



“Conflict Resolution Across Cultures”

Fall 2015 – Gray Cox
TF 11:10-12:35 & Th 4:10-5:35
Seafox Seminar Room

How does conflict arise and how can we best deal with it? This course combines a study of some major theoretical perspectives with lab work practicing skills and disciplines associated with different traditions of conflict resolution, conflict transformation and peacemaking. We will look at case studies at the intrapersonal and interpersonal through global levels and in a variety of cross-cultural settings.

The **goals** of the course are to help each student: 1.) develop the skills to better observe, analyse, participate in and reform practices and institutions that people use to deal with differences. 2.) collaborate in teams in doing the research and planning needed to undertake such work effectively, and 3.) collaborate in teams to train others in such skills.

The **formats** of the class will alternate between lectures, discussions, films, role plays, group exercises, interviews with guest visitors, and other activities to practice skills and reflect on experiences. **Readings** for the course will include two books available at Sherman’s: **Getting to Yes: Negotiating Agreement Without Giving In** by Bruce M. Patton, William L. Ury, Roger Fisher; **Preparing for Peace: Conflict Transformation Across Cultures** by John Paul Lederach -- and a selection of other texts that will be made available on reserve or as pdfs on the course website.

Students’ work for the term will be assessed based on: 1.) the ways their class participation and homework, methods group trainings, Conflict Journal and the Training Manual demonstrate progress on the 3 course goals, 2.) the ways they make appropriate use of the theories and methods studied in the course, 3.) and the clarity and effectiveness of their oral and written presentations.

The **Conflict Journal** is a notebook/diary that you should keep reflecting on conflicts that you encounter in your personal life, observe in others or read about locally, nationally or internationally. The idea of the journal is to reflect on the distinctive features of the different conflicts, what they tell you about yourself and others, and, perhaps most importantly, how ideas from this course might be relevant in dealing with

them. In the version of the Conflict Journal turned in at the end of the term you should include a final section that is a reflective summary of what you have learned about yourself and the ways in which you deal with conflict during the course of the term.

The **Training Manual** consists of a organized set of resources you encounter in this course and in your own research that you can use in the future in dealing with some range of conflicts that interest you. It could be a manual for dealing with conflicts in public schools or in environmental NGOs or scientific research teams or refugee

communities or international treaty negotiations. It should provide a collection of the resources you have studied and developed throughout the term, organized and presented in a way best suited to your own future plans for work in dealing with conflict.

A series of homework activities along with in-class activities will help you prepare reflections for the Conflict Journal and for the Training Manual.

In “**methods groups**” of 3 to 4, students will form teams that will study a method of dealing with differences [e. g. mediation, facilitation, non-violent direct action, meditation, nonverbal communication, gaming strategies, Quaker or Indigenous traditions of communal discernment,



FCNL's Middle East policy team says #DiplomacyWorks!

arbitration, etc.] and offer the rest of the class a training session on this. The training session will take up a full class session. The team should also provide reading materials to prepare for the session AND follow materials – bibliography, further readings, exercises and other advice for learning more about the method for anyone interested. A part of the preparation will involve meetings with me to develop both materials and pedagogical plans as well as to debrief detailed evaluations that will be provided by the class.

Homework will include regular readings that are required as well as some recommended ones and various exercises to prepare for class activities such as role plays or short explorations of methods for dealing with conflict that may be related to the topics of their Training Manuals such as: Meditation with children, Peacekeeping vs. Peacemaking in regional conflicts, Multi-track Diplomacy, Truth and Reconciliation Processes, Parliamentary procedures, Indigenous methods from various tribal groups, Just War theory, Electronic and Robotic Warfare, Parenting nonviolently, New Games, guerrilla war, terrorism, nonviolent communication, Re-evaluation Counselling, Monkeywrenching, Alternatives to Violence Project, the Listening Project, Arbitration, Ombudship, and Group Facilitation. Among the reserve shelf texts that provide useful starting points for researching these an especially good place to start might be Susan Allen Nan et. al.'s PEACEMAKING: FROM PRACTICE TO THEORY. Another is THE CONFLICT AND CULTURE READER by Pat K. Chew.

Note that this is a one-credit course which delivers a minimum of 150

academically engaged hours. Students will be actively engaged learners beyond their attendance in regularly scheduled classes and required field activities. This commitment includes attendance at individual meetings with the instructor,



completion of reading and other homework assignments, methods group and other research and preparation for class presentations and preparation of the training manual and reflection essay for a minimum total of 150 hours dedicated to the course learning experience during the term.

For students who take this course for a letter grade, it will be weighted as follows: class participation and homework including roles plays, (30%), Methods Group work and presentation (25%), Conflict Journal (20%), Training Manual (25%).

My office is on the second floor of Davis. My telephone is #801-5712 or, by cell, #460-1163. My regular office hours will be Monday 2:00 to 4:00 pm and Tuesday from 1:30 to 3:00 pm and other times by appointment or coincidence ;-).

Enrollment limited to 15, HS, I/M, lab fee of \$25.

Class Schedule

NOTE: This is subject to revision in order to work around schedules of visitors and topic selections for Group Methods Trainings. Also, there are occasional extra events outside class time. For these outside events, some are simply recommended and are labeled as such (e. g. the Penobscot Flotilla on Saturday, September 19th.) Others have been arranged for as part of the class and you should make a point of attending them if possible including, when necessary, negotiating ahead of time with employers and, when reasonable and pedagogically appropriate, negotiating with professors of other classes as well as me to see if possible conflicts with them can be resolved.. These include the workshop on Wabnaki Heritage and the Penobscot River on Saturday, October 24th and the Human Ecology Forum on Gandhi on Tuesday, November 3rd.)

Part I – Introduction to Conflict and Peace Studies

9/10 Syllabus Review and Introductions to each other, key concepts, and key thinkers and approaches (Dialogue vs. Monologue, Ethics, Conflict, our culture, and the obscuring of peace)

“Light and Lively” – The Big Wind Blows

- 9/11 Introductions continued
 Listing some examples of conflicts
 personal conflict styles assessment exercise
 Sharing out of silence: strengths and challenges
 Recommended reading on conflict styles
 Parable on conflict styles – Two Islanders and one coconut – and the midwife . . . and Casey and the Coconuts . . .

Part II – Practices of Conflict Resolution

- 9/15 GETTING TO YES, pp. 1- 17
 Ramsbotham et. al. CONTEMPORARY CONFLICT RESOLUTION,
 chapter 1
 form Methods Groups
- 9/15 EXTRA SESSSION Recommended though not required: “Pedagogy and Practice on the Road to the Paris Climate Summit”, Doreen Stabinsky, Human Ecology Forum at 4:10 in McCormick Lecture Hall
- 9/17 GTY pp. 18-41,
 Mini-lecture on Some Basic Concepts in Communication Theory
 role plays: “Hassle Lines”
- 9//18 Short readings on Gender, handouts from Carol Gilligan’s IN A DIFFERENT VOICE
 Emotion, Reason and Conflict Resolution: reading from Gray Cox’s THE WAYS OF PEACE, chapters 5 & 6
 Recommended: 2009 talk by Carol Gilligan
<http://video.mit.edu/watch/learning-to-see-in-the-dark-the-roots-of-ethical-resistance-9517/>
- 9/19 Extra event (SUGGESTED NOT REQUIRED): Saturday flotilla on the Penobscot River and Witness in Bangor
- 9/22 GTY 42- 81 – Interests not positions and Inventing Options
 Mini-lecture on some core concepts about communication theory
 Four theories of organizational behavior: Rational Actor, Bureaucratic, Pluralist, Group Think
- 9/24 GTY 82-108,
 Before class: View clip of Part I: A Force More Powerful – Nashville (on reserve and available as instant video from Amazon)
 Homework Assignment: Create Role Plays for Fishbowl Exercise
 Role Plays
- 9/25 Reading on Nonviolence from Gene Sharp
 Recommended readings on History of Violence and Non-violence from Steven Pinker’s BETTER ANGELS OF OUR NATURE and Erica Chenoweth and Maria J. Stephan’s WHY CIVIL RESISTANCE WORKS, handouts

Mini-lecture on BATNAS and Some Theories of Social Change
Revised Schedule for Conflict Resolution Across Cultures

9/29 GTY pp. 109-150

10/1 GTY 151- 204

DUE: Draft of Conflict Journal and Manual for one on one discussions

Part III Methods for Research & Teaching/Training on Conflict Resolution

10/2 PREPARING FOR PEACE, pp. 1-24

Recommended: selections from Paulo Freire on “Cultural Action for Freedom” and Howard Richards

10/6 PFP pp. 25-72

Handout on Communication Theory

10/8 Working session eliciting challenges in Personal Manuals & Methods Training Teams

10/9 Visitor: Chief Jim Willis, Police Departments of Bar Harbor and Mount Desert

reading TBA

10/9-11 OPTIONAL Field Activity – Peace Walk from Ellsworth Maine to Belfast (and beyond) led by Japanese Monks and sponsored by Global Network Against Weapons & Nuclear Power in Space: <http://www.space4peace.org/>

On the monks, see: <https://en.wikipedia.org/wiki/Nipponzan-My%C5%8Dh%C5%8Dji-Daisanga>

10/13 DUE: Rough Draft of plan for Methods Training Team and resource list
Visitor: Julie Olbrantz & Edith Flores and lunch at TAB

Readings:

PFP pp. 72-100

<http://www.islandinstitute.org/working-waterfront/hispanics-help-washington-county-grow>

<http://www.pressherald.com/2015/08/16/at-maines-blueberry-harvest-school-migrant-kids-reap-education/>

10/15 Small group meetings for Methods Training Groups

10/16 Visitor Fred Benson U. S. Military and Foreign Policy

10/20 VISITOR FROM EL SALVADOR: Fatima Pacas from IPM

10/22 PFP pp. 100-124

Gustavo Esteva’s “Regenerating People’s Spaces”

10/23 Reading on Wabnakis and the Penobscot River – TBA

10/24 EXTRA SESSION WHICH YOU SHOULD NEGOTIATE A WAY TO ATTEND IF POSSIBLE BUT RESPECTING NEEDS FOR OTHER CLASSES AS WELL: Wabnaki workshop, Saturday 9:00 am to 4:30 pm.

10/27 Debrief on Wabanki workshop
Remainder of PFP discussion

10/29 NO CLASS – Retreat

View movie: GANDHI, starring Ben Kingsley, available in library and also on Youtube

Reading from THE CONQUEST OF VIOLENCE

10/30 NO CLASS -- Retreat

11/3 Reading from THE CONQUEST OF VIOLENCE and Gandhi's HIND SWARAJ

DUE: Writing on Gandhi – a response paper describing how to apply Satyagraha in a context of your choice and assessing the challenges and opportunities this would offer

11/3 EXTRA SESSION WHICH YOU SHOULD NEGOTIATE A WAY TO ATTEND IF POSSIBLE BUT RESPECTING NEEDS FOR OTHER CLASSES AS WELL: Human Ecology Forum at 4:10 in McCormick Lecture Hall on “Gandhi's Innovation in Ethics”

11/5 Reading from George Lakoff's DON'T THINK OF AN ELEPHANT
Recommended: selections from David Hackett Fischer's ALBION'S SEED – BOOK FAIR sharing with short reviews and ads

11/6 Methods Training Team – Consensus,

11/10 Methods Training Team – Meditation,

11/12 Methods Training Team – Mediation,

11/13 Methods Training Team – Facilitation and Nonviolence

11/17 Visitors: Shirley Hager and Frances Hancock – Working With Indigenous Groups in Maine and New Zealand

Reading TBA

<https://www.youtube.com/watch?v=G1DRlzt0Zgc>

11/19 Readings from Walter Wink on “Jesus's Third Way”
and from Thich Nhat Hahn's BEING PEACE

11/20 Closing, Final Role Play

DUE: Personal Training Manual and Personal Reflective Essay and Journal