

APPENDIX.
Supplementary Information to selected Proposals
CLAS Committee on Curricula and Courses
November 2, 2004

2004-166 Syllabus for ANTH 2XX. Theories of Society

Anthropology xxx Theories of Society Spring 05 xxxx
Class number xx Room xxx Professor R. D'Andrade roy.d'andrade@uconn.edu
Office Beach Hall 437 Office Hours xxxxx (860) 486 0093

WEEK 1 Jan xxx introduction, explanation, culture and cause
Bailey intro & ch 1, D'Andrade intro & ch 1

WEEK 2 Jan xxx activities, norms, the collective
Bailey ch 2-3, D'Andrade ch 2-3

WEEK 3 Feb xxx institutions, culturally created objects, value legitimization
Bailey ch 3-5, D'Andrade ch 4-5

WEEK 4 Feb xxx deconstruction of culture, psyche, & society, social networks
Bailey ch 6-8 , D'Andrade ch 6-7

WEEK 5 Feb xxx psychology, adaptive systems, motivational systems
Moffat ch 1-3, D'Andrade 8-9

WEEK 6 Feb xxx attachment, self-interest, identity, and the superego
Moffat ch 4-5, D'Andrade 10 **first paper due**

WEEK 7 Mar xxx cognition, internal objects, identification
Moffat ch 6-7, D'Andrade 10

WEEK 8 Mar xxx Spring break

WEEK 9 Mar xx interrelations of basic constructs, social systems
Traweek prologue ch 1, D'Andrade ch 11-12 **midterm Mar xxx**

WEEK 10 Mar xxx economic, political, associational and pattern processes
Traweek 2-3, D'Andrade ch 12

WEEK 11 Mar xxx society, segmentation & stratification
Traweek 4-5, epilogue, D'Andrade ch 13

WEEK 12 Apr xxx differentiation, sociocultural evolution
Huntington ch 1-4, D'Andrade ch 13 **second paper due**

WEEK 13 Apr xxx modern society, civilization and culture
Huntington ch 5-8

WEEK 14 Apr xxx mindsets, lifeworlds, lifestyles and the future
Huntington ch 9-12

final exam April xxx mid-term (25 points), final exam (45 points)

Texts: F. G. Bailey, *The Witch Hunt* M. Moffatt *Coming of Age in New Jersey*
S. Traweek, *Beamtimes and Lifetimes* M. Huntington, *The Clash of Civilizations*;
R. D'Andrade, *General Theory Primer*

Papers: Two 5-7 page papers examining a specific explanatory problem using an
ethnographic case (15 points each)

2004-167 Syllabus for COMM 298. Communication & Conflict

C. Arthur VanLear, Ph.D. (Art): Office, DCP 140; Office Hrs. ?Phone: 486-2631;
E-Mail: vanlear@uconnvm.uconn.edu

Required reading: The required text for the course is:

Folger, J.P., Poole, M.S., & Stutman, R.K. (2004). *Working through conflict: Strategies for relationships, groups, and organizations* (5th ed.). New York: Longman.

Suggested reading:

Domenici, K. (1996). *Mediation: Empowerment in conflict management*. Prospect Heights, IL: Waveland.

Gottman, J. (1994). *Why marriages succeed or fail*. New York: Simon & Schuster.
There may be other required and suggested readings. I will assign these at a future date.

Course Overview: Faulty communication is one of the most frequently cited causes

of conflict and improved communication is the most frequently recommended remedy for conflict. This class is based on the assumption that conflict is a communication process. That process may be managed effectively to yield beneficial results or spiral out of control with disastrous results.

Conflict occurs in a variety of communication contexts and these contexts are important to the nature of the conflict and how it can be managed. This class will explore principles related to interpersonal, small group, organizational, and inter-group conflict.

Assignments & Grading: Two options

Midterm exam 100 Midterm exam 100

Final exam 200 Final exam 200

Conflict analyses 100 OR Intervention Program 100

Conflict diary Construction/

Conflict collection Evaluation

Total 400 400

I reserve the right to give pop quizzes, extra credit, or to award or deduct points for participation (not to exceed 10%).

Dogma: Past experience shows it is necessary to clarify the following.

1. All exams must be taken on the designated day -- no make-ups.
2. Written assignments will be accepted in class on the designated day only. I will take off points for late papers (5 pts for every day late).
3. Incompletes will not be given.

I will only depart from these conditions under extreme, verifiable, extenuating circumstances beyond a student's control. My intention is not to be punitive but to make sure all students are treated equally.

Miscellaneous considerations:

1. This is a communication class so I expect participation. This includes criticisms of theories and debate with the professor. I am not an oracle. However, it is quality not quantity that I am looking for. It is your responsibility to initiate such participation.
2. Identify yourselves by social security number, not by name, on all written assignments.

Plagiarism or cheating of any kind will be dealt with by the strictest means available.

Course Outline

Topic Date Reading

I. Introduction Week 1 FPS intro., ch. 1

II. Communication & Conflict Week 2-3 FPS ch. 2

III. The Inner experience of Conflict Weeks 4-5 FPS ch. 3

Perspectivism

Psychodynamic Theory
Verbal Aggression Theory
Attribution Theory
Field theory & Climate
Culture & Cognition
Developmental Interactionism
Theories of Conflict Interaction Weeks 6-7 FPS ch. 4
Human Relations perspective; Trained incapacities;
Intergroup Conflict Research;
Relational Pragmatics, CMM, Confrontation Episodes
Dynamics: Reciprocity & Phases of Conflict
V. Power & Control Week 8 FPS ch. 5
VI. Face-Saving Week 8 FPS ch. 6
VII. Climate Week 9 FPS ch. 7
Midterm Exam FPS chs. 1-6
VIII. Styles, Strategies, & Tactics Week 11 FPS ch. 8
IX. Conflict Dynamics Week 12 TBA
Marital & Family conflict Week 14 FPS ch. 9
XI. 3rd Party Intervention Week 15
Final Exam

Conflict collection: Each student should assemble a collection of actual examples of conflicts. These will be of two types (a) those you have been a party to or witnessed, & (b) accounts of conflict situations reported in the media.

To gather the first kind you should keep a conflict diary. This will be a private diary in which you will keep a record of all conflicts that you have been personally involved in or witnessed. You should keep a record of all interactions involving the conflict issue (even if it is resolved). You may be asked to share or use examples from this diary, but what examples you pick and what you disclose is up to you. Written analyses based on these examples will be identified by student # only.

You should also keep a conflict scrap-book of newspaper, magazine, and other accounts of conflicts (both resolved and unresolved). You should provide as much background and assemble as many accounts of each situation as possible. You may be asked to do more extensive research on certain cases.

Both sources will be used to develop detailed case studies which you can analyze.

Intervention Program: Students selecting this option will either review conflict intervention programs of a particular type (e.g., Marital, group, international) and the literature that assesses their effectiveness, select a program, and evaluate it's effectiveness. Or they will review the literature on conflict intervention programs of a particular type and develop their own program.

End of Appendix for November 2, 2004