HDDR 6320 Engaging in Conflict: Advanced Studies Using Current Events

Southern Methodist University
Annette Caldwell Simmons School of Education and Human Development
Dispute Resolution and Conflict Management
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Fall Term

August 5, 2013 – October 11, 2013

Class Time: Thursdays, 6:00-10:15

Instructor Information

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Office Hours: By appointment only
Credit: 3 hours

Course Description

HDDR 6320 Engaging in Conflict: Advanced Studies Using Current Events (3 credit hours)

We live in a complex world where conflict in unavoidable as well as an essential part of our existence. This course will use neuroscience-influenced models of conflict applied specifically to current events that are timely and coincident with or overlapping our time in the classroom. Skills and techniques will be developed to understand and to learn how we might engage in conflict in a more meaningful manner. We will try to predict what will happen next in the conflicts studied and to learn from whatever occurs as it actually unfolds and is reported in the media.

http://smu.edu/education/disputeresolution/coursedescriptions.asp

Prerequisites

Students must have completed HDDR 6319 Psychology of Conflict, HDDR 6302 Negotiation and Dispute Resolution, and HDDR 6303 Mediation and Dispute Resolution. In addition, HDDR 6367 Engaging in Conflict is recommended as a prerequisite, but is not required.

Course Objectives

Identifying The Learning Objectives	**How To Achieve The Learning Objectives**
Secure an understanding of the basic concepts associated with conflict.	1. Read from the required and supplemental books. 2. Goldstein, N. J., Martin, S. J., & Cialdini, R. B. (2008). *Yes! 50 scientifically proven ways to be persuasive*. New York, NY: Simon & Schuster, Inc. 3. Mnookin, R. (2010). *Bargaining with the devil*. New York, NY: Simon & Schuster, Inc. 4. Lederach, J.P. (1999). The journey toward reconciliation. Scottdale, PA: Herald Press. 5. Pruitt, D., & Kim, S. (2004). Social conflict: escalation, stalemate, and settlement. New York, NY: McGraw-Hill Higher Education. 6. Ury, W. (2000). The third side. New York, NY: Penguin Group USA. 7. Participate in class 8. Prepare and submit essays
Develop specific skills and techniques for identifying how to enter into enduring conflicts through projects.	1. Read from the required and supplemental books. 2. Goldstein, N. J., Martin, S. J., & Cialdini, R. B. (2008). *Yes! 50 scientifically proven ways to be persuasive*. New York, NY: Simon & Schuster, Inc. 3. Mnookin, R. (2010). *Bargaining with the devil*. New York, NY: Simon & Schuster, Inc. 4. Lederach, J.P. (1999). The journey toward reconciliation. Scottdale, PA: Herald Press. 5. Pruitt, D., & Kim, S. (2004). Social conflict: escalation, stalemate, and settlement. New York, NY: McGraw-Hill

	Higher Education. 6. Ury, W. (2000). The third side. New York, NY: Penguin Group USA. 7. Participate in class 8. Prepare and submit essays
Demonstrate your skills in engaging conflict through projects and essays.	1. Read from the required and supplemental books. 2. Goldstein, N. J., Martin, S. J., & Cialdini, R. B. (2008). *Yes! 50 scientifically proven ways to be persuasive*. New York, NY: Simon & Schuster, Inc. 3. Mnookin, R. (2010). *Bargaining with the devil*. New York, NY: Simon & Schuster, Inc. 4. Lederach, J.P. (1999). The journey toward reconciliation. Scottdale, PA: Herald Press. 5. Pruitt, D., & Kim, S. (2004). Social conflict: escalation, stalemate, and settlement. New York, NY: McGraw-Hill Higher Education. 6. Ury, W. (2000). The third side. New York, NY: Penguin Group USA. 7. Participate in class 8. Prepare and submit essays

Required Reading

Goldstein, N. J., Martin, S. J., & Cialdini, R. B. (2008). Yes! 50 scientifically proven ways to be persuasive. New York, NY: Simon & Schuster, Inc.

Kriesberg, L. (2007). *Constructive conflicts*. (4th ed.). New York: Rowman and Littlefield Publishers.

Supplemental Reading

Lederach, J.P. (1999). The journey toward reconciliation. Scottdale, PA: Herald Press.

Pruitt, D., & Kim, S. (2004). Social conflict: escalation, stalemate, and settlement. New York, NY: McGraw-Hill Higher Education.

Ury, W. (2000). The third side. New York, NY: Penguin Group USA.

Class Schedule

Date	Topics
Thursday, August 8, 2013	1. Goldstein, N. J., Martin, S. J., & Cialdini, R. B. (2008). *Yes! 50 scientifically proven ways to be persuasive*. New York, NY: Simon & Schuster, Inc., Introduction through Chapter 4. 2. Kriesberg, L. (2007). *Constructive conflicts*. (4th ed.). New York: Rowman and Littlefield Publishers., Chapter 1: Analyzing social conflicts and Chapter 2: Bases of social conflicts. 3. Lederach, J.P. (1999). The journey toward reconciliation. Scottdale, PA: Herald Press., Preface and Chapter 1: The journey toward the face of God. 4. Pruitt, D., & Kim, S. (2004). Social conflict: escalation, stalemate, and settlement. New York, NY: McGraw-Hill Higher Education., Chapter 1: Overview. 5. Ury, W. (2000). The third side. New York, NY: Penguin Group USA., Introduction: Are we doomed to fight? 6. Identify Projects
Thursday, August 15, 2013	1. Goldstein, N. J., Martin, S. J., & Cialdini, R. B. (2008). *Yes! 50 scientifically proven ways to be persuasive*. New York, NY: Simon & Schuster, Inc., Chapters 5 through 9. 2. Kriesberg, L. (2007). *Constructive conflicts*. (4th ed.). New York: Rowman and Littlefield Publishers., Chapter 3: Emergence of conflicts. 3. Lederach, J.P. (1999). The journey

	toward reconciliation. Scottdale, PA: Herald Press., Chapter 2: My only child; and Chapter 3: The colonel. 4. Pruitt, D., & Kim, S. (2004). Social conflict: escalation, stalemate, and settlement. New York, NY: McGraw-Hill Higher Education., Chapter 2: Nature and sources of conflict. 5. Ury, W. (2000). The third side. New York, NY: Penguin Group USA., Chapter 1: The third side. 6. Discuss Projects
Thursday, August 22, 2013	1. Goldstein, N. J., Martin, S. J., & Cialdini, R. B. (2008). *Yes! 50 scientifically proven ways to be persuasive*. New York, NY: Simon & Schuster, Inc., Chapters 10 through 14. 2. Kriesberg, L. (2007). *Constructive conflicts*. (4th ed.). New York: Rowman and Littlefield Publishers., Chapter 4: Varieties of conflict strategies. 3. Lederach, J.P. (1999). The journey toward reconciliation. Scottdale, PA: Herald Press., Chapter 4: The Meeting Place. 4. Pruitt, D., & Kim, S. (2004). Social conflict: escalation, stalemate, and settlement. New York, NY: McGraw-Hill Higher Education., Chapter 3: Strategic choice. 5. Ury, W. (2000). The third side. New York, NY: Penguin Group USA., Chapter 2: The first 99% of human history. 6. Discuss Projects
Thursday, August 29, 2013	1. Goldstein, N. J., Martin, S. J., & Cialdini, R. B. (2008). *Yes! 50 scientifically proven ways to be persuasive*. New York, NY: Simon & Schuster, Inc., Chapters 15 through 19. 2. Kriesberg, L. (2007). *Constructive*

	conflicts. (4th ed.). New York: Rowman and Littlefield Publishers., Chapter 5: Adapting conflict strategies. 3. Lederach, J.P. (1999). The journey toward reconciliation. Scottdale, PA: Herald Press., Chapter 5: Time, healing, and reconciliation. 4. Pruitt, D., & Kim, S. (2004). Social conflict: escalation, stalemate, and settlement. New York, NY: McGraw-Hill Higher Education., Chapter 4: Contentious tactics. 5. Ury, W. (2000). The third side. New York, NY: Penguin Group USA., Chapter 3: The last 1%. 6. First Essay Due
Thursday, September 5, 2013	1. Goldstein, N. J., Martin, S. J., & Cialdini, R. B. (2008). *Yes! 50 scientifically proven ways to be persuasive*. New York, NY: Simon & Schuster, Inc., Chapters 20 through 24. 2. Kriesberg, L. (2007). *Constructive conflicts*. (4th ed.). New York: Rowman and Littlefield Publishers., Chapter 6: Escalation of conflicts. 3. Lederach, J.P. (1999). The journey toward reconciliation. Scottdale, PA: Herald Press., Chapter 6: Facing the powers. 4. Pruitt, D., & Kim, S. (2004). Social conflict: escalation, stalemate, and settlement. New York, NY: McGraw-Hill Higher Education., Chapter 5: Escalation and its development. 5. Ury, W. (2000). The third side. New York, NY: Penguin Group USA., Chapter 4: The recurrence. 6. Discuss Projects
Thursday, September 12, 2013	1. Goldstein, N. J., Martin, S. J., & Cialdini, R. B. (2008). *Yes! 50*

	scientifically proven ways to be persuasive. New York, NY: Simon & Schuster, Inc., Chapters 25 through 29. 2. Kriesberg, L. (2007). *Constructive conflicts*. (4th ed.). New York: Rowman and Littlefield Publishers., Chapter 7: De-escalation of conflicts. 3. Lederach, J.P. (1999). The journey toward reconciliation. Scottdale, PA: Herald Press., Chapter 7: Conflict in the church?; Chapter 8: In the beginning … was conflict. 4. Pruitt, D., & Kim, S. (2004). Social conflict: escalation, stalemate, and settlement. New York, NY: McGraw-Hill Higher Education., Chapter 6: The structural change model. 5. Ury, W. (2000). The third side. New York, NY: Penguin Group USA., Chapter 5: Prevent: Provider, teacher, bridge-builder. **6.** Discuss Projects
Thursday, September 19, 2013	1. Goldstein, N. J., Martin, S. J., & Cialdini, R. B. (2008). *Yes! 50 scientifically proven ways to be persuasive*. New York, NY: Simon & Schuster, Inc., Chapters 30 through 34. 2. Kriesberg, L. (2007). *Constructive conflicts*. (4th ed.). New York: Rowman and Littlefield Publishers., Chapter 8: Mediation in conflicts and Chapter 9: Negotiation in settling conflicts. 3. 4. Lederach, J.P. (1999). The journey toward reconciliation. Scottdale, PA: Herald Press., Chapter 9: Where two or three meet. 5. Pruitt, D., & Kim, S. (2004). Social conflict: escalation, stalemate, and

	settlement. New York, NY: McGraw-Hill Higher Education., Chapter 7: Conditions that encourage and discourage escalation. 6. Ury, W. (2000). The third side. New York, NY: Penguin Group USA., Chapter 6: Resolve: Mediator, arbiter, equalizer, healer. 7. Second Essay Due
Thursday, September 26, 2013	1. Goldstein, N. J., Martin, S. J., & Cialdini, R. B. (2008). *Yes! 50 scientifically proven ways to be persuasive*. New York, NY: Simon & Schuster, Inc., Chapters 35 through 39. 2. Kriesberg, L. (2007). *Constructive conflicts*. (4th ed.). New York: Rowman and Littlefield Publishers., Chapter 10: Transformation of conflicts. 3. Lederach, J.P. (1999). The journey toward reconciliation. Scottdale, PA: Herald Press., Chapter 10: Keep silent and listening. 4. Pruitt, D., & Kim, S. (2004). Social conflict: escalation, stalemate, and settlement. New York, NY: McGraw-Hill Higher Education., Chapter 8: The persistence of escalation. 5. Ury, W. (2000). The third side. New York, NY: Penguin Group USA., Chapter 7: Contain: Witness, referee, peacekeeper. 6. Discuss Projects
Thursday, October 3, 2013	1. Goldstein, N. J., Martin, S. J., & Cialdini, R. B. (2008). *Yes! 50 scientifically proven ways to be persuasive*. New York, NY: Simon & Schuster, Inc., Chapters 40 through 44. 2. Kriesberg, L. (2007). *Constructive conflicts*. (4th ed.). New York: Rowman and Littlefield Publishers., Chapter 11:

	Long-term and indirect consequences. 3. Lederach, J.P. (1999). The journey toward reconciliation. Scottdale, PA: Herald Press., Chapter 11: The ministry of reconciliation; Chapter 13: Through the valley and to the table. 4. Pruitt, D., & Kim, S. (2004). Social conflict: escalation, stalemate, and settlement. New York, NY: McGraw-Hill Higher Education., Chapter 9: Perceived stalemate and de-escalation. 5. Ury, W. (2000). The third side. New York, NY: Penguin Group USA., Conclusion: It's our choice. **6.** Discuss Projects
Thursday, October 10, 2013	1. Goldstein, N. J., Martin, S. J., & Cialdini, R. B. (2008). *Yes! 50 scientifically proven ways to be persuasive*. New York, NY: Simon & Schuster, Inc., Chapters 46 through 50. 2. Kriesberg, L. (2007). *Constructive conflicts*. (4th ed.). New York: Rowman and Littlefield Publishers., Chapter 12: Synthesis, specifications, and implications. 3. Lederach, J.P. (1999). The journey toward reconciliation. Scottdale, PA: Herald Press., Chapter 13: Wander, wonder, and wait; Chapter 14: The dream. 4. Pruitt, D., & Kim, S. (2004). Social conflict: escalation, stalemate, and settlement. New York, NY: McGraw-Hill Higher Education., Chapter 10: Problem solving and reconciliation. 5. Ury, W. (2000). The third side. New York, NY: Penguin Group USA., Conclusion: It's our choice; Next steps; A road map to *The Third Side*. 6. Third Essay Due

Student Evaluation and Grading Policy

There are three essays to be prepared by students, and each is worth 1/4th of the final grade. And, 1/4th of the final grade will be based on attendance and class participation. We will use the following grading system.

STUDENT EVALUATION AND GRADING SCALE

93-100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions.
90-92 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.
87-89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.
83-86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80-82 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.
77-79 = C+ Not sufficient	An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories.

COURSE POLICIES

Honor Code

Students are reminded of the SMU Honor Code as referenced in the *Student Hand Book*. Intellectual integrity and academic honesty are both the foundations and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL_05_HC.asp

Notification of Absence Due to Religious Holy Day(s)

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the university catalog for more explanations. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

Disabilities Accommodations

Students needing academic accommodations for disability must contact Ms. Rebecca Marin, Coordinator of Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.

Add/Drop Policy

If you are unable to complete this course, you must officially withdraw by the university deadline; the last day to Add/Drop regular courses without a grade record or Billing. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

SMU Emergency Preparedness

As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.
1) For updates on the campus-wide status of flu conditions at SMU, please visit http://www.smu.edu.
2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

Optional (or you may want to include the information in the last two paragraphs)

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason,

acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.