Narratives of Conflict and Models of Conflict Resolution
UWS 3b – Fall 2019
Tuesday and Thursday 5:00-5:50 pm
Brown Social Science Center 224

Instructor: Anthony Lipscomb
Office: TBD
Office hours: TBD or by appointment
Email: zalipsco@brandeis.edu

I. Introduction

Human history itself can hardly be told without reference to conflict on varying personal, social, and political levels. Conflict, some may say, is an inevitable outcome of human interaction as long as humans possess competing goals and desires. Because conflict is so entrenched in the human experience, its nature, the way we narrate it, and the strategies to achieve its resolution are fundamental human concerns. In this course, we will explore characters in conflict in ancient and modern narratives in three units. First, we will close read a biblical account of the family and political dysfunction of King David (2 Samuel 13-20). Second, we will view the feature film, Bridge of Spies, through the lens of non-Western models of conflict resolution. Finally, for students’ final research project, we will use news reports of specific conflict scenarios as case-studies for diagnosing conflict and prescribing a resolution or management strategy. As we proceed through these three units, students will consider categories of human conflict, the construction of conflict narratives, to what degree conflict narratives comport to reality, and models of conflict resolution. Through our primary sources and class discussions, students will learn to use close reading and analytical writing as tools for thinking critically about the discourses of human conflict.

1 This is a 3-hour a week class, but we will only meet as a group for two hours a week, with scheduled one-on-one conferences comprising the remaining hour. I reserve the right to use the full allotted class time.
2. UWS Goals

The University Writing Seminar introduces you to the power of writing as a means of communication and as a process of thinking and understanding. You will formulate meaningful arguments, support them with observations and evidence, and convey them clearly and persuasively. You will gain the tools to be a successful and confident writer in any discipline and become an active participant in critical conversations across the University and beyond. Most importantly, these skills will prepare you to engage as an informed citizen in a global society.

3. UWS Outcomes

Students will be able to:

- Understand writing as a recursive process of thinking and communication.
- Articulate elements of effective writing and integrate them into their own work.
- Participate in critical conversations by responding to openings, problems or contradictions in existing scholarship.
- Assess their own and others’ writing with respect to audience and purpose.
- Generate original questions and pursue independent research.
- Identify and evaluate sources and use them responsibly.

4. Course Materials

All course materials will be available in LATTE.

5. Course Requirements

Essay 1: The close reading essay. In this assignment you will formulate an argument based on a specific case of conflict in 2 Samuel 13-20.

Essay 2: The lens essay. For this essay, you will analyze the feature film, Bridge of Spies, through the lens of a non-Western model of conflict resolution discussed in a scholarly journal article by Mohan Kashikar or Sadik Kirzali and make a claim about how the lens complicates and/or enriches the Western ideas of conflict resolution as depicted in Bridge of Spies.

Essay 3: The researched argument. For this assignment you will identify and research a real-life conflict scenario (e.g., labor dispute between an employer and worker’s union) and make an argument about what steps should be taken to resolve or manage the conflict, including the resulting outcome(s) you foresee. You should do so using outside research to support your argument.

Portfolio: At the end of the semester you will assemble all of your work (including pre-draft assignments, rough drafts, final drafts, and peer review sheets) in an electronic folder and upload it to LATTE, together with a letter describing how your understanding of yourself as a writer has changed over the course of the semester.

This means that you need to save electronically all your writing from the semester.
Drafting:
Four steps lead up to the final draft of each essay:

- **Pre-draft assignments.** Each essay will be preceded by two or three pre-draft assignments—short pieces of writing designed to help you develop ideas. These assignments will receive either a check or a note telling you to redo the work and will count as part of your overall grade. You can re-submit any work until the end of the unit.

- **First drafts.** You are required to turn in a first draft of each paper. These drafts are important opportunities for you to receive feedback from me and your classmates in peer review. I do not expect these drafts to be polished, but I do expect them to be complete—otherwise we cannot give you useful advice.

- **Peer Review.** After the first draft of each paper is due you will form a group with two of your classmates and read each other’s drafts. In class you will give your partners feedback. I will collect your peer review letters and they will count as part of your grade. These activities increase your sense of audience awareness and give you an opportunity to reflect on the concepts we have discussed in class.

- **Conferences.** Each student will have three twenty-minute conferences with me over the course of the semester, one to discuss each first draft. Attendance is required; missing a conference is the equivalent of missing a class. Sign-up sheets will be distributed in class.

Class participation: Your consistent participation in class sessions constitutes a significant portion of your grade and is the most critical component of a successful course. Class participation includes:

- Your prompt, prepared, alert, consistent attendance
- The completion of reading assignments by the dates listed in the syllabus
- Your thoughtful contributions to class discussions

6. Writing Center

The University Writing Center, located on Goldfarb 232 on the Goldfarb mezzanine of the library, provides free one-on-one help with your essays. You are strongly encouraged to take advantage of this service. Writing Center tutors are well trained and will work with you in 45 minute sessions that you can schedule online: (http://www.brandeis.edu/programs/writing/writingcenter/index.html). **Students who take advantage of this service will receive a form during their tutorial that will entitle them to a 24-hour extension on either the draft or revision of their essay.** Essays will be due electronically by 11:55 PM on the following day. Only one extension is allowed per essay.

7. Grades

Close reading essay: 20%
Lens essay: 25%
Researched argument: 35%
Class participation (includes research presentations and FYE): 10%
Portfolio (includes Latte posts, pre-drafts, and peer reviews): 10%

8. Formatting
Please submit all essays to LATTE in Word (no pdfs!) and to your peers in a google doc. Essays must use 1-inch margins and 12-point Times New Roman font. Do not enlarge your punctuation—I can tell. Essays must have a title and be double-spaced. Pre-drafts that are submitted in hard copy must be typed and stapled. For every written piece of work please have your name, date, course name and my name in the upper left-hand corner.

9. Late Work, Extensions and Minimum Page Requirements
I am usually willing to offer extensions, given legitimate reasons. If you are afraid your work will not be completed in time, please contact me more than 24 hours before the due date and arrange for an extension. Otherwise, late work, including first submissions, will lead to a reduction of third of a grade per day (B+→B→B- and so on) on the final paper. If a paper is due electronically at 11:55 PM and you submit it at 11:56 PM, it is late. In addition, final papers that do not meet minimum page requirements will receive a third of a grade reduction for each page that the paper falls short.

10. Attendance
Attending class and one-on-one conference with the instructor is essential for you to get the most from this course; in-class discussions are critical for your learning. Therefore, please do not miss class unless you have an emergency. If you miss more than three classes (including conference), each additional absence will result in the lowering of your final grade for the course by a 1/3 of a grade. After two absences, I will notify you, your advisor, and the Assistant Director of University Writing of your attendance status. Please contact me in the event of an emergency that prevents you from attending class. Seven or more absences will result in a failing grade.

11. Electronics
To prevent distractions, use of laptops, smartphones, tablets, etc. are not allowed in this class unless you require special accommodations.

12. Academic Honesty
You are expected to be honest in all of your academic work. The University policy on academic honesty is distributed annually in section 5 of the Rights and Responsibilities handbook. Instances of alleged dishonesty will be forwarded to the Department of Student Rights and Community Standards. Potential sanctions include failure on the essay, failure in the course and suspension from the University. If you have any questions about my expectations, please ask.

13. Accommodations
Brandeis seeks to welcome and include all students. If you are a student who needs accommodations as outlined in an accommodations letter, please talk with me and present your letter of accommodation as soon as you can. I want to support you.

14. Email Etiquette
When you write to me or another professor or professional, please include a greeting (“Dear Mr. Lipscomb” or “Dear Prof. X”), full sentences, proper punctuation, and your name at the bottom of the email. Always include a brief note with an attachment. This is really good practice for when you enter the world beyond college.

Four-Credit Course
Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.).

15. First Year Experience (FYE)
UWS is the centerpiece of the First Year Experience, which introduces students to the rich intellectual life of the university. As part of the UWS, students will attend one Critical Conversation between faculty from different departments. The goals of the Critical Conversations are to build first year cohort identity and introduce students to Brandeis’ scholarly discourse and the variety of ways in which our faculty engage with the world and each other. Each seminar will also assign a brief experiential learning activity to expand the boundaries of the conventional classroom. Every student must attend one Experiential Learning event throughout the semester (a list detailing upcoming events will be posted to LATTE and regularly updated) and write a 1-1.5 page response describing the speaker and purpose of the event, how the event enriches the intellectual atmosphere of the university, and reflecting on your personal experience of the event. Due any time after the student has completed the experiential learning event, but no later than the last day of class, Wed, Dec 11, 11:55pm.

SCHEDULE OF CLASSES

Note: This schedule is preliminary; I will keep LATTE up to date with any changes in details, though due dates for major assignments will remain the same.

UNIT 1: CLOSE READING
2 SAMUEL 13-20

Week 1

Thu. Aug 29  In-Class: Introductions, syllabus, class policies

Fri. Aug 30  Read/Listen to: “4 Types of Conflict and How to Manage Them” (HBR)

Read: “Conflict Resolution” (NCSU).
Write: From the HBR interview and the NCSU reading, post to LATTE two paragraphs, first explaining the four different types of conflict that the HBR interviewee outlines, and then how the NCSU reading supplements the information provided by the HBR interviewee. **Due by 11:55 PM.**

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<th>Week 2</th>
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<td><strong>Tue. Sep 3</strong></td>
<td>Read</td>
<td>2 Samuel 13-20</td>
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<td><strong>Thu. Sep 5</strong></td>
<td>Write</td>
<td>Post to LATTE one paragraph identifying a conflict scenario in 2 Samuel 13-20 that you found most intriguing and why, cite chapter and verse number(s). <strong>Due by 11:55 PM.</strong></td>
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<td><strong>In-Class</strong></td>
<td>Classifying conflict, close reading, assignment sequence.</td>
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<th>Week 3</th>
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<td><strong>Tue. Sep 10</strong></td>
<td>Read</td>
<td>2 Samuel 13-20</td>
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<td><strong>Write</strong></td>
<td>Pre-Draft 1.1 due in class: close reading a passage from 2 Samuel 13-20</td>
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<td><strong>In-Class</strong></td>
<td>2 Samuel 13-20, “Motivating Moves,” (Harvey), motive exercise</td>
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<th>Week 4</th>
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<tr>
<td><strong>Mon. Sep 16</strong></td>
<td>Write</td>
<td>Pre-Draft 1.2 due: post your motive and provisional thesis to LATTE no later than 5:00 PM. Respond to peers by 11:55 PM.</td>
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<td><strong>Tue. Sep 17</strong></td>
<td>Attend</td>
<td>Any campus talk between now and 9/24 (see attached list)</td>
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<td><strong>In-Class</strong></td>
<td>Titles, passive voice, peer review</td>
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<th>Week 4</th>
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<td><strong>Wed. Sep 18</strong></td>
<td>Write</td>
<td>Pre-draft 1.3 (outline) due on LATTE by 11:55 PM.</td>
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<td><strong>Thu. Sep 19</strong></td>
<td>In-Class</td>
<td>Peer review, Introductions, What is a lens?</td>
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<th>Week 4</th>
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<td><strong>Fri. Sep 20</strong></td>
<td>Write</td>
<td>Draft of Essay #1 with cover letter due to me on LATTE by 11:55 PM and to your peers in a google doc.</td>
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UNIT 2: HOW TO WORK WITH A TEXT AS A LENS:

BRIDGE OF SPIES

Week 5
Mon. Sep 23 Write: Peer review letters and comments on their essays by 11:55 PM. Email your peers their letters and essays and post the peer letters to LATTE.

***CONFERENCES ON TUESDAY (9/24) AND WEDNESDAY (9/25)***

Tue. Sep 24 Watch: Bridge of Spies (LATTE)

Write: a response to the campus talk you attended with one paragraph describing the speaker and purpose of the talk; one paragraph describing the audience (is it a general audience or one with specialized knowledge?), and one paragraph explaining how the speaker tailored the talk to the audience. **Due in class.**

In-Class: Audience awareness, conclusions, lens assignment sequence, analyzing film/television

Thu. Sep 26 Read: Davidson and Woods’ “A Conflict Resolution Model”; Kashikar’s “Hindu Way of Conflict Resolution”; Kirzali’s “Conflict and Conflict Resolution in the pre-Islamic Arab Society”

In-Class: Western and non-Western models of conflict resolution

Week 6
Tues. Oct 1 No class today!
Write: Revision of Essay #1 with cover letter due on LATTE by 11:55 PM

Thu. Oct 3 **Brandeis Monday. No class today!**

Week 7
Tue. Oct 8 Write: Pre-draft 2.1 reverse outlines (bring a hard copy to class)

In-Class: Kashikar and Kirzali

Thu. Oct 10 Write: Pre-draft 2.2 mini-lens analysis (bring a hard copy to class)

In-Class: matching Kashikar and Kirzali with Bridge of Spies

Week 8
Tue. Oct 15 **Brandeis Monday. No class today!**
Read: Write Now lens essays.
Write: One paragraph response to one of the Write Now lens essays, summarizing the argument and how the author uses the lens. Cite at least one piece of evidence. Make the subject title of your post the main title of the essay you have chosen. Due by 11:55 PM.

Wed. Oct 16 Write: Post motive and provisional thesis to LATTE by 11:55 PM.

Thu. Oct 17 In-Class: Reflections on Write Now lens essays.

Fri. Oct 18 Write: Pre-draft 2.3 (Outline) due by 11:55 PM

Week 9
Sun. Oct 20 Write: Draft of Essay 2 with cover letter due to me on LATTE by 11:55 PM and to your peers in a google doc

Tue. Oct 22 Read: Your peers’ essays

Write: Peer review letters and comments on their essays due by 11:55 PM. Email your peers their letters and essays and also post the peer letters to LATTE.

In-Class: Peer review, problem sentences

***CONFERENCES ON WEDNESDAY (10/23) AND THURSDAY (10/24)***

Wed. Oct 23 Attend: Critical Conversation “Perspectives on Truth from Psychological Science” at 5:30 tonight in Sherman Hall

Thu. Oct 24 Write: One-page response to Critical Conversation: What techniques did the speakers use to convince you of their argument?

In-Class: Introduction to research essay, “Scholarly Sources” (H) plagiarism

UNIT 3: RESEARCH ESSAY

Week 10
Tue. Oct 29 Write: Revision of Essay #2 with cover letter due on LATTE by 11:55 PM.

In-Class: Zotero workshop

Thu. Oct 31 Read: Download Zotero and related links (at the bottom of our LATTE page)
Week 11
Tue. Nov 5  Read: Complete library tutorial on LATTE before class

In-Class: Components of the research paper.

Thu. Nov 7  Write: Pre-Draft 3.1 (Research paper plan due in class).

In-Class: Source functions across the disciplines, presentation handout

Week 12
Tue. Nov 12  Activity: Find 2 books at Brandeis and bring in the call numbers
Write: Pre-draft 3.2 due to latte by 11:55 PM
In-Class: Library field trip to find sources

Thu. Nov 14  Read: Write Now research essay by Jacob Silverman.

Write: A one paragraph response to the Write Now essay summarizing the argument and explaining how the author uses sources. Cite at least one piece of evidence. Due by 11:55 PM.

In-Class: Modeling a research essay.

Week 13
***CONFERENCES ON TUESDAY (11/19) AND WEDNESDAY (11/20)

Tue. Nov 19  Write: Pre-draft 3.3 due by 11:55 PM to LATTE (outline)

In-Class: Short presentations on research papers, portfolio instructions

Thu. Nov 21  In-Class: Short presentations on research papers

Week 14
Tue. Nov 26  No class! (Instructor attending conference)

Write: Peer review letters and comments on their essays due by 11:55 PM. Email your peers their letters and essays and also post the peer letters to LATTE.

Thu. Nov 28  No class! Have a happy Thanksgiving!

Week 15
Tue. Dec 3  Write: Draft of Essay #3 with cover letter due to me on LATTE by 11:55 PM and to your peers in a google doc.
In-Class: Short presentations on research papers

**Thu. Dec 5**  In-Class: Peer review, short presentations on research papers

**Week 16**  
**Tue. Dec 10**  Last day of classes!  
In-Class: Short presentations on research papers

**Post Term**  
**Wed. Dec 11**  Portfolios and FYE reflection due on LATTE by 11:55 PM (must be in one document), including: portfolio cover letter, final research cover letter and final research essay. See portfolio handout for order of assignments.

“The only kind of writing is rewriting”

Ernest Hemingway