

CRES 613: PERSPECTIVES ON CONFLICT AND ITS MANAGEMENT

Fall 2020

Class Meetings: Wednesdays, 10:15-11:45am
Location: REMOTE via Zoom:
<https://uoregon.zoom.us/j/95824130014?pwd=K0IwUzBxTlREdG9wOGsxcHFxU2loUT09>
and Modules via Canvas on Mondays
Instructor: Professor Michael Musheno musheno@uoregon.edu
Office Hours: Open Mike 10:45-11:45am on Mondays; 12:00-1:00 pm
Wednesdays via Zoom at
<https://uoregon.zoom.us/j/99185842248?pwd=OXBZlUhsMzZla1dBSTJwbEdISWRXZz09>
and by Appointment
Appointments: Email your availability in advance for phone meeting

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

All required readings are posted on the CANVAS course website. Suggested book: Calvin Morrill and Michael Musheno, *Navigating Conflict*. University of Chicago Press, 2018.

COURSE POLICIES

Attendance and Participation: Attendance is presumed. I expect to see you at every zoom class session, on time and prepared to participate. We will talk more about this policy during our first class.

Computer Use: We will meet via Zoom and use Canvas for readings, discussion board postings and assignments.

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. See CRES front office for details on accessing this resource.

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 uoac@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 Law School Associate Dean of Students Jennifer Espinola at 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 presumed and you are expected to participate actively in all class activities. 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 three projects you will complete over the course of the term. We will discuss these in detail.

1. 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, you will be assigned in pairs to engage the class in discussion related to a particular required reading. The assignment presumes that all seminar participants have completed a close reading of the course material in advance of the class meeting for which it is assigned. Therefore, classroom leaders **should not** prepare a summary of the reading to present to the class. Instead you should jointly identify a theme or claim in the readings that you want to magnify, critique, challenge, debate, or extend with the aim to invoke discussion. You are expected to orient the class for engaging in the issue you raise and provide two illustrations to share with that purpose in mind. You will screen share the illustrations on Zoom (such as a short video clip, poem, narrative from a court case/legislation, photograph, painting sound bite, cartoon), offer a perspective on how the theme relates to conflict and its management, and lead the discussion. After leading the class, you will post your illustrations and a composite two-page narrative about the theme on the classroom discussion board. I will evaluate your classroom activity (25-30 minutes of leadership) and submission to the discussion board. A more detailed set of instructions is posted on CANVAS under the assignment tab.

2. Conflict assessment 1. This assignment is designed for you to develop an initial baseline perspective of “**conflict**” and orientation towards “**handling conflict**” that is embedded in the extraordinary “*moment*” we are living in. By “moment” I mean a period of fundamental disruption and awakening associated with the convergence of sustained commitment to social activism, the devastation of the Covid-19 pandemic, and threats to democratic governance. To develop your baseline perspectives, we will engage in an inductive process of conflict assessment:

1. Find and summarize a contemporary story of conflict; explain why it intrigues you; how it relates to the moment we are living in. (Describing)
2. What makes this a narrative of conflict? What are the dynamics of the situation? What larger force are in play that give shape to the situation? (Analyzing)
3. How is this conflict likely to be (or actually being) handled? What refinements and/or alternatives would you offer as a path forward, considering the larger forces at play and the extraordinary moment we are living in? (Diagnosing)
4. What is your baseline perspective of conflict and its management? (Synthesizing)

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 Wednesday, November 18 at 10pm**. A more detailed set of instructions is posted on CANVAS under the assignment tab.

3. 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 **Monday, December 7 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)

<i>Date and topic:</i>	<i>To do before class:</i>
Wed., 09/30 How do biographies shape our interests in 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.
Monday, 10/05 How is conflict related to professional life?	Read: <ul style="list-style-type: none"> • Bliss, <i>Divided Selves</i>. • Musheno, <i>Identities</i>. • Yuhas, <i>Officials Decline Enforcement</i>.
Wed., 10/07 Is conflict on the rise; in retreat; shifting in form?	Read: <ul style="list-style-type: none"> • Pinker, <i>Enlightenment</i>. • Bell, <i>Hate thy Neighbor</i>. • Blain, <i>Black Women, Police Violence</i>.
Monday, 10/12 How does research matter?	Read: <ul style="list-style-type: none"> • Stuart, <i>Code of the Tweet</i>. • Navarro, <i>Mask Resistance</i>. • McCann, <i>Scholarship</i>.
Wed. 10/14 Is America a litigious society?	Read: <ul style="list-style-type: none"> • Felstiner, <i>Emergence and Transformation</i>. • Engel, <i>Litigious</i>.
Monday, 10/19	Read:

Who can't sue and why not?	<ul style="list-style-type: none"> • Desmond, <i>Evicted</i>.
Wed. 10/21 How is white privilege learned?	Read: <ul style="list-style-type: none"> • Hagerman, <i>Race Doesn't Matter</i>. • Hagerman, <i>It was Racism</i>.
Monday 10/26 Who is on the frontlines of conflict management?	Read: <ul style="list-style-type: none"> • Musheno, <i>Cops</i>. • Musheno, <i>Dealers</i>. • Musheno, <i>Emotions</i>.
Wed. 10/28 What drives their decision-making?	Read: <ul style="list-style-type: none"> • Musheno, <i>Decision-Making</i>. • Epp, <i>Pulled Over</i>
Monday 11/02 What are the habits of doing conflict management?	Read: <ul style="list-style-type: none"> • Merry, <i>Discourses of Mediation</i>. • Zacka, <i>Three Pathologies</i>.
Wed. 11/04 What about the punitive turn?	Read: <ul style="list-style-type: none"> • Mounk, <i>Age of Responsibility</i>. • Stuart, <i>Copwise</i>. • Kaba, <i>Abolish Police</i>.
Monday 11/09 Why a trouble perspective?	Read: <ul style="list-style-type: none"> • Morrill and Musheno, <i>Navigating Conflict</i> (Chapter 1 and 3). • Lewis, <i>Together Op Ed</i>
Wednesday 11/11 How does trust matter?	Read: <ul style="list-style-type: none"> • Monica Bell, <i>Situational Trust</i>.
Monday 11/16 How do places matter; what sustains trust?	Read: <ul style="list-style-type: none"> • Anderson, <i>White Space</i>. • Morrill and Musheno, <i>Navigating Conflict</i> (Chapter 2).
Wednesday 11/18	Read:

What enables peaceable, everyday conflict management?	<ul style="list-style-type: none"> • Morrill and Musheno, <i>Navigating Conflict</i> (Chapter 4).
Monday 11/23 What gives rise to threatening conflict management; what tactics are used?	Read: <ul style="list-style-type: none"> • Morrill and Musheno, <i>Navigating Conflict</i> (Chapter 5).
Wed. 11/25 What are the dangers of policy interventions to manage conflict?	Read: <ul style="list-style-type: none"> • Morrill and Musheno, <i>Navigating Conflict</i> (pp. 159-161; Chapter 7).
Monday 11/30 How do conciliatory practices get embedded in a place?	Read: <ul style="list-style-type: none"> • Morrill and Musheno, <i>Navigating Conflict</i> (Chapter 8).
Wednesday 12/02 Workshop on Conflict Assessment 2	Read: <ul style="list-style-type: none"> • No new readings
Monday 12.07 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. Blain, Keisha. 2020. *A Short History of Black Women and Police Violence*. The Conversation, June 12, 2020, 4pp.
7. Stuart, Forrest. 2020. *Code of the Tweet: Urban Gang Violence in the Social Media Age*. Social Problems. Vol. 67 (2): 191-207.
8. Navarro, J. Alexander. 2020. *Mask Resistance During Pandemic Isn't New*. The Conversation, July 13, 2020, 3pp.
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. Hagerman, Margaret. 2018. White Kids: Growing Up with Privilege in a Racially Divided America. NY: New York University Press, 1-23; 62-63; 161-187.
14. 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.
15. Epp, Charles, Steven Maynard-Moody and Donald Haider-Markel. 2014. Pulled Over: How Police Stops Define Race and Citizenship. Chicago: University of Chicago Press, Pp. 1-25.
16. Merry, Sally Engle. 1990. *The Discourses of Mediation*. Law and Society Review, Vol. 2 (1): 1-36.
17. Zacka, Bernardo. 2017. When the State Meets the Street. Cambridge, MA: Belknap Press of Harvard University Press: Pp. 66-110.
18. Mounk, Yascha. 2017. The Age of Responsibility. Cambridge, MA: Harvard University Press: Pp. 1-28.
19. Stuart, Forrest. 2016. *Becoming "Copwise": Policing, Culture, and the Collateral Consequences of Street-Level Criminalization*. Law and Society Review, Vol. 50 (2): 279-313.
20. Kaba, Mariame. 2020. *Opinion: Yes, We Mean Abolish the Police*. New York Times, June 12, 2020, 3pp.

21. Morrill, Calvin and Michael Musheno. 2018. *Navigating Conflict: How Youth Handle Conflict in a High Poverty School*. Chicago: University of Chicago Press: Required Book.
22. Lewis, John. 2020. *Opinion: Together, You Can Redeem the Soul of our Nation*. New York Times, July 30, 2020, 2pp.
23. Bell, Monica. 2016. *Situational Trust: How Disadvantaged Mothers Reconceive Legal Cynicism*. Law and Society Review, Vol. 50 (2): 314-347.
24. Anderson, Elijah. 2015. "The White Space". Sociology of Race and Ethnicity, Vol 1 (1): 10-21.