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| **UNIVERSITY OF OREGON**  **CONFLICT AND DISPUTE RESOLUTION MASTER’S PROGRAM** |

**CRES 613: PERSPECTIVES ON CONFLICT AND ITS MANAGEMENT**

**Fall 2019**

Class Meetings: Tuesdays, Thursdays, 10-11:50am

Location: 282 Knight Law Center

Instructor: Professor Michael Musheno

[musheno@uoregon.edu](mailto:musheno@uoregon.edu)

Office Hours: Noon-1pm, Tuesdays and Thursdays

And by Appointment

Appointments: Email me in advance with your availability

**COURSE DESCRIPTION AND ESSENTIAL QUESTIONS**

CRES 613 is foundational to CRES graduate studies and the field of conflict studies. The program and field treat conflict as primary to human exchange and explores how its trajectory and management contribute to social justice and injustice. This seminar uses multiple learning strategies to confront the underlying conditions that give rise to social conflict and shape its management. We will be guided initially by the following questions:

**(1) What is conflict and its historical trajectory;**

**(2) What conflict comes with a professional career;**

**(3) Why engage in scholarship if you are interested in dealing with social conflict?**

**(4) How is conflict usually managed;**

**(5) Who are on the frontlines of conflict management;**

**(6) What are the habits of doing conflict management;**

**(7) Why rethink conflict as trouble;**

**(8) What is necessary for conciliation to gain purchase for handling trouble;**

**(9) How does class, culture, identity, and power shape trajectories of conflict and its management?**

These questions will be modified and lead to others as you put your imprint on the seminar.

**LEARNING OUTCOMES**

As a result of taking this course, you will:

* Acquire an historical perspective to judge popular representations of contemporary conflicts;
* Critically assess the values and purpose you bring to conflict studies as a professional field of study and practice;
* Develop skills to write, analyze and interpret conflict narratives;
* Cultivate an informed, observant, diagnostic approach to assessing conflict, recognizing its structure, and making realistic judgments about intervention strategies;
* Become conversant in the implications of conflict and its management for social life at the interpersonal, group, community, organizational, and institutional levels.

**COURSE READINGS**

The following book is required and can be purchased at the Duck Store or wherever you find it available: Calvin Morrill and Michael Musheno, *Navigating Conflict*. University of Chicago Press, 2018. (Reserve copies available at law library)

All additional required readings are posted on the CANVAS course website.

**COURSE POLICIES**

**Attendance and Participation:** Attendance is mandatory.I expect to see you at every class session, on time and prepared to participate. If – for some extraordinary reason – you are unable to attend or participate in a particular class, you must email me by 8:00 a.m. on the day of the class. We will talk more about this policy during our first class.

**Computer Use:** Electronica use in class for course purposes only.

**Writing Support:**  This is a writing course and program. I will pay attention to your skills and provide feedback on your writing. At the same time, you are encouraged to use the services of the UO Teaching & Learning Center’s Writing Lab. The Writing Lab is an excellent resource for any kind or level of writing.

**Accessible Education for All Students**: The University of Oregon works to ensure inclusive learning environments for all students.  We recognize that students bring a variety of learning styles to the course, and that some learning styles may require adjustment to course structure.  I am happy to talk with you about such adjustments.  Please let me know if there are aspects of the instruction or design of this course that result in barriers to your participation due to your learning style or diagnosed disability.  For more information, you are also encouraged to contact the Accessible Education Center (formerly Disability Services) at 346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

**Inclusion and Collegiality:** Our community values inclusion. We are committed to equal opportunities for all faculty, staff, and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you have any concerns about these issues for yourself or for others, please contact Associate Dean of Students Jennifer Espinola at [espinola@uoregon.edu](mailto:espinola@uoregon.edu).

**Academic Integrity**: Students are expected to demonstrate high levels of academic integrity and professionalism, and are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Plagiarism and other forms of academic dishonesty will be grounds for automatic failure in the course. If you have questions about academic conduct, please review the University Student Conduct Code and consult me.

**COURSE REQUIREMENTS**

* **Attendance and participation**. As noted above, attendance is mandatory. Moreover, every student is expected to participate actively in all in-class and outside-of-class exercises. Participating actively does not mean talking all the time, but instead encompasses a willingness to learn, to experiment, to accept feedback, and to provide feedback. Participating actively also means completing all required readings and assignments on time. For more details, including points and grading rubric, see assignments tab on CANVAS.
* **Writing projects and related assignments.**  There are a number of projects that you will complete over the course of the term. We will discuss these in detail.
  + **Classroom leaders**. Discussion leadership is a strategy for classroom engagement with the required readings, as well as for building skills important to dealing with trouble and conflict, including abilities to synthesize, listen, and guide interactions in a group setting. After the early class sessions, seminar participants will be assigned in pairs to engage the class in discussion of the required readings and relate them to **the essential questions** as well as contemporary social and political life. In addition to leading the class, you will complete a discussion paper (**authored by both discussion leaders**) that includes a statement of the goals you set out to accomplish, the strategy you deployed to foster discussion, the key points from the readings and the essential question you sought to advance, and an evaluation of how well you did in leading the class. Your paper must be posted on CANVAS no later than noon one week after you served as discussion leaders. A more detailed set of instructions is posted on CANVAS under the assignment tab.
  + **Conflict assessment 1**. A conflict assessment consists of a conflict narrative, analysis, and diagnostic. You will work to develop a distinctive conflict narrative of primary interest to you, analyze the narrative, and complete a diagnostic of the dynamics of trouble. You will share a draft of the conflict narrative with at least one other student. You are encouraged to meet with me ahead of the deadline to review your progress. Your assessment must be posted **on CANVAS no later than Tuesday, November 19 at 10pm**. A more detailed set of instructions is posted on CANVAS under the assignment tab.
  + **Conflict assessment 2**. Near the end of term, I will provide the class with a prompt that invites you to apply the ideas and concepts featured in the course to your subject area of interest in conflict and its management. The assessment should reflect your comprehensive learning and engagement in the course and must be posted on CANVAS no later than **Tuesday, December 10 by 10:00 pm.**

**EVALUATION AND GRADING**

I will provide a grading rubric and comment extensively on the two conflict assessments. The grading point distribution is as follows:

**Attendance and engaged participation:** 20 points -- 10%

**Discussion Leader:** 40 points -- 20%

**Conflict Assessment1:** 70 points – 35%

**Conflict Assessment2:** 70 points – 35%

**Basic Grading Scheme:** A- to A+ (180-200); B- to B+ (160-179); C- to C+ (140-159)

**COURSE SCHEDULE (subject to change)**

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| ***Date and topic:*** | ***To do before class:*** |
| Tues. 10/01  **How do identities shape perspectives of conflict?** | Bring an artifact to class that symbolizes a key thought of yours about conflict. It should be something visible and tangible—an object, a picture, a printout, whatever you like. Be ready to explain your choice and what it reveals about your interest in conflict and its management. |
| Thurs. 10/03  **How is conflict related to professional life?** | Read:   * Bliss, *Divided Selves.* * Musheno, *Identities.* * Yuhas, *Officials Decline Enforcement.* |
| Tues. 10/08  **Is conflict on the rise; in retreat; shifting in form?** | Read:   * Pinker, *Enlightenment.* * Bell, *Hate thy Neighbor.* * Donahue, *Dehumanizing Language*. |
| Thurs. 10/10  **How does scholarship matter for action- oriented work?** | Read:   * Johnson, *Police Shootings.* * Mercieca, *Battle.* * McCann, *Scholarship.* |
| Tues. 10/15  **Is America a litigious society?** | Read:   * Felstiner, *Emergence and Transformation.* * Engel, *Litigious*. |
| Thurs. 10/17  **Who can’t sue and why not?** | Read:   * Desmond, *Evicted.* |
| Tues. 10/22  **Who is on the frontlines of conflict management?** | Read:   * Musheno, *Cops*. * Musheno, *Dealers*. * Musheno, *Emotions.* |
| Thurs. 10/24  **What drives their decision-making?** | Read:   * Musheno, *Decision-Making.* |
| Tues. 10/29  **What are the habits of doing conflict management?** | Read:   * Merry, *Discourses of Mediation.* * Zacka, *Three Pathologies.* |
| Thurs. 10/31  **How do people adapt to aggressive frontline practices?** | Read:   * Mounk, *Age of Responsibility.* * Stuart, *Copwise.* * Alvarez, *Homeless Conflict*. |
| Tues. 11/05  **Why a trouble perspective?** | Read:   * Morrill and Musheno, *Navigating Conflict* (**Required book,** Chapter 1 and 3). |
| Thurs. 11/07  **How does trust matter?** | Read:   * Monica Bell, *Situational Trust.* |
| Tues. 11/12  **How do places matter; what sustains trust?** | Read:   * Anderson, *White Space.* * Morrill and Musheno, *Navigating Conflict* (**Required book**, Chapter 2). |
| Thurs. 11/14  **What enables peaceable, everyday conflict management?** | Read:   * Morrill and Musheno, *Navigating Conflict* (**Required book**, Chapter 4). |
| Tues. 11/19  **What gives rise to threatening conflict management; what tactics are used?** | Read:   * Morrill and Musheno, *Navigating Conflict* (**Required book**, Chapter 5). |
| Thurs. 11/21  **What are the dangers of policy interventions to manage conflict?** | Read:   * Morrill and Musheno, *Navigating Conflict* (**Required book,** pp. 159-161; Chapter 7). |
| Tues. 11/26  **How do conciliatory practices get embedded in a place?** | Read:   * Morrill and Musheno, *Navigating Conflict* (**Required book**, Chapter 8). |
| Thurs. 11/28  **No class; holiday** | Read:   * No new readings. |
| Tues. 12/03  **What additional constructs are important to your areas of interest?** | Read:   * To be determined by class. |
| Thurs. 12/5  **Workshop on Conflict Assessment 2** | Read:   * No new readings |
| Tues. 12.10  **Conflict Assessment 2 Due (10pm)** |  |

**APPENDIX: CITATIONS OF COURSE READINGS (in order of presentation)**

1. Bliss, John. 2017. *Divided Selves: Professional Role Distancing Among Law Students and Lawyers in a Period of Market Crisis*. Law and Social Inquiry. Vol. 42 (3): Pp. 855-897.

2. Maynard-Moody, Steven and Michael Musheno. 2006. Cops, Teachers, Counselors: Stories from the Frontlines of Public Service. Ann Arbor, MI: University of Michigan Press. Pp. 51-76.

3. Yuhas, Alan and Claire Moses. 2019. *Dutch Officials Decline to Enforce New Partial Ban on Burqas*. The Conversation, August 1, 2019, 3pp.

4. Pinker, Steven. 2018. Enlightenment Now. New York: Viking Press. Chapters 4, 11 and pp. 167-176.

5. Bell, Jeannine. 2013. Hate Thy Neighbor: Move-In Violence and the Persistence of Racial Segregation in American Housing. NY: NYU Books. Pp. 1-9, 86-116, 191-2017.

6. Donohue, William. 2019. *There’s a Dark Political History to Language that Strips People of their Dignity*. The Conversation, August 2, 2019, 4pp.

7. Johnson, David and Joseph Cessario. 2019. *Our Database of Police Officers Who Shoots Citizens.* The Conversation, July 22, 2019, 3pp.

8. Mercieca, Jennifer. 2018. *America in the Middle of a Battle for the Meaning of Words like “Diversity”.* The Conversation, July 23, 2018, 4pp.

9. McCann, Michael. 2016. *Labor Scholarship and/as Activism.* Praxis. Vol. 14 (2): 432-441.

10. Felstiner, William, Richard Abel, and Austin Sarat. 1980-81. *Emergence and Transformation of Disputes.* Law and Society Review. Vol. 5 (3-4): 631-654.

11. Engel, David. 2016. The Myth of the Litigious Society. Chicago: University of Chicago Press. Pp. 1-50.

12. Desmond, Mathew. 2016. Evicted: Poverty and Profit in the American City. NY: Crown Publishers, Pp. 53-63; 209-14; 282-313.

13. Maynard-Moody and Michael Musheno. 2006. Cops, Teachers, Counselors: Stories from the Frontlines of Public Service. Ann Arbor, MI: University of Michigan Press: Pp. 3-24, 36-50, 93-122.

14. Merry, Sally Engle. 1990. *The Discourses of Mediation*. Law and Society Review, Vol. 2 (1): 1-36.

15. Zacka, Bernardo. 2017. When the State Meets the Street. Cambridge, MA: Belknap Press of Harvard University Press: Pp. 66-110.

16. Mounk, Yascha. 2017. The Age of Responsibility. Cambridge, MA: Harvard University Press: Pp. 1-28.

17. Stuart, Forrest. 2016. *Becoming “Copwise”: Policing, Culture, and the Collateral Consequences of Street-Level Criminalization*. Law and Society Review, Vol. 50 (2): 279-313.

18. Alvarez, Destiny. 2019. *Homelessness in Public View*. Register-Guard, August 2, 2019, 3Pp.

19. Morrill, Calvin and Michael Musheno. 2018. *Navigating Conflict: How Youth Handle Conflict in a High Poverty School*. Chicago: University of Chicago Press.

20. Bell, Monica. 2016. *Situational Trust: How Disadvantaged Mothers Reconceive Legal Cynicism*. Law and Society Review, Vol. 50 (2): 314-347.

21. Anderson, Elijah. 2015. *“The White Space”.* Sociology of Race and Ethnicity, Vol 1 (1):

10-21.