



UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

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October 5, 2017

Dr. James Thompson
Office of Undergraduate Curricula
CB# 3504

Dear Dean Thompson,

I am pleased to submit this request for approval of an interdisciplinary minor in Conflict Management at the University of North Carolina at Chapel Hill (UNC-CH).

The study of Conflict Management is the study of human behavior during disputes: learning how to manage conflict and achieve outcomes without damaging relationships. People often assume that one acquires these skills during a lifetime by simply being in conflict, but that is not the case. People can spend their entire lives moving from one conflict to another - at home, at school, or at work – simply repeating the same behavior over and over again regardless of the outcomes. The study of conflict management, which can include Negotiation, Mediation, Facilitation, and Arbitration, provides tangible skills that can be used in all areas of life, allowing us to become better conflict managers and thus better citizens of the world.

Nationally the field of conflict management usually is geared toward graduate-students in the schools of Law, Business, and Government. A student of Law needs to learn how to negotiate on behalf of a client; an MBA student needs to learn how to reach the best possible deal for her or his company; and a student of Government needs to learn how to reach consensus over a department's budget. Courses in Negotiation, Mediation, Alternative Dispute Resolution, and Facilitation are filled quickly in these schools at UNC-CH.¹ But why shouldn't undergraduates learn similar skills?

In her *The Atlantic* article, "Have Smartphones Destroyed a Generation?" Jean Twenge writes: "Adolescence is a key time for developing social skills; as teens spend less time with their friends face-to-face, they have fewer opportunities to practice them. In the next decade, we may see more adults who know just the right emoji for a situation, but not the right facial

¹ Enrollment data: Law 219 Alternative Dispute Resolution: 2014-15 (18 students/18 cap), 2015-16 (22 students/24 cap); Law 467 Negotiation: 2014-15 (47 students/44 cap), 2015-16 (77 students/64 cap); PUBA 768 Mediation Skills: 2014-2015 (38 students/35 cap), 2015-16 (20 students/19 cap); PUBA 769 Facilitation Skills: 2014-15 (17 students/20 cap), 2015-16 (20 students/19 cap). Source: Office of Institutional Research and Assessment (OIRA); Prepared: September 6, 2017.

expression.”² More and more undergraduate students, who were born from the mid-1990s onward, lack the basic social skills needed to not only deal with conflict, but to simply communicate effectively with others.

The Conflict Management minor will not only make students more attractive to potential employers with government and non-profit agencies, the military, business and international organizations, but will also provide students with valuable communication skills, skills that previous generations took for granted. And in addition, they will acquire the tools necessary to analyze conflicts, both those they are parties too and those they observe.

Undergraduate students are currently served on campus by two Negotiation courses: BUSI 545 and PLCY/PWAD 330. Both of these courses are highly popular, showing similar high demand to the subject as the graduate-level courses.³

The Conflict Management minor will require five courses: two required courses will be skill-based. The three remaining courses will be chosen one each from three lists: practical-based courses, psychology-based courses, and courses relevant to international conflicts. Divided into these themes, the program allows students to acquire a holistic approach to the subject.

The first required course is PLCY/PWAD 330 Negotiation & Mediation: The Practice of Conflict Management, which provides students with the theories, skills, and experiences needed to prepare for, conduct, and analyze disputes. This experiential course is focused on role-play exercises, from disputes between two individuals to multi-party cross-cultural and international ones. The second required course is DRAM 175 Interpersonal Communication: Building a Persuasive Persona under Pressure.⁴ This course is specifically designed for the Conflict Management minor, and will provide students with the skills needed to embody new physical habits that support effective resolution approaches: breathe under pressure, use body-language effectively, and deal with stressful situations while remaining persuasive to their counterpart. It is worth noting that such a course is unusual in North America, particularly for undergraduate students, making UNC-CH one of the few campuses to offer it.

At present these two required courses would limit the number of students who can enroll in the minor. It is our plan to expand this list of required courses early in the life of the minor in order to provide a list of four or five "core" courses, all skill-based, from which a student would choose two. Negotiations for such additional courses are ongoing. In one administrative sense, however, there is a virtue in limiting early enrollment in the minor as Academic Advising becomes familiar with the program and its requirements.

The three additional subject areas (practical, psychological, and international) allow students to build a more holistic and in-depth understanding of conflict and dispute management. In the first, students study ethical issues or the processes and management of both large and small

² Twenge, Jean. "Have Smartphones Destroyed a Generation?" *The Atlantic*, September 2017.

³ Fall 2017 enrollment data: BUSI 545-001 (29 students/30 cap); BUSI 545-002 (29 students/30 cap); BUSI 545-009 (30 students/30 cap); PLCY/PWAD 330-001 (18 students/18 cap). Source: Office of Undergraduate Curricula; Prepared: August 27, 2017.

⁴ Pending approval by the College of Arts & Sciences, effective fall 2018.

disputes. In the second, students select a course that provides them a better understanding of human behavior or brain function, answering questions such as: Why do we stereotype others? How does our brain make decisions? And why do emotions have such an impact on our actions? Such questions are imperative when studying Conflict Management. The final area of the minor aims to look at the macro perspective of conflict by studying international disputes, terrorism, social movements, and culture differences.

By studying these themes, students acquire a strong understanding of how conflicts emerge, and the obstacles, challenges, and possible ways forward in dealing with conflict, both big and small.

The chair of each department under which courses fall has kindly given her or his approval for the minor application and has provided a letter of support. Courses selected for the minor are regularly offered (most at least once a year, some every other year). Courses that have not been offered in at least two years have not been selected. No existing majors or minors having significant overlap of course requirements or proximity of subject matter that would prohibit students from enrolling in the Conflict Management minor have been identified. Because of the very limited overlap between the PWAD major and this new minor, students who have declared PWAD as their major will have no restrictions enrolling in the minor in Conflict Management—subject to double-counting restrictions.

To adhere to the University's requirement, more than half of the credit hours and courses (i.e., 3 courses) taken to satisfy the minor requirements must be counted exclusively in the minor and not double counted in other majors or minors. Three of the five courses must be taken at UNC–CH or in a program sponsored by UNC–CH, and students must have a grade of C or better in at least four of the five courses. The Minor in Conflict Management will follow all other requirements and limitations for academic minors as outlined in the Undergraduate Catalog.

Prof. Wayne Lee, as chair of the Curriculum in Peace, War, and Defense, will be the minor's director, and Shai Tamari (PWAD) will be the minor's coordinator. In the event that Shai Tamari is unable to assume the responsibilities of coordinator, John Patrick (Department of Dramatic Art) will do so.

This proposal was formally reviewed by the PWAD advisory committee who unanimously voted in support. Thank you for considering this proposal and I look forward to hearing for you.

Sincerely,



Wayne E. Lee
Dowd Distinguished Professor
Chair, Curriculum in Peace, War, and Defense

Conflict Management minor: Proposed Requirements

The minor is open to all students. Students must complete PLCY/PWAD 330 and DRAM 175 (pending permanent course number approval), in addition to one additional practical-based course, one psychology/neuroscience course, and one course involving an international conflict.

Required:

PLCY/PWAD 330 Negotiation & Mediation: The Practice of Conflict Management
DRAM 175 (pending permanent course number approval) Interpersonal Communication:
Building a Persuasive Persona under Pressure

Practical-based courses (choose one course):

BUSI 405 Leading and Managing: An Introduction to Organizational Behavior
BUSI 545 Negotiations (1.5 credits; BUSI 405 prerequisite)⁵
BUSI 555 Groups and Teams in Organizations (1.5 credits; BUSI 405 prerequisite)
DRAM 140 Voice Training
MNGT/SOCI 131 Social Relations in the Workplace
PHIL 163 Practical Ethics
POLI 457 International Conflict Processes
POLI 458 International Conflict Management and Resolution
WGST/WMST 340 Leadership in Violence for Peer Educators

Courses on human behavior and brain function (choose one course):

A required prerequisite for all courses below is PSYC 101 Introduction to Psychology.

PSYC 230 Introduction to Cognitive Psychology
PSYC 260 Social Psychology
PSYC 315 Introduction to Neuroscience (PSYC 101 or BIOL 101 prerequisite)
PSYC 430 Human Memory (PSYC 222 or 230 prerequisite, in addition to 101)
PSYC 501 Personality
PSYC 512 Population, Friendship, and Peer Relations
PSYC 565 Prejudice and Stereotyping (PSYC 260 and 210 prerequisite, in addition to 101)
PSYC 566 Attitude Change (PSYC 260 and 210 prerequisite, in addition to 101)
PSYC 569 Practical Wisdom from Advanced Social Psychology (PSYC 260 and 270, in addition to 101)
PSYC 570 Self-Regulation (PSYC 260 and 210 prerequisite, in addition to 101)

⁵ As BUSI 545 and BUSI 555 are 1.5 credit courses, student will be required to take both to fulfill this requirement.

Courses on international conflicts (choose one course):

ASIA/PWAD 331 Cracking India: Partition and Its Legacy in South Asia

ASIA 425 Beyond Hostilities: Israeli-Palestinian Exchanges and Collaborations in Cinema and Literature

HIST 277 The Conflict over Israel/Palestine

HIST 510 Human Rights in Modern World

HIST/ASIA 538 The Middle East and the West

POLI/PWAD/SOCI 260 Crisis and Change in Russia and Eastern Europe

POLI/PWAD 444 Seminar on Terrorism

POLI/PWAD 469 Conflict and Intervention in the Former Yugoslavia

Negotiation & Mediation: The Practice of Conflict Management

PLCY/PWAD 330
Fall 2017



Facilitator: Shai Tamari
(tamari@unc.edu)

Tuesday, 2:00-4:30pm
1009 FedEx Global Education Center

Office: 3023 FedEx Global Education Center
Office Hours: Wednesday & Thursday, 11:00am-12:00pm or by appointment
(919) 962-2034 (office)

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Overview & Objective:

This course aims to provide students with the tools necessary in meeting their interests when in conflict with another individual, organization or government, redefining the meanings of “winning” and “power,” and coping with stress, discomfort, and emotions when in conflict. Students will learn new negotiation and mediation skills, build upon existing ones, and challenge assumptions regarding conflict. While some theory is covered, the main focus is experiential learning through role-plays, workshops, and engagement with professionals in the field. It is meant for students who plan to work for NGOs, government agencies, international organizations, or in any field that requires skills in conflict management. Expect to end the semester with a level of negotiation and mediation readiness that will serve you well in both personal and professional life.

Facilitator’s Expectations:

Treat this course as you would any job – Be professional:

- Show-up on time.
- Come prepared.
- Be respectful of others.
- Don’t use any electronics in the classroom (facilitator’s permission required).

Seminar Topics and Schedule:

- Week 1 (August 22, 2017): Course Introduction
- Week 2 (August 29, 2017): Introduction to Effective Negotiations
- Week 3 (September 5, 2017): Power in Negotiations
- Week 4 (September 12, 2017): Leadership & The Art of Apology
- Week 5 (September 19, 2017): Workshop: Breathing under Stress
- Week 6 (September 26, 2017): Persuasion and Our Brain – The Story of Two Systems
- Week 7 (October 3, 2017): Introduction to Mediation
- Week 8 (October 10, 2017): Responding to and Dealing with Stress during Mediation
- Week 9 (October 17, 2017): Trust and Critical Moments in Mediation + Guest Speaker on Iran Nuclear Negotiations
- Week 10 (October 24, 2017): Cross-Cultural & International Negotiation
- Week 11 (October 31, 2017): Conflict Management Practitioners – A Panel Discussion + Email Negotiation
- Week 12 (November 7, 2017): Multi-Party Negotiation/Mediation I
- Week 13 (November 14, 2017): Multi-Party Negotiation/Mediation II
- Week 14 (November 21, 2017): Movie Presentation: The Interrupters
- Week 15 (November 28, 2017): Presentations (Group 1)
- Week 16 (December 5, 2017): Presentations (Group 2)

- Exam Day (December 9, 2017) Concluding class and lunch at Shai’s home, 12:00-3:00pm

Required Reading:

All readings are available as PDFs or as links on Sakai. There are no required readings for purchase. A limited amount of reading is required for this course (around 30-60 pages per week) so that you may spend more time on your weekly assignments (pre-negotiation preparation and negotiation & mediation assessments). While we might not always discuss the readings in class, I ask that you complete them, as they will prepare you to better negotiate and mediate in class and make you a better negotiator and mediator in the “real world.”

Assessment:

Grading scale:

Class Attendance & Participation	30%	94-100	A	74-76	C
Negotiation Preparation (x4)	24%	90-93	A-	70-73	C-
Negotiation & Mediation Evaluation (x7)	21%	87-89	B+	67-70	D+
Mid-Term Self-Evaluation	5%	84-86	B	60-66	D
Real-World Negotiation & Presentation	20%	80-83	B-	< 60	F
Extra Credit	Up-to 3%	77-79	C+		

Class Attendance & Participation - 30%

Class Attendance

Students are expected to attend all classes. As this class relies heavily on group work through role-plays and discussions, students who miss a class harm the learning of their colleagues. Students who are unable to attend a class due to illness or other unexpected circumstances should communicate with me in advance. **Students who are absent from three (3) classes during the semester risk not being able to pass the course.** If a student is unable to attend three (3) classes due to illness, he/she is advised to seek a medical withdrawal from the course.

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify me in writing at the beginning of the semester, and should discuss with me, in advance, acceptable ways of making up any work missed because of the absence.

Class Participation

It is not enough to simply show up to class. Students are expected to come prepared each week for a negotiation or mediation exercise. Students are also expected to complete that week’s

reading in order to contribute to class discussion, and learn from each other's perspective. Please remember that your success in this class, and the success of others, relies on everyone's advance preparation and contribution in class.

Students will participate in multiple negotiation and mediation exercises throughout the semester. Before each negotiation/mediation, you will receive some "confidential information." Please do not discuss the "confidential information" with your assigned counterparts prior to negotiation. You may, however, discuss it with others playing the same role.

Use of Electronic Devices

Students must not use laptops, tablets, wireless phones, and other such devices during class, except with the facilitator's express permission. The use of the above electronics for unrelated activities in class is distracting to the facilitator and to other students, and is a show of disrespect to the time and effort the facilitator has put into constructing and leading the class. If a student needs to use any of the above devices, he/she may step outside the classroom to complete this activity. Failure to comply with this policy may result in a deduction from a student's final grade. Repeated violations may result in receiving an "F" for the seminar. ***You are strongly encouraged to turn off your phones, or set them on vibrate, and place them in your bag prior to the start of each class so as not to be tempted to use them.***

In order to receive an "A" for attendance & participation, a student must: Arrive on time to class each week; participate every week with questions and/or comments; be prepared and show motivation in negotiation/mediation exercises each week; and never use an electronic device in class without permission.

Weekly Negotiation Preparation – 24%

A major component of succeeding in negotiation is advanced preparation. In this seminar, this will be done by completing a pre-negotiation worksheet and submitting it in class. The purpose of this exercise is to train students in arranging their thoughts prior to negotiations and thinking in advance about their counterpart's perspectives. Students will receive their negotiation role a week in advance. The pre-negotiation worksheet will be available on Sakai (under Resources).

You will submit five (5) pre-negotiation forms during the semester. The submission with the lowest grade will be dropped automatically. Thus, you will be graded on four (4) worksheets total, each worth 6% of your final grade. Worksheets are to be uploaded to Sakai (via Dropbox) by 1:30pm on the day of the negotiation exercise. Failure to do so will result in a 30 percent grade deduction from individual assignments.

Weekly Negotiation & Mediation Evaluation – 21%

One of the main ways in which students will improve their negotiation and mediation skills will be by assessing themselves and others. Following each week in which we negotiate or mediate,

students will be required to complete a Reflection Form and/or a Mediation Evaluation Form (both available under Resources on Sakai). These forms are to be submitted in two methods: 1) Email it to your negotiation counterpart(s) and mediator; and 2) Upload it to our Sakai site (under Dropbox).

You will submit a total of seven (7) forms during the semester. Each one is worth 3% of your final grade.

This assignment should be emailed to your negotiation counterpart and mediator, and uploaded to Sakai, by Sunday, 11:59pm each week (a week after the negotiation/mediation took place). Failure to do so on time will result in 30 percent grade deduction.

In addition, each week in which we have a negotiation or mediation exercise, a group of students will be recorded on camera. The video will then be uploaded to Sakai and be available for all students to view. Students being recorded should view the entire video carefully and assess their own negotiation or mediation. They are to use the video when drafting the above assignments. All other students not recorded that week are strongly encouraged to watch the video as well.

Videos are not be shared on social media without the permission of the facilitator AND the other students in the video.

Mid-Term Self-Evaluation (Oct. 15, 2017, 11:59pm) – 5%

Students are to review all their past evaluations (both their own self-evaluations and those written about them by others) and critically reflect on all negotiations they have taken part in thus far. In 2-3 pages (single space), you are to answer the following:

1. Based on the Bargaining Style Assessment Tool you completed in Week 2, how accurate was this assessment based on your negotiation experiences thus far? Give examples that either confirm or refute the assessment.
2. Re-read your Negotiation Preparation Worksheets and your Reflection Worksheets (both yours and others in your various groups). When comparing what you prepared for and what was accomplished, how well were you able to meet *your interests*? If you could meet them, how did you accomplish it? If not, what were the challenges? Give examples.
3. What have I learned about myself over the past few weeks while negotiating? Use examples from previous exercises.
4. What steps can I take to improve as a negotiator?

The assignment (Word document, 12 font size, Time New Roman, 1 inch margin, with your name on top) is to be uploaded to Sakai by 11:59pm on Oct. 15, 2017. Failure to submit it on time will result in a 30 percent grade deduction.

Real-World Negotiation & Presentation¹ (Nov. 28 or Dec. 5, 2017) – 20%

This assignment is divided into two parts:

Real-World Negotiation

During the month of November (after you have gained some experience in negotiating in class) and leading-up to your presentation date in late November/early December, you will plan for and execute a real-world negotiation for **something you value or care about**. You can negotiate for anything you like: buying a car, renegotiating your rental agreement, purchasing equipment for your club or student organization, salary increase, etc. It can be an impersonal issue or a personal one (such as an ongoing problem with a friend, boyfriend/girlfriend, or family member). However, you must feel comfortable presenting on the issue/negotiation in front of class.

Use this assignment as an opportunity to make your life better in some way. This assignment could be an opportunity to improve your relationship with friends or family, or a way to become happier or more fulfilled in your job. Negotiating over the price of a burrito with a food-truck vendor or promising your roommate to supply her/him with a six-pack if they clean the kitchen are not appropriate negotiations for this assignments. **Students must consult with Shai (via email or face-to-face) prior to starting the planning process.**

You should prepare for this negotiation as you would for any of the exercises for this class: By completing a pre-negotiation preparation sheet. The sheet is to be uploaded to Sakai (Dropbox) by 1:30pm on the day of your presentation.

Presentation

During November 28 or December 5, you will present in class on the above Real-World Negotiation (your exact date will be determined later in the semester). Students will have 7-10 minutes to present and 5-8 minutes to answer questions from class members. The entire exercise will not exceed 15 minutes. In your presentation, you are to discuss the following: The parties involved, the issue (or issues) negotiated over, the various parties' interests, options, and BATNAs, how communication was pursued, the relationship before and after the negotiation, and any emotions involved. If the negotiation resulted in an agreement, what were the reasons it succeeded? If it did not, why not? What did you learn from your negotiation?

Following the presentation, the rest of the class will have the opportunity to ask follow-up questions, make comments, and offer suggestions.

¹ This exercise was originally designed by Dr. Noah Eisenkraft at UNC's Kenan-Flagler Business School.

Additional Rules and Grading Criteria

1. Do **not** negotiate with any member of this class (including facilitator or TA).
2. You must engage in your negotiation between early November and the date of your presentation.
3. Your grade will primarily be based on the quality and thoughtfulness of your planning process (as illustrated by your pre-negotiation worksheet), the negotiation interaction, whether you negotiated for something you value, and your ability to analyze the lessons from the negotiation.
4. The grade for this assignment will be divided as followed: 40 percent for your pre-negotiation preparation sheet, and 60 percent for your presentation (which will be graded by all students in class).
5. Whether or not you “succeed” in the negotiation will **not** affect your grade.

Extra Credit – Up to 3%

Students may obtain up to 3 percent extra credit (1 credit point for each submission) by attending a presentation/talk involving a conflict/dispute and drafting a one-page (single space) analysis of the conflict. The presentation/talk may focus on a domestic dispute (such as domestic politics in the US, immigration issues, LGTBQ rights, gun control, etc.) or an international one (Middle East conflicts, North Korea ballistic tests, Brexit, etc.). The analysis should include some of the tools learned in class to explain the conflict. Do not summarize the talk. **Must be submitted within a week of the event.**

Assignment Due Dates

Sept. 5, 2017 (1:30pm)	Pre-negotiation preparation worksheet (via Dropbox)
Sept. 10, 2017 (11:59pm)	Reflection form (via Dropbox)
Sept. 12, 2017 (1:30pm)	Pre-negotiation preparation worksheet (via Dropbox)
Sept. 17, 2017 (11:59pm)	Reflection form (via Dropbox)
Sept. 19, 2017	No assignments due
Sept. 24, 2017	No assignments due
Sept. 26, 2017	No assignments due
Oct. 1, 2017	No assignments due
Oct. 3, 2017 (1:30pm)	Pre-negotiation preparation worksheet (except mediators) (via Dropbox)
Oct. 8, 2017 (11:59pm)	Reflection form & mediation evaluation (via Dropbox)
Oct. 10, 2017 (1:30pm)	Pre-negotiation preparation worksheet (except mediators) (via Dropbox)
Oct. 15, 2017 (11:59pm)	Reflection form & mediation evaluation (via Dropbox) Mid-term evaluation (via Dropbox)
Oct. 17, 2017	No assignments due
Oct. 22, 2017 (11:59pm)	Reflection form & mediation evaluation (via Dropbox)
Oct. 24, 2017 (1:30pm)	Pre-negotiation preparation worksheet (via Dropbox)

Oct. 29, 2017 (11:59pm)	Reflection form & mediation evaluation (via Dropbox)
Oct. 31, 2017 (1:30pm)	Pre-negotiation preparation worksheet (via Dropbox)
Nov. 7-19, 2017	No assignments due
Nov. 28, 2017 (in class)	Group 1 presentations + Pre-negotiation preparation worksheet
Dec. 5, 2017 (in class)	Group 2 presentations + Pre-negotiation preparation worksheet

Other Rules and Regulations:

Communication

The best way to reach me is via email. You may expect to receive a reply to your email within 24 hours (except during weekends or if you receive an Out-of-Office reply); I ask that you reply to my emails within the same time frame. Please note that I read my work emails between 9:00am and 5:00pm on weekdays. I do not read my work emails on weekends.

Each week, on Wednesday or Thursday, you will receive an email detailing the required readings and our planned activities for the following week, as well as any further expectations/requests. Please read these emails carefully, as I take time to write them in order to facilitate your learning and use our class time efficiently.

Tardiness and Deadlines

Class begins at 2:00pm sharp. You are advised to arrive to class 5-10 minutes ahead of time. Weekly assignments are to be submitted by the times stated above. Failure to arrive on time to class or to submit assignments on time may result in grade deduction.

Grade Appeal Policy

I take the evaluation and grading of your work very seriously because I know that most of you take the preparation of your work very seriously. If you think you deserve a higher grade on an assignment, you may write me an email explaining why you would like to appeal the grade. Before making an appeal, you should review your work and any written guidance or examples I provided. After I receive your email, I will re-read your assignment and will reply within a few days. You must ensure that you have carefully examined and reflected on the quality of your work before deciding to initiate a grade appeal. **Simply emailing me to reconsider your grade, without a thorough explanation of why I should do so, will not be sufficient grounds for a grade review.**

UNC Policy Regarding Discrimination and Harassment

Any form of violence or harassment, including sexual assault, relationship violence, and stalking is unwelcome at the University. If you or someone you know has been harassed or assaulted, you can find the appropriate UNC resources at <http://sexualassaultanddiscriminationpolicy.unc.edu/>.

Honor Code

In order to ensure effective functioning of the Honor System at UNC, students are expected to:

1. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes. If unsure about the limits of group work versus individual work on papers and projects, ask the instructor. Do not guess.
2. Consult with faculty and other sources to clarify the meaning of plagiarism; to learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
3. Treat all members of the University community with respect and fairness.
4. Report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work or in other respects violated the Honor Code. Reports should be made to the office of the Student Attorney General.

If you have any questions about your rights and responsibilities, please consult the [Honor Code](#).

Copyright and Faculty Lecture Content

“Students do not have rights to post or sell materials from a class without permission from the original faculty member who created the material. For example, students do not have rights to upload content that faculty have created to online learning platforms, such as Course Hero. In addition, although students own their work, the Copyright Policy forbids them from selling classroom notes and laboratory exercises they have created.” University Committee on Copyright <http://library.unc.edu/scholcom/rights/ownership/>

The facilitator reserves to right to make changes to the syllabus, including project due dates. These changes will be announced as early as possible.

Schedule – Detailed

Week 1 (August 22, 2017) – Course Introduction

Please be prepared to remain in class for its entire duration.

Required Reading:

- Friedersdorf, Conor. “[The Audacity of Talking about Race with the Ku Klux Klan.](#)” *The Atlantic*, March 27, 2015.

Week 2 (August 29, 2017) – An Introduction to Effective Negotiation

Required Reading:

- Fisher, Roger and William Ury. [Getting to Yes](#), second edition (New York: Penguin Books, 1991), pp. 6-54.
- Complete Bargaining Style Assessment Tool in Shell, Richard G. *Bargaining for Advantage: Negotiation Strategies for Reasonable People*, and read negotiation style descriptions.

Role-Play Exercise:

- The Blender [preparation will be done in class]

Week 3 (September 5, 2017) – Power in Negotiation

Required Reading:

- Salacuse, Jeswald. *Negotiating Life: Secrets for Everyday Diplomacy and Deal Making* (New York: Palgrave MacMillan, 2013), pp. 29-44.
- Galinsky, Adam and Maurice Schweitzer. *Friend & Foe: When to Cooperate, When to Compete, and How to Succeed in Both* (New York: Crown Business, 2015), pp. 39-61.

Role-Play Exercise:

- Death in the Family

Week 4 (September 12, 2017) – Leadership & The Art of Apology

Required Reading:

- Salacuse, Jeswald. *Negotiating Life: Secrets for Everyday Diplomacy and Deal Making* (New York: Palgrave MacMillan, 2013), pp. 55-72.
- Kador, John. *Effective Apology: Mending Fences, Building Bridges, and Restoring Trust* (San Francisco: Berrett-Koehler Publishers, Inc., 2009), pp. 1-46.

Suggested Reading:

- Galinsky, Adam and Maurice Schweitzer. *Friend & Foe: When to Cooperate, When to Compete, and How to Succeed in Both* (New York: Crown Business, 2015), pp. 63-90

Role-Play Exercise:

- Telemachus Technology

Week 5 (September 19, 2017) – Persuasion and Our Brain: The Story of Two Systems

Required Readings:

- Watch: [The Brain with David Eagleman, Episode 5: “Why Do I Need You”](#) (BBC, 2016) (56 min.)
- Shapiro, Daniel. *Negotiating the Nonnegotiable: How to Resolve Your Most Emotionally Charged Conflicts* (New York: Viking, 2016), pp. xi-28.

Role-Play Exercise:

- No role-play exercise

Week 6 (September 26, 2017) – Workshop: Breathing under Stress – Covert Paths to Better Negotiation and Mediation

- **Description:** Personal tendencies can send unintentional messages that sabotage collaborative effort because body-language shapes who you are: how you breathe, how you think, how you communicate, and ultimately how you succeed in any given moment. Breathing in a way that facilitates listening and assuming particular physical postures can keep the gateways of communication open for connection rather than deflection. In this workshop students will learn to use simple but effective body and breathing techniques to connect thought and intention in high pressure situations, as well as the importance of even tiny adjustments in creating an impactful shift in presence and communication.

- **Facilitated by:** [John Patrick](#) – Head of Voice and Speech, coach for PlayMakers Repertory Company
- **Location:** Center for Dramatic Art, UNC (approximately one block north of the intersection of Country Club Road and Raleigh Road. See [here](#) for directions).

Suggested Reading:

- Cuddy, Amy. *Presence: Bringing Your Boldest Self to Your Biggest Challenges* (New York: Little, Brown and Company, 2015), pp. 193-241.
- Chen, Frances, Julie Minson, Maren Schone, and Markus Heinrichs. “[In the Eye of the Beholder: Eye Contact Increases Resistance to Persuasion.](#)” *Psychological Science*, 24 no. 11 (2013), pp. 2254-2261.

Role-Play Exercise:

- Banana Pudding [No pre-negotiation preparation worksheet required, nor a reflection form to be submitted]

Week 7 (October 3, 2017) – Introduction to Mediation

Required Readings:

- Stephens, John B. *Mediation Skills – Training Manual*. School of Government, UNC-Chapel Hill (August 2016), pp. 1-69.

Role-Play Exercise:

- Dirty Laundry

Week 8 (October 10, 2017) – Mediation II: Responding to and Dealing with Stress during Mediation

Required Readings:

- Tanz, Jill S. and Martha K. McClintock. “[The Physiological Stress Response during Mediation.](#)” *Ohio State Journal on Dispute Resolution*, 31, no. 1 (2017): 29-74.
- Bushman, Brad J. “[Does Venting Anger Feed or Extinguish the Flame? Catharsis, Rumination, Distraction, Anger, and Aggressive Responding.](#)” *Personality and Social Psychology Bulletin*, June 1, 2002, pp. 724-731.

Role-Play Exercise:

- Concrete Cadillac

***** Mid-Term Self-Evaluation due on Sunday, Oct. 15, 2017, 11:59pm*****

Week 9 (October 17, 2017) – Mediation III: Trust & Critical Moments in Mediation + Guest Speaker on Iran Nuclear Negotiations

*****Do NOT complete or submit a pre-negotiation preparation worksheet*****

Guest-Speaker: [Dr. Trita Parsi](#) – President, [National Iranian American Council](#).

Required Reading & Viewing:

- Poitras, Jean. “[What Makes Parties Trust Mediators?](#)” *Negotiation Journal*, 25, no. 3 (2009): 307-323.
- Lang, Michael and Alison Taylor. *The Making of a Mediator: Developing Artistry in Practice* (San Francisco: Jossey-Bass, 2000), pp. 191-212.

Role-Play Exercise:

- Little v. Jenks

Week 10 (October 24, 2017) – Cross-Cultural & International Negotiation

Required Reading:

- Brett, Jeanne M. *Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions Across Cultural Boundaries* (San Francisco: Jossey-Bass, 2007), pp. 25-47.
- Tuso, Hamdesa. “Indigenous Process of Conflict Resolution: Neglected Methods of Peacemaking by the Field of Conflict Resolution.” In *Critical Issues in Peace and Conflict Studies: Theory, Practice, and Pedagogy* by Thomas Matyók, Jessica Senehi, and Sean Byrne (Lanham: Rowman & Littlefield Publishing Group, Inc., 2011).

Role-Play Exercise:

- Pacrim Dispute

Week 11 (October 31, 2017) – Conflict Management Practitioners – A Panel Discussion + Email Negotiation

Location: Room 4003, 4th floor, FedEx Global Education Center

The following conflict management practitioners will discuss their work, share personal stories, and answer questions:

- Michelle Guarino – Crisis Negotiation Team Coordinator, Chapel Hill Police Department; Director of Program Development, Gang Free North Carolina.
- [Ann Shy](#) – Attorney and professional mediator with Ann Shy Law Firm PLLC and founder of [Dispute Redesign](#).
- Sam Jackson – Attorney, professional mediator, and dispute resolution lecturer at UNC’s School of Law.

Required Readings:

- [“Make the Most of e-Mail Negotiations”](#) in *The Successful Negotiator Newsletter*, Issue 10, January 2010.
- Babcock, Linda and Sara Laschever. “Women Don’t Ask.” In *Negotiation: Readings, Exercises, and Cases*, edited by Roy J. Lewicki, Bruce Barry, and David M. Saunders (New York: McGraw-Hill /Irwin, 2007), pp. 337-342.
- Hope, Katie. [“Women Seek Pay Rises as Much as Men – With Less Success,”](#) *BBC News*, September 6, 2016.

Role-Play Exercise (at home via email):

- The Job Negotiation [This negotiation exercise will take place via email between Friday, Oct. 27, 5:00pm and Tuesday, Oct. 31, 12:00pm. We will debrief following the panel]

Week 12 (November 7, 2017) – Multi-Party Negotiation/Mediation I

Role-Play Exercise:

- World Trade Center Redevelopment Negotiation (Part I)

Required Readings:

- Forster, John. “Dealing with Deep Value Differences.” In *The Consensus Building Handbook: A Comprehensive Guide to Reaching Agreement*, eds. Lawrence Susskind, Sarah McKeannan, and Jennifer Thomas-Larmer (Thousand Oak, CA: Sage Publications, Inc., 1999), pp. 463-493.

Week 13 (November 14, 2017) – Multi-Party Negotiation/Mediation II

Role-Play Exercise:

- World Trade Center Redevelopment Negotiation (Part II)

Week 14 (November 21, 2017) – Movie Presentation: The Interrupters

Week 15 (November 28, 2017) – Presentations (Group 1)

Week 16 (December 5, 2017) – Presentations (Group 2)

Exam day (December 9, 2017) - Concluding class and lunch at Shai's home, 12:00-3:00pm

Shai Tamari – Bio

Shai Tamari is the Acting Director of the Carolina Center for the Study of the Middle East and Muslim Civilizations at the University of North Carolina at Chapel Hill, where he administers a federal grant in support of Middle East studies on campus. He is also a lecturer under the Department of Public Policy, Department of Political Science, and the Curriculum in Peace, War, and Defense at UNC, where he teaches “Conflict Management: The Practice of Negotiation & Mediation” to undergraduate and graduate students. His previous courses included: “Challenges to Peace Making in the Israeli-Palestinian Conflict,” “Palestinian Nationalism, Politics, and Diplomacy,” and “U.S.-Israel Relations.”

Prior to his UNC appointments, between 2008 and 2010, Shai was the foreign policy adviser for Congressman James P. Moran (D-VA) at the U.S. House of Representatives, and focused on issues such as the Israeli-Palestinian conflict, human rights in Iran, and parental child abduction to Japan.

Born and raised in Jerusalem, Shai served in the Israeli military between 1994 and 1997. He earned a B.A. in Journalism from Queensland University of Technology in Brisbane, Australia, and a Master's degree in Near and Middle Eastern Studies from the School of Oriental and African Studies (SOAS) at the University of London in the UK. In 2006, Shai was awarded a Rotary Peace Fellowship and studied for a second Master's in Global History, along with Arabic and Conflict Resolution at UNC-Chapel Hill. While a Rotary Peace Fellow, Shai worked in the summer of 2007 with the Cooperative Housing Foundation (CHF) International in Amman, Jordan. Shai is a native speaker of Hebrew, a continuing student of Arabic, a trained mediator for North Carolina Superior Court Mediated Settlement Conferences, and sits on the Advisory Board of American Near East Refugee Aid.

DRAM 175 – Building a Persuasive Persona Under Pressure

Times: TBD
Instructor: John Patrick
JPatrick@unc.edu
M: 919-636-8509
Office Hours: By Appointment

Dates & Times

TBD – 3 credit hours

Course Synopsis

This course will develop new physical habits and communication styles that create a more effective vehicle for content to reach the world. We explore and adopt tangible tools to be more accurate and empathetic in how we listen, especially in pressurized situations. Our focus is on how to speak compellingly with clarity, ease, and confidence to achieve our desired goal despite potentially stressful environments found in many conflict scenarios and forums of public speaking. We will utilize myriad mock scenarios and mediums such as on camera interviews to create real-to-life pressures so as to better and more realistically integrate our new acquired skills.

Course Objectives

- + Build awareness of personal habits in communication styles
- + Acquire tangible speaking tools that aid in clear and persuasive communication
- + Explore different scenarios and mediums to practice newly acquired skills, including:
Mock scenarios in conflict management, interviews, public speeches, and on camera interviews.

Required Texts / Webinars

- + *The Art of Breathing* by Jessica Wolf
- + *Miller Voice Method Video Tutorials* – Online Content
- + Various handouts supplied by the instructor

Suggested Readings

- *Dr. Breath* by Carl Stough

Class Work

MODULE I

We begin with a progression of physical communication techniques based out of the Miller Voice Method. We develop the “Active Breath”, locate habitual tension, explore physical anatomy and the neuroscience behind the experience of compelling communication, and how to combat the nerves and pressures that can sabotage effectiveness.

Paper 1: When and Why Do I Hold My Breath?

- ✚ A 5-page paper that tracks and reports self-reflections on breathing habits and how they are formed by the environments around us.
- ✚ Worth 5% of total grade

Test 1: Written: Terms, anatomy, and context from Module I

- ✚ Worth 15% of total grade

MODULE II

We then work on individual and group integration of Module I's skills in basic mock scenarios. These scenarios have relatively low pressure and emphasis is put on consistent execution of new habits learned.

Paper 2: What is the Mechanical Makeup of a Compelling Speaker?

- ✚ A 5-page paper that researches compelling speakers from different mediums and backgrounds. Students will then diagnose and breakdown the physical trends and habits that link the different speakers as “compelling.”
- ✚ Worth 5% of total grade

Test 2: Integration Scenario 1: Students will have a chance to implement newly acquired communication skills from Module I through a basic mock scenario, receive feedback and constructive criticism, and then apply feedback in a second round of the same mock scenario. Feedback will include filmed footage of the exercise.

- ✚ Worth 30% of total grade

MODULE III

Mock scenarios are given more stressful circumstances and higher expectations so as to create a real-to-life pressure that the student must navigate. This will include heightened conflict management and on camera interviews. Students will receive feedback and access to all filmed material.

Paper 3: How Do I Affect the World Around Me In How I Communicate?

- ✚ A 5-page paper that puts deep attention on how speaking patterns can impact the world around the speaker.
- ✚ Worth 5% of total grade

Test 3: Final Project – Integration Scenario II: Students will apply skills from Modules I, II, and III to a mock-televised-debate, receive feedback, and then will apply feedback to a second attempt of the same pressurized scenario.

✚ Worth 30% of total grade

INTEGRATION - Voice, breathing, public speaking and other integration skills will be intertwined in EVERY class. The theory being that for all these skills to be deeply implemented by the student, it will require the training of new habits. New habits only develop through consistent taxation and then by challenging the new habits with difficult integrative material so that new habits can deeply take root.

ATTENDANCE / PUNCTUALITY - Class participation in the group environment is essential for our work and cannot be made up. Each absence beyond two will count against your grade by 5% pts.

GRADE & EVALUATION CRITERIA – Grades will derive directly and only from objective criteria that you have complete control over:

✚ Participation – 10%

- Participation will be a matrix of attendance, the spirit of inquiry displayed by the student, and the integrity in which they engage the scenarios.

✚ Papers – 15% (three papers at 5% each)

- When asked to email a response paper or a “check-in”, students will be graded on its completion, whether or not it is turned in on time, and the integrity of its content.

✚ Written Tests (Test 1) – 15%

✚ Test 2: Basic Integration Scenario & Test 3: Final Project Scenario – 60% (30% each)

GRADE SCALE

94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-70	D+
84-86	B	60-66	D
80-83	B-	< 60	F
77-79	C+		

15-WEEK COURSE CALENDAR (specific dates are TBD)

Week 1

- ✚ Circle Talk – Linking intention with behavior
- ✚ Miller Voice Method Breathing and Voice Principles
- ✚ Attention Diagram – A blueprint on how and why we listen.
- ✚ PAPER #1 Assigned – When and Why Do I Hold My Breath?

Week 2

- ✚ Miller Voice Method Anatomy of Breathing and Voice Exploration
- ✚ The Active Breath
- ✚ PAPER #1 DUE

Week 3

- ✚ Research Interview Subject Material – Applications of Driverless Cars with Pros and Cons
- ✚ On Camera Diagnostics – Expert Interview on Driverless Cars

Week 4

- ✚ Test Review
- ✚ TEST #1 – Written Exam

Week 5

- ✚ Paper #2 Assigned – What is the Mechanical Makeup of a Compelling Speaker?
- ✚ Miller Voice Method – Intermediate Exercises – Breathing through chaos

Week 6

- ✚ Paper #2 DUE

Week 7

- ✚ Test 2 – Basic Integration Scenario, “The Pitch” – Round 1

Week 8

- ✚ Test 2 – Playback Review with Feedback

Week 9

- ✚ Test 2 – Basic Integration Scenario, “The Pitch” – Round 2

Week 10

- ✚ Miller Voice Method – The sympathetic breathing of your audience / clients – A series of exercises to explore how an audience’s or client’s breathing is impacted by the speaker.

Week 11

- ✚ Paper #3 Assigned – How Do I Affect the World Around Me In How I Communicate?
- ✚ Miller Voice Method Advanced Principles with Increased Payload

Week 12

- ✚ Paper #3 DUE
- ✚ Miller Voice Method Advanced Principles with Increased Payload, continued...
- ✚ Miller Voice Method – Breath and Debate – students will research details about different western educational models for higher education.

Week 13

- ✚ Test 3 – Final Project Scenario – A public debate on the “Effectiveness of the Western Education Model” – Round 1

Week 14

- ✚ Test 3 – Playback Review with Feedback

Week 15

- ✚ Test 3 – Final Project Scenario – Round 2

EQUALITY in the CLASSROOM – If you need a reasonable accommodation to be able to fully participate in this class, please feel empowered to come speak to me or let me know via email or phone. This includes preferred pronouns and how you are addressed.

UNC’S HONOR CODE

Students are expected to be aware of and to uphold UNC’s Honor Code. You must sign your scantron exams and the cover pages of your papers attesting to your compliance and adherence to this code. Excerpt from the UNC Honor Code (<http://honor.unc.edu/honor/index.html>):

It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to, the following:

1. Plagiarism in the form of deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.
2. Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.
3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.
4. Cheating on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following: a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods); b. Violating or subverting requirements governing administration of examinations or other academic assignments; c. Compromising the security of examinations or academic assignments; d. Representing another’s work as one’s own; or e. Engaging in other actions that compromise the integrity of the grading or evaluation process.

5. Deliberately furnishing false information to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.
6. Forging, falsifying, or misusing University documents, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.
7. Violating other University policies that are designed to assure that academic work conforms to requirements relating to academic integrity.
8. Assisting or aiding another to engage in acts of academic dishonesty.



UNC
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DEPARTMENT OF ASIAN STUDIES

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www.unc.edu/depts/asia

August 23, 2017

Wayne E. Lee
Dowd Distinguished Professor
Chair, Curriculum in Peace, War, and Defense

Dear Professor Lee,

Thank you for sharing with me the draft proposal for the Conflict Management minor, which is currently being developed under the Curriculum in Peace, War, and Defense. I am pleased to offer my support to the new minor, which would include the following optional courses from the Department of Asian Studies:

ASIA/PWAD 331 Cracking India: Partition and Its Legacy in South Asia
ASIA/JWST 425/PWAD 425 Beyond Hostilities: Israeli-Palestinian Exchanges and Collaborations in Cinema and Literature

Sincerely,

Nadia Yaqub
Associate Professor and Chair

CC: Shai Tamari



Tuesday, August 29, 2017

Wayne E. Lee
Dowd Distinguished Professor
Chair, Curriculum in Peace, War, and Defense

Dear Prof. Lee,

Thank you for sharing with me the draft proposal for the Conflict Management minor, which is currently being developed under the Curriculum in Peace, War, and Defense. I am pleased to offer my support to the new minor, which would include the following optional courses under the Kenan-Flagler Business School:

BUSI 405 Leading and Managing: An Introduction to Organizational Behavior - 3.0 credit hour
BUSI 545 Negotiations (please note that BUSI 405 is a prerequisite) - 1.5 credit hour
BUSI 555 Groups and Teams in Organizations - 1.5 credit hour

It is important to note that the Conflict Management minors will not receive priority registration for these courses. Priority will be given to business majors and minors and other formalized partnerships (Business Journalism, Management and Society, etc.). Conflict Management minors will need to apply for these courses along with all other "non-majors" by completing the "Non-major Request Form" located on the home page of our external website. This request form typically opens the week before classes start. Seats in the class will be awarded on a first-come-first-serve basis so please encourage your students to apply as soon as the survey opens. There is no guarantee that students will be able to secure a spot in the class they request.

To set appropriate expectations with students, we would appreciate it if you would footnote these registration instructions when you list the business courses as course options.

Sincerely,

A handwritten signature in black ink, appearing to read "Anna Millar". The signature is stylized and cursive.

Anna Millar
Director, Undergraduate Business Program
UNC Kenan-Flagler Business School



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DEPARTMENT OF DRAMATIC ART

CENTER FOR DRAMATIC ART T 919.962.1132
CAMPUS BOX 3230 F 919.962.5791

September 29, 2017

Wayne E. Lee
Dowd Distinguished Professor
Chair, Curriculum in Peace, War, and Defense

Dear Professor Lee,

Thank you for sharing with me the draft proposal for the Conflict Management minor, which is currently being developed under the Curriculum in Peace, War, and Defense. I am pleased to offer my support to the new minor, which would include the following required and optional courses from the Department of Dramatic Art:

- DRAM 175 (pending permanent course number approval) Interpersonal Communication: Building a Persuasive Persona under Pressure (required course under the minor)
- DRAM 140 Voice Training (optional course under the minor)

Sincerely,

Adam Versenyi
Professor and Chair
Senior Dramaturg



W. FITZHUGH BRUNDAGE
DEPARTMENT CHAIR
WILLIAM B. UMSTEAD DISTINGUISHED PROFESSOR

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
DEPARTMENT OF HISTORY
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August 24, 2017

brundage@email.unc.edu
919-962-9824 (t)
919-962-1403 (f)

Wayne E. Lee
Dowd Distinguished Professor
Chair, Curriculum in Peace, War, and Defense

Dear Prof. Lee,

Thank you for sharing with me the draft proposal for the Conflict Management minor, which is currently being developed under the Curriculum in Peace, War, and Defense. I am pleased to offer my support to the new minor, which would include the following optional courses offered by the Department of History:

HIST 510 Human Rights in Modern World
HIST/PWAD 369 War and American Society 1903 – Present
HIST 398 The Conflict over Israel/Palestine
HIST 538 The Middle East and the West

The proposed minor will provide students with timely and timeless skills.

Sincerely,

A handwritten signature in black ink that reads "W. F. Brundage".

W. Fitzhugh Brundage
William B. Umstead Professor of History
Chair, Department of History



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DEPARTMENT OF PHILOSOPHY

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philosophy.unc.edu

August 24, 2017

Wayne E. Lee
Dowd Distinguished Professor
Chair, Curriculum in Peace, War, and Defense

Dear Prof. Lee,

Thank you for sharing with me the draft proposal for the Conflict Management minor, which is currently being developed under the Curriculum in Peace, War, and Defense. I am pleased to offer my support to the new minor, which would include the following optional courses under the Department of Philosophy:

PHIL 163 Practical Ethics
PHIL 272 The Ethics of Peace, War, and Defense

Sincerely,

Yours truly,

Marc Lange
Theda Perdue Distinguished Professor
and Philosophy Department Chair



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DEPARTMENT OF POLITICAL SCIENCE

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September 14, 2017

MARK J.C. CRESCENZI

Bowman and Gordon Gray Term Professor and Chair

Wayne E. Lee
Dowd Distinguished Professor
Chair, Curriculum in Peace, War, and Defense

Dear Prof. Lee,

Thank you for sharing with me the draft proposal for the Conflict Management minor, which is currently being developed under the Curriculum in Peace, War, and Defense. I am pleased to offer my support to the new minor, which would include the following optional courses under the Department of Political Science:

POLI/PWAD/SOCI 260 Crisis and Change in Russia and Eastern Europe
POLI/PWAD 444 Seminar on Terrorism
POLI 457 International Conflict Processes
POLI 458 International Conflict Management and Resolution
POLI/PWAD 469 Conflict and Intervention in the Former Yugoslavia

Sincerely,

Mark J.C. Crescenzi
Chair, Department of Political Science



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DEPARTMENT OF PSYCHOLOGY AND NEUROSCIENCE

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DONALD T. LYSLE, Ph.D.
KENAN PROFESSOR AND CHAIR

September 11, 2017

Wayne E. Lee, Ph.D.
Chair, Curriculum in Peace, War, and Defense
University of North Carolina Chapel Hill

Dear Dr. Lee,

Thank you for sharing the draft proposal for the Conflict Management minor, which is currently being developed under the Curriculum in Peace, War, and Defense. I am pleased to offer my support for the new minor, which would include the following optional courses under the Department of Psychology and Neuroscience:

PSYC 101	Introduction to Psychology
PSYC 230	Introduction to Cognitive Psychology
PSYC 245	Abnormal Psychology
PSYC 260	Social Psychology
PSYC 315	Introduction to Neuroscience
PSYC 430	Human Memory
PSYC 501	Theoretical, Empirical Perspectives on Personality
PSYC 503	African American Psychology
PSYC 512	Popularity, Friendship, and Peer Relations
PSYC 565	Stereotyping, Prejudice, and Discrimination
PSYC 566	Attitude Change
PSYC 569	Practical Wisdom from Advanced Social Psychology
PSYC 570	The Social Psychology of Self-Regulation

In closing, I enthusiastically support the proposal for this new minor. Please let me know if I can do anything further to support the proposal.

Sincerely,

Donald T. Lysle, Ph.D.
Kenan Distinguished Professor
Chair, Department of Psychology and Neuroscience



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DEPARTMENT OF PUBLIC POLICY

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September 21, 2017

Wayne E. Lee

Dowd Distinguished Professor

Chair, Curriculum in Peace, War, and Defense

Dear Wayne:

Thank you for sharing with me the draft proposal for the Conflict Management minor, which is under review by the Curriculum in Peace, War, and Defense. I am pleased to offer my support to include the following required course from the Department of Public Policy:

- PLCY 330 Negotiation & Mediation: The Practice of Conflict Management

Sincerely,

Daniel P. Gitterman
Chair

DANIEL P. GITTERMAN, PH.D.

*Thomas Willis Lambeth Distinguished Chair
in Public Policy*



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DEPARTMENT OF SOCIOLOGY

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<http://sociology.unc.edu>

September 15, 2017

Wayne E. Lee
Dowd Distinguished Professor
Chair, Curriculum in Peace, War, and Defense

Dear Professor Lee,

Thank you for sharing with me the draft proposal for the Conflict Management minor, which is currently being developed under the Curriculum in Peace, War, and Defense. I am pleased to offer my support to the new minor, which would include the following optional courses under the Department of Sociology:

SOCI 131 Social Relations in the Workplace

Sincerely,

Kenneth Andrews
Professor and Chair, Department of Sociology



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Silvia Tomášková
Professor and Chair
Email: tomas@unc.edu
Ph. (919) 962.3364
Fax (919) 962.5839

College of Arts and Sciences
Department of Women's and Gender Studies
CB# 3135
204 Smith Bldg.
Chapel Hill, NC 27599-3135

September 26, 2017

Wayne E. Lee
Dowd Distinguished Professor
Chair, Curriculum in Peace, War, and Defense

Dear Professor Lee,

Thank you for sharing with me the draft proposal for the Conflict Management minor, which is currently being developed under the Curriculum in Peace, War, and Defense. I am pleased to offer my support to the new minor, which would include the following optional course from the Department of Women's & Gender Studies:

WGST/WMST 340 Leadership in Violence for Peer Educators

Best wishes with this endeavor,

Silvia Tomášková

Silvia Tomášková
Professor and Chair
Department of Women's and Gender Studies