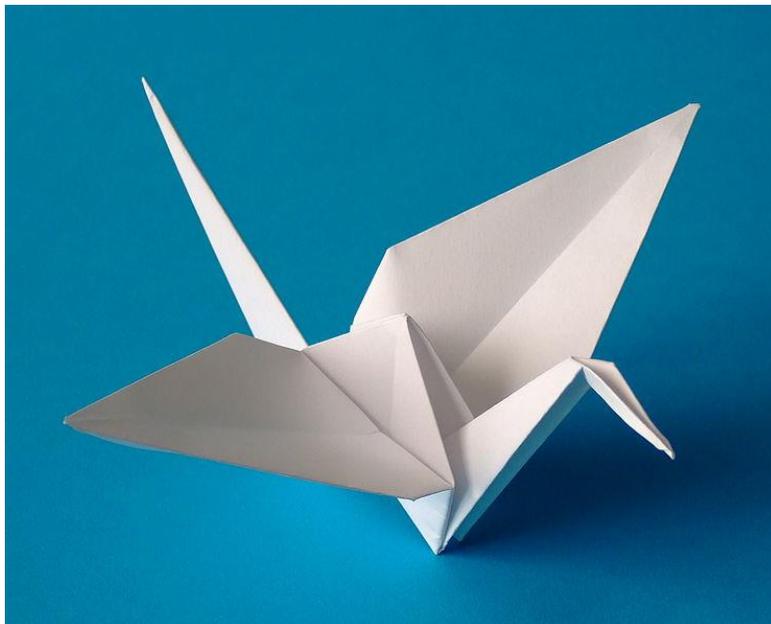


PACS 327: Cultural Approaches to Conflict Resolution

Fall 2016

Wednesday 8:30 a.m.-11:20 a.m.
Conrad Grebel University College, University of Waterloo
Room 1300

Instructor	Nathan C. Funk
Office	CGC, Room 2126
Office hours	Wednesday and Thursday 1:30-2:30 p.m., and by appointment
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Origami Crane (Japan)

Source: <http://commons.wikimedia.org/wiki/File:Origami-crane.jpg>

Course Description:

Cultural differences enrich our world, and also provide fault lines for conflict among individuals, social groups, and nations. Though often celebrated as a source of meaning and identity, culture sometimes goes unnoticed until situations of tension prompt the realization that many of our convictions about what is “normal” and “appropriate” – including our assumptions about conflict resolution – are not universally shared. To shed light on major patterns of human difference and their implications for contemporary peacebuilding practice, this course applies a cultural lens to the study of conflict and conflict resolution. A range of topics will be explored, including 1) the impact of cultural norms and worldviews on approaches to conflict management, 2) ways in which cultural difference can become a source of conflict, 3) the development of cross-cultural awareness and competence among peace practitioners, 4) culture-sensitive approaches to conflict resolution training and social change, and 5) contributions of cross-cultural learning to the development of the conflict resolution field.

Learning Objectives

Upon completing PACS 327 students should be able to:

- describe some major patterns of cultural difference;
- provide informed commentary on how cultural differences can correlate with differences in value priorities, worldviews, and forms of human expression;
- critique common misconceptions about culture that ought to be avoided by peace practitioners;
- offer examples of how aspects of culture (including values, practices, narratives, and worldviews as well as symbolic markers) inform collective identities, shape conflict management practices, and affect relations between members of different groups;
- analyze conflict scenarios to discern ways in which cultural differences (including cultural identities and practices) influence dynamics and outcomes;
- articulate ways in which their own cultural background has shaped their assumptions about conflict and peacemaking;
- describe stages of cross-cultural adjustment and adaptation;
- discuss cultural aspects of conflict and peacemaking in Canada as well as abroad;
- explain differences between “prescriptive” and “elicitive” approaches to conflict resolution training and capacity development;
- explain how culture can be a resource for peacemaking;
- discuss potential benefits and challenges associated with efforts to tap and strengthen traditional, indigenous, and local approaches to peacemaking;
- identify criteria for cross-culturally effective and culturally empowering forms of conflict resolution practice, and evaluate peacebuilding efforts in accordance with these criteria; and
- construct an argument concerning the value of cultural competence and cross-cultural learning/research for peace practitioners.

Course Requirements and Evaluation Criteria

15% Participation: Fifteen percent of your final grade will be based on the quality of your participation in class. Participation presupposes both attendance and preparation. It manifests through thoughtful engagement with discussions of readings and lecture topics, as well as through contributions to small-group activities. Respectful attentiveness to guest lecturers is another measure of participation. Failure to attend at least two thirds of all class sessions (including local field trips held during the normal class slot) may result in a loss of all participation points.

20% Quizzes: Twenty percent of your final grade will be based on two or more quizzes on readings and lecture material (including videos and guest speakers). Although in most cases quizzes will be announced at least a week in advance, the instructor reserves the right to administer one or more graded pop quizzes if the overall level of preparation for class falls below reasonable expectations.

20% Short Writing Assignments: Twenty percent of your final grade will be derived from two short (3-4 pp., double-spaced, 12-point font) writing assignments that encourage you to interpret and integrate course material. Topics and more specific instructions will be provided at least one week before the **October 19 and November 30** due dates. As with all other written coursework, please note that hard copies are expected (not faxed and e-mailed papers).

5% Application Exercise: Five percent of your final grade will be based on an assignment that asks you to directly apply major concepts from the readings and lectures. There are four ways of completing this assignment. Please note that due dates vary; it is your responsibility to choose *one* of the following options and meet the relevant deadline.

- **Option 1:** *Prepare a written and oral report on the role of culture in a conflict that is currently in the news.* Find a current news story in a daily newspaper or magazine that relates to themes explored in the readings and in class. Write a 2-3 pp. analysis of this story (being sure to provide exact bibliographical details), and then share your most important insights with the class in a crisp, 2-3 minute report. **Due date negotiated with instructor during first three weeks of class; maximum of two different student reports per week.**
- **Option 2:** *Review a journal article on culture and conflict/peacemaking.* Using a list of journals provided in LEARN, seek out an article that addresses themes related to culture and conflict/peacemaking. Write a 3-4 pp. review that 1) provides exact bibliographical information, 2) briefly summarizes key points and themes, 3) analyzes cultural and conflict-related themes in light of course concepts, and 4) evaluates the quality of the effort and its contribution to knowledge. **Due November 16.**
- **Option 3:** *Attend a public lecture, film screening, or workshop on culture and conflict/peacemaking.* Write a 3-4 pp. review that 1) provides exact details concerning the timing and nature of the event, 2) briefly summarizes key points and themes, 3) analyzes cultural and conflict-related themes in light of course concepts, and 4) evaluates the quality of the effort and its impact on the audience (including you). **Due November 16.**
- **Option 4:** *Interview a conflict resolution practitioner about the role culture plays in his/her practice.* Identify an individual who works in conflict resolution or a closely related field, perhaps in development, human services, or law. Request and conduct an interview with the practitioner to explore his/her understanding of culture and its impact on his/her work. **By November 16,** write a 3-4 pp. report that includes the following:
 - The name of the practitioner and organization;
 - An account of the practitioner's understanding of culture (or cultural diversity) and its impact on his/her work;
 - An interpretation of the practitioner's account in light of course material and concepts; and
 - Your personal assessment of the extent to which the practitioner's line of work requires special cultural competence or sensitivity.

40% Major Project: Forty percent of your final grade will be based on a major course project. There are four options for completing this assignment. You are required to commit to one of these options **by the third week** of class:

- **Option 1: Research Paper.** Write a research paper exploring a theme related to culture, conflict, and peace. Many topics are possible – for example, you could examine bases for peacemaking in a particular cultural tradition, analyze a case of intercultural conflict, or study the manner in which a particular non-governmental organization attempts to work cross-culturally. The text of the paper (not including the bibliography) should be between 12 and 15 pages in length (double-spaced, 12-point font, regular margins). **Due by Monday, December 12; please deliver a hard copy of your paper to the Reception Desk at Conrad Grebel University College (2nd floor, admin. area).**

- **Option 2: Creative Project.** Creative projects may be individualized or collaborative, and should culminate in 1) a presentation that lasts approximately 10-15 minutes, and 2) a 6- to 8-page statement about the intent of the project and its relation to major class themes. There are many possibilities here (skits, simulations, a ritual of reconciliation, multimedia presentations, participatory class exercises), but the goal is to educate both yourself and your classmates about culture and conflict resolution. A first-rate creative project, like a good research paper, requires considerable research and preparation. Presentations should include a short handout for each member of the class, with information about the topic and references for those who want to learn more. ***The presentation and written statement must be completed by November 30, the last regular day of class (arrangements for the timing of the presentation will be made through consultation with the instructor).***
- **Option 3: Service Learning.** If you are interested in becoming actively involved with a peace, development, or social service organization whose work relates to major course themes, you may choose a service learning option. To receive credit for this option, you will have to make formal arrangements to volunteer on a weekly basis at an organization with which you have not previously been involved. Your service learning efforts will be evaluated on the basis of a final written report that reflects on your experiences in relation to a series of questions provided by your instructor; feedback from an administrator at the organization itself will also be sought. ***Final report due by Monday, December 12.***
- **Option 4: Weekly Journal.** Writing a detailed weekly journal provides you with an opportunity to articulate a personal and intellectual response to the course experience that ties together major themes from readings, lectures, discussions, and activities. Be sure to go beyond mere summarization and offer carefully considered insights and reflections. Criteria for evaluation include thoroughness (integration of different readings and themes, responsiveness to the overall class experience), thoughtfulness (depth of analytical insight, critical engagement with multiple perspectives, creativity, ability to connect key concepts with personal experiences or world events), and clarity of expression (language usage, readability, mechanics). Handwritten journals in a single notebook are acceptable, but unless you have especially clear handwriting a typed and printed product would be preferred. If typed, the final installment of your printed journal should be approximately 15-25 pages in length (double-spaced, 1-inch margins, regular font – like 12-point New Times Roman). ***Due by Monday, December 5.***

Required Readings

- Shaules, Joseph. [A Beginner's Guide to the Deep Cultural Experience: Beneath the Surface](#). London: Intercultural Press, 2010.
- [PACS 327 Electronic Readings](#). (Marked with a "*" below.)

The Shaules text is available at the Campus bookstore and at Porter Library Reserves.

The Electronic Readings will be made available in Learn as well as in uWaterloo electronic reserves.

Late Policy

Deadlines matter. They keep us on track, enable us to be productive, and help us to meet our educational goals. There are times, however, when even the most organized and disciplined person faces difficult obstacles and unexpected challenges. If this happens, it is your responsibility to take the initiative and demonstrate commitment to getting the job done in a timely manner. Students who contact Prof. Funk well in advance of a due date to discuss realistic complications that may postpone completion of work often receive favourable consideration.

Although exceptions may occasionally be made to account for exceptional circumstances, a penalty will be applied to assignments that arrive late without prior clearance. The standard deductions for late work are as follows:

- One day to one week late: -5%
- Eight days to two weeks late: -10%
- Fifteen days to three weeks late: -15%
- More than three weeks late: -20%

Please do not make the mistake of failing to submit an assignment. The penalties for late work are not insignificant, but up until final exam time late truly is much better than never.

The Writing Centre

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

PACS Research Support

The library has created a subject guide to help you carry out peace-related research. You can access this guide at <http://subjectguides.uwaterloo.ca/pacs>. If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Lauren Harder-Gissing, is available for consultation. Lauren works with PACS faculty to order library resources and to create the subject guide. See the guide for research tips and ways to contact Lauren.

Desire2Learn (D2L or LEARN) Learning Management System

Important course announcements will appear from time to time in the Desire2Learn (LEARN) learning management system. To access these announcements and make use of additional course resources posted in LEARN, go to <https://learn.uwaterloo.ca>. Enter your WatIAM username and password. If you encounter difficulties, you are welcome to contact [learnhelp.uwaterloo.ca](mailto:learnhelp@uwaterloo.ca). After you have successfully logged in, click on the PACS 327 link in the yellow "Courses and Communities" menu. Be sure that the email address listed under your name in LEARN is an address that you check on a regular basis.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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 AS office at the beginning of each academic term.

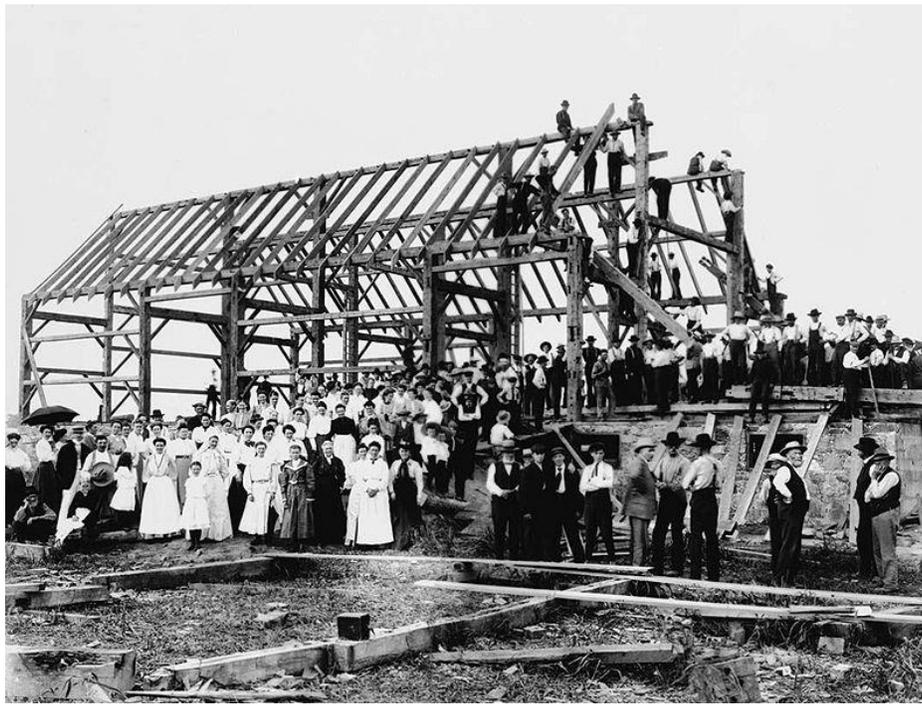
Cross-listed Course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Additional Considerations

As we progress through the term, please remember:

- In academics as in life more generally, what we get from an experience depends on what we put into it. **Preparation for class** (completing reading and writing assignments on time, tracking world events) is the basis for effective learning.
- When we come to class prepared to participate and pose questions, we transform the classroom environment, making active and collaborative learning possible. We discover that **learning is a communal rather than a solitary endeavor**, and that each one of us is a resource for everyone else in the learning process.
- The subject matter covered by Peace and Conflict Studies courses is inevitably open to **multiple interpretations**. This means that you will not always agree with ideas presented in course readings, lectures, and discussions. In such cases, disagreement is often a good thing, so long as it enables you to develop an enhanced capacity to express where you stand in relation to others. What matters most is not whether or not we all agree, but whether or not we are willing to engage one another with respect and integrity.
- Collaborative learning requires not only preparation and self-expression, but also a commitment to **active listening**. Active listening is a communication skill that we develop as we begin to hear not only words, opinions, and ideas, but also the experiences and the awareness **behind** them. When we practice active listening, we cease to merely debate and begin to sharpen the focus of our deliberations. We clarify divergent perceptions and develop deeper understanding of contrasting perspectives. We become a clear mirror, reflecting back what we have heard and asking questions to learn rather than to score rhetorical points. In the process, we test and refine our own ideas and those held by others.



Barn raising in Lansing (Now North York City Centre, Toronto)

Source: http://commons.wikimedia.org/wiki/File:Barn_raising_in_Lansing.jpg

Course Schedule

NOTE: Electronic readings are preceded by an asterisk (); files and links will be supplied in Learn. Please keep up with all assigned readings on weekly basis.*

Weeks 1-6: Foundational Concepts

Week 1 (Sept. 14): Meeting One Another and Defining Our Goals

Who are we? Why are we here? Where are we going? And what can we learn from one another?

Week 2 (Sept. 21): Conflict and Conflict Resolution as Cultural Activities

Guest Speaker: Mary Lou Klassen

Assigned reading:

- Shaules, Joseph. A Beginner's Guide to Deep Culture Experience. Chapter One ("Antonio and the Deep Culture Journey," pp. 1-7), Chapter Two ("Deep Culture in Everyday Life," pp. 9-22), and Chapter Three ("Deep Culture as a Concept," pp. 23-35).
- *Augsburger, David. "Introduction." In Conflict Mediation across Cultures, pp. 1-10. Louisville, KY: Westminster/John Knox Press, 1992.
- *Calloway-Thomas, Carolyn. "A Global Imperative: The Unveiling of Empathy." In Empathy in the Global World: An Intercultural Perspective, pp. 1-16 (not entire chapter). London: Sage, 2009.

Week 3 (Sept. 28): Engaging Diverse Starting Points and Worldviews

Assigned reading:

- Shaules. A Beginner's Guide to Deep Culture Experience. Chapter Four ("The Evolution of Deep Culture," pp. 37-46), Chapter Five ("The Discovery of Deep Culture," pp. 47-58), and Chapter Six ("Deep Culture and Cognition," pp. 59-72).
- *Dresser, Norine. "Body Language." In Multicultural Manners: Essential Rules of Etiquette for the 21st Century, pp. 11-27. Hoboken, NJ: John Wiley and Sons, Inc., 2005.
- *Sutherland, Jessie. "Chapter 3: When Worldviews Collide." In Worldview Skills: Transforming Conflict from the Inside Out, pp. 93-111. Worldview Strategies, 2005.
- *Docherty, Jayne. Listen to online interview by Julian Portilla (2003) at Beyond Intractability: A Free Knowledge Base on More Constructive Approaches to Destructive Conflict, http://www.beyondintractability.org/audio/jayne_docherty/?nid=2432.

Declaration of intent for final project required.



One World, Many Cultures
Source: www.law.widener.edu/jl/generic/generic_stock_151x266f.jpg

Week 4 (Oct. 5): Patterns of Cultural Difference – and Cultural Patterns for Handling Differences

Assigned reading:

- Shaules. A Beginner's Guide to Deep Culture Experience. Chapter Seven ("Deep Culture and Intercultural Sensitivity," pp. 73-91).
- *Hammer, Mitchell R., Milton J. Bennett, and Richard Wiseman. "Measuring Intercultural Sensitivity: The Intercultural Development Inventory." International Journal of Intercultural Relations, Vol. 27 (2003), read pp. 421-426.
- *Pillay, Venashri. "Culture: Exploring the River." In Conflict across Cultures: A Unique Experience of Bridging Differences, ed. Michelle LeBaron and Venashri Pillay, pp. 25-56. Boston: Intercultural Press, 2006.
- *Thomas, David C. and Kerr Inkson. "Communicating, Negotiating, and Resolving Conflicts across Cultures." In Cultural Intelligence, pp. 84-106. San Francisco: Berrett-Koehler Publishers, Inc., 2009.

No class on Oct. 12 – Study Day

Week 5 (Friday, Oct. 14): Responses to Culture in Conflict and Peacemaking

Assigned reading:

- *Augsburger, David. "Mediation: The Necessity of a Go-between." In Conflict Mediation across Cultures, pp. 187-228. Louisville, KY: Westminster/John Knox Press, 1992.
- *Hammer, Mitchell R., and Gary R. Weaver. "Cultural Considerations in Hostage Negotiations." In Culture, Communication and Conflict: Readings in Intercultural Relations, ed. Gary R. Weaver, pp. 518-527. Boston: Pearson Custom Publishing, 1998.
- *Wing, Leah. "Whither Neutrality? Mediation in the Twenty-first Century." In Re-Centering Culture and Knowledge in Conflict Resolution Practice, ed. Mary Adams Trujillo, et al., pp. 93-107. Syracuse, NY: Syracuse University Press, 2008.

Week 6 (Oct. 19): Personal Journeys through Culture: "There" and Back Again

Assigned reading:

- Shaules. A Beginner's Guide to Deep Culture Experience. Chapter Eight ("Resistance, Acceptance, and Adaptation," pp. 93-108) and Chapter Nine ("Understanding Cultural Difference," pp. 109-128).
- *Weaver, Gary R. "The Process of Reentry." In Culture, Communication and Conflict: Readings in Intercultural Relations, ed. Gary R. Weaver, pp. 230-238. Boston: Pearson Custom Publishing, 1998.

First short writing assignment due.



Peace Vigil in Colombia

Source: www.cpt.org/gallery/ofp/girl_with_candle

Weeks 7-12: Applications

Week 7 (Oct. 26): Diversity, Identity, and Integration in North American Contexts

Assigned reading:

- *Adams, Michael. "Immigration, Multiculturalism, and Canadian Identity." In Unlikely Utopia: The Surprising Triumph of Canadian Pluralism, pp. 1-42. Toronto: Viking Canada, 2007.
- *Taylor, Christopher Stuart. "Second-Generation Connections: Marginalizing Identity." In International Journal, Vol. 63, No. 1 (Winter 2007-2008), pp. 127-131.
- *Kymlicka, Will. "The Rise and Fall of Multiculturalism? New Debates on Inclusion and Accommodation in Diverse Societies." In The Multicultural Backlash: European Discourses, Policies, and Practices, ed. Steven Vertovec and Susanne Wessendorf, pp. 32-49. New York: Routledge, 2010.
- *Kantor, Judy and Catrin Einhorn. "Refugees Encounter a Foreign Word: Welcome." New York Times, July 1, 2016, <http://www.nytimes.com/2016/07/01/world/americas/canada-syrian-refugees.html?mwrsm=Facebook&r=0>.
- *Ball, Molly. "Donald Trump and the Politics of Fear." The Atlantic, Sept. 2, 2016, <http://www.theatlantic.com/politics/archive/2016/09/donald-trump-and-the-politics-of-fear/498116/>.

Week 8 (Nov. 2): Localizing Peace

Assigned reading:

- *Oetzel, John G., Bibiana Arcos, Phola Mabizela, A. Michael Weinman. "Historical, Political, and Spiritual Factors of Conflict: Understanding Conflict Perspectives and Communication in the Muslim World, China, Colombia, and South Africa." In The SAGE Handbook of Conflict Communication: Integrating Theory, Research, and Practice, ed. John G. Oetzel and Stella Ting-Toomey, pp. 549-574. Thousand Oaks, CA: SAGE Publications, 2006.
- *Funk, Nathan C. "Building on What's Already There: Valuing the Local in International Peacebuilding." International Journal, Vol. 67, No. 2 (Spring 2012): 391-408.

Week 9 (Nov. 9): Tapping Cultural Resources in Peacemaking Initiatives

Assigned reading:

- *Malan, Jannie. "Traditional and Local Conflict Resolution." In People Building Peace II: Successful Stories of Civil Society, ed. Paul van Tongeren, et al., pp. 449-458. Boulder, CO: Lynne Rienner Publishers, 2005.
- *Yusuf, Haroon, and Robin Le Mare. "Clan Elders as Conflict Mediators: Somaliland." In People Building Peace II: Successful Stories of Civil Society, ed. Paul van Tongeren, et al., pp. 459-465. Boulder, CO: Lynne Rienner Publishers, 2005.
- *The Mosaic Institute (examine website), <http://www.mosaicinstitute.ca/>.



Middle Eastern Reconciliation Meeting
Source: www.digital-culture.net/Sulha/source/5.htm



Ubuntu (South Africa): "A Person Is a Person through Other Persons"
Source: www.ubuntuproject.org

Week 10 (Nov. 16): Confronting Historical Divides and Injustices

Assigned reading:

- *Bond, John. "Healing Trauma among Australia's 'Stolen Generations.'" In Peacebuilding in Traumatized Societies, ed. Barry Hart, pp. 303-318. Lanham, MD: University Press of America, 2008.
- *Bowland, S. Y. "What Is Justice in Conflict Resolution Practice?" In Re-Centering Culture and Knowledge in Conflict Resolution Practice, ed. Mary Adams Trujillo, et al., pp. 303-315. Syracuse, NY: Syracuse University Press, 2008.
- *Saunders, Doug. "Residential Schools, Reserves and Canada's Crime Against Humanity." The Globe and Mail, June 5, 2015, <http://www.theglobeandmail.com/news/national/commissions-report-puts-canada-on-brink-of-a-historic-reckoning/article24825565/>.
- *Truth and Reconciliation Commission of Canada (examine website), <http://www.trc.ca/websites/trcinstitution/index.php?p=3>.

Week 11 (Nov. 23): Working Cross-Culturally

Assigned reading:

- Shaules. A Beginner's Guide to Deep Culture Experience. Chapter Ten ("Deep Culture, Clash, and Cash," pp. 129-141) and Chapter Eleven ("Personal Growth and Deep Culture Learning," pp. 143-153).
- *Richards, Howard and Joanna Swanger. "Culture Change: A Practical Method with a Theoretical Basis." In Handbook on Building Cultures of Peace, ed. Joseph de Rivera, pp. 57-70. New York: Springer, 2009.

Week 12 (Nov. 30): Seeking "Best Practices" and Transformative Applications

Assigned reading:

- *Thomas, David C. and Kerr Inkson. "The Essentials of Cultural Intelligence." In Cultural Intelligence, pp. 174-178. San Francisco: Berrett-Koehler Publishers, Inc., 2009.
- *Gorman, Damian. "Glow-Worms." In Stories in Conflict: Towards Understanding and Healing, ed. Liam O'Hagan, pp. 27-37. Derry/Londonderry, Northern Ireland: YES! Publications, 2008.

Second short writing assignment due.



Cambodian Peace March

Source: <http://members.iinet.net.au/~pictim/peace/flag.html>