

Lecture 1

Social Conflict (SOC 157)

Course Introduction

Part I: Course Overview

- Introductions
- Texts
- Office Hours
- Exams
- Paper
- Discussion Section

Introduction

- Instructor: Brian Paciotti (Ph.D. Human Ecology, UC Davis).

Texts

Gandhi's Way: A Handbook of Conflict Resolution

Culture of Honor: The Psychology of Violence in the South

- Reader (booklet of photocopies) available from Navin's Copy Shop.

Reading

- Read all the assigned chapters to understand the general concepts and theories. Many of the small details are not as important as the general concepts. Thus, I will not expect you to memorize all of the details of different concepts and experiments.
- I will highlight specific parts of reading and specific concepts for you to know for the exams.

Office Hours

- Brian Paciotti: (Office hours: 3138 Wickson; 10-11 am Monday and Wednesday, and **by appointment**).
- Please come and visit with me to ask questions or to discuss course issues. I am always happy to chat with students. Sitting in my office looking at the computer is boring, and talking about social conflict is likely more interesting.



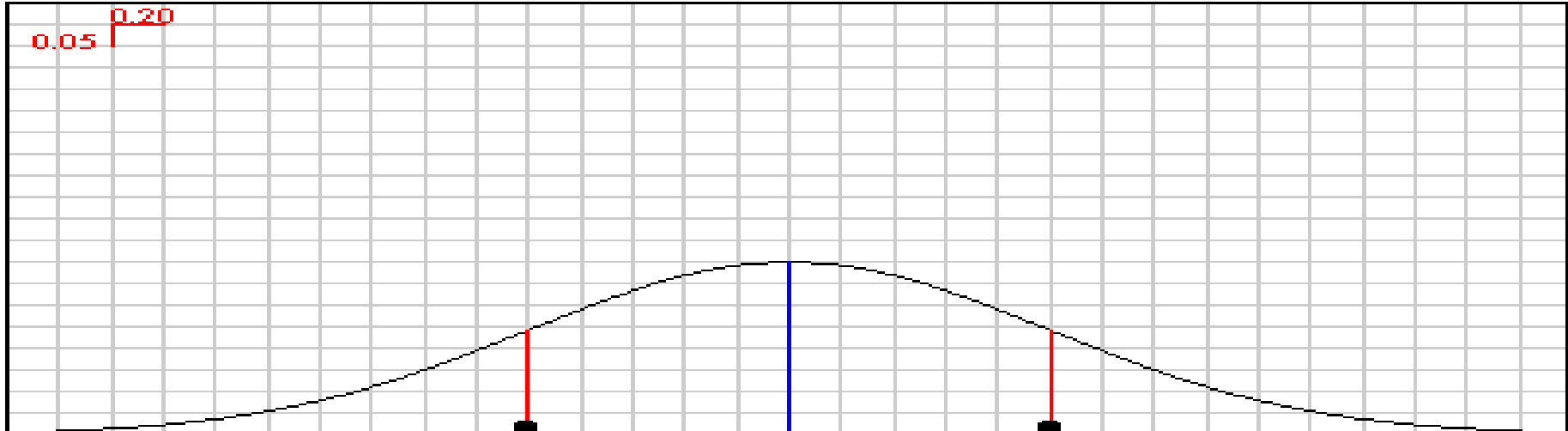
Brian's Office: Third-floor of Wickson. Please come and see me!!

MYUCDAVIS

- I will post the lectures, review sheets, and other information on my website. To open these, use **Adobe Reader**.
- You may want to print the lectures at a computer lab on campus. Every student gets a about 200 free print pages. Use “print options” to print multiple lecture slides per page.
- **<http://www.brianpaciotti.com>**

Grade Breakdown

The grading for this class will be determined by two in-class midterms (20% each), one 7-8 page essay assignment (20%), one final exam (25%), attendance/participation (10%), and participation in experiments (5%).



Your final grade will be determined by **dividing the total number of points you received by the total number of points possible.** **Grades of an A are reserved for students in the top 15-20% of the class. We are under obligation by the sociology department and the University to avoid grade inflation.**

We will “curve” the final course grades if the class mean is below a C+/B-

You will be able to look at your scores, and see how you rank in the class by looking at the “MYGRADEBOOK” option in MYUCDAVIS <http://my.ucdavis.edu/>

Midterms and Final Exam

- These exams will be comprised of short answer questions and some matching and true/false. Questions will be designed to test knowledge of both conceptual and factual material presented in the lectures and readings. Short answer questions will involve writing about various definitions, concepts, and theories presented throughout the course. The final exam will cover the last section of the course since the second midterm (about 1/3). However, about 2/3 of the exam will cover the main concepts covered in the entire course.

Paper

- **I will ask you to choose one form of social conflict (e.g., religious terrorism, racism, male-male violence), and talk about 1.) the origins of conflict 2.) the institutional mechanisms available to reduce conflict, and 3.) the dynamics of conflict, and possible strategies to reduce conflict.**
- **LATE PAPERS: 1/2 a letter grade deducted for each day late.**

Policy on Make-Up Exams

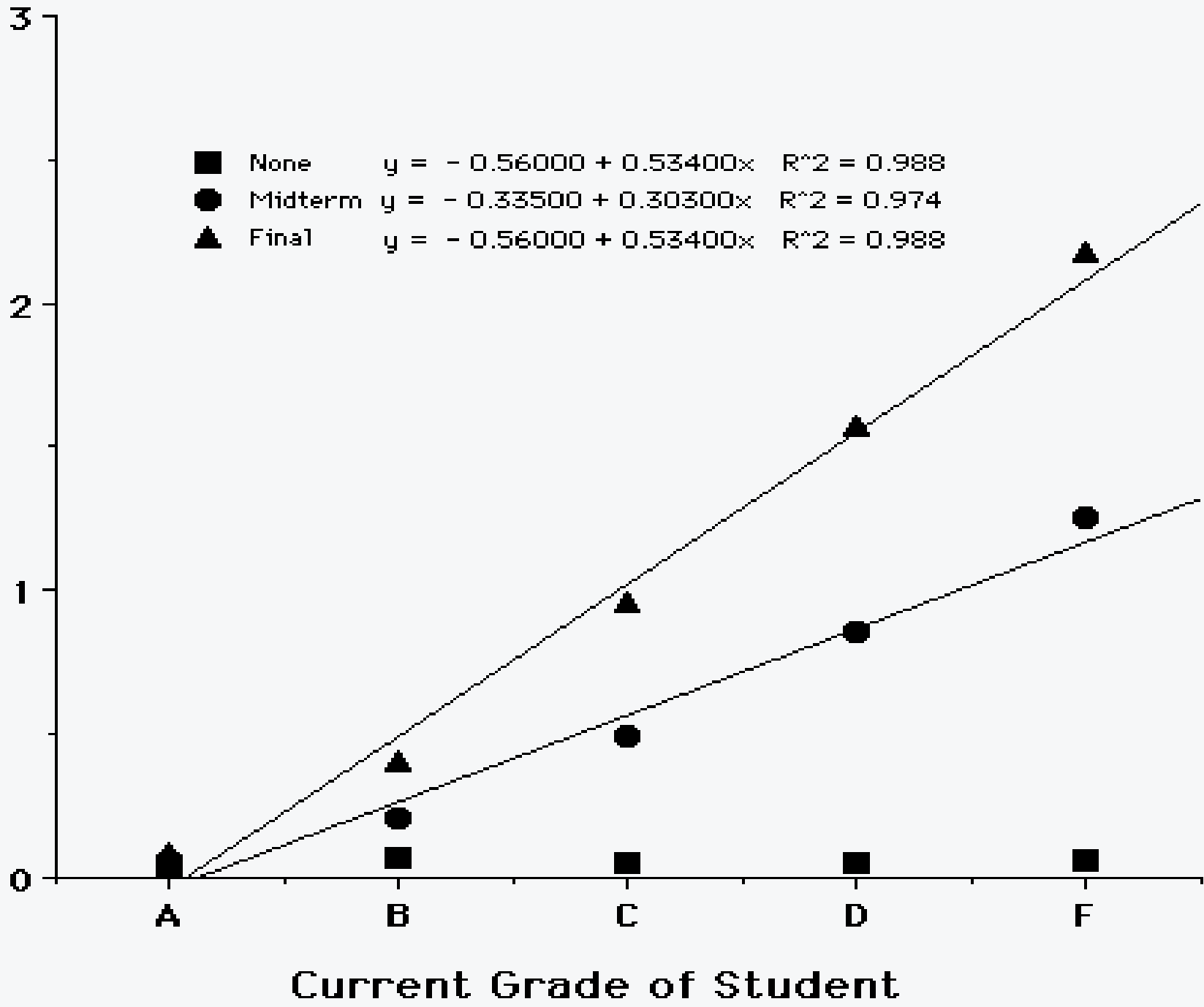
- Make-up tests for those who miss an examination will not be allowed unless the student has received permission from the instructor to miss the exam before the test is given. Make-up tests will be in essay format.

Dead Grandmother/Exam Syndrome

The basic problem can be stated very simply: **A student's grandmother is far more likely to die suddenly just before the student takes an exam, than at any other time of year.**

<http://biology.ecsu.ctstateu.edu/People/ConnRev>

Mean family deaths/100 students



Experiment Participation

- **IMPORTANT!** Click on “Experiment Participation” on webpage.
- It is a very good idea to start doing experiments early on during the quarter. Many of these are easy and fun.

Part II: My Opinions

- Here are a few of my ideas and opinions about science and teaching style.
- You do have to agree, and probably you often will not! Humans are complex creatures, and the study of human conflict is especially **complex** and **sensitive**. Please give us your perspective in class!

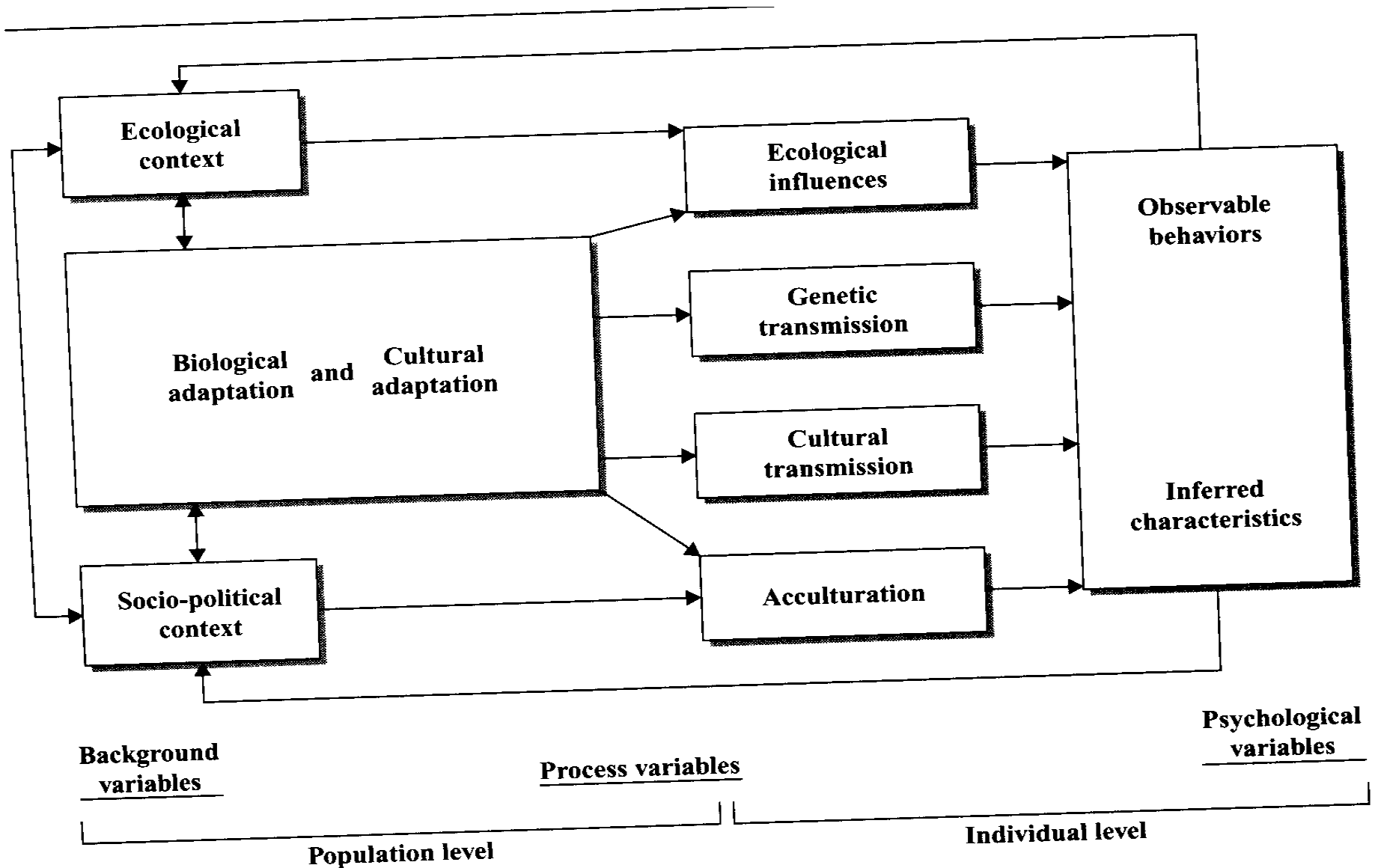
1.) Social Science should be interdisciplinary

- Cultural/social history has shaped the evolution of different social science disciplines (e.g., economics, sociology, anthropology, psychology, history).
- Each stresses different aspects of human behavior.
- All the fields have learned about human behavior, and thus social scientists should TAKE OFF THEIR DISCIPLINARY BLINDERS !!!!!

Interdisciplinary Research

- Social science disciplines are often polarized, yet different fields offer important insights and methods.
- Humans are complex, and it is likely that a number of “forces” influence their behavior. The job of the social scientist should be to take off their “disciplinary blinders” and seek to understand the relative importance of different forces.
- Sociologists and psychologists **should** read each others work!

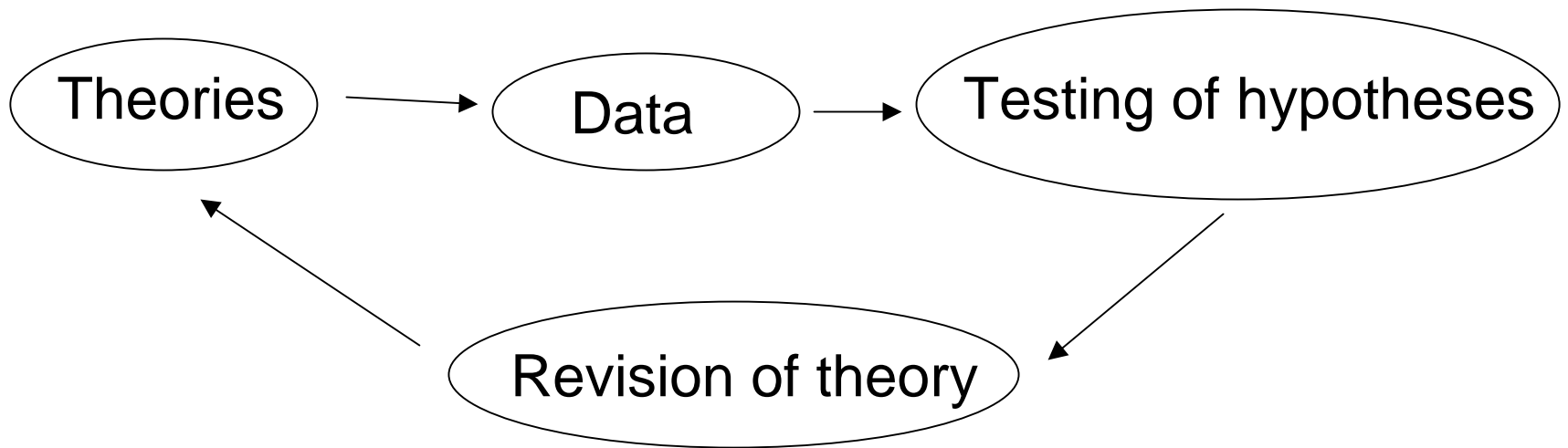
This diagram illustrates the need to link the disciplines of biology, history, ecology, sociology, psychology, anthropology, etc.



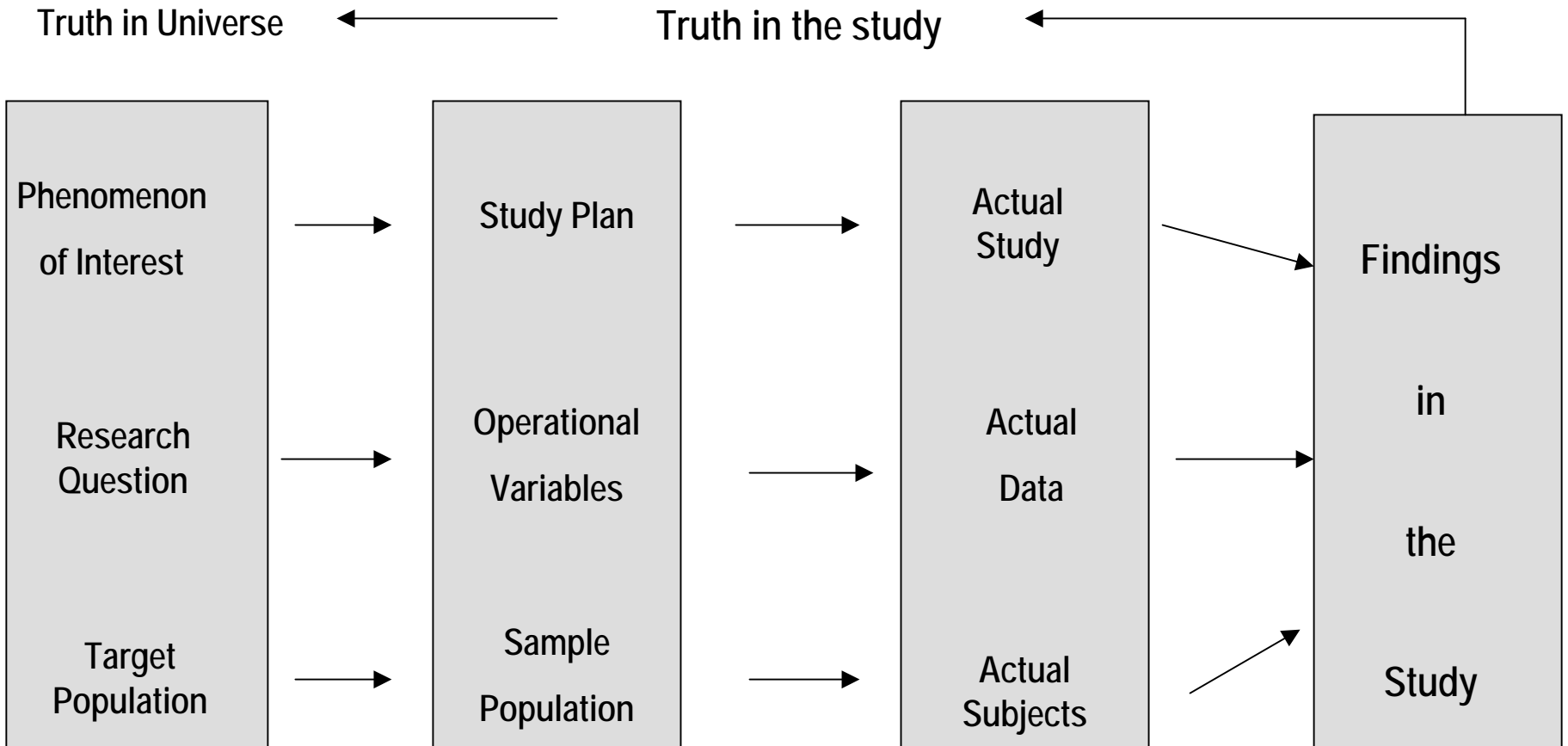
2.) Science vs. Humanism (postmodernism)

- I have chosen a scientific (positivistic) approach to understanding human behavior. For example, I believe in forming theories, thinking about how to measure human behavior to test to the theory, and then collecting data to measure the “strength of forces”.
- Humanism, postmodernism, and various forms of activism all have their place in this world; but this has not been by path. You need to choose yours.

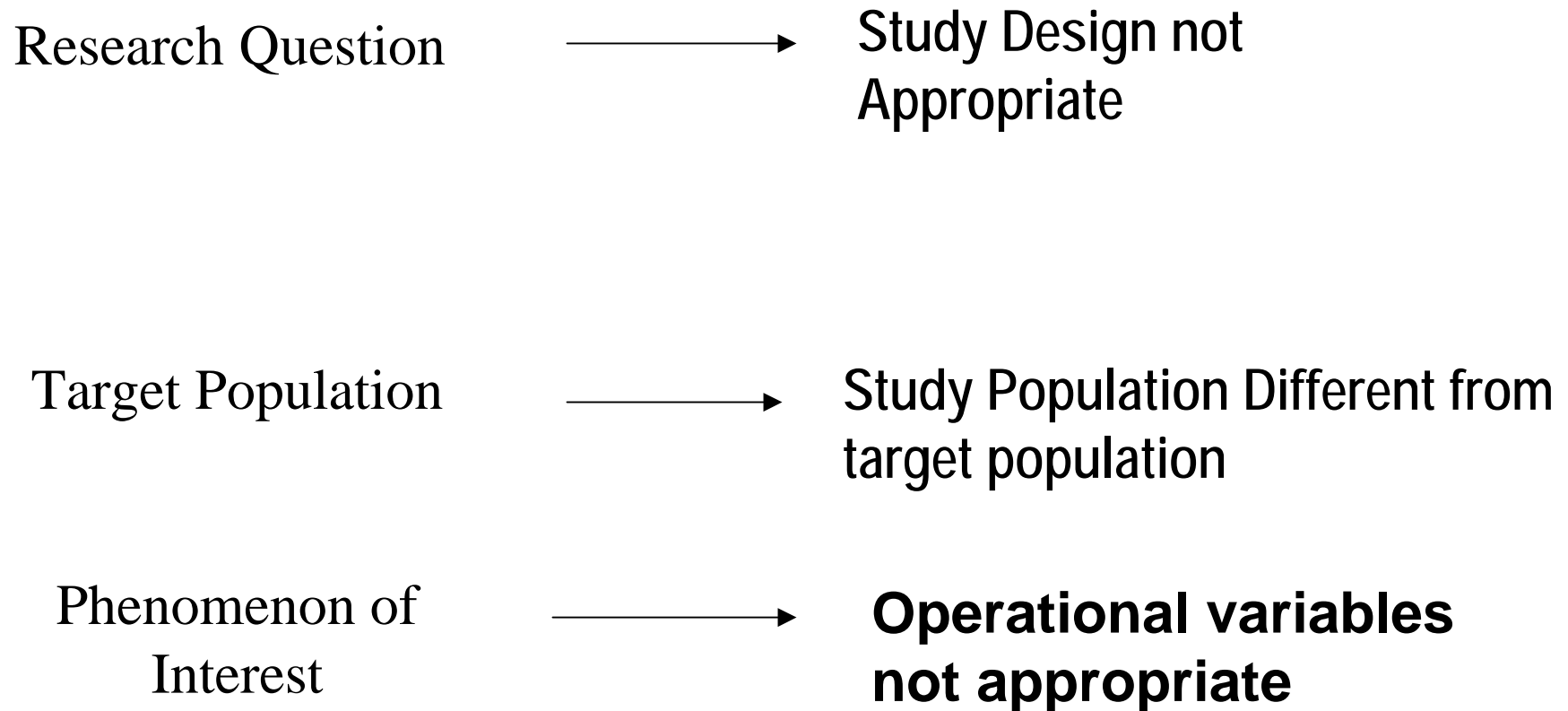
Hypo-deductive approach



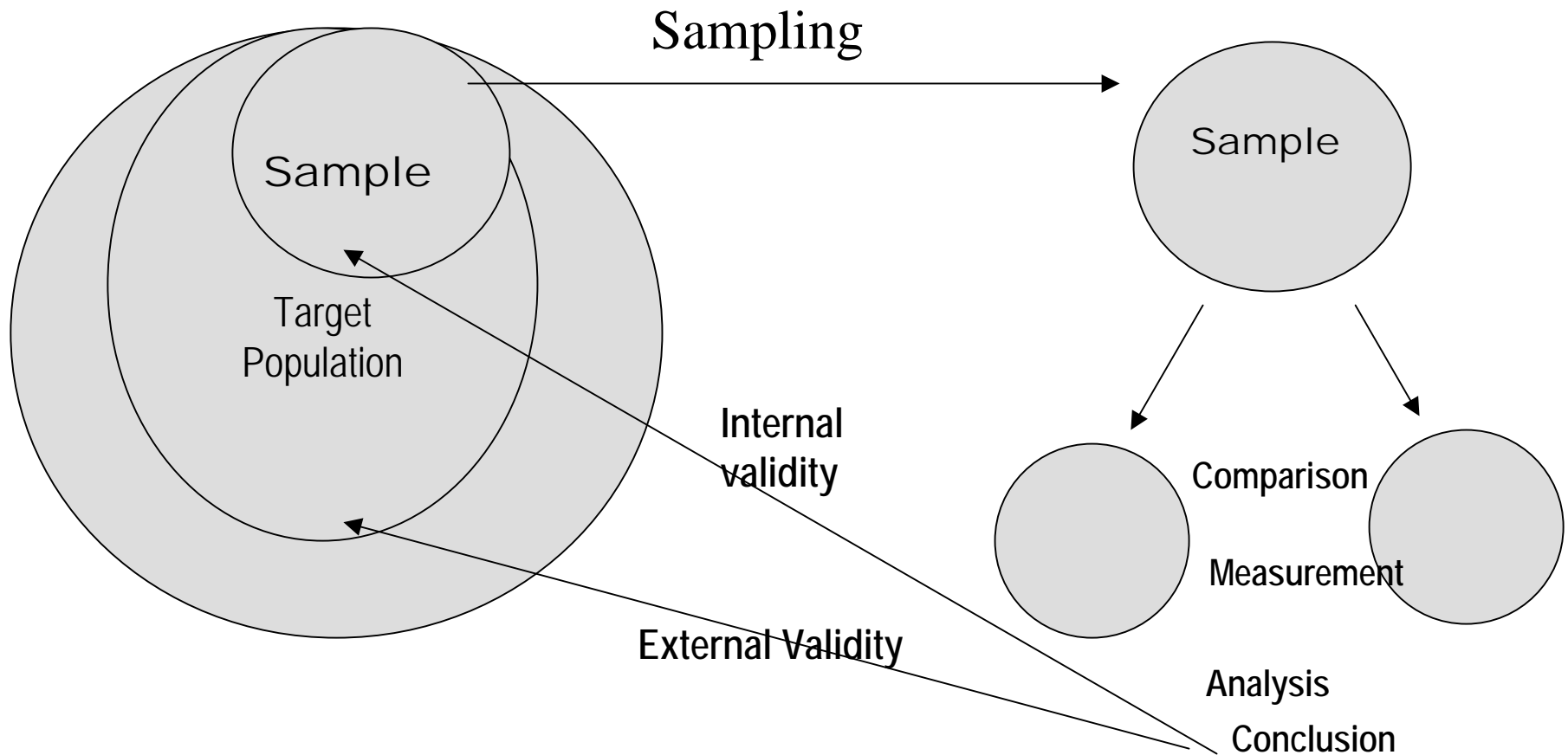
The Research Process



Sources of Distortion



Internal and External Validity



3.) Human Behavior is Complex

- Genes, Culture, and Social/Physical Environments ALL influence human behavior.
- These interact in complex ways (example of height and five-digit hands).
- If all these forces “matter”, then we as social scientists should take them ALL seriously.

4.) Politics and Science

- Knowledge is power, and can be used to rationalize (justify) the powerful group's dominance over the less powerful.
- Example of male violence.
- **Should we generate knowledge at all if it can be used to hurt some groups of people?**
- I say, “lets be careful, but YES”

Part II: Conflict Defined



Conflict vs. Disputes

- Disputes are short-term disagreements that are relatively easy to resolve. Long-term, deep-rooted problems that involve seemingly non-negotiable issues and are resistant to resolution are *conflicts*.
- One way to think about the difference between them is that short-term disputes may exist within a larger, longer conflict.

Definitions: Conflict

- Long-term conflicts, on the other hand, usually involve non-negotiable issues. They may involve deep-rooted moral or value differences, high-stakes distributional questions, or conflicts about who dominates whom. Fundamental human psychological needs for identity, security, and recognition are often at issue as well. None of these issues are negotiable.

Definitions: Dispute

- Disputes involve interests that are negotiable. That means it is possible to find a solution that at least partially meets the interests and needs of both sides. For example, it generally is possible to find an agreeable price for a piece of merchandise.

A Clarifying Example -- The Cold War

- While many disputes stand alone and are settled permanently, others are part of a continuing long-term conflict. The Cold War between the United States and U.S.S.R. provides a good example of this idea.
- For example, each round of Strategic Arms Limitation Talks, the Cuban Missile Crisis, the U.S.-Vietnam War, and the Soviet invasion of Afghanistan all constitute disputes within the broader conflict of the Cold War. The Vietnam War was extremely serious and relatively long, but nonetheless was a short-term conflict or "dispute" in the context of the Cold War, which played out over more than 40 years.

Conflicts and Disputes

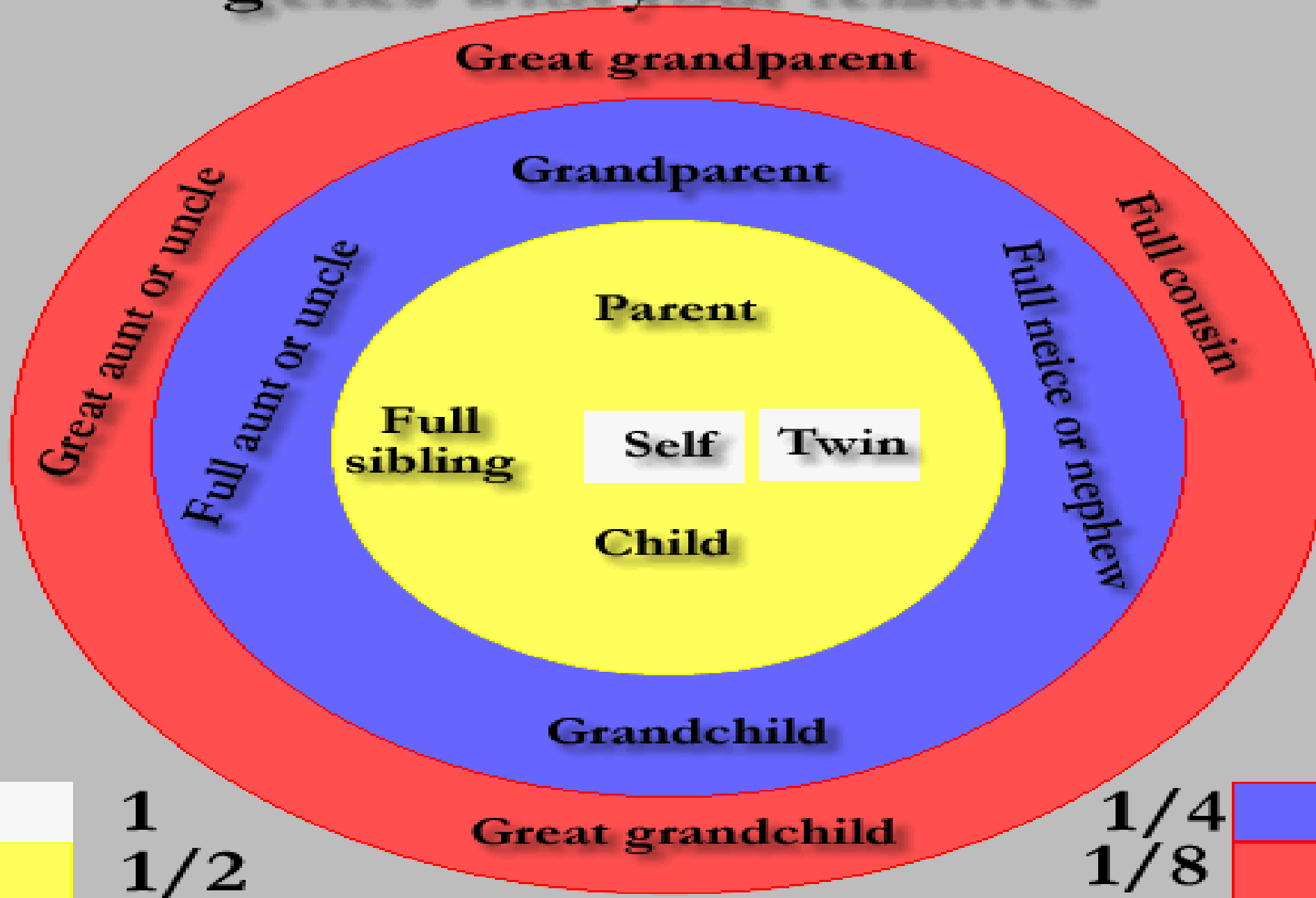
- **Conflict** as a form of **relationship**
 - A conflict is an institutionalized, regularized relationship with shared expectations
- **Disputes** consist of **sequence** of events:
 - articulation of claim or challenge or threat
 - response by target or other actors
 - continuation at existing level of intensity
 - or escalation to higher levels of violence
 - resolution leading to redefinition of expectations

Management and Resolution

- If conflict is seen as a form of relationship
 - **Conflict management** would involve maintaining current relationship and preventing escalation
 - **Conflict resolution** would require transformation of relationship and the expectations of all parties
- If dispute is seen as a sequence of events within a given relationship
 - **Dispute resolution** brings that sequence of events to an end, perhaps with adjustment of expectations
 - **Dispute management** (?) means skill in navigation through steps of process?

Part III: A Few Examples from the Course

You share a proportion of your genes with your relatives



Cooperative behavior is a dilemma:

- Increases the average payoff of the group
- Decreases payoff of individuals

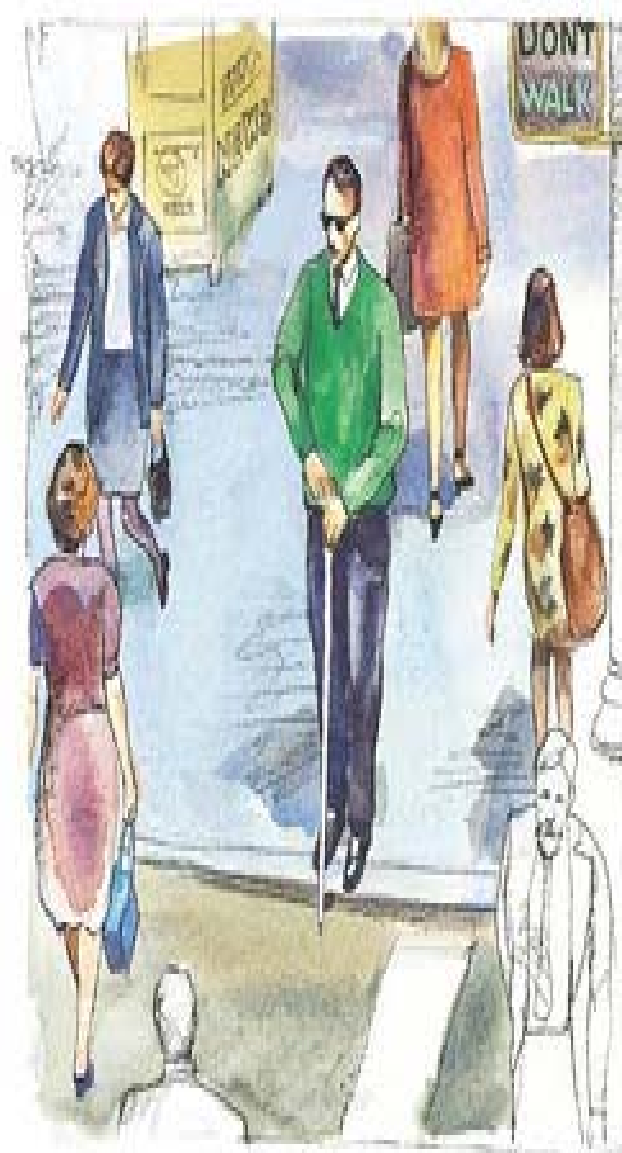
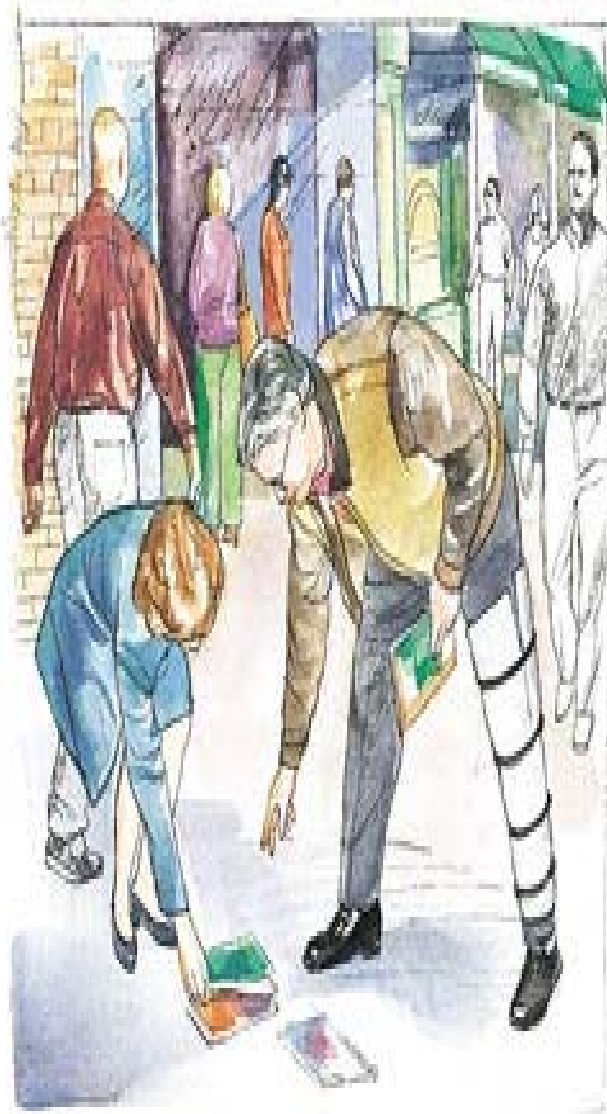
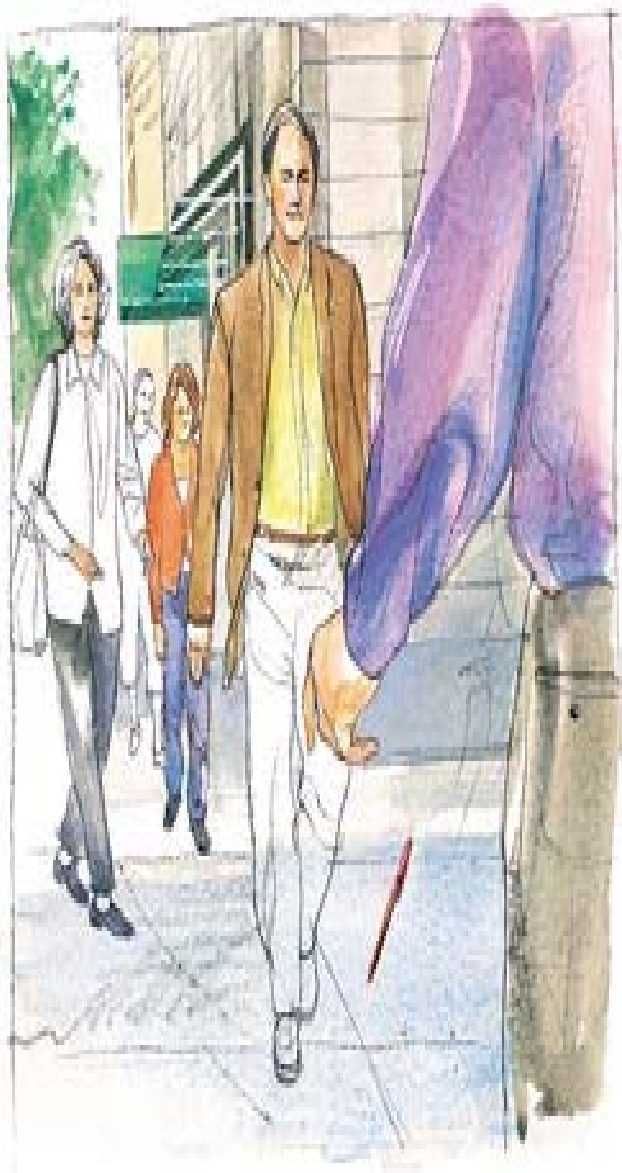


Many examples in which humans DO cooperate! How?

- Food sharing
- Participation in warfare
- Trade and division of labor
- Enforcement of moral rules



Example 1: Helping Behavior



Lamalera



- Cooperative whale hunters
- Trade for agricultural goods

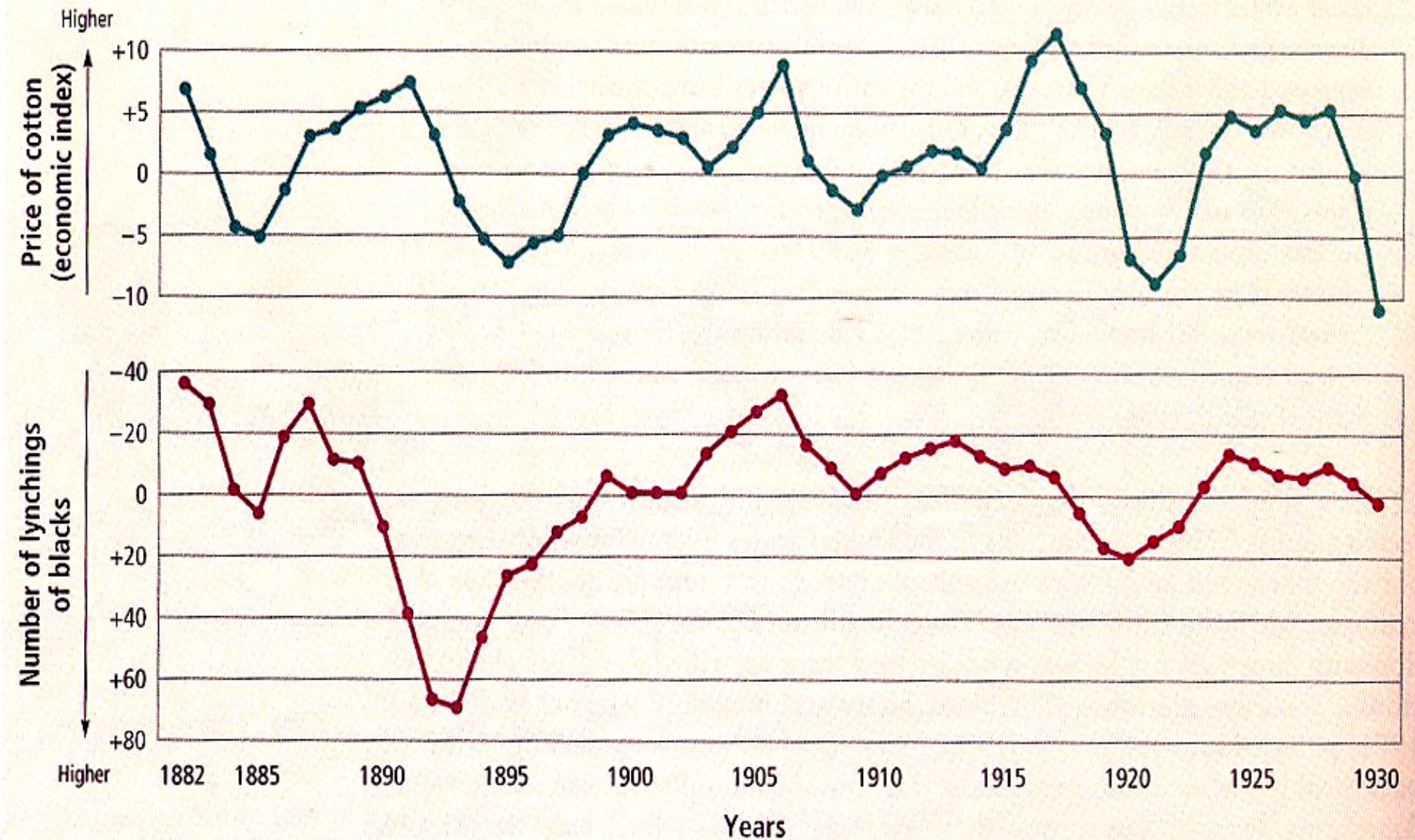
Scope of Social Activity in Study Area

Pimbwe wedding



Sukuma Dance Competition



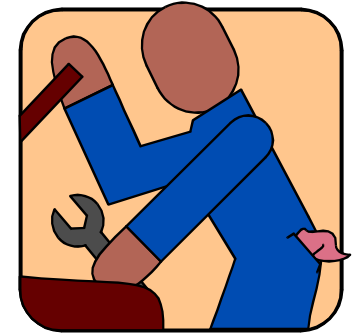


■ **FIGURE 13.7** Relation of total lynchings to the price of cotton. Note that the lynching scale shows greatest frequency at the bottom of the graph. (Adapted from Hovland & Sears, 1940)

Marxist View of Class



**Owners of Production
(Capitalist
Bourgeoisie)**



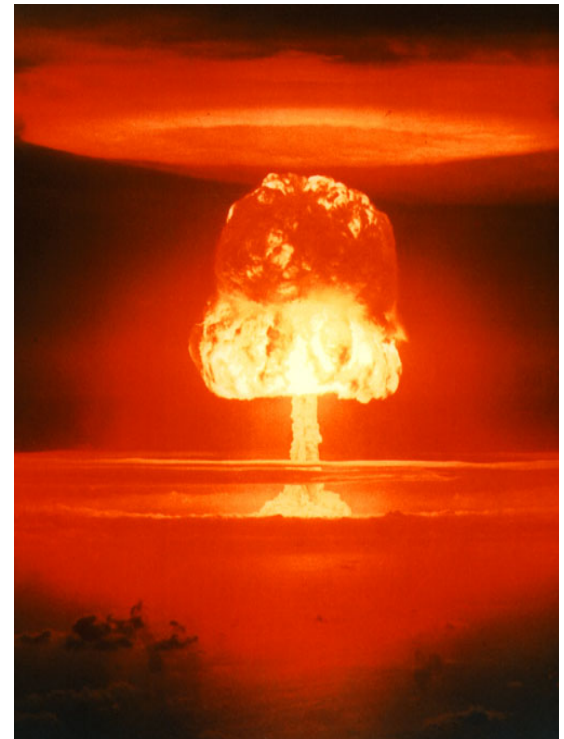
**Workers
(Proletariat)**



**The Non-Productive
(Lumpen Proletariat)**

Model 2: Deterrence Model

- “Give him an inch, and he will take a mile”
- With assumptions of rationality (reacting to punishment), the theory states that a party must “have resolve”, and not yield on even small issues.



Percentage of White Participants Who Report Being Willing to Admit Blacks into Various Relationships with Them

| | 1949 | 1968 | 1992 |
|------------------------------------|-------------|-------------|-------------|
| Willing to Admit Blacks to: | | | |
| Employment in my occupation | 78% | 98% | 99% |
| My club as personal friends | 51 | 97 | 96 |
| My street as neighbors | 41 | 95 | 95 |
| Close kinship by marriage | 0 | 66 | 74 |

Percentage of Adult Participants Who Agree with the Statement, "It's All Right for Blacks and Whites to Date Each Other."

| 1987 | 1997 |
|-------------|-------------|
| 48% | 69% |

Systems of Social Control (Institutions)

- **Rules:** definitions of behavior that **should** be followed.
- **Sanctions:** rewards and punishments
- **Enforcers** (Actors)

Do we all feel guilty? Sociopaths!

Self-concept: Invulnerable

Superior

Pre-emptive rights

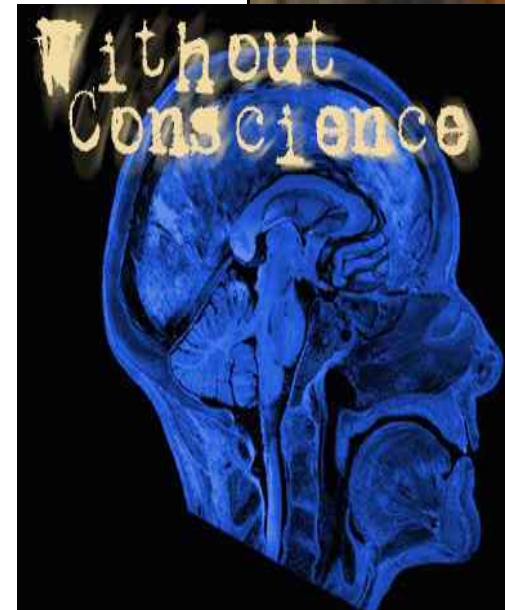
Sees Others: Dupes/stupid

Inferior

Weak

Strategies: Manipulative

Violence

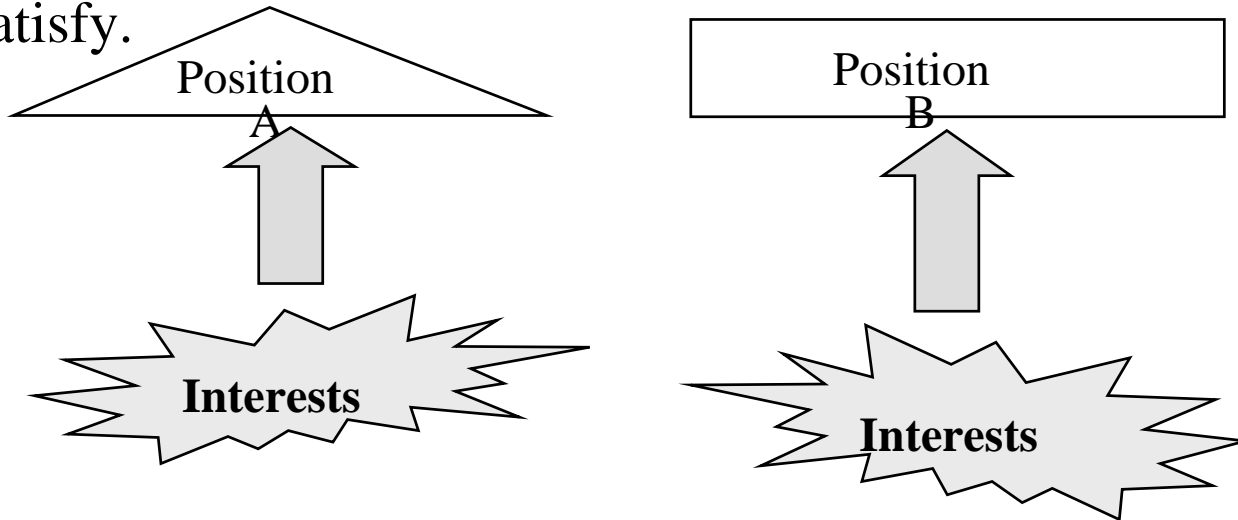


Negotiation: The resolution of conflicting interests

In a negotiation or conflict each side takes a position,

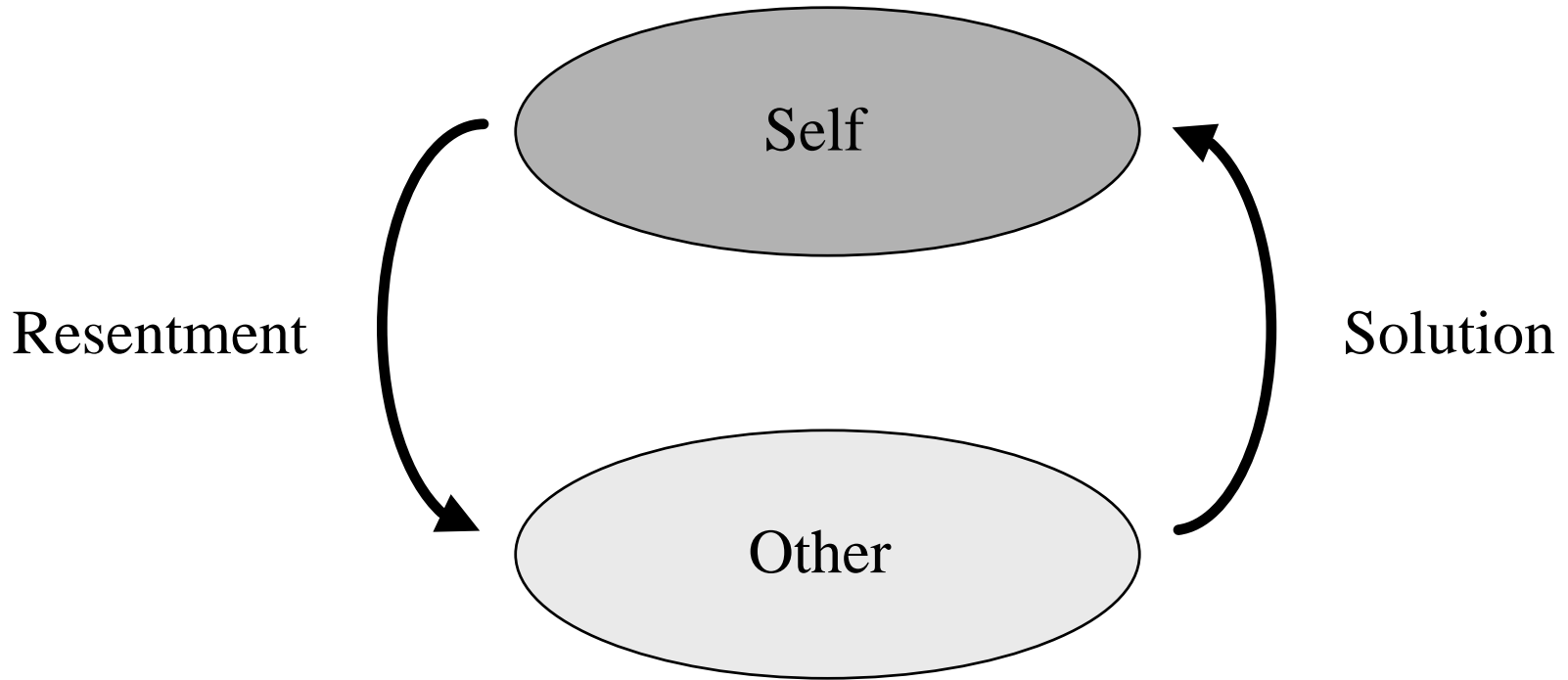
AND

underlying each position is a set of personal interests which each party is trying to satisfy.

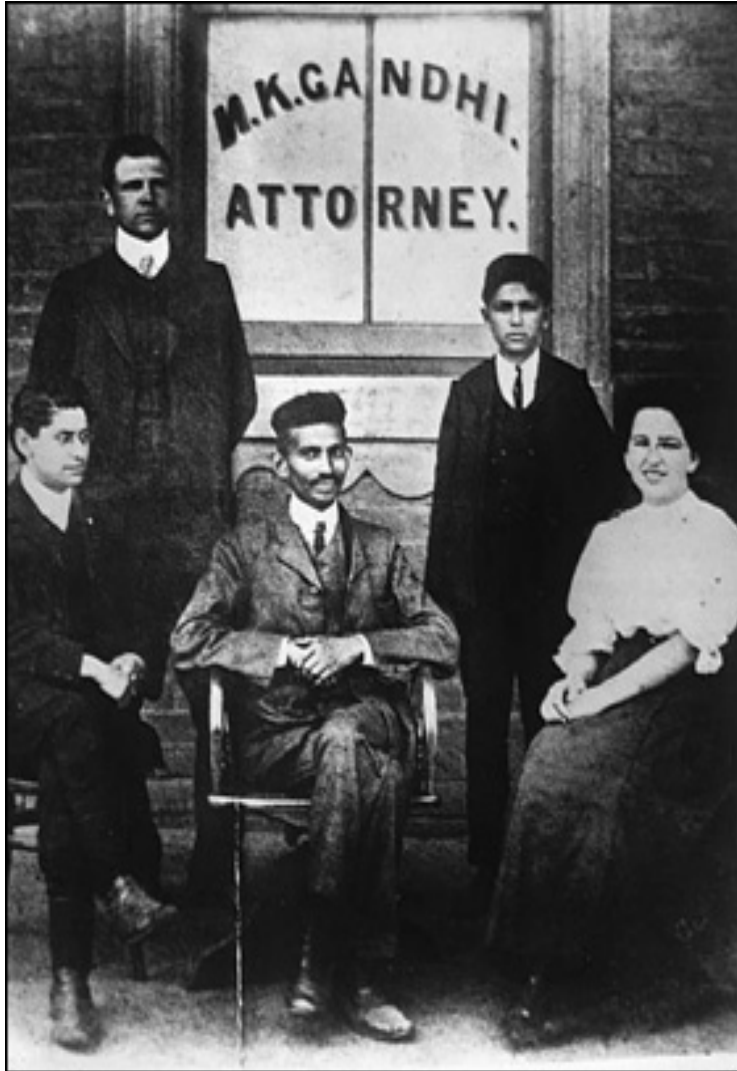


The basic problem in negotiation and conflict resolution lies not in conflicting positions, but in the conflict between interests!

Win/lose



Part I: Gandhi's Life

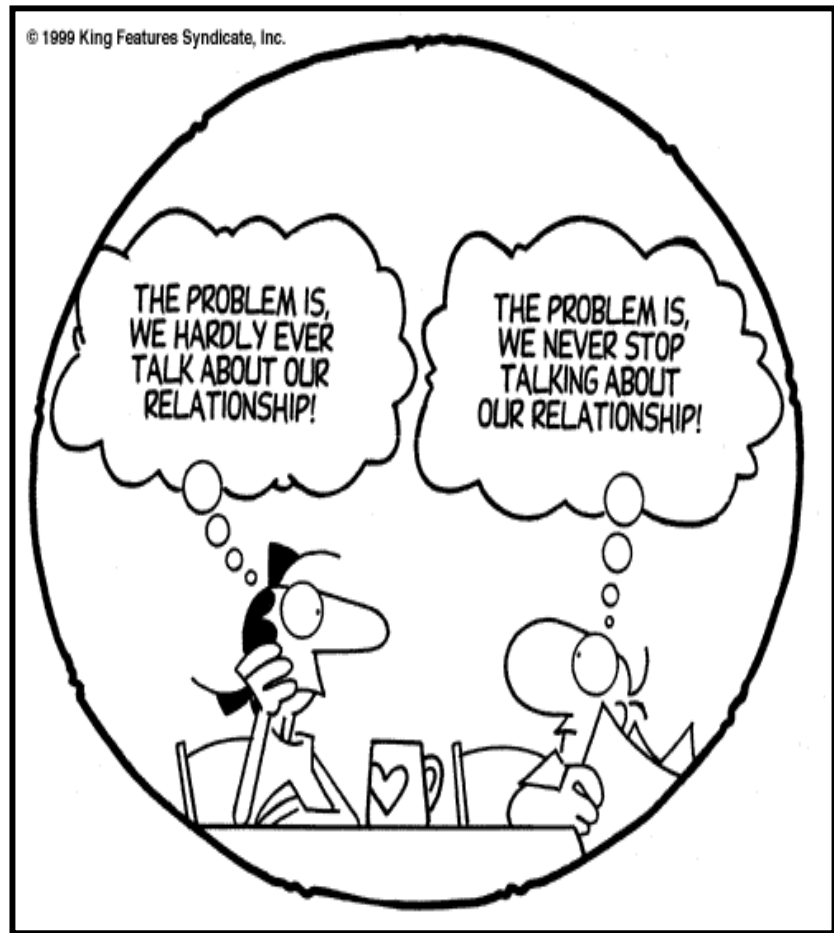


Chapter 1: Fighting a Gandhian Fight

- Basic idea is to redirect the focus of conflict from the persons to the principles.
- Satyagraha (sut-*yah*-gruh-huh): “grasping onto principles” “truth force”
- Conflict involves confrontation between two views, each having some truth. **The goal is to expose the truth from each side.**

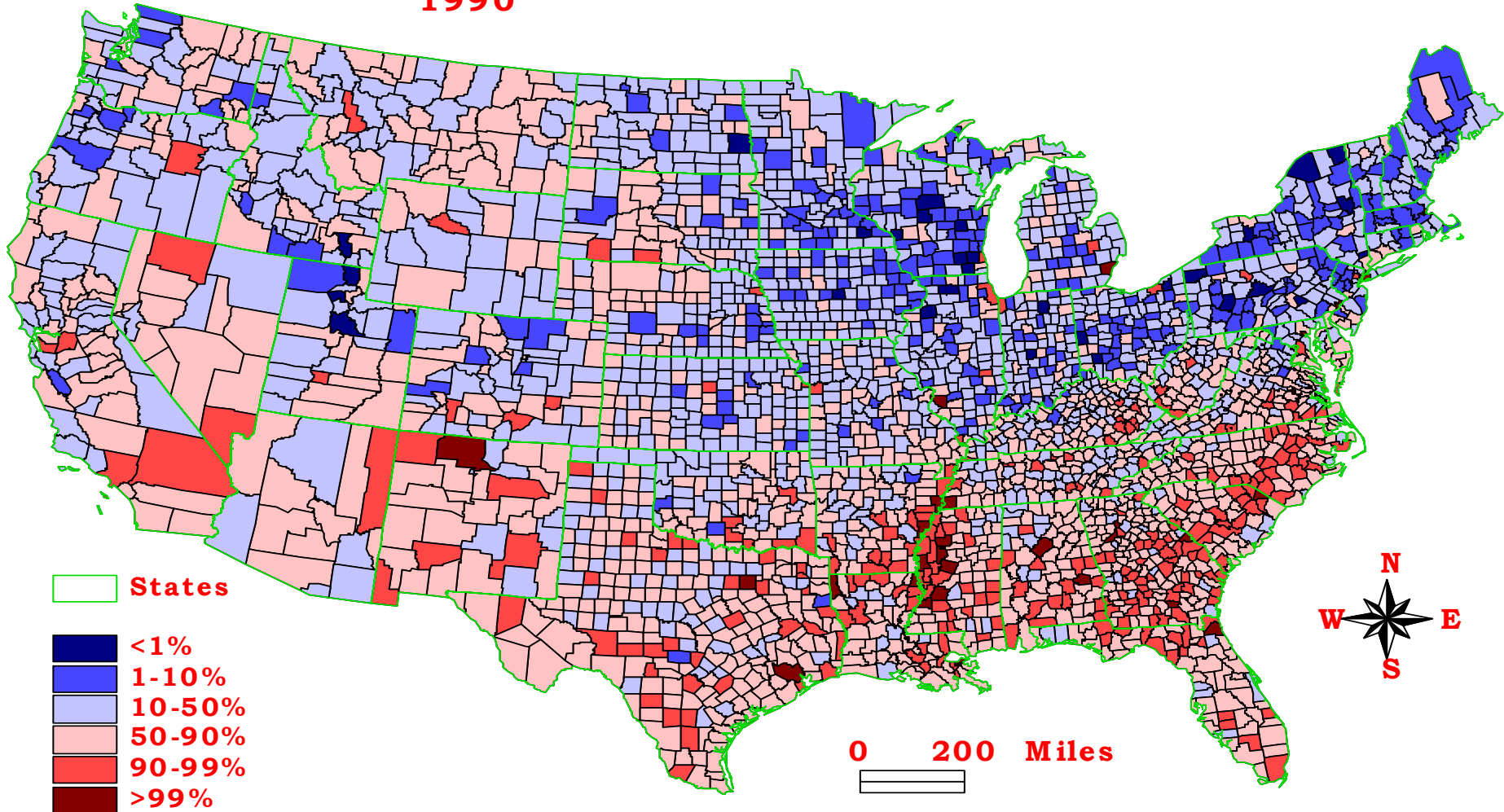
Lecture 12: Men and Women: Romantic Conflict

- Part I: Patterns
- Part II: Origins
- Part III:
Resolution and
Dynamics



Example 1: Southern Violence

**Percentile Map
Homicide Rate (EBS)
1990**



Institutionalized Discrimination

- **Discrimination is built into many legal, political, social, and economic institutions. It can be:**
- Direct/Overt (e.g., military rules requiring the expulsion of gay soldiers)
OR
- Indirect/Subtle (e.g., hiring people with better education, which systematically excludes certain minority groups).

Part II: Osama Bin Laden

- Why is he and his followers in conflict with the U.S., Saudi Arabia, and Israeli?
- What are his goals?



