Course Development

There is a new course being developed for University Studies junior level cluster course.

C. General Education Goals

Goal 1. Inquiry and Critical Thinking

Strategies:

- Course materials and exercises will be chosen and designed with an eye towards increasing students' awareness and analysis of their own and others' conflict styles, which includes the information, biases, habits, and understandings we have all internalized during our lives. The course will offer students the tools necessary to evaluate conflict and assist in the peaceful and ethical settlements of disputes and conflicts in their own lives, as well as the communities within which they will be working.

- Students will be asked to peruse a wide variety of readings that address many different styles and opinions about conflict, resolution, and conflict resolution. Students will be presented with prevailing conflict resolution theories and asked to evaluate and apply them within various simulated and real contexts. Class time will be spent evaluating the different systems of beliefs, what they are based on, and their appropriateness to and within a variety of venues.

- The course will explore the ways in which various media depict conflict, and the extent to which this effects the generation of conflict and its resolution in our culture.

- Students will be asked to write a short paper each week on the assigned readings, in which they express their thinking about topics
presented both in the readings and in the previous week's class. A mid-
term paper will be assigned asking students to comment on the evolution
of their thinking about conflict resolution thus far, referencing class
discussions, their service work, and the readings. A final research paper
will be ask students to outline and evaluate two of the theories covered in
class, again referencing all of the information they have been exposed to
during the course of the class. Extensive time will be spent in class both
explaining to and assisting students with the writing assignments.
• Students will be instructed in and expected to make use of both the
  internet and the library to prepare for their written assignments.
• Conflict will be analyzed from an interdisciplinary perspective,
  along with topics such as violence, power, justice, peace, communication,
culture, gender, conflict transformation, and dispute resolution. Course
work will include articles drawn from a wide variety of academic fields,
and class time will be spent emphasizing the fact that conflict occurs and
manifests everywhere--our job is to ferret it out and decide what to do with
it.

Goal 2. Communication

Strategies

• Special emphasis will be placed on the development of clear, direct,
  assertive communication that involves active listening and respect for
  others. To this end, students will complete a variety of written assign-
  ments, as well as expected to participate in weekly small group discussion
  groups in which they will practice the skills they learn in class.

Goal 3. Human Experience

Strategies

• Readings will be chosen that represent a wide variety of perspectives
  within and without the conflict resolution field.
• All readings will be discussed from the perspective that a given
  author's view is representative of his or her own reality, based on his/her
  subjective understanding of the world, conflict, and conflict resolution.
  Careful attention will be given towards helping students understand that
  this is also true of their own view of the world--and much time will be
  spent uncovering that these understandings are also biases that impact
  the ways in which we relate with the rest of the world.
• The course and implications of scientific change will not be explored
  in this class. However, time will be spent exploring the implications of the
  massive changes technology has made both locally and globally, and what
  these changes mean in terms of students' lives and the field of conflict
resolution. Emphasis will be placed on the positive impact and potential of technologies, as well as the ways in which they are changing the market economy such that many people’s lives globally are being negatively impacted.

- Attention will be placed on the importance of literature as a vehicle for the transmission of cultural and historical wisdom across time and across cultures. Students will be encouraged to explore and glean from this particular venue when researching conflict and conflict resolution.
- Implicit in the design and intent of this class is the belief that our emotional well-being is bound up in our social well-being, the health of which depends in no small part on our ability to identify, understand, and resolve conflict in our lives and those whose lives are interconnected with our own. Given that conflict is an ever-present and oftentimes very disruptive and destructive part of our lives, effective and satisfactory conflict resolution is in many regards one of the most important ways we can learn to actualize ourselves.
- Identifying and effectively handling conflict is one of the most important ways in which we can equip and empower ourselves to handle life, given that conflict is one of the most common challenges life hands us. Emphasis will be placed on the idea that human development depends on our ability to handle conflict.

D. Course Outline

1. Outline of Topics

   a. Introduction to class and class members.
      Introduction and discussion of the concepts “conflict,” “resolution,” and “conflict resolution.”

   b. The uses and goals of conflict and resolution.

   c. Assessing appropriate responses to conflict: power, status and conflict styles.

   d. Context of conflict and resolution.

   e. Developing listening skills, and why this is important.

   f. Assertiveness and cooperation.

   g. Transforming versus resolving conflict.

   h. Culture, race, gender and power.

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i. The role of anti-bias training in the reduction of conflict and the effectiveness of enduring conflict resolution.

j. Ethics

2. A Preliminary Reading List

*People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*, Robert Bolton.

*Hassle Free Zone: "Teaching Students Peer Mediation,"* Fred Stern.

"An Interview with Mary Parker Follett," Albie Davis.


"Bias and Mediators' Ethics," Christopher Honeyman.


"Waging Peace in our Schools," Linda Lantieri and Janet Patti.

"Dismantling Racism Through Listening," by Herb Walters.

"The Logic Behind the Magic of Mediation," by Albie Davis.

"Introduction," from *Educating for Peace*, Birgit Brock-Utne.

"Introduction: Culture and Conflict Resolution," by Kevin Avruch.

"Values of a Non-Violent Society," by Joanna Santa Barbara, MD


"Fiststickknife gun," Geoffrey Canada.

"Imagine a Country," Holly Sklar.

"Small Mind, Small Heart; Big Mind, Big Heart," Stephen and Ondrea Levine.

3. Isabel Ingham, who is a PhD. student in the Urban Studies Program, is committed to teaching this course during the 2001-2002 academic year.