

**PACS 313**  
**Community Conflict Resolution**  
**Winter Term 2015**

**Meeting Time:** Tuesday/Thursday, 12:30 pm to 1:50 pm

**Room:** CGUC 1300

**Office Hours:** By appointment

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**Overview**

This course explores the significance of two themes, identity and community, in the development and transformation of conflict. Personal and social identities play a key role in conflicts in communal settings ranging from the workplace to religious groups to civil wars. In the course we will seek to understand and analyze identity based conflict as well as peacebuilding responses. Throughout the course, students are expected to engage in ongoing reflection, and apply course materials to their own experiences and interests. A significant component of the course will be a process of reflection on our own identities in such areas as gender, race and ethnicity. This reflection will lay the basis for understanding what often appears as intractability in identity based conflict.

**Texts**

- Required
  - PACS 313 Readings (Available online via Learn)
  - John Ralston Saul, *The Comeback*, Toronto: Penguin Canada, 2014
- Recommended
  - John Ralston Saul, *A Fair Country: Telling Truths about Canada*. Toronto: Viking Canada, 2008

**Students with Disabilities**

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

**Academic Ethics**

All students registered in the courses of the Faculty of Arts are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>).

If you need help in learning what constitutes an academic offence; how to avoid offences such as plagiarism, cheating, and double submission; how to follow appropriate rules with respect to “group work” and collaboration; or with clarification of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean. You may also want to consult the Arts Faculty Web page, “Avoiding Academic Offences,” [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html).

## **UW Grievance Policy**

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>.

## **A Note on Internet Sources**

Care must be taken in the use of on-line sources. Many internet sources are of questionable quality in part because they are not subject to the normal processes of peer review that are part of the publication of books and academic journals. On the other hand, these sources provide important insight into the perspectives of a party to a conflict.

It is my expectation that a portion of any list of sources for your writing will be **academic** on-line sources and **academic** non-internet sources. I would also expect that when you do use non-academic on-line sources, you would exercise care in terms of recognizing the biases of the publisher. In other words, you need to be aware when the source you are using is seeking to address a conflict in a non-partisan way, and when the source is partisan. And, you need to be clear in your writing that you recognize who is doing what.

## **Due Dates**

There are separate dropboxes for each assignment. Assignments are to be submitted on the due date by 11:59 pm. Learn records an upload time and date for every document submitted. The recorded upload date is the relevant fact for determining if an assignment is on time. Any late assignment is subject to a deduction of 5% if submitted on the day after the due date, a total of 10% if submitted on the second day after the due date. All assignments submitted after that will be subject to a total deduction of 15%. The only exception will be for medical reasons based on a medical form that indicates inability to do school work before the due date.

Assignments must be submitted in Word format only, either .doc or .docx. This is so that I may make comments in the document using the comment feature in Word. I will accept no other formats. Assignments in formats other than .doc or .docx will not be graded, will be deleted from the dropbox, and will be considered to not have been submitted. If you then submit an assignment in an approved file format after the due date it will be considered to be late and subject to late penalties.

## **ASSIGNMENTS**

### **Class Attendance and Participation 20%**

My teaching style is to focus classroom time around discussion of the readings for the day. While there will be some lecture, the primary learning will occur using discussion. For this to be beneficial, attendance and participation are essential.

During the course of the semester there will be a variety of group activities in class. Ten times during the semester students will be expected to do a written response to an issue discussed in class or to reflect on an in class activity. Eight out of the 10 assignments will be used to calculate the mark for participation. Students are expected to bring paper to class to ensure that they can complete these assignments.

These in class assignments will be marked on a pass/fail basis. If the material handed in responds to the question asked, the student will be given a pass. There will be no make-up activities for those who miss an in class assignment as the primary purpose is related to tracking attendance and participation.

### **Write Three Reflective Journals 30% (10% each)**

An important part of developing critical analysis skills is connecting what is being learned with your own experience of the world. To that end each student will be expected to write three reflective journals during the semester that draw these connections between the work we are doing in class and your own experience. The quality of these journals would be improved by doing some reflections after each class. These journals should be between 1200 and 1800 words long.

- **Journal 1, due February 2, reflecting on some of the following questions**

- What communities do you belong to?
- What conflicts have you observed within a community to which you belong?
- What conflicts have you observed between a community to which you belong and another community?
- In what ways do the readings and discussion in weeks 2, 3 and 4 describe and mis-describe membership in your communities?
- In what ways do these readings and discussions help you understand your various communities?
- In what ways do these readings and discussions get in the way of understanding your various communities?
- What other reflections do these readings and discussions inspire?

- **Journal 2, due March 2, reflecting on some of the following questions:**

- Describe the racial and ethnic groups to which you belong.
- When and how did you first learn what racial and ethnic groups you belong to?
- In what ways do the readings and discussions for weeks 5, 6 and 7 help you understand the meanings of membership in these groups?
- What is the significance the hierarchical nature of these groups and your location within this hierarchy?
- What significance does membership in these groups have for you?
- If you are not sure what groups you belong to, what is the significance of this?
- What other reflections have these readings and discussions inspired?

- **Journal 3, due March 23, reflecting on some of the following questions**

- In what ways do the readings and discussions for classes 8, 9, and 10 provide clues for the resolution of conflicts in and between communities of which you are a member?
- In what ways are the approaches in these readings irrelevant for the groups of which you are a member?
- What other possibilities are there for resolution of the conflicts involving the groups of which you are a member?
- What other reflections do these readings and discussions inspire?

## **Essay/Case Study 40% Due March 30**

There are two options of this assignment: A case study or an essay addressing a topic related to the course. This paper should be 4000 to 5000 words long, not counting bibliographic references. For this assignment I would expect at least 10 sources listed in your bibliography. At least 5 of these must be from peer reviewed academic journals or academic books or chapters in academic books.

### **Case Study**

Choose a community or identity conflict issue for analysis and design of an intervention strategy. Write a paper that includes the components listed below. Failure to follow this format will result in mark reductions. Using headings in your paper for the 4 main sections will aid your writing and my reading and marking of your paper.

- A discussion of your theoretical orientation:
  - Describe your basic approach to issues of identity, community and conflict
  - Describe your understanding of the purposes of intervention in an identity or community conflict
- Description and analysis of the conflict
  - Who is involved?
  - What are the main events?
  - What attempts were made to resolve the conflict?
    - Who was involved?
    - What was the outcome?
    - What are the reasons for the outcome?
- Design an intervention strategy
  - What are the desired outcomes?
  - Who should give leadership to the intervention strategy?
  - What steps should be taken and why should they be taken?
  - How will these steps lead to the desired outcomes?
  - It is important that this strategy be reasonably possible. For example, don't recommend mediation for a situation where the parties or the leaders have stated their refusal to meet each other.
- Conclusion
  - Link your description of the conflict and the intervention strategy to the discussion of your theoretical understanding.

### **Essay**

Choose a topic related to the course and write an essay exploring the topic.

## **Final Reflection 5% Due April 6**

Each student will be expected to reflect on the course using the following questions:

- How well did the class function as a learning community?
- What difficulties did you experience in the class?
- What were the most significant changes in your thinking as a result of this class? Explain what triggered those changes.
  - If there were no important changes in your thinking as a result of this class, explain the reasons.
- What are the most significant ways this class will impact your ways of relating to others from groups different than your main affinity groups? Explain what triggered those changes.
  - If you do not expect any impact on these relationships, explain the reasons.

This document should be between 900 and 1500 words long.

## **Evaluation Criteria**

**A+ 95% Exceptional**

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter
- an ability to make insightful critical evaluation of the material given
- an exceptional capacity for original, creative and/or logical thinking
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas and to express thoughts fluently

**A- 83/A 89% Excellent**

An excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter
- an ability to make sound critical evaluation of the material given
- a very good capacity for original, creative and/or logical thinking
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas and to express thoughts fluently

**B- 72/B 75 /B+ 78% Good**

A good performance with evidence of:

- a substantial grasp of the subject matter
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques
- some capacity for original, creative and/or logical thinking
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner

**C- 62 /C 65 /C+ 68% - 69% Satisfactory**

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material
- a fair understanding of the relevant issues
- a general familiarity with the relevant literature and techniques
- an ability to develop solutions to moderately difficult problems related to the subject material
- a moderate ability to examine the material in a critical and analytical manner

**D- 52/D 55/ D+ 58 – Below expectations**

**F 32**

## Class Outline

### Week 1: Course Introduction, What is Conflict

### Week 2: Conflict and Culture

- David Augsburger, *Conflict Mediation Across Cultures: Pathways and Patterns*. Louisville: Westminster/John Knox Press, 1992, pp. 11-41.
- Joseph Folger, Marshall Scott Poole, Randall Stutman, *Working Through Conflict: Strategies for Relationships, Groups and Organizations, 5<sup>th</sup> Edition*, Boston: Pearson, 2004, pages 26-36

### Week 3: Understanding Identity and Community I

- Henri Tajfel and John Turner, "The Social Identity Theory of Intergroup Behavior" in Stephen Worchel and William Austin, eds. *Psychology of Intergroup Relations*, Chicago: Nelson Hall Publishers, pp. 7-24.
- Joseph Folger, Marshall Scott Poole, Randall Stutman, *Working Through Conflict: Strategies for Relationships, Groups and Organizations, 5<sup>th</sup> Edition*, Boston: Pearson, 2004, pages 78-86.
- Terrell Northrup, "The Dynamic of Identity in Personal and Social Conflict", in Louis Kreiberg, Terrell Northrup, Stuart Thorson, eds. *Intractable Conflicts and their Transformation*. Syracuse: Syracuse University press, 1989, pp 55-82.

### Week 4: Understanding Identity and Community II

- Richard Jenkins, "Rethinking Ethnicity: Identity, Categorization and Power," *Ethnic and Racial Studies*, 17/2, April 1994, pp. 197-219.
- Sherene Razack, "The Cold Game of Equality Staring," in *Looking White People in the Eye: Gender, Race and Culture in Courtrooms and Classrooms*, Toronto: University of Toronto Press, 1998, pp. 23-35.

### Week 5: Identities in Conflict: Race

- Audrey Smedley, *Race in North America: Origin and Evolution of a Worldview, Second Edition*. Boulder: Westview Press, 1999 pp 13-36
- Debra Van Ausdale and Joe Feagin. *The First R: How Children Learn Race and Racism*. Lanham: Rowman & Littlefield Publishers, 2001, pp. 175-196
- Maria Castagna and George J. Sefa Dei, "An Historical Overview of the Application of the Race Concept in Social Practice," in Agnes Calliste and George J. Sefa Dei, eds., *Anti-Racist Feminism: Critical Race and Gender Studies*, Halifax: Fernwood Publishing, 2000, pp. 19-37

### Week 6: Identities in Conflict: Race

- J. R. Miller. *Shingwauk's Vision: A History of Native Residential Schools*. Toronto: University of Toronto Press, 1996, pp. 406-443.
- Steve Biko, *I Write What I Like*, New York: Harper and Row, 1978, pp. 61-72.
- Michelle Alexander. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press, 2010, pp. 1-19.

### Week 7: Identities in Conflict: Intersections of Race and Gender

- Sherene Razack, "To Essentialize or Not to Essentialize: Is This the Question?", Sherene Razack, *Looking White People in the Eye: Gender, Race and Culture in Courtrooms and Classrooms*, pp 157-170
- Ruth Frankenberg, *White Women, Race Matters: The Social Construction of Whiteness*, Minneapolis: University of Minnesota Press, 1993, pp. 1-22, 236-243.

**Week 8:** Community and Identity: Possibilities for Resolution

- Ronald Fisher, “Generic Principles for Resolving Intergroup Conflict”, *Journal of Social Issues*, Vol 50, no. 1, pp. 47-64
- Edwin Friedman, *A Failure of Nerve: Leadership in the Age of the Quick Fix*. New York: The Seabury Press, 2007, pp. 187-203

**Week 9:** Community and Identity: Possibilities for Resolution

- Video: Invictus

**Week 10:** Aboriginal People and Canada: Possibilities for Resolution

- The Kino-nda-niimi Collective. *The Winter We Danced: Voices from the Past, the Future, and the Idle No More Movement*, Winnipeg: ARP Books, 2014. Pp. 71, 73-81, 83, 215-217, 305-321, 323-329.
- John Ralston Saul, *The Comeback*, Toronto: Penguin Canada, 2014

**Week 11:** Training: Possibilities for Resolution

- Video: Indecently Exposed

**Week 12:** Community and Identity: A Vision for the Future

- John Ralston Saul. *A Fair Country: Telling Truths about Canada*, Toronto: Penguin, 2008. Pp. 3-34
- Martin Luther King Jr. *Where Do We Go from Here: Chaos or Community?* Boston: Beacon Press, 1967, pp. 167-190.