COMMON COURSE OUTLINE

Political Science   POLS 1195
Conflict and Negotiation

COURSE DESCRIPTION

1. Credits   3
2. Lecture hours/week   3 lecture per week, no lab
3. Prerequisites   none
4. Co-requisites   none
5. MnTC goals
     #5 = History and the Social and Behavioral Sciences
     #7 = Human Diversity
6. Description:
   Politics is conflict over values, ideas, and resources. Political Science is, in part, the study of conflict and conflict management. This course introduces students to perspectives on power and conflict and to diverse strategies for resolving conflict in various political, legal, social and cultural settings. This course develops expertise, confidence, and skills for managing, transforming, and engaging conflict constructively, primarily through negotiation and mediation. Students reflect on their own style of conflict management and dispute resolution and on the roles of power, conflict, and negotiation at the individual, group, organizational, state, and system levels. The course is extremely hands-on and interactive. Extensive, frequent role plays and simulations demonstrate course themes and provide opportunities to practice managing conflict, resolving disputes, negotiating, and mediating.

DATE LAST REVISED: December 2017

OUTLINE of MAJOR CONTENT AREAS
Politics as conflict; conflict as politics
  - Illustrative quotations and examples
  - Definitions and illustrations of *politics*
     -Politics as competition over authoritative allocation

-Politics as struggle over who gets what, when, where, why, and how
-Politics as creating change for the common good; change means friction, conflict, competition, resistance, etc.
- Illustrating roles of conflict, competition, struggle, etc. in politics
  -Liberal concern for competing interest groups
  -Marxist concern for competing classes and class struggle
  -Fascist concern for competing states and cultures and for war as a virtue
  -Democratic concern for competing parties and ideas
  -Capitalist concern for personal and corporate competition

Characteristics of conflict
- Essential elements
  -interdependence
  -perceptions of incompatible interests
  -goal-blocking
- Sources of conflict
  -data
  -relationships
  -interests
  -values
  -expectations or experiences
  -structures
- Conditions for (levels of) conflict: Conflict Grid (see below)

	Individual	Group	Organization	State	System
Indiv	I - I	I - G	I - O	I - St	I - Sys
Group	G - I	G – G	G - O	G - St	G - Sys
Org	O - I	O - G	O - O	O - St	O – Sys
State	St - I	St - G	St - O	St - St	St – Sys
System	Sys - I	Sys - G	Sys - O	Sys - Sys	Sys – Sys

- Conflict behaviors
  -control
  -collaborate / cooperate
  -compromise
  -avoid / withdraw

-accommodate / yield

Characteristics of power
- Types of power
- Roles of power in conflict

Negotiation
- As a means of managing conflict
- Issues vs. interests
- Interest-based vs. positional negotiation
- Roles of personal values and preferences
- Negotiation process; negotiation planning; cycle of negotiation
- Participants vs. clients
- Negotiation ethics
- Mediation as a subset of negotiation
- Arbitration as a subset of negotiation
- Barriers to negotiation
- Devising agreements

LEARNING OUTCOMES

Upon successfully completing this course for use as a Political Science elective in the Transfer Pathway, students will be able to do at least 75% of the learning outcomes listed immediately below (six of the eight items):

1. Explore topics and methods associated with the discipline of Political Science.
2. Demonstrate knowledge of different subfields of the discipline of Political Science, such as political theory, international relations, comparative government, American politics, and political behavior.
3. Recognize the diversity of political motives and interests of others.
4. Analyze political ideologies and explain how these lead to different goals and political conflict.
5. Examine the relationships among various values, principles, institutions, and traditions, as well as the economic, political, legal, and social orders.
6. Analyze the principles, institutions, and practices of democracy and the rights and responsibilities citizens possess in democratic societies.
7. Analyze the empirical and normative dimensions of political relationships.

8. Apply core concepts such as rights, obligations, justice, liberty, power, and (in)equality to specific issues.

More specifically, students successfully completing this course will be able to:

9. Analyze and assess a conflict situation to identify …
   a. …the sources, conditions, and behaviors of conflict (MnTC goals 5a, 5c, 7b, 7c)
   b. …the elements and processes of power (MnTC goals 5a, 5c, 7b, 7c)
   c. …the presenting issues and underlying interests (MnTC goals 5a, 5c , 7c)
   d. …opportunities for managing the conflict short of violence (MnTC goals 5d, 5c, 7b, 7e)
10. Plan, conduct, and conclude a negotiation by …
   a. …devising and explaining a negotiation strategy (MnTC goals 5a, 5c, 7b, 7e)
   b. …identifying and communicating the different motives, goals, and roles of participants (MnTC goals 5a, 5c, 7b, 7c, 7e)
   c. …demonstrating conflict-communication skills (MnTC goals 5d, 7e)
   d. …applying integrative negotiation principles, strategies, and skills (MnTC goals 5a, 5c, 5d, 7b, 7e)
   e. …identifying key ethical elements of negotiation (MnTC goals 5c, 7b)
   f. …communicating clearly and purposefully for working ably among people with diverse interests, experiences, and backgrounds (MnTC goals 5d, 7e)
   g. …identifying and overcoming obstacles to negotiation (MnTC goals 5c, 5d, 7b, 7c, 7e)

METHODS FOR EVALUATION OF STUDENT LEARNING
May include diagnostic, formative, and summative versions of: answering questions on exams and quizzes; long-form writing (such as writing reactions to political events and conditions, evaluating public policy, advocating policy, writing research essays and political analyses); short-form writing (such as in-class essays, book reviews, reflective writing, opinion pieces, Letters to the Editor, or other brief commentary); submitting a writing portfolio; and

participating in group activities, group projects, classroom discussion, classroom presentations, classroom activities, oral presentations, or debates.

SPECIAL INFORMATION: None

ADDITIONAL INFORMATION about MnTC GOALS
From http://www.mntransfer.org/students/plan/s_mntc.php and links (viewed July 2015)

MnTC goals:

#5: History and the Social and Behavioral Sciences
Goal: To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Students will be able to:

a. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
b. Examine social institutions and processes across a range of historical periods and cultures.
c. Use and critique alternative explanatory systems or theories.
d. Develop and communicate alternative explanations or solutions for contemporary social issues.

#7: Human Diversity
Goal: To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

Students will be able to:

a. Understand the development of and the changing meanings of group identities in the United States' history and culture.
b. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
c. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
d. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
e. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.