

## **CANADIAN SCHOOL OF PEACEBUILDING**

### **CANADIAN MENNONITE UNIVERSITY**

### **Peace Skills Practice**

BUSI/PCTS-2190/3

**SESSION I: JUNE 16-20, 2014**

#### **Course Syllabus**

**INSTRUCTOR:** Natasha Mohammed, MA

**TIMES:** June 16-20, 2014, 9am-5pm

**E-MAIL:** [n.mohammed@uwinnipeg.ca](mailto:n.mohammed@uwinnipeg.ca)

**CELL/TEXT:** 204-960-7374

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#### **COURSE DESCRIPTION:**

The skills and habits of the peacebuilder can be learned. Throughout this course participants will learn a variety of approaches to dealing with conflict in diverse situations such as: first party conflicts (responding one's own conflicts), third party to conflicts (helping others in conflicts) and learning to recognize the cultural elements of conflict resolution (moving beyond your own culture). Participants will practice the roles of the peacebuilder in a variety of situations.

*The course is offered either for training or for 3 hours of academic credit.*

#### **CORE TEXTS:**

There are no texts required for this class. Rather, articles that are free and available online will provide the theoretical foundations and basis for critical reflection, in addition to handouts shared in class.

1. Cheng, An-Shou & Fleischmann, Kenneth R. (2010). Developing a Meta-Inventory of Human Values. Volume 47, Issue 1, Article first published online: 3 FEB 2011. Proceedings of the American Society for Information Science and Technology Retrieved from [http://www.asis.org/asist2010/proceedings/proceedings/ASIST\\_AM10/submissions/232\\_Final\\_Submission.pdf](http://www.asis.org/asist2010/proceedings/proceedings/ASIST_AM10/submissions/232_Final_Submission.pdf)

2. Schwartz, S. H. (2012). **An Overview of the Schwartz Theory of Basic Values.** *Online Readings in Psychology and Culture*, 2(1). Retrieved from <http://dx.doi.org/10.9707/2307-0919.1116> (click on “Download” to access full article)
3. Mokhtar, M. **Effects of Attachment on Early and Later Development.** *The British Journal of Developmental Disabilities*, Vol. 53, Part 2, JULY 2007, No. 105, pp. 81-95. Retrieved from <http://www.bjdd.org/new/105/81to95.pdf>
4. Mikulincer, M and Shaver, P. (2010). **An Attachment Perspective on Interpersonal and Intergroup Conflict.** Published in Forgas, Joseph P. (Ed); Kruglanski, Arie W. (Ed); Williams, Kipling D. (Ed), (2011). *The psychology of social conflict and aggression. The Sydney Symposium of Social Psychology.* Vol 13, (pp. 19-35). New York, NY, US: Psychology Press, xvi, 326 pp. Retrieved from [http://www.sydney\\_symposium.unsw.edu.au/2010/chapters/MikulincerSSSP2010.pdf](http://www.sydney_symposium.unsw.edu.au/2010/chapters/MikulincerSSSP2010.pdf)
5. Winek, Jon L. (2009). **Bowenian Family Therapy.** *Systemic Family Therapy: From Theory to Practice*, 81-105. Retrieved from [http://www.sagepub.com/upm-data/29841\\_Chapter5.pdf](http://www.sagepub.com/upm-data/29841_Chapter5.pdf)
6. Northouse, Peter G. (2012). **Introduction to Leadership: Concepts and Practice.** Chapter 9, *Handling Conflicts*, 173-207. Retrieved from - [http://www.sagepub.com/upm-data/40152\\_Chapter9.pdf](http://www.sagepub.com/upm-data/40152_Chapter9.pdf)
7. Luca, J. and Tarricone, Pina (2001). **Does Emotional Intelligence Affect Successful Teamwork?** *Proceedings of the 18th Annual Conference of the Australian Society for Computers in Learning in Tertiary Education.* (pp. 367-376). Melbourne: Biomedical Multimedia Unit, The University of Melbourne. Retrieved from <http://www.ascilite.org.au/conferences/melbourne01/pdf/papers/lucaj.pdf>
8. Rahim, A. (2001). **Managing Conflicts in Organizations, 3<sup>rd</sup> Ed.** (pp24-30. Retrieved from [http://www.untag-smd.ac.id/files/Perpustakaan\\_Digital\\_1/CONFLICT%20MANAGEMENT%20Managing%20conflict%20in%20organizations.pdf](http://www.untag-smd.ac.id/files/Perpustakaan_Digital_1/CONFLICT%20MANAGEMENT%20Managing%20conflict%20in%20organizations.pdf)

9. Furman, Frida K. **Compassionate Listening As a Path to Conflict Resolution.** *Journal for the Study of Peace and Conflict, 2009-2010 Annual Edition*: ISSN 1095-1962. Retrieved from <http://www.compassionatelistening.org/wp/wp-content/uploads/2011/02/Journal-for-the-Study-of-Peace-and-Conflict.pdf>
10. Rock, D. **“SCARF: a brain-based model for collaborating with and influencing others.”** *NeuroLeadership Journal, Issue One, 2008*. Retrieved from [http://www.your-brain-at-work.com/files/NLJ\\_SCARFUS.pdf](http://www.your-brain-at-work.com/files/NLJ_SCARFUS.pdf)
11. Irvine, D. (2010). **Resolving Workplace Conflicts – The Authentic Way.** Retrieved from <http://davidirvine.com/pdf/Conflict.pdf>
12. Bennett, M. J. (2004). **Becoming interculturally competent.** In J.S. Wurzel (Ed.) *Toward multiculturalism: A reader in multicultural education*. Newton, MA: Intercultural Resource Corporation. Retrieved from [http://www.truworld.ca/\\_shared/assets/Becoming-Interculturallly-Competent29339.pdf](http://www.truworld.ca/_shared/assets/Becoming-Interculturallly-Competent29339.pdf)
13. **Mapping the Problem.** Mediation Services. Retrieved from <http://www.rickschmidt.net/files/Download/Mapping%20the%20Problem.pdf>
14. Brounéus, K (2003). **Reconciliation – Theory and Practice for Development Cooperation**, Chapters 2-3. Published by Sida (Swedish International Development Cooperation Agency). Retrieved from [http://www.uu.se/digitalAssets/18/18232\\_SIDA2982en\\_ReconWEB\\_brouneus.pdf](http://www.uu.se/digitalAssets/18/18232_SIDA2982en_ReconWEB_brouneus.pdf)
15. Folger, J. **Harmony and Transformative Mediation Practice: Sustaining Ideological Differences in Purpose and Practice.** *North Dakota Law Review, Vol. 84:823*. Retrieved from [http://web.law.und.edu/lawreview/issues/web\\_assets/pdf/84/84-3/84NDLR823.pdf](http://web.law.und.edu/lawreview/issues/web_assets/pdf/84/84-3/84NDLR823.pdf)

**COURSE REQUIREMENTS/ASSIGNMENTS 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, [n.mohammed@uwinnipeg.ca](mailto:n.mohammed@uwinnipeg.ca)

## 1. Assignment #1: Personal Values Identification

Due: Monday, June 16, 2014      Length in pages: approximately 10 pages.      Percentage of Final Grade: 20%

One of the primary goals of this course is to help you know yourself better and understand what motivates your behaviour. Since our values drive our actions, identifying your core personal values can help you best identify why conflicts may be occurring and articulate the best way forward.

Read the articles on Values Theory at the following to links:

- a. <http://dx.doi.org/10.9707/2307-0919.1116> (click on “Download” to access full article)
- b. [http://www.asis.org/asist2010/proceedings/proceedings/ASIST\\_AM10/submissions/232\\_Final\\_Submission.pdf](http://www.asis.org/asist2010/proceedings/proceedings/ASIST_AM10/submissions/232_Final_Submission.pdf)

Using the lists of values identified in these two articles (or by articulating your own if they are not identified there), name the five values that you feel are the most significant drivers of your behaviours. For each value, answer/address the following questions:

- a. What does this value mean to me? How would I explain/define it?
- b. Was there anyone in my life who modelled/demonstrated this value (Parent, teacher, coach, mentor, hero, etc.) and upon whom I base my own practice of this value? How/In what way?
- c. How am I practicing, promoting, and living these values?
- d. What is challenging about practicing, promoting, and living this value in my life?

Examples of Values: Truth, Creativity, Strength, Authenticity, Play, Peace, Courage, Dignity, Innovation, Love, Accountability, Honor, Integrity, Relationship, Loyalty, Flexibility, Security, Commitment, Persistence, Learning, Fun, Fairness, Faith, Spirituality, Honesty, Cooperation, Order, Collaboration, Respect, Dependability, Humor, Excellence, Adventure, Service, Trust, Freedom, Resourcefulness, Support, Justice, Quality, Friendship, Caring, Connectedness, Purposefulness, etc.

## 2. Assignment #2: Daily Journals.

Due: Monday, June 27, 2014      Length in pages: approximately 15 pages.      Percentage of Final Grade: 25%

In addition to reflecting on materials and activities covered each day, you will be provided with daily reflection questions to consider. **Each entry must be at least three pages** and should include personal reflections and life examples relevant to the topics covered, as well as references to readings and class discussions. Use appropriate citations when referring to or quoting from readings.

**3. Assignment #3:** Communication Skills Practice Booklet.

Due: Monday, July 4, 2014 Length in pages: 10 pages. Percentage of Final Grade: 20%

This will involve written practice based on communication skills covered in class; more details to follow.

**4. Assignment #4:** Research Paper approx. 2500 words on a topic of your choice relevant to materials covered in class.

- a. Topic proposal and initial reading list. More details to follow. Percentage of final grade: 5%. Due July 7, 2014.
- b. Final paper. More details to follow. Percentage of final grade: 25%. Due Aug 4, 2014.

**5. Class Participation:** Your class participation mark will be determined based on evaluation of both your attendance (i.e. # of classes attended vs. missed), and by active presence/participation within class discussions and group activities. It is assumed that as a courtesy to the rest of the class, you will advise (in advance or via email or phone/text message) when you plan to be absent. This is worth 5% of your grade.

**STYLISTIC REQUIREMENTS:**

***All assignments must be double-spaced, typewritten,*** and include your name, the course/section number, the instructor's name and the date (i.e., in the header or footer). To save paper, note that cover pages on assignments are not required; reference/bibliography info can simply follow the end of the paper (i.e., separate page not required).

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 reflection topics/final paper 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.

### **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

**Some ideas of what will be considered when evaluating your written submissions:**

	<b>Ideas and information</b>	<b>Organization &amp; coherence</b>	<b>Support</b>	<b>Style</b>	<b>Mechanics</b>
<b>The F paper</b>	Does not respond to the assignment, or topic not relevant to this course. Lacks clear focus or thesis. May be unduly brief.	No appreciable organization; lacks order and coherence.	Few sources are cited, or sourced are not properly documented. Uses irrelevant details or lacks supporting evidence entirely.	Contains numerous long convoluted sentences, or sentence fragments. Misuses words, employs inappropriate language. Difficult to understand at first reading.	Contains so many grammar, spelling, or punctuation errors that it is difficult to read, or requires frequent rereading to understand.
<b>The D paper</b>	Responds partially to the assignment. Topic partially related to course. Focus/thesis may be too vague or too obvious to be developed effectively. Much of the paper does not advance the stated purpose. Paper may misunderstand key concepts or sources.	Weak or random organization of topics. Some portions may not relate to paper's thesis. Paragraphs may lack topic sentences or main ideas, or may run on through multiple ideas, or may be too general or too specific to be effective. Few or inappropriate transitions between topics.	Relies on "easy" or Internet sources, or misses key sources of information. Depends largely on clichés or sweeping generalizations for support. May be personal narrative rather than essay, or summary rather than analysis. Often has lapses in logic.	Contains awkward or ungrammatical sentences. May be too vague and abstract, or very personal and specific.	Frequent mechanical errors or a few important errors slow the reader, and repeatedly distract attention from the content of the paper.
<b>The C paper</b>	Answers the assignment. Presents & develops thesis, but does not follow through fully. Shows basic comprehension of sources, perhaps with lapses in understanding. Uses vague and general words; may use terms inappropriately, or not define them fully. If it defines terms, often depends on dictionary definitions. May not acknowledge other views. Mentions ideas or information without discussing fully.	May list ideas rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May rely on generalizations to support its points. Uses examples, but not all are obvious or relevant. At points, depends on unsupported opinion, or assumes that evidence speaks for itself and needs no application to the point being discussed. Uses limited number of sources.	Sentence structure "correct," but sentences may be wordy, unfocused, repetitive, or confusing. Excessive reliance on passive verbs. Sentence structure may be monotonous.	Readable. Contains some mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.





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<b>The B paper</b>	A solid paper, responding well to assignment. Clearly relevant to course. Clearly states a thesis/central idea, but may have minor lapses in development. Acknowledges the complexity of central idea and the possibility of other points of view. Uses terms and concepts accurately.	Shows a logical progression of ideas and uses good transitional devices; e.g., may move from least to more important idea. Easy to follow. Each paragraph clearly relates to paper's central idea.	Regularly offers reasons to support its points, using varied kinds/sources of evidence. Interprets the evidence and explains connections between evidence and main ideas. Its examples bear some relevance.	With a few exceptions, uses words accurately and effectively. Most sentences clear, well structured, and focused.	Good grammar, spelling and punctuation. May contain a few errors, which may distract the reader but not impede understanding.
<b>The A paper</b>	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is worth developing, limited enough to be manageable, clearly communicated. Recognizes complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader easily through the chain of reasoning or progression of ideas.	Consistently uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. Draws upon a breadth of relevant material and in-depth analysis.	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling. A pleasure to read.	Almost entirely free of spelling, punctuation, and grammatical errors.

*Adapted by D. Peachey, Dec 2012 from rubric used in the UC Davis English Department Composition Program*

**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, 2014.

**SCHEDULE, TOPICS & READINGS LIST:**

This is a preliminary outline intended to provide a general idea of topics to be covered. As the goal is to give you a chance to learn a related skill/tool for each main theory/topic we address, the actual schedule may change or overlap days as the course progresses; student learning needs and interests will be a determining factor.



### **Monday June 16: Day 1 – Introductions. Perspectives of Conflict.**

Associated Readings:

1. Northouse, Peter G. (2012). **Introduction to Leadership: Concepts and Practice**. Chapter 9, Handling Conflicts, 173-207.
2. Cheng, An-Shou & Fleischmann, Kenneth R. (2010). **Developing a Meta-Inventory of Human Values**.
3. Schwartz, S. H. (2012). **An Overview of the Schwartz Theory of Basic Values**.
4. Mokhtar, M. **Effects of Attachment on Early and Later Development**.
5. Mikulincer, M and Shaver, P. (2010). **An Attachment Perspective on Interpersonal and Intergroup Conflict**.
6. Winek, Jon L. (2009). **Bowenian Family Therapy**.

### **Tuesday June 17: Day 2 – Conflict Variables – Goals, Power, Styles.**

Associated Readings:

1. Rahim, A. (2001). **Managing Conflicts in Organizations, 3<sup>rd</sup> Ed.**
  2. Additional handouts to be provided.
- ❖ This day will provide you an opportunity to complete conflict styles self-assessment questionnaire.
  - ❖ Note that a one-hour “Class Sampler” will also occur on this day to provide students an opportunity to attend one of the other classes being offered this week at CSOP.

### **Wednesday June 18: Day 3 – Conflict Variables – Emotions, Culture, Social Identities.**

Associated Readings:

1. Luca, J. and Tarricone, Pina (2001). **Does Emotional Intelligence Affect Successful Teamwork?**
  2. Additional handouts to be provided.
- ❖ This class will involve your participation in a Social Identity exercise; you will be provided with a handout in advance to help you prepare.

**Thursday June 19: Day 4 – Effective Communication Skills – Barriers, Listening and Speaking**

Associated Readings:

1. Furman, F. K. **Compassionate Listening As a Path to Conflict Resolution.**
2. Rock, D. **“SCARF: a brain-based model for collaborating with and influencing others.”**
3. Additional handouts to be provided.

**Friday June 20: Day 5 – Interpersonal Conflict Elements - Analyzing & Responding to Conflicts**

Associated Readings:

1. Bennett, M. J. (2004). **Becoming interculturally competent.**
2. **Mapping the Problem.** Mediation Services.
3. **Reconciliation – Theory and Practice for Development Cooperation.**
4. **Resolving Workplace Conflicts – The Authentic Way.**
5. **Harmony and Transformative Mediation Practice: Sustaining Ideological Differences in Purpose and Practice.**
6. Additional handouts to be provided.

Note: Coffee Breaks are normally 10:30-11:00 am and 3:30-4 pm.