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Summer Session Required Texts:
1. La Rose by Louise Erdrich
2. Kohnjehr Woman by Ana-Maurine Lara
3. Selections from Sister Outside by Audre Lorde: "Age, race, class, and sex: women redefining difference;" and "The uses of anger: women responding to racism"
5. Selection from Mothers without Citizenship by Lynn Fujiwara: "Refugees Betrayed"
6. Broken Treaties, OPB:
7. Building Intercultural Communities, TedEx:
   https://www.youtube.com/watch?v=GeomTrwz-9k

Fall Session Required Texts:
Chango's Fire by Ernesto Quinones
From Sister Outsider: "An Interview: Audre Lorde and Adrienne Rich"
From Mothers Without Citizenship: "Refugees Betrayed"
From Conflict Mediation Across Cultures: "Introduction"; "Conflict: Creative and Destructive Dynamics," "Conflict: Gender Differences and Conflict Styles"; "Reconciliation: The Many Faces of Forgiveness"
From Spirit of the Odu, Teachings of the Santeria Gods: "An Introduction to the Diloggun"; Chapters 1, 2, 3, 4, 5, and 6.

Course Description
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’ as a central assumption in conflict resolution.

Our Summer Session will be taught in workshop format through a series of exercises meant to get to know each other and co-create a list of important questions for our academic year together based on the assigned videos and readings. 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 emerge for you as practitioners?

**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 two different paradigms 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, self-reflection, and case study exploration. Students are encouraged to be active participants in the evolution of the class.

**Course Policies**
Creating a safe learning environment:
The student is responsible for attending every seminar keeping up with all assigned readings, and participating actively in conversations in the classroom. The readings and seminar 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. 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 safe 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.

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. 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.

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. I encourage you to come to my office at least once this year to talk about the readings, the seminars, your work, or assignments. 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:**
Email is NOT the primary medium to contact me. The instructor should not be expected to respond to email immediately. The professor has other responsibilities (preparing class, grading, writing), 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 me 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 our e-mail more than once per day, or at all on weekends or in the evening, and I may not have time to reply immediately. 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.

**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.

**Summer Session:**
- Attendance and Participation, including homework: 20%
- Analytical Paper: 80%

**Fall Session**
- Attendance and Participation, including homework: 20%
- Group Presentations: 80%

**Winter Session**
- Attendance and Participation, including homework: 20%
- Group Presentations: 60%
- Mid-term Paper/Bibliography: 20%
Spring Session

- Attendance and Participation, including homework and paper peer review: 20%
- Individual Presentations: 20%
- Final Paper: 60%

- 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.

Two Group Presentations

During our Fall and Winter Sessions, the class will be split in four groups assigned to present on a series of readings. Each group will have 40-45 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. All groups will be set through Canvas randomized system. Avoid generalizations or vague statements; always substantiate and based your presentation on the assigned readings.

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.

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.

Analytical Paper

On September 21st, you will submit through Canvas/Assignments a double-spaced five-pages analytical paper discussing how Lynn Fujiwara’s “Refugees Betrayed,” and either Lorde, Hames-Garcia, Lara or Erdrich, answer one of the following questions: How does
power impact cross cultural understanding? How do people negotiate survival and violence as they seek conflict resolution? What are some challenges faced as we seek to further cross cultural understanding in conflict resolution? If you wish, end by sharing any questions that emerge for you as practitioners as you reflect on the chosen case studies.

**Mid-term Paper**
In Fall 2019, a midterm paper and bibliographical exercise will be assigned to prepare you for your final project. The midterm paper and bibliography will be due during our Winter Session.

**Final Project Peer Review**
During our Spring 2019 session, you will be asked to bring a meaningful draft of your final paper to class for peer review.

**Final Paper**
- Papers should be between 8-12 pages long and be in APA format. You need to use sources both from in class readings as well as a minimum of 5 outside sources from your own research. More details will be shared by our Fall Session. The final paper will be due after our Spring Session.

**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 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/](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, 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.

**Course Calendar:**

**Summer Session:**
Sept. 13th, Meeting 1: Who am I? Who are our own people? Difference, Violence, and Conflict Resolution
   Reading: Hames-Garcia

Sept. 14th, Meeting 1: The Uses of Anger? Conflict Resolution in the Black Diaspora
   Readings: Lorde and Lara

Sept. 14th, Meeting 2: Decolonial Approaches to Conflict Resolution
   Readings: Erdrich
   Videos: TedEx and PBS

Sept. 21st: Analytical Paper Due on Canvas
   Reading: Fujiwara and either Lorde, Lara, Erdrich or Hames-Garcia

**Fall –**
Oct. 13th: Applied Case Studies Based on TedEx Talk In-Class
Oct. 14th: Group Student Presentations on Readings as Assigned on Canvas
Winter-Spring Sessions: TBA

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