

FLORIDA INTERNATIONAL UNIVERSITY
Labor Center, University Park, Room LC 301

Fall Term: August 22-December 5, 2011

LBS 5485 Fundamentals of Conflict Resolution
Dr. Nora Femenia, Ph. D.
nfemenia@fiu.edu

Fall 2011 Semester Weekend Sessions:

I.- COMPRESSED CLASSES SCHEDULE:

Sunday, September 18 th	9:00-5:30pm
Sunday, September 25 th	9:00-5:30 pm
Saturday, October 15 th	9:00-5:30 pm
Sunday, October 16 st	9:00-5:30 pm
Sunday, November 13 th	9:00-5:30 pm

II.- Course Description

This seminar is designed as a systemically oriented exploration on the emergence and management of human conflict, at different levels of analysis, and on the alternative methods of dispute resolution available now.

As such we will examine a variety of human interaction and conflict theories that center primarily within the fields of dispute resolution, psychology, sociology and social interaction/group theory. We will see how conflict functions in creating and maintaining personal identity, group boundaries, and in-group and out-group identities. The unifying metaphor that will organize these different strands of learning, through lectures and class exercises, will be a general immersion in systems thinking. We expect to end the course having applied a good part of the available time to understand how conflict is a function of systems and from this understanding, to evaluate some possible avenues for interventions.


The field of Alternative Dispute Resolution (ADR) has evolved in response to the continual escalation of costly conflict in society. In an ideal sense, ADR refers to non-coercive outcomes agreeable to all concerned parties, due to negotiated, mediated, facilitated or arbitrated settlements. In practice,

however, this definition blurs as parties often grapple with less than ideal circumstances or solutions. Hence, the field of ADR is dynamic and evolving in response to interpersonal, inter-group (or organizational) and even international conflict.

Course Objectives:

- The primary objective for each student is to become familiar with the basics of numerous contemporary theoretical perspectives generated in systems thinking and conflict resolution.
- Students will be able to identify a variety of conflicts, and discuss different approaches for resolution.
- To develop a deeper capacity in critical thinking. Through readings and analytical/evaluative discussions of such readings, and lessons extracted from group experiences, students will enhance their ability to identify conflict multiple roots.

Learning methods:

The class is envisioned as a very interactive seminar, (both face to face and online), and simultaneously a critical educational resource, because we will learn from each other, and take advantage of each other's experiences and expertise. 

III.- REQUIRED TEXTS:

BOOKS:

Wilmot, William & Hocker Joyce, (2007) ***Interpersonal Conflict*** (Boston, Mass: Mc Graw Hill) Eighth Edition. Referred to as **W&H**, in readings.

Folger, Joseph P.; Poole, Marshall Scott, & Stutman, Randall K. (2009). ***Working through Conflict. Strategies for Relationships, Groups and Organizations*** (Boston, Mass: Pearson Education, Inc.), Sixth Edition. Referred to as **F&P** in readings.

Fisher, Simon; Ibrahim, Dekha, and others (2000) ***Working With Conflict. Skills and Strategies for Action***. London, UK: Zed Books. Referred to as **F&I** in readings.

HANDOUTS: TO BE PROVIDED IN CLASS BY INSTRUCTOR

IV.- CLASS FORUM: (PANTHER LINK TO BE PROVIDED)

Active forum participation means two comments per week, based on readings, current issues being discussed in and out of class, and CR concepts applications to your real life experiences. It is already set up, so you can log in as soon as you read this syllabus, introduce yourself, and post your comments, questions, etc. Forum participation counts as 20% of your grade.

V.- CLASS REQUIREMENTS AND GRADE DISTRIBUTION:

30% Class Participation and attendance: includes arriving on time, prepared and having completed the assigned readings. There are readings for the first meeting, so please, be aware and prepare ahead.

If you need to be absent one class, better tell me in advance and present documentation to support your request. This is a very condensed course and you need to be there on the 5 class meetings.

If you need to be absent by any reason, you understand that your possible grade drops to a B maximum, depending on completion of extra tasks.

20% Your postings in the Forum. They need to be well thought off, more or less half a page in length, clearly identified under the corresponding week heading and assigned content. "Me too" postings don't count: content has to be your own ideas, and if you challenge someone other is even better to use arguments and quotes from your books.

If you have problems signing in with your name, sign in as "guest," and write your name in the posting.

20% Your project presentation. On Saturday, April 4th, from 1:00 to 5:00 pm, we will review individual presentations about a project of your choosing. It can be related to your final paper, but this is a presentation, or a demonstration of your learning to your class. Bring a case, your conflict map, a power point, etc, and tell the rest of the class in 10-15' your engaging and creative reframing of your selected conflict and strategies for resolution.

30% Final Paper. Choose a conflict you are familiar with, but NOT a party of (family, workplace, international, from a known movie or book), identify your level of analysis; identify parties, actors, motivations, and recurring processes that fuel conflict. Draw the conflict map. Provide a graphic description of processes. Identify strategic point of entry. [Develop numbers I to VII of the Conflict Assessment Guide – Simplified version + references, in page 204 of W&H] (No more than 12-15 pages, including references). **To be delivered on December 5th.**

VI.- CLASS AND READING SCHEDULE

CLASS 1: Sunday, September 18th

Labor Center, Room LC 301

ASSIGNMENTS: Completion of the class preparation readings, taking the Conflict Style Test AND writing a short paper position, 2-3 pages sent by email the day before the class meeting.

General Class Introduction and Expectations: Course general overview.

1.-READ and be READY TO PRESENT YOUR OWN CONCLUSIONS:

Metaphors for conflict; Models of conflict: Strategic Choice; Tactics, Psychodynamics of conflict:

W&H, pps 2-34; **W&H**, pps 35-69; **F&I**, pps 3-14

2.- DO THIS TASK: fill out the Conflict Test, identify your prevalent conflict style, and respond to the question: what are the three opportunities where you can see this main style in action in your life? (tell the three short stories) and bring all to the classroom. We will have a public discussion about pros and cons of our main styles.

[DOC] [THOMAS-KILMANN CONFLICT MODE QUESTIONNAIRE](#)

Paid copy: [http://www.teamtrainingsolutions.com/tki.html?](http://www.teamtrainingsolutions.com/tki.html?https://www.cpp.com/en/tkiproducts.aspx?pc=142)
<https://www.cpp.com/en/tkiproducts.aspx?pc=142>

FreeCopy: <http://library.princeton.edu/hr/training/ConflictThomasKilmanConflictModeInstrument.doc> (not connecting now)

It has been impossible for me to get a free copy of the TKI, please, do your own search, to find how to do the test for free or low cost.

3.- SEND BY EMAIL a short, 2-3 paper position on your own perception of conflict, in your life, around you and in the world.

- FORUM POSTINGS FOR THIS WEEK NEED TO BE ABOUT YOUR SCORE AT THE THOMAS-KILLMAN TEST AND YOUR OWN REFLECTIONS ABOUT WHY DID YOU GET SUCH A SCORE, AND WHAT YOU ARE LEARNING FROM IT.
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CLASS 2: Sunday, September 25th

Labor Center, Room LC 301

The Nature of Conflict II:

Interests and Goals: **W&H** pps.70-102

Conflict Styles and Tactics: **W&H** pps.144-191; **F&I** 17-36

Power: **W&H**, pps. 103-143; **F&I**, pps 38-54

Conflict Map (see handout) **W&H**, pps 218-243

TASK: Bring to class a visual representing of the most egregious visual of conflict that you have found in your life: Videos, Movies, pictures, etc. Be prepared to identify primary and secondary actors, needs and motivations.

CLASS 3: Saturday, October 15th

Labor Center, Room LC 301

Emotions in Conflict: W&H, pps 194-217;

“EMOTIONAL ACTOR: FOREIGN POLICY DECISION-MAKING...”:

<http://falklands-malvinas.com/emotionalactor.htm>

Managing Conflicts: **F&I**, pps 57-77;

Third Party Intervention: **W&H**, pps 271-295; **F&I**, pps 95-123; 125-139

CLASS 4: Sunday, October 16st

Labor Center, Room LC 301

Introduction to ADR: Forms and differences.

http://www.dscc.dla.mil/downloads/legal/adr/adr_methods_and_techniques.doc

Alternative Dispute Resolution: A Resource Guide

<http://www.opm.gov/er/adrguide/Section1-a.asp>

Negotiation:

Readings: **W&H**, pps 244-270; **(Role playing exercise)**

Facilitation:

Handout: "DIALOGUEGUIDE," download from: www.publicconversations.org

Ombudsman programs:

Handout: Rowe, Mary P. "The Ombudsman's Role in a Dispute Resolution System," Negotiation Journal, October 1992, pps 353-362.

CLASS 5: Sunday, November 13th

Labor Center, Room LC 301

Mediation:

Readings: **W&H**, pps 271-295;

Styles of Mediation:

<http://learn2mediate.com/resources/nafcmm.php#strong#strong>

Mediation –

Handouts: Reflective listening, reframing (to be delivered same day)

Handout: Ethics and Mediation. Model Standards of Conduct for Mediators, at: http://acrnet.org/acrlibrary/more.php?id=39_0_1_0_M

(Role Playing Exercises)

TASK: Bring your own case of conflict to be mediated (It can be the case selected for your final paper)

BRIEF PAPER PRESENTATION: Be prepared to explain your final paper to the class, its basic assumptions and your conclusions. It doesn't need to be finished; enough that you can explain what issue are you focusing on, why have you chosen it and where it is taking you intellectually.

Final Paper delivery deadline: December 5th, 2011