



International Center for Cooperation and Conflict Resolution (MD-ICCCR) Teachers College, Columbia University

Course: ORLJ 6350

Conflict Resolution: Advanced Methods for Identity & Intergroup Conflict

Credits: 3 Credits or non-credit

Prerequisite: ORLJ 5340

Corequisite: ORLJ 6040 and/or instructor approval

Course Schedule: 2 weekends – Fridays 4-8pm, Saturdays & Sundays 9am-5pm

Office Hours: By appointment

Contact the MD-ICCCR if you have questions or concerns: icccr@tc.columbia.edu

Please review: 5 Statements from The Provost and Dean of the College on the last pages of this document.

Course Description

This is an applied course that builds on the theories, models and concepts from the Fundamentals Course (ORLJ 6040) and the skills learned in Adaptive Negotiation and Conflict Resolution (ORLJ 5340). The course explores theories and intervention skills needed when interpersonal and inter-group conflicts are compounded by complexity and perceived and/or real social identity differences. It is primarily concerned with how group differences (such as class, power, culture, race, and gender) can be understood and mitigated by means of negotiation, mediation, and dialogue. Students will engage in readings, self-reflection exercises, case analyses, in-class discussions, conflict simulations, and journal writing. The course objectives are:

Course Objectives:

1. To develop the meta-cognitive skills of a self-reflective practitioner;
2. To understand the dynamics of conflicts having social identity differences that contribute to the conflict escalation;
3. To become familiar with a variety of conceptual models for use in the intervention of intergroup conflicts;
4. To practice negotiation and mediation in interpersonal and intergroup contexts in which questions related to identity, as opposed to resources, play a role;
5. To explore issues related to power and privilege and their impact on conflict resolution.

Course Requirements

Selected Readings

- Avruch, K. (2002). What do I need to know about culture? A researcher says... In J. P. Lederach, J.M. Jenner (Eds.), *A handbook of international peacebuilding: into the eye of the storm*. San Francisco, CA: Jossey-Bass, pp. 75-87.

- Paffenholz, T. (2015). Unpacking the local turn in peacebuilding: a critical assessment towards an agenda for future research. *Third World Quarterly*, vol. 36, no. 5, pp. 857-874.
<https://www.tandfonline.com/doi/abs/10.1080/01436597.2015.1029908>
- Charkoudian, Lorig & Wayne, Ellen Kabcenell (2010). Fairness, understanding, and satisfaction: Impact of mediator and participant race and gender on participants' perception of mediation. *Conflict Resolution Quarterly*, vol. 28, no. 1, Fall 2010, pp. 23-52.
- Kolb, D. (2009). Too bad for the women or does it have to be? Gender and negotiation research over the past twenty-five years. *Negotiation Journal*, Vol 25, No. 4, 515-531.
- Lorde, A. (1984). Age, race, class, and sex: women redefining difference. *Sister outsider*. Freedom, CA: The Crossing Press, pp. 114-123.
- Crenshaw, Kimberle. (1989). Demarginalizing the intersection of race and sex: a black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, volume 1989, issue 1, pp.139-167.
- Sue, D. W, *et al.* (2007) Racial microaggressions in everyday life: implications for clinical practice. *American Psychologist*, May-June 2007, pp. 271-286.
- Rothman, J. (1997). *Resolving identity-based conflict in nations, organizations and communities*. San Francisco: Jossey-Bass, chapters 1&2, pp. 5-32.
- Borris, E. R. *The healing power of forgiveness*. Paradise Valley, AZ: Peace Initiatives. pp. 1-26.
- Brown, R. (1986). Ethnocentrism and hostility. *Social Psychology (2nd ed.)*. USA: The Free Press, pp. 541-585.
- Coleman, P. & Tjosvold, D. Positive power: mapping the dimensions of constructive power relations. ICCCR Working Paper. Retrieved from <http://www.tc.columbia.edu/icccr/index.asp?Id=Publications&Info=Working+Papers>
- Hersin, Maggie and Chasin, Laura (2019). *Fostering dialogue across divides: a nuts and bolts guide from Essential Partners*. Cambridge, MA: Essential Partners. pp. 1-121. Submit your name and email address to get a free PDF copy of this guide. <https://whatisessential.org/resources/fostering-dialogue-across-divides>

Selected Assignments

Weekend 2 Assignment - Video Negotiation Project: Create and record a negotiation role play (approximately 10 minutes in length) for Weekend 2. Write a paper summarizing your learning (5 double-spaced pages, including a hyperlink to the 10-minute video).

Final Assignment: Prepare a self-reflective journal (8-10 pages in length) that documents your learning in the course. The journal should integrate the theoretical concepts that you have derived from the readings (include author, chapter and page references using APA format), your in-class experience, and your application of these concepts to your personal and professional life. The self-reflective journal is not a recounting of activities but rather it should be based on simple and critical reflection as discussed in the Marsick, V., Weaver, E.D. & Yorks, L. (2014). Learning through reflection on experience. in Deutsch, Morton, et al., *Handbook of conflict resolution*, Ch. 24, pp. 558-577.

Attendance and Participation: Attendance is mandatory for all course sessions. You are expected to join all class sessions and participate fully in class assignments and activities. In the event of extenuating circumstances that cause you to miss parts of this class, you must consult with your instructors *and* the Associate Director of the ICCCR.

Grading:

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.

Grading will be based on the following:

- Class attendance and participation in simulations and activities. Class attendance is essential. Absence will require additional assignments to make up for work missed. Participation is evaluated on the quality and thoughtfulness of contributions, not quantity. (20%)
- Completion of video assignment. Student creates a negotiation case that allows practice and reflection on resolving a conflict related to an identity issue. Student demonstrates effective negotiation skills, explains/reacts to feedback from a classmate and summarizes learning, making relevant references to course readings to support their analysis. (30%)
- Completion of learning journal. Student discusses insights gained from experience in course activities, analyzes/reflects on learning making relevant references to the course readings, and describes applications and action steps for continuing their development as a skilled practitioner of constructive conflict resolution after the course. (50%)

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 |

5 Statements From The Provost and Dean of the College

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 oadid@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>.