



A PROGRAM OF EASTERN MENNONITE UNIVERSITY

FORMATION FOR PEACEBUILDING PRACTICE PAX 532

Summer Peacebuilding Institute (SPI)
Session II, May 23-31, 2019
8:30 a.m. – 5 p.m.
Course meeting location TBA

INSTRUCTOR INFORMATION:

Gloria Rhodes, Ph.D.
gloria.rhodes@emu.edu

Office Location: Martin Store, Room 105
Office Phone: 540-432-4270

Graduate Teaching Assistant:
TBA

COURSE DESCRIPTION:

As individuals working for peace, social justice, and reduction of violence, we are the instruments of the work. Therefore, we need to cultivate in ourselves the ability to engage conflict and injustice with wisdom, compassion, and clarity. We do this by becoming more self-aware, engaging in reflective practice and gaining skills in analysis, theory and the methods and processes available to us.

Participants will strengthen their abilities to understand and manage self and to attend to self-care, to listen and communicate, create and maintain healthy boundaries, recognize and promote diversity and equity, lead from their vision and values, and engage people in dialogue and decision-making. The course will survey leadership roles, key skills, systematic processes and varied contexts within the broad field of constructive social change including peacebuilding and conflict resolution/transformation.

Contemporary strategies for structuring conversations and decision-making including arts-based approaches will be explored along with traditional processes of negotiation, mediation, and facilitation. Course participants will gain a holistic understanding of self as person, participant, practitioner, and leader, with emphasis on the importance of intellectual, emotional, physical, and spiritual well-being and growth.

When taken for academic credit (3 semester hours), this course meets a requirement for the MA or GC in Conflict Transformation and the MA or GC in Restorative Justice. All students taking the course for credit will complete independent reading, research and writing outside of class. Further details on course requirements will be provided during the course. *This course is being offered for training or for 3 semester hours of graduate credit. It cannot be taken for reduced credit.*

COURSE GOALS AND OBJECTIVES:

To prepare reflective practitioners who skillfully and ethically integrate theory, analysis and practice into the vocational call and process of contributing to constructive social change and building durable peace.

Participants will:

- Develop and practice a menu of personal skills for conflict transformation and social change.
- Reflect on their own values, abilities and growth areas as peacebuilders and social change leaders.
- Demonstrate processes to facilitate effective communication, decision-making, and team-building.
- Deepen understandings of social identity, power, and culture in relation to self and others.
- Exhibit the ability to be a reflective practitioner through use of the praxis cycle.
- Choose appropriate interventions and roles for self or others in peacebuilding action.

Course Dates and Location

The course will be conducted as part of EMU's Summer Peacebuilding Institute (SPI). It will take place Thursday, May 23 – Friday, May 31, 2019, with no classes scheduled on the weekend (Saturday and Sunday). Classes will be held between 8:30 a.m. and 5 p.m. with a two-hour break for lunch (with the exception of the first class that begins later due to the Opening Gathering as well as the last day of class that ends earlier.) There will also be one additional lunch or evening session for those taking the course for graduate credit.

Course Philosophy

We seek the creation of a dynamic learning community in which everyone is a teacher and a learner. Our personal and professional lives, social identities, cultural heritage and spiritual beliefs impact the way we understand the course content and will present it. Likewise, we invite all course participants to bring the multiple dimensions of their experience and identity into the classroom while:

- a. Respecting all points of view (even when you think and believe differently)
- b. Listening to gain insights, fresh ideas, and new perspectives, and
- c. Accepting that we are here to learn with and from one another.

PRE-CLASS ASSIGNMENTS:

To be read by all participants before the course begins:

1. Conflict Transformation - <http://www.beyondintractability.org/essay/transformation>
2. Peacebuilding - <http://www.beyondintractability.org/essay/peacebuilding>
3. What are Intractable Conflicts? - <http://www.beyondintractability.org/essay/meaning-intractability>
4. Peace Processes - <http://www.beyondintractability.org/essay/peace-processes>
5. Levels of Action - <http://www.beyondintractability.org/essay/hierarchical-intervention-levels>

Here is the overall article tree for the site if you would like to do some additional reading:

<http://www.beyondintractability.org/library/essay-browse-tree>

All participants should come to the course prepared to share something about the following:

1. Take some time to reflect on how your family (whatever unit you grew up as part of) handled conflict. How did it promote peace or not? What were you taught about how to deal with problems? How did your parents or caregivers model handling conflict or difficult issues?
2. Identify a situation of conflict that you know well and that you could potentially do something about. The situation should involve a few people or small group of people (e.g. it could be a small organization, or part of an organization, a family or two, or a subset of a larger group). Describe the conflict on paper with as many details as possible. This will be for your own use, but you should be prepared to share general information about the situation.

Assignments to be completed by all students taking the course for graduate credit before the course begins:

1. Read the following:

Fisher, Simon, et al. *Working with Conflict: Skills and Strategies for Change*, Chapters 1, 2, and 3 (available on Moodle.)

Stone, Douglas and Patton, Bruce, and Sheila Heen. 2000. *Difficult Conversations: How to discuss what matters most*. New York: Penguin. 10th anniversary edition. \$10 Read entire book.

2. After reading Stone, Patton, and Heen, complete reading response number 1 (see below) and submit by **the first day of class May 23, 2019**.

REQUIRED TEXTS AND OTHER RESOURCES:

Listed books and resources are required for graduate credit and are offered as optional resources for all other participants.

Books in the Little Books for Justice and Peacebuilding series:

Brubaker, David. 2009. *The Little Book of Healthy Organizations*. Intercourse, PA: Good Books.

Docherty, Jayne. 2005. *Strategic Negotiation*. Intercourse, PA: Good Books. ISBN: 978-1561484287. Approximate price: \$5.

Kraybill, Ron and Evelyn Wright. (2006). *The Little Book of Cool Tools for Hot Topics: Group Tools to Facilitate Meetings When Things Are Hot*. Intercourse, PA: Good Books. ISBN: 9781561485437. Approximate price: \$5

Pranis, Kay. (2005). *The Little Book of Circle Processes*. New York, NY: Good Books. ISBN: 978-156148-5512. Approximate price: \$5.

Zehr, Howard. 2002. *Little Book of Restorative Justice*. Intercourse, PA: Good Books. ISBN: 978-1561483761. Approximate price: \$5.

Additional Required Texts:

Hicks, D. (2018). *Leading with Dignity: How to Create a Culture That Brings Out the Best in People*. Yale University Press.

Kelsey, Dee, Pam Plumb and Beth Braganca. (2004.) ***Great Meetings! Great Results!*** Hanson Park ISBN: 978-0965835411. Approximate price: \$20.00

Mayer, Bernard. 2012. *The Dynamics of Conflict: A guide to engagement and intervention*. 2nd Ed. San Francisco: John Wiley & Sons, Inc. Approximate price: \$40.

Schein, Edgar. 2011. *Helping: How to Offer, Give, and Receive Help. Understanding Effective Dynamics in One-to-One, Group, and Organizational Relationships*. San Francisco: Berrett-Koehler Publishers.

Stone, Douglas and Patton, Bruce, and Sheila Heen. 2000. ***Difficult Conversations: How to discuss what matters most***. New York: Penguin. 10th anniversary edition. \$10

Additional Reading Materials (posted on Moodle) include:

Folger, Joseph, Marshall Scott Poole, and Randall Stutman. 2012. Third-Party Intervention. And Power. In *Working through Conflict: Strategies for Relationships, Groups, and Organizations*, 7th Edition. New York: Routledge.

Goldberg, Marshall. (2003). *Nonviolent Communication: A Language for Life: Life-Changing Tools for Healthy Relationships*. 3rd ed. Encinitas, CA: PuddleDancer Press. ISBN: 978-1892005281 Approximate price: \$20.00. [selected pages]

Laue, James and Gerald Cormick. 1978. The Ethics of Intervention in Community Disputes. *The Ethics of Social Intervention*, edited by Gordon Bermant, Herbert C. Kelman, and Donald P. Warwick. Washington, DC: Halsted Press.

Lederach, J. P., Neufeldt, R., and Culbertson, H. (2007.) **Reflective peacebuilding: A planning, monitoring, and learning toolkit.** Mindanao, Philippines: Joan B. Kroc Institute for International Peace Studies and Catholic Relief Services (East Asia Regional Office). Download from Moodle or from http://kroc.nd.edu/sites/default/files/crs_reflective_final.pdf

Lencioni, Patrick. *The Five Dysfunctions of a Team: A Leadership Fable.* (2007). Jossey Bass. ISBN: 978-8126506750. Approximate price: \$25.00

Mohr, Bernard and Jane Magruder Watkins. (2002). *The Essentials of Appreciative Inquiry: A Roadmap for Creating Positive Futures.* Pegasus Communications.

Trujillo, Mary Adams and S. Y. Bowland. 2008. *Re-Centering: Culture and Knowledge in Conflict Resolution Practice.* Syracuse, NY: Syracuse University Press. Selected Chapters.

Additional required materials may be requested. These will be available on Moodle and/or distributed in class.

Optional Supplementary Resources:

Adams, Maurianne, Lee Anne Bell, and Pat Griffin. (2007). *Teaching for Diversity and Social Justice.* New York: Routledge. ISBN: 978-0415952002. Approximate price: \$65.00. (This resource provides detailed guidance for teaching about issues of identity, diversity, equity, and social justice within the United States.)

Fisher, S., Ibrahim Abdi, D., Ludin, J., Smith, S., & Williams, S. (2000). *Working with Conflict: Skills and Strategies for Action.* New York, NY: Zed Books Ltd. ISBN: 978-1856498371. Approximate price: \$50.00 (This resource, developed by peacebuilders from around the world, is a practical guide for conflict analysis and transformation.)

Neufeldt, Reina. 2016. *Ethics for Peacebuilders: A practical guide.* New York: Rowman and Littlefield.

Schirch, Lisa and David Camp. (2007). *The Little Book of Dialogue for Difficult Subjects: A Practical Hands-On Guide.* Intercourse, PA: Good Books. ISBN: 978-156148-5512. Approximate price: \$5.

Yoder, Carolyn. 2005. *Little Book on Trauma Healing When Violence Strikes and Community Is Threatened.* Intercourse, PA: Good Books. ISBN: 978-1561485079. Approximate price: \$5.

REQUIRED ASSIGNMENTS:

These are brief descriptions of required graded assignments for the course. More details for each assignment can be found on the "Guidance Notes" that will be provided on Moodle.

Requirements for 3 hours of graduate credit:

- **Course Participation (20% of Grade)**
Course participants are expected to attend every class session prepared to participate in discussions, exercises, role-plays, and other learning activities. Participants will contribute to a small group demonstration in class. Students taking the course for credit should expect to complete some assigned reading during the course, and work on ungraded assignments including the group project mentioned above.
- **FIVE Reflection Essays submitted through Forum Discussion on Moodle (25% of Grade)**
Respond to course themes and required readings with a written reflection (1-2 single-spaced pages each), or a set of annotated slides that can be used to share your learning with others. See prompts on Moodle for further details.
- **Practitioner Interview or Observation (15% of Grade)**
Interview and/or observe a peacebuilding practitioner or social change leader who you respect. Write a 3-5 (single-spaced) page paper to describe your chosen leader's work and practice, guiding values and vision, the skills and qualities this person embodies, and the peacebuilding processes the practitioner and her/his organization uses. Your discussion should include an analysis of personal characteristics, training and educational background, and the methods, tools and skills used. Finally, highlight what you have learned about the leader's approach to one or more "core values" such as balance, empowerment, interdependence, and leverage. See Guidance Notes for further details. Alternative media/arts may be proposed for this assignment.
- **Practice and Professional Development Journal (40%)**
You will identify one specific context, conflict or justice issue/situation that you would like to address. This situation may be in a personal or professional context. Identify 4 - 5 skills, processes, and approaches that you would like to further develop and practice related to this situation or context over a period of six-weeks to three months. Areas might include: situation analysis, nonviolent communication, appreciative inquiry, team-building, self-awareness, reflective listening, and specific dialogue and decision-making processes. Keep a journal documenting your learning in these areas from the course materials, specific plans to apply what you are learning, and your progress in utilizing these skills, processes, and approaches within the context/situation you chose, and/or your everyday life. Your reflections should not only seek to capture what you are doing, but who you are becoming.

While the pages for this assignment will vary, expect to write about 8-10 single-spaced pages. You may also propose alternative media for presenting your work. ***If a student opts to take this course for two graduate credits they are not required to complete this assignment.***

DAILY CLASS SCHEDULE:

Schedule will be provided on the first day of class.

SPI ATTENDANCE POLICY:

It is expected that individuals registering for an SPI session will attend the entire course (barring unforeseen travel delays or emergencies). Please contact SPI directly at spi@emu.edu before registering if you know you will have to miss any days of a course. SPI certificates are provided to participants only if they miss no more than one class day unless prior arrangements have been made with SPI Director. For-credit participants are expected to attend all class sessions unless they are given permission from the instructor to miss a session. SPI courses rely on active student participation in a learning community. If a participant misses class repeatedly and this disrupts the learning for others, he/she will be asked to leave the course and no money will be refunded for remaining course time.

GRADING CRITERIA AND OTHER POLICIES:

In SPI the instructor will provide to all students taking the course for graduate credit some supplemental information that will serve as a resource after SPI when students are working on course assignments. This will include information on library resources, EMU's academic integrity policy, guidelines for writing graduate papers, information regarding the grading scale and course deadlines, and then some suggestions we have for you in order to make your experience of taking SPI courses for graduate credit as successful as possible! These documents are available online at <https://emu.edu/cjp/spi/participants/graduate-credit>.