CONF 754: Micro Theories of Conflict
Faculty: Borislava Manjlovic (bmanojlo@gmu.edu)
(office hours by appointment via Skype)
George Mason University
School for Conflict Analysis and Resolution

Spring 2015

<u>**Prerequisites**</u>

This course should be taken after or together with CONF 501.

<u>**Overview**</u>

This course is designed for master students to actively engage in reflecting on the course material interactively. The goal of this course is to explore theoretical approaches to psychological processes, personality, ingroup and intergroup dynamics, and social processes in the society as whole with the emphasis on their role in the processes of conflict resolution and transformation. Critical understanding of psychological and socio-psychological phenomena as both generators and outcomes of conflict will be an important part of the course. This course has three main parts: psychological processes, approaches to person, and group processes and society. This is a fully online course and will be taken through Blackboard 9.1. All coursework will be submitted through Blackboard. I will include submission instructions for each type of assignment or activity.

If you have joined this course anticipating a series of narrated PowerPoint presentations, you need to adjust your expectations. This is a highly interactive course that will require a high level of self-direction, communication, and problem solving on your part. I expect you to learn in collaboration with one another, and I expect to learn from you as well. You are a valuable part of this course and relating your past personal, professional and academic experiences will not only make your learning meaningful, but in relating to and communicating with your classmates, you may provide constructive clarity and insights. Furthermore, by sharing evidence-based articles, resources and URLs, you will enrich this course and make it better than it ever was before.

The course week runs from Monday through Sunday. I will open the weekly course folders by 9am each Monday morning. Though the delivery method is different, it should take you the same amount to time as a typical graduate course. **Expect to spend 8 to 10 hours on coursework each week** (this includes the time you would have spent in a classroom). It is critical to keep up with weekly requirements.

A weekly folder will be available by clicking on '**Course Contents**' on the course menu in Blackboard that will specify all required learning activities.

<u>Blackboard</u>

We will use Blackboard 9.1 for the course. Additional guidance on individual assignments and discussion questions will be posted there. You will submit your work through Blackboard for grading. Submit your work through Blackboard. Please visit our Blackboard site regularly.

Access Blackboard 9.1 by following these steps:

1. Go to http://mymason.gmu.edu.

2. Login using your NETID and password,

3. Click on the 'Courses" tab.

4. Click on 201510 - Master - CONF-754-DL2 / CONF-754-ML2 (Spring 2015) under the "Blackboard Course List.

Required readings

The following texts must be purchased or rented:

Bar-Tal, D. (2011). *Intergroup conflicts and their resolution*. New York: Psychology Press.

Volkan, Vamik (1997). *Bloodlines: From Ethnic Pride to Ethnic Terrorism*. New York: Farrar, Straus and Giroux

The following texts are available online through the University Library at the web addresses provided:

Bordens, Kenneth S. and Horowitz, Irwin A. Social Psychology L. Erlbaum. 2001
http://mutex.gmu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=63031&site=ehost-live

Korostelina, K. V. (2007) *Social identity and conflict.* Palgrave
http://magik.gmu.edu/cgi-bin/Pwebrecon.cgi?BBID=3089685

Fernald, L. Dodge *Psychology : Six Perspectives Sage Publications*. 2008
http://mutex.gmu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=474599&site=ehost-live

Course Policies

There are penalties for papers submitted late. For each day a paper is late, 2 points will be deducted.

No late blog or discussion postings will be accepted.

Instructor-Student Communication

I will respond to your emails within 24 hours. If I will be away from email for more than one day, I will post an announcement in the Blackboard course folder.

Before sending an email, please check the following (available on your Blackboard course menu) **unless the email is of a personal nature**:

1. Syllabus
2. Help forum (Feel free to respond to other students in the Help forum if you know the answer.)
3. Blackboard tutorials on how to use Blackboard features
4. Blackboard Q&A, and
5. Technology Requirements.

If you have difficulty connecting to Blackboard, please contact the ITU Support Center at support @gmu.edu or 703.993.8870

If you need help with Blackboard features, please contact courses@gmu.edu.

Email

Mason requires that Mason email be used for all courses. I will be sending messages to your Mason email and you are responsible for making sure you have access to these messages.

- You may forward your Mason e-mail to other accounts but always use your Mason e-mail when communicating with me to allow verification of your identity.

- You are required to check your Mason e-mail account regularly and to keep your mailbox maintained so that messages are not rejected for being over quota.

- When you email me, you can expect a response within 24 hours. If I am going to be away from email for more than one days, I will send an announcement to the class.

- When you email me, be sure to include **CONF754** at the beginning of the subject heading to alert me that I have received a message from one of my online students. **(I'll give priority to these e-mails).**

Assessment of Students

Students participating in the full course will be graded based on the following:

(62% of final grade) - Active participation in the class activities (group discussions and individual blogs and comments)
In case of common group entry all group members will receive the same amount of points.
Group discussion- students will be assigned to groups and discussions will take place with the group members Blog postings are individual reflections. Replies to other students are not required; however, you may receive additional points by commenting on another student's blog entry. The comments must be meaningful and provide evidence of in-depth thought to receive extra points.

(21% of final grade) - Two times (after the end of first and second part of the course), write a case study paper using 2-3 theoretical approaches analyzed in these parts of the course. To write these two papers, choose a particular conflict and apply theories to the analysis of this case. The case study can be drawn from the organizational, communal, national, or international level and can represent any social conflict between groups- professional, gender, ethnic, religious, national, political, etc. In you analysis try to answer the following questions: What approaches have been useful, and what approaches less useful in understanding of conflict dynamics? In what ways do these various approaches complement each other? Contradict each other? As a whole, what ideas do they offer scholars of conflict analysis and resolution? Papers should be 3-4 pages maximum, double-spaced, one-inch margins and Times New Roman 12 pt. font.

(17% of final graded) Final paper: analysis of conflict of your choice
The final paper unites all theoretical approaches of the course. Use the same case study that you analyzed for two previous papers. For this paper be sure to analyze your case based on theoretical ideas and notions you studied during the whole course. Show how theoretical analysis can help understand micro level of conflict. First, you will need to prepare a draft of your paper in the form of power point file with at least 8 slides and post it for the class discussion. Then, based on the recommendations and questions that you'll receive during discussion, you should write the final paper. The final paper should be 15 pages in length, double-spaced, one-inch margins and Times New Roman 12 pt. font.

Participation Requirements

In joining this course you are connecting with a learning community that thrives on participation and interaction. The success of our independent small learning groups and our class as a whole depends on your personal commitment for accountability. If you know of an unusual circumstance that creates an absence of more than 3 days, let your team (and me) know, so we can avoid team frustration caused by unfulfilled commitments.

By enrolling in this course, you have forged a bond. Although you might feel invisible sitting before your monitor, even your initial post to team discussions, makes you an integral class member. Of course, the unexpected could happen too. It often does. Your obligation is simply to let people know why your usual level of participation is about to shift or has suddenly shifted.

Netiquette For Online Discussions [1]

Our discussion should be collaborative, not combative; you are creating a learning environment, sharing information and learning from one another. Respectful communication is important to your success in this course and as a professional. Please re-read your replies carefully before you post them so others will not to take them out of context or as personal attacks. Be positive to others and diplomatic with your words and I will try my best to do the same. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism. Experience shows that even an innocent remark in the online environment can be easily misconstrued.

[1] Netiquette prepared by Charlene Douglas, Associate Professor, College of Health & Human Services, GMU.

Grading Criteria

Assignments/Activities	Percentage	Points
Group Discussions and Blogs	62%	90 points
2 Research Papers	21%	30
Final Research Paper	17%	25

Table of points:

Module	Group Discussions	Blogs	*Papers*	Total Points
1	10	5		15
2			15	15
3	10	5		15
4	10		15	25
5	10	5		15
6	10	5		15
7		10 (counts as two postings)		10
8		10 (counts as two postings)	25	35
Total	50	40	55	145

Grading Scale

A+ 100-97 (145-140 points)
A   96-93   (134-139 points)
A- 92-90   (133-130 points)
B+ 89-87   (129-126 points)
B   86-83   (125-120 points)
B- 82-80   (119-116 points)
C   79-70   (115-102 points)
F   <70   (<102 points)

Student Responsibilities and Services

Academic Integrity
Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. The tenet must be a foundation of our university culture. [See http://academicintegrity.gmu.edu/distance].

Honor Code Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode].

MasonLive/Email (GMU Email) Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. [See https://thanatos.gmu.edu/masonlive/login].

Patriot Pass Once you sign up for your Patriot Pass, your passwords will be synchronized, and you will use your Patriot Pass username and password to log in to the following systems: Blackboard, University Libraries, MasonLive, myMason, Patriot Web, Virtual Computing Lab, and WEMS. [See https://thanatos.gmu.edu/passwordchange/index.jsp].

University Policies Students must follow the university policies. [See http://universitypolicy.gmu.edu].

Responsible Use of Computing Students must follow the university policy for Responsible Use of Computing. [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing].

University Calendar Details regarding the current Academic Calendar. [See http://calendar.gmu.edu].

Students with Disabilities Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu].

University Libraries
University Libraries provides resources for distance students. [See http://library.gmu.edu/distance and http://infoguides.gmu.edu/distance_students].

Writing Center
The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides,

handbooks) intended to support students as they work to construct and share knowledge through writing. [See http://writingcenter.gmu.edu]. You can now sign up for an Online Writing Lab (OWL) session just like you sign up for a face-to-face session in the Writing Center, which means YOU set the date and time of the appointment! Learn more about the Online Writing Lab (OWL).

Counseling and Psychological Services
The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu].

Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See http://registrar.gmu.edu/privacy].

University Catalog

[http://catalog.gmu.edu/]

Students are expected to follow courteous Internet etiquette.

Learning Outcomes

By the end of the course, students will be able to:

1. Describe the major approaches to conflict on the level of psychological processes, personality, and intergroup relations and society.
2. Evaluate selected micro theories as relevant to the field of conflict analysis and resolution.
3. Apply skills of critical analysis to micro theories as they describe the components and dynamics of conflicts and their resolution.
4. Develop an expertise in a range of theories that seek to explain a particular aspect of conflict or conflict resolution.
5. Compare effectiveness of particular theoretical concepts as tools of conflict analysis.
6. Develop new innovative approaches to resolution of conflicts based on ideas and concepts presented in micro theories.

Module 1: Morality and Cognitive Processes Jan. 20 – 25, 2015	Reading and Video Content	Learning Activities	Deadline	Points
Learning Outcomes 2 and 3	Chapters: Rothbart and Korostelina: 1-18, 29-58 (.DOCs) Bordens: 63-104; 363-403 (e-book); Bar-Tal: 61-82; 105-124 (textbook) Article: Lederach's "Moral imagination"(.PDF)	1.1 Blog Posting on Moral Imagination in Conflict Resolution – Points:5 Learning Objective By the completion of this activity, you will be able to apply skills of critical analysis to the role of morality in conflict dynamics and the designing of an intervention. Instructions: • Complete readings Article:Rothbart and Korostelina: 1-18, 29-58 and Article: Lederach's "Moral imagination" • Add a blog entry with an example of a conflict from your personal experiences or conflicts taking place in the world. Describe how morality can help in the understanding of the structure and dynamics of the conflict (e.g., social identity, violence, prejudice, etc.) and the designing of an intervention • In 100-150 words provide examples of impact of morality on understanding and resolution of conflict. **Refer to the "Rubric for Excellent Blog Posts" for grading criteria.** **Estimated time for discussion: 2 hours.**	**Sun., 01/25 – submit blog post**	**5**

Module 1: Morality and Cognitive processes Jan. 20 – 25, 2015 (continued)	Reading and Video Content	Learning Activities	Deadline	Points
Learning Outcomes 2 and 3	Lakoff and Johnson: 16-26 (article) Bordens: 63-104 (e-book) Bar-Tal: 61-82; 105-124 (textbook) Cognitive Biases (.DOC) Memory (.DOC) Mini-Lecture: Cognitive Processes	**1.2 Discussion on Cognitive Biases - Points: 10** Learning Objective: By the completion of this activity, you will be able to apply skills of critical analysis to the impact of cognitive factors on conflict dynamics. Instructions: • Complete readings (Article:Lakoff and Johnson: 16-26; E-book: Bordens: 63-104; Textbook: • Bar-Tal: 61-82; 105-124; Document:Cognitive Biases) • Submit entry to the discussion board answering the question ""How does the attribution theory helps us understand the structure and dynamics of social conflict?" • In your initial entry, focus on a particular idea of the attribution theory (attribution errors, locus of control) and provide a short justification on why it is relevant for the analysis of conflict. • Submit 1 initial entry of 100-150 words and at least 2 replies of 50-100 words **Refer to the "Rubric for Excellent Class Discussions," for grading criteria.** **Estimated time for discussion: 4 hours**	**Thurs., 01/23 - post discussion initial entry** **Sun., 01/25 -submit at least 2 replies to others' initial entries**	10

Module 2: Emotions and Aggression Jan 26- Feb 01, 2015	Reading Content	Learning Activities	Deadline	Points
Learning Outcomes 3	Bordens: 363-403 (e-book) Crisp and Turner: 195-229 (online article) Textbook: Bar-Tal: 83-104 (textbook) Mini-lecture: on emotions	**2.1 Blog Posting "Theories of Emotions" - Points: 5** Learning Objective: By the completion of this activity, you will be able to select and apply different theories of emotions and aggression to the analysis of conflict. Instructions: • Complete your reading (E-book:Bordens: 363-403; Article:Crisp and Turner: 195-229; Textbook:Bar-Tal: 83-104) and view mini-lecture on emotions • Compare the theories and select one that you believe can provide a better understanding of the dynamics of a specific conflict. • Add a blog post of 100-150 words based on a situation with which you are familiar (either from your life or something taking place in the world). Describe the situation and evaluate the relevance of one of the emotion and aggression theories to the situation. Reflect on your understanding of the impact of emotions and aggression on conflict dynamics. **Refer to the "Rubric for Excellent Blog Posts" for grading criteria.** **Estimated time for blog post: 2 hours**	**Sun., 02/01 - submit blog post**	**5**

Module 2: Emotions and Aggression Jan 27- Feb 01, 2015 (cont'd)	Reading and Video Content	Learning Activities	Deadline	Points
Learning Outcomes 3		**2.2 Paper 1: Psychological Dimensions of Conflict - Points: 15** Learning Objective: By the completion of this activity, you will be able to compare effectiveness of particular theoretical concepts as they describe the impact of moral, emotional and cognitive factors on conflict dynamics Instructions • Write a case study paper using 2-3 theoretical approaches analyzed during two first modules: morality, cognition, and emotions and aggression • The papers should be 3-4 pages in length, double-spaced, one-inch margins, 12 pt. font. Times New Roman) • To write this paper, choose a particular conflict and apply theories to the analysis of this case. The case study can be drawn from the organizational, communal, national, or international level and can represent any social conflict between groups- professional, gender, ethnic, religious, national, political, etc. In your analysis answer the following questions: What approaches have been useful, and what approaches less useful in understanding of conflict dynamics? In what ways do these various approaches complement each other? Contradict each other? As a whole, what ideas do they offer scholars of conflict analysis and resolution? **Estimated time for writing paper: 8 hours**	**Sun., 02/01- submit paper #1**	**15**

Module 3: Main Approaches to Person: Behaviorism, Psychoanalysis and Phenomenological Approaches Feb 02-08, 2015	Reading and Video Content	Learning Activities	Deadline	Points
Learning Outcomes 2, 3, 4, and 5	Fernald: 89-215 (e-book) Volkan: 19-49 (textbook) Mini-lecture: Approaches to Person I Video "West Bank story" (online)	**3.1 Blog Entry "West Bank story"- Points: 5** Learning Objective: By the completion of this activity, you will be able to evaluate main theories of person as relevant to the field of conflict analysis and resolution. <u>Instructions:</u> • View Mini-lecture: Approaches to Person 1 and short movie "West Bank Story". • Add a blog post describing how theories of person can help to analyze the movie • In 100-150 words provide examples of concepts from theories of person that could be applied for the analysis of the movie. Identify specific points or behaviors in the movie that can be explained with theories of person. Describe how a particular concept can explain these points or behaviors. For example, the girl is telling her friends that they are good and thus should behave as good, peaceful people, thus using the ideas from humanistic psychology about positive foundations of people. **Refer to "Rubric for Excellent Blog Posts" for grading criteria."** **Estimated time for discussion: 2 hours**	**Sun., 02/08- submit blog post**	**5**

Module 3: Main Approaches to Person: Behaviorism, Psychoanalysis and Phenomenological Approaches Feb 02-08, 2015 (cont'd)	Reading and Video Content	Learning Activities	Deadline	Points
Learning Outcomes 2, 3, 4, 5		**3.2. Discussion "Strengths and Weaknesses of the Theories of Person"- Points: 10** Learning Objective: By the completion of this activity, you will be able to apply skills of critical analysis to micro theories as they describe the components and dynamics of conflicts and their resolution. Instructions: • Participate in discussion that analyzes the strengths and weakness of behaviorism, psychoanalysis, and phenomenological psychology as applicable to conflict analysis and resolution. • Submit 1 initial entry of 100-150 words and at least 2 replies of 50-100 words. • In the entry, discuss concepts, ideas and notions of three theories that can be useful for CAR and what limitations does these theories posit for understanding of conflict dynamics. **Refer to the "Rubric for Excellent Class Discussions" for grading criteria.** **Estimated time for discussion: 4 hours**	**Thurs. 02/06 –post discussion initial entry** **Sun., 02/08 –submit at least 2 replies to others' initial entries**	**10**

Module 4: Main approaches to person: cognitive, discursive and developmental approaches Feb 9 - 15, 2015	Reading and Video Content	Learning Activities	Deadline	Points
Learning Outcomes 2, 3, 4, and 5	Fernald: 216-260 (e-book) Harré: 1-12 (library-online) Kegan: (.PDF) Kelly: (.PDF) Mini-lecture: Approaches to Person II	4.1 Blog Post "Kegan's stages" Learning Objective: By the completion of this activity, you will be able to evaluate how Kegan's theory is relevant to the field of conflict analysis and resolution by analyzing a conflict. Instructions • Read chapter by Kegan and discuss how his stages of development can help understand dynamics of conflict • Select a conflict and (in 100-150 words) identify specific aspects of Kegan's theory (using Kegan's stages) that are useful for understanding the dynamics of the conflict. Provide discussion ideas on how Kegan's stages could be applied to the analysis of a conflict. Provide specific examples from the conflict you selected. **Refer to "Rubric for Excellent Blog Posts" for grading criteria**. **Estimated time for discussion: 2 hours**	**Sun., 02/15 - submit blog post**	5

Module 4: Main Approaches to Person: Cognitive, Discursive and Developmental Approaches Feb 9 - 15, 2015 (cont'd)	Reading and Video Content	Learning Activities	Deadline	Points
Learning Outcome 2, 3, 4, 5		**4.2 Paper 2: Theories of person- Points: 15** Learning Objective: By the completion of this activity, you will be able to apply skills of critical analysis to micro theories as they describe the components and dynamics of conflicts and their resolution. <u>Instructions</u> • Write a case study paper using 2-3 theoretical "approaches to person" analyzed during 3rd and 4th modules. • The papers should be 3-4 pages in length, double-spaced, one-inch margins, Times New Roman 12 pt. font. To write this paper, choose a particular conflict and apply theories to the analysis of this case. The case study can be drawn from the organizational, communal, national, or international level and can represent any social conflict between groups- professional, gender, ethnic, religious, national, political, etc. • In you analysis, answer the following questions: What approaches have been useful, and what approaches less useful in understanding of conflict dynamics? In what ways do these various approaches complement each other? Contradict each other? As a whole, what ideas do they offer scholars of conflict analysis and resolution?	**Sun., 02/15 - submit paper #2**	**15**

		Refer to the "Rubric for Excellent Written Papers" for grading criteria. Estimated time: 8 hours		

Module 5: Personal and Social Identity. Prejudice. Feb 16 - 22, 2015	Reading and Video Content	Learning Activities	Deadline	Points
Learning Outcomes 2, 3, 4, and 5	Korostelina: 15-31, 35-46, 59-67 (e-book); Bordens: 105-154, 298-303; (e-book) Bar-Tal:125-134 (textbook) Mini-lecture: Personal and Social Identity Video "Lunch date" (online)	**5.1 Blog Post "The lunch date"- Points: 5** Learning Objective: By the completion of this activity, you will be able to analyze foundations and consequences of prejudice. Instructions • Complete the readings (Korostelina: 15-31, 35-46, 59-67; Bordens: 105-154, 298-303; Bar-Tal:125-134) and view movie "The Lunch Date" • Add a class discussion entry describing how theories of social identity and prejudice can help to analyze the movie • In 100-150 words provide examples of specific concepts of theories of social identity and prejudice that could be applied for the analysis of the movie and to help understand the movie. Explain how these concepts are depicted in the movie. **Refer to "Rubric for Excellent Blog Posts" for grading criteria.** **Estimated time for blog post: 2 hours**	**Sun., 02/22 -submit blog post**	**5**

Module 5: Personal and Social Identity. Prejudice. Feb 16 - 22, 2015 (cont'd)	Reading and Video Content	Learning Activities	Deadline	Points
Learning Outcomes 2, 3, 4, and 5	"Ted Talk" Video on group loyalty and authority (online)	**5.2. Discussion "Personal and Social identity"- Points: 10** Learning Objective: By the completion of this activity, you will be able to analyze social identity as both generator and outcome of conflict Instructions • Post an entry that discusses how a particular .balance of personal and social identity impacts a person's perception and behavior and leads to prejudice, discrimination, and conflicts. • You can refer to TED talk video on group loyalty and authority as foundations of moral mind • In 150-200 words present your opinion using theories of personal and social identity and types of culture as tools of analysis. • Based on specific examples explain why prevalence of personal or social identity lead to more discriminative and conflict behaviors. What are other factors that contribute to this influence? • Submit your initial discussion entry and at least 2 replies of 50-100 words. **Refer to "Rubric for Excellent Class Discussions," for grading criteria.** **Estimated time for discussion: 4 hours**	**Thurs., 02/20 - post discussion initial entry** **Sun., 02/22 – submit at least 2 replies to others' initial entries**	10

Module 6: Group Processes: Influence, Conformism, Polarization and Leadership Feb 23 – March 1, 2015	Reading and Video Content	Learning Activities	Deadline	Points
Learning Outcomes 2, 3, 4, and 5	Bordens: 191-297; 304-322 (e-book) Mini-lecture on group processes Videos on Milgram's experiment (online) Video on prison experiment (online)	**6.1 Blog Post "Obedience"- Points: 5** Learning Objective: By the completion of this activity, you will be able to evaluate theory of obedience as relevant to the field of conflict analysis and resolution • Watch the movies on Milgram's experiment and create a blog post describing how obedience contributes to conflict development and reduction • In 100-150 words state your opinion and provide examples that justify your opinion about the role of obedience in conflict dynamics **Refer to the "Rubric for Excellent Blog Posts" for grading criteria.** **Estimated time for blog post: 2 hours**	**Sun., 03/01 -submit blog post**	**5**

Module 6: Group Processes: Influence, Conformism, Polarization and Leadership Feb 23 – March 1, 2015 (cont'd)	Reading and Video Content	Learning Activities	Deadline	Points
Learning Outcomes 2, 3, 4, and 5		**6.2 Discussion "Leadership"- Points: 10** Learning Objective: By the completion of this activity, you will be able to apply skills of critical analysis to leadership theories as they describe the components and dynamics of conflicts and their resolution. • There are a lot of different opinions about the role of a leader in conflict development and resolution. Write an initial entry to show your own opinion about the impact of leadership on process of conflict development, transformation and mitigation using four theories of leadership. • In 200-250 words state your opinion about role of leader in conflict dynamics using theories of leadership as tools of analysis and to confirm your ideas. Put your main statement in the beginning Post at least two replies (50-100 words) to other posts. **Refer to "Rubric for Excellent Class Discussion" for grading criteria.** **Estimated time for discussion: 4 hours**	**Thurs. 02/28 - submit discussion initial entry** **Sun., 03/01 – submit at least 2 replies to others' initial entries**	**10**

Module 7: Intergroup Conflict March 02-08, 2015	Reading and Video Content	Learning Activities	Deadline	Points
Learning Outcomes 2, 3, 4, and 5	Volkan:101-136 (textbook) Korostelina: 127-154, 201-205 (e-book) Bar-Tal: 135-194 (textbook) Mini-lecture: Intergroup Conflict	**7.1 Blog Post "Intergroup Conflict"- Points: 10** Learning Objective: By the completion of this activity, you will be able to compare effectiveness of theoretical concepts as tools of conflict analysis. • Create a blog post on intergroup conflicts by describing and discussing three theoretical concepts (or theories) that you see as essential for the understanding of the dynamics of intergroup conflict. • In **200-250 words** describe 3 concepts and use examples from your reading and experience that represent each of 3 concepts and illustrate your opinion. **Refer to "Rubric for Excellent Blog Posts" for grading criteria.** **Estimated time for blog post: 4 hours** **Note: You have only one assignment this week; use this as an opportunity to start working on your two final assignments!**	**Sun., 03/08 – submit blog post**	**10**

Module 8: Final Paper March 9-15, 2015	Reading and Video Content	Learning Activities	Deadline	Points
Learning Outcomes 1, 6		**8.1. Blog Post "Final paper presentation"- Points: 10** Learning Objectives: By the completion of this activity, you will be able to: a) Compare effectiveness of particular theoretical concepts as tools of conflict analysis. b) Develop new innovative approaches to resolution of conflicts based on ideas and concepts presented in micro theories. Instructions - Prepare a draft of your final paper. - Prepare a PowerPoint presentation (in no more than 8 PowerPoint slides) to present the draft of your final paper. - Submit your PowerPoint presentation as an attachment to a blog post. - State your opinion (in 100-150 words) on 2 other presentations using the Blog Comments feature. - If you see that two other students have already commented on someone's PowerPoint presentation then comment on another student's post. I would like to make sure that all students receive feedback from their peers. **See requirements above and refer to "Rubric for Excellent Presentations."** The final paper unites all theoretical approaches of the course. Use the same case study that you analyzed for two previous papers. For this paper be sure to analyze your case based on theoretical ideas	**Fri., 03/13 - submit draft** **Sun., 03/15 - comment on 2 presentations**	**10**

		and notions you studied during the whole course. Show how theoretical analysis can help understand micro level of conflict. **Estimated time for blog post and comments: 5 hours**		

Module 8: Final Paper March 9-15, 2015 (cont'd)	Reading and Video Content	Learning Activities	Deadline	Points
Learning Outcomes 1, 6		**8.2. Submission of the final paper – Points: 25** Learning Objectives: By the completion of this activity, you will be able to a) Analyze dynamics of identity-based conflicts and factors that contribute into these dynamics. b) Develop new innovative approaches to resolution of conflicts based on ideas and concepts presented in micro theories. Instructions: • Based on the comments on your paper by fellow students and the instructor prepare the final version of your final paper. • The research paper should be 10-15 pages in length double spaced, one-inch margins, Times New Roman, 12pt. font. **See requirements above and "Rubric for Excellent Written Papers."** • This case study should address a conflict of any kind from the organizational, communal, national, or international level. • Analyze conflict using **theories** and how these theories can help understand your specific conflict and how they can serve as a basis for intervention • Suggest methods of resolution as based on social theory • Make sure you have a solid argument in your	**Thurs., 03/19 –submit final paper**	25

		introduction and that you follow it through your entire case study • Proofread!		