

# **COURSE OUTLINE**

## **CRES-202**

### **Dynamics of Social Conflict**

#### **3 Semester Hours**

#### **Description**

This course examines the social conflict that results from such issues as: structural racism, economic inequality, and gender discrimination. Case studies that document particular social conflicts will be used to identify their dynamics. Students will generate potential solutions to these selected conflicts through the application of conflict resolution theories and practices. (3 hours weekly). Prerequisites: CRES-201.

#### **Overall Course Objectives**

Upon completion of this course students will be able to:

1. Discuss the relationship of historical oppression to current social problems in the United States
2. Define critical power-conflict theory
3. Identify social conflicts that arise as a result of structural or institutional practices
4. Identify prominent social movements that have attempted to address these conflicts
5. Identify and define alternative dispute resolution techniques that might be used to address these conflicts
6. Make informed decisions about how to apply dispute resolution techniques to mediate these issues

#### **Major Topics**

- I. Oppression, Privilege and Power
  - Defining “Oppression” and “Social Movements”
  - What is Critical Power-Conflict Theory?
  - How Does the Intersectional Approach Differ from Critical Power-Conflict Theory?
- II. Social Movements in the U.S.
  - Critical Race Theory
  - Critical Feminist Thought
  - Critical Class Theory
- III. Alternative Dispute Resolution Theory and Practices
  - Retributive Justice, Restorative Justice, and Community Justice
  - Community Mediation
  - Victim Offender Dialogues
  - Reconciliation Practice
- IV. Applying Dispute Resolution Theories to Race, Gender and Class Conflicts

#### **Course Requirements**

Grading procedures will be determined by the individual faculty member and will include the following:

- Written journal entries on assigned essays, art, films
- Interview project
- Final paper

## SYLLABUS

### Major Topics

Unit One:     Oppression, Privilege and Power	(Jan 31 – Feb 15)
Attend Event: February 1, DH Kittleman Room	25 extra credit points
Defining “Oppression”	J1 Due Feb 8
What is Critical Power-Conflict Theory?	J2 Due Feb 15
Intersectional Approach v. Critical Power-Conflict Theory	J3 Due March 1
Unit Two:     Review of Three Major U.S. Social Movements	Feb 22 – Mar 15
What are Social Movements and why do they matter?	
Critical Race Theory	J4 Due Mar 15
Critical Feminist Theory	J5 Due Mar 22
Critical Class Theory	J6 Due Mar 29
Unit Three:   Alternative Dispute Resolution Theory and Practices	Mar 22 – April 8
Outline for Interview Project	Outline Due Mar 8
Retributive Justice, Restorative Justice, Community Justice	
Specialized Courts	
Community Mediation	
Victim Offender Dialogues	
Reconciliation Practice	
Interview Project Due	Project Due April 5
Unit Four:    Applying Dispute Resolution Theories to Race, Gender, Class Conflict	Apr 5– Apr 29
Present Final Paper Idea to Instructor	Final Paper Meeting April 12
Critical Race Theory	
Critical Feminist Thought	
Rough Draft of Final Paper to Instructor	Rough Draft Due May 3
Instructor Comments Back	Comments Returned by May 10
Critical Class Thought	
Final Paper Due	May 20

**Grading:** [See Descriptions of Assignments Below!]

Written journals - 5 (out of 6) journals @80 points each	400 points
Interview project	200 points
Final paper	<u>400 points</u>
	1,000 points*

*\*Occasionally, instructor offers 25 points of extra credit for attendance at campus events that relate to the course.*

**Required Text:**

Race Class & Gender An Anthology, 7<sup>th</sup> Edition, by Anderson and Hill Collins, 2010, Published by Wadsworth, Cengage Learning

Various Reading Handouts, as Assigned

**Descriptions of Assignments:**

Journals on Assigned Readings – “J1, J2, J3,…”

Journals should be between 2 – 3 pages, double spaced, 12 font. Each Journal Assignment will correspond to a particular reading, film, or art, and ask student to reflect on a question. Students must hand in (at least 5 of the 6) Journal Assignments on the assigned date. Late assignments will not be accepted. They may be submitted by e-mail to [kathyrockefeller@howardcc.edu](mailto:kathyrockefeller@howardcc.edu) , or in paper to DH336 (slide under door if no one is there). Spelling and grammar will be graded, but writing will not.

Interview Project – “IP”

This project is intended to allow students to explore creative ways to capture both personal and group experiences of a member, or members, of one of the three social movements addressed in this course. Creativity in your project design will count for a portion of the grade.

The project **MUST focus on the systemic disadvantages** experienced by this person or persons, and **NOT** just identity conflict of the individual. Some possible areas to explore with the subject are: what challenges did systemic disadvantages pose, and whether and how they overcame them; do you think intersectional conflict was a factor? how?

Interview Project must be approved by instructor before planning outline is due.

Interview Project may be written (5 – 7 pages), video, artistic impression, survey and results, other idea approved by professor, or combination.

Spelling, grammar, and organization and clarity of writing will count for a portion of the grade.

Final Paper – “FP”

This assignment requires student to apply an alternative dispute resolution practice of his/her choice to one of the social movements we have studied: gender, race, class. The goal of this assignment is to think about alternative dispute resolution practices as possible solutions to social conflict movements. Students should analyze extensively the possible obstacles and challenges the application of his/her chosen practice will face. Students should also give a realistic assessment of the practice’s chances of affecting real and lasting social change.

Final paper topic must be approved by instructor before submitting rough draft.

Final paper must be 10-12 pages, double spaced, 12 font.

Lengthy descriptions of the social movements themselves will result in lower grade. Students should use the space and time to examine the possibilities of applying adr to the movement.

Spelling, grammar, research citations, organization and clarity of writing will count for significant portion of the grade.

# February 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	29	1 11:30 Extra Credit Event <u>MEET WITH INSTRUCTOR</u>	2	3	4	5
6	7	8 <b>J1 DUE</b>	9	10	11	12
13	14	15 <b>J2 DUE</b> <u>MEET WITH INSTRUCTOR</u> <b>Discuss IP</b>	16	17	18	19
20	21	22	23	24	25	26

# MARCH, 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	1 <u>MEET WITH INSTRUCTOR</u> <b>J3 DUE</b>	2	3	4	5
6	7	8 <u>MEET WITH INSTRUCTOR</u> <b>IP PLAN DUE</b>	9	10	11	12
13	14	15 <b>J4 DUE</b>	16	17	18	19
20	21	22 <u>MEET WITH INSTRUCTOR</u> <b>J5 DUE</b>	23	24	25	26
27	28	29 <b>J6 DUE</b>	30	31	1	2

# April, 2011

	Mon	Tue	Wed	Thu	Fri	Sat
	4	5 <u>MEET WITH INSTRUCTOR</u> <b>IP PROJECT DUE</b>	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26 <u>MEET WITH INSTRUCTOR</u> <b>Discuss FP Ideas</b>	27	28	29	30

# May, 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10 <u>MEET WITH INSTRUCTOR</u> <b>FP ROUGH DRAFT DUE</b>	11	12	13	14
15	16	17 <b>FP DUE</b>	18	19	20	21