



A PROGRAM OF EASTERN MENNONITE UNIVERSITY

## FORMATION FOR PEACEBUILDING PRACTICE PAX 532

**SPI 2022**

Session 2: May 26-June 3

### INSTRUCTOR INFORMATION:

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### COURSE DESCRIPTION:

As individuals working for peace, social justice, reduction of violence, and the possibility of reconciliation, **we** are the instruments of the work. How can we best prepare ourselves to take constructive action whether in a professional role or in a personal relationship? This course will explore four areas of awareness and accountability essential for effectiveness in our action efforts. These areas of content and engagement, described more fully in the syllabus, are self-awareness, self-assessment, self-management, and self- and community care.

In focusing on these four areas, we'll consider the values that inform our actions, the roles we play, the skills we have and need, and the processes available to us for doing the work. The course will make use of in-person instruction and conversation, video inputs, personal action and reflection, paired and plenary discussion, demonstration/presentation and a sampling of non-traditional forms of learning and integration (e.g arts-based methods, play, music/rhythm, etc). We will also plan and practice (as appropriate) selected strategies for structuring conversations and decision-making. Course participants will strengthen their abilities to understand and manage self, attend to self & community care, and assess appropriateness of action. And in this unusual time globally, we will practice and reflect on physical, intellectual, emotional, social and spiritual elements of well-being and growth.

When taken for academic credit (3 semester hours), this course meets a requirement for the MA or GC in Conflict Transformation, the MA or GC in Restorative Justice and the MA in Transformational Leadership. All persons in the class for training or credit are expected to attend and participate in class and additionally, those taking the course for academic credit will complete independent reading, research and writing outside of class. Further details on course requirements will be provided during the course and online on Moodle. **This course is offered for training or for 3 semester hours of graduate credit only. It cannot be taken for reduced credit.**

### COURSE CONTENT:

This course will explore four areas of awareness and accountability that we must attend to in order to be effective in our action efforts and to keep from causing further harm or injustice.

*Self-awareness* is crucial for our understanding of who we are personally as we engage with others around issues of conflict and injustice. We will consider how **values**; personal and social **identity** (personality, biography/life experience, social groups, and spirituality/faith); **cultural** beliefs and norms; human **needs** and dignity; social **systems**, and **power** and influence (including leadership and participation styles) impact our work and how we engage others, affect how others experience us, and influence the actions we take.

*Self-assessment.* In addition to personal awareness, we must also be equipped to ask ourselves questions about personal or professional action and if we are the most appropriate actors. What am I uniquely able to contribute? What **roles** will I take in the situation? And how do these influence the power I have to act? How am I empowered and disempowered in a context and how do these affect my ability and effectiveness in taking action? Do I have the **skills** and experience for the needed role or action? What do I need to know how to do? What do I have experience doing? Do I know and have experience with effective **process** strategies (including contemporary methods of facilitation, dialogue and decision-making)?

*Self-Management*, or what some call self-discipline or self-control, arises when we challenge ourselves and hold ourselves accountable to our values. Self-management asks us to do no harm, but rather to practice ethically (**ethics**), work toward non-destructive **engagement** with others (through good communication, honoring dignity, and reserving judgments etc.), and build relational structures for **accountability**.

*Self-Care* is also an essential part of our sustainability in the work of peace and justice. It is embedded not in individualistic care for self, but in an ethic of community care and mutuality where webs of support are nourished and maintained for the well-being of all. Self-care implies **reflection** on practice (action taking) to facilitate personal and professional growth, development of communal **support** (for emotional and resource needs), establishing personal and professional **boundaries**, and regularly engaging approaches (e.g. spiritual, physical, relational, or creative activities and other strategies) for building **resilience**.

## **COURSE GOALS AND OBJECTIVES:**

The goal of this course is to help prepare us to be reflective practitioners who skillfully and ethically respond to a call to engage in the difficult social dilemmas of our time. This is done by supporting the personal and professional integration of theory, analysis and practice into processes of constructive social change and peacebuilding as we also develop and sustain practices of self-awareness, self-assessment, self-management, and self and communal care.

The course asks participants to:

- Explore Dignity and Empathy as skills to be practiced and how they relate to the work of justice and peacebuilding.
- Practice self-awareness and awareness of others by reflecting on values, personal characteristics, abilities and areas for growth.
- Deepen self-assessment and understanding of others in relation to our social identity, culture, needs, systems, and power and how these affect actions we take as participants, practitioners, and social change leaders (among other roles).

- Practice needed skills and processes identified through self-assessment to gain experience in facilitating effective communication, decision-making, and team-building.
- Practice self-management by choosing appropriate actions or interventions and roles to play that are ethically sound, non-destructive, and have built-in accountability structures.
- Exhibit the ability to exercise self and community care by establishing regular reflective practice, developing communal support, establishing boundaries, and building resilience.

### Course Delivery and Dates

The course will be conducted as part of EMU's Summer Peacebuilding Institute (SPI). It will take place Thursday May 26 through Tuesday June 3, with no classes scheduled on the weekend (Saturday and Sunday). Classes will be held between 8:30 a.m. and 5 p.m. with a two-hour break for lunch from 12:00-2:00 p.m. (with the exception of the first class that begins later due to the Opening Gathering; and the last day of class that ends earlier.) There will also be one additional lunch or evening session for those taking the course for graduate credit.

### Course Philosophy

We, as instructors, seek the creation of a dynamic learning community in which everyone is a teacher and a learner. Our personal and professional lives, social identities, cultural heritage and spiritual beliefs impact the way we, the instructors, understand the course content and how we present it. Likewise, we invite all course participants to bring the multiple dimensions of your experience and identity into the course. We ask that we all work to:

- Respect others' points of view (even when you think and believe differently)
- Listen to gain insights, fresh ideas, and new perspectives, and
- Accept that we are here to learn with and from one another.
- Give each other the benefit of the doubt -- we are in an unusual time with much uncertainty and the unexpected. Some of us deal with this by going with the flow, some of us deal with it by creating cocoons of certainty around us. And most of us are somewhere in between. Let's give each other as much grace and flexibility as possible.

We hope that you will share what you know, and help us all to learn by listening with curiosity to others, help to hold us all accountable to our values, and find ways to share your constructive criticism, your concerns about process or content, and help us all to be at our best together.

### REQUIRED RESOURCES (FOR PURCHASE OR OTHER ACCESS):

The books listed in this section must be read for graduate credit and therefore must be purchased or accessed by you (borrow, library, etc.) unless otherwise noted. The name, title, or keywords in **BOLD** below will be how each resource is referred to on the course schedule for assignments and reading due dates.

**Docherty**, Jayne. 2005. *Strategic Negotiation*. Intercourse, PA: Good Books. ISBN: 978-1561484287. Approximate price: \$5.

Hicks, Donna. 2011. ***Dignity: The Essential Role it Plays in Resolving Conflict***. New Haven: Yale University Press. \$15.

- Kelsey, Dee, Pam Plumb and Beth Braganca. (2004.) **Great Meetings! Great Results!** Hanson Park. ISBN: 978-0965835411. This resource is fully available online at a link provided in Moodle. Please read entire resource before coming to the class at SPI.
- Neufeldt, Reina. 2016. **Ethics for Peacebuilders**. Lanham, MD: Rowman and Littlefield. \$44 or less if buying used.
- Mitchell, Sherri. 2018. **Sacred Instructions**: Indigenous Wisdom for Living Spirit-Based Change. Berkeley, CA: North Atlantic Books. Chs. 6, 8-10, available in Moodle. We recommend the entire book to you, but there will not be time in class to cover the whole and you are not required to buy the book.
- Menakem, Resmaa. 2017. **My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies**. Central Recovery Press. \$15
- Rhodes, Gloria. 2022 (forthcoming). Do we **Walk It Like We Talk It: A Peacebuilders Guide for Reflection and Action** (*working title*). Rowman & Littlefield. Available on Moodle as unpublished manuscript. Not for Citation or reproduction.
- Trujillo, Mary Adams and S. Y. Bowland. 2008. **Re-Centering: Culture and Knowledge in Conflict Resolution Practice**. Syracuse, NY: Syracuse University Press. Selected Chapters. This book is required for both PAX 534 Analysis and PAX 532 and should be purchased. Several chapters are also available on Moodle. \$20.

### **Additional Required Reading Materials (posted on Moodle):**

All resources listed in this section are required and are available as pdfs or links on Moodle.

- Folger**, Joseph, Marshall Scott Poole, and Randall Stutman. 2012. Third-Party Intervention. And Power. In *Working through Conflict: Strategies for Relationships, Groups, and Organizations*, 7th Edition. New York: Routledge. Chapters 5 and 7 on power and on face-saving. These chapters are also required for PAX 533 Analysis.
- King**, Ruth. 2018. *Mindful of Race: Transforming Racism from the Inside Out*. Boulder, CO: Sounds True Inc. [Selected pages].
- Lang**, Michael D. 2019. *Reflective Practice in Conflict Resolution*. Lanham, MD: Rowman & Littlefield. Selected chapters.
- Lederach 1**, John Paul. 2001. Five Qualities of Practice in Support of Reconciliation Processes. In *Forgiveness and Reconciliation: Religion, Public Policy and Conflict Transformation*, edited by Raymond Helmick and Rodney Petersen. Philadelphia: Templeton Foundation Press.
- \*Lederach, J. P., Neufeldt, R., and Culbertson, H. 2007. **Reflective peacebuilding: A planning, monitoring, and learning toolkit**. Mindanao, Philippines: Joan B. Kroc Institute for International

Peace Studies and Catholic Relief Services (East Asia Regional Office). This resource is also required for PAX 533 Analysis.

Download from Moodle or from [http://kroc.nd.edu/sites/default/files/crs\\_reflective\\_final.pdf](http://kroc.nd.edu/sites/default/files/crs_reflective_final.pdf)

**Mayer, Bernard.** 2012. *The Dynamics of Conflict: A guide to engagement and intervention.* 2<sup>nd</sup> Ed. San Francisco: John Wiley & Sons, Inc. Selected chapters 1-4. These chapters are also required for PAX 533 Analysis.

**Stevenson, Brian.** 2013. *We need to talk about an Injustice: TEDX talk.* Accessed on April 7, 2020 at <https://youtu.be/8cKfCmSqZ5s>

**Shigeoka, S. et al.** *Bridging Differences Playbook.*  
[https://greatergood.berkeley.edu/images/uploads/Bridging\\_Differences\\_Playbook-Final.pdf](https://greatergood.berkeley.edu/images/uploads/Bridging_Differences_Playbook-Final.pdf)

**Tuck, Eve and Yang, K. Wayne.** 2012. Decolonization is Not a Metaphor: Decolonization: Indigeneity, Education, & Society. Vol. 1, 2012, pp.1-40 [available in Moodle]

**Tuso, H., & Flaherty, M. P.** 2016. *Creating the third force : indigenous processes of peacemaking.* Lanham, Maryland : Lexington Books, an imprint of The Rowman & Littlefield Publishing Group, Inc. Chapter 23 and conclusion.

## SUMMARY OF ASSIGNMENTS DUE BEFORE ARRIVING AT SPI

1. Read all of Kelsey, Dee, Pam Plumb and Beth Braganca. (2004.) ***Great Meetings! Great Results!*** Hanson Park. ISBN: 978-0965835411. This resource is fully available online at a link provided in Moodle.
2. Complete your Personal Reflection 1 - Conflict Biography. Due May 22. See prompt in Moodle.
3. Watch Dr. Brené Brown: The Can't Miss-Interview On Shame, Self Worth Empathy & Living a Courageous Life (<https://youtu.be/y9EdK5Q3EyU>) (59 mins in length)
4. Watch "Why Empathy May Be the Most Valuable Skill" <https://youtu.be/khggL5Uqae8> (5 mins)
5. PODCAST: NPR ;Code Switch: The Limits of Empathy (37 mins)  
<https://www.npr.org/2020/03/06/812864654/the-limits-of-empathy>

## REQUIRED ASSIGNMENTS FOR THOSE TAKING THE COURSE FOR ACADEMIC CREDIT:

*These are brief descriptions of required graded assignments for the course with assessment worth (percentage). More details for assignments can be found in the "Guidance Notes" section that will be provided on Moodle.*

### 1. Participation in class, and Facilitation Demonstration 25%

Course participants are expected to attend every class session prepared to participate in discussions, exercises and other learning activities. Preparation will include individual assignments (assessments etc.), paired conversations, group work, and reading. Each participant will also participate in a Facilitation Demonstration in class.

### Facilitation Demonstration

With a partner(s), you will research and demonstrate a facilitation process in class that is new to you. Full instructions are provided in the Guidance notes for this project. Choose and read one of the following resources for your facilitation (or propose your own).

Allen, Will. 2005-2019. *Facilitation Tools & Techniques* from Learning for Sustainability. Available from: <https://learningforsustainability.net/facilitation/>

Brown, Juanita with David Isaacs. 2005. *The World Café: Shaping Our Futures Through Conversations That Matter*. San Francisco: Berrett-Kohler

Corrigan, Chris. *Facilitation Resources*. Really excellent guide for various group process tools. Read the bio, Chris works primarily with aboriginal groups. Available from: <http://www.chriscorrigan.com/parkinglot/facilitation-resources/>

Kraybill, Ron and Evelyn Wright. (2006). *The Little Book of Cool Tools for Hot Topics: Group Tools to Facilitate Meetings When Things Are Hot*. Intercourse, PA: Good Books. ISBN: 9781561485437.

Mohr, Bernard and Jane Magruder Watkins. 2002. *The Essentials of Appreciative Inquiry: A Roadmap for Creating Positive Futures*. Pegasus Communications.

Pranis, Kay. 2005. *The Little Book of Circle Processes*. New York, NY: Good Books. ISBN: 978156148-5512.

Schirch, Lisa and David Camp. 2007. *The Little Book of Dialogue for Difficult Subjects: A Practical Hands-On Guide*. Intercourse, PA: Good Books. ISBN: 978-156148-5512.

Kaba, M. & Hassan, S. 2019 *Fumbling Towards Repair: A Workbook For Community Accountability Facilitators*. Project NIA and Justice Practice.

Seeds for Change.org.uk. 2019. *Facilitation tools for meetings and workshops: A compilation of tools and techniques for working in groups and facilitating meetings or workshops*. Available from: <https://seedsforchange.org.uk/tools.pdf>

Spinks, David. 2020. A Comprehensive List of Tips, Tools, and Examples for Event Organizers During the Coronavirus Outbreak. Accessed 4/7/2020 at <https://cmxhub.com/a-comprehensive-list-of-tips-tools-and-examples-for-event-organizers-during-the-coronavirus-outbreak/>

Polarity Management: Explore how many conflicts/challenges we face are polarities to manage vs. conflicts to solve or resolve. <https://rise-leaders.com/wp-content/uploads/2019/07/Polarity-Management-Summary-Introduction.pdf>

## **2. Personal Reflection Essays %15**

After reading or doing assigned activities, respond to the prompts on the following topics. See prompts on Moodle.

- a. Conflict Biography - Due May 22
- b. Self-Awareness/Conflict Style/Identity
- c. Self-Assessment/Roles, Skills, Processes
- d. Self-Management/Ethics/Accountability
- e. Self and Communal Care/Reconciliation/Resilience

### **3. Practitioner Interview or Observation 15%**

Interview and/or observe a peacebuilding practitioner or social change leader who you respect. Write a 3-5 (single-spaced) page paper to describe your chosen leader's work and practice, guiding values and vision, the skills and qualities this person embodies, and the peacebuilding processes the practitioner and her/his organization uses. Your discussion should include an analysis of personal characteristics, training and educational background, the roles chosen and given, and the methods, tools and skills used. Finally, highlight what you have learned about the leader's approach to one or more "core values" such as balance, empowerment, interdependence, and leverage. See Guidance Notes for further details. Alternative forms of content including media/arts may be proposed for this assignment instead of writing a paper.

### **4. Practice and Professional Development Case (45%)**

You will identify one specific context, conflict or justice issue/situation (your "case") that you would like to address. This situation may be in a personal or professional context. You will do an initial analysis and self-assessment and then a plan for engagement (Part 1). Then you will take action, and reflect on how it went, as well as next steps (Part 2). Throughout the process, you are asked to reflect on and apply the topics, skills, processes and approaches you are considering in this class, including required readings. Your case can be focused on the individual (yourself), relational (small or larger group including family, work, or community), or structural/cultural (with consultation with the instructors) levels.

**For Part 1 (15%)** You will submit an analysis of the case, a self-assessment, and a plan. The analysis and self-assessment expectations are described in Guidance Notes (on Moodle). For the plan, you will identify areas from your analysis that need your attention and action. Then you are asked to identify 4 - 5 specific theories, topics or skills, processes, and approaches that you would like to further develop or practice related to your case during this course (May-August). You may use visual analysis lenses as desired. Approximately 4-5 pages single spaced. **Due June 30.**

**For Part 2 (30%)** You will keep a journal as you take action, documenting your learning, and your progress in utilizing your skills, processes, and approaches within the context/situation you choose. Your reflections should not merely be a list of what you are doing, but what you are thinking about in relation to what you are doing plus reflection on your process and how you are making decisions. "Journals" can be written, recorded, or created in another medium. Consider using an arts-based approach for your reflections (poetry, song, etc.). While the "pages" for this assignment will vary, you are expected to express/show your thoughts, questions, applications, and conclusions over the course of several months as you reflect and take action. The Guidance notes will include prompts for this assignment. **Due August 15.**

*Reading Options* - You may select a book of your choice to read, preferably one that relates in some way to the area of change that you are working on. Integrate concepts from the book into your practice

and reflection journal, and evaluate its usefulness to your practice. Here are texts that others have found helpful including two from our core readings:

Cloke, Kenneth. 2018. *Politics, Dialogue and the Evolution of Democracy: how to discuss race, abortion, immigration, gun control, climate change, same sex marriage, and other hot topics*. Dallas, TX: Good Media Press.

DeWolf, Thomas and Jodie Geddes. 2019. *The Little Book of Racial Healing: Coming to the Table for Truth-Telling, Liberation, and Transformation*. New York, New York: Good Books.

Hicks, Donna. 2018. *Leading with Dignity: How to Create a Culture That Brings Out the Best in People*. Yale University Press.

Lencioni, Patrick. *The Five Dysfunctions of a Team: A Leadership Fable*. 2007. Jossey Bass. ISBN: 978-8126506750. Approximate price: \$25.00

Mitchell, Sherri. 2018. *Sacred Instructions: Indigenous Wisdom for Living Spirit-Based Change*. Berkeley, CA: North Atlantic Books.

Ruiz, D.M. 1997. *The Four Agreements: A Toltec Wisdom Book; A Practical Guide to Personal Freedom*. San Rafael, California: Amber-Allen Publishing.

Schein, Edgar. 2011. *Helping: How to Offer, Give, and Receive Help. Understanding Effective Dynamics in One-to-One, Group, and Organizational Relationships*. San Francisco: Berrett-Koehler Publishers.

Seligman, Rahel and Montgomery. 2015. *Living with Difference: How to Build Community in a Divided World*. Oakland, CA: University of California Press.

Stone, Douglas and Patton, Bruce, and Sheila Heen. 2000. *Difficult Conversations: How to discuss what matters most*. New York: Penguin. 10<sup>th</sup> anniversary edition.

### **Supplemental Reading Materials**

*We will provide supplemental reading ideas on Moodle and below. These need to be purchased or accessed individually. Some will be provided on Moodle as noted below. We may make reference to these materials, but they are not required for purchase or reading. If you have resources to share, please forward those to Juna Muller for inclusion in our supplemental materials section.*

Erenrich, Susan and Jon Wergin, eds. 2017. *Grassroots Leadership and the Arts for Social Change*. New York: Emerald Publishing.

Goldberg, Marshall. 2003. *Nonviolent Communication: A Language for Life: Life-Changing Tools for Healthy Relationships*. 3rd ed. Encinitas, CA: PuddleDancer Press. ISBN: 978-1892005281 Approximate price: \$20.00. [selected pages]

Laue, James and Gerald Cormick. 1978. The Ethics of Intervention in Community Disputes. In *The*

*Ethics of Social Intervention*, edited by Gordon Bermant, Herbert C. Kelman, and Donald P. Warwick. Washington, DC: Halsted Press.

Others provided on Moodle.

### GRADING CRITERIA AND OTHER POLICIES:

SPI provides all students taking the course for graduate credit some supplemental information that will serve as a resource after SPI when students are working on course assignments. This includes information on library resources, EMU's academic integrity policy, and guidelines for writing graduate papers, information regarding the grading scale and course deadlines, and then some suggestions we have for you in order to make your experience of taking SPI courses for graduate credit as successful as possible! These [documents](#) are all available online.

**ASSIGNMENTS ARE DUE IN JUNE, JULY AND AUGUST. THE COURSE NEEDS TO BE FINISHED BY AUGUST 20, 2022. MORE SPECIFIC DATES TO BE ANNOUNCED.**

### SPI DAILY SCHEDULE (EXAMPLE)

8:30 – 12:00 Class time (30-minute break for all classes at 10:00 a.m.)

12:00 – 2:00 Lunch break (*except for the day of the Horizons Luncheon*)

2:00 – 5:00 Class time (15-minute break, timing at the discretion of each instructor)

Note: last day of all sessions dismissed at 4:00 p.m.

8:30-12 noon EST US

2:00-5:00 p.m. EST US

<b>Thurs</b> Building our Course Container Values and Shared Assumptions Self and Community Awareness	Legacy and Heritage Reflection and Creation
<b>Fri</b> Self and Community Assessment/Analysis, Identity, Culture, Power, and Trauma Connecting Analysis to Theories of Change and to Design of Processes	Peacebuilding Roles Leadership for Change Selecting Work Groups
<b>Sat</b> No Class	No Class
<b>Sun</b> No Class	No Class
<b>Mon</b> Self-Management The Helping Relationship	Communication Work Groups Evening Meal & For Credit Session (tentative)
<b>Tues</b> Methods for Structured Conversations Negotiation	Mediation/Structured conversations

<b>Wed</b> Self and Community Care Boundaries	Horizons Lunch (12-2), No afternoon class Optional Field Trip
<b>Thurs</b> Facilitation Demonstrations - Structured conversations	Facilitation Demonstrations - Making Decisions
<b>Fri</b> Forgiveness and Reconciliation	Evaluation, Closing Circle, end at 4:00 p.m.