

**PSY 352 Conflict Resolution: Violent and Nonviolent
Syllabus Spring 2007**

T & Th 7:10-9:00 AM
Building 14, Room 249

Church, Instructor
Office Hours: Tuesday - 9:15-10:15 AM
LaCon@AOL.com; Private Office #549-0586

Course Description

This course will examine psychological, situational, political, and cultural determinants of violence and nonviolence in interpersonal, intergroup, and international conflict. Self-assessment of conflict resolution attitudes, competencies, and behaviors will be studied, as will negotiation, mediation, and other approaches to conflict management.

Prerequisites:

PSY 201/202, completion of GE Area A, and one course from Area D3.

Learning Objective – Knowledge

1. Knowledge of the destructive consequences of violence at all levels of human relations.
2. Self-assessment of conflict resolution behavioral tendencies and understanding of competences, values, emotions, attitudes, and expectancies that influence reactions to conflict.
3. Understanding factors and processes that influence escalation and de-escalation of conflict.
4. Understanding how political and cultural institutions (e.g. governments, educational systems, families, the media) influence socialization of violent and non-violent conflict behaviors.
5. Knowledge of strategies and methods for conflict resolution including negotiation, mediation, arbitration, adjudication, social influence tactics (e.g. punishment, resistance, threat, conciliation) and social structures.

Learning Objectives – Abilities

6. Ability to identify psychological, situational, political, and cultural factors that are important determinants of reactions to conflict in particular cases of interpersonal, intergroup, and international conflict.
7. Ability to use problem-solving approach to conflict resolution (i.e. be able to analyze a conflict situation, generate relevant conflict resolution and social influence strategies, and critically evaluate the advantages and disadvantages of the alternative strategies.
8. Ability to apply basic communication and negotiation skills for interpersonal conflict resolution.

Learning Objectives – Values and Attitudes

9. Preference for use of nonviolent and cooperative strategies for conflict resolution in interpersonal, intergroup, and interpersonal relations.

10. Respect for cultural differences in perceptions of conflict and in methods of conflict resolution.
11. Positive expectation regarding the human potential for reducing violence at all levels of human relations.

Textbooks

- ❖ Pruitt, D.G., & Kim, S.H. (2004). *Social Conflict: Escalation, Stalemate, and Settlement*. Third Edition. McGraw Hill.
- ❖ Fisher, R., Ury, W., & Patton, B. (1991). *Getting to Yes: Negotiating Agreement Without Giving In*. Second Edition. Penguin
- ❖ Ury, W. (2000). *The Third Side: Why We Fight and How We Can Stop*. Penguin
- ❖ Lu Chi Fa, White, B. (2001). *Double Luck - Memoirs of a Chinese Orphan*. Holiday House.

Course Requirements

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|-----------------------------------------------|--------------|
| ❖ Bi-weekly Quizzes (Reading Assignments) | 25% of grade |
| ❖ Mid-Term Paper | 30% of grade |
| ❖ Final Group Project | 30% of grade |
| ❖ Attendance/Oral Presentation/Class Activity | 15% of grade |

Weekly Quizzes – Each day of class an open-book quiz that covers weekly reading assignment(s) will be given. Quiz questions will require brief, written answers that can be completed in 30 minutes.

Mid-Term Report – Student will interview a person employed in the occupation he/she is likely to pursue after college graduation. The purpose of the interview is to gain insight about workplace conflict and how people manage and/or resolve it. Student is expected to prepare questions in advance based on readings, and to query interviewee about specific techniques, models, and approaches to conflict resolution. Student is expected to critique conflict resolution model employed or not, and provide their own recommendation(s) for improved employee relations and workplace accord given the same set of circumstances. Student is expected to include citations from texts, journals, Web resources, etc.). Use APA style for references and citations (see attached). Do not use personal names of people involved in the workplace conflict; rather use their job titles. The name and title of the person interviewed is necessary.

The following outline may assist student in interview and report.

- I. Brief description of business/organization
- II. Type of conflict (How did it begin? What was it about?)
- III. Strategies/tactics used by each side.
- IV. Stages of escalation, stalemate, and de-escalation
- V. The role of the “Third Side” and/or problem-solving model
- VI. Resolution and current status of conflict
- VII. Student’s opinions and recommendations

Guidelines:

- Cover sheet should list student's name, course title, date, and report title w/ introduction (re: format see lecture notes)
- Double-spaced, 5 pages
- Proper grammar, sentence structure, and punctuation
- Include citations and a reference list (list only references cited in paper)
- Submit in clear plastic report cover
- **Due May 1st, 2007**

Final Group Report - Class will be randomly divided into groups. Each group shall choose a project manager and recording secretary. The *project manager* is responsible for organizing group's research plan, report proposal, report format, meeting dates, and oral presentation format. The *secretary* is responsible for recording specific research assignments, and insuring that all team members are notified about their assignments, meeting dates, and other pertinent information. The *secretary* is also responsible for observing and documenting group interaction and dynamics, including feedback from project manager and research team. Remaining team members will be the primary researchers for the report.

The final report will include a one-page description, completed by the secretary in consultation with project manager, of each team's group dynamics, i.e. cohesion, leadership, equity in assignments, conflicts, and proposed letter grades for each team member. The project manager and recording secretary are expected to participate in actual research and report preparation with credit for time served in their leadership roles. The project manager will receive 50% reduction in research time, and the recording secretary will receive 25% for the same.

Teams will review a list of prominent contemporary and historical leaders who were largely responsible for creating extraordinary conflict(s) within their societies or attempted to resolve existing conflicts. This list will be distributed to teams on the first day of class at which time they will choose their top six most interesting subjects. The Instructor will make the final selection for each group. The Group Research Report should include the following.

- I. Abstract of Report (one page)
- II. Psychological profile of key figure(s)
(*Childhood, family of origin, traumas, personality disorder, etc.*)
- III. Social/psychological analysis of society preceding onset of conflict
(*Ethnic relations, economics, social class, cultural/religious issues*)
- IV. Nature of conflict
- V. Affected society's reaction / international response, if applicable
- VI. Dynamics of the conflict
(*Describe stages of escalation, stalemate, de-escalation*)
- VII. Strategies employed
(*Was the "Third Side" used? Describe*)

- VIII. Critique method(s) of conflict resolution

(Were any of the models in the texts used? If not, would it have made a difference in conflict? Why? Why not? Given same circumstances, what would you have done differently if you were in a position to have made a difference?)

IX. Analysis of research team's group dynamics
(Compiled by secretary)

Guidelines:

- Cover sheet should list students' names, course title, date, and report title w/ introduction (re: format see lecture notes)
- Double-spaced, 15-20 pages (excluding cover page & group analysis page)
- Proper grammar, sentence structure, and punctuation
- Include citations and a reference list (list only references cited in report)
- Submit in clear plastic report cover
- **Due June 14th, 2007 (Final Exam Day)**

Attendance – Class Participation – Oral Presentation

Students are expected to attend class regularly, to be punctual (on time), and stay for the entire period of class. Grades will be adversely affected if student misses class, arrives late, or leaves early more than twice. As a courtesy, students are expected to notify the Instructor, in advance, about absences, late arrivals, and early departures. Phone messages and e-mails are preferred. Please see Instructor for special circumstances, e.g. illness, family crisis.

Students are expected to fully participate in class discussions and group research project, and to ask meaningful questions of guest speakers. Students are expected to participate in group thank you letters to guest speakers.

Each student will be responsible for at least one oral presentation during the quarter. Students will sign up to speak about their interview/term paper or group report (team presentation). Students are expected to prepare their presentations in advance and follow basic public speaking guidelines (see lecture on communication skills). Those students presenting their mid-term papers may speak up to 10 minutes on May 1st or May 8th, and those presenting their group research report may speak for 30 minutes total as a group on June 14th.

Students with special learning needs are encouraged to speak to the Instructor about accommodations.

Student Work Ethic and Classroom Protocol -

Plagiarism – If more than a few consecutive words from an author are used in reports, quotation marks are required in order to avoid plagiarism. It is also considered plagiarism if you use another person's ideas without citing your source. Plagiarism may result in a grade of "F" for the course.

Cell phones – Students are expected to turn off cell phones during class time. If a phone is left on during class and rings the student will be asked to leave and will be marked absent for the day. No text messaging as well.

Respectful behavior- Students are expected to work to the best of their abilities (100%) and not rely on other students, directly or indirectly, to complete their assignments. Students are expected to listen attentively without disrupting oral presentations. Students are expected to agree to disagree with subjects that may be discussed in the course. Students are expected to be well nourished and not eat their breakfast in the classroom.

Course Outline

Part I – The study of violent and nonviolent conflict resolution

The introductory part of the course covers concepts for description of conflict and conflict resolution behavior. Theoretical models for analysis of conflict and conflict resolution behaviors are introduced.

- a. The analysis of conflict and conflict resolution
- b. Conflict resolution strategies and orientations, tactics, and their consequences
- c. Self-assessment of conflict resolution style
- d. Analysis of violent and nonviolent behavior

Part II – Psychological determinants of violence and nonviolence

This part of the course draws primarily upon the psychological perspective. We examine categories of person factors (i.e. characteristics of individuals) that influence behavior in conflict situations. Socialization processes that affect person factors will also be addressed. Instruments for self-assessment of person factors will be utilized, and approaches for changing person factors will be discussed.

- a. Problem-solving competencies
- b. Norms, values, and motives
- c. Attitudes about security
- d. Attitudes toward others
- e. Appraisals, attributions, and emotional control
- f. Communication and negotiation skills
- g. Efficacy and outcome expectancies

Part III – Environmental determinants of violence and nonviolence

This part of the course draws primarily from the perspectives of sociology, cultural anthropology, and political science in examining the institutional and cultural influences of the environment on behavior in situations of conflict. However, the focus of social psychology on the influence of situational factors will also be emphasized.

- a. Situation factors
- b. Cultural, political, legal, and economic factors

Schedule for Reading, Quizzes, and Papers

April	3	Welcome & Introductions	Lu Chi Fa – finish by 5/31	
	5	Pruitt Chp. 1 Fisher Chp. 1	Quiz	
	10	Pruitt Chp. 2 Fisher Chp. 2	Quiz	
	12	Pruitt Chp. 3 Fisher Chp. 3	Quiz	
	17	Pruitt Chp. 4 Fisher Chp. 4	Quiz	
	19	Pruitt Chp. 5 Fisher Chp. 5	Quiz	
	24	Pruitt Chp. 10	Quiz	
	26	Pruitt Chp. 6	Quiz	
May	1	Fisher Chp. 6 <i>Mid-term Papers due</i>	Quiz	Oral Presentations
	3	Pruitt Chp. 8 Fisher Chp. 7	Quiz	
	8	Pruitt Chp. 9 Fisher Chp. 8	Quiz	Oral Presentations
	10	Pruitt Chp. 11 Fisher Chp. 9	Quiz	
	15	Ury Chp. 1 Fisher p. 148-165	Quiz	
	17	Ury Chp. 2 Fisher p. 166-178	Quiz	
	22	Ury Chp. 3 Fisher p. 177-187	Quiz	
	24	Ury Chp. 4	Quiz	
	29	Ury Chp. 5&6	Quiz	
	31	Ury Chp. 7 & Conclusion	Quiz	
June	5	Review your notes (Guest Speakers)	Quiz	
	7	Review your notes (Instructor's lectures)	Quiz	
	14	Final Exam – <i>Group Research Projects due</i>		Oral Presentations

Guest Speakers –

Every Thursday our class will enjoy a presentation by an honored guest from the community. Students are expected to take notes and ask meaningful questions. A quiz covering important messages from our guest speakers will be given on June 5th. Topics presented by guest speakers during the course will include.

- ❖ Conflict Mediation Services
- ❖ Conflict in the Workplace
- ❖ Family Harmony – Coping with Conflict
- ❖ Extreme Family Conflict – Child Abuse and Domestic Violence
- ❖ Escalation to Crime and Violence – Role of Substance Abuse
- ❖ Political Conflict – Los Osos Community Services District Sewer Project
- ❖ Growing Up in Apartheid South Africa
- ❖ Escape From Soviet Czechoslovakia
- ❖ The Indomitable Human Spirit – Freedom From Communist China