Master of Science in Negotiation and Conflict Resolution

NECRPS5210: Conflict Resolution and Dynamical Systems
ORLJ 4800: Conflict & Complexity
3 credits or non-credit if enrolled in TC Certificate in Cooperation and Conflict Resolution
Course Schedule: 2 weekends—Saturdays & Sundays 9am-5pm
Office Hours: By appointment

Course Overview

The field of conflict resolution has achieved a high degree of growth over the past fifty years: today professional negotiators, mediators, facilitators, and ombudspeople are called to use their conflict resolution skills to a growing number of clients in more diverse settings. However, intractable conflicts—also known as the "five percent"—involving very large social groups and issues, appear less responsive to the solutions provided by more traditional linear interventions. There needs to be a new way to address these intractable conflicts and a systems approach, rather than linear interventions, has proven more informative and successful in dealing with these complex conflicts. During the last two decades, a group of scholars and practitioners have been working to understand why these conflict are so hard to transform and how we can add value to make a difference.

Dynamical Systems Theory (DST) is a methodology developed in the hard sciences to understand these complex systems—from the weather to the functioning of cells, using mathematical algorithms. We added the lens of social-psychological concepts and practices to better understand how to apply DST to conflict. We are now applying DST to conflict analysis and resolution for larger social problems and conflicts that are protracted, deeply embedded and have multiple complex issues. This DST approach goes beyond linear problem-solving and embraces complexity in new ways.

Throughout this course students will work individually and in groups on multiple case studies, to understand and apply DST methodology, while developing an appreciation for the more fluid and non-linear DST approach.

Course Requirements

Selected Readings
Core Textbooks

Coleman, P. T. (2011). The Five Percent: Finding solutions to seemingly impossible conflicts. New York: Public Affairs. (See also: http://www.youtube.com/ICCCRTC)

Chapter Readings

Coleman, P. T., & Ricigliano, R. (2016). Getting in Sync: What to do when problem solving fails to fix the problem. In A. Schneider & C. Honeyman (Eds.), The Negotiator's Desk Reference. Chicago: American Bar Association Books.

Coleman, P. T., Redding, N. & Fisher, J. (2018). Influencing Intractable Conflict. In A. K. Schneider & C. Honeyman The Negotiator's Fieldbook: The Desk Reference for the Experienced Negotiator (2nd Edition). pp. 509-528.

Coleman, P. T., Redding, N. & Fisher, J. (2018). Understanding Intractable Conflict. In A. K. Schneider & C. Honeyman The Negotiator's Fieldbook: The Desk Reference for the Experienced Negotiator (2nd Edition). pp. 489-508.

Lord, R. G., Hannah, S. T., & Jennings, P. L. (2011). A framework for understanding leadership and individual requisite complexity. Organizational Psychology Review, 1(2), 104- 127.

Selected Assignments

Reflection Paper on Systemic Comprehension 10%: Students prepare and submit an individual reflective paper on systemic comprehension, using concepts from readings and the case study. Max: 5 pages. APA style.

Final Project 30%: Students will be asked to analyze a real-life case or scenario from the perspective of Dynamical Systems Theory (DST). Specifically, they will be encouraged to apply the basic principles of DST such as attractors, positive and negative feedback loops, and catastrophic change, etc. The presentation should demonstrate understanding of the material and its application to complex and dynamic real-world situations.

Final Project Reflection Analysis Paper 30%:
Students prepare and submit an individual final project analysis reflection paper. This paper must demonstrate understanding of concepts studied and applied in class and contents of readings through their application and reflection of the class final project. APA style. Max 7 pages.

Evaluation/Grading
For TC students: You will receive a letter grade or you may opt for **Pass/Fail** by filling out the "Application for Elected Grade Option." Students who are registered for non-credit will automatically receive a Pass/Fail Grade.

The final grade will be calculated as described below:

FINAL GRADING SCALE

Grade	Percentage
A+	98–100 %
A	93–97.9 %
A-	90–92.9 %
B+	87–89.9 %
B	83–86.9 %
B-	80–82.9 %
C+	77–79.9 %
C	73–76.9 %
C-	70–72.9 %
D	60–69.9 %
F	59.9% and below

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COLUMBIA UNIVERSITY
School of Professional Studies

THE MORTON DEUTSCH
INTERNATIONAL CENTER
FOR COOPERATION AND
CONFLICT RESOLUTION
TEACHERS COLLEGE / COLUMBIA UNIVERSITY

Master of Science in Negotiation and Conflict Resolution

ASSIGNMENT	% Weight
Class Participation and Discussion Forum	10
Systemic Comprehension	20
Reflection Paper on Systemic Comprehension	10
Final Project Presentation – Systemic Engagement	30
Final Project Reflection Analysis Paper	30
Total	100

Course Policies

Participation and Attendance
You are expected to complete all assigned readings, and engage with others in online discussions. Your participation will require that you answer questions, defend your point of view, and challenge the point of view of others. Please discuss any absence with me in advance.

Late work
Work that is not submitted on the due date noted in the course syllabus without advance notice and permission from the instructor will be graded down 1/3 of a grade for every day it is late (e.g., from a B+ to a B).

Citation & Submission
All written assignments must use APA, cite sources, and be submitted to the course website (not via email).

School Policies

Copyright Policy
Please note—Due to copyright restrictions, online access to this material is limited to instructors and students currently registered for this course. Please be advised that by clicking the link to the electronic materials in this course, you have read and accept the following:

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

Academic Integrity
Columbia University expects its students to act with honesty and propriety at all times and to respect the rights of others. It is fundamental University policy that academic dishonesty in any guise or personal conduct of any sort that disrupts the life of the University or denigrates or endangers members of the University community is unacceptable and will be dealt with severely. It is essential to the academic integrity and vitality of this community that individuals do their own work and properly

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acknowledge the circumstances, ideas, sources, and assistance upon which that work is based. Academic honesty in class assignments and exams is expected of all students at all times.

SPS holds each member of its community responsible for understanding and abiding by the SPS Academic Integrity and Community Standards posted at http://sps.columbia.edu/student-life-and-alumni-relations/academic-integrity-and-community-standards. You are required to read these standards within the first few days of class. Ignorance of the School's policy concerning academic dishonesty shall not be a defense in any disciplinary proceedings.

For TC Students: Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.

Accessibility
Columbia is committed to providing equal access to qualified students with documented disabilities. A student's disability status and reasonable accommodations are individually determined based upon disability documentation and related information gathered through the intake process. For more information regarding this service, please visit the University's Health Services website: https://health.columbia.edu/services/ods/support.

TC Emergency Preparedness: TC is prepared for a wide range of emergencies. After declaring an emergency situation, the President/Provost will provide the community with critical information on procedures and available assistance. If travel to campus is not feasible, instructors will facilitate academic continuity through Canvas and other technologies, if possible.

1. It is the student's responsibility to ensure that they are set to receive email notifications from TC and communications from their instructor at their TC email address.
2. Within the first two sessions of the course, students are expected to review and be prepared to follow the instructions stated in the emergency plan.
3. The plan may consist of downloading or obtaining all available readings for the course or the instructor may provide other instructions.

5 Statements From The Provost and Dean of Teachers College

1.   The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. Please report any access related concerns about instructional material to OASID and to me as your instructor.

2.   The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If

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the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

3.   Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account.   As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student's TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.

4.   It is the policy of Teachers College to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.

5.   Sexual Harassment and Violence Reporting - Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff and faculty. "Gender-based misconduct" includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students.

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