

PJCS 210: Transforming Conflict and Violence
Section 2
Goshen College
Spring, 2003

Course Information

Instructor: Dean Johnson
Office: Ad# 22
Phone: 7728
Email: deanjj@goshen.edu
Office Hours: Mon-Friday 8:00-5:00 and by appointment
Class Time/Location: T,R: 9:30-10:45 am / AD36

Course Description

Conflict is a natural result of human interaction. When conflict turns violent, it is a powerfully negative force, wrecking havoc and destruction on those it touches. When conflict is embraced and handled with care, it can be an equally powerful source for positive change, within and between individuals as well as within and between systems. Violence is endemic in our culture and we will examine some of the causes.

In this course we will explore both conflict and violence and the relationship between the two. We will examine some of the roots of the violence that is endemic in our culture and ways in which it can be transformed. We will examine communication and conflict patterns and what is needed for positive transformation. We will reflect on our own conflict styles, examine our personal temptations for violence and build our personal skills and capacity for peacemaking.

College Outcomes

The Goshen College faculty has committed itself to a process of learning outcomes. The following outcomes are relevant for this class. Throughout this course students will work towards developing:

1. Faith that is active and reflective
2. Intercultural openness with the ability to function effectively with people of other world views
3. The ability to communicate effectively in a variety of sign systems.
4. The ability to think actively and strategically
6. Personal integrity that fosters ability to resolve conflict and to promote justice

10. A healthy understanding of self and of others that is reflected in social relationships of interdependence and mutual accountability

Course Objectives

Students will:

1. Explore various frameworks for understanding interpersonal conflict and violence.
 2. Understand the nature and roots of violence and begin to explore ways of addressing that violence.
 3. Engage in a process of self-reflection that will increase awareness about their own conflict style, beliefs about conflict and violence, personal strengths and assets in managing their relationships, personal challenges and temptations for violence, personal sources of power and the nature of their own cultural context.
 4. Explore and understand Biblical perspectives on conflict and conflict transformation.
 5. Analyze and understand constructive and destructive conflict and the elements of each.
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Blackboard

The syllabus, class note outlines and additional assigned reading materials for this class will be available through the campus Blackboard system. You can access this material by going to <<http://courses.goshen.edu/>>. Type in your GC user name ("deanj" you do not need to include "@goshen.edu") and password as prompted. Once you have logged in you should find a link to "PJCS210-02 Trans Confl & Violence."

- The course syllabus can be found under the "Course Information" folder. The course syllabus will have direct links to the additional assigned readings, which can also be found through the Good Library E-reserves page <<http://www.goshen.edu/library/reserveopen.htm>> under the course title.
 - In addition to being found on the syllabus, the daily reading, journal and paper assignments can be found in the "Assignments" folder.
 - Lecture outlines and most handouts will be available in the "Course Documents" folder.
 - The "Books" folder will contain the names of required class texts.
 - In addition you will be able to view your progress throughout the semester by using the "My Grades" feature in Blackboard.
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Course Textbooks

Gilmore, S.K. & Fraleigh, P.W. (1992). *Style Profile for Communication at Work*. Eugene, OR: Friendly Press.

Schrock-Shenk, C. (Ed.) (2000). *Mediation and Facilitation Training Manual*:

Foundations for Constructive Conflict Transformation. (4th Edition) Akron, PA: Mennonite Conciliation Service.

Schrock-Shenk, C. & Ressler, L. (Eds.) (1999). *Making Peace with Conflict: Practical Skills for Conflict Transformation*. Scottsdale, PA: Herald Press.

Wink, W. (Ed.) (2001). *Peace is the Way: Writings on Nonviolence from the Fellowship of Reconciliation*. Maryknoll, NY: Orbis Books.

Additional Readings (Available via link below or through [E-Reserves on the Good Library Page](#)):

Dear, John. ["Forgetting Who We Are."](#) In Ken Butigen, ed., *From Violence to Wholeness: A Ten Part Process in the Spirituality and Practice of Active Nonviolence*. Las Vegas: Pace e Bene Nonviolence Service, 2002. 31-34.

Hochschild, Arlie. ["Managing Feeling."](#) In Peter Kollock and Jodi O'Brain, eds., *The Production of Reality: Essays and Readings in Social Psychology*. Thousand Oaks: Pine Gorge Press, 1994. 159-171.

Hofstadter, Douglas R. ["Changes in Default Words and Images Engendered by Rising Consciousness."](#) In Peter Kollock and Jodi O'Brain, eds., *The Production of Reality: Essays and Readings in Social Psychology*. Thousand Oaks: Pine Gorge Press, 1994. 112-124.

King, Martin Luther, Jr., ["Letter From Birmingham Jail."](#)
<http://www.thekingcenter.org/non/Letter.pdf>.

Kling, Susan. ["Baptism by Fire the Story of Fannie Lou Hamer."](#) In Angie O'Gorman, ed., *The Universe Bends Toward Justice: A Reader on Christian Nonviolence in the US*. Philadelphia: New Society Publishers, 1990. 153-158.

Kollock, Peter, Philip Blumstein, and Pepper Schwartz. ["Sex and Power in Interaction: Conversational Privileges and Duties."](#) In Peter Kollock and Jodi O'Brain, eds., *The Production of Reality: Essays and Readings in Social Psychology*. Thousand Oaks: Pine Gorge Press, 1994. 172-188.

Mott, Lucretia. ["From Discourse on Woman \(1849\)."](#) In Angie O'Gorman, ed., *The Universe Bends Toward Justice: A Reader on Christian Nonviolence in the US*. Philadelphia: New Society Publishers, 1990. 89-93.

Schmidt, K. Louise. ["Violence Against Women and Children."](#) In Ken Butigen, ed., *From Violence to Wholeness: A Ten Part Process in the Spirituality and Practice of Active Nonviolence*. Las Vegas: Pace e Bene Nonviolence Service, 2002. 67-73.

Strauss, Anselm. ["Turning Points in Identity."](#) In Peter Kollock and Jodi O'Brain, eds., *The Production of Reality: Essays and Readings in Social Psychology*. Thousand Oaks: Pine Gorge Press, 1994. 269-273.

Truth, Sojourner. ["Ain't I a Woman?"](#) In Angie O'Gorman, ed., *The Universe Bends Toward Justice: A Reader on Christian Nonviolence in the US*. Philadelphia: New Society Publishers, 1990. 95-96.

Videos (on reserve and available at most video stores)

Kaye, Tony. *American History X*. 117 minutes, New Line Studios (1998).

Singleton, John. *Higher Learning*. 127 minutes, Columbia Tristar Studios (1995).

Learning Experiences/Course Requirements

- 1) Attend and actively participate in all class sessions.
 - 2) Read all assigned readings. Specific readings and exercises have been designated.
 - 3) Keep a weekly class journal.
 - 4) Reflections From Behind the Mirror (self-reflection paper) in 5 parts.
 - 5) Take two exams.
 - 6) Reflect on and critique two contemporary films.
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Grading

1) Evaluation and final course grade will be based on the accumulation of points earned through the following:

- a. Class attendance and participation 15%
- b. Self reflection paper (5% each part) 25%
- c. Journal 25%
- d. Exams (12.5% each) 25%
- e. Video Reflections (5% each) 10%

2) Grading scale:

90-100% A

80-90% B

70-80% C

65-70% D

64% and below F

3) All work is due at the beginning of the class period for which it is assigned. 5% will be deducted for the first 24 hours of lateness and 10% for 24-120 hours (1-5 days). No work will be accepted later than five days.

4) Because much of the learning in this class is the interactive process in the classroom, you will only be allowed one unexcused absence. After that, each unexcused absence will reduce your final grade by 10%. (For an absence to be excused, please contact me by phone or email before class.) Missed in class work cannot be made up without my explicit permission. Part of your 15% will also be based on your actual participation in class. This does not necessarily mean the number of times you speak up in class (though I will expect you to do so), but also on the thoughtfulness of your contributions, your

participation in small group work and class exercises, your body language and general attentiveness, etc.

5) This is a class that will discuss issues of systemic violence. One way violence is perpetuated is through language. One way of addressing issues of inequality is by changing the type of language we use. Therefore, it will be a policy of this class to use inclusive language when writing or speaking, unless specifically talking about one sex or the other. Instead of using the classic masculine pronouns, alternatives should be used. For example, people or humanity should be used instead of man or mankind. Another example would be writing something like this, "When approaching a violent situation one should take into consideration the amount of personal danger in which one is placing himself or herself," instead of something like this, "When approaching a violent situation one should take into consideration the amount of personal danger in which he is placing himself." The use of inclusive language is expected in all assignments and will affect one's grade adversely if not put to use.

Ground Rules

We ask everyone respect one another. Although one may not agree with another's opinion, we ask that he or she not respond in a way that uses put-downs or insults.

Tentative Course Schedule with Reading/Project Assignments

(MPWC = Making Peace With Conflict; MCS = Mediation and Facilitation Training Manual from Mennonite Conciliation Service; PW = Peace is the Way)

Introduction

1) January 7 Beginning the Journey into Ourselves, Conflict and Transformation

Conflict/Violence/Nonviolence/Identity

2) January 9 Basic Conflict Theory & Theology

-MPWC Ch 1

-PW pg 2-3,30-36

-Journal Due

3) January 14 - Basic Conflict Theory & Theology (Continued)

-MCS pg 20-38, 51-52, 70-73

-Reflections From Behind the Mirror Part I due (two copies)

Personal

4) January 16 Our Conflict Styles

-Read entire Gilmore Fraleigh Style Profile Booklet and complete pp 8-13

-PW-pg 54-57, 64-71
-Journal Due

5) January 21 Our Conflict Styles
-MCS pp 60-69

Conflict/Violence/Nonviolence/Identity

6) January 23 - Conflict and Violence

-MPWC Ch 9

-PW 109-111

-Dear, John. ["Forgetting Who We Are."](#) (Available through Blackboard and on E-reserve)

-Reflecting From Behind the Mirror Part II due (two copies)

7) January 28 - Identity and Conflict

-MPWC Ch 2

-MCS 58-59, 118-120

-Strauss, Anselm. ["Turning Points in Identity"](#) (Available through Blackboard and on E-reserve)

Cultural

8) January 30 Cultural and Conflict

-MPWC Ch 3

-MCS 99-100

-Journal Due

9) February 4 Gender and Conflict

-In-class video "Tough Guise"

-Hofstadter, Douglas R. ["Changes in Default Words and Images Engendered by Rising Consciousness."](#) (Available through Blackboard and on E-reserve)

-Kollock, Peter, Philip Blumstein, and Pepper Schwartz. ["Sex and Power in Interaction: Conversational Privileges and Duties."](#) (Available through Blackboard and on E-reserve)

10) February 6 Gender and Conflict

-MPWC Ch 13

-MCS 113-114, 115-116

-Schmidt, K. Louise. ["Violence Against Women and Children."](#) (Available through Blackboard and on E-reserve)

-Journal Due

11) February 11 - Gender and Conflict

-In-class Video Bernice Johnson Reagon: The Singing Warrior

-PW 46-48

-Mott, Lucretia. ["From Discourse on Woman \(1849\)."](#) (Available through Blackboard and on E-reserve)

-Truth, Sojourner. "[Ain't I a Woman?](#)" (Available through Blackboard and on E-reserve)
-Journal Due

12) February 13 Race and Conflict
-MPWC Ch 12
-MCS 108-109

13) February 18 Race and Conflict
-In-class Video Excerpt from Eyes on the Prize Series: Two Societies (no. 8) and/or
excerpt from A Force More Powerful
-PW 175-177, 178-186, 255-256
-Kling, Susan. "[Baptism by Fire the Story of Fannie Lou Hamer](#)" (Available through
Blackboard and on E-reserve)
-King, Martin Luther, Jr., "[Letter From Birmingham Jail.](#)"
<http://www.thekingcenter.org/non/Letter.pdf>
-Journal Due

14) February 20 In-Class Guest John Paul Lederach (class meets in NC 17)

15) February 25 Race and Conflict
-Discussion of American History X, watch prior to class
-Reflection on American History X Due

16) February 27 - *Mid Term Exam*

Personal

17) March 11 - Conflict Transformation Skills Listening
-MPWC Ch 4
-MCS 131-134
-Journal Due

18) March 13 - Conflict Transformation Skills Speaking
-MPWC Ch 5
-MCS 76-77, 135-137
-Reflections From Behind the Mirror Part III Due (two copies)

19) March 18 Conflict Transformation Skills Dialogue
-MPWC Ch 6
-PW 216-217, 218-223
-Journal Due

20) March 20 Feelings in Conflict/Anger
-MCS 53-55, 140-143
-PW 240-243
-Hochschild, Arlie. "[Managing Feeling.](#)"

Structural

21) March 25 Systematic Power
-MPWC Ch 11
-Reflections From Behind the Mirror Part IV Due (two copies)

22) March 27 Systematic Power
-Archie Bunker's Neighborhood

23) April 1 Systematic Power
-MCS 56, 57, 78-85
-PW 225-226

Relational

24) April 3 Choosing Conflict Transformation
-MPWC Ch 7
-MCS 149-151
-Journal Due

25) April 8 Problem Solving
-MPWC Ch 8
-MCS 146-148, 160
-Reflections From Behind the Mirror Part V Due

26) April 10 Forgiveness and Healing
-MPWC Ch 10
-PW 265-268, 269-272
-Journal Due

Summary

27) April 15 Bringing It All Together
-Discuss of Higher Learning, watch prior to class
-Reflection on Higher Learning Due
-Entire Journal Due

28) April 21 *Final Exam*

Addendum 1 Reflections From Behind the Mirror (Self Reflection Paper)

1) Rationale: A strong belief I bring to the conflict, violence and the transformation of both is that one's ability to positively transform begins with self awareness and an honest appraisal of all that one is and brings to the transformation process. Our own growth and healing, our intervention in the conflicts of others, our contribution to the healing of victims of violence and our efforts to increase justice and shalom in this world must all be done from the inside out in order to be genuine and effective. We must be constantly aware and examining all that we bring; the strengths, the weaknesses, the

challenges and temptations, the potential for violence and the potential for great good, the areas of needed growth and the areas of maturity. It is my hope that this class will be a time of deep reflection and introspection, a time when you can look into your conflict and relational mirror as honestly and clearly as you ever have and to apply the readings and class discussions to that mirror reflection. This paper is intended to provide a vehicle for this reflection and to allow me to get a glimpse into that reflection. I would like it to be written in five parts over the semester. When I return the graded copy of each part to you, please keep the parts together as one contiguous paper, building each subsequent part on what you have already written. I will keep a copy of each part as well.

2) Description: Each Part should be 800-1000 words (4-5 pages) in length. Each part should have at least four identifiable components:

1. Address the topic of that part as thoroughly and honestly as you can.
2. An assessment of the areas related to the topic that you perceive to be strengths/assets and areas that you believe are weaknesses or areas of needed growth. What goals do you have in relation to these challenging areas?
3. A reflection of an interaction with a significant other in relation to the topic. This can mean that you discuss the question with the other person to ask for their perspective, and include a summary of it. It can mean s/he can read what you've already written and comment on that. You can even get someone to write several paragraphs about you on this topic that you can then include in your paper and add your own comments about their reflections. Please do some comparative work in this section. How does this person see you similarly to how you see yourself? Differently? How might you account for the differences?
4. Relate your personal reflections to things you are reading for class and or class discussions. What are you learning? How do your new insights relate to your own reality? How do you hope to integrate them into your own life and relationships?

3) The topics of the four parts and their due dates are:

Part I Due on January 14: What do I believe about conflict and violence? What are my related values? What is the relationship of my faith to these beliefs and values

Part II Due on January 21: What is my style, general approach, or typical pattern in responding to conflict? Use (or at least include) your Gilmore Fraleigh profile results in this section.

Part III Due on February 25: What is my cultural context (using culture in the broadest sense)? How has that cultural context shaped me and my relationships and the way I respond to conflict?

Part IV Due on March 13: In what ways has anger been a part of my life? How have I experienced it, expressed it (positively, negatively, or neutrally), repressed it, been victimized by it, energized by it, etc?

Part V Due on March 25: What are my sources of power? How have these sources of power (or lack of them) defined or affected my various relationships? In what ways have I (or those I relate to) used well and/or abused power in relationships? What is the relationship between my own personal power and the way power is systematized in North America?

- 4) Grading. Each part will be evaluated for the following components:
- 30% - Thoroughness of addressing the topic
 - 20% - Identification of areas of both strengths and needed growth/personal goals related to the topic
 - 20% - Observations/comments/reflections from someone who knows you in relationship to the topic
 - 20% - Connection to readings/class discussions
 - 10% - Clarity, writing style, grammar, punctuation, etc.
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Addendum 2 Journals

1) Rationale: In a class where the focus is on theory and individual development a way of insuring on-going engagement and the development of critical thinking skills is through journaling. Journals will help facilitate classroom discussion and allow you a place to speak your mind to the professor.

2) Description: The journal is your primary interaction with the course materials. Your journal should contain your thoughts, analysis, and day-dreams about what you are experiencing through class materials and in class. The journal is to serve as a personal reflection tool or class diary, written informally. You need to bring your journal to class and use it to enter into discussions.

Individual journal entries will be collected times and the entire journal will be collected at the end of the semester. You should keep your journal in a loose-leaf binder so you can keep writing while we are reading it. Here are sample questions to consider when writing your journal entries:

- What did you find most interesting about the readings?
- What did you find most disturbing about the readings?
- What were the authors main arguments?
- What do you see as a weakness in the writing?
- How does the reading relate to your life and hat we are talking about in class?

3) Grading: Journals will be worth 25% of your overall grade. Journals should be kept on 8 ½ by 11 college ruled paper. If you choose to type your journal you should figure on an average of 225-250 words per page. One low average can not be made up with extra work on following weeks. If we

decide not to allow some work to count on one section, this can be made up in the next assignment.

Below is a grade scale based on average counts. Please note that quality will also be considered and

is not reflected in the scale below.

- A Average of 2.2 pages per assignment or 22 pages overall
 - B Average of 2.0 pages per assignment or 20 pages overall
 - C Average of 1.7 pages per assignment or 17 pages overall
 - D Average of 1.5 pages per assignment or 15 pages overall
 - F Average of less than 1.5 pages per assignment or 12 pages or less overall
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Addendum 3 Video Reflections

1) Rationale: One way to sharpen critical thinking skills and the theories developed in class is through the analysis of something tangible. Contemporary video is something tangible and ripe for analysis.

2) Description: We will watch two contemporary videos as a part of class. On the weeks videos will be discussed an out-of-class viewing time will be arranged. If you can not make to the viewing, you are responsible for watching the video prior to class. Each video will focus on something a little different.

A set of questions for reflection for each video will be handed out prior to the viewing. You will need to hand in a 3 page reflection on each video in part answering the questions.

3) Grading: Each video reflection will be worth 5% of your total grade. Reflections will be graded on how well you respond to the reflection questions, in other words, your ability to analyze the movie based on what you have learned in class. References to class materials is a must.

Addendum 4 Exams

There will be two exams worth a total of 25% of your overall grade. There will be a comprehensive mid-term exam on February 27 which will likely be multiple choice, short-answer and essay in format. The final exam will be done during Finals week on April 21 at 8:00 am. It will be non-comprehensive covering only those class materials since the mid-term. The final will likely be a mixture of true/false, multiple choice, short answer and essay in format. *Please note that you are responsible for all the readings and*

materials assigned through out the semester regardless of their coverage during class. For example, if I do not cover all the reading materials assigned for a given class period during our class discussions and lectures you are still responsible for knowing that material for exam purposes.