

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

**CRES 430/530: Working Internationally: Culture and Context
Spring 2020**

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Course website: Canvas

COURSE DESCRIPTION

The theoretical, historical, socio-political, and practical contexts of working, volunteering, doing internships and field research abroad.

Course Content: This course is intended to prepare students for various work-related experiences abroad. Special emphasis is given to aid, development, and reconstruction work. The outcomes of such experiences are, in significant part, based on the ways in which students conceptualize, approach, and perform their work. Central to this process is preparation before one goes abroad. Working internationally also includes NOT going abroad, but rather staying in one's home country and working with international organizations or businesses. In this course, students will achieve preparation by focusing on a number of related topics. Topics included in this course are (1): positionality and attitudes (2) political-historical and includes issues of colonial legacies, post-colonial realities, development, and contemporary politics (3) issues of cultural understanding, cultural difference and learning how to appreciate and deal with those differences within specific contexts and (4) "culture shock" and other personal adjustment issues. It is the goal of this course that students will be largely prepared to have successful work experiences abroad and (5) practical knowledge, including issues of safety, housing, water, and transportation.

Format: Our online course is based on three modes of learning.

1. **Lectures:** The professor will give lectures (as delineated in the Course Schedule). Lectures will be available NO LATER THAN Tuesdays at 10 am and most lectures will be available before then. Students will watch the lectures on their own, at a time that's convenient for them. However, Tuesday lectures must be viewed by Wednesday of the same week at 9pm. For example, Week Two's Tuesday lecture must be viewed by Wednesday of week two by 9 pm. Most weeks have one lecture. Week one has two lectures. There are no lectures weeks 6 and weeks 8-10.
2. **Small Group Discussions:** Students will be placed in small groups (about 6-7 students in each group). Discussions will be held on Thursdays from 10-11:30 or noon, weeks 2-8. The professor will give discussion prompts (to be found under Assignments on CANVAS). Students will discuss these topics and, during weeks 5, 6, and 8 will work on an assignment together. Students may also decide to work on an assignment with their group at other times as well.
3. **Individual Research and Writing:** Students have assignments through-out the course.

Most are short and can be accomplished quickly. The large piece of research and writing is for your project. See Research Paper under Course Requirements below. During weeks 9 and 10, students will focus on their research papers. There are no lectures or small group discussions during these weeks, allowing students a lot of time for their research paper work. Research papers are due on Wednesday, June 10 by 10 am.

4.

LEARNING OBJECTIVES

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

- Explain the concept of positionality and articulate your own position in regard to doing work abroad
- Explain the ways in which a country's colonial past has implications for today
- Analyze aid and (re)development programs and formulate potential solutions to specific problems
- Gain an understanding of the multiplicity of cultural, social, historical, and political factors in doing business, interning, volunteering, and working internationally
- Be mindful of socio-cultural issues in living and working abroad
- Articulate the inter-relationships among a country's history, political economy, society, and world view

COURSE Readings

Required

1. Tidwell, Mike. 1988. *The Ponds of Kalambayi*. Guilford, CT: Lyons Press. Pp. 1-276.
2. Van Buren, Peter. 2011. *We Meant Well: How I Helped Lose the Battle for the Hearts and Minds of the Iraqi People*. New York: Metropolitan Books. Pp. 3-265
3. Articles and book chapters on CANVAS and on Google

The required books are available for purchase at the UO Bookstore. Additional materials will be posted online to Canvas and/or they are on Google.

COURSE REQUIREMENTS

1. **“Attendance” at Small Group Discussions, via ZOOM.** Students MUST participate in the Small Group Discussions which are scheduled weeks 2-8 and all students must contribute to Group Projects (weeks 5, 6, and 8). “Roll” will be taken during the Small Group Discussions. Students who miss more than two of the small group discussions may see their grade for the course drop one whole-grade (A becomes a B, etc.). Students who miss more than three small group discussions are at risk of failing the course. Students who do not contribute to the projects weeks 6 and 8 will receive NO points for these assignments.
2. **Assignments weeks 1-8:** There are assignments for weeks 1-8. Some of these are short papers (1-2 page). The shorter assignments (weeks 2, 3, and 5) are worth 5 points each. The assignment week 1 is to write a couple of paragraphs stating why you are taking the course and what your future plans might be. This is required, but is given no points. The assignments for weeks 4 and 7 are quizzes (10 questions each) and cover *The Ponds of Kalambayi* (week 4) and *We Meant Well* (week 7). Each (multiple choice and T/F) quiz is worth 10 points. The assignments for weeks 6 and 8 require group work and are 15

points each.

Guidelines for each assignment can be found on CANVAS under Assignments.
Completed assignments will be uploaded to CANVAS.

Total Points Possible: 65

- 3. Research Paper:** The central goal of the project is to prepare students to work internationally in a specific country **OR** in an organization (for example, The Peace Corp, Mercy Corp, etc.) **OR** on a specific issue.

A. Specific Country/Geographic Area Paper: The project is a description and analysis of the country's history/politics/culture/pragmatics as well as a personal assessment--a look "inward" at challenges a particular student may face in a particular country.

1. Most Relevant Historical Context
2. Relevant Contemporary Politics
3. Socio-cultural Issues
4. Pragmatics

OR

B. Issue Oriented Paper: The project examines a particular issue, such as famine aid, malaria eradication, medical aid during warfare, cross-cultural/national differences in management style, education, or birth control, etc.

OR

Organization Paper: This project is intended for students who are considering working, interning, or volunteering in an organization, such as the Peace Corps, the World Bank, the U.S. Foreign Service, the U.S. Military, Mercy Corps, etc.

The issue-oriented projects and organization projects will generally include:

1. An introduction, in which general background is provided and in which a clear thesis statement/question is articulated
2. Literature review regarding the statement/question
3. Discussion of the literature review and conclusions

All research papers should be approximately 10 pages in length, 12 point font, 1/12 line-spacing. APA or Chicago used for citations.

Research papers are due on Wednesday, June 10 by 10 am.

Points possible: 35

Total Points Possible for the course: 100

Graduate students are expected to perform work of higher quantity and more in-depth than undergraduate students, typically with forty hours of student engagement for each student credit hour (compared to thirty hours of undergraduate student engagement for each student credit hour).

COURSE POLICIES

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 may 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 (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoac@uoregon.edu.

Inclusion and Collegiality: Our community that 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 the Conflict and Dispute Resolution Program Director, at (541) 346-3042. The University Bias Response Team is also a resource that can assist you. See <http://bias.uoregon.edu> or call 541-346-2037.

Sexual Harassment: Any student who has experienced sexual assault, relationship violence, stalking, and/or sexual harassment may seek information and help at <https://safe.uoregon.edu/>. A student can also call 541 346-SAFE, UO's 24 hour hotline to be connected to a counselor.

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. If you have questions about conduct please ask your instructor or review the University Student Conduct Code or the UO Policy.

Policy Regarding Late Assignments and Incompletes: All assignments must be turned in by the dates posted. Occasionally, exceptions will be made for health reasons. If you are unable to turn in an assignment, you must notify me by email in advance. There are **no** make-up quizzes! There is no extra credit!

I rarely give incompletes and a student must show exceptional cause for an incomplete to be granted. By university regulations, incompletes can only be granted when a student has fulfilled almost all of the assignments and for an outstanding reason has been unable to complete all of them.

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

Grading Guidelines:

A: Outstanding written work and participation. Shows a very high quality of understanding of course material.

B: Very good written work and participation. Shows a high quality of understanding of course material.

C: Acceptable written work and participation. Shows an understanding of course material.

D: Poor written work. Shows minimal understanding of course material.

F: Incomplete work and/or shows a lack of understanding of course material.

Grades will be assigned as follows: A=90% and above; B=80-89%; C=70-79%; D=60-69%; F=below 60%. Pluses/minuses may be given.

COURSE SCHEDULE

(READINGS FOR THE WEEK SHOULD BE COMPLETED BY THURSDAY AT 10 AM)

Week One: Introduction and Context

March 31: **Lecture** (watch no later than Wednesday, April 1 at 9 pm)

April 2: **Lecture** (watch no later than Friday at 9 pm)

Read: Ponds, Pp. 1-40

Assignment 1: (Individual) Due on CANVAS: Saturday, April 4 by 9 pm): Write one page on why you are taking this course and what your future-plans might be (See assignment 1). Points

Possible: no points

Week Two: Positionality

April 7: **Lecture** (watch no later than Wednesday, April 8 by 9 pm)

April 9, 10-11:30 am: **Small Group Discussion** on positionality and approaches to solving problems (See assignment 2 for the discussion prompt)

Read: Ponds, 40-78

Read: Easterly, William. 2006. *The White Man's Burden*. NY: Penguin. Pp. 3-22

Assignment 2: (Individual) Due on CANVAS: Saturday, April 11 by 9 pm): Approach to Solving a Problem (See assignment 2 for prompt). Points possible: 5

Week Three: Culture Shock and Adaptation

April 14: **Lecture** (watch no later than Wednesday, April 15 at 9 pm)

April 16, 10-11:30 am: **Small Group Discussion** on culture shock and adaptation (See assignment 3 for the discussion prompt)

Read: Ponds, 79-140

Read: Choo, Geoff. 2003. *Surviving Culture Shock is Key to Working Abroad*. Tech Republic, A ZDNetTech Community. 1-4. (4 pages)

Read: Roskell, Donna. 2013. *Journal of Research in International Education* 12(2) 155 –172 (17 pages)

Assignment 3: (Individual) Due on CANVAS: Saturday, April 18 by 9 pm): Self-Assessment (See assignment 3 for prompt). Points possible: 5

Week Four: *The Ponds of Kalambayi*

April 21: **Lecture** (watch no later than Wednesday, April 22 by 9 pm)

April 23, 10-11:30 am: Small Group Discussion on *The Ponds of Kalambayi* (See assignment 4 for the discussion prompt)

Read: Finish Ponds

Assignment 4: (Individual) Due on CANVAS: Saturday, April 25 by 9 pm) QUIZ on *The Ponds of Kalambayi*. Points possible: 10

Week Five: Aid and Development

April 28: **Lecture** (watch no later than Wednesday, April 29 by 9 pm)

April 30: Small Group Discussion on Aid and Development (See assignment 5 for the discussion prompt)

Read: We Meant Well, 3-79

Read: Hobbes, Michael. Stop Trying to Save the World: Big ideas are destroying international development. *The New Republic*, Nov, 2014. (*To see this article, google the title*)

Assignment 5 (Group): Due on CANVAS: Saturday, May 2 by 9 pm): Power-Point Presentation on Aid and Development (See assignment 5 for prompt and instructions). Points possible: 5

Week Six: Power/Electricity in Brazil Project

May 5 and 7, 10-11:30 (and other additional times group decides to work together) **Small Group Work on this project**

Read: We Meant Well, 80-148

Read: Athayde, Simone. 2014. Introduction: Indigenous Peoples, Dams, and Resistance. *Tipiti: Journal of the Society for the Anthropology of Lowland South America* 12(2): 80-89

Read: Hall, Anthony. 2012. Development, Dams, and Dilma: The Saga of Belo Monte. *Critical Sociology* 38(6): 851-862.

Assignment 6 (Group): Due on CANVAS on Saturday, May 9 by 9 pm: Power point presentation with notes (See assignment 6 for instructions). Points possible: 15

Week Seven: We Meant Well

May 12: **Lecture** (watch no later than Wednesday, May 13 at 9 pm)

May 14: **Small Group Discussion** on We Meant Well (See assignment 7 for the discussion prompt)

Read: Finish We Meant Well

Assignment 7: (Individual) Due on CANVAS on Saturday, May 16 by 9 pm) QUIZ on We Meant Well. Points possible: 10

Week Eight: Aid

May 19 and 21 (and other additional times group decides to work together) **Small Group Work** on this project

Read: Watters, Ethan. 2010. *The Wave that Brought PTSD to Sri Lanka* in *Crazy Like Us: Globalization of the American Psyche*. New York: Free Press, 65-125

Read: American Association for the Advancement of Science, Tsunami raises questions about disaster mental health https://www.eurekalert.org/pub_releases/2005-08/cp-trq081105.php

Assignment 8(Group): Due on CANVAS on Saturday, May 23 by 9 pm): Power point presentation with notes (See assignment 8 for instructions). Points possible: 15

Week Nine and Ten: Individual Work on Projects

Work individually on your projects which are due no later than **Wednesday, June 10 at 10 am**. See syllabus for a lengthy explanation of the projects. Points possible: 35

