

# Conflict Studies for Social Change

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Georgetown University Program on Justice and Peace

JUPS 272

Greetings and welcome.

I designed this course to support your development as activist scholar practitioners. It is an upper level elective; open to students who have completed at least 2 years of university study. You will need significant knowledge of an area of study in order to explore what Conflict Studies can add to your work. Considering conflicts that emerge when working for social justice, and learning from the work of conflict specialists, will help you consider how best to take your own scholarly practice to the next level.

You will use the intersection of your chosen area of knowledge and Conflict Studies to develop your capacities for sensemaking and effective knowledge work. As an integral part of human experience, social conflict offers opportunities for growth and openings to instigate change. Our class will provide opportunities to explore your own scholarly practice; including the choices you make as a researcher, your capacity for using and building theory, and how both can inform practice in your chosen field of interest.

Integrating theory and research to support practice in interpersonal, local, and global contexts helps activists and scholars alike promote social change. By understanding emergent conflict dynamics, structures, and functions, as well as practical choices involved in conflicting, you will be better prepared to disrupt destructive conflict patterns and work effectively for social change.

## Required Texts

Furlong, Gary T. 2005. *The conflict resolution toolbox: Models & maps for analyzing, diagnosing and resolving conflict*. Ontario, Canada: John Wiley & Sons.

Kahane, Adam. 2004. *Solving Tough Problems: An open way of talking, listening, and creating new realities*. San Francisco, CA: Berrett-Koehler Publishers.

Lederach, John Paul. 2005. *The Moral Imagination: The art and soul of building peace*. Oxford: Oxford University Press,

Mayer, Bernard. *Beyond neutrality: Confronting the crisis in conflict resolution*. San Francisco: Jossey-Bass, 2004.

**Selected readings are posted on Blackboard and subject to change based on class interest/progress. Citation information included with article and/or listed below.**

- Adams, Maurianne, Warren J Blumenfeld, Rosie Castaneda, Heather W. Hackman, Madeline L. Peters, Ximena Zuniga ed. 2000. *Readings for diversity and social justice*. New York: Routledge.
- Allee, Verna. 1997. *The evolution of knowledge: Expanding organizational intelligence*. New York: Butterworth-Heinemann.
- Allee, Verna. 2003. *The future of knowledge: Increasing prosperity through value networks*. New York: Butterworth-Heinemann.
- Brown, Juanita, David Issacs and the World Café Community. 2005. *The World Café: Shaping our futures through conversations that matter*. San Francisco: Berrett-Koehler.
- Cloke, Kenneth, and Joan Goldsmith. 2000. *Resolving personal and organizational conflict: Stories of transformation and forgiveness*. San Francisco: Jossey-Bass.
- Clark, Mary. 2002. *In search of human nature*. New York: Routledge.
- Denzin, Norman K. and Yvonna S. Lincoln. 1998. Introduction. In *Collecting and interpreting qualitative materials*. ed. Norman K. Denzin and Yvonna Lincoln. 1-34. Thousand Oaks: Sage Publications.
- Denzin, Norman K. and Yvonna S. Lincoln. 1998. Major paradigms and perspectives. In *Collecting and interpreting qualitative materials*. ed. Norman K. Denzin and Yvonna Lincoln. 185-194. Thousand Oaks: Sage Publications.
- McAdam, Doug. 2003. Beyond structural analysis: Toward a more dynamic understanding of social movements. In *Social movements and networks: Relational approaches to collective action*. ed. Mario Diani and Doug McAdam Oxford: Oxford University Press.
- Mische, Ann. 2003. Cross-talk in movements: Reconceiving the culture-network link. In *Social movements and networks: Relational approaches to collective action*. ed. Mario Diani and Doug McAdam Oxford: Oxford University Press.
- Jeong, Ho-Won. 1999. Research on conflict resolution. In *Conflict resolution: Dynamics, processes and structure*. ed. Ho-Won Jeong. 3-34. Brookfield: Ashgate Publishing.
- Johnson, Allan G. 2006. *Privilege, power, and difference*. 2nd ed. Boston: McGraw Hill.
- Klein, Gary. 1998. *Sources of power: How people make decisions*. Cambridge, Mass: MIT Press.
- Margulies, Nancy with Nusa Maal. 2002. *Mapping inner space: Learning and teaching visual mapping*. 2<sup>nd</sup> ed. Tucson, Arizona: Zephyr Press.

Kriesberg, Louis. 1997. Social movements and global transformation. In *Transnational social movements and global politics: Solidarity beyond the state*. ed. Jackie Smith, Charles Chatfield and Ron Pagnucco. New York: Syracuse University Press.

van Dijk, Teun. 1997. Discourse and interaction in society. ed. Teun van Dijk. *Discourse as social interaction*. 1-37. London: Sage.

- The course syllabus is your map for our class. Pay attention to it. Changes may be necessary, if so, I will notify you by email and the changes will be posted on Blackboard.
- Email is required for class communication.
- I am happy to work with you to participate in the Community-Based Learning Credit Program through the Center for Social Justice. <http://socialjustice.georgetown.edu/>

You are honor bound to work with integrity, fully citing your sources and crediting others for their ideas. Please be aware that plagiarism is never acceptable and will cause you to fail.

Questions? See the honor code at: <http://gervaseprograms.georgetown.edu/hc/main.html>

Written work will be graded on content and presentation. If you struggle with scholarly writing, please take advantage of peer support at the Writing Center, 217A Lauinger Library  
<http://www.georgetown.edu/departments/english/writing/wcenter.htm>

### **Contact Information:**

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Office Hours: Directly after class and by appointment.

### **Turning in Assignments:**

- Email all assignments by 12pm the day following class when due date is listed. I prefer Word compatible (.doc), a text format (.rtf or .txt), or pdf. (If you have questions about this, let me know.) Late papers are dropped one letter grade for every 2 days overdue.
- When it is your week to do reading summaries, email to everyone 24 hrs before class so that people have time to print.
- Please proofread, use proper scholarly citations, and a style guide.

### **READ EVERY WEEK! —5 pts**

Read Blackboard postings in order for best result. If you don't read it will be obvious, prepar.

### **Each week someone will work with the readings—10 pts:**

- Summarize the readings in a handout. Email these to everyone at least 1 day ahead so people can print their own. If you are late, bring copies to class.
- Create an activity that will help the group learn about what you think is most important in the readings.
- Lead a class discussion about your readings. Think about themes—make connections between the readings, current events, your project, and everyone else's work.

### **Bring reading summaries to class every day—we will use them in discussion and exercises.**

You will be the resident expert on readings you summarize and are responsible for attention to relevant themes throughout the course

### **3 Reflections—30 pts**

Take the opportunity to write your way to clarity about the readings and your class work. Use reflections to write about your life and experiences while identifying patterns that help you understand class readings and discussions. Reference specific readings; connect to class discussions as well as personal research and experience. Write in first person.

- Privilege and Social Change—7.5 pts (5-7 pages)
- Locate your scholarship and research approach, then begin to articulate your topic—7.5 pts (5-7 Pages)
- Final Reflection on the meaning of the course and your work. What have you learned about yourself and your practice?—15 pts details (7-9 pages due at final exam meeting)

### **Project—30 pts**

The major project for the class requires you use what you are learning in and from Conflict Studies to help develop your scholarly practice. Existing knowledge, outside research, awareness of your standpoint, social location, worldview, and privilege are all relevant to this work.

You will propose a topic for your project that you are passionate about; it should be grounded in your area of study. The topic should be well suited to engaging from the vantage point of Conflict Studies—be sure you can identify conflicts in your topic area. You will explore the topic as a researcher, theorist, and practitioner.

### **The project has 2 components—**

- Create a Learning Experience for the Class—10 pts
  - You will have 30+ minutes to help us make sense of your project. Include the history/context and how you would engage it as a theorist, researcher and practitioner. How is this informed by your work in Conflict Studies?
  - You design a learning experience for the class—to help us engage your work.
  - Develop and articulate a sense making strategy that helps others engage your project.
  - Use visual communication with the class. Be creative.
- Write it up—20 pts Your paper should include the following:
  - A standpoint statement that addresses your social location, privilege, identity, ideology and worldview as they inform the way you make sense of the topic and develop the project.
  - Brief history/context.
  - Analysis of conflict parties and their networks, sources, dynamics and structures—written or visually mapped
  - Present useful ways of thinking and talking about your topic in terms of theory, research, and practice.
  - Articulate the intersection of Conflict Studies and your own field of study and why it matters.
  - What was the experience of doing the project like for you? What did you learn? What will you take forward?
  - References

### **Feedback on Presentations & Self Assessment—10 pts**

- You will provide written feedback to each of your colleagues on their project presentation. Email these to the presenter (cc me) within 3 days. What worked for you? What didn't? What do your colleagues need to hear? —5 pts
- When you present: What did you learn from your own presentation? What worked for you? What didn't? Email to me within 3 days. —5 pts

### **Act as an effective member of the learning group—15 pts**

- Attend all classes or let me know before class that you will be absent (-2 unexcused)
- Be on time. (phone the contact person if you will be late, -.5 if we wait for you)
- Participation is mandatory.
- Self-awareness is crucial
- Outside research on your topic will be required.
- Turn in assignments on time.
- Put your multifaceted self into your work.

## **Week 1**

Introductions and Overview

Sign up for Readings immediately. Pick a week where you will summarize the readings in a handout, create and facilitate a learning exercise, then lead class discussion.

Connecting Conflict Studies to your field of interest  
Knowledge Work and Social Change

Readings for discussion Week 2

Clark: Intro & Ch 5 Culture, Meaning and Human Needs  
Clope and Goldsmith: Ch 1 & 2 Story & Conflict  
van Dijk: Discourse and interaction

### **Assignment:**

Next week you should be prepared to present 2 ideas that matter to you from the readings.

## **Week 2**

Conflict Stories & Human Needs

Readings for Discussion Week 3

Johnson: 2 & 9 Privilege

Readings for Diversity and Social Justice:

Suzanne Pharr “Reflections on Liberation”

Patricia Hill Collins “Toward a New Vision: Race, Class, and Gender as  
Categories of Analysis and Connection”

Bobbie Harro “The Cycle of Liberation”

Barbara J. Love “Developing a Liberatory Consciousness”

### **Assignment: Reflection 1 due Week 3**

Please write 4-6 pages on privilege and how it connects to your life and work after completing the readings above. Address worldview/social location/standpoint. Be prepared for class discussion.

## **Week 3**

Discourse as Social Interaction

Privilege, standpoint, social location

Understanding systems of oppression and privilege

### **Due: Reflection 1 Privilege and Standpoint**

Readings for Discussion Week 4

Jeong: Research in Conflict Studies

Denzin and Lincoln: Intro to qualitative research

Denzin and Lincoln: Major paradigms

## **Week 4**

Research is Political, Intentional and Powerful. It creates Frames for Understanding.  
Discovering your topic

Readings for Discussion Week 5

Klein: Intuition and Decision Making Ch 4, 10 & 11

Mind Mapping: Intro & Ch 1

World Cafe reading

### **Assignment: Reflection 2 due Week 6**

4-6 pages. Locate your scholarship in the history of knowledge, name your influences and start articulating how they all fit together.

## **Week 5**

Mind Mapping

Critical thinking strategies and your Personal Research Topic

Conversations that Matter

Readings for Discussion Week 6

Allee: The Future of Knowledge—Ch 8 & 9

Kriesberg: Social Movements and Global Transformation

McAdam: Understanding Social Movements

Allee: Knowledge Evolution

## **Week 6**

Knowledge Work

Practices for Conflict Work and Knowledge Work

### **Due: Reflection 2 Locate your scholarship**

Readings for Discussion Week 7:

Furlong: All

## **Week 7**

Frameworks for understanding conflict

Mapping Your Project / vetting topics—come to class with ideas for mapping your project

Reading for Discussion Week 8

Mayer: Ch 5, 6, 7, 8, 9

## **Week 8**

Engaging conflict in your practice and project from the standpoint of a conflict specialist

Readings for Discussion Week 9

Kahane: All

## **Week 9**

Your practice

Readings for Discussion Week 10:

Lederach: Ch 1-9 (pgs 1-100)

## **Week 10**

Dialogue & Visioning Futures

Providing feedback

Conversation on Class Expectations for Responses, Timing & Helpful Content

Readings for Discussion Week 11:

Lederach: Ch 10-Epilogue (pgs 101-180)

## **Week 11**

Conflict Studies in your future

Mapping your work—theory, research and practice

## **Week 12 Presentations!**

*Papers Due by 6:15 PM 3 days following your presentation*

Provide feedback & personal assessment within 3 days

## **Week 13 Presentations!**

Provide feedback & personal assessment within 3 days

## **Week 14 Presentations!**

Provide feedback & personal assessment within 3 days

### ***Final Reflections due at exam meeting:***

- Integrate your experience of the course.
- Use class materials, discussions, exercises, readings and other experiences.
- Consider how you might develop a reflective practice in the future.
- Tell me who you understand yourself to be, what you are to do in your work—and why it matters.

Did you get to properly explore your work in terms of Conflict Studies? Are you on the path to being an activist scholar practitioner?

If so, congratulations are in order.

**We Meet during Final Exams as scheduled by University—**

**Due: Final Reflections on the course 7-9 pages**