

IDENTITY AND CONFLICT TRANSFORMATION
2011 FALL COURSE-PAX 551
CENTER FOR JUSTICE AND PEACEBUILDING
Eastern Mennonite University

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HL 121: Tuesdays 8:30 – 11:30 AM

Office Hours: Posted on office door.

Course Description

The course will explore the literature and participants own experiences related to identity, ethnic identity, ethnocentrism and nationalism in regard to complex and violent conflict in an attempt to understand the *power* of identity. Through case studies, exercises and discussion, class participants will explore how identity and worldviews are formed historically, culturally and religiously as well as psychologically, sociologically and politically. Moreover, members of the class will look at ways conflicts, which are either identity-based or where identity is a strong element of the conflict, might be transformed. Additionally, issues of shame and humiliation (and related trauma) will be examined as salient factors in the construction of identity, what threatens it and how it is manipulated. Also, discrimination, whether due to racial, gender, ethnic or religious factors will be explored and identity threat analyzed. Finally, the role of identity and its *power* in the prevention of conflict will be examined.

Objectives

- To provide course participants with deeper personal and global perspective on identity (and worldview) and what threatens it.
- To understand how identities are regularly created as well as recreated and interpreted through a range of present-historical, social, political and psychological factors.
- To introduce and explore the role of ethnic identity, ethnocentrism and nationalism in the creation and/or escalation of a variety of complex conflicts.
- To examine shame and humiliation's role in identity formation and threat.
- To make the connection between identity threat and related trauma and psychosocial healing.
- To provide insight to regressive and progressive societies and leadership within an identity framework.
- To research specific conflicts regarding the role of identity in causing, escalating and transforming complex conflicts.

- To explore how the transformation of conflict (or its prevention) often depends on a critical awareness of identity and related ethnic, gender, racial, religious and culture factors.
- To understand how justice and dignity are critical element of identity construction and conflict transformation.
- To examine various frameworks that have been used regarding identity transformation as well as ones that may help in/outside to constructively intervene in inter-communal and other relational conflicts.
- To survey the literature available in the field of identity and how it relates to conflict and its transformation.

Required Reading

1. Mary E. Clark, *In Search of Human Nature* (various chapters), Routledge, London, 2001. (EMU Bookstore)
2. Vern Neufeld Redekop, *From Violence to Blessings: How an understanding of deep-rooted conflict can open the paths to reconciliation*. 2002 (EMU Bookstore)
3. Amartya Sen, *Identity and Violence: The Illusion of Destiny*. (EMU Bookstore)
4. Kenneth Hoover, *The Power of Identity: Politics in a New Key*. Chatham House Publishers, Inc. 1997.
5. Jeffery C. Alexander et al., *Cultural Trauma and Collective Identity*. University of California Press, 2004. (EMU Bookstore)
6. Ivo Andric. *Bridge on the Drina*. 1977 (EMU Bookstore)
7. Barry Hart, *Repairing the Effects of Threats to Ethnic Identity: Trauma Healing and Reconciliation Workshops in Liberia During the Civil War*. 1995 (Posted on Moodle)
8. Vamik Volkan. *Blind Trust: Large Groups and Their Leaders in Times of Crisis and Terror*. 2004. (Posted on Moodle)
9. Ervin Staub, *The Roots of Evil: The origins of genocide and other group violence*. 2002. (Posted on Moodle)
10. Lindner, Evelin G. (2008). Humiliation, Trauma and Trauma Recovery in the Peacebuilding Process. In Barry Hart (Ed.), *Peacebuilding for Traumatized Societies*, 2008 (This chapter will be posted on Moodle)
11. Drukman, Daniel. *Explaining National Identity: From Group Attachment to Collective Action*. 2006 (Posted on Moodle)
12. Miroslav Volf, *Exclusion and Embrace: Theological reflections in the Wake of "Ethnic Cleansing."* (Posted on Moodle)
13. Sutherland, Jessie. *Worldview Skills: Transforming Conflict from the Inside Out*. 2005 (Posted on Moodle)
14. Donna Hicks, *The Role of Identity Reconstruction in the Promotion of Reconciliation*, 2001. Also several other articles by Donna Hicks on Dignity. (Posted on Moodle)
15. Donna Hicks, *The Dignity Model*, 2009 (Posted on Moodle)

Recommended Reading

1. Mamdani, Mahmood. *When Victims Become Killers*. 2001 (Copy in my office)
2. Rogers Brubaker. *Ethnicity without Groups*. 2004. (Copy in my office)
3. Michael Ignatieff, *The Warrior's Honor: Ethnic War and the Modern Conscience*, 1998. (Copy in my office)
4. Marie Battiste and James Youngblood Henderson, *Protecting Indigenous Knowledge and Heritage*. 2003 (Copy in my office)
5. Volkan, Vamik. *Killing in the Name of Identity*, 2006 (Copy in my office)
6. Thomas Hylland Eriksen, *Ethnic identity, national identity and intergroup conflict: The significance of personal experiences in "Social identity, intergroup conflict, and conflict reduction"* Ashmore, Jussim, Wilder (eds.), Oxford University Press, 2001.
7. Stuart J. Kaufman, *Modern Hatreds: The Symbolic Politics of Ethnic War*. Cornell University Press. 2001.
8. Richard Holbrooke, *To End a War*. Random House, 1998. (Copy in my office)
9. Mohammed Abu-Nimer (ed.), *Reconciliation, Justice and Coexistence*. Lexington Books, 2001. (Copy in my office)
10. Barbara Okun, Jane Fried and Marcia L. Okun, *Understanding Diversity*. Brooks/Cole, 1999.
11. Amin Maalouf, *In the Name of Identity*. Penguin Books, 2000. (Copy in my office)
12. Ashutosh Varshney, *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. 2002. (Copy in my office)
13. Paul van Tongeren et al, *People Building Peace II*, 2005. (Copy in my office)

Course Requirements

1. **Full participation in class.** Regular attendance is essential.
2. **Reading all assigned material.** Total pages: 1000-1,500 for 3 credit students. 500 – 1,000 pages for 2 credit students. All required reading related to class discussion for 1 credit students.
3. **Literature Review:** Three credit students will 'review' 3 articles and/or book chapters. Two credit students will review 2 articles and/or book chapters; and students taking the class for one credit will review one article *or* book chapter. These articles and chapters should be vetted with the instructor beforehand, but can be selected from the reading list (other than assigned readings) or from other sources. For our purposes, please develop a 5-7 page double spaced paper for each review. It should give an overview of the text, summarizes its components and provides a critical interpretation and evaluation of the text. If you have questions about this assignment, please consult the instructor or use online resources that further explain this type of review process.
4. **Group Project:** The assumption of this class is that peacebuilding includes important identity components of culture, religion, gender, group and national structures and boundaries and issues of justice and dignity. To help transform

conflict there needs to be theory development and practical mechanisms (analytical tools, methods and processes, etc.) that address identity and relationships at all levels of the conflict. Your group will *select* and *research* two cases to determine the “nature and efficacy” of these theories and mechanisms (which exist explicitly or implicitly within each case) to determine their role in the transformational process toward social change. These cases will be presented in class at different stages of the semester. The instructor will select a third case where the group’s task is to develop an *intervention strategy* that specifically includes the theories, analytical tools, methods and processes that facilitate identity transformation. Moreover the group will examine the role of identity transformation in the social, cultural, political and economic transformation of the conflict. The case will be presented in class near the end of the semester. Each case is worth 15% or a total of 45% of the final grade.

5. **Reflective Paper or Arts/Social Media Presentation:** The paper should capture either an overall reaction to the course materials and your journey through them or a specific course topic that changed your way of thinking as well as how you practice peacebuilding. Alternatively, you may use an arts/social media approach to convey elements of the above. The latter requires a classroom or “other space” presentation.

Student Evaluation

Class Participation	15%
Literature Review	20 % (See explanation in the Course Requirements section above.)
Group Project (3 case studies)	45% (Full participation by all students)
Final Reflection Paper or Arts/Social Media Presentation	20% (10 double spaced pages for 3 credits; 8 double spaced pages for 2 credits; and 6 double-spaced pages for 1 credit). If an arts/social media presentation, a timeframe will be determined through negotiation with the instructor.

Supplemental information for CJP graduate course syllabi:

Approved 3/20/06; updated 8/11

Writing Guidelines:

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level.

For the course papers, please follow the APA style described in CJP’s *GUIDELINES for GRADUATE PAPERS* (see student handbook or request a copy from the Academic Program Coordinator).

Academic Integrity Policy (AIP):

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from “Academic Integrity,” 2011-12 Undergraduate Catalog.] This course will apply EMU’s AIP (see catalog, pp. 16-19) to any events of academic dishonesty. For more information see

<http://www.emu.edu/academic-support/writing/academicintegritypolicy03-09.pdf> If you have doubts about what is appropriate, one useful website is <http://www.indiana.edu/~istd/>

Grading Scale & Feedback:

Grades will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course. Each assignment will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent
85-89 = B+ very good	80-84 = B good
75-79 = B- satisfactory	70-74 = C passing
Below 70 = F failing	

Graduate students are expected to earn A’s and B’s.
A GPA of 3.0 is the minimum requirement for graduation.

Regarding feedback on papers/projects: Students can expect to receive papers/assignments back in a class with faculty feedback before the next paper/assignment is due. This commitment from faculty assumes that the student has turned the paper in on the agreed upon due date.

Institutional Review Board:

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>

Academic Support Center & Disability Support Services:

If you have received services in the past related to a learning disability or attention deficit disorder and/or you feel you may have such a problem in this course, please make an appointment to speak with the faculty member or with the Coordinator of Student Disability Support Services in the Academic Support Center, third floor of the Hartzler Library (432-4254).

Please take advantage of the free individual tutoring from writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide editing or proofreading services. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit or call the Academic Support Center on the 3rd floor of the Sadie Hartzler Library or by accessing WOnline on myEMU portal.

Class Attendance: Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed. (EMU Graduate Catalog)

Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that meet weekly or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

Course Extensions and Outstanding Grades:

For Fall and Spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months) using a course extension form provided by the Academic Program Coordinator. If the request is granted the student will receive an "I" (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under certain circumstances).

Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade for the work completed.

Under exceptional circumstances, an additional 6-month extension may be granted by special petition to the CJP academic committee. To receive this additional extension, a letter of petition is expected with full rationale for the reason unable to finish to this point and a practical plan on how the student will actually finish if this extension is permitted. This must be submitted at least 1 week before the end of the first extension. A student is encouraged to use this only when absolutely necessary.

Writing Standards –Graduate Level (Grid Version)

Criteria	A excellent	B minimal expectations	C below expectations	Comments
Content <i>(quality of the information/ideas and sources/details used to support them)</i>	<ul style="list-style-type: none"> - shows clarity of purpose - shows depth of content - applies insight and represents original thinking -demonstrates quality and breadth of resources 	<ul style="list-style-type: none"> - shows clarity of purpose - shows substantial information and sufficient support - almost always represents original thinking - uses quality resources 	<ul style="list-style-type: none"> - shows clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - represents little original thinking - uses mostly quality resources 	
Structure <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> - is coherent and logically developed - uses very effective transitions 	<ul style="list-style-type: none"> - is coherent and logically developed - uses smooth transitions 	<ul style="list-style-type: none"> - is coherent and logically (but not fully) developed - uses some awkward transitions 	
Style <i>(appropriate attention to audience: effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages and email)</i>	<ul style="list-style-type: none"> - is concise, eloquent, and rhetorically effective - composes varied sentence structure 	<ul style="list-style-type: none"> - displays concern for careful expression - composes some varied sentence structure 	<ul style="list-style-type: none"> - displays some personality <u>but</u> lacks imagination and may be stilted - composes little varied sentence structure - frequently uses jargon and clichés 	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	<ul style="list-style-type: none"> - composes well-constructed sentences -makes virtually no errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - almost always composes well-constructed sentences - makes minimal errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - usually has well-constructed sentences - makes several errors - makes word choices that distract the reader 	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	<ul style="list-style-type: none"> - cites sources for all quotations - composes credible paraphrases, cited correctly - includes reference page - makes virtually no errors in documentation style 	<ul style="list-style-type: none"> - cites sources for all quotations - composes credible paraphrases, usually cited correctly - includes reference page - makes minimal errors in documentation style 	<ul style="list-style-type: none"> - cites sources for all quotations - composes mostly credible paraphrases, sometimes cited correctly - includes reference page - makes several errors in documentation style 	
<p>The weighting of each of the five areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when a person presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).</p>				Grade

Approved by University Faculty April 28, 2004
Revised by the Writing Committee April 2008
Updated March 2009