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Spring 2016

## DIPL 6250 Conflict and Conflict Resolution in Plural Societies

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*Seton Hall University*

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## **DIPL 6250 – Conflict and Conflict Resolution in Plural Societies**

Spring 2016 (online)

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### **Course description:**

This course explores conflicts and conflict resolution in plural and culturally diverse societies. Cultural variety and differences can be sources of conflict as well as tools for resolving conflicts. The goal of the course is to introduce students to the importance of understanding cultural diversity for the analysis of social conflict and to learn constructive ways of dealing with adversity that may occur through intercultural encounters. We will focus on both conflict analysis as well as conflict resolution practice through the lens of various cultures. Cases studies will be used to analyze and apply theoretical and practical frameworks pertaining to cultural diversity and conflict in plural societies.

### **Learning outcomes:**

By the end of the course, students will be able to:

1. Assess the role of cultural factors in analyzing conflict and conflict resolution practices.
2. Apply a range of theories, concepts and approaches to explain a particular aspect of conflict or conflict resolution.
3. Evaluate the potential for conflict resolution practices found within participants' own religious and cultural traditions.
4. Apply skills of critical analysis to various conflict situations and identify the drivers of conflicts and their cultural implications.
5. Compare effectiveness of particular theoretical concepts as tools of conflict analysis.

### **Required readings**

**The following texts should be purchased or rented:**

Avruch, K. (1998), *Culture & Conflict Resolution*. Washington, DC: United States Institute of Peace Press.

ISBN 10-1878379828

Ross, M. H. (2007). *Cultural Contestation in Ethnic Conflict*. Cambridge; New York: Cambridge University Press.

ISBN 10-0521690323

LeBaron, Michelle. (2003). *Bridging Cultural Conflicts: A New Approach for a Changing World*. San Francisco, CA: Jossey-Bass.

ISBN 10-07879643IX

Cohen, Cynthia, Roberto Varea Gutierrez, and Polly O. Walker, ed. 2011. *Acting Together: Performance and the Creative Transformation of Conflict, Volume I: Resistance and Reconciliation in Regions of Violence*. Oakland CA: New Village Press.

ISBN 10-0981559395

**The other readings will be accessible through Blackboard or online.**

### **Course Schedule:**

#### **Week 1: Introduction to conflict resolution in plural and culturally diverse societies**

**Topic:** During the first week, we will focus on mutual introductions and acquainting ourselves with the topic of conflict resolution in diverse cultural settings. You will be expected to also explore the syllabus, Blackboard online platform and course requirements.

Avruch, K. (1998), *Culture & Conflict Resolution*. (Part I, pp. 5-16)

Ross, M. H. (2007). *Cultural Contestation in Ethnic Conflict* (Chapter 1)

#### **Week 2: Cultural frames and conflict resolution**

**Topic:** During week 2, we will focus on collectivist and individualist cultures and analyze how they may influence conflict and conflict resolution.

Avruch, K. (1998), *Culture & Conflict Resolution* (Part III, pp. 57-68)

Salem, P. (1993), "A Critique of Western Conflict Resolution from a Non-Western Perspective", *Negotiation Journal*, 9 (4): 361-9.

Triandis, Harry C., Robert Bontempo, Marcelo J. Villareal, Masaaki Asai, and Nydia Lucca. (1988). "Individualism and Collectivism: Crosscultural Perspectives on Self-ingroup Relationships." *Journal of Personality and Social Psychology* 54 (2): 323. <http://psycnet.apa.org/journals/psp/54/2/323/>.

Gorodnichenko, Yuriy, and Gerard Roland. (2012). "Understanding the Individualism-Collectivism Cleavage and Its Effects: Lessons from Cultural Psychology." *Institutions and Comparative Economic Development* 150: 213.

### **Week 3: Cultural and discursive contestation and possibilities of conflict transformation**

**Topic:** During this week, we will focus on conflicts at a discursive level as storylines that shape historical memory, identity and ideology.

We will explore how conflicts are manifested in the sphere of narratives and discourses that contribute to conflict and conflict resolution.

Ross, M. H. 2007. *Cultural Contestation in Ethnic Conflict* (Chapters 2 and 3; pp. 30-88)

Ron, Yiftach & Maoz, Ifat. (2013). Dangerous stories: Encountering narratives of the other in the Israeli–Palestinian conflict. *Peace and Conflict: Journal of Peace Psychology*, Vol 19(3), Aug 2013, 281-294.

Avruch, K. (2003). "Type I and Type II Errors in Culturally Sensitive Conflict Resolution Practice," *Conflict Resolution Quarterly* 20(3): 351-371.

### **Week 4: Cultural expressions of conflict and its resolution - art, film, visualization, and imagery (I)**

**Topic:** The topic for this week is cultural expressions of conflict. We will explore how art and visualizations are used to convey human suffering in conflict and how they are used to educate people about its consequences and creative ways of overcoming it.

LeBaron, Michelle. 2003. *Bridging Cultural Conflicts: A New Approach for a Changing World*. (Chapters 2,3,5)

Zelizer, Craig. 2003. "The Role of Artistic Processes in Peacebuilding in Bosnia-Herzegovina." *Peace and Conflict Studies* 10 (2): 62–75.

Yonamine, Moé. 2012. Review "But You Guys Wanted Us Here". *Rethinking Schools*. 26 (3)

## **Week 5: Cultural expressions of conflict and its resolution - art, film, visualization, and imagery (II)**

**Topic:** This week we continue to focus on cultural expressions of conflict. Specifically, we will focus on theatre as an approach of overcoming trauma of war and art as powerful anti-war symbol.

Cohen et al. 2011. *Acting Together: Performance and the Creative Transformation of Conflict, Volume I* (Introduction, Chapters 1, 2, 3)

Shank, Michael, and Lisa Schirch. 2008. "Strategic Arts-Based Peacebuilding." *Peace & Change* 33 (2) (April): 217–242.

## **Week 6: Culture and conflict resolution practice - (Case study I)**

**Topic:** We will focus on conflict and conflict resolution practice in a real life situation. This week, we examine conflicts in plural and culturally diverse Europe.

Ross, M. H. 2007. *Cultural Contestation in Ethnic Conflict* (Chapter 5 and 7; European cultural diversity and conflict)

LeBaron, Michelle. 2003. *Bridging Cultural Conflicts: A New Approach for a Changing World*. (Chapters 7, 8)

## **Week 7: Culture and conflict resolution practice - (Case study II)**

**Topic:** This week, we will focus on conflict and conflict resolution practice in a real life situation. We examine conflicts in plural societies in Africa.

Ross, M. H. 2007. *Cultural Contestation in Ethnic Conflict* (Chapter 8 and 9 South African case study and 11)

LeBaron, Michelle. 2003. *Bridging Cultural Conflicts: A New Approach for a Changing World*. (Chapters 9, 10)

## **Week 8: Education in plural societies**

**Topic:** We will explore the topic of education in conflict and postconflict situations and how education can be used to perpetuate and discontinue conflicts.

Zvi Bekerman and Michalinos Zembylas. 2012. On Conflict, Identity and More. In *Teaching Contested Narratives: Identity, Memory and Reconciliation in Peace Education and Beyond*. New York: Cambridge University Press. (Chapter 3)

Hromadzic, Azra. 2008. "Discourses of Integration and Practices of Reunification at the Mostar Gymnasium, Bosnia and Herzegovina." *Comparative Education Review* 52 (4) (November): 541–563.

Tomlinson, Kathryn, and Pauline Benefield. 2005. *Education and Conflict: Research and Research Possibilities*. ERIC. <http://eric.ed.gov/?id=ED502593>.

### **Week 9: Identity, diversity and conflict**

**Topic:** This week's topic is identity in conflicts. We will explore the functions of diverse identities and how they complement or contradict each other.

Ting-Toomey, Stella, Kimberlie K. Yee-Jung, Robin B. Shapiro, Wintilo Garcia, Trina J. Wright, and John G. Oetzel. 2000.

"Ethnic/cultural Identity Salience and Conflict Styles in Four US Ethnic Groups." *International Journal of Intercultural Relations* 24 (1): 47–81.

<http://www.sciencedirect.com/science/article/pii/S0147176799000231>.

Berry, John W. 1997. "Immigration, Acculturation, and Adaptation." *Applied Psychology* 46 (1): 5–34.

Volkan, Vamik D. 2001. "Transgenerational Transmissions and Chosen Traumas: An Aspect of Large-Group Identity." *Group Analysis* 34 (1): 79–97. doi:10.1177/05333160122077730.

<http://gaq.sagepub.com/content/34/1/79>.

### **Week 10: Final paper**

The final week is dedicated to conducting research and writing of the final paper.

**DUE 4/10/2016**

### **Course Policies**

There are penalties for papers submitted late. For each day a paper is late, 2 points out of a possible 10 or 15 points will be deducted. No late discussion postings will be accepted.

## Instructor-Student Communication

The instructor will respond to student's emails within 48 hours. If instructor is away from email for more than one day, she will post an announcement in the Blackboard course folder.

Before sending an email, please check the following (available on your Blackboard course menu) **unless the email is of a personal nature:**

1. Syllabus
2. Frequently Asked Questions (FAQs)
3. Help forum (Feel free to respond to other students in the Help forum if you know the answer.)
4. Blackboard videos on how to use Blackboard features
5. Blackboard Q&A, and 6. Technology Requirements.

## Assessment of Students

Students participating in the course will be graded based on the following:

**1. Active participation in the class activities (group discussions and blogs).** In case of common group entry all group members will receive the same amount of points. **(65 %)**

**2. Reflective paper.** One 5-page paper in which you should analytically reflect on at least 2 class readings. Discuss the readings pointing out strengths and weaknesses of various approaches and concepts that pertain to conflict in plural societies. Feel free to use your own examples and ideas to support your arguments. **(10 %)**

**18-20 hours per week**

**3. Final paper: analysis of conflict of your choice**

The final paper unites all theoretical and practical approaches of the course. Use a case study of your choice and analyze your case based on theoretical ideas and notions you studied during the whole course. Show how theoretical analysis with cultural lens can be helpful in understanding conflict in plural societies. The case study can be drawn from the organizational, communal, national, or international level and can represent any social conflict between groups- professional, gender, ethnic, religious, national, political, etc. First, you will need to prepare a one-paragraph summary of your paper and send it to the instructor (as a blog post during week 9) before the start of the final session. Then, based on the recommendations and questions that you'll receive, you should write the final paper. The final paper should be 11-12 pages in length, double-spaced, Times New Roman font, 1"-margin. **(25 %)**

Grading

Criteria

<b>Assignments/Activities</b>	<b>Percentage</b>
Discussions and blogs	65
1 Reflective Paper	10
Final Paper	25

Table of points:

Module	Group discussion	Blogs	Paper (graded)	Total percentages
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1	5	5		10
2		5	10	15
3		5		5
4		5		5
5	5			5
6	5	5		10
7	5	5		10
8	5			5
9		10		10
10			25	25
Total	25	40	35	100

### **Grading Scale**

A 96-100

A- 91-95

B+ 86-90

B 81- 85

B- 76-80

C 71-75

F < 71

**B**

**l**

**a**

**c**

**k**

**b**

**o**

**a**

**r**

**d**

We will use Blackboard 9.1 for the course. Additional guidance on individual assignments and discussion questions will be posted there. Use the Blackboard assignment drop box to submit your work for grading. Please visit our Blackboard site regularly.

### **Technical Help:**

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at [servicedesk@shu.edu](mailto:servicedesk@shu.edu).



The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. Outside of these hours, the Technology Service Desk phone is answered by an external technology support service that provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite. For more tips and technical information, go to [Seton Hall's Tech Help Community](#).

### **Special Library Resources for Online Students**

Seton Hall online students have electronic access to vast information resources of the University Libraries. Students have immediate access to collections of databases, articles, journals, and ebooks from the [library homepage](#). Access to most electronic materials requires the use of a Seton Hall PirateNet ID and password. If the Seton Hall University Library does not include a certain article, the [library will obtain a digital copy from another library](#) and email it within 24 to 48 hours of request. Additionally, online instructors post items from the library's collection to the course's [Blackboard site](#).

Online students and faculty receive personal assistance from our expert library faculty in a number of ways. General queries can be handled by the Reference Desk, at (973-761-9437) or through our [Ask a Librarian](#) page. [Subject librarians](#) offer in depth assistance via phone by appointment. The library's [research guides](#) provide guidance to finding subject-specific electronic materials.

### **Communication, Feedback and Email**

The instructor will respond to student's emails within 48 hours. If instructor is away from email for more than one day, she will post an announcement in the Blackboard course folder.

Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

- Syllabus
- Frequently Asked Questions (FAQs)
- Help forum (Feel free to respond to other students in the Help forum if you know the answer.)
- Blackboard videos on how to use Blackboard features
- Blackboard Q&A, and
- Technology Requirements.

Grades and feedback will be posted to Blackboard (see My Grades) within 2 to 3 days for blogs and discussions and within a week for papers after the assignment is due.

It is expected that you use your SHU email address; emails from non-SHU accounts will not be returned.

### **Netiquette**

Netiquette refers to the good manners we use when communicating online.

For online discussion netiquette:

1. Think of your comments as printed in the newspaper... your online comments will be seen, heard and remembered by others in this class. Before you make an emotional, outrageous, or sarcastic remark on-line, think about whether or not you would care if it was seen in your local newspaper.
2. Don't be overcome by your emotions. Take a few breaths and step away from your computer if need be.
3. Sign your real name. It is easier to build a classroom community when you know to whom you are responding.
4. Avoid self-centered comments. If you have a great idea, great. If you want to contribute to an ongoing discussion, terrific. But, don't just tell others about your problems ("I'm frustrated", "My audio doesn't work today") unless it contributes in some way to the class.
5. Avoid negativity. You can disagree. You should disagree. You can challenge ideas and the course content, but avoid becoming negative online. It will impact you negatively, hinder the class discussion, and may give the wrong impression of you to others.
6. There is no need to be aggressive online. No flaming, all caps, or !!!!, or ????
7. Be polite, understate rather than overstate your point, and use positive language. Using bold, frank, overstated language conveys an emotional aggressiveness that hinders your message.
8. Disagree politely. When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
9. Don't disrupt. Online dialogue is like conversation. If there is a dialogue or train of thought going on, join in, add to it, but, if you have something entirely different to bring up, wait or post it in another thread.
10. Don't use acronyms that not everyone would understand and know.

### **Academic and Professional Integrity Policy**

Students are expected to follow the Academic and Professional Integrity Policy outlined in the [Student Handbook](#) In addition to the specific Academic and Professional Integrity Policy of his/her major school or college:

1. **Dependability:** candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
2. **Respect & Empathy:** candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
3. **Open-mindedness:** candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
4. **Integrity:** candidates submit original work, fully cite all sources associated with the development of their work (including information from the internet), and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity. (Original student work is expected. Any work containing plagiarized material will result in an automatic "0" for the assignment.)
5. **Passion for the profession:** candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life-long learning.

## **Plagiarism**

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See university and school standards for academic conduct here:

<http://www.shu.edu/offices/student-life/community-standards/community-standards.cfm>

<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>.

## **Statement on Students with Disabilities**

Under the Americans with Disabilities Act and Section 504 of the Civil Rights Restoration Act, students at Seton Hall University who have a disability may be eligible for accommodations in this course. Should a student require such accommodation, he or she must self-identify at the Office of Disability Support Services (DSS), Room 67, Duffy Hall, provide documentation of said disability, and work with DSS to develop a plan for accommodations. The contact person is Ms. Diane Delorenzo at [\(973\) 313-6003](tel:973-313-6003).

DETAILED CLASS SCHEDULE

Weeks	Reading and Video Content	Activities	Paper A
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<p><b>Week 1:</b>  <b>Introduction to conflict resolution in plural and culturally diverse societies</b></p> <p><b>Date:</b>  <b>Mon., 01/25 – Sun., 01/31</b></p> <p><b>Learning outcome</b>  <b>1, 2 &amp; 3</b></p>	<p><b>Readings:</b></p> <p>Syllabus</p> <ol style="list-style-type: none"> <li>1. Avruch, K. (1998), <i>Culture &amp; Conflict Resolution</i>. (Part I, pp. 5-16)</li> <li>2. Ross, M. H. (2007). <i>Cultural Contestation in Ethnic Conflict</i> (Chapter 1)</li> </ol> <p><b>PowerPoint/lecture</b></p> <p><b>Video:</b> “West and East, Cultural Differences”:  <a href="http://www.youtube.com/watch?v=ZoDtoB9Abck">http://www.youtube.com/watch?v=ZoDtoB9Abck</a></p>	<p><b>TOPIC: During the first week, we will focus on mutual introductions and acquainting ourselves with the topic of conflict resolution in diverse cultural settings. You will be expected to also explore the syllabus, Blackboard and course requirements.</b></p> <p><b>1.1. Introductions Blog</b></p> <p><u>Instructions:</u> Post a blog entry to introduce yourself to the instructor and the other students in the course. You are encouraged to comment on the introductions of your student colleagues.</p> <p>Include answers to the following questions...</p> <ol style="list-style-type: none"> <li>1. Where do you call home?</li> <li>2. What name do you go by in this school?</li> <li>3. What experiences do you have with conflict resolution?</li> <li>4. What do you expect to learn in this course?</li> <li>5. Do you currently have a practice of a known future practice? Please describe.</li> <li>6. What are your outside interests?</li> <li>7. Have you ever taken an online course before? If so, what tips do you have for other students?</li> </ol> <p>The introduction should be between 75 and 100 words.</p> <p><b>Deadline: 01/31/2016</b></p> <p><b>1.2 Blog entry on How can culture help to mitigate or incite conflicts? – Points: 5</b></p> <p><u>Learning Objective</u>  By the completion of this activity, you will be able to apply skills of critical analysis and use various concepts to analyze the role of culture in conflict dynamics.</p> <p><u>Instructions:</u></p>
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		<p>Complete the assigned readings 1 and 2 and use some of the concepts/theories from the readings to analyze how can culture help mitigate or incite some real life conflict/s of your choice (personal, intrastate, interstate or communal). Make sure you cite the readings.</p> <p>Blog length should be 100-150 words.</p> <p>Estimated time for blog: 2 hours.</p> <p><b>Deadline: 01/31/2016</b></p> <p><b>1.3 Group discussion on the video “West and East, Cultural Differences” – Points: 5</b></p> <p><u>Learning Objective</u></p> <p>By the completion of this activity, you will be able to critically analyze how cultural differences can lead to conflict.</p> <p><u>Instructions:</u> Complete the reading 2 and submit to the discussion board an entry answering the question: How can we manage differences between Eastern and Western cultures? Feel free to provide personal examples and offer creative solutions supported by evidence.</p> <p>Submit 1 initial entry of 100-150 words and at least 2 replies to your colleagues entries of 50-100 words</p> <p>Refer to the “Rubric for Excellent Class Discussions,” for grading criteria.</p> <p>Estimated time for discussion: 3 hours.</p> <p><b>Deadline: 01/29/2016 (post discussion initial entry)</b></p> <p><b>Deadline: 01/31/2016 (submit at least 2 replies to others’ initial entries)</b></p>
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Weeks	Reading and Video Content	Activities	Pap
<p><b>Week 2:</b> <b>Cultural frames: Collectivist and individualist cultures</b></p> <p><b>Mon., 02/01 – Sun., 02/07</b></p> <p><b>Learning Outcomes: 1, 3, 5</b></p>	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>Avruch, K. (1998), <i>Culture &amp; Conflict Resolution</i> (Part III, pp. 57-68)</li> <li>Salem, P. (1993), "A Critique of Western Conflict Resolution from a Non-Western Perspective", <i>Negotiation Journal</i>, 9 (4): 361-9.</li> <li>Triandis, Harry C., Robert Bontempo, Marcelo J. Villareal, Masaaki Asai, and Nydia Lucca. 1988. "Individualism and Collectivism: Cross-cultural Perspectives on Self-ingroup Relationships." <i>Journal of Personality and Social Psychology</i> 54 (2): 323.</li> <li>Gorodnichenko, Yuriy, and Gerard Roland. 2012. "Understanding the Individualism-Collectivism Cleavage and Its Effects: Lessons from Cultural Psychology." <i>Institutions and Comparative Economic Development</i> 150: 213.</li> </ol>	<p><b>TOPIC: During week 2, we will focus on collectivist and individualist cultures and analyze how they may influence conflict and conflict resolution.</b></p> <p><b>2.1. Blog entry on Individualist and Collectivist Cultures – Points: 5</b></p> <p><u>Learning Objective</u></p> <p>By the completion of this activity, you will be able to apply skills of critical analysis and use various concepts to analyze individualist and collectivist frames.</p> <p><u>Instructions:</u></p> <p>Complete the assigned readings 1, 4 and apply the concepts/theories from the readings to analyze how collectivist and individualist can influence relationships frames in a conflict of your choice. Make sure you cite the readings.</p> <p>Blog length should be 100-150 words.</p> <p>Refer to the “Rubric for Excellent Blog Posts” for grading criteria.</p> <p>Estimated time for blog: 3 hours.</p> <p><b>Deadline: 02/07/2016</b></p>	<p>2.2. <b>Por</b></p> <p><u>Lea</u> By be a reso diff</p> <p><u>Ins</u> Sub Ho are Use con are ind per solu</p> <p><b>De</b></p>

	<p><b>PowerPoint/Mini-lecture</b> on individualist and collectivist frames and how they can contribute to conflict</p>		
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Weeks	Reading and Video Content	Activities	Pa
<p><b>Week 3:</b>  <b>Cultural and discursive contestation and possibilities of conflict transformation</b></p> <p><b>Mon., 02/08 – Sun., 02/14</b></p> <p><b>Learning Outcomes: 1, 2, 3, 4</b></p>	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>Ross, M. H. (2007). <i>Cultural Contestation in Ethnic Conflict</i> (Chapter 2, 3; pp. 30-88)</li> <li>Ron, Yiftach &amp; Maoz, Ifat. Dangerous stories: Encountering narratives of the other in the Israeli–Palestinian conflict. <i>Peace and Conflict: Journal of Peace Psychology</i>, Vol 19(3), Aug 2013, 281-294.</li> <li>Avruch, K. (2003). “Type I and Type II Errors in Culturally Sensitive Conflict Resolution Practice,” <i>Conflict Resolution Quarterly</i> 20(3): 351-371.</li> </ol> <p><b>Mini-lecture</b> on cultural and discursive contestation and how they can be transformed</p>	<p><b>TOPIC: During this week, we will focus on conflicts at a discursive level as storylines that shape historical memory, identity and ideology. We will explore how conflicts are manifested in the sphere of narratives and discourses that contribute to conflict and conflict resolution.</b></p> <p><b>3.1. Blog entry on cultural and discursive contestation - Points: 5</b></p> <p><u>Learning Objective</u>  By the completion of this activity, you will be able to apply skills of critical analysis and use various concepts to analyze cultural and discursive contestation and possibilities of conflict transformation.</p> <p><u>Instructions:</u>  Complete the assigned readings 1, 2, 3 and apply the concepts/theories from the readings on a case of cultural conflict and suggest ways how cultural contestation can be overcome. Make sure you cite the readings.  Blog length should be 100-150 words.  Refer to the “Rubric for Excellent Blog Posts” for grading criteria.  Estimated time for blog: 3 hours.</p> <p><b>Deadline: 2/14/2016</b></p>	

<p><b>Week 4:</b>  <b>Cultural expressions of conflict and its resolution - art, film, visualization, and imagery (I)</b></p> <p><b>Mon., 02/15 – Sun., 02/21</b></p> <p><b>Learning Outcomes: 3, 4, 5</b></p>	<p><b>Reading:</b></p> <p>Yonamine, Moé. 2012. Review "But You Guys Wanted Us Here". <i>Rethinking Schools</i>. 26 (3)</p> <p><a href="http://www.rethinkingschools.org/archive/26_03/26_03_review.shtml">www.rethinkingschools.org/archive/26_03/26_03_review.shtml</a>.</p> <p>Hoaglund's documentary <a href="#"><i>ANPO: Art X War</i></a> (New Day Films, 89 min., 2010) highlights Japanese and Okinawan artists—and their powerful, provocative paintings, photos, anime, and films to show the ongoing resistance in Japan (including Okinawa) to the U.S. military presence since 1945.</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. LeBaron, Michelle. 2003. <i>Bridging Cultural Conflicts: A New Approach for a Changing World</i>. (Chapters 2, 3, 5)</li> <li>2. Zelizer, Craig. 2003. "The Role of Artistic Processes in Peacebuilding in Bosnia-Herzegovina." <i>Peace and Conflict Studies</i> 10 (2): 62–75.</li> </ol>	<p><b>TOPIC:</b> The topic for this week is cultural expressions of conflict. We will explore how art and visualizations are used to convey human suffering in conflict and how they are used to educate people about its consequences and creative ways of overcoming it.</p> <p><b>4.1. Blog on the documentary ANPO: Art X War</b></p> <p><u>Learning Objective</u></p> <p>By the completion of this activity, you will be able to critically assess cultural expressions of conflict and its resolution. You will analyze cultural and artistic expressions and their use in conflict resolution as means of protest, hope and new beginning.</p> <p><u>Instructions:</u> Watch the documentary and create an entry based on the following questions: What did you see? What did you experience? Why are various art forms used to protest? Do they have power to incite change towards peace? How do they influence your perceptions and views on occupation of Japan? Please use concepts and insights from the readings and make sure you cite them.</p> <p>Blog length should be 100-150 words.  Refer to the "Rubric for Excellent Blog Posts" for grading criteria.</p> <p>Estimated time for blog: 2 hours.</p> <p><b>Points: 5</b>  <b>Deadline: 02/21/2016</b></p>
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<p><b>Week 5:</b>  <b>Cultural expressions of conflict and its resolution -art, film, visualization, and imagery (II)</b></p> <p><b>Date: Mon 02/22- Sun 02/28</b></p> <p><b>Learning Outcomes: 3, 4, 5</b></p>	<p><b>Image:</b>  Picture of Picasso’s Guernica and his comment</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Shank, Michael, and Lisa Schirch. 2008. “Strategic Arts-Based Peacebuilding.” <i>Peace &amp; Change</i> 33 (2) (April): 217–242.</li> <li>2. Cohen et al. 2011. <i>Acting Together: Performance and the Creative Transformation of Conflict, Volume I</i>. (Introduction, Chapters 1, 2, 3)</li> </ol> <p><b>Lecture/Powerpoint</b></p>	<p><b>TOPIC: This week we continue to focus on cultural expressions of conflict. Specifically, we will focus on theatre as an approach of overcoming trauma of war and art as powerful anti-war symbol.</b></p> <p><b>5.1. Group Discussion on Picasso’s Guernica and statement attached</b></p> <p><u>Learning Objective</u>  By the completion of this activity, you will be able to evaluate the potential of cultural expressions as conflict resolution practices and compare effectiveness of particular theoretical concepts as tools of conflict analysis.</p> <p><u>Instructions:</u> Using concepts and insights from the readings, submit to the discussion board an entry responding to Picasso’s statement, his painting Guernica and answering the following: Do you agree that paintings can be instruments of war and why? Guernica is a symbol of anti-war movement and its focus is on underlying suffering of civilians. Why is it such a powerful symbol that endured through time? Submit 1 initial entry of 100-150 words and at least 2 replies to your colleagues entries of 50-100 words</p> <p>Refer to the “Rubric for Excellent Class Discussions,” for grading criteria.  Estimated time for discussion: 4 hours.</p> <p><b>Deadline: 2/26/2016 (post discussion initial entry)</b>  <b>Deadline: 2/28/2016 (submit at least 2 replies to others’ initial entries) Points: 5</b></p>	
<p><b>SPRING BREAK</b></p>	<p>02/29-03/06/16</p>		

<p><b>Week 6: Culture and conflict resolution practice (Case study I European cultural diversity and conflict)</b></p> <p><b>Mon., 3/7 – Sun., 3/13</b></p>	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Ross, M. H. (2007). <i>Cultural Contestation in Ethnic Conflict</i> (Chapter 5 and 7)</li> <li>2. LeBaron, Michelle. 2003. <i>Bridging Cultural Conflicts: A New Approach for a Changing World</i>. (Chapters 7, 8)</li> </ol> <p><b>Mini-lecture</b> on culture and conflict resolution practice (I)</p> <p><b>Documentary:</b></p>	<p><b>TOPIC: We will focus on conflict and conflict resolution practice in a real life situation. This week, we examine conflicts in plural and culturally diverse Europe.</b></p> <p><b>6.1 Blog entry on the European case – Points: 5</b></p> <p><u>Learning Objective</u></p> <p>By the completion of this activity, you will gain insights into European cultural diversity and conflicts that emerge out of cultural differences. You will have the opportunity to apply some of the concepts from the readings on the case in question which would facilitate analysis and learning about the practices of conflict resolution in culturally diverse settings.</p>	
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<p><b>Learning Outcomes:</b> 1,2,3,4,5</p>	<p>No Colors: Racism and Prejudice in Modern Europe (27:00) 2007  <a href="http://mutex.gmu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=1844&amp;xtid=37171">http://mutex.gmu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=1844&amp;xtid=37171</a></p>	<p><u>Instructions:</u>  Complete the assigned readings and use some of the concepts/ideas from the readings to analyze how can we deal with cultural differences constructively. Make sure you cite the readings.</p> <p>Blog length should be 100-150 words.</p> <p>Refer to the “Rubric for Excellent Blog Posts” for grading criteria.  Estimated time for blog: 2 hours.  <b>Deadline: 3/13/2016</b></p> <p><b>6.2. Group discussion on the documentary - Points: 5</b></p> <p>By the completion of this activity, you will gain knowledge into how diverse cultures can create conditions for contestation and conflict. This program looks at the racism and xenophobia brought to the surface by a massive influx of foreign workers and job-seekers into Western Europe.</p> <p><u>Instructions:</u>  Watch the documentary and suggest ways or practices of how to deal with Islamophobia, religious fundamentalism, the radicalization, and racism using concepts/ideas from the readings. Make sure you cite the readings  Submit 1 initial entry of 100-150 words and at least 2 replies to your colleagues entries of 50-100 words  Refer to the “Rubric for Excellent Class Discussions,” for grading criteria.  Estimated time for discussion: 3 hours.</p> <p><b>Deadline: 3/11/2016 (post discussion initial entry)</b>  <b>Deadline: 3/13/2016 (submit at least 2 replies to others’ initial entries)</b></p>	
<p><b>Week 7:  Culture and conflict resolution practice (Case study II – South Africa)</b></p>	<p><b>Readings:</b></p> <p>3. Ross, M. H. (2007). <i>Cultural Contestation in Ethnic Conflict</i> (Chapter 8 and 9, 11)</p> <p>4. LeBaron, Michelle. 2003. <i>Bridging Cultural Conflicts: A New Approach for a Changing</i></p>	<p><b>TOPIC: This week, we will focus on conflict and conflict resolution practice in a real life situation. We examine conflicts in plural societies in Africa.</b></p> <p><b>7.1 Blog entry on South African case – Points: 5</b></p> <p><u>Learning Objective</u></p>	

<p><b>Date: Mon., 03/14 – Sun., 03/20</b></p> <p><b>Learning Outcomes: 1,2,3,4,5</b></p>	<p><i>World.</i> (Chapters 9, 10)</p> <p><b>Documentary:</b> Five Dimensions of Culture in Ethiopia, South Africa &amp; the U.S.: Intercultural Connections (39:00) <a href="http://mutex.gmu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=1844&amp;xrid=53629">http://mutex.gmu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=1844&amp;xrid=53629</a></p> <p><b>Mini-lecture</b> on culture and conflict resolution practice (II)</p>	<p>By the completion of this activity, you will gain insights into South African case study and will be able to analyze how cultural issues related to the case contribute to conflict. You will have the opportunity to apply some of the concepts from the readings on the case in question which would facilitate analysis and learning about the practices of conflict resolution in culturally diverse settings.</p> <p><u>Instructions:</u> Complete the assigned readings and use some of the concepts/ideas from the readings to analyze how can we deal with cultural differences constructively. Make sure you cite the readings.</p> <p>Blog length should be 100-150 words.</p> <p>Refer to the “Rubric for Excellent Blog Posts” for grading criteria. Estimated time for blog: 2 hours. <b>Deadline: 3/20/2016</b></p> <p><b>7.2. Group discussion on Ethiopia, South Africa &amp; the U.S.: Intercultural Connections – Points: 5</b></p> <p><u>Learning Objective</u> By the completion of this activity, you will be able to critically analyze how cultural differences can lead to conflict, bias, racism etc.</p> <p><u>Instructions:</u> Watch the documentary. Submit to the discussion board an entry answering the question: How cultural differences contribute to conflicts? Propose ways how can we manage those differences? Feel free to provide personal examples and offer creative solutions supported by evidence. Submit 1 initial entry of 100-150 words and at least 2 replies to your colleagues entries of 50-100 words</p> <p>Refer to the “Rubric for Excellent Class Discussions,” for grading criteria. Estimated time for discussion: 3 hours.</p> <p><b>Deadline: 3/26/2016 (post discussion initial entry)</b> <b>Deadline: 3/20/2016 (submit at least 2 replies to others’ initial entries)</b></p>	

<p><b>Week 8:</b> <b>Education in plural societies</b></p> <p><b>Date:</b> 03/21 – Sun., 03/27</p> <p><b>Learning Outcomes:</b> 1,2,3</p>	<p><b>Readings:</b></p> <p>1. Zvi Bekerman and Michalinos Zembylas. 2012. On Conflict, Identity and More. In <i>Teaching Contested Narratives: Identity, Memory and Reconciliation in Peace Education and Beyond</i>. New York: Cambridge University Press. (Chapter 3)</p> <p>2. Hromadzcic, Azra. 2008. “Discourses of Integration and Practices of Reunification at the Mostar Gymnasium, Bosnia and Herzegovina.” <i>Comparative Education Review</i> 52 (4) (November): 541–563.</p> <p>3. Tomlinson, Kathryn, and Pauline Benefield. 2005. <i>Education and Conflict: Research and Research Possibilities</i>. ERIC. <a href="http://eric.ed.gov/?id=ED502593">http://eric.ed.gov/?id=ED502593</a>.</p>	<p><b>TOPIC: We will explore the topic of education in conflict and postconflict situation and how education can be used to perpetuate and discontinue conflicts.</b></p> <p><b>8.1. Group discussion on education in plural societies - Points: 5</b></p> <p><u>Learning Objective</u> By the completion of this activity, you will be able to apply skills of critical analysis and use various concepts to analyze the needs and possibilities of education in plural and conflict-stricken societies.</p> <p><u>Instructions:</u> Complete the assigned readings 1, 2, 3, and apply the concepts from the readings to discuss how education can be used for conflict resolution Make sure you cite the readings.</p> <p>Feel free to provide personal examples and offer creative solutions supported by evidence. Submit 1 initial entry of 100-150 words and at least 2 replies to your colleagues entries of 50-100 words</p> <p>Refer to the “Rubric for Excellent Class Discussions,” for grading criteria.</p> <p>Estimated time for discussion: 3 hours.</p> <p><b>Deadline: 3/25/2016 (post discussion initial entry)</b> <b>Deadline: 3/27/2016 (submit at least 2 replies to others’ initial entries)</b></p>	
<p><b>Week 9:</b> <b>Identity, diversity and conflict</b></p> <p><b>Date:</b> Mon., 3/28 – Sun., 4/3</p> <p><b>Learning</b></p>	<p><b>Readings:</b></p> <p>1. Ting-Toomey, Stella, Kimberlie K. YeeJung, Robin B. Shapiro, Wintilo Garcia, Trina J. Wright, and John G. Oetzel. 2000. “Ethnic/cultural Identity Salience and Conflict Styles in Four US Ethnic Groups.” <i>International Journal of Intercultural Relations</i> 24 (1): 47–81.</p>	<p><b>TOPIC: This week’s topic is identity in conflicts. We will explore the functions of diverse identities and how they complement or contradict each other.</b></p> <p><b>9.1. Blog entry on identity in plural societies - Points: 5</b></p> <p><u>Learning Objective</u> By the completion of this activity, you will be able to apply skills of critical analysis and use various concepts to analyze identity issues in plural and conflict-stricken societies.</p>	

<p><b>Outcomes:</b> 1,2,4</p>	<p>2. Berry, John W. 1997. "Immigration, Acculturation, and Adaptation." <i>Applied Psychology</i> 46 (1): 5-34. <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1464-0597.1997.tb01087.x/full">http://onlinelibrary.wiley.com/doi/10.1111/j.1464-0597.1997.tb01087.x/full</a>.</p> <p>3. Volkan, Vamik D. 2001. "Transgenerational Transmissions and Chosen Traumas: An Aspect of Large-Group Identity." <i>Group Analysis</i> 34 (1): 79-97. doi:10.1177/05333160122077730</p> <p><b>Mini lecture on identity</b></p> <p><b>Image/Exercise:</b> My Identity Map</p>	<p><u>Instructions:</u></p> <ol style="list-style-type: none"> <li>1. Complete the assigned readings 1, 2, 3, and apply the concepts/theories from the readings on a case of identity conflict and suggest ways how identity issues in diverse societies can be dealt with to promote peace rather than conflict. Make sure you cite the readings.</li> <li>2. Create your identity map and attach it to the blog. Describe in few sentences what is the most important identity for you and why.</li> </ol> <p>Blog length should be 200-250 words. Refer to the "Rubric for Excellent Blog Posts" for grading criteria. Estimated time for blog: 3 hours.</p> <p><b>Deadline: 04/3/2016</b></p> <p><b>9.2. Final Paper Blog</b></p> <p><u>Instructions:</u></p> <p>Prepare a one-paragraph summary of your final paper and submit it as an attachment to a blog post. State your opinion (in 100-150 words) on 2 other summaries using the Blog Comments feature. If you see that two other students have already commented on someone's outline then comment on another student's post. I would like to make sure that all students receive feedback from their peers.</p> <p>Refer to the "Rubric for Excellent Blog Posts" for grading criteria.</p> <p><b>Final Paper Outline Deadline: 4/1/16</b></p> <p><b>Deadline: Feedback Comments 4/3/16</b> <b>Points: 5</b></p>	
<p>Week 10: Final Paper</p> <p>Learning</p>		<p><b>TOPIC: The final week is dedicated to conducting research and writing of the final paper.</b></p> <p><b>10.2. Final paper</b></p>	

<p><b>Outcomes:</b> 1,2,3,4,5</p> <p><b>Mon., 4/4 – Sun. 4/10</b></p>		<p><u>Learning Objectives:</u></p> <p>By the completion of this activity, you will be able to analyze the current and develop new innovative approaches to resolution of conflicts and their cultural implications based on ideas and concepts covered.</p> <p><u>Instructions</u></p> <ul style="list-style-type: none"> <li>• The final paper unites all theoretical and practical approaches of the course. Use a case study of your choice and analyze your case based on theoretical ideas and notions you studied during the whole course.</li> <li>• Show how theoretical analysis with cultural lens can be helpful in understanding conflict.</li> <li>• The case study can be drawn from the organizational, communal, national, or international level and can represent any social conflict between groups- professional, gender, ethnic, religious, national, political, etc.</li> <li>• Based on the comments on your paper by fellow students and the instructor prepare the final version of your final paper.</li> <li>• The research paper should be 10-15 pages in length double spaced, one-inch margins, Times New Roman, 12pt. font.</li> </ul> <p><b>See requirements above and “Rubric for Excellent Written Papers.”</b></p> <p><b>Submit Final Paper Deadline: 4/10/2016</b></p>	
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