



Colegio de Ciencias Sociales y Humanidades

Curso: PSI 2000E Conflict and Its Resolution

Semestre: Segundo Semestre 2025/2026 - NRC: 2559

Horario: 0000-0001 -

En Línea - Virtual

Teacher Information

Cecilia Isabel Conde Lopez

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Office Hours

Via appointment thru Zoom (must email request)

Course Description

In this course, that is open to undergraduates of all majors, the following topics are explored at an introductory level: (a) the nature, implications, and consequences of human conflict; (b) the main current theories regarding its causes; (c) so-called 'strategies', that are the ways in which we humans address conflict (avoidance, confrontation, yielding, management and/or resolution); (d) escalation of conflict; (e) the tendency for escalation to become irreversible; (f) the main processes for de-escalation, management and resolution, including pre-negotiation and direct negotiation between or among the parties; (g) reconciliation between or among parties that were previously in conflict; and (h) various forms of impartial third-party intervention.

Course Learning Outcomes

- Better understand his or her own attitudes and behavior when facing conflicts.
- Manage his or her conflicts in a more constructive (or at minimum less destructive)

manner.

- Analyze family, institutional, workplace, community and, in general, social situations in which potential or actual conflicts are present.
- Formulate and recommend strategies for more constructive (or less destructive) management of intergroup conflicts.
- Intervene as an impartial third party in conflicts that arise in any social context.

Course Contents

1. Introduction to the theory of conflict.
2. Strategies in the face of conflict.
3. How escalation occurs.
4. The tendency for escalation to become irreversible.
5. Crises.
6. Why conflict escalates.
7. The deceleration of escalation.
8. Introduction to management and resolution theory.
9. Methodologies for management and resolution.
10. Unilateral initiatives.
11. Pre-negotiation and de-escalation.
12. Conceptual elements prior to negotiation.
13. Principles Negotiation.
14. Other aspects of conflict management.
15. Forgiveness and Reconciliation.
16. Intervention of impartial third parties.

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.	30%

Role Play (x1)	Simulation is designed to allow in an interactive format, the application of knowledge learned in class.	10%
Essay writing (x1)	Assignments will comprise of three diaries applying the theory from the course	25%
Zoom Class Sessions (x6)	Zoom classes are designed to review material, challenge student convictions and test their knowledge further. Zoom classes will be hold on Saturdays.	20%
Final Essay	Final essay that encompasses all theory learned and is now applied to the final analysis.	15%

Description of Evaluation Categories

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 upload to D2L their choice. For the activity, students will ask ChatGPT for a summary paragraph of the conflict and include another paragraph with their own perception of the selected conflict. The conflict must be of importance to the student. It can be a conflict that focuses on: International conflicts, Local/Domestic community, Economic, Personal, etc. 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):

1. **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. Students will have to include direct quotations from the partners’ posts and the readings with which they are engaging.**

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. I will divide the students in groups, so each group will receive specific instructions for 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.

1. **Writing section-** Students will hand in three (3) essays, 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 activity: K-W-L Chart**

Students Will have to complete a K-W-L chart:

- What I Know (i.e., brainstorm and reflect: what do I know about the conflict chosen?)
- What I Want to know (i.e., extend brainstorming: what do I want to learn? What information would be helpful to know?)
- What I Learned (i.e., reflect: what have I learned during the first week of the course?)
- **Second activity: 3-2-1**

Students Will have to write:

1. 3 things they learned about that week's readings
2. 2 things they would like to learn more about
3. 1 question they have on the topic

- **Third activity: PLAN**

Students Will have to write:

- Pay attention to the writing assignment by identifying the student will use for the final essay.
- List your main ideas regarding general concepts of conflict resolution.
- Add supporting ideas (e.g., details, examples, evidence, elaborations) to each main idea, according to bibliography used.
- Number the order in which you will present your ideas.
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Through these three activities, students will analytically explore and develop their understanding of conflict-related concepts. 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 ESSAYS MUST BE CITED CORRECTLY (we will be using APA style citations)

1. **Zoom Classes-** There will be six 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 one hour.

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.

1. **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.

1. **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.

1. Additionally, there will be self-assessments 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.

Library Bibliography

- Rubin, Jeffrey Z., *Social conflict*, New York: McGraw-Hill, 1994.
- Zalles, Jorje H., *Barreras al diálogo y al consenso*, Quito: Grupo Editorial Norma, 2004.
- Fisher, Roger, *Getting to yes*, New York: Penguin Books, 1991.

Course 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.'

Course Policies

All USFQ courses are governed by the standards of academic integrity, research ethics, and behavioral conduct outlined in the [USFQ Code of Honor and Coexistence](#), as well as by the policies and procedures detailed in the [USFQ Student Handbook](#). In the event that students commit potential violations, their severity and corresponding sanctions will be subject to the procedures established in the USFQ Code of Honor and Coexistence.

Guide for the Use of Generative Artificial Intelligence at USFQ

The use of Generative Artificial Intelligence (GAI) at Universidad San Francisco de Quito USFQ is permitted as a tool that supports the educational process, provided it contributes to the university's academic objectives and fosters critical thinking. This use is grounded in the principles of the university's Liberal Arts philosophy, which

promotes deep reflection and the pursuit of truth.

Professor's Statement on the Use of Generative Artificial Intelligence in this Course

The decision regarding the use of Generative Artificial Intelligence GAI in each class rests with the instructor, within the framework of academic freedom.

Below is a description of the use of GAI that the instructor has selected for this course.

Professor's Statement on the Use of Generative Artificial Intelligence in this Course

Allow limited use for specific purposes.

Specific Course Policies

ABOUT WRITING INTENSIVE CLASSES:

This section has been designated Writing Intensive (WINT) and satisfies the Writing Intensive graduation requirement. Writing will be the primary mode of learning in this course. Through writing, you will develop understanding of major concepts, analyze problems and issues, apply effective strategies to communicate ideas about the course content, and reflect on your learning process.

THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (eg. ChatGPT):

Some activities in this course will stand to benefit from the use of AI (for example, getting background information on a topic). However, AI is a writing and learning tool, but is it NOT a substitute for your own thinking. Any text or ideas generated by AI must be cited in ways that are similar to recognizing human-generated content. Unacknowledged use of AI will be reported as a violation of the Honor Code. Refer to the current guidelines for MLA citations that we will use in this class: <https://style.mla.org/citing-generative-ai/>

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	Mar 16 th 2026	Mar 22 nd 2026	
	Zoom Online Class #1	Mar 21 st 2026	Mar 21 st 2026	9h00-10h
	Send conflict proposal	Mar 16 th 2026	Mar 19 th 2026	23h59

c. Audiovisual content: Dr. Jorge Zalles interview.

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.

WEEK	ACTIVITIES	STARTING DATE	END DATE	HOUR
2	Writing section-Activity #1 (KWL chart)	Mar 23 rd 2026	Mar 29 th 2026	
	Forum #2	Mar 23 rd 2026	Mar 29 th 2026	
	Self-assessment questionnaire	Mar 23 rd 2026	Mar 29 th 2026	

b. Activities:

c. Audiovisual content: Dr. Jorge Zalles interview.

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 Pu

b. Activities:

WEEK	ACTIVITIES	STARTING DATE	END DATE	HOUR
3	Forum #3	Mar 30 th 2026	Apr 5 th 2026	
	Zoom Online class #2	Apr 4 th 2026	Apr 4 th 2026	9h00-10h00

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	Apr 6 th 2026	Apr 12 th 2026	
	Writing section – Activity #2 (3,2,1)	Apr 6 th 2026	Apr 12 th 2026	
	Zoom class #3	Apr 11 th 2026	Apr 11 th 2026	9-10h

c. Audiovisual content: Dr. Jorge Zalles interview.

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)	Apr 13 th 2026	Apr 19 th 2026	
	Role play - essay	Apr 13 th 2026	Apr 19 th 2026	
	Zoom class #4	Apr 18 th 2026	Apr 18 th 2026	9-10h

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 #5	Apr 25 th 2026	Apr 25 th 2026	9h00-10h00
	Writing section - Activity #3 (PLAN)	Apr 20 th 2026	Apr 26 th 2026	
	Self-assessment questionnaire	Apr 20 th 2026	Apr 26 th 2026	

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	Apr 27 th 2026	May 3 rd 2026	
	Zoom Class #6	May 2 nd 2026	May 2 nd 2026	9h00-10h00

WEEK 8: Case Study

a. Readings:

b. Activities:

WEEK	ACTIVITIES	STARTING DATE	END DATE	HOUR
8	Final essay	May 4 th 2026	May 10 th 2026	

This Study Program (Syllabus) has been reviewed and approved by the coordination of the corresponding academic area or department. If any changes or adjustments to the syllabus are necessary, they must be requested through the coordination of the responsible academic area or department so that the approved changes/adjustments are reflected in the Curriculum Design system.