



UNIVERSIDAD SAN FRANCISCO DE QUITO
SCHOOL: CIENCIAS SOCIALES Y HUMANIDAD.
Semester: 201920 - Segundo Semestre 2019/2020
Schedule: On line

INSTRUCTOR/TEACHER INFORMATION:

Professor: Cecilia Isabel Conde López

Email cconde@asig.com.ec

Office: Zoom (by appointment)

Office hours: Via appointment thru Zoom (must email request)

COURSE INFORMATION:

COURSE: RCL-2001E - CONFLICT AND ITS RESOLUTION

NRC: 2713

Credits: 3

Pre-requisites: Verify pre-requisites in Banner academic system.

Co-requisites: The course doesn't have Co-requisites

COURSE DESCRIPTION:

Welcome to the world of Conflict Resolution!

Conflict is pervasive in our everyday lives. It surrounds us in the form of social conflict, personal conflict, or the most macro, political and economic conflict. Such conflicts are processes that take place over a period of time, with parties, ideologies, wants and needs. These processes can be formal, like the agreements that are reached through contracts between companies, countries and commercial entities. In a similar fashion, informal processes like a couple agreeing on what movie to watch that night or neighbors deciding on the time to limit the volume of the music box, or a neighborly dispute. And yet, while we are aware, for the most part of these conflicts, when it comes to negotiating or mediating a resolution, our methods seem to fall short and agreements are seldom reached satisfactorily. Why do simple situations become emotionally complicated? Why can we not dialogue effectively with some people or convince another of the importance of resolving and not fighting? This course seeks to answer these questions, among others and provides new paradigms and tools to manage our conflicts in a more constructive manner, thusly achieving, in hopes, a resolution to conflict.

**COURSE LEARNING OUTCOMES:**

#	Learning Outcomes	Level
LO-1	Students should know the terminology, concepts and basic models of conflict resolution. Better understand his or her own attitudes and behavior when facing conflicts.	Initial
LO-2	Define the conflict and distinguish from a problem, identify types of powers and fears, to explore conflict resolution models	Medium
LO-3	Compare and contrast the diverse alternatives and methods of conflict resolution, depending on the socio-cultural context of the conflict and the intended outcome.	Medium
LO-4	Distinguish the factors that influence perception and recognize how perception is a fundamental element in conflict resolution.	Medium
LO-5	Understand escalation models and identify obstacles and barriers to consensus building. Avoid Zero-sum games and those conflicts where parties lose face and escalate the conflict to a point of potential no resolution.	Medium
LO-6	Internalize and share the new paradigms of communication and cooperative negotiation in order to generate a new culture of peace and open discourse.	Medium
LO-7	Understand the fundamental mediation principles and tools.	Medium
LO-8	Understand the mechanisms that stimulate the use of creative thinking, to reach integrative alternatives. Consciously utilize the strategies of resolution to reach win-win agreements that benefit all the parts.	Medium
LO-9	Implement course concepts to analyze a real conflict	Medium

COURSE CONTENTS:

The course will be divided into eight (8) different sections:

WEEK 1: Introduction to Conflict Resolution: General Concepts



WEEK 2: Alternative Methods to Conflict Resolution

WEEK 3: Perception

WEEK 4: Obstacles and Limitations in Conflict

WEEK 5: The Communication of Cooperation

WEEK 6: Paradigms of Mediation

WEEK 7: Methods and Techniques

WEEK 8: Case Studies

METHODOLOGY FOR THE INTEGRATION OF THEORETICAL AND PRACTICAL CONTENTS:

The teaching methodology used in all courses at USFQ follows the liberal arts philosophy: encourage dialogue and enable learning through opportunities to exchange ideas among teachers and students. It is expected that all the theoretical content courses explore potential applications to professional practice and work contexts through the integration of diverse activities and simulations that foster the contextualized understanding of concepts using reality and professional practice as frames of reference.

ASSESSMENT:

Type	General Description	% of final grade
Forums (x6)	Forums will allow an open space for students to interact with each other and challenge ideas, exchange views and learn from each other.	25%
Diaries (x3)	Assignments will comprise of three diaries.	20%
Role Play (x1)	Simulation is designed to allow in an interactive format, the application of knowledge learned in class.	10%
Poster board (x1)	One of the activities will be the elaboration of a creative poster board to reflect on escalation process.	10%
Quizzes (x3)	Quizzes will be conducted at the end of each week (except during simulation week). Will comprise of a mix of multiple choice, multiple selection or short answer.	10%



Zoom Class Sessions (x4)	Zoom classes are designed to review material, challenge student convictions and test their knowledge further.	10%
Final Essay	Final essay that encompasses all theory learned and is now applied to the final analysis.	15%

RCL2001E CONFLICT AND ITS RESOLUTION	
Grade	Expectations
A	<ul style="list-style-type: none"> ○ Complete all the readings ○ Assist to all on-line classes and participate actively in forums. ○ Complete with at least an 8 out of 10 in the diaries, quizzes and poster board. ○ Reach a 18 average on final essay ○ Actively participate in role play
B	<ul style="list-style-type: none"> ○ Complete most readings ○ Assist to all on-line classes and in at least 80% of the forums. ○ Complete with at least a 6 out of 10 in diaries, quizzes and poster board. ○ Reach a 16 average on final essay. ○ Participate in role play.
C	<ul style="list-style-type: none"> ○ Complete some readings ○ Assist to 60% of forums and on-line class ○ Complete with at least 4 out of 10 in diaries, quizzes and poster board. ○ Reach a 14 average on final essay. ○ Passively participate in role play
D	<ul style="list-style-type: none"> ○ Complete few readings ○ Not assist to at least 60% of forums and on-line classes ○ Complete with less than 4 out of 10 in diaries, quizzes and poster board. ○ Reach less than a 14 average on final essay ○ Not participate in role play

Description of Assessment Categories

The learning methodology of this class is mainly based on the weekly texts, professor's presentations and the practical application of the concepts to the diaries. Through the interaction during the forums, debates and Zoom classes, students will have the opportunity to address their concerns and share their comments with the other students. These spaces will also provide the students with the opportunity to participate in a role-play in order to apply the concepts they have learned and will then evaluate these through a guided process.



At the end of the course, the students will provide an in-depth conflict resolution analysis of a chosen conflict and demonstrate the knowledge gained in the course.

At the beginning of the course, students will choose a conflict of interest and email the instructor, what each student chose. The conflict must be of importance to the student. It can be conflicts that focus on: International conflicts, Local/Domestic community, Economic, Personal, Historical.

This list is not by any means exhaustive, so feel free to branch out. I will let you know if the conflict chosen is realistic for the class or if you should look for something different. Students will write diaries applying the concepts, theories, and models presented in the content of the course. At the end of the course, the students will write an in-depth analysis on the chosen conflict, using their diaries as notes and points of reference (**Please watch the video in the section “Introduction” of content on how to choose your conflict**).

Your grades in this course will be evaluated in accordance with the following seven (7) criteria (please see the rubrics for each activity in their respective sections in D2L):

- **Forums** – Students will participate in **six** forums. In the first forum students will engage in a conversation, based on the questions posed by the professor. The grading process will be based on the participation of each student in which they demonstrate their knowledge of the material through the quality of their comments. **This MUST include the recognition of having read the comments of the rest of the students and contributing to the conversation with new material.** It is important to emphasize that I will not respond to all the comments on the forums, only those that I feel will further develop the conversation. Forum from Week 5 will be utilized as means to engage in role-playing activities and use of tools learned in class. This forum will not be evaluated. I will divide the students in groups and each group will receive specific instructions and their roles.
Forums will remain open during one week each week. (Note: Do not wait until the last day to participate. Your grades will be based on your constant participation).

Forums are not a space for you to simply reply to the general topic. Just as well, this space is not a question and answer activity or a monologue. It is meant to engage students in thought provoking dialogue. Please keep this in mind when participating in these activities.

- **Diaries**- Students will hand in three (3) diaries, applying the concepts of the sections covered. **A guide will be provided for each assignment; you will find these guides in the homework section for each activity.**
 - **First diary:** will have a mind map format.



- **Second diary:** will have a conceptual map.
- **Third diary:** will be an at least a 1000 word-essay.

The diaries must analytically develop the concepts in relation to the conflicts. Their thought process, analysis and criticism of the material will be read in detail. Please use other readings, current events, personal experiences and concepts from other disciplines to create concrete and valid arguments. Tap into other scholarly work to support your answers. **Assignments will be graded based on the quality of their analysis. Although assignments will be due every Sunday, these will be accepted one day late, and will be graded over 50%. Any time after that, students will receive a grade of zero, but will still be expected to turn in the assignment.**

ALL DIARIES MUST BE CITED CORRECTLY (we will be using APA style citations)

- **Zoom Classes-** There will be four on-line classes during this course. Please check the calendar for the dates and times of these classes. The grading process for these will be based on the high-quality participation of each student. As these classes are recorded, the professor will return to this recording to observe and grade this participation accordingly. Remember, the core of any interaction in this course with the instructor, is based on your active participation, answering and asking of questions, during the class. The Socratic method applies heavily in these activities and you must be prepared to jump in into the participations.

Online classes will last for two hours.

- **Zoom Class #1:** Sunday March 22nd , 9am -11am.
- **Zoom Class #2:** Sunday April 5th , 9am -11am.
- **Zoom Class #3:** Sunday April 26th , 9am -11am.
- **Zoom Class #4:** Sunday May 3rd , 9am -11am.

Note: Please test the ZOOM class before-hand. If your computer is not configured correctly, there is the chance that you could miss the class because of a technical problem. Contact me or IT to get assistance in fixing your problem. Emailing me the day of the class or after the fact, shows poor planning and will result in a poor grade.

- **Role play-** To evaluate student comprehension and application of theory, students will make use of the simulation game. Students will practice the concepts learned in previous weeks for conflict resolution. Students will play on a scenario during WEEK 5. Assessment will be completed by evaluating a reflection mini-essay.
- **Quizzes-** To evaluate the comprehension of the material, students will be asked to



take three quizzes (Week 3, 5 and 7). These quizzes will be in several types of formats, mainly multiple choice. Quizzes will be taken on Sundays. Correct answers will be available from the next day.

- **Poster bound:** In Week 4, the student must create an infographic or poster, through which students must capture the process of escalation and perpetuation of a conflict, identifying the obstacles and barriers that generate escalation. The qualification of this duty will be holistically based, all content.

POSTERS MUST BE CITED CORRECTLY (we will be using APA style citations)

- **Final Essay** – At the end of the course, students will write an analytical and comprehensive paper of their conflict, in which they apply the most important concepts and theoretical models. They will be graded on their critical thinking and ability to discern between models and determine which are most relevant to their specific conflict. Students will use the same conflict they chose at the beginning of the course. The final essay will (a) present the details of the conflict, like main events, principal actors, pertinent statistics, etc.; (b) define the factors that define the conflict and its actors, their needs, interests, aspirations, necessities and positions; (c) provide and analyze the most important concepts and models that could be used to deescalate the conflict; (d) determine what the final objective would be by using these models. This final essay will be handed in the last day of class. Please use proper citations.
- Additionally, there will be self-assessments questionnaires that will NOT be graded, and are not mandatory. Its objective is for the student to analyze their understanding of the concepts and conceptual frameworks of the week. These will be carried out in Week 2 and 6 a 4-question self-assessment will be carried out, they can be multiple choice, v/f, match, etc.

POLICIES:

All students taking courses at USFQ must follow the rules for ethics of learning, research, and behavior detailed in the USFQ's Code of Honor and Coexistence. All courses should follow the policies stated in USFQ's Manual del Estudiante.

- ✓ The Professor will respond to emails asap
- ✓ Assignments will be graded within 4 days' time.
- ✓ All homework must be turned in within the Homework Section of D2L and not



through the message system or the professor's email.

- ✓ The Code of Honor must be respected and followed at all times. Proper citations and credit, must be given, when credit is due.
- ✓ Your final grades will be posted in D2L and Banner.
- ✓ Please contact the professor through email, if needed.
- ✓ Assignments will be accepted after one day and will be graded over 50%. More than a day late, your assignment will receive a grade of 0 (feedback will still be provided). After this period, assignments will not be accepted. **THIS POLICY IS NON-NEGOTIABLE.**
- ✓ If you have any questions of concerns, please do not hesitate to contact me. Better reach out and take action, than waiting to the last minute! I am also open to suggestions in how to approach certain topics of the course. I cannot guess what you are thinking if you don't tell me.

SCHEDULE OF ACTIVITIES:

WEEK 1: Introduction to Conflict Resolution - General Concepts

a) Readings:

Farré Salvá, S. (2004). *Gestión de conflictos: taller de mediación. Un enfoque socioafectivo*, Barcelona: Editorial Ariel (pp.34-55).

Pruitt, D.G., & Rubin, J.Z. (1986). *Social conflict: Escalation, stalemate, and settlement*. New York: Random House

b) Activities:

WEEK	ACTIVITIES	STARTING DATE	END DATE	HOUR
1	Forum #1	March 16 th 2020	March 22 nd 2020	
	Zoom Online Class #1	March 22 nd 2020	March 22 nd 2020	9h00-11h00
	Send conflict proposal	March 19 th 2020	March 19 th 2020	00h00-23h59

- c) Audiovisual content: Dr. Jorge Zalles interview, USFQ Conflict and Resolution coordinator.

WEEK 2: Alternative Methods of Conflict Resolution

a) Readings:

Galtung, J. (2001). After violence, reconstruction, reconciliation, and resolution: Coping with visible and invisible effects. In *Reconciliation, justice, and coexistence: Theory and practice*, ed. Mohammed Abu-Nimeer, 3-23. Lanham, Maryland: Lexington Books.



Schrier, L. (2001). Ritual reconciliation: Transforming identity/reframing conflict. In *Reconciliation, Justice, and Coexistence: Theory & Practice*, ed. Mohammed Abu-Nimer, pp. 3-23. Lanham, Maryland: Lexington Books.

Vinyamata, E. (2003). *Tratamiento y transformación de conflictos: métodos y recursos en conflictología*. España: Ariel

b) Activities:

WEEK	ACTIVITIES	STARTING DATE	END DATE	HOUR
2	Diary #1	March 23 rd 2020	March 29 th 2020	
	Forum #2	March 23 rd 2020	March 29 th 2020	
	Self-assessment questionnaire	March 23 rd 2020	March 29 th 2020	

c) Audiovisual content: Dr. Jorge Zalles interview, USFQ Conflict and Resolution coordinator.

WEEK 3: Perception

a) Readings:

Fisher, G., (2000). International negotiation: Cross-cultural perception. En *Culture, communication, and conflict: readings in intercultural relations* (503-508). Boston, MA: Pearson Pub.

Singer, M., (2000). Part one Culture and Communication. En *Culture, communication, and conflict: readings in intercultural relations* (32-53). Boston, MA: Pearson Pub.

b) Activities:

WEEK	ACTIVITIES	STARTING DATE	END DATE	HOUR
3	Forum #3	March 30 th 2020	April 5 th 2020	
	Quizz #1	April 5 th 2020	April 5 th 2020	00:00-23:59
	Zoom Online class #2	April 5 th 2020	April 5 th 2020	9h00-11h00

WEEK 4: Obstacles and limitations to consensus construction

a) Readings:

Pruitt, D. G., & Rubin, J. Z. (1986). *Social conflict: Escalation, stalemate, and settlement*. New York: Random House.

Zalles, J. (2004). *Barreras al diálogo y al consenso*. Ecuador: Editorial Norma.

b) Activities:



WEEK	ACTIVITIES	STARTING DATE	END DATE	HOUR
4	Forum #4	April 6 th 2020	April 12 th 2020	
	Poster	April 6 th 2020	April 12 th 2020	
	Diary #2	April 6 th 2020	April 12 th 2020	

c) Audiovisual content: Dr. Jorge Zalles interview, USFQ Conflict and Resolution coordinator.

WEEK 5: Effective Communication

a) Readings:

Farré Salvá, S., (2004). *Gestión de conflictos: taller de mediación. Un enfoque socioafectivo*, Barcelona: Editorial: Editorial Ariel.

Sunday Adejimola. (2009). Language and communication in conflict resolution. *Journal of Law and Communication*. Vol 1 (1), pp 1-9.

b) Activities:

WEEK	ACTIVITIES	STARTING DATE	END DATE	HOUR
5	Forum #5 (Role Play)	April 13 th 2020	April 19 th 2020	
	Quizz #2	April 19 th 2020	April 19 th 2020	00h00- 23h59
	Role play - essay	April 13 th 2020	April 19 th 2020	

WEEK 6: Mediation

a) Readings:

Bercovitch, J., (1997). Mediation in International Conflict: An Overview of Theory, A Review of Practice. En: William Zartman, I & Lewis Rasmussen, J. *Peacemaking* (Eds), International Conflict: Methods and Techniques (pp 125-154). Washington DC: United States Institute of Peace Press.

Pruitt, D.G., & Rubin, J.Z. (1986). *Social conflict: Escalation, stalemate, and settlement*. New York: Random House.

b) Activities:

WEEK	ACTIVITIES	STARTING DATE	END DATE	HOUR
6	Zoom Class #3	April 26 th 2020	April 26 th 2020	9h00-11h00
	Diary #3	April 20 th 2020	April 26 th 2020	
	Self-assessment questionnaire	April 20 th 2020	April 26 th 2020	



WEEK 7: Methods and Techniques

a) Readings:

Cohen, R. (1997). *Negotiating across cultures: International communication in an interdependent world*, New York: US institute of Peace Press.

Hammer, Mitchell, *The S.A.F.E. Model of Negotiating Critical Incidents* (November 9, 2008). IACM 21st Annual Conference Paper. Available at SSRN: <https://ssrn.com/abstract=1298603> or <http://dx.doi.org/10.2139/ssrn.1298603>

Pruitt, D.G., & Rubin, J.Z. (1986). *Social conflict: Escalation, stalemate, and settlement*. New York: Random House.

b) Activities:

WEEK	ACTIVITIES	STARTING DATE	END DATE	HOUR
7	Forum #6	April 27 th 2020	May 3 rd 2020	
	Zoom Class #4	May 3 rd 2020	May 3 rd 2020	9h00-11h00
	Quizz #3	May 3 rd 2020	May 3 rd 2020	00h00-23h59

WEEK 8: Case Study

a) Activities:

WEEK	ACTIVITIES	STARTING DATE	END DATE	HOUR
8	Final essay	May 4 th 2020	May 10 th 2020	



BIBLIOGRAPHY:

- Bercovitch, J., (1997). Mediation in International Conflict: An Overview of Theory, A Review of Practice. En: William Zartman, I & Lewis Rasmussen, J. Peacemaking (Eds), International Conflict: Methods and Techniques (pp 125-154). Washington DC: United States Institute of Peace Press.
- Cohen, R. (1997). Negotiating across cultures: International communication in an interdependent world, New York: US institute of Peace Press.
- Farré Salvá, S., (2004). *Gestión de conflictos: taller de mediación. Un enfoque socioafectivo*, Barcelona: Editorial: Editorial Ariel.
- Fisher, G., (2000). International negotiation: Cross-cultural perception. En *Culture, communication, and conflict: readings in intercultural relations* (503-508). Boston, MA: Pearson Pub.
- Galtung, J. (2001). After violence, reconstruction, reconciliation, and resolution: Coping with visible and invisible effects. In *Reconciliation, justice, and coexistence: Theory and practice*, ed. Mohammed Abu-Nimeer, 3-23. Lanham, Maryland: Lexington Books.
- Hammer, Mitchell, The S.A.F.E. Model of Negotiating Critical Incidents (November 9, 2008). IACM 21st Annual Conference Paper. Available at SSRN: <https://ssrn.com/abstract=1298603> or <http://dx.doi.org/10.2139/ssrn.1298603>
- Pruitt, D.G., & Rubin, J.Z. (1986). *Social conflict: Escalation, stalemate, and settlement*. New York: Random House.
- Schrier, L. (2001). Ritual reconciliation: Transforming identity/reframing conflict. In *Reconciliation, Justice, and Coexistence: Theory & Practice*, ed. Mohammed Abu-Nimer, pp. 3-23. Lanham, Maryland: Lexington Books.
- Singer, M., (2000). Part one Culture and Communication. En *Culture, communication, and conflict: readings in intercultural relations* (32-53). Boston, MA: Pearson Pub.
- Sunday Adejimola. (2009). Language and communication in conflict resolution. *Journal of Law and Communication*. Vol 1 (1), pp 1-9.
- Vinyamata, E. (2003). *Tratamiento y transformación de conflictos: métodos y recursos en conflictología*. España: Ariel
- Zalles, J. (2004). *Barreras al diálogo y al consenso*. Ecuador: Editorial Norma

This syllabus was reviewed and approved by the coordination of the respective academic area or department. All sections of this course must follow this syllabus. Any changes or adjustments to this syllabus must be approved by the coordinator responsible for this academic area or department and must be reflected in the Curricular Design system.