

MGIMO University
School of Government and International Affairs

Syllabus approved
Dean, The MGIMO School of Government and International Affairs
Mikhail Troitskiy
« » 2022

Conflict Resolution

Undergraduate Course Syllabus

Instructor
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This syllabus is designed in accordance with the MGIMO Educational Standard for the Bachelor Program in International Affairs.

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PART 1:

INSTRUCTOR INFORMATION, COURSE DESCRIPTION AND TEACHING METHODS

1.1. General information

- Full course title: **CONFLICT RESOLUTION**
- Type of course: **compulsory**
- Level of course B.A.
- Year of study: 3rd
- Number of ECTS credits allocated: 3
- Lecturer: **Maxim A. Suchkov**, PhD, Associate Professor, Department of Applied International Political Analysis
- Office hours: Tuesday, Thursday 11AM - 3PM, room 4101
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1.2. Course aims and learning outcomes

The aim of the course is to provide students with foundational knowledge and practical skills of constructive conflict management, including applied techniques in negotiation, mediation and resolution of conflicts. The course focuses on five major conflict resolution aspects that seek to: (1) understand conflict, (2) improve communication, (3) value diversity, (4) build trust, (5) provide perspective, (6) raise EQ (emotional intelligence), and (7) foster collaboration.

Learning outcomes:

By the end of this course students should be able to:

- embrace theoretical ideas that are useful in understanding conflict processes as well as in helping people learn to manage their conflicts constructively;
- distinguish between common sorts of misunderstanding that arises from varying cultural and individual backgrounds;
- develop skills of settling conflicts within common models of practice such as negotiation, mediation, the Coleman Raider model for training in constructive conflict resolution, and dialogue processes.
- embrace strategies for working with larger groups, employing group relations theory, reconciliation between groups, and employing social network theory to conflict analysis and resolution

1.3. Course requirements

Students will be required to attend not less than 90% of classes and be prepared for class discussions. Conscientious reading of the assigned materials is compulsory. Students will also be required to conduct home assignments and write two in-class tests.

Grading plan

- Class participation - 30%
Students are expected to attend all the lectures seminars and participate in class discussions; since the course is highly interactive, it is essential that students attend the seminars having read the materials for that day's class.
- Written (take-home) assignments – 30%
The students are expected to submit written home assignments at least one day before the seminar class. Such papers should include answers to the tasks given at previous lecture. They are also expected to submit one *short essay* that would reflect on a movie/podcast character(s) relevant to the subject of the course
- Mid-term test –20%
Students will write an in-class test during the semester. Dates of test class are defined by the instructor and communicated to the students at the first class of the respective course.
- Final quiz – 20% (in class, 90 minutes).
*Throughout the semester there might be a number of extra-credit opportunities which the students are encouraged to attend (guest speakers, on-campus activities, etc.)

1.4. Teaching Methodology

The course's learning process is centered around a balance of lectures, in-class activities (discussions and learning exercises) and take-home assignments. The methodology seeks to encourage students to work with the original text (readings, movies, podcasts) at home and then practice it in class with their peers. This, in turn, is aimed at developing student's ability to think originally, communicate their ideas clearly, argue with reason, and collaborate with one another when asked to.

- Every 90-minute class involves a Power Point-presented interactive-styled lecture, followed by a discussion based on the home-assigned readings and other audio and visual content and learning exercises;
- Lectures and readings are complementary, but do not substitute for one another;
- The students are expected to attend lectures, complete the assigned readings, engage in discussions and exercises;
- There will be two in-class tests and one take-home essay. Other written assignments will be based on lecturss and in-class discussions and will be discusses as the class proceeds further into the semester;
- The final quiz will be based on the material covered during the semester and will be held in an interactive, game-themed mode.

1.5. Self-study Guidelines

Self-study constitutes a bigger part of the class. Therefore, in addition to attending lectures, participating in in-class discussions and exercises as well as performing take-home assignment, the students are expected to engage in active self-study along the suggested lines:

- To have completed the readings (and other text) assigned for each class and formulate questions based on the readings;
- To perform written-assignments in time and with duly diligence;
- To write a mid-term reflection paper – a 2-3-page movie/podcast character review (topics listed in the respective section below and will be additionally discussed by the instructor during the first week of classes);
- To prepare for in-class simulation games (usually as teams).

1.6. Types of work

Types of work	Academic hours
Total	126
Total for lectures, seminars and in-class tests	34
Lectures	16
Seminars	18
Homework	92
Preparation for lectures, seminars and tests	62
Written assignments	30

PART 2. COURSE CONTENT

2.1. Course content and readings by topic

WEEK 1 (Sept.2). Introduction to the course (L - lecture)

The goal and structure of the course. Conflict and social psychology.

Compulsory readings:

- *Coleman P., Deutsch M., Marcus E.* The Handbook of Conflict Resolution: Theory and Practice. 3rd Ed. Jossey-Bass, 2014. – P. 34-49.
- *Bercovitch J., Kremenjuk V., and Zartman W.* The Sage Handbook of Conflict Resolution. Thousand Oaks, CA: SAGE Publications, 2009. - P. 13-33.

WEEK 2 (Sept.9). Cooperation and Competition in Conflict (L - lecture)

The effects of cooperation and competition. Constructive and destructive competition. Pathologies of cooperation. Initiating cooperation and competition. Implications of the theory for understanding conflict. **Constructive controversy** theory and processes of interaction. Trust development, and trust repair. Managing trust and distrust in conflict situations.

Learning exercises: “Step by step” and “Helium Hoop”

WEEK 3 (Sept.16). Cooperation and Competition in Conflict (S - seminar)

The effects of cooperation and competition. Constructive and destructive competition. Pathologies of cooperation. Initiating cooperation and competition. Constructive controversy theory and processes of interaction. Trust development, and trust repair. Managing trust and distrust in conflict situations.

Learning exercises: “Bull’s Eye” and “Nothing, something, anything”

Compulsory readings:

- *Coleman P., Deutsch M., Marcus E.* The Handbook of Conflict Resolution: Theory and Practice. 3rd Ed. Jossey-Bass, 2014. – Chapter 1 (up to the “Summary of the Theory of Conflict Resolution” part); Chapter 4 (up to “Structuring Constructive Controversies” part) P. 143-209.

Recommended material:

- *Tjosvold, D.* (1998). Cooperative and competitive goal approach to conflict: Accomplishments and challenges. *Applied Psychology: An International Review*, 47 (3), P. 285–342.
- *Susskind J.* Future Politics. Living Together in a World Transformed by Tech. – Oxford University Press, 2018. – P. 89-163.
- *Funsten R.* How Understanding Conflict Can Help Improve Our Lives. – TEDx, 2016: <https://www.youtube.com/watch?v=fdDQSHyyUic>

WEEK 4 (Sept.23). Negotiation and mediation (L)

Theoretical and empirical roots of integrative negotiation. Negotiation in “typical conflicts”. Negotiation in “difficult conflicts”. The mediation of conflict.

Learning exercise: “Questioning and clarification” and “Facial expressions in communication”

WEEK 5 (Sept.30). Negotiation and mediation (S)

Compulsory readings:

- *Fisher R., Ury W.* Getting to Yes: Negotiating Agreement Without Giving In. – Penguin Group, 200 p., 1991. – P. 13-48.
- *Bercovitch J., Kremenjuk V., and Zartman W.* The Sage Handbook of Conflict Resolution.

Thousand Oaks, CA: SAGE Publications, 2009. - P. 322-358.

Recommended material:

• Coleman P., Deutsch M., Marcus E. The Handbook of Conflict Resolution: Theory and Practice. 3rd Ed. Jossey-Bass, 2014. – P. 1023-1123.

• The Berghof Handbook for Conflict Transformation / Ed. by Austin B., 2018: <https://www.berghof-foundation.org/en/publications/handbook/berghof-handbook-for-conflict-transformation/>

• Hyde J. Conflict Analysis Tools: Conflict Mapping. – 2020: <https://www.youtube.com/watch?v=iywM-o-ym1Y>

WEEK 6 (Oct.7). Personality and Conflict Resolution Skills (L)

“Natural-born peacemakers”. Stage theories of conflict development. Social-emotional learning and conflict management. Direct and indirect social psychological approaches to conflict resolution. Representative models of personality trait approaches. Emotion control in the service of conflict resolution.

Listening exercises: “What a bunch of characters” and “Recognize how we are different”

Recommended material:

• Furlong G. The Conflict Resolution Toolbox: Maps and Models for Analyzing, Diagnosing and Resolving Conflict. Wiley, 2005. –P. 29-247 (in groups).

• Johnson J. How to Deal with Difficult People. – TEDx, 2018: <https://www.youtube.com/watch?v=kARkOdRHaj8>

WEEK 7 (Oct.14). Personality and Conflict Resolution Skills (S)

“Natural-born peacemakers”. Stage theories of conflict development. Social-emotional learning and conflict management. Direct and indirect social psychological approaches to conflict resolution. Representative models of personality trait approaches. Emotion control in the service of conflict resolution.

Learning exercises: “Two truths and a lie”, “Get to know each other better” and “Words of Wisdom”

Compulsory readings:

• Coleman P., Deutsch M., Marcus E. The Handbook of Conflict Resolution: Theory and Practice. 3rd Ed. Jossey-Bass, 2014. – P. 487-615; P. 365-453.

Recommended material:

• Fisher R., Ury W. Getting to Yes: Negotiating Agreement Without Giving In. – Penguin Group, 1991. – P. 50-70.

• Anderton P. Great leadership comes down to only two rules. – TEDx, 2016: <https://www.youtube.com/watch?v=oDsMlmlJd4>

• Campbell A. Winners and How They Succeed. – Pegasus Book, 2015. – P. 9-109; P.157-213.

WEEK 8 (Oct.21). Communication and Creativity in Conflict Resolution (L)

Communication paradigms. Language and conflict resolution. Constructive Communication through Dialogue. Problems in communication during conflict. Preventing and overcoming problems in communication. Developing a creative approach to conflict. Time and conflict resolution. Play and creativity. Creativity in the outcomes of conflict.

Recommended material:

• Gordon-Levitt J. How craving attention makes you less creative. – TEDx, 2019: <https://www.youtube.com/watch?v=3VTsIju1dLI>

- Hyde J. Transactional Communication Model. – 2020: <https://www.youtube.com/watch?v=rBnDkszNmKQ>

WEEK 9 (Oct.28). Communication and Creativity in Conflict Resolution (S)

Communication paradigms. Language and conflict resolution. Constructive Communication through Dialogue. Problems in communication during conflict. Preventing and overcoming problems in communication. Developing a creative approach to conflict. Time and conflict resolution. Play and creativity. Creativity in the outcomes of conflict.

Learning exercises: “Engage in Dialogue” and “Pass the poker chip”

Compulsory readings:

- Coleman P., Deutsch M., Marcus E. The Handbook of Conflict Resolution: Theory and Practice. 3rd Ed. Jossey-Bass, 2014. – P. 259-297; P. 1126-1149; P. 622-670.

Recommended material:

- Fisher R., Ury W. Getting to Yes: Negotiating Agreement Without Giving In. – Penguin Group, 1991. – P. 31-41.
- Sternberg, R. J. Handbook of Creativity. Cambridge: Cambridge University Press, 1999. – P. 169-188.
- Travis M. Constructive communication despite conflict. – TEDx, 2017: <https://www.youtube.com/watch?v=rBCBQfDQKbo>
- Hyde J. Nonverbal Communication. – 2018: <https://www.youtube.com/watch?v=cHD4mbQ8p0s>

WEEK 10 (Nov.4). Justice and Conflict (S)

Types of injustice. Theorizing justice frameworks: denaturalizing inequality and privilege. Rooting solidarity in (our) Nature. Privilege and “unjust social arrangements”.

Learning exercise: “Conflict close-up”

Compulsory readings:

- Coleman P., Deutsch M., Marcus E. The Handbook of Conflict Resolution: Theory and Practice. 3rd Ed. Jossey-Bass, 2014. – P. 85-139.

Recommended material:

- Bercovitch J., Kremeniuk V., and Zartman W. The Sage Handbook of Conflict Resolution. Thousand Oaks, CA: SAGE Publications, 2009. - P. 580-595.
- Susskind J. Future Politics. Living Together in a World Transformed by Tech. – Oxford University Press, 2018. – P. 257-345.
- The Berghof Handbook for Conflict Transformation / Ed. by Austin B., 2018: <https://www.berghof-foundation.org/en/publications/handbook/berghof-handbook-for-conflict-transformation/>

WEEK 11 (Nov.11). Culture and Conflict Resolution (L)

The notion of “cultural fluency”. Neuroscience as conflict resolution resource. Arts-based approaches to conflict resolution. Indigenous knowledge and practice. Multiculturalism and conflict. The integration-adaptation model to managing multicultural conflict.

Recommended material:

- Hyde J. Conflict Analysis Tools: Conflict Mapping. – 2020: <https://www.youtube.com/watch?v=iywM-o-ymlY>

WEEK 12 (Nov.18). Culture and Conflict Resolution (L)

The notion of “cultural fluency”. Neuroscience as conflict resolution resource. Arts-based approaches to conflict resolution. Indigenous knowledge and practice. Multiculturalism and conflict. The integration-adaptation model to managing multicultural conflict.

Learning exercise: “Appreciate the diversity”

Compulsory readings:

• • *Bercovitch J., Kremeniuk V., and Zartman W.* The Sage Handbook of Conflict Resolution. Thousand Oaks, CA: SAGE Publications, 2009. - P. 506-525.

Recommended material:

• *Fisher R., Ury W.* Getting to Yes: Negotiating Agreement Without Giving In. – Penguin Group, 1991. – P. 7-13.

• *Coleman P., Deutsch M., Marcus E.* The Handbook of Conflict Resolution: Theory and Practice. 3rd Ed. Jossey-Bass, 2014. – P. 762-836.

• The Berghof Handbook for Conflict Transformation / Ed. by Austin B., 2018: <https://www.berghof-foundation.org/en/publications/handbook/berghof-handbook-for-conflict-transformation/>

WEEK 13 (Nov.25). Aggression, Violence and Terrorism (L)

Direct and structural violence. Theories of aggression and violence. Terrorist profiles: the political, the religious, the criminal terrorists in action. Strategic options for engaging terrorists. Knowing the culture, psychology, values and goals of the terrorist group. Negotiating with terrorists.

Learning exercises: “How competition leads to conflict” and “Resolutions”

Recommended material:

• *Hyde J.* Conflict analysis tools: Onions, icebergs, escalators, and ABCs. – 2020: <https://www.youtube.com/watch?v=FB1XpuIWdkg>

WEEK 14 (Dec. 2). Aggression, Violence and Terrorism (S)

Direct and structural violence. Theories of aggression and violence. Terrorist profiles: the political, the religious, the criminal terrorists in action. Strategic options for engaging terrorists. Knowing the culture, psychology, values and goals of the terrorist group. Negotiating with terrorists.

Learning exercises: “How competition leads to conflict” and “Resolutions”

Compulsory readings:

• *Coleman P., Deutsch M., Marcus E.* The Handbook of Conflict Resolution: Theory and Practice. 3rd Ed. Jossey-Bass, 2014. – P. 884-955.; P. 987-1017.

• *Bercovitch J., Kremeniuk V., and Zartman W.* The Sage Handbook of Conflict Resolution. Thousand Oaks, CA: SAGE Publications, 2009. - P. 437-455.

Recommended material:

• Caliphate – The New York Times podcast: <https://www.nytimes.com/interactive/2018/podcasts/caliphate-isis-rukmini-callimachi.html>

• *Neumann P.* Negotiating with terrorists. Foreign Affairs, January/February 2007

WEEK 15 (Dec. 9). Nonviolent Struggle (L)

Examples and Importance of Nonviolent Struggle. Definition of nonviolent Struggle. Media coverage of nonviolent struggle. The future of nonviolent action and conflict resolution. “Woke culture” and “woke theories: new divisive ideology or a path toward conflict resolution?”

WEEK 16 (Dec.16). Nonviolent Struggle (S)

Examples and Importance of Nonviolent Struggle. Definition of nonviolent Struggle. The future of nonviolent action and conflict resolution. “Woke culture” and “woke theories: new divisive ideology or a path toward conflict resolution?”

Learning exercises: “Super stars” and “Monumental”

Compulsory readings:

• *Coleman P., Deutsch M., Marcus E.* The Handbook of Conflict Resolution: Theory and Practice. 3rd Ed. Jossey-Bass, 2014. – P. 1331-1348.

Recommended material:

- *Sharp G.* Sharp’s Dictionary of Power and Struggle. – Oxford University Press, 2012
- *Лукин А.* Право на Безумие (A Right to Madness) // Russia in Global Affairs, 2021: <https://globalaffairs.ru/articles/pravo-na-bezumie/>

WEEK 17 (Dec.23). Social Media and Conflict Resolution (S)

Conflict resolution in social media. Network conflict worksheet. International linkages. Online dispute resolution.

Learning exercise: “Push hot buttons” and “Writing memos”

Compulsory readings:

• *Coleman P., Deutsch M., Marcus E.* The Handbook of Conflict Resolution: Theory and Practice. 3rd Ed. Jossey-Bass, 2014. – P. 1275-1299.

• *Bercovitch J., Kremenjuk V., and Zartman W.* The Sage Handbook of Conflict Resolution. Thousand Oaks, CA: SAGE Publications, 2009. - P. 455-475.

Recommended material:

• *Christakis D.* Media and Children. – TEDx, 2011: https://www.youtube.com/watch?v=BoT7qH_uVNo

• *Susskind J.* Future Politics. Living Together in a World Transformed by Tech. – Oxford University Press, 2018. – P. 29-88.

• *Hammond, A. G.* (2003). How do you write “Yes”? A study on the effectiveness of online dispute resolution. Conflict Resolution Quarterly, 20. – P. 261–286.

• *Lee, H.* (2005). Behavioral strategies for dealing with flaming in an online forum. Sociological Quarterly, 46. – P. 385–403.

2.3. Examples of exam tasks

Constructive controversy in conflict resolution

1. Establishing a cooperative context (i.e., structuring positive interdependence). Participants to come to an agreement (i.e., one answer) that reflects their best reasoned judgment as to solution to the problem, the best course of action to take to solve the problem, or an answer.

2. Establishing the constructive controversy procedure. Participants are required to (1) research and prepare a position; (2) present and advocate their position; (3) analyze, critically evaluate, and (often after further research) refute the opposing positions while rebutting criticisms of one’s own positions; (4) reverse perspectives to communicate that they can see the issue from all points of view; and (5) synthesize and integrate information into factual and judgmental conclusions that are summarized into a joint position to which all sides can agree. In engaging in this procedure, participants advocate a position and challenge opposing positions to gain increased understanding of the issue so that an agreement reflecting their best reasoned judgment can be made. here is a reliance on argumentative clash to develop, clarify, expand, and elaborate one’s thinking about the issues being considered. Advocacy and critically challenging the opposing positions are key elements in engaging in inquiry to discover the best course of action.

3. There are a number of roles that each participant needs to assume adequately: researcher, advocate, devil’s advocate, learner, perspective taker, and synthesizer. Participants need to be effective

advocates, persuasively presenting the best case possible for their positions. Participants also need to be effective devil's advocates, critically analyzing opposing positions, pointing out their weaknesses and flaws in information and logic. No position should be unchallenged. Participants need to be able to learn thoroughly the opposing positions and their rationales. This facilitates their critical analysis as devil's advocates, but also facilitates their performance of the role of perspective taker. Finally, participants need to be effective synthesizers, integrating the best information and logic from all positions into a new, novel position that all participants can agree to.

4. Participants need to adhere to a set of normative expectations. Participants need to follow and internalize the norms of seeking the best reasoned judgment, not winning; being critical of ideas, not people; listening to and learning everyone's position, even if they do not agree with it; differentiating positions before trying to integrate them; and changing their mind when logically persuaded to do so.

Test:

1. These three gentlemen contributed most to the study of social psychology
a. Karl Marx **b. Charles Darwin** c. Sigmund Freud
2. "All nature is at war, one organism with another, or with external nature," – the author of this phrase is..?
a. Sigmund Freud b. Thomas Hobbs **c. Charles Darwin**
3. "Blessed are the strong, for they shall pray upon the weak" – this phrase best describes...
a. socialism b psycho-analysis. **c. "social Darwinism"**
4. It is decisive in determining the course and outcomes of a conflict
a. whether the participants seek to rely on a third-party mediation
b. whether the participants have a cooperative or a competitive orientation
c. whether the participants share the same values
5. Having personal chemistry, being bound together because they are treated this way by a common enemy and sharing a resource are all characteristics of (1):
a. types of action **b. types of interdependence** c. types of communication
6. If your orientation is competitive rather than cooperative you see (underline all correct answers):
a. communication is impaired
b. ideas being critically rejected
c. enhancement of one's own power and reduction of power of the other
d. conflicting interests are defined as a mutual problem
7. The principles of equity, equality and of the need are all components of this type of injustice:
a. cultural imperialism **b. distributive injustice** c. procedural injustice
8. All but one are elements of the "constructive controversy" formation:
a. building relationship
b. skilled disagreement
c. rational argument
d. cooperative goal structure
9. "Individuals do what they promise because they fear the consequences of not doing what they say."
What type of trust does this definition apply to?
a. calculus-based trust **b. deterrence-based trust** c. identification-based trust

10. “The principled negotiations” are based on the four “rules”. Pair them up
- | | | |
|-----------------------|---|-----------------------|
| a. separate people | G | e. objective criteria |
| b. separate interests | H | f. multiple options |
| c. establish | E | g ...from the problem |
| d. keep | F | h. ... from position |

If a person has been looking into your eyes for more than 2/3 of the time it means

- s/he is interested in the subject more than in you
- s/he is interested in you more than in the subject**
- s/he is being strange

2.2. Exam timing:

Mid-term test: last week of October

Final fall semester test – last week of December.

2.4. In-class activities:

The topic of conflict fits perfectly with the idea of games. Games are inherently competitive while competition breeds conflict. In competitive situations, there is generally a winner and a loser. In a compromise, a team may accept something lesser without considering other options. The ultimate goal of conflict games is to reveal collaborative solutions and develop students’ skills of finding the solutions. Experiential learning exercises are aimed at challenging students to deal with the real issues of conflict—differing personality styles, perceptions, assumptions, and ways of thinking. The best feature of games is that they allow teams to practice new skills in a fun and engaging manner. When participants are engaged in the process, they remember the concepts, they take ownership of the techniques they learn, and they get comfortable using the acquired skills. Hence, each class will hold at least one game.

Example: “You don’t say” game

Objectives:

- To gain an understanding of the messages we send nonverbally
- To become aware of others’ nonverbal messages

Procedure: Ask for two volunteers to come to the front of the room (or somewhere in the room so the other participants can see them). Let the volunteers know that one of them will be reading aloud some actions while the other person acts them out. After each action, ask for feedback from the group regarding the volunteer’s interpretation of the action. After the volunteers finish, give them a big round of applause, making sure to compliment the actor on his or her fine acting abilities, and have them take their seats. Follow with *the group discussion*.

- Based on this activity, what are some things we can keep in mind regarding the messages we send nonverbally?
- What are some nonverbal signals we may use in times of conflict that adversely affect resolution?
- What are some nonverbal signals that would indicate a willingness to work toward resolution and collaboration?

2.5. Example of written take home assignment:

Essay (2-3 pages):

1. *The Spy:*

- What Made Eli Cohen Exceptional and Why He Failed?

2. *Fauda:*

- What’s Wrong with Daron?
- My Conflict-Solving Role Model is..?
- They All Disappoint and Here’s Why

3. *The Caliphate* (<https://www.nytimes.com/column/caliphate>):

- Is There a Way to Make Nice with Terrorists?

4. How I Once Settled a Conflict / How Would I Settle a Conflict? (imagined accounts)

2.6. Course materials

Main textbook

1. *Coleman P., Deutsch M., Marcus E.* The Handbook of Conflict Resolution: Theory and Practice. 3rd Ed. Jossey-Bass, 2014.
2. *Scannell M.* The Big Book of Conflict Resolution Games: Quick Effective Activities to Improve communication, Trust and Collaboration. The McGraw-Hill, 2010.
3. *Bercovitch J., Kremeniuk V., and Zartman W.* The Sage Handbook of Conflict Resolution. Thousand Oaks, CA: SAGE Publications, 2009.

Additional materials

1. *Andreula N., Sprothen V.* Flow Generation: A Survival Guide for our Unpredictable Lives. – Daimonriver Press, 2019.
2. *Campbell A.* Winners and How They Succeed. – Pegasus Book, 2015
3. *Deutsch, M.* (1983). The prevention of World War III: A psychological perspective. *Political Psychology*, 4 (1), P. 3–31.
4. *Fisher R., Ury W.* Getting to Yes: Negotiating Agreement Without Giving In. – Penguin Group, 200 p., 1991
5. *Susskind J.* Future Politics. Living Together in a World Transformed by Tech. – Oxford University Press, 2018
6. *Bushman, B. J., Huesmann, L. R.* (2006). Short-term and long-term effects of violent media on aggression in children and adults. *Archives of Pediatrics and Adolescent Medicine*, 160, P. 348–352.
7. *Hammond, A. G.* (2003). How do you write “Yes”? A study on the effectiveness of online dispute resolution. *Conflict Resolution Quarterly*, 20, P. 261–286.
8. *Iyer, A., & Ryan, M. K.* (2009). Why do men and women challenge gender discrimination in the workplace? The role of group status and in-group identification in predicting pathways to collective action. *Journal of Social Issues*, 65 (4), P. 791–814.
9. *Lee, H.* (2005). Behavioral strategies for dealing with flaming in an online forum. *Sociological Quarterly*, 46, P. 385–403.
10. *Neumann P.* Negotiating with terrorists. *Foreign Affairs*, January/February 2007.
11. *Pratto, F., & Stewart, A. L.* (2012). Group dominance and the half-blindness of privilege. *Journal of Social Issues*, 68 (1), P. 28–45.
12. *Sharp G.* Sharp’s Dictionary of Power and Struggle. – Oxford University Press, 2012
13. *Sternberg, R. J.* Handbook of Creativity. Cambridge: Cambridge University Press, 1999.
14. The Berghof Handbook for Conflict Transformation / Ed. by Austin B., 2018: <https://www.berghof-foundation.org/en/publications/handbook/berghof-handbook-for-conflict-transformation/>
15. *Tjosvold, D.* (1998). Cooperative and competitive goal approach to conflict: Accomplishments and challenges. *Applied Psychology: An International Review*, 47 (3), P. 285–342.
16. *Anderton P.* Great leadership comes down to only two rules. – TEDx, 2016: <https://www.youtube.com/watch?v=oDsMlmlJd4>
17. Caliphate – The New York Times podcast: <https://www.nytimes.com/interactive/2018/podcasts/caliphate-isis-rukmini-callimachi.html>
18. *Christakis D.* Media and Children. – TEDx, 2011: https://www.youtube.com/watch?v=BoT7qH_uVNo
19. *Funsten R.* How Understanding Conflict Can Help Improve Our Lives. – TEDx, 2016: <https://www.youtube.com/watch?v=fdDQSHyyUic>
20. *Gordon-Levitt J.* How craving attention makes you less creative. – TEDx, 2019: <https://www.youtube.com/watch?v=3VTsIju1dLI>
21. *Johnson J.* How to Deal with Difficult People. – TEDx, 2018: <https://www.youtube.com/watch?v=kARkOdRHaj8>
22. *Travis M.* Constructive communication despite conflict. – TEDx, 2017: <https://www.youtube.com/watch?v=rBCBQfDQKbo>

PART 3. FINAL REMARKS

3.1. Plagiarism is considered as a severe violation and as an indication of incompetence in the course. Plagiarism is understood as making of one's text using compilation method for other people's publications, even connected with own phrases and sentences. Collective performance of individual tasks is also unacceptable. Proved plagiarism: an F-mark is given regardless of the fulfillment of all other requirements.

3.2. Assignments are to be handed in on the due date. Late submissions will translate into the lowering of the grade by 5 points (out of 100) for each day of delay.

3.3. Students are advised to keep a copy of all work submitted for evaluation.