

INFLUENCING PEACE: THE TRANSFORMATIVE POWER OF NARRATIVES
HDDR 6336 (Dispute Resolution)
Fall 2013 Syllabus

Faculty: Dr. Charlotte Barner

- 972-679-2173 (mobile)
- **Preferred** email: charlotte.barner@earthlink.net
- SMU email: cbarner@mail.smu.edu

Table of Contents

- | | |
|--------------------------------------|---|
| • Course Description | • Grading |
| • Course Texts | • Academic Policies of Importance to Students |
| • Supplemental Resources | • Class Schedule |
| • Coursework / Additional Activities | |

Fall 2013 Classes are held **Wednesday** from **6:30 to 9:20 PM**

COURSE DESCRIPTION

Our narratives, the stories that we tell about ourselves and others, are a way for us to create order and meaning out of our life experiences. This course explores the concept of “narratives” within the collective change process of peacemaking and mediation, and the importance that narratives play as mediums for change. A major theme of this course is enabling individuals to discover the ability to exercise voice and redefine their collective and individual views through transformative dialogue (e.g., changing the conversation and story).

This course develops graduate students’ understandings and skills of using narratives in their future roles as peacemakers and mediators. As scholars and practitioners, they address the complex nature of these concepts from multiple perspectives. Using various narratives and a real-world case, students are introduced to views across the domains of collective change (i.e., peacemaking and mediation), human development, and psychology. The real-world case illustrates how the parties in conflict are transformed when they discover they can create peace by changing their long-held personal narratives (shaped by society, culture, religion, and family). Then, how peace permeates from the individual into the collective. “The story is not yet over. It never is” (Lederach, 2003, p. 66).

Through these experiences graduates students will:

- **Concepts:** Learn the concept of “conversation/narratives” within contexts of change processes for influencing peace
- **Methods:** Develop a foundational understanding of narratives’ transformative power, experience real-world narratives, and acquire the abilities to influence changes through narrative forms
- **Implications:** Discover how narratives can lead to transformational change at the individual and collective levels

- Positions: Form scholarly and practitioner positions about, and develop an awareness of, the power of self and others' narratives
- Application: Apply the knowledge, skills, and experiences from this course to narratives within their personal and professional lives and collectives

Methodology: The design of this course is based on methodologies that enhance adult learning and development experiences: discourse, lecture, required and self-selected readings, writing, and explorations of narrative epistemologies (i.e., narrative case studies). Specifically, graduate students will engage themselves in the following learning methodologies:

- Literature: Explore the literature through required and self-selected readings
- Cases: Review and conduct analyses of narratives
- Immersion: Become immersed into narrative transformation through experiencing real-world cases, such as a primary case from Ireland. This and other cases will be explored to reveal how personal narratives became woven into powerful conversations for change. Students seek to answer: "How did/do the narratives within these experiences bring about transformational changes on different levels of analysis (individual to collective)? What role did/do third-party facilitators (mediators or peacemakers) play in the processes?"
- Discussions, Reflections, and Activities: Discuss, experience, and write about their understandings and learnings on narratives and transformational change.

COURSE TEXT

Little, A., & Verwoerd, W. (2013). *Journey Through Conflict Trail Guide*. Trafford Publishing. ISBN-13: 978-1466987685 http://www.amazon.com/Journey-through-Conflict-Trail-Guide/dp/1466987685/ref=sr_1_1?s=books&ie=UTF8&qid=1373304942&sr=1-1

Synopsis: *Journey Through Conflict* is about the challenging exploration of the human cost of conflict, the risky search for deeper understanding, the careful cultivation of creative ways to deal with difference, the humble (re)humanization of relationships. This "trail guide" provides an introduction to the interwoven stages of journey through conflict and highlights what lies at the core of being and becoming a guide, a facilitator. Given widespread and increasing violent conflict across the world, the insights in this guide - rooted in lived experience and practical wisdom acquired over many years - will be relevant to those working in many different areas of conflict transformation.

SUPPLEMENTAL RESOURCES (PDFS)

PLEASE NOTE: PDFs will be downloadable via this course's **Blackboard** site. Link and access will be provided prior to first class.

Barner, R. W. (2007). "The Dark Tower: Using visual metaphors to facilitate the emotional expression of organizational experiences." *Journal of Organizational Change Management*, 21(1), pp. 120-137.

Barner, R. W., & Barner, C. P. (2011). "The Relationship between mindfulness, openness to experience, and transformational learning." In C. Hoare (ed.) *Handbook of Reciprocal Adult Development & Learning*. New York: Oxford University Press, 347–362.

Charkoudian, L., Ritis, C. D., Buck, R., Wilson, C. L. (2009). Mediation by any other name would smell as sweet—or would it? The struggle to define mediation and its various approaches. *Conflict Resolution Quarterly*, (26)3, pp. 293–316.

Daly, B., Higgins, N., & Bolger, S. (2010). International peace mediators and codes of conduct: An analysis. *The Journal of Humanitarian Assistance*, August 4, 2010.
<http://sites.tufts.edu/jha/archives/756>

Ford, J. D. (1999). Organizational Change as Shifting Conversations. *Journal of Organizational Change Management*, 12(6), pp. 480-500.

Hansen, T. (2003). The Narrative Approach to Mediation. Reprinted with permission from <http://www.mediate.com/articles/hansenT.cfm>

Kure, N., & Winslade, J. (2010). A Narrative Approach to Working with an Organization in Conflict. *Journal of Conflictology* 1(1), pp. 1-9. <http://journal-of-conflict.uoc.edu>.

Nykon, B. P. (2011). The Feature Film as a Vehicle for Disseminating Principles of Conflict Resolution. *Journal of Conflictology* 2(2), pp. 18-31.

Price, L. (2007). Narrative mediation: A transformative approach to conflict resolution. [Originally published in the *African Initiative for Mediation Quarterly*, March 2007).
<http://www.mediate.com/articles/priceL1.cfm>

Senehi, J. (2000). Constructive Storytelling in Inter-communal Conflicts: Building Community, Building Peace. In S. Byrne and C. L. Irvin (Eds.) *Reconcilable Differences: Turning Points in Ethnopolitical Conflict*. West Hartford, CT: Kumarian Press. pp. 96-114.

Senehi, J. (2002). Constructive Storytelling: A Peace Process. *Peace and Conflict Studies. Journal of The Network of Peace and Conflict Studies*, 9(2), pp. 41-63. ISSN 1082-7307.

Shank, M., & Schirch, L. (2008). Strategic Arts-Based Peacebuilding *Peace & Change*, 33(2), pp. 217-242

Spiegel, A. (2011). For the dying, A chance to rewrite life. NPR Morning Edition. September 09, 2011. <http://www.npr.org/2011/09/12/140336146/for-the-dying-a-chance-to-rewrite-life>

Zumeta, Z. D. (2000). Styles of mediation: Facilitative, evaluative and transformative mediation. Reprinted with permission of the National Association for Community Mediation. <http://learn2mediate.com/resources/nafcmm.php>

Real-World Narratives

Real-world narrative experiences will be provided throughout the course.

TED Talks (on-line broadcasts: <http://www.ted.com/talks/browse>)

The Forgiveness Project. Awareness, Education, Transformation: Exploring the possibilities of forgiveness through real stories. <http://theforgivenessproject.com>

The Parents Circle. Bereaved Families Supporting Peace, Reconciliation and Tolerance. <http://www.theparentscircle.com>

OPTIONAL RESOURCES (PDFs)

Optional / Self-Selected Readings

This section will offer a list of interdisciplinary articles that will be available as PDFs via Blackboard. This list will be provided during class.

COURSEWORK – SUBMIT PAPERS BEFORE CLASS BY EMAIL

Exploration of Literature

- Short Papers 1 and 2
 1. Submit a 2-page paper based on *in-class* activity.
 2. Submit a 2-page paper based on 1 *self-selected* resource to be discussed.
In class: Teams of 2-3 discuss observations, understandings, commonalities and differences on perspectives. Team informal knowledge sharing in class.
- Narrative Exploration - Paper 3
 3. Submit a 4-page paper based on an exploratory review of *one required narrative*. Include the perspectives from which your interpretation and understanding arose and how these relate to the concepts discussed in the course. Reference required readings, and as needed, include additional resources (i.e., scholarly articles, books, and TED talks).

Course Synthesis

- Synthesis - Paper 4
 4. Submit a 12- to 15-page paper based on a your synthesis of insights and learnings on the transformative power of narratives in the context of making peace through a self-reflective process of the course experience.

This paper's focus is two fold: (1) Communicate an overall understanding of the courses core concepts: transformative power of narratives; and (2) Then, focus more narrowly by selecting one or more narrative forms of high interest to you and discussing how this selection is/may be applied within the context of influencing peace—including a discussion on the third-party facilitator. Include in your thoughtful review the perspectives from which your interpretation and understanding arose. Your required and self-selected readings and experiences are important resources for this synthesis.

- Informal Presentation (10 minutes) - Informally present 1 to 3 key learnings from your final paper. You are encouraged to be creative. The mediums for presentations will be discussed in class and may include visuals, audio, and creating an experience. This is an opportunity for final sharing in a fun and enjoyable experience.

GRADING

20% - Preparation, in-class participation and informal presentations

30% - Literature exploration papers

50% - Term paper and presentation

Papers will be written in **APA** style. Each paper is returned to student with specific feedback to continuously develop writing competence and confidence. All assignments are due on the dates indicated. Any work received more than one (1) week late will be automatically lowered a letter grade (e.g., A to A-; A- to B+). Grading scale: A = 96-100; A- = 91-95; B+ = 86-90; B = 81-85; B- = 76-80; etc. No work will be accepted 30 days past the specified date. Submissions after 30 days will result in a grade of incomplete.

Grading Rubric for Papers (4 papers total, 100 points possible)

Style & Format	1 – 3 Points	4 – 7 Points	8 – 10 Points
This section counts as 50% of the total grade for the assignment.	The paper contains several spelling and grammatical errors and is sloppily formatted. (The title page does not include the date, course title, instructor’s or student’s name.)	The paper contains a few spelling and grammatical errors and is properly formatted.	The paper contains no spelling and grammatical errors and is properly formatted.
Content	1 – 3 Points	4 – 7 Points	8 – 10 Points
This section counts as 50% of the total grade for the assignment.	Writer does not express him/herself clearly or well, offers no or minimal information and all opinions unsupported by an understanding of the literature; the content does not flow and transition from point to point; weak or no synthesis of meaning (“so what”) for the writer.	Writer expresses him/herself well, offers less information and more opinions partially supported by an understanding of the literature; the content somewhat flows and transitions from point to point; writing concludes with a synthesis of meaning (“so what”) for the writer.	Writer clearly expresses him/herself, offers information and opinions supported by an understanding of the literature; the content flows and transitions from point to point; writing concludes with a synthesis of meaning (“so what”) for the writer and reader.

ACADEMIC POLICIES OF IMPORTANCE TO STUDENTS

Academic Integrity and Ethical Conduct as an SMU Student

Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the SMU’s policies on the responsibilities, policies, and penalties regarding academic honesty.

http://smu.edu/studentlife/studenthandbook/PCL_05_HC.asp

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

(Please see University Policy No. 1.9.)

Disability Accommodations

Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass.asp> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Class Decorum

To foster a good learning environment for you and your peers, we ask that you adhere to the following courtesy guidelines:

- Attendance – Please inform your professor prior to class of your inability to attend and make arrangements to makeup/obtain missed work.
- Arriving on time – Please arrive to start on time and prevent disruptions.
- Departing early – Please inform your professor prior to class of your need to depart early and make arrangements to makeup/obtain missed work.
- Cell phones - Please turn off or set to vibrate.
- Computer and iPad use – Please feel free to use your technology to take notes and to do class-focused activities only (not browsing the Internet, emailing).

CLASS SCHEDULE

Fall 2013 Classes are **Wednesday** from **6:00 to 10:15 PM** at SMU at Plano Campus.

Date	Focus	Pework
Class 1 8/7	Introduction <ul style="list-style-type: none"> • Course review and purpose • Activity: Familiarization to concepts 	Bring required text
Class 2 8/14	Exploring “Narrative” (1 of 2) <ul style="list-style-type: none"> • Discussion of concepts: What is a foundational overview of this domain? What are my observations, assumptions and interpretations? • Discussion of readings: What is an analysis of a narrative? 	Due: Paper 1 – Short Spiegel (2011) For the dying
Class 3 8/21	Exploring “Narrative” (2 of 2) <ul style="list-style-type: none"> • Discussion of readings • What are “personal” and “collective” narratives? What is a “transformative”? • Experiencing real-world narratives 	Barner (2007) The Dark Tower Barner & Barner (2011)
Class 4 8/28	Exploring “Influencing Peace” (1 of 2) <ul style="list-style-type: none"> • Discussion of concepts: What is a foundational overview of this domain? What are my observations, assumptions and interpretations? 	Due: Paper 2 – Short Self-selected Charkoudian, et al. (2009). Mediation by any other name Hansen (2003). Narrative approach Price (2007). Narrative mediation Zumeta (2000). Styles of mediation
Class 5 9/4	Exploring “Influencing Peace” (2 of 2) <ul style="list-style-type: none"> • Discussion of readings 	Daly et al., (2010). International peace mediators and codes of conduct Shank & Schirch (2008). Strategic Arts-Based Peacebuilding

<p>Class 6 9/11</p>	<p>Exploring the Relationships (1 of 2)</p> <ul style="list-style-type: none"> • Discussion of readings: What are the relationships between/within these concepts? What are my observations, assumptions and interpretations? • Experiencing real-world case 	<p>Little & Verwoerd (2013): Journey Through Conflict – Read: Preface, Chapters 1 & 2 Nykon (2011). The Feature Film as a Vehicle for Disseminating Principles of Conflict Senehi (2000). Constructive Storytelling in Inter-communal Conflicts Senehi (2002). Constructive Storytelling: A Peace Process</p>
<p>Class 7 9/18</p>	<p>Exploring the Relationships (2 of 2)</p> <ul style="list-style-type: none"> • Discussion of papers • Discussion of readings: What are application variations? 	<p>Due: Paper 3</p> <p>Ford (1999). Organizational Change as Shifting Conversations Kure (2010). A Narrative Approach to Working with an Organization in Conflict</p>
<p>Class 8 9/25</p>	<p>Exploring the Journeys</p> <ul style="list-style-type: none"> • Discussion of readings: What are the journeys’ trails? 	<p>Little & Verwoerd (2013): Journey Through Conflict – Read: Chapter 3</p>
<p>Class 9 10/2</p>	<p>Exploring the Journeys</p> <ul style="list-style-type: none"> • Discussion of readings: Do the journeys end? 	<p>Little & Verwoerd (2013): Journey Through Conflict – Read: Chapters 4 & 5, and Conclusion</p>
<p>Class 10 10/9</p>	<p>Transformative Power of Narratives</p> <ul style="list-style-type: none"> • What’s my journey? • What’s my story? 	<p>Due: Paper 5 – Final Synthesis</p> <p>Informal presentations</p>