

## **CANADIAN SCHOOL OF PEACEBUILDING**

### **CANADIAN MENNONITE UNIVERSITY**

### **Peace Skills Practice**

BUSI/PCTS-2190C

**SESSION I: JUNE 13-17, 2016**

#### **Course Syllabus**

**INSTRUCTOR:** Natasha Mohammed, MA

**TIMES:** June 13-17, 2016, 9am-5pm

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

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

#### **VOLUNTARY WITHDRAWAL DATE**

July 15, 2016 is the final date to withdraw from this course without academic penalty.

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#### **COURSE DESCRIPTION:**

Throughout this course, participants will examine a variety of approaches to dealing with conflict in diverse locations such as: first party conflicts (responding to your own conflicts), third party conflicts (helping others in conflict) and learning to recognize the cultural elements of conflict resolution (moving beyond your own culture). Students will practice the role of the peacebuilder in situations when gossip, venting, and advice-seeking is being experienced.

*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. **See Appendix A for a detailed list of articles** that will be used in this course, along with the corresponding link at which you can access the article. Although the list may appear large note the total number of pages associated with the articles is commensurate with the reading requirement for a class at this level.

#### **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.

## COURSE REQUIREMENTS

ASSIGNMENTS	DATE DUE**	VALUES
1. Personal Values Identification	June 13, 2016	20%
2. Daily Journals	July 4, 2016	25%
3. Communication Skills Practice Booklet	July 11, 2016	20%
4. Research Paper	August 12, 2016	28%
Research paper proposal	July 8, 2016	2%
5. Participation		5%

## DESCRIPTIONS

### 1. Assignment #1: Personal Values Identification

Due: Monday, June 13, 2016      Length in pages: approximately 8 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) 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)
- b) 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)

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, July 4, 2016. Length in pages: approximately 20 pages (4 pages per day of class). Percentage of Final Grade: 25%

A journal is the place to demonstrate what is being learned, and what yet needs to be learned. Each daily entry is intended to be a space to spur your contemplation of the readings and class material, and reflect your own thoughts and ideas. Questions you might consider throughout your writings include: *How do the readings, activities and class conversations alter my understanding of peace and conflict resolution studies? What questions are arising for me? How are the theories we explore relevant to my life or the lives of people I know? What do I find challenging when I think about applying this information and new skills to my life?*

**Each entry must be at least four 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. In addition to reflecting on materials and activities covered each day, you will be provided with daily reflection questions to consider and incorporate within the reflection entry.

## **3. Assignment #3:** Communication Skills Practice Booklet (to be provided).

Due: Monday, July 11, 2016 Length in pages: 10 pages. Percentage of Final Grade: 20%

This will involve written practice based on communication skills covered in class; scenarios will be provided for you to practice what you could say in those situations, using the skills learned in class. No research is required.

## **4. Assignment #4:** Research Paper.

Your research paper should be a minimum of 3,000 words and a maximum of 3,500 words (excluding Bibliography/Works Cited) on a topic of your choice that is relevant to materials covered in class. For example, you may choose to explore an area or category of peace and conflict studies, a particular theorist, practitioner, or even a place or context where people are employing peace skills. Regardless of your specific topic, this paper must show evidence of library research **and** must draw connections to course material. Further description can be found in Appendix B.

- a. **A research paper proposal is due by July 8, 2016.** This should include a preliminary argument/thesis statement, as well as scholarly resources you will reference. See Appendix B (at end of syllabus) for the expected format/content of your proposal. Feedback will be provided, as necessary. (Percentage of final grade: 2%)

When deciding upon your topic, you might consider the following process:

- Brainstorm a list of potential topics that interest you and which are related to peace skills practice, whether that's at the intrapersonal, intergroup, intercommunity or international level.
- Read broadly on your topic to understand the issues at hand. Identify a minimum of four academic/scholarly resources you will draw upon for your paper.
- Be sure you can connect your topic to/integrate the course material.
- Discuss your topic with the instructor to confirm it is eligible before writing and submitting your proposal.

- b. Final paper. Percentage of final grade: 30%. Due Aug 12, 2016.

5. **Class Participation:** Your class participation mark will be determined based on evaluation of both your attendance (i.e. hours 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 know you will be late or absent. This is worth 5% of your grade.

**STYLISTIC REQUIREMENTS:**

***All assignments must be double-spaced, 12-point font, 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 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**

Standard A	Letter Grade	Percentage	Grade Points	Descriptor
	A+	90-100	4.5	Exceptional
	A	80-89	4	Excellent
	B+	75-79	3.5	Very Good
	B	70-74	3	Good
	C+	65-69	2.5	Satisfactory
	C	60-65	2	Adequate
	D	0-49	0	Failure

**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.

**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	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	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.	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.



	definitions. May not acknowledge other views. Mentions ideas or information without discussing fully.	sentences within paragraphs may lack coherence.	Uses limited number of sources.		
<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.

#### ADDITIONAL NOTES

1. All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU's website (<http://www.cmu.ca/students.php?s=registrar&p=policies>) and in the CMU Calendar (also available online: <http://www.cmu.ca/academics.php?s=calendar>).
2. Assignments are due as scheduled. Marks will be deducted for lateness (5% per day), unless previous arrangements have been made with the instructor.

3. I encourage all credit students to take up any concerns/questions regarding grades, first with your instructor, then with the Associate Dean of Program, Ray Vander Zaag. The CMU Calendar outlines its appeals process clearly.
4. Email: Substantive discussions are best done person to person, not electronically. Thus, email can be used to set up personal appointments, to send regrets if one has to miss class, and so on, but not for engaging in substantive discussions.
5. Grades submitted by instructors become final only after they are vetted by the Dean's Council
6. All cell phones are to be turned off during class.

### Accessibility Programs

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Accessibility Programs at [sloepky@cmu.ca](mailto:sloepky@cmu.ca) or 204.487.3300 x.340.

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

Final date to withdraw from this course without academic penalty is July 15, 2016.

### **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 13: 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 14: Day 2 – Conflict Variables – Goals, Power, Styles.**



Associated Readings:

1. Rahim, A. (2001). **Managing Conflicts in Organizations, 3<sup>rd</sup> Ed.**
  2. Lawler, E. J. & Proell, C. A. (2001). **The power process and emotion.**
  3. Additional handouts to be provided.
- ❖ On this day will provide you an opportunity to complete a 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 15: Day 3 – Conflict Variables – Emotions, Culture, Social Identities.**

Associated Readings:

1. Luca, J. and Tarricone, Pina (2001). **Does Emotional Intelligence Affect Successful Teamwork?**
  2. Williams, M. (2015). **Thinking about you: Perspective taking, perceived restraint, and performance.**
  3. Brett, J., Behfar, K. and Kern, M. C. **Managing Multicultural Teams.**
  4. Zúñiga, X., Vasques-Scalera, C., Nagda, B. A., & Sevig, T. D. **Dismantling the walls: Peer facilitated inter-race/ethnic dialogues processes and experiences.**
  5. 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 16: 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. Smith, R. **Unit 4: Intrapersonal and Interpersonal Communication.**

4. **Coaching for Conciliation** (Mediation Services)
5. Additional handouts to be provided.

**Friday June 17: Day 5 – Interpersonal Conflict Elements - Analyzing & Responding to Conflicts**

Associated Readings:

1. Bennett, M. J. **Becoming interculturally competent.**
2. **Mapping the Problem** (Mediation Services).
3. Brounéus, K. **Reconciliation – Theory and Practice for Development Cooperation.**
4. Irvine, D. **Resolving Workplace Conflicts – The Authentic Way.**
5. Helvey, R. **On Leadership.**
6. Martin, R. **How Successful Leaders Think.**
7. Folger, J. **Harmony and Transformative Mediation Practice: Sustaining Ideological Differences in Purpose and Practice.**
8. Additional handouts to be provided.

## Appendix A\*

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/sites/default/files/upm-binaries/29841\\_Chapter5.pdf](http://www.sagepub.com/sites/default/files/upm-binaries/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/sites/default/files/upm-binaries/40152\\_Chapter9.pdf](http://www.sagepub.com/sites/default/files/upm-binaries/40152_Chapter9.pdf)

\*Note that articles are listed in order that they will be covered (rather than alphabetically).

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://ro.ecu.edu.au/cgi/viewcontent.cgi?article=5833&context=ecuworks>
8. Williams, M. (2015). **Thinking about you: Perspective taking, perceived restraint, and performance.** Retrieved from Cornell University, ILR school site: <http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1969&context=articles>
9. Rahim, A. (2001). **Managing Conflicts in Organizations, 3<sup>rd</sup> Ed.** (Chapters 2, 6-9). 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)
10. Lawler, E. J. and Proell, C. A. (2001). **The power process and emotion.** In D. Tjosvold & B. van Knippenberg (Eds.) *Power and interdependence in organizations* (pp.169-185). New York: Cambridge University Press. Retrieved from Cornell University, ILR school site: <http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1660&context=articles>
11. 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>
12. 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)
13. Smith, Ronald D. Unit 4: Intrapersonal and Interpersonal Communication. *Introduction to Language and Communication: A Primer on Human and Media Communication for the United Arab Emirates University (pp35-35).* Prepared for the College of Humanities and Social Sciences. Retrieved from <http://faculty.buffalostate.edu/smithrd/UAE%20Communication/Unit4.pdf>

14. **Coaching for Conciliation Training Manual 2015.** Prepared by Resolution Skills Centre for Mediation Services. Retrieved from <http://www.resolutionsskills.ca/wp-content/uploads/2011/08/Coaching-for-Conciliation-Manual-2015.pdf>
15. Helvey, Robert. (2004). **On Strategic Nonviolent Conflict: Thinking About the Fundamentals.** Chapter 11, On Leadership, 107-117. Retrieved from - <http://www.aeinstein.org/wp-content/uploads/2013/09/OSNC.pdf>
16. Irvine, D. (2010). **Resolving Workplace Conflicts – The Authentic Way.** Retrieved from <http://davidirvine.com/pdf/Conflict.pdf>
17. 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.wholecommunities.org/pdf/privilege/4\\_Becominginterculturallycompe\\_Bennett.pdf](http://www.wholecommunities.org/pdf/privilege/4_Becominginterculturallycompe_Bennett.pdf)
18. Brett, J., Behfar, K. and Kern, M. C. **Managing Multicultural Teams.** *The Harvard Business Review, March 2005 (pp85-97).* Retrieved from [http://www.inspiringwomen.com/Uploads/Links/Doc/100\\_1\\_HBR\\_EssentialGuidetoLeadership\\_web.pdf#page=70](http://www.inspiringwomen.com/Uploads/Links/Doc/100_1_HBR_EssentialGuidetoLeadership_web.pdf#page=70)
19. Zúñiga, X., Vasques-Scalera, C., Nagda, B. A., & Sevig, T. D. (1996). **Dismantling the walls: Peer facilitated inter-race/ethnic dialogues processes and experiences.** PCMA Working Paper, No 49 (pp1-51), The Program on Conflict Management Alternatives, The University of Michigan, Ann Arbor, MI. Retrieved from <https://igr.umich.edu/files/igr/IntergroupDialogueHigherEducation.pdf>
20. **Mapping the Problem.** Mediation Services. Retrieved from <http://www.rickschmidt.net/files/Download/Mapping%20the%20Problem.pdf>
21. Martin, Roger. How Successful Leaders Think *The Harvard Business Review, March 2005 (pp71-83).* Retrieved from [http://www.inspiringwomen.com/Uploads/Links/Doc/100\\_1\\_HBR\\_EssentialGuidetoLeadership\\_web.pdf#page=70](http://www.inspiringwomen.com/Uploads/Links/Doc/100_1_HBR_EssentialGuidetoLeadership_web.pdf#page=70)

22. 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)
23. Folger, J. **Harmony and Transformative Mediation Practice: Sustaining Ideological Differences in Purpose and Practice**. *North Dakota Law Review*, Vol. 84:823. Retrieved from <https://law.und.edu/files/docs/ndlr/pdf/issues/84/3/84ndlr823.pdf>



## Appendix B Research Paper Proposal Format

A proposal is a starting point and intended to help you structure the anticipated content of your paper. Below is an example of a basic research paper proposal format you may follow:

### **Expressive Title**

Using a few words, title your paper appropriately; that is, ensure that your title gives a helpful clue as to what the reader is about to read.

### **Thesis Statement**

The thesis statement defines the purpose and scope of your topic in one or two sentences. You can begin your thesis statement with the phrase: "The purpose of this paper is to [describe, explore, prove, argue, show, demonstrate etc.]." The remainder of the sentence should establish your central topic and the focus you intend to bring to your discussion. To give your paper increased focus and interest, perhaps adopt a point-of-view about your subject and make a case, or argument, in its favour.

### **Abstract**

An abstract is a short description of the content of your paper written out in complete sentences. It includes the main topics of discussion and the conclusions you will reach. It also places emphasis on the actual *argument* of your paper. Make it as specific as you can.

(Note that an abstract is different than an outline! Although an outline performs the same function as an abstract, outlines are only in point form and use generalizations that contribute little in the way of detail. An outline only tends to emphasize *the structure* of your argument.)

### **Scholarly Resources**

In this section of your proposal you should list, in alphabetical order, the resources you expect to refer to in your essay or to consult. It's ok if some of these items don't end up in the final bibliography/works cited where you will only list those scholarly works that you end up directly referring to in your final paper. Use the APA style of documentation and referencing.

NOTE: Regarding potential resources you might seek out, such as interviewing people...given academic/ethics requirements, please do not consider doing interviews with "general" people as your topics may trigger things in them; people should not be left negatively affected as part of researching a paper. If they are professionals working in the field, this is another matter; identify some names and run them by the instructor, as well as the questions you would propose asking before engaging in a dialogue.