

CRES 615
Cross Cultural Dynamics in Conflict Resolution
MW 10:00AM-11:50AM
282 KNI

Professor Alaí Reyes-Santos, PhD

Office Hours: M 3:30PM-4:30PM in Alder 309 and by appointment

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The purpose of this course is to provide students with an opportunity to build or enhance necessary theoretical knowledge, awareness, understanding, practical skills and strategies for effectiveness in cross cultural and intercultural conflict resolution. 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.

This course aims to develop further understanding of the role of racial, cultural, ethnic, religious, gender, linguistic, and other 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. The course raises 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? 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?

Required Texts:

La Rose by Louise Erdrich

Kohnjehr Woman by Ana-Maurine Lara

Changó's Fire by Ernesto Quiñones

All Our Relations by Winona La Duke

Diasporas in Dialogue by Barbara Tint

Mediating Across Difference: Oceanic and Asian Approaches to Conflict Resolution, ed by [Morgan J. Brigg](#) (Editor), [Roland Bleiker](#) (Editor)

Selections from Our Caribbean Kin by Alai Reyes-Santos: "Preface," "Family Secrets," "Coda"

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"; "

Selections from Identity Complex by Michael Hames-Garcia: "Preface"; "1. Who Are Our Own People?"; and "4. Do Prisons Make Better Men?"

Selection from Mothers without Citizenship by Lynn Fujiwara: "Refugees Betrayed"

Selection from Conflict Mediation Across Cultures: "Introduction"; "Conflict: Creative and Destructive Dynamics," "Conflict: Gender Differences and Conflict Styles"; "Reconciliation: The Many Faces of Forgiveness"

"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

Broken Treaties, OPB:
<https://www.opb.org/television/programs/oregonexperience/segment/broken-treaties-oregon-native-americans/>

Building Intercultural Communities, TedEx:
<https://www.youtube.com/watch?v=GeomTrwz-9k>

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

Learning Outcomes:

1. Students will be able to explain at least one paradigm for cross-cultural understanding and conflict resolution
2. Students will demonstrate awareness of the role played by power dynamics and social violence in conflict and conflict resolution
3. Students will be capable of identifying how modes of social difference-such as race, gender, class, sexuality, disability, religion, nationality, among others-impact cross-cultural experiences of conflict resolution
4. Students will gain communication skills to engage in conflict resolution across cultural differences

Classroom Methodology

This course will be built to encourage an interactive classroom experience that includes group presentations, small group discussions, large group dialogue, experiential activities, research, writing, self-reflection, and case study exploration. Students are encouraged to be active participants in the evolution of the class.

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

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.

The classroom is not a space where we seek affirmation or consensus, a “like” or an “emoji”; this is a place where students learn to articulate their ideas in a thoughtful fashion and engage in conversations with others whether they agree or disagree with one another. For this reason, I ask that students refrain from finger snapping or other modes of communication that may create a false perception of consensus in the classroom, and impede students’ development of critical thinking and communication

skills. We thrive on the conversations produced by the diversity of perspectives that may emerge about a particular text. In this classroom, different interpretations of a text are possible as long as proper evidence from the text is provided.

Access and Inclusion Statement

The University of Oregon seeks to provide equal access to its programs, services, and activities for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities, and/or chronic illness. The Accessible Education Center works to create and sustain physical, curricular, and informational environments that are informed by and responsive to the diverse characteristics and experiences of students with disabilities and variations of ability. If you will need accommodations in the class, reasonable prior notice needs to be given to the Accessible Education Center at uoaec@uoregon.edu. The Center will work with you and I will gladly make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Accessible Education Center. Please remind me of your accommodation as needed during the course of the quarter. This is my job. I gladly do it. I have many students and do not wish to, unwittingly, forget to put an accommodation in place.

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. If you miss a seminar, it is your responsibility to get notes from classmates and know the material. You can also come to see me during office hours to discuss material you have missed after you have completed the readings.

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.

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.

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. ***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. Reyes-Santos") 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 we 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. We will extend the same courtesy to you.

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.

- Attendance and Participation, including homework: 10%
- Weekly Responses: 5%
- Group Presentations: 10%
- Mid-Term: Abstract, Bibliography: 15%
- Draft Workshop and Presentation: 10%
- Final Paper: 50%
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- Papers are graded on quality of writing, degree of constructive engagement with the literature, quality of analysis and originality of thought. Papers are not intended to be a summary of the literature.

Attendance and Participation

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.

Weekly 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.

Group Presentation

Each Monday a group of students will present on assigned readings. Each group will have 20-30 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.

Rubric for Presentations:

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.

A grade: excels at all these items and produces a creative and original conversation with classmates about the reading pertinent to the class. B grade: great covering the readings, well organized, great delivery. C grade: average delivery and organization, clear but not in-depth discussion of the reading, get some conversation going. D grade: deficient delivery, almost no conversation, not a productive engagement with the reading for the course. F grade: did not follow instructions, did not cover what was required by the prompt.

Abstract and Bibliography

For Midterm, an abstract and bibliographical exercise will be assigned to prepare you for your final project.

Abstract and Bibliography will be due by Nov.15th, 2019 on Canvas.

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. Be careful not using blog entries or 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

Each entry should be 300 words, minimum.

Final Project Peer Review

During Monday, Week 10, you will be asked to bring a meaningful draft of your final paper to class for peer review.

Individual Presentations

Week 10: Everyone will present on their final paper for three 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 sources a minimum of 5 outside sources from your own research. The final paper will be due on December 7th, 2019. 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 differentials.

Grading Rubric

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.

Late assignments

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.

Plagiarism/Academic Dishonesty

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.

Incomplete policy

Per university policies, incompletes 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.

Course Calendar:

Week 1: An Introduction to Conflict and Social Difference

Wednesday: Oct. 1st
Discuss Syllabus
Watch at home:

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

Race, the Power of an Illusion, Episode 3:
<https://vimeo.com/133506632>

“Racial Formations” (Canvas)

Friday: Oct. 4th
Homework:

Canvas Response Due on Friday

Week 2: Who am I? Who are our own people? Difference, Violence, and Conflict Resolution

Monday: Oct. 7th
Read:

Selections from Identity Complex by Michael Hames-Garcia:
"Preface"; "1. Who Are Our Own People?"; and "4. Do Prisons Make Better Men?"

Wednesday: Oct. 9th Elise and Adam

Watch at Home:

Building Intercultural Communities, TedEx, Alaí Reyes-Santos:
<https://www.youtube.com/watch?v=GeomTrwz-9k>

Homework:

Canvas Response due

Week 3: Decolonial Approaches to Conflict Resolution

Monday: Oct. 14th
Read:

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-treaties-oregon-experience/>

Wednesday: Oct. 16th

In-Class Case Study:

Buffalo Soldiers

Homework:

Canvas Response due

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

Monday: Oct. 21st

Read:

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"

Wednesday: Oct. 23rd

In-Class Case Studies: Propose an Approach

AfroLatinas on Amara La Negra, Colorism and Black History, by Essence

<https://www.youtube.com/watch?v=1UZb3FNBmPQ>

White Fragility Training Video

Homework:

Canvas Response due

Week 5: Conflict Resolution in Political and Legal Processes

Monday: Oct. 28th Tiffany D, Tiffany C

Read:

Selection from Mothers Without Citizenship by Lynn Fujiwara: "Refugees Betrayed"

Changó's Fire by Ernesto Quiñones

Watch at home:

Intersectionality, Ted Ex, by Kimberle Crenshaw

<https://www.youtube.com/watch?v=akOe5-UsQ2o&t=1s>

Wednesday: Oct. 30th

In-class case study:

Visit: Museum of Natural History: Racing to Change Exhibit

Homework:

Canvas Response due

Week 6: Moving from Theory to Praxis

Monday: Nov. 4th

Read:

Diasporas in Dialogue by Barbara Tint
"Halfie" by Ana-Maurine Lara

Wednesday: Nov. 6th

In-Class Case Study:

Role-Play "Halfie"

Homework:

Canvas Response due
Mid-Term Self-Evaluation Due on Canvas

Week 7: Moving from Theory to Praxis

Monday: Nov. 11th

Read:

Mediating Across Difference: Oceanic and Asian Approaches to Conflict Resolution

Wednesday: Nov. 13th

In-Class Case Study:

From Mediating Across Difference

Discuss:

Individual abstracts and bibliographies

Homework:

Canvas Response due

Week 8: Developing an Informed Approach to Conflict Resolution

Monday: Nov. 18th

Read:

All Our Relations by Winona La Duke

Wednesday: Nov. 20th

Read and Debate in-Class: Pros and Cons of Approach

Homepage: <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

Homework:

Canvas Response due

Week 9: Culturally-Specific Perspectives on Conflict Resolution

Monday: Nov. 25th

Read:

Selection from Conflict Mediation Across Cultures: "Introduction"; "Conflict: Creative and Destructive Dynamics," "Conflict: Gender Differences and Conflict Styles"; "Reconciliation: The Many Faces of Forgiveness"

Selections from Our Caribbean Kin by Alai Reyes-Santos: "Preface," "Family Secrets," "Coda"

Wednesday: Nov. 27th

In-Class Case Studies: Role Play Scenario

Gender in the Workplace

Week 10: Draft Workshops and Paper Presentations

Monday: Dec. 2nd

Read:

Assigned Draft

Wednesday: Dec.4th

Homework:

Canvas Response due: Reflect on Lessons from Workshop and Presentations

Final Self-Evaluation Due on Canvas

FINAL PAPER ON CANVAS TUESDAY, FINALS WEEK, DUE AT 11:59PM. THERE ARE NOT MAKE UP FINAL EXAMS UNLESS A MEDICAL EMERGENCY NOTE OR SIMILAR EMERGENCY REASON IS PROVIDED.