



Fall 2016

Cross-Cultural & Gender Negotiation (HDDR 6361)

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Students are welcomed to contact me at any time (jnfont@creighton.edu) with questions and reach out to me after our class time with any questions that you may have. I am also available 24/7 via email. You will receive a response within 48 hours, barring unforeseen circumstances, weekend, holiday, or travel.

SYLLABUS IS SUBJECT TO REVISION

"An answer is a place where we can fall asleep as life move past us to its next question. After all these years I have begun to wonder if the secret of living well is not in having all the answers but in pursuing unanswerable questions in good company" (Remen).

Course Description:

This course takes an interdisciplinary look at issues related to the role of culture, identity, gender, ethnicity, and other factors in conflict analysis, resolution, and negotiation. In this course we will discuss topics such as the meaning of culture and that of conflict from a cultural perspective, cross-cultural communication, stereotypes, and differences in attitudes toward racism, sexism and ethnicity. Additionally, we will discuss the relationship between culture, gender, and oppression. In this course you will be able to address issues of social justice by articulating and describing what constitutes fairness, prejudice, discrimination, and power imbalance. We will discuss the use of language, narratives, and metaphors and how the concept of apology and forgiveness varies across cultures. The focus is to increase the student's sensitivity and awareness to these issues and to practice skills that will make them more effective conflict resolvers.

Learning Outcomes:

In this course students will:

- 1- Identify current theoretical debates on culture and how it relates to conflict.
- 2- Interpret the relationship between culture and subjugation/oppression.
- 3- Explain the social and cultural construction of gender and race, and how they relate to conflict and power.
- 4- Define the 'undoing' or 'unperforming' of hegemonic modes of gender.
- 5- Identify potential challenges in designing and delivering cross-cultural trainings, assess alternatives for constructive solutions, and design & deliver a cross-cultural negotiation workshop
- 6- Identify social injustices by demonstrating the ability to evaluate issues of fairness, prejudice, and power imbalance in a negotiation process.
- 7- Identify the different meanings and uses of apology across cultures and genders.

Required Texts and Readings:

Text: **The MOVE Crisis in Philadelphia: Extremist groups & conflict resolution**
Authors: Hizkias Assefa and Paul Wahrhaftig
Publisher: University of Pittsburgh Press
Edition/YR: 1990

Text: **Preparing for Peace: Conflict Transformation Across Cultures**
Authors: John Paul Lederach
Publisher: Syracuse University Press
Edition/YR: 1995

"We are not students of some subject matter, but students of problems. And problems may cut right across the borders of any subject matter or discipline" (Karl Popper).

Additional Readings listed below will be made Available as PDF files.

Course Requirements & Assignments:

This course is designed to be a collaborative and highly interactive learning experience using three major elements: written assignments, class participation and a group project. Each class session will cover specific topics and students will be responsible for having read the related readings as specified in the class schedule below. You will be working in a community of learners. The course succeeds based on lively discussions; if you are unable to do the reading and writing in a timely fashion, our learning will be diminished by your inability to contribute. Therefore, it is expected that the assigned class material is read before coming to class. The course will include improve exercises as a tool to learn how to engage with different culture and feel comfortable with uncertainty. Please check your e-mail regularly.

Written Assignments: Throughout the course, you will have to complete a series of written assignments. The standard format for written assignments (when a template is not provided) is: Title Page (w/ Student Name), Double-Spaced Paragraphs, Times New Roman, 12pt Font, 1" margins [all sides], Page Numbers, and a Composite Reference List following APA citation (when required). All submitted work should be grammatically correct, logically organized, and edited for typos.

Deadline for all the written assignments are below under: "When are assignments due?"
Submit all assignments by emailing them to the professor at jfont@creighton.edu

Reflective Structured Dialogue (RSD) - A Reflective Structured Dialogue (RSD) is a unique approach to conversations, developed by Public Conversations Project (PCP), created to promote connection and curiosity between those who see one another as the enemy and/or hold opposite views. It is an intentional communication process that help individuals, organizations and communities build trust, enhance resilience for addressing future challenging issues, and have constructive conversations with those they otherwise "wouldn't be caught dead with" (<http://www.publicconversations.org/>). See separate handout for detailed instructions and rubric.


Position Essay and Group Activity:

This assignment has two parts: writing a position essay and a training activity. Each student will be responsible for writing a position essay (6-9 pages including references) on one of the following topics: a) Gender and Negotiation; b) Cross-Cultural Negotiation; c) Culture, Power, and Gender; d) Forgiveness and Apology Across Cultures. Topics will be assigned the first day of class. For this assignment, use APA citation. The position essay will have the following parts:

- Introduction: identifying the issue and your position. What is your thesis? The introduction should be written in a way that makes the reader want to continue reading. [approx. 1/2 to 1 page]

- Body of the essay: a) background information; b) supporting facts or arguments (e.g., statistical data, law, indisputable events, experts' opinions, etc.); c) a discussion of both sides of the issue, including weaknesses and strengths. This section should include some of the relevant judicial cases and ethical philosophical principles discussed in class as they apply to your bioethical inquiry. [approx. 5-7 pages]
- Conclusion: summarize your main concepts and ideas, and suggest course of action and possible solutions [approx. 1 page]

Group Activity: This activity will require a sharpened degree of collaboration and creativity. All students who are members of the same group will jointly prepare an activity relevant to their topic. Groups will be assigned according to the four main topics/themes provided for this assignment. You are expected to be creative and innovative training activity of your topic. All group members need to have an active role and the activity should be 20 minutes long. You are to send a clear message with your activity. Members in each team will receive the same grade (only for this group activity; position essays will be graded individually). Throughout this activity, teamwork, creativity, and active participation is expected of all students.. Be creative! See rubric and detailed instructions in separate handout.

BASIC EXPECTATIONS & POLICIES	DURING OUR TIME TOGETHER
<p>Timely attendance is required. If everyone has signed the attendance sheet and I have started the class, you are late.</p>	<p>What is an exceptional circumstance?</p> <p>Exceptional circumstances could be a serious illness, jury duty, family death, or other unforeseeable situation.</p>
<p> Assignments are to be submitted by the due date. Late assignments will incur a point reduction penalty of 10% per 24 hours. Assignments submitted more than 72 hours after the deadline will not yield any points. In exceptional situations, penalty may be reduced or waived if the student contacts me at least 24 hours or as soon as they can before the deadline and there is an exceptional circumstance to justify the delay.</p>	<p>This course is designed to be a collaborative learning experience. From the moment the class begins until it ends, you are expected to actively participate in it.</p>
<p>We sit in a different seat for each class and beside different classmates.</p>	<p>No electronic devices are allowed during class</p> <p>How can we be present for each other if we are using electronic devices?</p> <p>The answer is we can't.</p>

What are the Grading Criteria and Deadlines?

When are assignments due?

Grades will be based on a total of 100 points. All the points students accumulate for each of the grading criteria will be added to determine the student's final grade. In order to get a passing grade you must accumulate necessary points for a passing grade, fully participate in class AND submit ALL assignments. See rubrics below after the class schedule and in handouts.

Course Requirements	Maximum Possible Points	Due Date
Ethical Behavior Form	-Required-	First day of class
Reflective Structured Dialogue	40	December 9
Workshop/Experiential Activity (Group Activity)	20	December 11
Position Essay	40	December 17

Class Schedule and Reading Assignments:

SESSION/ DATE	TOPICS & LEARNING OUTCOMES	ASSIGNED READINGS*
Session 1 Friday December 2, 4:00PM TO 9PM	Introductions What is culture? What is social construction? Culture and Conflict Theory Socio-Cultural Construction of Race and Gender Role Plays/Activities By the end of the class you should be able to: <ul style="list-style-type: none"> • Compare, and distinguish between, different views on 'culture.' • Identify common misconceptions regarding culture and its role in conflict resolution. • Develop a basic understanding of the social constructionist framework, and begin examining its implications when 	<ul style="list-style-type: none"> • Burr, Vivien (1995). An introduction to social constructionism. • Roy, Beth (2008). Power, culture, conflict. • Batts, Valerie (2008). Is reconciliation possible? Lessons from combating "modern" racism.

SESSION/ DATE	TOPICS & LEARNING OUTCOMES	ASSIGNED READINGS*
	<p>addressing gender, culture, and power differences in conflict resolution.</p> <ul style="list-style-type: none"> Explore and identify the diverse manners in which people approach spirituality, religion, life and death, the struggle for survival, etc. 	
<p>Session 2 Saturday, December 3 8:30AM to 5:30PM</p>	<p>Negotiation Across Different Worldviews. Role Plays/Activities.</p> <p>By the end of the class you should be able to:</p> <ul style="list-style-type: none"> Define and identify cultural and structural violence. Define and critique the debate between cultural relativism and universalism, and its implications for conflict and conflict resolution. Describe how racism and gender-based discrimination and oppression can become institutionalized. Identify ways in which different individuals experience racism. Describe how culture and worldviews impact conflict resolution processes. Identify some of the repercussions of social and cultural non-conformity, and of the encounters between countercultures and the dominant frameworks in control of political power and law enforcement. Identify oppressive aspects of the legal apparatus. Describe the disadvantages of 	<ul style="list-style-type: none"> Assefa, H., & Wahrhaftig, P. (1990). The Move Crisis in Philadelphia: Extremist groups and conflict resolution. [Entire book]. Watch video before class (4:41 minutes): How does dialogue help people constructively address conflict? https://www.youtube.com/watch?v=ejr9L14GBaw

SESSION/ DATE	TOPICS & LEARNING OUTCOMES	ASSIGNED READINGS*
	<p>labeling in conflict resolution processes.</p> <ul style="list-style-type: none"> Identify and define a PCP dialogue process Apply a PCP dialogue process to cross-cultural differences 	
Session 3 Sunday, December 4 8:30AM to 5:30PM	<p>Gender norms and recognition Inessential men, inessential women Stereotypes Role Plays/Activities</p> <p>By the end of the class you should be able to:</p> <ul style="list-style-type: none"> Identify ways in which different individuals experience marginalization as a result of their sexual preferences within a dichotomous and heteronormative gender system. Identify the relationship between the law and the institutionalization of gender-based oppression, and how the law can also help diminish said oppression and advance gender-based rights. Connect both processes to social constructionism and culture. Explain how people are gendered in different ways both cross-culturally and intra-culturally. Define the inadequacy of essentialist notions of gender. 	<ul style="list-style-type: none"> Butler, Judith. 2004. Undoing Gender. Introduction, and Chapters 1 & 2. Lucal, B. (1999). What it means to be gendered me: Life on the boundaries of a dichotomous gender system. Gender & Society, 13(6), 781-797. Lehr, R., & MacMillan, P. (2001). The psychological and emotional impact of divorce: the noncustodial fathers' perspective. Families in Society, 82(4), 373-382
Session 4 Friday	<p>Cross-cultural training and negotiation Cross-Cultural Trainings in Negotiation Role Plays/Activities</p>	<ul style="list-style-type: none"> Loode, Serge (2011). Navigating the

SESSION/ DATE	TOPICS & LEARNING OUTCOMES	ASSIGNED READINGS*
December 9, 4:00PM to 9:00PM	<p>By the end of the class you should be able to:</p> <ul style="list-style-type: none"> Identify potential challenges in designing and delivering cross-cultural trainings, and assess alternatives for constructive solutions. Define elicitive and prescriptive approaches in cross-cultural trainings. 	<p>unchartered waters of cross-cultural conflict resolution education. Conflict Resolution Quarterly, 29(1), 65-84.</p> <ul style="list-style-type: none"> Lederach. 1995. Preparing for Peace [entire book]
Session 5 Saturday, Dec. 10 8:30AM to 5:30PM	<p>Time given (in class) to work with your group on designing a negotiation activity in cross-cultural training. Negotiating, Culture & Metaphors Forgiveness and Reconciliation Across Cultures</p> <p>By the end of the class you should be able to:</p> <ul style="list-style-type: none"> Identify how to use metaphors and stories to understand other cultures. Identify the social construction of forgiveness and reconciliation. Explain the difference between forgiveness and reconciliation 	<ul style="list-style-type: none"> Hawk, Gary W. "Transcending Transgression: Forgiveness and Reconciliation" chapter in Wilmot and Hocker (2001, 6th edition) <i>Interpersonal Conflict</i> N.Y.: McGraw Hill
Session 6 Sunday, Dec. 10 8:30AM to 5:30PM	<p>Training Modules. Each group of students will deliver to their classmates the cross-cultural training that they have developed. Wrap-up</p> <ul style="list-style-type: none"> Deliver a cross-cultural workshop Actively reflect on how the knowledge gained in this class regarding culture, gender and power will impact future behavior. Actively reflect on how the 	<ul style="list-style-type: none"> No assigned readings.

SESSION/ DATE	TOPICS & LEARNING OUTCOMES	ASSIGNED READINGS*
	knowledge gained in this class has changed and influenced your frame of reference and knowledge about your assumptions, your work with suspending judgment, and how you see yourselves in relationship to others when relating to individuals from a different culture or gender.	

*All articles and assigned readings not in the textbooks will be made available in PDF files

Grading Rubrics:

Grading rubrics for each assignment will be handed out separately with detailed instructions.

Class Participation:

Class participation in this course is a given. While there will be no points awarded for class participation, participating could help you improve your grade if you make significant contributions. Significant contributions mean that you are able to do the following:

1. Raise and answer questions related to the assigned readings.
2. Share ideas and insights relating to the topic.
3. Demonstrate scholarship by pointing out relevant data, research and signaling relationships to earlier discussions, readings and/or current events.
4. Relate and synthesize ideas of others.
5. Clearly demonstrate that you are keeping up with the readings and thinking about the issues raised in class.
6. Takes advantage of the language, terms and concepts you have been exposed to so far over the course.
7. Prove that you are facilitating learning both for yourself and your fellow students by helping others develop their ideas and views.

STUDENT EVALUATION AND GRADING SCALE

93-100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions.
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90-92 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.
87-89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.
83-86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80-82 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.
77-79 = C+ Not sufficient	An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories.

COURSE POLICIES

Honor Code

Students are reminded of the SMU Honor Code as referenced in the *Student Handbook*. Intellectual integrity and academic honesty are both the foundations and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

<http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode>

Class Decorum:

To foster a good learning environment for yourself and your fellow students we ask that you adhere to the following guidelines during class:

- Please turn off (or set on vibrate) all cell phones
- Do not engage in social media, read newspapers, books for other classes or other outside reading material during class
- Walking into class late is as disruptive as leaving early. If you must leave early, make arrangements with the instructor before class begins, and when you leave, do so quietly.
- Professional respect and courtesy for your fellow students is imperative at all times
- Interfering with or disrupting any University teaching, research or administrative activity may result in referral for review to the Director, Chair and/or Office of Student Conduct and subject to removal from the program

Absence

Students may miss no more than five (5) hours of a seminar format (weekend) class and no more than 2 full classes of regular evening courses. Basic and Family Mediation courses are part of the Texas Statutory certificate requirement, no more than two hours total may be missed to qualify for these certificates.

Notification of Absence Due to Religious Holy Day(s)

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the online university catalog for more explanations. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

Add/Drop Policy

If you are unable to complete this course, you must officially withdraw by the university deadline; the last day to Add/Drop regular courses without a grade record or billing. Withdrawing is a formal procedure which you must initiate with the Dispute Resolution office; your instructor cannot do it for you.

Grade of Incomplete

A student may receive a grade of “I”(Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures deadline, the grade of I will be changed to the grade provided by the instructor at the time the incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student’s work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two concurrently held grades of Incomplete in courses is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses will be put on probation and not allowed to enroll further until the total is reduced.

Disability Accommodations

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Statement on Confidentiality and Emotional Safety

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other personal information, reactions, etc., only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. Failure to do so can result in termination from the program.