

CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY
Session I: June 8 – 19, 2020
PCD-5990C Leading in an Age of Polarization
Graduate Course Syllabus

Instructor: David Brubaker, PhD (University of Arizona)

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Lecture times: 1:30 am-4:30 pm, Monday to Friday

Office hours: After class

Last date for voluntary withdrawal without academic penalty: July 15, 2020

COURSE DESCRIPTION

In recent decades, congregations, businesses, civic organizations and communities across Canada, the U.S., and multiple other countries have divided along political and ideological lines. This course will examine the underlying drivers of polarization, explore the impact of such polarization on organizational and community leaders, and present clear strategies for leading effectively in an age of polarization.

OBJECTIVES

After successful completion of this course, students should have:

1. Understood their own personal style of communication and conflict management, and learned how to *manage themselves* in interaction with others with whom they profoundly disagree.
2. Examined the underlying drivers of polarization and determined how they might collaborate with others to address the *root causes* of the phenomenon.
3. Explored the impact of polarization on community and organizational leaders, and developed strategies for *leading effectively* in a polarized environment.
4. *Acquired skills* for self-management, interpersonal effectiveness, trauma awareness and resilience, and emotionally intelligent leadership.

REQUIRED TEXTBOOK(S)

It is the participant's responsibility to order texts ahead of time, whether online, as e-books, or from local booksellers.

Brubaker, David R. *When the Center Does Not Hold: Leading in an Age of Polarization*. Minneapolis: Fortress Press, 2019.

Goleman, Daniel, Richard Boyatzis, and Annie McKee. *Primal Leadership: Unleashing the Power of Emotional Intelligence*. Boston: Harvard Business Review Press, 2013.

Marshall, Tim. *Divided: Why We're Living in an Age of Walls*. London: Elliott & Thompson, 2018.

Plus Assigned Articles (Available on Moodle)

TEACHING APPROACH

In addition to lectures, there will be opportunity for interactive exercises, exploring case studies with guests, student interaction and a small group project. Students will be expected to keep up with readings and actively engage in class activities.

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 are due as scheduled. Marks will be deducted for lateness (10% per day), unless previous arrangements have been made with the instructor. All papers will be submitted electronically to the instructor via email by the date specified.

ASSIGNMENT SUMMARY

ASSIGNMENT	DUE DATE	VALUE
1. "Experiences of Polarization"	June 8, 2020	25% of Grade
2. "Leadership and Self-Awareness"	July 8, 2020	25% of Grade
3. "Overcoming Polarization"	August 8, 2020	40% of Grade
4. Class Participation	June 8 – 19, 2020	10% of Grade

ASSIGNMENT GUIDELINES

1. "Experiences of Polarization"

Due: June 8, 2020

Length: 6 – 8 pages double-spaced

Value: 25% of Grade

Description: This paper invites students to reflect on how polarization has impacted them personally—whether in a family, a congregation, or another organization. Students will identify the setting, the issue(s) that were in conflict, the process used to address the conflict, and the outcome of the conflict. A concluding section will address specific learnings from the conflict experience(s).

2. "Leadership and Self-Awareness"

Due: July 8, 2020

Length: 6 – 8 pages double-spaced

Value: 25% of Grade

Description: This paper requires that students have completed the Gilmore-Fraleigh instrument along with a values clarification exercise. Students will reflect on their personal style in the Gilmore-Fraleigh instrument and their core values and describe how each has informed their conflict behavior in the past. Students will also describe specific skills that they plan to add to lead effectively in future conflict environments.

3. “Overcoming Polarization”

Due: August 8, 2020

Length: 12 – 15 pages double-spaced

Value: 40% of Grade

Description: This paper encourages students to choose a particular context (a family, congregation, community, organization, or society) and map the relationships and level of conflict in that system. They will then draft an intervention plan that will require collaboration with others, specific peacebuilding strategies, and a timetable for implementation. The paper will require references to specific course readings that inform the strategy.

STYLISTIC REQUIREMENTS

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

Hacker, Diana. *A Pocket Style Manual*. Sixth edition. Boston and New York: Bedford/St. Martin's, 2012.

The final paper should follow the APA format, including proper citations and bibliography.

OTHER REQUIRMENTS

Academic Integrity—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. If you still have questions about appropriate referencing and what plagiarism is, a useful tutorial can be found here: <http://www.indiana.edu/~istd/>.

Attendance—In order to maximize the potential of the educational process, and given the intensive nature of CSOP courses, it is necessary that each student attend all classes. On occasion, a student may need to miss some class time. Two half-days of class (six total hours) is the maximum allowable absence, and any student missing more than this may be barred from further class attendance. In such cases, the student is responsible to advise the instructor before the class occurs. It is the responsibility of the student to become familiar with all academic policies, including those pertaining to attendance, academic misconduct, and grading.

ACCESSIBILITY

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 or 204.487.3300 x.340.

In recognition of individuals with asthma, allergies and severe environmental/chemical sensitivities, CMU is striving to become a scent-free campus. Students, staff and guests are asked to refrain from wearing fragrances and scented personal care products at CMU. This includes perfumes, colognes, aftershave and scented hair products. Your cooperation is greatly appreciated by those affected.

EVALUATION

Good communication skills are essential for justice and peacebuilding work. Thus, in general, instructors should look for quality writing that adheres to the assignment guidelines, expresses ideas clearly, concisely, and persuasively, and demonstrates engagement with readings and class sessions. All written work should be well informed, well organized and well documented.

Students are to take up any concerns or questions regarding grades first with the instructor. If this does not produce a satisfactory result, the student should submit a written appeal to the Registrar (spenner@cmu.ca).

NOTE: Grades are not final until vetted and approved by the Dean's Office.

For more information on CMU policies regarding grades, academic misconduct, appeals, and other matters, please see the *CMU Student Handbook*.

LETTER GRADE/PERCENTAGE SCALE

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	60-64	2	Adequate
D	50-59	1	Marginal
F	0-49	0	Failure

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

CONVENTIONS (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
STYLE (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

EXTENSIONS

The last date within the semester an instructor can grant as an extension is AUG 15. If a student is unable to complete the requirements of a course by this date, the student must submit a written appeal for an “incomplete” to the Registrar’s office (spenner@cmu.ca). The student should seek the instructor’s support for the appeal and must submit it by AUG 16.

If the student’s appeal is granted, the instructor will enter a grade of I (for incomplete) accompanied by a temporary grade (which is based on completed work and assigns a value of zero for uncompleted work). Instructor grades are due by AUG 21. If the student completes the remaining work within the extension period, the grade will be recalculated and the incomplete status will be removed. If the student does not complete the work within the extension period, the incomplete status will be removed and the provisional grade entered alongside the “incomplete” will become the final grade. The maximum extension for courses ending in August is DEC 1.

SCHEDULE, TOPICS & READINGS

This schedule, along with assigned readings, may be adjusted slightly in response to pace of discussion, availability of guests, and other scheduling issues. The instructor will provide advance notice of any changes. Please see attached schedule.

SCHEDULE NOTES

- July 15** **The final date to withdraw from the course without academic penalty.**
- Aug 15 Instructors cannot grant extensions past this date.
- Aug 16 The last day for students to appeal in writing to the Registrar’s office for extensions past Aug 15.
- Aug 21 Last day for instructors to submit grades.

Date	Topic	Assignment (To be completed PRIOR to class)
June 8	Understanding Oneself	Complete Gilmore-Fraleigh Instrument Read Part One of <i>Primal Leadership</i> (“The Power of Emotional Intelligence”)
June 9	Managing Oneself	Read <i>Managing Oneself</i> article by Peter Drucker
June 10	Understanding Polarization	Read Introduction of <i>When the Center Does Not Hold</i>
June 11	Root Causes of Polarization	Read <i>Polarization and the Decline of the Middle Class: Canada and the U.S.</i> article Read Chapter 1 of <i>When the Center Does Not Hold</i> (“Understanding Polarization”)
June 12	Global Nature of Polarization	Read (or skim) <i>Divided: Why We’re Living in an Age of Walls</i>
<i>Weekend</i>	<i>Relax, Refresh, and Read</i>	
June 15	Impact on Leaders of Polarization	Read <i>Not as Simple as That: How Leaders Faced the Challenge of Pursuing Peace in Northern Ireland</i> article Read Chapter 2 of <i>When the Center Does Not Hold</i> (“Leadership and Polarization”)
June 16	Leading in an Age of Polarization	Read Part Two of <i>Primal Leadership</i> (“Making Leaders”)
June 17	Communicating in an Age of Polarization	Read Chapter 3 of <i>When the Center Does Not Hold</i> (“Communicating Across the Divide”)
June 18	Trauma, Polarization, and Resilience	Read Chapters 4 and 5 of <i>When the Center Does Not Hold</i> (“Trauma, Polarization, and Connection” and “Weathering Polarization with Resilience”)
June 19	Leading Healthy Organizations	Read Part Three of <i>Primal Leadership</i> (“Building Emotionally Intelligent Organizations”) and <i>How Winning Organizations Last 100 Years</i> article Reach Chapters 6 and 7 of <i>When the Center Does Not Hold</i> (“Transforming Polarization” and “Love that Transforms”)