

Master of Science in Negotiation and Conflict Resolution

NECR5101: Understanding Conflict and Cooperation

ORLJ 6040: Fundamentals of Cooperation, Conflict Resolution, and Mediation in Different Institutional Contexts
3 credits or non-credit if enrolled in TC Certificate in Cooperation and Conflict Resolution

Wednesdays 5:10pm-6:50pm Eastern time

Instructor: Professor Peter T. Coleman
Office Hours: By appointment

Course Overview

Conflict is an inherent part of our social experience and present at all levels of our interactions, from intra- and interpersonal to intergroup and international. It can be simple and easily addressed or long lasting and complex. It can be destructive or spur our creativity. We experience conflict daily in our personal and professional lives: in our families, communities, organizations, and across international boundaries. This course introduces concepts and theories to create a foundational understanding of the sources of conflict, analyze conflict situations, and identify approaches and strategies that shift conflict from destructive to constructive processes. Through this material you will build a foundation of conflict theories and frameworks rooted in social psychology, law, political science, social work, and business; explore and build awareness of your personal perspectives about conflict and conflict resolution; and learn to appropriately select and apply theories and concepts to analyze a conflict. The course will challenge you to develop self-awareness around your biases and perspectives through readings, lectures, reflections, a story analysis, a cooperative group exercise, and a term paper, all contributing to your development as a scholar-practitioner.

Understanding Conflict and Cooperation is a course grounded in concepts of cooperation and competition, power and conflict, culture, and social justice. It introduces foundational approaches to engaging with conflict with a focus on negotiation, an essential conflict resolution strategy, and mediation, a strategy enlisting a third party. Intergroup conflict processes and escalation, apparent in our world today, are also covered. In addition, intractable conflict and sustainable peace will be explored through recently developed work that applies complexity science and dynamical systems theory. While the course focuses on concepts and theories, the links between theory, research, and practice will be emphasized throughout the course.

Course Requirements

Selected Assignments

Film Analysis 35%: In this assignment students choose and apply a basic theory or model from the course to a conflict to develop and demonstrate their depth of understanding and analytical skills. Students will view a film from the list provided and prepare a conflict analysis. The film/story should be viewed outside of class, and the analysis should apply one of the basic models or theories from the course, which can include: social interdependence theory, power theories, social-cultural theories, identity and intergroup models, justice theories, models of escalation dynamics, theories of intractability, and dynamical systems theory

Individual Theory of Change and Final Paper 45%: This assignment is composed of two parts:

Part 1. Individual Theory of Conflict and Change. In the first weeks of the course, you will be instructed to engage in a process of reflecting systematically and critically on your own implicit theory of conflict and change. At the conclusion of this

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process we will request that you turn in a succinct two-page (double spaced, 12 pt Times New Roman font) summary overview of your theory. Feedback will be provided. This assignment will be graded as Complete or Incomplete.

Part 2. Final Paper. There will be a final 10-page (double spaced 12 pt Times New Roman) paper for the class, where you will be asked to elaborate on your (now explicit) theory of conflict and change by addressing the question: "*How have the ideas, models, theories and methods from the course challenged, expanded or bolstered your theory of conflict and change?*" Be specific about how your thinking has changed over the term, referring back to your initial implicit theory. Employ and cite as broad a range of the ideas and models from the course as possible, and include a synthesis of how this change in your thinking will likely affect your practice.

Evaluation/Grading

For TC students: You will receive a letter grade or you may opt for **Pass/Fail** by filling out the "Application for Elected Grade Option." Students who are registered for non-credit will automatically receive a Pass/Fail Grade.

For TC Students in the MA program in Social-Organizational Psychology: Students must achieve a C+ or better in all core courses (Levels 1 and 2) to satisfy the requirements for the M.A. degree. In the event a student is awarded a grade of C or lower in a core course, the student must retake the course and earn a B- or better before s/he can apply the course toward the M.A. degree requirements. No student will be allowed to take the comprehensive exam unless s/he has earned a C+ or better in the Level 1 core courses. In the event a student is awarded a grade of C or lower in a Level 1 core course, the student must retake the course and earn a B- or better before s/he can take the comprehensive exam.

The final grade will be calculated as described below:

FINAL GRADING SCALE

Grade	Percentage
A+	98–100 %
A	93–97.9 %
A-	90–92.9 %
B+	87–89.9 %
B	83–86.9 %
B-	80–82.9 %
C+	77–79.9 %
C	73–76.9 %
C-	70–72.9 %
D	60–69.9 %
F	59.9% and below

ASSIGNMENT	% Weight
Cooperative Group Work	20
Film Analysis	35
Final Paper	45

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Total	100
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Course Policies

Participation, Attendance and Assignments

You are expected to complete all assigned readings, attend all class sessions, and engage with others in group discussions. All written assignments must use APA format, cite sources, and be submitted to the course website on Canvas (not via email).

Sample Readings

Class	Topic	Sample Readings	Activities/Assignments
Class 1	INTRODUCTION and HISTORY of the FIELD	<ul style="list-style-type: none"> ● Course Text: Deutsch, M. (2014). Introduction. In Peter T. Coleman, Morton Deutsch and Eric C. Marcus (Eds.) <i>The Handbook of Conflict Resolution: Theory and Practice (3rd Edition)</i>. San Francisco: Jossey-Bass. ● Reading: Coleman, P. T. (2018). Conflict intelligence and systemic wisdom: Meta-competencies for engaging conflict in a complex, dynamic world. <i>Negotiation Journal</i>. 	
Class 2	COOPERATION and CONFLICT RESOLUTION	<ul style="list-style-type: none"> ● Course Text: Deutsch, M. (2014). Cooperation and competition. In Peter T. Coleman, Morton Deutsch and Eric C. Marcus (Eds.) <i>The Handbook of Conflict Resolution: Theory and Practice (3rd Edition)</i>. San Francisco: Jossey-Bass. ● Reading: Follett, M. P. (1925). Constructive conflict. In E. M. Fox & L. Urwick (Eds.), <i>Dynamic administration: The collected papers of Mary Parker Follett</i> (pp. 1-20). London: Pitman, 1973. 	
Class 3	POWER and CONFLICT	<ul style="list-style-type: none"> ● Course Text: Coleman, P. T. and Ferguson, R. (2014). <i>Making Conflict Work: Harnessing the Power of Disagreement</i>. New York: Houghton-Mifflin-Harcourt. ● App: <i>Making Conflict Work: Harnessing the Power of Disagreement</i>. Available for free from the Apple Store (for iPhone) and on Google Play (for Android). 	Individual Theory of Conflict and Change due
Class 4	CULTURE and CONFLICT	<ul style="list-style-type: none"> ● Course Text: LeBaron, M. L. (2014). The Alchemy of Change: Cultural Fluency in Conflict Resolution. In Peter T. Coleman, Morton Deutsch and Eric C. Marcus (Eds.) <i>The Handbook of Conflict Resolution: Theory and Practice (3rd Edition)</i>. San Francisco: Jossey-Bass. ● Reading: Faure, G. O. (1995). Conflict formulation: Going beyond culture-bound views of conflict. In Bunker and Rubin 	

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		(Eds.), <i>Conflict, Cooperation and Justice: Essays inspired by the work of Morton Deutsch</i> . San Francisco: Jossey-Bass. Chapter 2, pp. 39-57.	
Class 5	INJUSTICE, OPPRESSION And MULTICULTURALISM	<ul style="list-style-type: none"> ● Course Text: Deutsch, M. (2014). Justice and Conflict. In Peter T. Coleman, Morton Deutsch and Eric C. Marcus (Eds.) <i>The Handbook of Conflict Resolution: Theory and Practice (3rd Edition)</i>. San Francisco: Jossey-Bass. ● Course Text: Fine, M. & Halkovic, A. (2014). A Delicate and Deliberate Journey Toward Justice: Challenging Privilege/Building Structures of Solidarity. In Peter T. Coleman, Morton Deutsch and Eric C. Marcus (Eds.) <i>The Handbook of Conflict Resolution: Theory and Practice (3rd Edition)</i>. San Francisco: Jossey-Bass. 	
Class 6	DISTRIBUTIVE BARGAINING	<ul style="list-style-type: none"> ● Course Text: Pruitt and Kim, <i>Social Conflict</i>, Chapters 3-4. ● Reading: Lewicki, R. J., Barry, B., Saunders, D. M. (2015). Strategy and tactics of distributive bargaining. In R. J. Lewicki, B. Barry, D. M. Saunders. (Eds.), <i>Negotiation, Seventh Edition</i>, 34-75. New York: McGraw Hill. 	
Class 7	INTEGRATIVE NEGOTIATION	<ul style="list-style-type: none"> ● Course Text: Pruitt and Kim, <i>Social Conflict</i>, Chapters 9 & 10. ● Course Text: Lewicki, R. J., & Tomlinson, E. C. (2014). Negotiation. In Peter T. Coleman, Morton Deutsch and Eric C. Marcus (Eds.) <i>The Handbook of Conflict Resolution: Theory and Practice (3rd Edition)</i>. San Francisco: Jossey-Bass. 	
Class 8	MEDIATION and THIRD-PARTY INTERVENTION	<ul style="list-style-type: none"> ● Course Text: Pruitt and Kim, <i>Social Conflict</i>, Chapter 11. ● Course Text: Kressel, K. (2014). The Mediation of Conflict: Context, Cognition, and Practice. In Peter T. Coleman, Morton Deutsch and Eric C. Marcus (Eds.) <i>The Handbook of Conflict Resolution: Theory and Practice (3rd Edition)</i>. San Francisco: Jossey-Bass. 	Cooperative Group Paper Due
Class 9	INTERGROUP CONFLICT – Part 1	<ul style="list-style-type: none"> ● Reading: Fisher, R. (2014). Intergroup conflict. In Peter T. Coleman, Morton Deutsch and Eric C. Marcus (Eds.) <i>The Handbook of Conflict Resolution: Theory and Practice (3rd Edition)</i>. San Francisco: Jossey-Bass. ● Reading: Deutsch, M., (1973). The Resolution of Conflict, Chapters 4 & 5, pp. 48-123. 	Research Proposal Due (Doctoral Students only)
Class 10	INTERGROUP CONFLICT – Part 2	<ul style="list-style-type: none"> ● Reading: Fisher, R. (1990). The Social Psychology of Intergroup and International Conflict Resolution. Springer-Verlag, Chapter 5, pp. 87-115. ● Reading: Dovidio, & Banfield (2015). Intergroup Cooperation. In: David A Schroeder & William G Graziano (eds) <i>The</i> 	Film Analysis Paper Due

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		Oxford Handbook of Prosocial Behavior. Oxford: Oxford University Press, 562-581.	
Class 11	ESCALATION, AGGRESSION, and VIOLENCE	<ul style="list-style-type: none"> ● Course Text: Pruitt and Kim (2004), <i>Social Conflict</i>, Chapters 5-8. ● Course Text: Lindner, E. G. (2014). Emotions and conflict: Why it is important to understand how emotions affect conflict and how conflict affects emotion. In Peter T. Coleman, Morton Deutsch and Eric C. Marcus (Eds.) <i>The Handbook of Conflict Resolution: Theory and Practice (3rd Edition)</i>. San Francisco: Jossey-Bass. 	
Class 12	INTRACTABLE CONFLICT – PART 1	<ul style="list-style-type: none"> ● Course Text: Coleman, P. T. (2011). <i>The Five Percent: Finding Solutions to (Seemingly) Impossible Conflicts</i>. New York: Perseus Books. ● Course Text: Coleman, P. T. (2014). Intractable Conflict. In Peter T. Coleman, Morton Deutsch and Eric C. Marcus (Eds.) <i>The Handbook of Conflict Resolution: Theory and Practice (3rd Edition)</i>. San Francisco: Jossey-Bass. 	
Class 13	INTRACTABLE CONFLICT – PART 2	<ul style="list-style-type: none"> ● Course Text: Halperin, E., Gross, J & Dweck, C. (2014). Resolving intractable intergroup conflicts: The role of implicit theories about groups. In M. Deutsch, P. Coleman, & E. Marcus (Eds.) <i>The handbook of conflict resolution</i> (pp. 384-399). San Francisco, CA: Jossey-Bass. ● Reading: Praszkie, R., Nowak, A., and Coleman, P. T. (2010). Social entrepreneurs and constructive change: The wisdom of circumventing conflict. <i>Peace and Conflict: The Journal of Peace Psychology</i>, 16(2), 153-174. 	
Class 14	SUSTAINABLE PEACE	<ul style="list-style-type: none"> ● Website: The Sustaining Peace Project. http://sustainingpeaceproject.com/ ● Reading: Deutsch, M. and Coleman, P. T. (2012). The psychological components of sustainable peace: An introduction. In Coleman, P. T. & Deutsch, M. (Eds., July, 2012). <i>The Psychological Components of a Sustainable Peace</i>. Springer Books. 	
	NO CLASS MEETING		Final Paper Due

School Policies

Copyright Policy

Please note—Due to copyright restrictions, online access to this material is limited to instructors and students currently registered for this course. Please be advised that by clicking the link to the electronic materials in this course, you have read and accept the following:

SAMPLE SYLLABUS

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Adapted from: **The Course Syllabus: A Learning-Centered Approach, 2nd Edition**, Judith Grunert O'Brien, Barbara J. Millis, Margaret W. Cohen. ISBN: 978-0-470-60549-3. Available as an E-Book from Wiley at:

<https://www.wiley.com/en-us/The+Course+Syllabus%3A+A+Learning+Centered+Approach%2C+2nd+Edition-p-9780470605493>

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The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

Academic Integrity

Columbia University expects its students to act with honesty and propriety at all times and to respect the rights of others. It is fundamental University policy that academic dishonesty in any guise or personal conduct of any sort that disrupts the life of the University or denigrates or endangers members of the University community is unacceptable and will be dealt with severely. It is essential to the academic integrity and vitality of this community that individuals do their own work and properly acknowledge the circumstances, ideas, sources, and assistance upon which that work is based. Academic honesty in class assignments and exams is expected of all students at all times.

SPS holds each member of its community responsible for understanding and abiding by the SPS Academic Integrity and Community Standards posted at <http://sps.columbia.edu/student-life-and-alumni-relations/academic-integrity-and-community-standards>. You are required to read these standards within the first few days of class. Ignorance of the School's policy concerning academic dishonesty shall not be a defense in any disciplinary proceedings.

For TC Students: Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.

Accessibility

Columbia is committed to providing equal access to qualified students with documented disabilities. A student's disability status and reasonable accommodations are individually determined based upon disability documentation and related information gathered through the intake process. For more information regarding this service, please visit the University's Health Services website: <https://health.columbia.edu/services/ods/support>.

TC Emergency Preparedness: TC is prepared for a wide range of emergencies. After declaring an emergency situation, the President/Provost will provide the community with critical information on procedures and available assistance. If travel to campus is not feasible, instructors will facilitate academic continuity through Canvas and other technologies, if possible.

1. It is the student's responsibility to ensure that they are set to receive email notifications from TC and communications from their instructor at their TC email address.
2. Within the first two sessions of the course, students are expected to review and be prepared to follow the instructions stated in the emergency plan.
3. The plan may consist of downloading or obtaining all available readings for the course or the instructor may provide other instructions.

5 Statements from The Provost and Dean of Teachers College

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1. The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. Please report any access related concerns about instructional material to OASID and to me as your instructor.
2. The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.
3. Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student's TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.
4. It is the policy of Teachers College to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.
5. Sexual Harassment and Violence Reporting - Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff and faculty. "Gender-based misconduct" includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see <http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students>.