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Spring 2021

DIPL 6250 Conflict and Conflict Resolution in Plural Societies

Fredline M'Cormack-Hale PhD
Seton Hall University

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DIPL 6250 – Conflict and Conflict Resolution in Plural Societies
Spring 2021 (online)

Instructor: Fredline M’Cormack-Hale, PhD
School of Diplomacy and International Relations, Seton Hall University
Contact: Fredline.m’cormack-hale@shu.edu or amaybel@gmail.com
Skype: amaybel2
Office hours: By appointment (Skype or email)

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 10-078796431X

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.

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).** While each forum officially will begin on Monday, 4 p.m. of each week, you will have access to forum content and information at any time. However, forums will remain open for discussions, blog posts and assignment submissions until 11:59 p.m., Sunday. Please note that first response to discussion questions is due on Friday, and at least two responses to colleague posts are due two days later, on Sunday. You **must** do both for your responses to be considered complete. Submitting one without the other will result in loss of points. Students will also be graded on the quality and thoughtfulness of their contributions as per the discussion board and blog assignment rubrics posted on blackboard. Since our class does not meet in person, it is your contributions on the material, your reflections around the subject matter and your engagement on these issues with each other that will greatly enhance the course. Both discussion and blog posts **must** reference class readings for that week. Not only is it expected that your responses will draw specifically on the readings, you are also expected to have a list of works cited, using Chicago style format. **All** readings for that week should be referenced. While readings for the week must be referenced, students can also bring in outside readings, which must also be included in the works cited. **(40%)**.
2. **Reflective paper.** One 5-page paper in which you should analytically reflect on at least 2 class readings (See week 2). 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. Please provide a works-cited page using Chicago format. While you **must** reflect on at least two class readings, you can also bring in and cite outside readings. The paper should use 12-point font, and be double-spaced with one-inch margins and is due on 2/14/2021. **(20%)**
3. **Final paper (abstract, oral presentation and 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 abstract of your paper, an outline that details how the paper is to be structured and an oral/video presentation of the paper and its key components that will be posted as a discussion post during week 4. This abstract, outline and presentation is due on **3/5/2021** and is worth 10 points. **(10%)**

PowerPoint Presentation Instructions

Each student will prepare a 5-minute presentation for the class in one of two formats: either a PowerPoint slide presentation with recorded voice, OR a self-recorded video (see links below). For this presentation, students should prepare at least 3-5 PowerPoint slides taking colleagues through their paper idea and provide an oral/video presentation of the slides. Given that there is limited space to discuss the paper idea, the oral presentation provides an opportunity to expand on what the paper will be about.

Thus, the PowerPoint presentation is really just an oral and (if you choose, visual), presentation of your paper. It is up to you how you would like to structure it and present it, as long as it describes/discusses/elaborates on your paper presentation, including your thesis, potential argument and the sources that you are thinking of using.

There are TWO options for the presentation portion of the assignment.

1. Make an oral recording of yourself speaking about your PowerPoint presentation and showing it for your classmates and professor. See this resource from Microsoft Office for more information: <https://support.office.com/en-us/article/Record-your-screen-in-PowerPoint-0b4c3f65-534c-4cf1-9c59-402b6e9d79d0>

OR

2. Record yourself using a webcam with the use of visual aids like PowerPoint slides (via your Seton Hall OneDrive through PirateNet or via YouTube by sharing a link). Tutorials here:

See this resource for the OneDrive option: https://shuprod.service-now.com/selfservice/kb_main.do?sysparm_kb=4a4f8f534f6d92008fcaecee0210c7ae

See this resource for the YouTube option: <https://support.google.com/youtube/answer/57409?hl=en>

Once you have done the PowerPoint presentation and recorded it, simply attach it to your discussion post in blackboard. The discussion post and PowerPoint **presentation due date is 11:59 pm of Friday March 5, while comments and feedback are due March 7 at the end of Week 4** of the course.

Then, based on the recommendations and questions that you'll receive, you should write the final paper. The final paper should be 12-15 pages in length, double-spaced, Times New Roman font, 1"-margins. The Final paper is due **5/9/2021** and is worth 35 points. **(35%)**

Citation Style

For all written assignments, it is expected that you will cite your class texts, supplemental readings, and other sources. Be creative and give your own opinions supported by evidence. Do not describe - be **analytical and creative**. **Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography**. The guidelines for these formats are on the course Blackboard page.

Again, please be sure to include either footnotes or in-text citations in ALL work, including blogs and discussion posts. Failure to do so will result in points taken off. Please also ensure that the papers are double-spaced, spell-checked, and legible. They should be in 12-point characters in the 'Times New Roman' font. Please use **Word document format**. All material submitted for the class should be your own work and must not be copied or otherwise plagiarized.

All students are expected to do all of the reading in advance and to take part in the discussions. Taking part in the course discussions is expected, and posting to course discussions only a few times over the duration of the semester does not count as full participatory credit. The quality of class sessions is greatly enhanced when students are prepared to engage the course material in a constructive fashion. Participation will be noted and credited to your grade.

Grading Criteria

Assignments/Activities	Percentage
Discussions and blogs (due dates on blackboard)	35
I Reflective Paper (2/14)	20
I Abstract, outline & oral presentation of paper & peer feedback (3/5 & 3/7)	10
Final Paper (5/9)	35

Table of points:

Module	Group discussion	Blogs	Paper (graded)	Total percentages
1	5	5		10
2			20	20
3		5		5
4			10 (paper abstract)	10
5	5			5
6	5			5
7				
8	5			5
9		5		5
10			35	35
Total	20	15	65	100

Grading Scale

A 94-100

A- 90-93

B+ 87-89

B 84-86

B- 80-83

C+ 77-79

C 74-76

C- 70-73

D 66-69

F 65 and below

*Note: Graduate students in Seton Hall's School of Diplomacy should be aware that they need a minimum GPA of 3.0 to graduate.

Course Policies

Late Work

All blogs, discussion postings and papers are due by 11:59 pm on the noted day and will be considered late if submitted after this time. No late blogs and discussion posts will be accepted without prior discussion and approval from the instructor. Absent prior communication, failure to complete an assignment on its due date will result in a grade penalty. All late assignments will be penalized by

one-third letter grade per day (i.e., an A assignment turned in one day late is an A-, two days late a B+, etc.) except in cases of medical/family emergency or COVID-related issues.

I understand that emergencies happen; please contact me sooner, rather than later, if you find it difficult to keep up with your work, are falling behind in the class, or are having problems and difficulties of any kind. We are in a global pandemic and these are particularly difficult and scary times. I will work with you, and if I can't help you, will direct you to someone who can. There are LOTS of campus resources (both virtual and in-person) available; so do use them, and again, I will do my best to work with you on whatever you might be facing. However, I cannot help you if you do not let me know ahead of time, so please let me know beforehand, so that we can work something out.

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.

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 5 to 7 days for blogs and discussions and within two weeks for papers after the assignment is due.

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

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: <https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf> and <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>.

Work submitted in the course must be the product of each individual student. Contributions of others to the finished work must be appropriately cited and acknowledged. Any work not following these guidelines may be found to be plagiarism.

Please read a brief piece by Rebecca Moore Howard and Amy Rupiper Taggart from Research Matters, entitled, "Using information and avoiding plagiarism," and, "Managing Information," that is posted on blackboard, under course information, in the section on "Academic and Professional Integrity Policy." These works provides additional guidance on how to avoid plagiarism.

In addition, to not plagiarizing, students are expected to show the following:

1. **Dependability:** students are reliable, timely, and consistent in their presence and preparation for courses at the university.
2. **Respect & Empathy:** students are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and fellow students.
3. **Open-mindedness:** students respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, discussion, and blog posts.
4. **Integrity:** students 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.

Disability Services Statement

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Important pandemic-related considerations

Coronavirus Safety:

In accordance with the Seton Hall pledge, students must wear a mask in class, maintain required social distancing, and not come to class if you are ill. No mask, no class. The pledge can be found here: <https://www.shu.edu/health-intervention-communication/seton-hall-pledge.cfm>.

CAPS:

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>.

Policy on Incompletes:

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

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.

Gorman, Amanda. "The Hill We Climb."

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.

Paper I Due: 2/14/2021

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)

One paragraph abstract and outline of main paper due and comments for peers (3/5 and 3/7)

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)

Menkel-Meadow, C. (2018). "Why we can't just all get along: Dysfunction in the polity and conflict resolution and what we might do about it." *Journal of Dispute Resolution*, 2018(1), 5-26.

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 5/9/2021

DETAILED CLASS SCHEDULE

Weeks	Reading and Video Content	Activities	Paper Assignments
<p>Week 1: Introduction to conflict resolution in plural and culturally diverse societies</p> <p>Date:</p> <p>Mon., 02/1 – Sun., 07</p> <p>Learning outcome 1, 2 & 3</p>	<p>Readings:</p> <p>Syllabus</p> <ol style="list-style-type: none"> 1. Avruch, K. (1998), <i>Culture & Conflict Resolution</i>. (Part I, pp. 5-16) 2. Ross, M. H. (2007). <i>Cultural Contestation in Ethnic Conflict</i> (Chapter 1) <p>PowerPoint/lecture</p> <p>Video: “West and East, Cultural Differences”: http://www.youtube.com/watch?v=ZoDtoB9Abck</p>	<p>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.</p> <p>I.1. Introductions Blog – Points: 5</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"> 1. Where do you call home? 2. What name do you go by in this school? 3. What experiences do you have with conflict resolution? 4. What do you expect to learn in this course? 5. What are your outside interests? 6. Have you ever taken an online course before? If so, what tips do you have for other students? <p>The introduction should be between 75 and 100 words.</p> <p>Deadline: 02/03/2021</p>	

		<p>1.2 Group discussion on the video “West and East, Cultural Differences” – Points: 5</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.</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. Submit 1 initial entry of 150-350 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>Deadline: 02/05/2021 (post discussion initial entry) Deadline: 02/07/2021 (submit at least 2 replies to others’ initial entries)</p> <p>Question to think about Complete the assigned readings and think about how to 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).</p>	
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Weeks	Reading and Video Content	Activities	Paper Assignments
<p>Week 2: Cultural frames: Collectivist and individualist cultures</p> <p>Mon., 02/08 – Sun., 02/14</p> <p>Learning Outcomes: 1, 3, 5</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. Avruch, K. (1998), <i>Culture & Conflict Resolution</i> (Part III, pp. 57-68) 2. Salem, P. (1993), "A Critique of Western Conflict Resolution from a Non-Western Perspective", <i>Negotiation Journal</i>, 9 (4): 361-9. 3. 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. 4. 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. <p>PowerPoint/Mini-lecture on individualist and collectivist frames and how they can contribute to conflict</p>	<p>TOPIC: During week 2, we will focus on collectivist and individualist cultures and analyze how they may influence conflict and conflict resolution.</p> <p><u>Learning Objective</u> By the completion of this week, you will be able to apply skills of critical analysis and use various concepts to analyze individualist and collectivist frames.</p> <p><u>Things to look for in the readings:</u> Paying particular attention to the assigned readings 1, 4 try to apply the concepts/theories from the readings to analyze how collectivist and individualist cultures can influence relationships frames</p>	<p>2.2. Paper I Points: 20</p> <p><u>Learning Objective</u> By the completion of this activity, you will be able to critically analyze how conflict resolution practice is seen through different cultural frames.</p> <p><u>Instructions:</u> Complete the readings. Submit the paper on the following topic: How different conflict resolution practices are seen through different cultural frames? 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. Through the readings, reflect on conflict resolution practices and how they are seen through collectivist and individualist frames. Feel free to provide personal examples that illustrate points raised in the readings and offer creative solutions supported by evidence.</p> <p>Deadline: Sun., 02/14/2021</p>

Weeks	Reading and Video Content	Activities	Paper Assignments
<p>Week 3: Cultural and discursive contestation and possibilities of conflict transformation</p> <p>Mon., 02/22 – Sun., 02/28</p> <p>Learning Outcomes: 1, 2, 3, 4</p>	<p>Readings:</p> <ol style="list-style-type: none"> Ross, M. H. (2007). <i>Cultural Contestation in Ethnic Conflict</i> (Chapter 2, 3; pp. 30-88) Ron, Yiftach & 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. Avruch, K. (2003). “Type I and Type II Errors in Culturally Sensitive Conflict Resolution Practice,” <i>Conflict Resolution Quarterly</i> 20(3): 351-371. <p>Mini-lecture on cultural and discursive contestation and how they can be transformed</p>	<p>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.</p> <p>3.1. Blog entry on cultural and discursive contestation - Points: 5</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 500-600 words. Refer to the “Rubric for Excellent Blog Posts” for grading criteria. Estimated time for blog: 3 hours.</p> <p>Deadline: 2/28/2021</p>	

<p>Week 4: Cultural expressions of conflict and its resolution - art, film, visualization, and imagery (I)</p> <p>Mon., 03/1 – Sun., 03/07</p> <p>Learning Outcomes: 3, 4, 5</p>	<p>Reading:</p> <p>Yonamine, Moé. 2012. Review "But You Guys Wanted Us Here". <i>Rethinking Schools</i>. 26 (3)</p> <p>www.rethinkingschools.org/archive/26_03/26_03_review.shtml.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. LeBaron, Michelle. 2003. <i>Bridging Cultural Conflicts: A New Approach for a Changing World</i>. (Chapters 2, 3, 5) 2. Zelizer, Craig. 2003. "The Role of Artistic Processes in Peacebuilding in Bosnia-Herzegovina." <i>Peace and Conflict Studies</i> 10 (2): 62–75. 	<p>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.</p>	<p>4.2. Final Paper Abstract and Outline</p> <p><u>Instructions:</u></p> <p>Prepare a one-paragraph summary/abstract of your final paper, an outline of the main sections of the paper and a visual presentation of the paper and submit it as an entry in the discussion forum. (See PowerPoint presentation instructions above). State your opinion (in 100-150 words) on 2 other summaries using the Discussion 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>Final Paper Abstract and Outline Deadline: 3/05/2021</p> <p>Deadline: Feedback Comments 3/07/2021</p> <p>Points: 10</p>
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<p>Week 5: Cultural expressions of conflict and its resolution - art, film, visualization, and imagery (II)</p> <p>Date: Mon 03/15- Sun 03/21</p> <p>Learning Outcomes: 3, 4, 5</p>	<p>Image: Picture of Picasso's Guernica and his comment</p> <p>Readings:</p> <p>1. Shank, Michael, and Lisa Schirch. 2008. "Strategic Arts-Based Peacebuilding." <i>Peace & Change</i> 33 (2) (April): 217–242.</p> <p>2. Cohen et al. 2011. <i>Acting Together: Performance and the Creative Transformation of Conflict, Volume I</i>. (Introduction, Chapters 1, 2, 3)</p> <p>Lecture/PowerPoint</p>	<p>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.</p> <p>5.1. Group Discussion on Picasso's Guernica and statement attached</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 150-350 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>Deadline: 3/19/2021 (post discussion initial entry) Deadline: 03/21/2021 (submit at least 2 replies to others' initial entries) Points: 5</p>	
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<p>Week 6: Culture and conflict resolution practice (Case study I European cultural diversity and conflict)</p> <p>Mon., 3/22 – Sun., 3/28</p> <p>Learning Outcomes: 1,2,3, 4, 5</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. Ross, M. H. (2007). <i>Cultural Contestation in Ethnic Conflict</i> (Chapter 5 and 7) 2. LeBaron, Michelle. 2003. <i>Bridging Cultural Conflicts: A New Approach for a Changing World</i>. (Chapters 7, 8) <p>Mini-lecture on culture and conflict resolution practice (I)</p> <p>Documentary: No Colors: Racism and Prejudice in Modern Europe (27:00) 2007 http://mutex.gmu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=1844&xtid=37171</p>	<p>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.</p> <p>6.1 Group discussion on the documentary - Points: 5</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 150-350 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>Deadline: 3/26/2021 (post discussion initial entry) Deadline: 3/28/2021 (submit at least 2 replies to others’ initial entries)</p>	
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<p>Week 7: Culture and conflict resolution practice (Case study II – South Africa)</p> <p>Date: Mon., 04/05 – Sun., 04/11</p> <p>Learning Outcomes: 1,2,3,4,5</p>	<p>Readings:</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 World</i>. (Chapters 9, 10)</p> <p>Documentary: Five Dimensions of Culture in Ethiopia, South Africa & the U.S.: Intercultural Connections (39:00) http://mutex.gmu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=1844&xtid=53629</p> <p>Mini-lecture on culture and conflict resolution practice (II)</p>	<p>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.</p> <p>Questions to think about on the documentary: Intercultural Connections</p> <p>Think and analyze how cultural differences can lead to conflict, bias, racism etc. How do cultural differences contribute to conflicts? What are some ways in which we can manage these differences?</p>	
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<p>Week 8: Education in plural societies</p> <p>Date: 04/12 – Sun., 04/18</p> <p>Learning Outcomes: 1,2,3</p>	<p>Readings:</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. Hromadzic, 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. http://eric.ed.gov/?id=ED502593.</p>	<p>TOPIC: We will explore the topic of education in conflict and postconflict situation and how education can be used to perpetuate and discontinue conflicts.</p> <p>8.1. Group discussion on education in plural societies - Points: 5</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 150-350 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>Deadline: 4/16/2021 (post discussion initial entry) Deadline: 4/18/2021 (submit at least 2 replies to others’ initial entries)</p>	
<p>Week 9: Identity, diversity and conflict</p> <p>Date: Mon., 04/26 – Sun., 05/02</p> <p>Learning</p>	<p>Readings:</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>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.</p> <p>9.1. Blog entry on identity in plural societies - Points: 5</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>Outcomes: 1,2,4</p>	<p>2. Berry, John W. 1997. "Immigration, Acculturation, and Adaptation." <i>Applied Psychology</i> 46 (1): 5–34. http://onlinelibrary.wiley.com/doi/10.1111/j.1464-0597.1997.tb01087.x/full.</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>Mini lecture on identity</p> <p>Image/Exercise: My Identity Map</p>	<p><u>Instructions:</u></p> <p>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.</p> <p>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.</p> <p>Blog length should be 500-600 words. Refer to the "Rubric for Excellent Blog Posts" for grading criteria. Estimated time for blog: 3 hours.</p> <p>Deadline: 05/02/2021</p>	
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<p>Week 10: Final Paper</p> <p>Learning Outcomes: 1,2,3,4,5</p> <p>Mon., 05/03– Sun. 5/09</p>		<p>TOPIC: The final week is dedicated to conducting research and writing of the final paper.</p>	<p>10.1. Final paper <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"> • 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. • 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. • Based on the comments on your paper by fellow students and the instructor prepare the final version of your final paper. • The research paper should be 10-15 pages in length double spaced, one-inch margins, Times New Roman, 12pt. font. <p>See requirements above and “Rubric for Excellent Written Papers.”</p> <p>Submit Final Paper Deadline: 5/9/2021</p>
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