Dear Ray:

I am not entirely sure what the ROTC program would look like, but if we are adding options or electives, then I think that the com 133 course on conflict & reconciliation might be a good fit as an elective (but not required) course. Given that the course delves into issues of peace and conflict from interpersonal to international perspectives, it might be nice to give student soldiers a way of thinking differently about peace and conflict, or what comes post-conflict.
Com 133: Conflict & Reconciliation  
Fall 2009

"If it is possible, as far as it depends on you, live at peace with everyone." - Romans 12:18

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Office Hours:
Mon: 12:45 – 3:45 p.m.  & By Appointment
Wed: 11:30 a.m. – 12:45 p.m.

Required Texts:
• Lederach, John Paul – The Journey Toward Reconciliation
• Smock, David R. (Ed.) – Interfaith Dialogue and Peacebuilding
• Ury, William R. – Getting Past No: Negotiating Your Way From Confrontation to Cooperation
• Volf, Miroslav – Exclusion & Embrace
• Course Readings

"Reconciliation is a journey, an encounter, and a place. God calls us to set out on this journey. It is a journey through conflict, marked by places where we see the face of God, the face of the enemy, and the face of our own self." - John Paul Lederach

Course Objectives & Outcomes:
• To develop an understanding of and appreciation for principles & theories of conflict, conflict resolution & transformation, and reconciliation. Students will be able to articulate and discuss a number of important and helpful conflict theories, and to see the complex interweaving of history, culture, identity, and environment.
• To develop an understanding of and commitment toward peacemaking, both interpersonally and internationally. At the conclusion of this course students shall be able to articulate: A biblical call to be peacemakers, to be agents of reconciliation in this world, to address issues of forgiveness and the need for truth, justice, and mercy.
• To develop dialogic and innovative conflict resolution and analysis skills. Students shall assess their own abilities, learn to listen to and interpret conflict narratives, to ask better questions, and to set goals for future improvement. Furthermore, students will be able to analyze a conflict and articulate the issues from multiple frames of reference, and to assist others (and themselves) in creating new, more helpful conflict stories.

"If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality." - Bishop Desmond Tutu

Assignments:
Exams & Quizzes 50%
Reflective Assignments/Narratives/Analyses 50%
Active, regular, gracious participation may swing borderline grades.
Course Policies:

- Come to class prepared -- read what is assigned and organize your thoughts before class.
- Written assignments must be neatly typed and are due at the beginning of class - if you turn your assignment in late, you will lose one full grade for every day that it’s late. If your assignment is poorly presented, is unbound, or has several errors on the first page alone, it will be returned to you for revision, and your work is then subject to the "late" assignment policy. Include your mailbox number on your assignments and exams.
- It is your responsibility to find out what you missed if you are late or absent.
- For all assignments, always list all of your references; use APA citation guidelines.
- Check your e-mail. Helpful hints, announcements, or schedule changes are often sent via e-mail to your Westmont account.
- Save all of your returned coursework until your final grade is posted at the end of the semester.
- Exams may not be made up except in cases of extreme hardship. If your class or athletic team will be away from campus, you must take the exam before you leave campus (make an appointment to do this).
- Quizzes are unannounced and may not be made up.
- You may not record class (including lectures and discussions) unless all have given you their express consent, including the professor. This includes both audio and visual recordings.
- You may bring your computer to class, and use it, provided that you: 1) use the computer only for taking notes or directly related course activities; 2) agree to allow me to look at your screen at any time; and 3) agree that if you abuse this privilege, you will not be permitted to use the computer in class for the rest of the semester. Abuses include checking email, instant messaging, surfing the web, preparing other assignments, etc. If you use your computer in any way that violates the campus policies regarding offensive material or harassment then you will be asked to leave the class and the dean will be notified.
- You may bring your mobile phones to class, but please remember to turn your ringer off while class is in session. In the very rare event that you MUST receive a phone call during class (for family emergencies or job interviews), please notify me in advance, sit near an exit, and turn your ringer to vibrate.
- See also: http://www.westmont.edu/_academics/departments/communication_studies/Style.html

If one by one we counted people out
For the least sin, it wouldn't take us long
To get so we had no one left to live with.
For to be social is to be forgiving.
--Robert Frost, The Star Splitter

Words to the Wise:
This course combines lecture, discussion, activities, and films. You will gain most from this course if you are an active and regular participant. During discussions, take note when important points are raised, and record what was discussed each day. Exam questions often reflect discussion themes. A word about technology: Back up your files. Save often. Invest in a good virus detection program. When you finish a rough draft of a paper, print it out after you’ve saved it. Plus, then you have a hard copy to proofread!
Student Needs:
If you have special circumstances (such as a learning disability, academic or athletic team schedule) that I should be aware of, please inform me before the second week. Arrangements to accommodate your need must be made well in advance of any exams or assignments.

"A person's wisdom yields patience; it is to one's glory to overlook an offense" Proverbs 19:11

Academic Integrity:
Westmont is committed to the highest standards of ethical conduct and academic excellence. Please approach your exams and assignments with honesty and integrity. Plagiarism, fabrication, cheating on exams, copying or purchasing papers or other assignments violate Westmont and class policy (see student handbook for policy and consequences of violations). If you plagiarize or violate the academic integrity policy, you will fail the assignment/exam, and you may fail the course. Plagiarism includes presenting someone else’s research as your own - and if you don't cite a source, you are implying that you invented this perspective or analysis. Each semester I select a certain number of papers and carefully check all cited (and sometimes uncited) source material.

Office Hours:
Listed above are my official office hours, but the door is open. I enjoy talking with you, so if you have questions, or if you want to explore an idea, come by. If I am not in my office, leave a note or send me an e-mail. I will get back to you.

About Grades & Grading:
I assign grades based on the following:
- Did this person follow directions?
- How does this paper or exam measure up to what I think is superior, above-average, average, below average, or failing work?
- How does this paper or exam compare with others in this and previous classes?

In terms of assignments and written work in general, C's are earned when all instructions are followed, grammatical errors are kept to a minimum, and you have demonstrated understanding and skill. B's are earned when that work is above average, and A's are earned when that work is exceptional, outstanding, head and shoulders above the rest. I assign letter grades for most work, and convert the letter grades into percentages at the end of the semester to aid in the calculation of final grades. If you are ever in doubt about your grades, please make an appointment and bring all of your work with you. You may want to visit the communication studies home page, navigate to the "style matters" page and look at the rubric for grading written work.

*If you receive a grade below "B" on any written assignment due prior to the Thanksgiving break, you may take that assignment to Writer's Corner and substantially revise it. I will re-grade the assignment and then record the average of the two grades. If this was a group effort, all members of the group must visit Writer’s Corner. The revised work is due within one week from the date I returned the work to the class.

Part One - Undertaking the Journey

Sep 1 First Day of Class - Foundational Ideas
Read: *Syllabus
Bible: Romans 12, esp. verses 14-21
Find three additional admonitions to be peacemakers

Sep 3  Read: Lederach - Preface, Intro, and Chapters 1-3

Sep 8  Read: Wilmot & Hocker, Preface & Chapters 1-2
Sep 10  Due: First Essay, The Face of God, The Face of the Enemy
          Video: Long Night’s Journey Into Day (Truth & Reconciliation)

Sep 15 Read: Lederach, Chapters 4-6
Sep 17 Read: Wilmot & Hocker, Chapter 10 (actually by Hawk)

Sep 22 Read: Volf, Exclusion & Embrace, First Half
Sep 24 Read: Volf, Exclusion & Embrace, Second Half

Sep 29  Exam #1 (*Bring Blue/Green Books*)

Oct 1  Read: Wilmot & Hocker, Chapter 3
       Take Home Assignment: Conflict Analysis (self)

          Part Two – Understanding The Journey

Oct 6  Read: Wilmot & Hocker, Chapter 4
Oct 8  Read: Wilmot & Hocker, Chapter 5
          Due: Self Analysis (Essay + Entire Exercise)

Oct 13 FALL HOLIDAY

Oct 15 Read: Wilmot & Hocker, Chapter 6
          In Class: Simulation Exercises

Oct 20 Read: Wilmot & Hocker, Chapter 7
Oct 22 Read: Wilmot & Hocker, Chapter 8

Oct 27  Due: Conflict Narrative Analysis
Oct 29  Read: *Getting Past No* (Overview, Prologue, Chapters 1-3)

Nov 3  Read: *Getting Past No* (Chapters 4-5, Conclusion, Prep Worksheet)
       BEFORE Class, Do Online/Interactive Negotiation
       [http://www.zap.ca/dramas.htm](http://www.zap.ca/dramas.htm) ($5 to do all of them; 3 free)

          Part Three – Making Peace in a Divided World
"The past is not dead and gone; it isn’t even past.” - William Faulkner

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<tr>
<th>Date</th>
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<tr>
<td>Nov 5</td>
<td>Read: Wilmot &amp; Hocker, Chapters 9 &amp; 11</td>
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<td>Nov 10</td>
<td>Intro to Int’l Conflicts</td>
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<td>Nov 12</td>
<td>Exam #2 (Bring Blue/Green Books)</td>
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| Nov 17 | Read: Smock - Promises & Challenges of Interfaith Dialogue - Introduction  
|        | The Miracles of Transformation (Abu-Nimer)   |
|        | Building Bridges for Interfaith Dialogue (Cilliers) |
|        | Also: Gopin                                  |
| Nov 19 | Read: Mitigation in N. Ireland (Liechty)     |
|        | Interfaith Dialogue in the Former Yugoslavia (Steele) |
| Nov 24 | Family Systems                               |
|        | Read: TBA                                    |
| Nov 26 | Thanksgiving                                 |
| Dec 1  | Read: American Jews, Christians, and Muslims Working Together (Young) |
|        | View: Film: Encounter Point                  |
| Dec 3  | Due: International Conflict Case Study       |
| Dec 8  | Lederach: Chapters 11-14                    |
| Dec 10 | Due: Goals                                  |
| Dec 16 | Wednesday: Final Exam: High Noon (Bring Blue/Green Books) |
Essay The First:
The Face of God – The Face of the Enemy

Write an essay about seeing the face of God in your enemy.

Assignment Requirements

Length: About 3 pages

Format: Typed, double-spaced, 12 point font, a thoughtful title centered on the first page, your name & mailbox number on the top right corner, stapled in upper left corner.

What? This is meant to be a personal reflection on what you’ve read and learned thus far in class, drawing on readings, lecture, and personal experience. Ultimately, you need to “prove” two things: 1) that you can write an upper-division college essay; and 2) that you are learning something in this class. If you can, think about a significant conflict in your own life and apply this concept. If you can’t think about something in your own life, use an example from friends and relations.

How? A good essay is not just a stream-of-consciousness ramble about this or that in the reading. You should not turn in your rough draft. You should proofread it. If writing is not your strong suit, visit the Writers’ Corner. Ask friends to read your essay and give you feedback. Read your essay aloud. Write a draft, then walk away from it for a day and come back to it. Don’t try to cover every aspect of the reading or lectures. This is an essay, not a laundry list.

References: Outside research is not required. When citing your reading, cite Lederach or cite Kellett & Dalton – in APA style. Don’t say, “according to the author of our textbook” or “the book said.” Books don’t talk, and don’t assume that I’ll know which text you are referring to. Include your reference list at the conclusion of your essay, also cited in APA style. No, you do not have to cite both texts plus lecture – but you should cite at least two out of three.
Narrative Analysis Assignment

1. Obtain a narrative to analyze. You may record someone telling you a conflict story and then transcribe the interview, or you may ask someone to write out a narrative for you. Type (or re-format) the narrative so that it is double-spaced, about 12 pt. font, about 1″ margins.

2. Analyze your narrative. You should probably do this in several steps. Go through once looking for metaphors, imagery, colorful language. Go through again looking for issues of passive vs. active voice, then for tone, then for images of victims, heroes, innocent bystanders, etc. Keep reading the narrative multiple times through, looking for different things each time. Keep track of your observations. Count words. Highlight sentences. “Swim” in the narrative!

3. Think. What can you learn from analyzing the narrative? What insights have you gained about how they frame the conflict, how they perpetuate the conflict, how they see themselves in conflict, how they view their own agency (or lack thereof)?

4. Write an essay in which you analyze the conflict, detailing your many findings from above. The essay should be about 3 pages.

Hints:
- Do not use a “ready-made” conflict from a website or screenplay or book.
- Do not use your own conflict or conflict narrative - you will probably do your best work if the conflict is more “distant” from you.
- Do not make one up. This is not creative writing.
- Make sure your narrative is long enough and meaty enough
- Limit your analysis to what you have evidence for in the narrative, rather than giving the whole back-story to the conflict and the people involved. Analyze the language used to narrate the conflict.

Turn In:
Your essay (on top) - typed, double-spaced. See formatting directions for first essay. At the back of your essay, include a copy of the narrative.

What’s The Focus?
1. Do the research and do it well.
2. Conduct a well-reasoned, sophisticated analysis of your narrative, drawing upon tools, resources and methodologies useful in language, narrative, and communication studies
3. Write a college-level essay that is well-argued, elegant, and insightful.
4. Apply what you’ve learned/are learning in this class (cite sources as appropriate); if you’ve done rhetorical criticism before, feel free to incorporate your knowledge/sources.
Self-Analysis Assignment

1. Complete the Conflict Style Inventory.
2. Do a TRIP analysis for two important relationships in your life. Include 3.2 relational goals (from text, reprinted here for your convenience) in the TRIP analyses.
3. Keep a criticism log for 24-48 hours. See Application 3.3 from your text (reprinted here for your convenience).
4. AFTER you’ve done all of the above exercises, THEN write your self-assessment. First do a brief report of the outcomes for each exercise, then come up with your own categories that make the most sense for YOUR assessment – integrate what you’ve learned about yourself and others, in and out of conflict, and what you want to work on in the future. You may organize thematically, relationally, by strengths, weaknesses, etc.

Application 3.2 My Relational Goals
Take two important relationships to you, for example, a parent, romantic partner, life-long friend, or other personal relationship. Think of a time you were upset at how he or she treated you. Then, list the "relational issues" that arose. For example, look at the samples of relational issues and amount of interdependence examples we gave above and see if you can identify your key relational issues.

Application 3.3 My Criticism Log
Keep track of all the negative thoughts you have about people in your world over a few days and jot them down in your notebook or diary. You don’t need to track the type of relationship, who the other is, or anything else—just list the negative thoughts you have or comments you make. Some examples are "he is so stupid," "I can’t believe how incompetent she is," "he is so mean to everyone," and "she is just power hungry."

1. List all these criticisms of others, then in groups of three or four, just read them aloud to others (don’t worry about how you sound; just say them even though they are sometimes difficult to share).
2. Members of your group help you identify your two or three main “themes” for your criticisms of others. Most of us have two or three main identity dimensions that arise in criticisms of others. Put these “themes” in nonjudgmental or positive terms. For example, medical doctors often say things about their colleagues such as "he isn’t the sharpest knife in the drawer," "she didn’t do very well in medical school," "I just don’t know how he became a doctor given his inability to process all the details," and "he isn’t very bright." The theme of "intelligence" is clear.
3. Discuss with the group your main identity "themes" and how they predict with whom you will have conflict or struggles.

What's Due?
Your self-assessment – typed, double-spaced. Go in the order that makes the most sense to you – make sure you thoroughly report your results/lessons learned for each tool (Inventory, TRIP, Criticism Log). Now – summarize this entire experience. Who are you in conflict? What have you learned about yourself? What might you do differently in the future based on what you’ve learned? Do you see yourself or others or your conflicts in a new light? End with three specific goals for yourself. They should be concrete goals (I will say “thank you” more often vs. "I will be a better person").
International Conflict Assignment
Small Group Assignment (3-5 people)

The Paper

Length: About 8-10 Pages
References: Refer to at least two academic sources; at least six news sources; at least one "think tank" assessment.
Format: APA - citation style (in text and reference page), format of first page, running head, etc. Make sure you incorporate all of these elements:

I. Introduction. Why should anyone read this paper? What can the reader expect? Where do you plan to take us?

II. Historical Background. Every international conflict is grounded in some historical setting. What are the roots of the conflict? Who are the major actors/parties involved, and what are the major issues involved in the conflict? Why does this issue matter?

III. What is the current situation? What are the current issues involved in the dispute or the peacemaking process? What do the major parties want? What are the "sticking points"?

IV. Analysis & Recommendations. What needs to happen for this conflict/peace to move forward? What steps can the international community take to help address or resolve this conflict?

V. Conclusion. Provide closure for the reader as well as a challenge for the future. Why should we care?

Grading:

- Accuracy & Completeness of Information
- Sources (credibility, integration, use)
- Creativity of Solutions
- Format & Structure
- Writing: Grammar, punctuation, spelling

Remember that you are writing a paper, not merely answering a series of questions. It is scholarly in tone, so you should not rely overmuch on your own personal thoughts, beliefs, or emotional responses. Proofread and edit your paper; then rewrite it before turning it in.
The Presentation

Time: 15 Minutes (no more than 4 minutes set-up time)
Visual Aids: Required! Maps are helpful.

In your presentation, you want to help your audience understand the conflict. You will focus on the history, background, and current issues. Your peace plan will come later (in your paper and in discussion). Feel free to suggest possible routes to peace and get audience feedback – but your focus is on helping everyone in the room understand the conflict you’ve chosen. Convert your audience. Help them believe that this is worth their time and brain power!

Know your subject. You will have to work very hard to be able to introduce this conflict area so that the audience understands it and cares about it – this will require practice and rehearsal. Avoid the "talking heads" type of presentation. Involve your audience, use notes sparingly, be creative (but not hokey), and ASK for questions. Ask open-ended questions that will get your audience thinking and responding and asking questions themselves. Do not bore them!

Enjoy your presentation – if you are enthusiastic about your subject matter, that will be conveyed to your audience.

Be professional. Look and act the part of a competent, well-informed expert in this area. Take charge.

Grading: You are graded on content as well as presentation, style as well as substance. Give a great deal of thought to what you want to say before you start making outlines. Consider everything you learned in public speaking – incorporate that knowledge!

- Timing
- Accuracy, Depth, Thoroughness
- Presentation Style - eye contact, language, fluency, continuity
- Visual Aids - professionalism, appropriateness, helpfulness
- Interactivity & Audience Response
- Creativity & Professionalism