Lesson Five _____

CONFLICT AND ITS ANALYSIS

Organizing
Questions

- What is conflict?
- What are six categories of conflict?
- What are elements of a conflict?
- What are examples of conflict management and conflict resolution methods?
- What are four steps in analyzing a conflict?
- What were some of the conflicts that Japanese war brides experienced?

Introduction

This lesson begins with an introduction to conflict, including six categories of conflict, elements of conflict, conflict management and conflict resolution methods, and four steps in analyzing a conflict. As a final project, students analyze conflicts that Japanese war brides experienced.

Objectives

In this lesson, students will

- discuss conflict and how it is a pervasive part of their lives;
- identify six categories of conflict;
- consider elements of a conflict;
- consider conflict resolution and conflict management methods; and
- develop an appreciation for conflicts that Japanese war brides experienced.

United States History (from National Center for History in the Schools)

This lesson has been designed to meet certain national U.S. history standards. They are:

Era 4, Standard 2C, Grades 7–12: Explain how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity. [Interrogate historical data]

Era 6, Standard 2A, Grades 7–12: Distinguish between the "old" and "new" immigration in terms of its volume and the immigrants' ethnicity, religion, language, place of origin, and motives for emigrating from their homelands. [Analyze multiple causation]

Era 6, Standard 2A, Grades 5–12: Assess the challenges, opportunities, and contributions of different immigrant groups. [Examine historical perspectives]

Era 6, Standard 3A, Grades 9–12: Account for employment in different regions of the country as affected by gender, race, ethnicity, and skill. [Formulate historical questions]

Era 10, Standard 2B, Grades 9–12: Identify the major issues that affected immigrants and explain the conflicts these issues engendered. [Identify issues and problems in the past]

Materials

Handout 1, *Overview of Conflict,* 30 copies

Handout 2: *Four Steps in Analyzing a Conflict,* 30 copies

Japanese War Brides: An Oral History Archive

Equipment

Students will need laptops and Internet access.

Teacher Preparation

1. Instructions and materials are based on a class size of 30 students. Adjust accordingly for different class sizes.
2. Make the appropriate number of copies of handouts.
3. Become familiar with the content of the handouts.
4. Become familiar with the oral histories of Japanese war brides that are available on "Japanese War Brides: An Oral History Archive."

Time

Two 50-minute class periods

Procedures

1. Begin the lesson by informing students that they will be introduced to the concept of conflict. This will include: six categories of conflict; elements of conflict; and the differences between conflict management and conflict resolution. They will also learn about four steps in analyzing a conflict and analyze conflicts that Japanese war brides experienced. The overall purpose of this lesson is to develop students' analytical and critical skills regarding conflict, which is a pervasive part of both students' lives and the lives of Japanese war brides.

2. To provide a context for the study of conflict, engage students in a discussion by asking the following:
   - What examples of conflict have students seen or experienced in their lives? The point is to show that conflict exists and is part of students' lives. Possible responses may be conflict related to crime, dating, student/teacher arguments, teen/parent arguments, tests, bullying, social media messages, etc.
   - What are some similarities or patterns among the responses given? Possible answers might be: all conflicts have causes and management or resolution alternatives; all conflicts have participants, etc.
   - What are some of the differences in the conflicts? Possible answers might be: conflicts can be planned or unplanned, useful or not useful, violent or nonviolent, inevitable or avoidable, etc.
   - What are some synonyms and antonyms for "conflict"? Supplement the students' list with the following terms: Possible synonyms might be hassle, competition, fight, problem, dissonance,

tension, disagreement, and dispute. Possible antonyms might be harmony, accord, agreement, friendship, and peace. Note that these words are not equal for all situations. For example, although a fight is a type of conflict, not all conflicts are fights.

3. Distribute a copy of Handout 1, *Overview of Conflict*, to each student. Point out to students that there are at least six categories of conflict.

   • *Intrapersonal conflict* involves a single individual whose two or more goals, beliefs, or actions cannot be reconciled or achieved simultaneously. For instance, if a student wants both to do well on an exam tomorrow and go to a party with friends tonight, he or she faces intrapersonal conflict.

   • *Interpersonal conflict* involves two or more individuals whose goals, beliefs, or actions cannot be reconciled or simultaneously achieved.

   • *Intragroup conflict* occurs between members of a single group.

   • *Intergroup conflict* takes place between two or more discrete groups of individuals.

   • *International conflict* occurs between two or more nations.

   • *Global conflict* occurs when human goals, actions, or beliefs cannot be reconciled, but the individuals involved do not necessarily belong to discrete groups of nations. Environmental problems are commonly related to the causes of some global conflicts.

4. Have students give examples of the six categories of conflict. These examples can be from their own personal experiences, the news, etc. List these examples on the whiteboard. Ask students to identify any commonalities between their examples.

5. Guide students through a discussion of the "Elements of Conflict" that are also listed on Handout 1. Inform students that all conflicts have a participant or participants, and that each of these participants has goals. These goals concern values, interests, or resources. A conflict occurs if these values cannot exist simultaneously, if the interests cannot be realized simultaneously, or if the resources are scarce so that both participants cannot have them simultaneously. Ask for examples of goals concerning values, interests, resources, in order to make sure that students understand these terms (e.g., value conflicts could be about different religions or moral beliefs; interest conflicts could be about status; resources conflicts could be about the supply of minerals.) Generally, participants are not aware of the conflict until some interruption has occurred. If the plans to meet the original goals are interrupted, then the participants must reformulate their plans or take different actions. Tell students there are many methods participants can use to reformulate their plans or take different actions after such an interruption. Ask students what some of these methods are (e.g., argue, negotiate). These methods are taken either to resolve or to manage the conflict.

6. Review the "Conflict Resolution and Conflict Management Methods" that are listed on Handout 1 by making the following distinction for the class:

- A participant using a method of conflict management does not want to (or seek to) resolve the conflict, but also does not want the conflict to escalate.
- A participant using a method of conflict resolution wants to resolve the conflict so that it no longer exists.

Inform students that after conflict resolution and conflict management methods are utilized by one or both participants, the conflicts may result in many different outcomes. Ask students to name some specific results (e.g., an enemy may be eliminated; a conflict may escalate; a new conflict may arise; new plans may be devised by one or both participants.)

7. Once students have been introduced to the concepts on Handout 1, distribute Handout 2, *Four Steps in Analyzing a Conflict*, to small groups of five students and have each group identify and analyze a school-based conflict using the four steps. Ask a reporter in each group to share short summaries of its discussion.

8. For homework, ask each student to choose one of the five oral histories below from "Japanese War Brides: An Oral History Archive" and analyze one or more of the conflicts that the bride experienced using the "Four Steps of Analyzing a Conflict" on Handout 2. Note that the types of conflicts that the war brides experienced vary and range from intrapersonal conflict to international conflict.
   - Nobuko Araki Barcus, "Grateful for Women's Lib"
   - Sachiko (Sally) Taguchi Blackwell, "Stopping Right Here"
   - Yae Chiba Conine, "Bob's Tavern"
   - Yoko Fuji Jones, "Samurai Wife"
   - Reiko Teshima Van Gelder, "Making Herself Clear"

9. During a subsequent class period, have students share summaries of their analyses. The following is a list of some of the key conflicts that the Japanese war brides experienced. You may want to draw upon some of these during the debriefing of the student summaries.
   - Leaving one's homeland: Staying in Japan and marrying a Japanese man vs. marrying an American GI and emigrating to the United States.
   - Gender roles and employment: Staying at home and following cultural traditions vs. going against social norms and finding employment on and around the military bases.
   - Educating one's children: Refraining from teaching their children the Japanese language with the hope that they would assimilate into U.S. culture more easily.
   - Conflicting notions of racial discrimination: While some Japanese war brides (and their children) were welcomed in the segregated south, others faced discrimination and bullying.
   - Difference in socio-economic class: While impoverished at the end of the war, many Japanese war brides were from higher

socio-economic backgrounds than their GI husbands. Their high expectations of life in the United States were also the source of domestic conflict.

- Parent-child relationships: As mothers in a new country, some Japanese war brides struggled with differing child rearing practices in the United States vs. Japan.

- Returning to/visiting Japan: Many Japanese war brides did not return to Japan or take their children to Japan causing a disconnect with their cultural heritage.

In addition, the following are excerpts of conflict-related issues that were taken from the transcripts of the oral histories. They can be used to help with the debriefing of each presentation.

- Nobuko Araki Barcus, in "Grateful for Women's Lib," is described by her daughter as being unhappy with the role of wife in 1950s America. Here's Julie, her daughter: "Part of the difference is that she was woman. And a woman in the 50's had a certain role to play and she had not been raised to be like that in Japan. The limitations on her as a wife and mother in small town, mid-West America at that time, plus the expectations that my father had. His expectations of what she should be doing and her role, of course, also played heavily into it and she was raised to honor the man of the house, of course… So she was trying to please everybody in this country and trying to fit in. She told me that her mother had written her letters and said to her, 'Just do what they ask. Do what's expected of you. Follow in their footsteps. Obey your mother-in-law.'… She tried really, really hard to be an American wife, a good American wife in the early years. And what I mostly remember is how unhappy she was. I remember her depressed and in tears often."

- Sachiko (Sally) Taguchi Blackwell, in "Stopping Right Here," had had enough. Nearly 20 years of following her Army husband from base to base with their two children and now she and the kids were headed from a posting in Okinawa to Fort Leonard Wood, Missouri. Sachiko, or Sally as she was called, had decided that she could not face another stretch in a mainland military facility. The family had previously been posted in Hawaii in the 1960s and she loved the way Japanese culture and Japanese Americans were an unremarkable part of ordinary life. So she refused to follow her husband and settled in Hawaii with her children. Her story is one of deciding to be as close to Japanese culture and food as possible. Her early experiences in the United States were difficult ones, arriving in rural South Carolina to a shack with dirt floors, no front door, no plumbing, no electricity.

- Yae Chiba Conine, in "Bob's Tavern," had her daughter in Japan by an American military man who returned to the United States without her. For ten years, she raised her daughter in Japan, where her daughter was taunted for being mixed race and not having a father present. Finally, Yae married another American who brought

them to the U.S. Her life in the U.S. was difficult, but she overcame a loveless marriage by pouring her energy into various jobs.

- Yoko Fuji Jones, in "Samurai Wife," was outspoken and often did not like what she saw happening around her. This is what her daughter Jennifer said: "And I always thought maybe she was an anomaly for a Japanese woman because she always spoke what was on her mind. When we lived in North Carolina, and being in a Sears store and not knowing which restroom to go to, and then going and grabbing the manager and saying, 'Tell me which one to go to.' And my dad trying to hush her and tell her to go into the white one. I think that's pretty assertive, especially for the late 50's. Here's Yoko: "You know, the Sears had a manager there, and my husband said, 'Would you tell my wife she can go to the white one.' But we standing here for argument. And I end up that I can—you know, white one. But I think that was the most stupid thing. We're human beings."

- Reiko Teshima Van Gelder, in "Making Herself Clear," and her daughter, Susan, talk about language and the way her mother used it in her criticisms. In any mother-daughter relationship there is tension over a mother's criticism. Reiko thinks she sounded harsh because English is not her native language and she spoke it too bluntly. Reiko blames language, and maybe a bit of culture. She says that English gives you a way to soften criticism by talking around the point, by leading up to what you want to say. But because English is not her native language, she spoke it too bluntly. Susan: But you had too many opinions on everything. You judged. You have too many judgments. You have an opinion on everything. Reiko: Maybe that's way Japanese is, I guess. Narrow minds, someway. Small country. So many people. Could be Japanese way. Reiko said she has learned to soften her language, and instead of saying "Your hair is a mess" she now says, "Susan, if you comb your hair maybe looks nice."

10. To bring this lesson to a close, engage students in a discussion focused on the following questions:

- Which of the six categories of conflict seemed to be most pervasive among the Japanese war brides?

- Did anything surprise you about the elements of conflict that were noted in the oral histories of the Japanese war brides?

- Were there commonalities in conflict management and/or conflict resolution methods that were described in the oral histories of the Japanese war brides?

- Are the steps in analyzing a conflict useful to you? If so, how? If not, why not?

- Think of a situation in your life when you were in unfamiliar surroundings. Describe the conflicts that you experienced. How did you resolve or manage them?

Overview of Conflict

Six Categories of Conflict

- *Intrapersonal conflict* involves a single individual whose two or more goals, beliefs, or actions cannot be reconciled or achieved simultaneously. For instance, if a student wants both to do well on an exam tomorrow and go to a party with friends tonight, he or she faces intrapersonal conflict.
- *Interpersonal conflict* involves two or more individuals whose goals, beliefs, or actions cannot be reconciled or simultaneously achieved.
- *Intragroup conflict* occurs between members of a single group
- *Intergroup conflict* takes place between two or more discrete groups of individuals.
- *International conflict* occur between two or more nations.
- *Global conflict* occurs when human goals, actions, or beliefs cannot be reconciled, but the individuals involved do not necessarily belong to discrete groups of nations. Environmental problems are commonly related to the causes of some global conflicts.

Elements of Conflict

- Participants
- Goals
- Interruption
- Conflict Management/Conflict Resolution Methods
- Results

Conflict Resolution and Conflict Management Methods

- Negotiate: Participants can talk in order to resolve or manage their conflict. Points of agreement and disagreement are discussed. Negotiation may be informal, which means that parties discuss the issues in an unstructured environment, or it may be formal, which means that participants use a structured system in order to try and reach an agreement. Two types of negotiation are arbitration and mediation. In arbitration, participants select a neutral third party to hear both sides and to make a decision by which the participants have agreed in advance to be bound. In mediation, a third party is selected by participants to hear both sides and to suggest possible courses of action; these suggestions are not binding.
- Litigate: A participant can sue the other participant in civil court or have charges brought against the other in criminal court; nations may file complaints against each other in the International Court of Justice.
- Use Pressure: A participant can use various methods of indirect coercion to influence and change the behavior of the other participant.
- Some types of pressure include: hold a boycott; protest; strike; threaten.
- Hold an Election: In some settings, especially those within a single state or national government, the process of voting to determine the outcome of a conflict is available. For example, some citizens may want to change their state's environmental laws. They can write a proposal and put it on the ballot, allowing the state's voters to decide the outcome of the conflict.

- Compete: A participant may work singly to achieve an objective, hoping to reach the objection sooner than the other participant. Competition can be economic, military, political, social, etc.
- Use Force: Military or other physical force may be used to coerce a participant into changing its behavior.
- Withdraw: A participant may change its goals in order to withdraw from the conflict.
- Compromise: A participant indicates that it is willing to compromise its position and thereby changes its primary goals.

FOUR STEPS IN ANALYZING A CONFLICT

Step 1: Identification

This step refers to these portions of the elements of conflict:

participants–goals–interruption

Key questions:

Who were the participants?

What were the goals of each participant and what was the nature of the conflict?

Supplemental questions:

Would you classify the conflict as intrapersonal, interpersonal, intragroup, international, or global?

Is the conflict concerning values, interests, resources, or a combination of these?

Are the participants' goals and motives hidden or obvious? What assumptions have you made about participants' goals?

What signals or evidence is there of conflict?

Step 2: Alternatives

This step refers to this portion of the elements of conflict:

conflict resolution/conflict management methods

Key questions:

Were there particular areas of agreement or disagreement between the participants to note?

What possible alternatives existed as methods to resolve or manage the conflict?

Supplemental question:

How might the suggested alternatives affect the original goals of each participant?

Step 3: Action

This step assumes that both participants are not ignoring the conflict. Conflict resolution or conflict management action is taken by one or both participants. This step refers to this portion of the elements of conflict:

conflict resolution/conflict management methods

Key questions:

What alternatives were chosen by both participants? Why? Did the participants want to resolve or manage the conflict?

How were the plans of both participants carried out?

Supplemental questions:

Are the consequences of a particular course of action hard to predict? Why?

What assumptions are made about values demonstrated by each participant in preferring one course of action over another? Do participants attach greater importance to one interest over another?

Step 4: Evaluation

This step refers to these portions of the elements of conflict:

conflict resolution/conflict management–results

Key questions:

Did the participants' plans work? What happened? Were additional conflict resolution or conflict management steps taken?

What were the results of the conflict?

Supplemental question:

What are your assumptions about the results?