

**UNIVERSITY OF OREGON SCHOOL OF LAW  
CONFLICT AND DISPUTE RESOLUTION MASTER'S PROGRAM**

**CRES 610: Power, Culture, & Conflict Resolution 1- 3**

**Fall 2020 /Winter 2021/Spring 2021**

Class Meetings: [DAYS AND  
TIMES] Location: [ROOM]  
Instructor: Alai Reyes-Santos, Ph.D.  
Office Hours: M 3:30pm -4:30pm in Alder 309 and by appointment  
Phone: 541-346-0901  
E-mail: alai@uoregon.edu  
Course website: [URL]

**COURSE DESCRIPTION**

The purpose of these courses are to provide students with an opportunity to build or enhance necessary theoretical knowledge, awareness, understanding, practical skills and strategies for effectiveness in cross cultural conflict resolution in light of existing power dynamics. Conflict resolution is practiced today within conditions of increasing diversity, migration, and globalization and in response to specific interpersonal and historical dynamics. To be successful practitioners, we must sensitively and effectively engage cross cultural dynamics of communication and histories of social violence. We must also understand, respect, and effectively work with differing attitudes toward conflict and conflict resolution where they may exist.

These courses aim to develop further understanding of the role of racial, cultural, ethnic, religious, gender, linguistic, ability/disability, and a variety of social identities in cross cultural understanding and conflict resolution. Students will have an opportunity to explore their own identities and social location as well as learn from other perspectives to examine biases that may limit their approach to particular case studies. These courses raise awareness of biases, prejudices, and direct and indirect institutional discrimination that are often implicated in conflictive situations. It explores creative ways to engage 'difference' and power as central assumptions in conflict resolution.

The following questions will guide our conversations: How does power impact cross cultural understanding in the readings? How do we see people negotiating survival and violence as they seek conflict resolution within specific cultural contexts and across cultures? What challenges does each reading signal as we seek to further cross cultural understanding in conflict resolution? What kinds of questions and strategies emerge for you as practitioners?

**LEARNING OBJECTIVES**

As a result of taking this course, students will be able to:

1. Explain at least one paradigm for cross-cultural understanding and conflict resolution

2. Demonstrate awareness of the role played by power dynamics and social violence in conflict and conflict resolution
3. Identify how modes of social difference-such as race, gender, class, sexuality, disability, religion, nationality, among others-impact cross-cultural experiences of conflict resolution
4. Gain communication skills to engage in conflict resolution across cultural differences

## **COURSE TEXTS**

### **Required**

#### Fall 2020

- La Rose by Louise Erdrich (400p.)
- Kohnjehr Woman by Ana-Maurine Lara (74p.)
- Selections from Sister Outside by Audre Lorde: "Age, race, class, and sex : women redefining difference;" "The uses of anger : women responding to racism," "“The Masters Tools Will Never Dismantle the Master's House" (24p.)
- Selections from Identity Complex by Michael Hames-Garcia: "Preface"; "1. Who Are Our Own People?"; and "4. Do Prisons Make Better Men?" (79p.)
- Selection from Mothers without Citizenship by Lynn Fujiwara: "Refugees Betrayed" (41p.)
- Broken Treaties, OPB:  
<https://www.opb.org/television/programs/oregonexperience/segment/broken-treatiesoregon-native-americans/>
- Building Intercultural Communities, TedEx:  
<https://www.youtube.com/watch?v=GeomTrwz-9k>
- Selection from Conflict Mediation Across Cultures: "Introduction"; "Conflict: Creative and Destructive Dynamics," "Conflict: Gender Differences and Conflict Styles"; "Reconciliation: The Many Faces of Forgiveness" (94p.)

#### Winter 2021

- "Halfie" by Ana-Maurine Lara (Canvas) (7p.)
- Homepage of this website: <http://www.justice.gov.za/trc/>
- Commission Activities section of this document, pages 23-36:  
[http://nctr.ca/assets/reports/Final%20Reports/Executive\\_Summary\\_English\\_Web.pdf](http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf)
- Mediating Across Difference: Oceanic and Asian Approaches to Conflict Resolution, ed by Morgan J. Brigg (Editor), Roland Bleiker (Editor) (274p.)
- Changó's Fire by Ernesto Quiñones (288p.)

#### Spring 2021

- All Our Relations by Winona La Duke (243p.)
- Diasporas in Dialogue by Barbara Tint (224p.)
- Selections from Our Caribbean Kin by Alai Reyes-Santos: "Preface," "Family Secrets," "Coda" (52p.)

#### Prerequisite knowledge, skills, or sensitivities

- Ability to express opinion and participate in group discussion
- Willingness to reflect on personal and collective bias and prejudice

- Openness to learning from other people's perspectives
- Ability to engage in dialogue across differences with respect, inquiry and reflection
- Willingness to challenge oneself to engage in discussions about social violence that may produce deep discomfort and at times pain
- A desire to learn about paradigms for conflict resolution stemming from historically marginalized communities

The required books are available for purchase at the UO Duck Store or from various vendors. Additional readings will be available on Canvas.

## **COURSE POLICIES**

Creating a respectful learning environment: The student is responsible for attending every course meeting keeping up with all assigned readings, and participating actively in conversations in the classroom. The readings and course meeting are only a small part of the learning experience. You must confront the challenge of the course by engaging with your teachers and classmates. Listen carefully and support your comments through references to the readings. In your comments and body language, you **MUST** show **RESPECT** for your instructor and peers. When someone is speaking, everyone listens. Bullying or mistreating other students because of a difference in background or ideas will not be tolerated. I reserve the right to ask you to leave the room, and/or drop the course, if you have disrupted classroom dynamics or disrespected your teachers and/or classmates. I must ensure that the classroom is a respectful space for all. For this reason, you will have a strictly professional relationship with the instructor. See campus policy on these matters at <http://aaeo.uoregon.edu> and [http://arcweb.sos.state.or.us/rules/OARS\\_500/OAR\\_571/571\\_004.html](http://arcweb.sos.state.or.us/rules/OARS_500/OAR_571/571_004.html)

For campus regulations regarding academic dishonesty, classroom disruption, alcohol and drug violations, theft, physical assault, and sexual misconduct, see Student Conduct Code. Also see campus policy on affirmative action and equal opportunity.

**Accessible Education for All Students:** The University of Oregon works to ensure inclusive learning environments for all students. We recognize that students bring a variety of learning styles to the course, and that some learning styles may require adjustment to course structure. We are happy to talk with you about such adjustments. Please be in touch with the professor if there are aspects of the instruction or design of this course that result in barriers to your participation as a result of learning style or diagnosed disability. For more information, you are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 346- 1155 or [uoac@uoregon.edu](mailto:uoac@uoregon.edu).

**Inclusion and Collegiality:** Our community values inclusion. We are committed to equal opportunities for all faculty, staff, and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact Associate Dean of Students Jennifer Espinola at [espinola@uoregon.edu](mailto:espinola@uoregon.edu) or 541-346-1557.

**Pronouns** Note that most of the materials we will read, as well as much of our discussion in class **about those materials**, will use the pronouns “he/him/his” or “she/her/hers.” Gender is not binary, and some people prefer to use “they/them/their” or “ze/hir” for individuals. I try to limit the use of pronouns in class discussion. . **I respect the choice to use plural pronouns to avoid gendered pronouns**For more information on gender identity, please visit the LGBTQA3 office, <http://dos.uoregon.edu/lgbt>.

**Instructor’s Reporting Obligations:** The instructor of this class, as a Student Directed-Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor).

**Prohibited Discrimination and Harassment Reporting:** Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](http://safe.uoregon.edu). To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-SAFE [7244], or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Disclosures that may occur during the course of academic courses and in the context of academic assignments and classroom discussion, during public awareness events (such as "Take Back the Night" or "Survivor Speak Outs"), or from IRB-approved human subjects research protocols focused on prohibited discrimination are NOT required to be shared with the appropriate authorities.

Students experiencing any other form of prohibited discrimination or harassment can find information and resources at [investigations.uoregon.edu](http://investigations.uoregon.edu) or contact the non-confidential Office of Investigations and Civil Rights Compliance at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. Specific details about confidentiality of information and reporting obligations of employees can be found at [investigations.uoregon.edu/employee-responsibilities](http://investigations.uoregon.edu/employee-responsibilities).

**Mandatory Reporting of Child Abuse:** UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

**Academic Integrity:** Students are expected to demonstrate high levels of academic integrity and professionalism, and are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Plagiarism and other forms of academic dishonesty will be grounds for automatic failure in the course. Familiarize yourself with campus policy with regards to academic dishonesty: <http://libweb.uoregon.edu/guides/plagiarism/students/> Consequences could include an F for the assignment, an F or withdrawal from the course, and suspension or expulsion from the university. We actively investigate any sign of academic dishonesty in our grading. If you have questions about conduct please ask me or review the University Student Conduct Code or the UO Policy.

**Attendance and Participation:** The School of Law believes that dependability and punctuality are essential characteristics of a professional and that the development of good professional habits is essential for graduate education. Students are expected to attend all classes and arrive punctually. Penalties for failing to comply with governing attendance requirements include, but are not limited to, grade reduction and denial of course credit. Students are responsible for monitoring their own attendance, and no advance notice is required for the imposition of a penalty.

This course is highly interactive as we build answers to questions we ask together. You will be expected to engage actively in these opportunities for joint inquiry and exploration. Your grade for attendance and participation requires active participation and doing the homework assigned. If you do not engage actively for the whole quarter in seminar nor go to office hours, do expect to receive a 0 in participation. If you arrive late to lecture or section, just seat yourself quietly and wait until the class is over to ask what you missed. Participation includes completing short in- and off-class assignments. Part of your grade will be determined by your participation. See the Appendix for details. If you plan to miss class, let the professor know ahead of time and make sure you can borrow notes from a colleague in the course. After you complete any readings and have collected notes, you should set an appointment with the professor to discuss the material. Unexcused absences will impact the final grade.

**Late Assignments:** You are of course expected to turn in your assignments on time. Late assignments will be marked down one-half letter grade (1.5%) for every business day, unless you have a special arrangement with the instructor, which would only be possible under very extenuating circumstances. There are no make-up quizzes or examinations. You will be asked to produce a doctor's note if an exception is allowed.

**Incomplete Policy:** Per university policies, incomplete are only approved per request of a student due to exceptional circumstances (such as illness or family medical emergency) that do not allow the student to complete their coursework. The student and professor will develop a contract detailing how coursework will be completed before a year has passed. The contract will be deposited in the student's official file in the CRES office. Any incompletes would be granted in consultation with the CRES Program Directors and graduate advisor.

**Electronic Devices:** All wireless and handheld electronic devices must be turned off during the class. Do not text in class. You will lose points off participation grade every time. Use of laptop in class for other purposes is also a reason to lose participation points.

**Building Safety:** Emergencies are rare, but if they happen, we must know how to respond effectively and efficiently. The University's Emergency Management and Continuity group provides extensive resources for emergencies (see <http://emc.uoregon.edu/>). Please review these materials when you can, with special emphasis on the following:

- Identify all the exits in each of your classrooms;
- Practice being aware of your surroundings at all times; and
- Familiarize yourself with the basic procedures around **earthquakes** ("duck, cover, hold" at <https://www.youtube.com/watch?v=O-MycATjyvg>) and **active shooter situations** ("run, hide, fight" at <http://emc.uoregon.edu/content/active-shooter-situations>).

We are all responsible for the safety and well-being of our community. For more on emergency procedures and building safety, please talk with me about the situation in our classroom, with Dean of Students Jennifer Espinola or with Erica Daley, Associate Dean for Finance and Operations.

**Student Experience Survey:** The midterm and end of term Student Experience Surveys will be conducted. These are your opportunities to provide feedback about your learning experience in this class. It's important to remember that the learning process is collaborative and requires significant effort from me, you, and the class as a whole. Students should provide thoughtful assessments of their experience, as well as of their own effort, with comments focused on the specific teaching and learning elements included. Comments regarding personal characteristics of the instructor are not appropriate and will not be considered. For this feedback to be as comprehensive as possible, all students should complete the survey.

**Seminars:** You should approach any lectures as models for understanding the texts. Discussion is crucial to develop in-depth analysis of the themes addressed by the texts and my lecture.

**Office Hours:** The classroom and office hours (in person or online) are the spaces and time-slots allocated to meet your intellectual needs. Please schedule appointments. When an assignment is due, I may have to set strict time-slots for individual students for office hours.

**Email Policy:** The instructor should not be expected to respond to email immediately. If she has not replied after three business days (Monday thru Friday) have passed, please email again or reach out to her during office hours. The professor has other responsibilities (preparing class, grading, writing, publishing, research, administrative duties), which are also part of their university responsibilities and occupy their time outside the classroom and the office. You can email to set appointments, ask specific questions about the reading or lecture, or send the instructor information about any health-related or personal situation affecting your academic performance. Do not email questions which are already answered by the syllabus.

**Email Etiquette:** Please remember that correspondence by email is another way that you participate in the class and practice how to engage in a professional setting. Therefore, it is important to ensure that your email interactions with me, and your peers are professional and courteous. Please include a subject line. Do not send papers to my email address. When corresponding by e-mail, always include a salutation (e.g. "Dear Prof. ReyesSantos") and a closing that identifies who you are ("Sincerely, María Jackson").

Please also note that I may not check e-mail more than once per day Monday thru Friday, and may not have time to reply immediately. The professor does not see emails outside of work hours-before 9:00AM or after 6:00PM Monday thru Friday-, or on Saturdays. She rarely sees email on Sundays. Please have patience and do not hesitate to follow up with a second e-mail or in person during office hours or before, during, or after class if we have not replied to e-mail. I will extend the same courtesy to you.

**What You Can Expect from Your Instructor:**

You can expect me to:

- plan and facilitate learning opportunities that will help you meet the course goals

- and objectives
- provide constructive feedback on your performance
  - be open to constructive feedback on my performance
  - bring my teaching expertise and experience into the classroom
  - be open-minded in responding to your ideas and suggestions
  - allow you to wrestle with ideas to shape your own conclusions

## **COURSE ASSIGNMENTS**

### **Fall/Winter/Spring Sessions:**

**Reading Responses:** Will be submitted on Canvas on Wednesdays before 10:00AM. Your responses must include a close reading of a quote from each one of the assigned readings and/or videos that discusses how it engages the concept of the week, and, could also include a question if you do not understand something from the reading. You could share if you learned something new, or how it helps you better understand a concept we have introduced in the course. (When writing about novels, some questions that could be considered while analyzing the quote from the assigned novel are: What? Who? Where? Why?How? Who is the narrative voice? What is the tone of the narrative? Who are the characters? How have they developed? What are some important metaphors, allegories, images, verbs, adjectives?) 300-700 words minimum.

### **Fall Session**

**Group Presentation:** Student teams previously assigned will present on the readings. Each group will have 20 mins to present. The presentation must cover relevant historical context, key terms, main themes, and questions addressed by readings as they pertain to the course learning outcomes. The goal of the presentation is to encourage open discussion in the classroom and engage your peers. The format is flexible: could include media presentation, role playing, games, case study analysis, reading together, close readings or analysis, short in-class reflections. A handout is required. Avoid generalizations or vague statements; always substantiate and based your presentation on the assigned readings. For grading rubric, see Appendix.

**Reflection Essay:** As a final assignment, one week after the end of Fall Session, you will submit a five-page essay reflecting on how the course has enabled you to better understand the significance of social location, awareness of biases, social and cultural differences, and historical power dynamics in conflict resolution. You will cite at least three readings assigned for the course to explain how they enable you to reflect on the fact that to be successful practitioners, we must sensitively and effectively engage cross cultural dynamics of communication and histories of social violence. For grading rubric of written assignments, see Appendix.

### **Winter Session:**

#### **Abstract and Bibliography:**

An abstract and bibliographical exercise will be assigned to prepare you for your final project.

**Abstract:** It will summarize research question, preliminary thesis, evidence to be used, and relevance of final project. Length should be around 500-800 words.

**Bibliography:** This annotated bibliography is meant to help you prepare for the final paper assigned. It must include at least seven academic sources. Cover at least one approach to conflict resolution. Do not use wikipedia. Your sources need to be published in peer-reviewed venues. You should use the University of Oregon Libraries database for the research.

How to Create An Annotated Bibliography? Here are useful guidelines (copy paste this link on your URL):  
[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/index.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html) Each entry should be 300 words, minimum.

**Individual Presentations:**

Everyone will present on their abstract and bibliography for five mins max. The goal is to present findings, exchange resources, and receive useful feedback for the final paper.

**Spring Session:**

**Final Project Peer Review:** You will bring a draft of your final paper to class for peer review.

**Individual Presentations:**

Everyone will present on their final paper for five mins max. The goal is to present findings and receive useful feedback for the final paper.

**Final Paper:**

Papers should be between 8-12 pages long and be in APA format. You need to use a minimum of 5 outside sources from your own research. The final paper will be due one week after the end of Spring Session. The paper must discuss a case study (an area of social conflict) and analyze it through at least one framework for conflict resolution, being mindful of social difference and power dynamics.

**GRADING**

You start this class with a zero and you gain points through each assignment, attendance and participation. I do not negotiate grades. Feel free to discuss our evaluation of your work hoping to improve your academic performance. Always willing to support that process.

You will be evaluated on the learning outcomes mentioned in the syllabus.

Fall 2020:

- Attendance and Participation: 10%
- Reading Responses: 30%
- Group Presentations: 30%
- Reflection Essay: 30%

Winter 2021:

- Attendance and Participation: 10%
- Reading Responses: 30%
- Individual Presentations: 10%



- Mid-Term: Abstract, Bibliography: 50%

Spring 2021:

- Attendance and Participation, including homework: 10%
- Reading Responses: 30%
- Individual Presentations: 10%
- Final Paper: 50%

## COURSE SCHEDULE

### Fall Session

#### Segment 1: An Introduction to Conflict and Social Difference

##### Goals:

At the end of this segment, students will:

- Be introduced to both the process and the content of the course
- Start an ongoing conversation around cultural difference and power in conflict resolution

##### Watch at Home:

- Watch at Home: Building Intercultural Communities, TedEx, Alaf Reyes-Santos: <https://www.youtube.com/watch?v=GeomTrwz-9k>
- Race, the Power of an Illusion, Episode 1; [https://mediaspace.msu.edu/media/Race:+The+Power+of+An+Illusion,+Episode+1,+Part+1/1\\_flhyt56x](https://mediaspace.msu.edu/media/Race:+The+Power+of+An+Illusion,+Episode+1,+Part+1/1_flhyt56x)
- Race, the Power of an Illusion, Episode 3: <https://vimeo.com/133506632>
- “Racial Formations” (Canvas)

##### Due:

- Reading Responses Due on Wednesday

#### Segment 2: : Who am I? Who are our own people? Difference, Violence, and Conflict

##### Goals:

At the end of this segment, students will:

- Have reflected on how social location, biases, and prejudice may impact our role as practitioners of conflict resolution
- Understand that conflict is defined differently across cultural contexts.

##### Required Reading:

- Selections from Identity Complex by Michael Hames-Garcia: "Preface"; "1. Who Are Our Own People?"; and "4. Do Prisons Make Better Men?"
- Selection from Conflict Mediation Across Cultures: "Introduction"; "Conflict: Creative and Destructive Dynamics," "Conflict: Gender Differences and Conflict Styles"; "Reconciliation: The Many Faces of Forgiveness"

##### Due:

- Reading Responses Due on Wednesday

#### Segment 33: Decolonial Approached to Conflict Resolution

##### Goals:

At the end of this segment, students will:

- Have a better understanding of how histories of colonialism, slavery, and gender violence shape instances of intergenerational social conflict within and across

- communities in the U.S..
- Will be introduced to specific U.S. Native and U.S. Black approaches to conflict and conflict resolution.

**Required Reading:**

- La Rose by Louise Erdrich
- Selection from Sister Outsider by Audre Lorde: “The Master’s Tools Will Not Dismantle the Master’s House”
- Watch at Home: Broken Treaties by OPB <https://www.pbs.org/video/oregon-experience-broken-treatiesoregon-experience/>

**Due:**

- Canvas Response due on Wednesday.

**Segment 4: The Uses of Anger? Conflict Resolution in the Black Diaspora**

**Goals:**

At the end of this segment, students will:

- Have been introduced to the deployment of anger as a resource for conflict resolution in Black Diasporic communities.
- Will reflect on how literature and other modes of storytelling model culturally-specific and historically-grounded approaches to conflict.

**Required Reading:**

- Kohnjehr Woman by Ana-Maurine Lara Selections from Sister Outside by Audre Lorde: "Age, race, class, and sex : women redefining difference;" "The uses of anger : women responding to racism"

**Due:**

- Canvas Response due on Wednesday.

**Segment 5: Conflict Resolution in Political and Legal Processes**

**Goals:**

At the end of this session, students will:

- Be introduced to Hmong refugee and Asian American approaches to conflict resolution with the state.
- Be introduced to the concept of intersectionality as a tool to reflect on the limitations of legal approaches to conflict
- 

**Required Reading:**

- Selection from Mothers Without Citizenship by Lynn Fujiwara: “Refugees Betrayed”
- Watch at home: Intersectionality, Ted Ex, by Kimberle Crenshaw <https://www.youtube.com/watch?v=akOe5-UsQ2o&t=1s>

**Due:**

- Canvas Response due on Wednesday.

## **Winter 2021**

### **Segment 1: Moving from Theory to Praxis**

#### **Goals:**

At the end of this session, students will:

- Have role played a variety of conflict resolution scenarios engaging Afro-Latinx, Caribbean, South African, Canadian, and Oceanic and Asian approaches to conflict among individuals and with the state

#### **Required Reading:**

- "Halfie" by Ana-Maurine Lara (Canvas)
- Homepage of this website: <http://www.justice.gov.za/trc/>
- Commission Activities section of this document, pages 23-36: [http://nctr.ca/assets/reports/Final%20Reports/Executive\\_Summary\\_English\\_Web.pdf](http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf)
- Mediating Across Difference: Oceanic and Asian Approaches to Conflict Resolution, ed by Morgan J. Brigg (Editor), Roland Bleiker (Editor)
- Changó's Fire by Ernesto Quiñones

#### **Due:**

- Canvas Response due on Wednesday.

### **Segment 2: Culturally-Specific Perspectives on Conflict Resolution**

#### **Goals:**

At the end of this session, students will:

- Have shared their abstract and annotated bibliography in a brief presentation and received feedback
- Have begun to develop a deeper understanding of one culturally-specific paradigm to conflict resolution mindful of social difference and power dynamics

#### **Required Reading:**

- Sources for their annotated bibliographies

## **Spring 2021**

### **Segment 1: Developing an Informed Approach to Conflict Resolution**

#### **Goals:**

At the end of this session, students will:

- Be introduced to research and storytelling as conflict resolution tools.
- Reflect on the role of facilitation design in cross-cultural conflict resolution.
- Start to imagine what it means to develop their own approach to conflict resolution as practitioners by examining how others have conceptualized their own mindful of social difference and power dynamics.

#### **Required Reading:**

- Diasporas in Dialogue by Barbara Tint
- Selections from Our Caribbean Kin by Alai Reyes-Santos: "Preface," "Family

- Secrets,” “Coda”
- All Our Relations by Winona La Duke

**Due:**

- Canvas Response due on Wednesday.

**Segment 2: Draft Workshops and Paper Presentations**

**Goals:**

At the end of this session, students will:

- Have received feedback on their paper.
- Have a better understanding of how a research paper is organized and completed.
- Have a clear understanding of one paradigm of conflict resolution.
- Prove they have developed communication skills pertinent to learning outcomes.

**Required Reading:**

- Assigned peer draft.

**Due:**

- Draft due on Canvas on Wednesday.

**Finals Week**

**Due:**

FINAL PAPER ON CANVAS. THERE ARE NOT MAKE UP FINAL EXAMS UNLESS A MEDICAL EMERGENCY NOTE OR SIMILAR EMERGENCY REASON IS PROVIDED.

## APPENDIX 1 – GRADING RUBRICS

For Participation (10 points max):

|                        | Far Below Standard   | Satisfactory   | Good   | Excellent  |
|------------------------|--|--|--|--|
| Points Available       | 0--6   | 7  | 8  | 9--10  |
| Peer Interaction       | Virtually no interaction with peers  | Limited interaction with peers   | Makes a sincere effort to interact   | Actively Supports, engages and   |
| Participation          | Comments vague if given at all; frequently demonstrates a lack of              | Sometimes participates constructively in group work and class discussions              | Participates constructively in group work and class discussion                 | Plays an active, dynamic role in discussions and group                                     |
| Contributions to Class | Demonstrate s a noticeable lack of interest on occasion                        | Comments are sometimes irrelevant and do not advance level and depth of class dialogue | Comments in class discussions are relevant and based on assigned material, and | Comments consistently advance level and depth of dialogue in class discussions             |
| Group Dynamics         | Group dynamic and level of discussion are often notably disrupted by student's | Group dynamic and level of discussion are sometimes disrupted by student's             | Group dynamic and level of discussion are often enhanced, but never made less  | Group dynamic and productivity are always enhanced by student's presence and contributions |

**Group Presentation Rubric:**

Will be graded based on the following: clarity and organization; follow instructions; covers key terms; covers main themes; covers main questions; produces engaging conversation with classmates; productive handout; clearly connect the reading with learning outcomes of the course according to the syllabus.

| <b>Grade</b> | <b>Explanation</b>   |
|--------------|--|
| F            | Did not follow instructions, did not cover what was required by the prompt.  |
| D            | Deficient delivery, almost no conversation, not a productive engagement with the reading for the course.                             |
| C            | Average delivery and organization, clear but not in-depth discussion of the reading, get some conversation going.                    |
| B            | Great covering the readings, well organized, great delivery.   |
| A            | Excels at all these items and produces a creative and original conversation with classmates about the reading pertinent to the class |

**Essays and Papers Rubric:**

| <b>Grade</b>      | <b>Explanation</b>  |
|-------------------|---|
| F (less than 60%) | F is for work that is not acceptable. The student does not demonstrate cursory familiarity with course material, substantial interest or effort in fulfilling course requirements, and has possibly accumulated multiple absences from class.   |
| D                 | D is given for work that is inadequate. Written work omits important points, contains more than a few inaccuracies, and is badly organized. The students' overall performance suggests that the student has not been paying much attention to the course or is having problems understanding the material.  |
| C                 | C is given for work that is average. The student shows familiarity with the material and is mostly accurate, but written work lacks detail or effective organization. Research and writing at this level make general points but fail to support them with specific evidence, or it might be merely a collection of facts, with no coherent theme or argument.  |
| B                 | B denotes work that is above average in quality. The students' overall performance demonstrates that the student knows and understands the material covered in class, and that they are capable of synthesizing it into competent writing and exchange. Written work is accurate, detailed, and well organized, with a clear argument and follow up claims, evidence, analysis, and conclusion.   |
| A                 | A is for work of exceptional quality. Written work presents a clear argument and well articulated set of claims, supported by persuasive evidence and analysis; it is well organized and does more than just competently summarize material from the readings or lectures. The students' overall performance demonstrates that they have thought things through on a deeper level and offers their own perspective on the topics under consideration. |