

# CANADIAN SCHOOL OF PEACEBUILDING CANADIAN MENNONITE UNIVERSITY

## Participant Driven Processes: Cultivating Change, Respecting Difference

PCTS-2950/3

SESSION II JUNE 25-29, 2012

### Course Syllabus

**INSTRUCTOR:** Barry Stuart

**TIMES:** 9am-5pm

**E-MAIL:** [bdstuart43@gmail.com](mailto:bdstuart43@gmail.com)

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### COURSE DESCRIPTION

*Participant driven processes (PDP)* engages participants in designing a process to handle their issues and challenges in ways that produce sustainable outcomes and relationships. The teaching method will engage participants in learning-by-doing through dialogues and lectures to introduce and summarize the building blocks of appreciating how conflicts can be engaged as opportunities for building sustainable outcomes and relationships. The course will be run as a circle process to demonstrate the many ways circles can create safe places for difficult conversations.

### CORE TEXTS AND DISCRETIONARY READING

Pranis, Kay, Barry Stuart and Mark Wedge. *Peacemaking Circles: From Crime to Community*. St. Paul, MN: Living Justice Press, 2003. (available from Living Justice Press, <http://www.livingjusticepress.org/index.asp?Type=PRODLIST&SEC={9643748B-1735-4115-A479-FA6F18327BAD}>)

Cormick, Gerald W., et al. *Building Consensus for a Sustainable Future: Putting Principles into Practice*. Ottawa: National Roundtable On The Environment And Economy, 1996. (available on line from National Roundtable On The Environment And Economy in Ottawa, <http://nrtee-trnee.ca/>)

Yahgulanaas, Michael. *Flight of the Humming Bird: A Parable for the Environment*. Vancouver, B.C.: Greystone Books, 2008. (available on line from Google ebooks, Chapters and Amazon)

Materials will be handed out throughout the course to provide background to the work covered each day

### COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course. Assignments can be submitted in person during the course or via email to the instructor: [bdstuart43@gmail.com](mailto:bdstuart43@gmail.com)

ASSIGNMENT	DUE DATE	VALUE
Pre Course Assignment	June 25	25%

Class presentation	June 29	25%
Written Assignment	August 19	50%

### ASSIGNMENT GUIDELINES (for credit)

#### 1. A Personal Case Study: Utilize the Pranis text, pages 9-21, as a guide

**Option 1: Select the best experience you have ever had in working through a conflict.** The conflict may be about anything and with any other person or persons. Thus could be with a child, spouse, or in the workplace, community and be a private or public conflict. Describe:

- The circumstances surrounding the conflict [parties, context, history and issues. [You do not need to name parties and do not need to describe any matters in detail just enough detail to provide understanding of the conflict context]
- Why did you felt the experience was positive? ...Primary factors that contributed to this positive experience?
- What did any of the other parties contribute to make the experience positive?
- What did you contribute to make the experience positive?
- What if anything would you now do differently to improve this experience?

**Option 2: If you have never had a positive experience with conflict then pick the worst experience you have ever had with conflict and describe:**

- The circumstances surrounding the conflict [parties, context, history and issues. [You do not need to name parties and do not need to describe any matters in detail just enough detail to provide understanding of the conflict context]
- Why did you felt the experience was negative? ...Primary factors that contributed to this negative experience?
- What did any of the other parties contribute to make the experience negative?
- What did you contribute to make the experience negative?
- What if anything would you now do differently to **improve** this experience?

Length: 700 to 1000 words

Due: June 25

#### 2. Class presentation

For this assignment students are asked to design a process for a specific conflict or decision involving 3 or more parties based on participant driven collaboration approaches .The materials presented in the course will serve as background materials and class discussions will provide additional information for you to use for any conflict or decision you pick. Students may work in groups [up to 4 students] in preparing and making an oral presentation.

Due: June 29th

#### 3. Written Assignment

Choose one of the four parts of the PDC process for the written assignment. Discuss the part in detail using the case study of the oral presentation as your example. Possible areas to cover: description of the process, factors for consideration, challenges, linkages to the other parts, aspects that impact success. The paper should be a balance of description and analysis.

Due: August 19, 2012 Length: maximum 2,000 words

### STYLISTIC REQUIREMENTS

CMU as adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual*. Fifth edition. Boston and New York: Bedford/St. Martin's, 2009.

The final paper should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago). You may choose the format but whichever you use, be sure to use it properly and consistently.

## EVALUATION

In general, I expect you to *follow the guidelines* of the assignment and to discuss deviations from them with me before turning it in. In evaluating your work, *quality* is more important than quantity. I appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.

In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).

Good communication skills are essential for justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

Each completed assignment will be given a numerical grade (according to its value toward the final grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

Note grading will include an emphasis on preparation for and participation in engagement in the class community.

## LETTER GRADE/PERCENTAGE SCALE

Letter Grade	Percentage	Grade Points	Descriptor
A+	95-100	4.5	Exceptional
A	88-94	4	Excellent
B+	81-87	3.5	Very Good
B	74-80	3	Good
C+	67-73	2.5	Satisfactory
C	60-67	2	Adequate
D	50-59	1	Marginal
F	0-49		Failure

<u>Criteria</u>	A - Excellent	B - Competent	C - Below Expectations

<b>CONTENT</b> (quality of the information/ideas and sources/details used to support them)	- has clarity of purpose - has depth of content - displays insight or originality of thought - demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought - uses quality resources	- has clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - has little originality of thought - uses mostly quality resources
<b>STRUCTURE</b> (logical order or sequence of the writing)	- is coherent and logically developed - uses very effective transitions	- is coherent and logically developed - uses smooth transitions	- is coherent and logically (but not fully) developed - has some awkward transitions
<b>CONVENTIONS</b> (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation
<b>STYLE</b> (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective - has nicely varied sentence structure - is engaging throughout and enjoyable to read	- displays concern for careful expression - has some variation in sentence structure - is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés - has little variation in sentence structure - is not very interesting to read

**NOTE:** The CMU *Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean's Office.

#### **FINAL DATE FOR WITHDRAWAL**

Final date to withdraw from this course without academic penalty is July 15, 2012.

#### **SCHEDULE AND TOPICS      Draft– Subject to change**

##### **Monday**

10:00 -12:00 introduction to course  
Dynamics of conflict

Readings: Handouts

1:00 – 5:00 *Conflict is Opportunity...* Conflicts generate energy, often-enormous energy. This energy can be destructive or constructive. The process used to deal with conflict enormously influences how the energy within conflict can be constructively engaged in ways that provide an invaluable opportunity to forge innovative solutions and improve relationships.

Readings: Peacemaking Circles, p 3 to 30

## **Tuesday**

9:00 – 12:00 *Creating Safe Places For Difficult Conversation...* Whether building and enhancing relationships or restoring those in difficulty, empowering individuals and empowering an organization by empowering individuals requires creating comfortable places for uncomfortable conversations. Explore how peacemaking circles can generate safe places for dialogue

Readings: Peacemaking Circles, Pages 31 to 80

1:00 – 5:00 *Creating Safe Place, Continued*

Readings: Peacemaking Circles, Pages 81 TO 125

## **Wednesday**

9:00 -12 *Dealing With Conflict ...A Process Not A Single Event...* There are several steps in any good way to a good place ...it is a journey not a one stop shop for outcomes. Exploring the process of a circle and participatory driven processes

Readings: Peacemaking Circles, Pages 127 to 148

1:00 – 5:00 *Process not a single event, continued*

Readings: HANDOUTS

## **Thursday**

9:00 – 5:00 *Putting Ideas Into Practice ...A Workshop On Building Processes To Match The Challenge*

Readings: Handouts

## **Friday**

9:00 – 12:00 *The Challenges Of Facilitating Participant Driven Processes*

Readings: Handouts

1:00 – 3:00 *Review And Wrap Up*