

PACS 313
Community Conflict Resolution
Winter Term 2019

Meeting Time: Monday/ Wednesday, 1:00 pm to 2:20

Room: CGR 1208

Office Hours: By appointment only

Professor: Keith Regehr

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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

PACS 313 Readings in eReserves on the UW library website. The readings may not be completely uploaded by start of term.

ASSIGNMENTS

Write Two Reflective Journals, 20% each (1200 to 1500 words 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.

Journal 1, due February 1, 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 1, 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 of 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?

Project Proposal 5% (Pass/Fail) Due February 22 (1 to 2 pages)

Prior to submitting the final project, you are expected to submit a proposal. No final project will be accepted if you have not submitted your proposal.

This should offer:

- A description of the project.
- A description of how your project will address course themes. If you are doing one of the writing only options, this should include a preliminary outline.
- A preliminary bibliography.

If you are doing an art project, you must also describe how the project will be completed and how it will meet the criteria for the equivalent research assignment.

Final Project 50% due March 22 (4000 to 5000 words if you choose from Options 1 To 4)

The final project is meant to be an opportunity to work with a theme in the course and think more deeply about it, or to take a theme in the course and apply it to an issue that we have not discussed. The project offers several alternative ways to engage the course material.

1. Write a critical essay that analyzes a course topic.
2. Write a case study that critically analyzes a particular community/identity-based conflict.
3. Identify a fiction writer who addresses issues or topics related to the course and do an analysis of some works by this author. You may also choose two writers and do a comparative analysis. You will be expected to consult with academic writing related to these authors. You will also be expected to demonstrate knowledge of the course material.
4. Select a film maker or a visual artist who addresses issues related to the course in their work. Write an analysis of their work. I would expect you to look at other writers who have done analysis of the selected artist. You will also need to demonstrate a knowledge of the course materials.
5. Create a visual, dramatic, video, or musical art project that addresses the themes of the course. A first-rate creative project, like a good research paper, requires considerable research and preparation. For this option an adjustment in the due date can be negotiated. The final art piece must also be accompanied by a 1000 word report that outlines the following:
 - Clearly states the objective of the project.
 - Summarizes how the piece contributes to the field of community conflict resolution and why the medium is important.
 - A short summary of what you learned as a result of the process.
 - Other relevant reflections.
 - References.

Sources for the Project

- For any of the options for this assignment I would expect a minimum of 10 sources in addition to course readings listed in your bibliography.
- For option 1:
 - All sources should be academic (peer reviewed journals and academic books or chapters in academic books), unless there is good reason for non-academic sources. You will need to make the case for non-academic sources in your proposal.
- For Option 2:
 - Some sources will be from non-academic sources in order to understand the views of the parties or for news type narratives. You should still have a minimum of 5 academic sources. That may call for a longer bibliography in order to have adequate non-academic sources to write a good paper.
 - Care must be taken in the use of non-academic sources. Many such sources are of questionable quality in part because they are partisan, and in part because they are not subject to the normal academic processes of peer review. On the other hand, these sources provide important insight into the perspectives of a party to a conflict. 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.
- For options 3 and 4:
 - I would expect at least 5 academic sources in addition to the works by the authors or film makers you are analyzing.
- For Option 5 please speak to me.

Final Reflection 5% (Pass/Fail) Due April 5 (900 to 1200 words)

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.

Due Dates

There are separate dropboxes for each assignment. Assignments are to be submitted on the due date by 11:59 pm. The dropboxes remain open to the end of term. 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 points if submitted on the day after the due date, a total of 10 points if submitted on the second day after the due date. All assignments submitted after that will be subject to a total deduction of 15 points. The only exception will be for medical reasons.

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 and will be considered not to 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.

RUBRICS

The feedback forms for the reflection papers and the major project are the last 2 pages below.

Project Proposal: You will receive a Pass if the elements identified above are adequately developed in the proposal with minimal grammatical and spelling errors.

Final Reflection: You will receive a Pass if the questions are adequately answered, with clear evidence of reflection about the course and the class as a learning community, there are minimal spelling and grammatical errors, and the paper is well structured, including adherence to length requirements.

ADMINISTRATIVE MATTERS

Missed Classes

Students who miss class are responsible to obtain lecture notes/handouts from other students.

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.

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](#)). Arts: [Academic Integrity website](#) University of Waterloo: [Academic Integrity Office](#)

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.

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.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

Note for students with learning differences: The AccessAbility Services (AAS) office, 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 ASS office at the beginning of each academic term.

Counselling Services: Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams:
www.adm.uwaterloo.ca/infocs, ext. 33528, NH Room 2080.

Accommodation for Illness: I do not require a medical form for illness accommodations not related to long term issues. If you are ill with a virus, getting a certificate is a waste of medical resources, and risks infecting other people. However, it is best if you contact me as soon as possible when you are ill, so the appropriate accommodation can be made. If your illness will have more than a few days impact on your ability to submit an assignment I will require documentation.

The Writing Centre: Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment 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

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 of x, 310.
- Joseph Folger, Marshall Scott Poole, Randall Stutman, *Working Through Conflict: Strategies for Relationships, Groups and Organizations, 5th Edition*, Boston: Pearson, 2004, pages 26-36, of xiv 370.

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, 5th Edition*, Boston: Pearson, 2004, pages 78-86, of xiv 370.
- 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 of viii, 246.

Week 5: Understanding Power, Oppression, and Privilege

- Bob Mullaly and Juliana West, *Challenging Oppression and Confronting Privilege: A Critical Approach to Anti-Oppressive and Anti-Privilege Theory and Practice*, Third Edition. Don Mills: Oxford University Press, 2018, pp. 2-3, 7-12, 21-32, 35-58 of xiv, 418.

Week 6: 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 of xvi, 376.
- Steve Biko, *I Write What I Like*, New York: Harper and Row, 1978, pp. 61-72 of viii, 216.
- Michelle Alexander. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, New York: The New Press, 2010, pp. 1-19 of xvii, 312.

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 of viii, 246.
- Ruth Frankenberg, *White Women, Race Matters: The Social Construction of Whiteness*, Minneapolis: University of Minnesota Press, 1993, pp. 1-22, 236-243 of x 289.

Week 8: Identities in Conflict: Politics as Identity Marker

- Pew Research Center, *Political Polarization in the American Public: How Increasing Ideological Uniformity and Partisan Antipathy affect Politics, Compromise and Everyday Life*, "Section 3: Political Polarization and Personal Life." Pew Research Center: Washington DC, 2014, , pp. 42-55 of 124 plus p 80 Bibliography.
 - The entire report can be found at <http://www.people-press.org/2014/06/12/political-polarization-in-the-american-public/>. You are encouraged to read elsewhere in the report. The overview section is particularly helpful.
- Iyengar, Shanto, Gaurav Sood and Yphtach Lelkes. 2012. "Affect, Not Ideology: A Social Identity Perspective on Polarization." *Public Opinion Quarterly*, Volume 76, Issue 3, 1 January 2012, Pages 405–431.
- Yves Nicholas Vanderhaeghen, *Other than ourselves: an exploration of "self-othering" in Afrikaner identity construction in Beeld newspaper*, University of KwaZulu-Natal: Unpublished Dissertation, 2014, pp. 10-28, 236-243 of 309.

Week 9: 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 of viii, 260.

Week 10: Organizational Change: Possibilities for Resolution

- Ronald Heifetz, Alexander Grashow, and Marty Linsky. *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*, Boston: Harvard Business Press, 2009, pp 13-40 of xvi, 326.
- C. Otto Scharmer, *Theory U: Leading From the Future as it Emerges*, San Francisco: Berrett-Koehler Publishers, 2009, pp 1-20, 23-25, 27-47 of xxiv, 530.

Week 11: Organizational Change: Possibilities for Resolution

- Video: Invictus

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

- Martin Luther King Jr. *Where Do We Go from Here: Chaos or Community?*, Boston: Beacon Press, 1967, pp. 167-190 of viii, 209.
- Robin Wall Kimmerer, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, Minneapolis: Milkweed Editions, 2013, pp. 3-32, 39-47 of x, 390.

REFLECTION PAPER FEEDBACK FORM

NAME _____ COURSE _____

20% of Grade	Excellent	Good	Needs Attention	Needs Serious Work
1) READING/ENGAGEMENT				
<i>COMMENTS:</i>		<i>AREAS FOR IMPROVEMENT (important if highlighted):</i> Connections to course themes and resources Linkage of course themes to personal experience and identity		

60% of Grade	Excellent	Good	Needs Attention	Needs Serious Work
2) REASONING/ANALYSIS				
<i>COMMENTS:</i>		<i>AREAS FOR IMPROVEMENT (important if highlighted):</i> Clarity of focus and approach Clarity, consistency, and/or structure of overall argument Application of key concepts (definitions, analytical use of terms, attention to nuance and complexity) Development of points; completion of thoughts Use of examples and evidence to advance the argument Demonstration of creative personal engagement with known arguments and opinions		

20% of Grade	Excellent	Good	Needs Attention	Needs Serious Work
3) WRITING/COMPOSITION				
<i>COMMENTS:</i>		<i>AREAS FOR IMPROVEMENT (important if highlighted):</i> Effectiveness of introduction and/or conclusion Organization, transitions, paragraph structure Integration issues, flow of ideas, use/framing of quotations Language usage: sentence structure, diction, editing Proofreading and attention to detail (including punctuation, grammar, and/or spelling) Reference list: consistency of format and/or completeness Adherence to guidelines (length, page numbering, margins, etc.)		

GRADE _____

MAJOR PROJECT FEEDBACK FORM

NAME _____ COURSE _____

20% of Grade	Excellent	Good	Needs Attention	Needs Serious Work
1) READING/ENGAGEMENT				
<i>COMMENTS:</i>		<i>AREAS FOR IMPROVEMENT (important if highlighted):</i> Connections to course themes and resources Breadth and/or depth of research effort Linkage of key points to credible sources (documentation) Coverage of core issues and debates Responsiveness to divergent perspectives		

60% of Grade	Excellent	Good	Needs Attention	Needs Serious Work
2) REASONING/ANALYSIS				
<i>COMMENTS:</i>		<i>AREAS FOR IMPROVEMENT (important if highlighted):</i> Clarity of focus, approach, or thesis Clarity, consistency, and/or structure of overall argument Application of key concepts (definitions, analytical use of terms, attention to nuance and complexity) Development of points; completion of thoughts Use of examples and evidence to advance the argument Persuasiveness (including awareness of counterarguments) Demonstration of creative personal engagement with known arguments and opinions		

20% of Grade	Excellent	Good	Needs Attention	Needs Serious Work
3) WRITING/COMPOSITION				
<i>COMMENTS:</i>		<i>AREAS FOR IMPROVEMENT (important if highlighted):</i> Effectiveness of introduction and/or conclusion Organization, transitions, paragraph structure Integration issues, flow of ideas, use/framing of quotations Language usage: sentence structure, diction, editing Proofreading and attention to detail (including punctuation, grammar, and/or spelling) Reference list: consistency of format and/or completeness Adherence to guidelines (length, page numbering, margins, etc.)		

GRADE _____