

## **CONF 720: CULTURE AND CONFLICT**

Summer 2015 (online)

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### **Course description:**

This course explores the role of culture in causing and resolving conflicts within and between groups. Culture will be treated as an aspect of individual and group identity, which impacts the causes, dynamics, outcomes of conflicts, and intervention methods. Cultural variety and differences can be sources of conflict as well as tools for resolving conflicts. The goal of the course is to introduce students to the importance of understanding culture for the analysis of social conflict and to learn constructive ways of dealing with adversity that may occur through intercultural encounters. We will focus on both conflict analysis as well as conflict resolution practice through the lens of various cultures. Cases studies will be used to analyze and apply theoretical and practical frameworks pertaining to culture and conflict.

### **Learning outcomes:**

By the end of the course, students will be able to:

1. Assess the role of culture in analyzing conflict and conflict resolution practices.
2. Apply a range of theories, concepts and approaches to explain a particular aspect of conflict or conflict resolution.
3. Evaluate the potential for conflict resolution practices found within participants' own religious and cultural traditions.
4. Apply skills of critical analysis to various conflict situations and identify the drivers of conflicts and their cultural implications.
5. Compare effectiveness of particular theoretical concepts as tools of conflict analysis.

### **Blackboard**

We will use Blackboard 9.1 for the course. Additional guidance on individual assignments and discussion questions will be posted there. Use the Blackboard assignment drop box to submit your work for grading. Please visit our Blackboard site regularly. Access Blackboard 9.1 by following these steps:

1. Go to <http://mymason.gmu.edu>.
2. Login using your NETID and password,
3. Click on the ‘Courses’ tab.
4. Click on [201540 - Master - CONF-720-ML1 / CONF-720-A01 \(Summer 2015\)](#) under the ‘Course List’ heading.

### **Technical Help:**

If you have difficulty with accessing Blackboard, please contact the ITU Support Center at [703.993.8870](tel:703.993.8870) or [support@gmu.edu](mailto:support@gmu.edu). If you have trouble with using the features in Blackboard, email [courses@gmu.edu](mailto:courses@gmu.edu).

### **Technology requirements**

#### **Hardware:**

You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required to take a distance education course consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you are considering the purchase of a new computer, please go to <http://compstore.gmu.edu/pdfs/TechGuide.pdf> to see recommendations.

#### **Software:**

Many courses use Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See [supported browsers and operating systems](#). Log in to [myMason](#) to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use [Acrobat Reader](#), [Flash](#), [Java](#), and [Windows Media Player](#), [QuickTime](#) and/or [Real Media Player](#). Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free at <http://antivirus.gmu.edu>. Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch [http://support.apple.com/kb/VI54?viewlocale=en\\_US](http://support.apple.com/kb/VI54?viewlocale=en_US) about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

### **Required readings**

#### **The following texts should be purchased or rented:**

Avruch, K. (1998), *Culture & Conflict Resolution*. Washington, DC: United States Institute of Peace Press.

Ross, M. H. (2007). *Cultural Contestation in Ethnic Conflict*. Cambridge; New York: Cambridge University Press. (available as e-book)

LeBaron, Michelle. (2003). *Bridging Cultural Conflicts: A New Approach for a Changing World*. San Francisco, CA: Jossey-Bass.

Cohen, Cynthia, Roberto Varea Gutierrez, and Polly O. Walker, ed. 2011. *Acting Together: Performance and the Creative Transformation of Conflict, Volume I: Resistance and Reconciliation in Regions of Violence*. Oakland CA: New Village Press.

The other readings will be accessible through Blackboard or online.

### **Course Schedule:**

#### **Session 1: Introduction to culture and conflict resolution**

Avruch, K. (1998), *Culture & Conflict Resolution*. (Part I, pp. 5-16)

Ross, M. H. (2007). *Cultural Contestation in Ethnic Conflict* (Chapter 1)

#### **Session 2: Cultural frames and conflict resolution**

Avruch, K. (1998), *Culture & Conflict Resolution* (Part III, pp. 57-68)

Salem, P. (1993), "A Critique of Western Conflict Resolution from a Non-Western Perspective", *Negotiation Journal*, 9 (4): 361-9.

Triandis, Harry C., Robert Bontempo, Marcelo J. Villareal, Masaaki Asai, and Nydia Lucca. (1988). "Individualism and Collectivism: Cross-cultural Perspectives on Self-ingroup Relationships." *Journal of Personality and Social Psychology* 54 (2): 323.

<http://psycnet.apa.org/journals/psp/54/2/323/>.

Gorodnichenko, Yuriy, and Gerard Roland. (2012). "Understanding the Individualism-Collectivism Cleavage and Its Effects: Lessons from Cultural Psychology." *Institutions and Comparative Economic Development* 150: 213.

### **Session 3: Cultural and discursive contestation and possibilities of conflict transformation**

Ross, M. H. 2007. *Cultural Contestation in Ethnic Conflict* (Chapters 2 and 3; pp. 30-88)

Ron, Yiftach & Maoz, Ifat. (2013). Dangerous stories: Encountering narratives of the other in the Israeli–Palestinian conflict. *Peace and Conflict: Journal of Peace Psychology*, Vol 19(3), Aug 2013, 281-294.

Avruch, K. (2003). “Type I and Type II Errors in Culturally Sensitive Conflict Resolution Practice,” *Conflict Resolution Quarterly* 20(3): 351-371.

### **Session 4: Cultural expressions of conflict and its resolution - art, film, visualization, and imagery (I) & (II)**

LeBaron, Michelle. 2003. *Bridging Cultural Conflicts: A New Approach for a Changing World*. (Chapters 2,3,5)

Zelizer, Craig. 2003. “The Role of Artistic Processes in Peacebuilding in Bosnia-Herzegovina.” *Peace and Conflict Studies* 10 (2): 62–75.

Yonamine, Moé. 2012. Review "But You Guys Wanted Us Here". *Rethinking Schools*. 26 (3)

Cohen et al. 2011. *Acting Together: Performance and the Creative Transformation of Conflict, Volume I* (Introduction, Chapters 1, 2, 3)

### **Session 5: Final paper**

### **Course Policies**

There are penalties for papers submitted late. For each day a paper is late, 2 points out of a possible 10 or 15 points will be deducted. No late discussion postings will be accepted.

### **Instructor-Student Communication**

The instructor will respond to student's emails within 48 hours. If instructor is away from email for more than one day, she will post an announcement in the Blackboard course folder.

Before sending an email, please check the following (available on your Blackboard course menu) **unless the email is of a personal nature:**

1. Syllabus
2. Frequently Asked Questions (FAQs)
3. Help forum (Feel free to respond to other students in the Help forum if you know the answer.)
4. Blackboard videos on how to use Blackboard features
5. Blackboard Q&A, and
6. Technology Requirements.

### **Assessment of Students**

Students participating in the course will be graded based on the following:

**1. Active participation in the class activities (group discussions and blogs).** In case of common group entry all group members will receive the same amount of points. **(70 points)**

**2. Reflective paper.** One 5-page paper in which you should analytically reflect on at least 2 class readings. Discuss the readings pointing out strengths and weaknesses of various approaches and concepts that pertain to culture and conflict. Feel free to use your own examples and ideas to support your arguments. **(15 points)**

**18-20 hours per week**

**3. Final paper: analysis of conflict of your choice**

The final paper unites all theoretical and practical approaches of the course. Use a case study of your choice and analyze your case based on theoretical ideas and notions you studied during the whole course. Show how theoretical analysis with cultural lens can be helpful in understanding conflict. The case study can be drawn from the organizational, communal, national, or international level and can represent

any social conflict between groups- professional, gender, ethnic, religious, national, political, etc. First, you will need to prepare a one-paragraph summary of your paper and send it to the instructor before the start of the final session. Then, based on the recommendations and questions that you'll receive, you should write the final paper. The final paper should be 15 pages in length, double-spaced, Times New Roman font, 1'-margin. **(30 points)**

<b>Assignments/Activities</b>	<b>Points</b>
Discussions and blogs	70
1 Reflective Paper	15
Final Paper	30

Table of points:

Module	Group discussion	Blogs	Paper (graded)	Total Points
1	10	5		15
2		5	15	20
3	10	5		15
4	20	5		25
5		10	30	40
Total	40	30	45	115

### **Grading Scale**

A+ 115-113  
 A 112-109  
 A- 108-105  
 B+ 104-101  
 B 100- 97  
 B- 96-93  
 C 92-89  
 F < 89

## **Student responsibilities**

### **Academic Integrity**

Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. The tenet must be a foundation of our university culture. [See <http://academicintegrity.gmu.edu/distance>].

### **Honor Code**

Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].

### **MasonLive/Email (GMU Email)**

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. [See <https://masonlivelogin.gmu.edu>].

### **Patriot Pass**

Once you sign up for your Patriot Pass, your passwords will be synchronized, and you will use your Patriot Pass username and password to log in to the following systems: Blackboard, University Libraries, MasonLive, myMason, Patriot Web, Virtual Computing Lab, and WEMS. [See <https://password.gmu.edu/index.jsp>].

### **University Policies**

Students must follow the university policies. [See <http://universitypolicy.gmu.edu>].

### **Responsible Use of Computing**

Students must follow the university policy for Responsible Use of Computing. [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing>].

### **University Calendar**

Details regarding the current Academic Calendar. [See <http://registrar.gmu.edu/calendars/index.html>].



### **Students with Disabilities**

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu>].

**Students are expected to follow courteous Internet etiquette.**

### **Student services**

#### **University Libraries**

University Libraries provides resources for distance students. [See <http://library.gmu.edu/distance> and [http://infoguides.gmu.edu/distance\\_students](http://infoguides.gmu.edu/distance_students)].

#### **Writing Center**

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. [See <http://writingcenter.gmu.edu>]. You can now sign up for an Online Writing Lab (OWL) session just like you sign up for a face-to-face session in the Writing Center, which means YOU set the date and time of the appointment! Learn more about the [Online Writing Lab \(OWL\)](#).

#### **Counseling and Psychological Services**

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu>].

#### **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See <http://registrar.gmu.edu/privacy>].

## DETAILED CLASS SCHEDULE

Weeks	Reading and Video Content	Activities	Paper Assignments
<p><b>Week 1:</b>  <b>Introduction to culture and conflict resolution</b>  <b>Date:</b>  <b>Mon., 5/18 – Sun., 5/24</b>  <b>Learning outcome 1, 2 &amp; 3</b></p>	<p><b>Readings:</b></p> <p style="padding-left: 40px;">Syllabus</p> <ol style="list-style-type: none"> <li>1. Avruch, K. (1998), <i>Culture &amp; Conflict Resolution</i>. (Part I, pp. 5-16)</li> <li>2. Ross, M. H. (2007). <i>Cultural Contestation in Ethnic Conflict</i> (Chapter 1)</li> </ol> <p><b>Videos:</b></p> <p><b>Mini-lectures:</b></p> <p>How to Take this Course</p> <p>Introduction to Culture and Conflict Resolution</p> <p><b>Video:</b> “West and East, Cultural Differences”:  <a href="http://www.youtube.com/watch?v=ZoDtoB9Abck">http://www.youtube.com/watch?v=ZoDtoB9Abck</a></p>	<p><b>1.1 Introductions Blog</b>  <b>1.2 Syllabus Quiz</b>  <b>Deadline: 05/24/2015</b></p> <p><b>1.3 Blog entry on <i>How can culture help to mitigate or incite conflicts?</i> – Points: 5</b></p> <p><u>Learning Objective</u>  By the completion of this activity, you will be able to apply skills of critical analysis and use various concepts to analyze the role of culture in conflict dynamics.</p> <p><u>Instructions:</u>  Complete the assigned readings 1 and 2, and use some of the concepts/theories from the readings to analyze how can culture help mitigate or incite some real life conflict/s of your choice (personal, intrastate, interstate or communal). Make sure you cite the readings.</p> <p>Blog length should be 100-150 words.</p> <p>Refer to the “Rubric for Excellent Blog Posts” for grading criteria.  Estimated time for blog: 2 hours.</p> <p><b>Deadline: 05/24/2015</b></p> <p><b>1.4 Group discussion on the video “West and East, Cultural Differences” – Points: 10</b></p> <p><u>Learning Objective</u>  By the completion of this activity, you will be able to critically analyze how cultural differences can lead to conflict.</p> <p><u>Instructions:</u> Complete the reading 2. and submit to the discussion board an entry answering the question: How can we manage differences between Eastern and Western cultures? Feel free to provide personal examples and offer creative solutions supported by evidence.  Submit 1 initial entry of 100-150 words and at least 2 replies to your colleagues entries of 50-100 words</p>	

		<p>Refer to the “Rubric for Excellent Class Discussions,” for grading criteria. Estimated time for discussion: 3 hours.</p> <p><b>Deadline: 05/22/2015 (post discussion initial entry)</b> <b>Deadline: 05/24/2015 (submit at least 2 replies to others’ initial entries)</b></p>	
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Weeks	Reading and Video Content	Activities	Paper Assignments
<p><b>Week 2: Cultural frames: Collectivist and individualist cultures</b></p> <p><b>Mon., 5/25 – Sun., 5/31</b></p> <p><b>Learning Outcomes: 1, 3, 5</b></p>	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Avruch, K. (1998), <i>Culture &amp; Conflict Resolution</i> (Part III, pp. 57-68)</li> <li>2. Salem, P. (1993), "A Critique of Western Conflict Resolution from a Non-Western Perspective", <i>Negotiation Journal</i>, 9 (4): 361-9.</li> <li>3. Triandis, Harry C., Robert Bontempo, Marcelo J. Villareal, Masaaki Asai, and Nydia Lucca. 1988. "Individualism and Collectivism: Cross-cultural Perspectives on Self-ingroup Relationships." <i>Journal of Personality and Social Psychology</i> 54 (2): 323.</li> <li>4. Gorodnichenko, Yuriy, and Gerard Roland. 2012. "Understanding the Individualism-Collectivism Cleavage and Its Effects: Lessons from Cultural Psychology." <i>Institutions and Comparative Economic Development</i> 150: 213.</li> </ol> <p><b>Mini-lecture</b> on individualist and collectivist frames and how they can contribute to conflict</p>	<p><b>2.1 Blog entry on Individualist and Collectivist Cultures – Points: 5</b></p> <p><u>Learning Objective</u> By the completion of this activity, you will be able to apply skills of critical analysis and use various concepts to analyze individualist and collectivist frames.</p> <p><u>Instructions:</u> Complete the assigned readings 1, 4 and apply the concepts/theories from the readings to analyze how collectivist and individualist can influence relationships frames in a conflict of your choice. Make sure you cite the readings.</p> <p>Blog length should be 100-150 words.</p> <p>Refer to the "Rubric for Excellent Blog Posts" for grading criteria.</p> <p>Estimated time for blog: 3 hours.</p> <p><b>Deadline: Sun., 5/31</b></p>	<p><b>2.2. Paper 1 Points: 15</b></p> <p><u>Learning Objective</u> By the completion of this activity, you will be able to critically analyze how conflict resolution practice is seen through different cultural frames.</p> <p><u>Instructions:</u> Complete the reading 2 and 3 Submit the paper on the following topic: How different conflict resolution practices are seen through different cultural frames? Use the suggested readings to reflect on conflict resolution practices and how they are seen through collectivist and individualist frames. Feel free to provide personal examples and offer creative solutions supported by evidence.</p> <p><b>Deadline: Sun., 5/31</b></p>

Weeks	Reading and Video Content	Activities	Paper Assignments
<p><b>Week 3:</b>  <b>Cultural and discursive contestation and possibilities of conflict transformation</b>  <b>Mon., 6/1 – Sun., 6/7</b></p> <p><b>Learning Outcomes: 1, 2, 3, 4</b></p>	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>Ross, M. H. (2007). <i>Cultural Contestation in Ethnic Conflict</i> (Chapter 2, 3; pp. 30-88)</li> <li>Ron, Yiftach &amp; Maoz, Ifat Dangerous stories: Encountering narratives of the other in the Israeli–Palestinian conflict. <i>Peace and Conflict: Journal of Peace Psychology</i>, Vol 19(3), Aug 2013, 281-294.</li> <li>Avruch, K. (2003). “Type I and Type II Errors in Culturally Sensitive Conflict Resolution Practice,” <i>Conflict Resolution Quarterly</i> 20(3): 351-371.</li> </ol> <p><b>Documentary:</b></p> <p>No Colors: Racism and Prejudice in Modern Europe (27:00) 2007  <a href="http://mutex.gmu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=1844&amp;xrid=37171">http://mutex.gmu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=1844&amp;xrid=37171</a></p> <p><b>Mini-lecture</b> on cultural and discursive contestation and how they can be transformed</p>	<p><b>3.1 Blog entry on cultural and discursive contestation - Points: 5</b></p> <p><u>Learning Objective</u>  By the completion of this activity, you will be able to apply skills of critical analysis and use various concepts to analyze cultural and discursive contestation and possibilities of conflict transformation.</p> <p><u>Instructions:</u>  Complete the assigned readings 1, 2, 3 and apply the concepts/theories from the readings on a case of cultural conflict and suggest ways how cultural contestation can be overcome. Make sure you cite the readings.  Blog length should be 100-150 words.  Refer to the “Rubric for Excellent Blog Posts” for grading criteria.  Estimated time for blog: 3 hours.</p> <p><b>Deadline: 06/07/2015</b></p> <p><b>3.2. Group discussion on the documentary - Points: 10</b></p> <p>By the completion of this activity, you will gain knowledge into how diverse cultures can create conditions for contestation and conflict. This program looks at the racism and xenophobia brought to the surface by a massive influx of foreign workers and job-seekers into Western Europe.</p> <p><u>Instructions:</u>  Watch the documentary and suggest ways or practices of how to deal with Islamophobia, religious fundamentalism, the radicalization, and racism using concepts/ideas from the readings. Make sure you cite the readings  Submit 1 initial entry of 100-150 words and at least 2 replies to your colleagues entries of 50-100 words  Refer to the “Rubric for Excellent Class Discussions,” for grading criteria.  Estimated time for discussion: 3 hours.</p> <p><b>Deadline: 06/05/2015 (post discussion initial entry)</b>  <b>Deadline: 06/07/2015 (submit at least 2 replies to others’ initial</b></p>	<p>Begin working on Final Paper</p>

		entries) Begin working on Final Paper Presentation and Final Paper.	
<p><b>Week 4:</b> <b>Cultural expressions of conflict and its resolution - art, film, visualization, and imagery (I)</b></p> <p><b>Mon., 6/8 – Sun., 6/14</b></p> <p><b>Learning Outcomes: 3, 4, 5</b></p>	<p><b>Reading:</b></p> <p>Yonamine, Moé. 2012. Review "But You Guys Wanted Us Here". <i>Rethinking Schools</i>. 26 (3) www.rethinkingschools.org/archive/26_03/26_03_review.shtml.</p> <p>Hoaglund's documentary <a href="#">ANPO: Art X War</a> (New Day Films, 89 min., 2010) highlights Japanese and Okinawan artists—and their powerful, provocative paintings, photos, anime, and films to show the ongoing resistance in Japan (including Okinawa) to the U.S. military presence since 1945.</p> <p><b>Readings:</b></p> <p>1. LeBaron, Michelle. 2003. <i>Bridging Cultural Conflicts: A New Approach for a Changing World</i>. (Chapters 2, 3, 5)</p> <p>2. Zelizer, Craig. 2003. "The Role of Artistic Processes in Peacebuilding in Bosnia-Herzegovina." <i>Peace and Conflict Studies</i> 10 (2): 62–75.</p> <p>3. Cohen et al. 2011. <i>Acting Together: Performance and the Creative Transformation of Conflict, Volume I</i>. (Introduction, Chapters 1, 2, 3)</p> <p><b>Mini-lecture</b> on cultural expressions of conflict and its resolution</p>	<p><b>4.1. Blog on the documentary ANPO: Art X War</b> <u>Learning Objective</u> By the completion of this activity, you will be able to critically assess cultural expressions of conflict and its resolution. You will learn how cultural and artistic expressions can be used in conflict resolution as a means of protest, hope and new beginning.</p> <p><u>Instructions:</u> Watch the documentary and create an entry based on the following questions: What did you see? What did you experience? Why are various art forms used to protest? Do they have power to incite change towards peace? How do they influence your perceptions and views on occupation of Japan? Blog length should be 100-150 words. Refer to the "Rubric for Excellent Blog Posts" for grading criteria. Estimated time for blog: 2 hours.</p> <p><b>Points: 5</b> <b>Deadline: 06/14/2015</b></p> <p><b>4.2. Group discussion on the readings</b> <u>Learning Objective</u> By the completion of this activity, you will gain knowledge of the cultural practices and frameworks that may contribute to the resolution of conflicts with particular focus on various artistic processes.</p> <p><u>Instructions:</u> Complete the assigned readings and apply the concepts/ideas from the readings to analyze how theater and performance can contribute to creative transformation of conflict. Make sure you cite the readings Submit 1 initial entry of 100-150 words and at least 2 replies to your colleagues entries of 50-100 words</p> <p>Refer to the "Rubric for Excellent Class Discussions," for grading criteria. Estimated time for discussion: 3 hours.</p> <p><b>Deadline: 06/12/2015 (post discussion initial entry)</b> <b>Deadline: 06/14/2015 (submit at least 2 replies to others' initial</b></p>	Continue working on Final Paper

		entries) Points: 10	
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	Picture of Picasso's Guernica and his comment	<p><b>4.3. Group Discussion on Picasso's Guernica and statement attached</b></p> <p><u>Learning Objective</u> By the completion of this activity, you will be able to evaluate the potential of cultural expressions as conflict resolution practices and compare effectiveness of particular theoretical concepts as tools of conflict analysis.</p> <p><u>Instructions:</u> Submit to the discussion board an entry responding to Picasso's statement, his painting Guernica and answering the following: Do you agree that paintings can be instruments of war and why? Guernica is a symbol of anti-war movement and its focus is on underlying suffering of civilians. Why is it such a powerful symbol that endured through time? Submit 1 initial entry of 100-150 words and at least 2 replies to your colleagues entries of 50-100 words</p> <p>Refer to the "Rubric for Excellent Class Discussions," for grading criteria. Estimated time for discussion: 4 hours.</p> <p><b>Deadline: 06/12/2015 (post discussion initial entry)</b> <b>Deadline: 06/14/2015 (submit at least 2 replies to others' initial entries)</b> <b>Points: 10</b></p>	
<p><b>Module 5: Final Paper</b></p> <p><b>Learning Outcomes: 1,2,3,4,5</b></p> <p><b>Mon., 6/15 –</b></p>		<p><b>5.2. Final paper</b></p> <p><u>Learning Objectives:</u></p> <p>By the completion of this activity, you will be able to analyze the current and develop new innovative approaches to resolution of conflicts and their cultural implications based on ideas and concepts</p>	<p><b>5.1. Final Paper Outline</b></p> <p><u>Instructions:</u></p> <p>Prepare a one-paragraph summary of your final paper and submit it as an attachment to a blog post.</p>

<p>Sun., 6/21</p>		<p>covered.</p> <p><u>Instructions</u></p> <ul style="list-style-type: none"> <li>• The final paper unites all theoretical and practical approaches of the course. Use a case study of your choice and analyze your case based on theoretical ideas and notions you studied during the whole course.</li> <li>• Show how theoretical analysis with cultural lens can be helpful in understanding conflict.</li> <li>• The case study can be drawn from the organizational, communal, national, or international level and can represent any social conflict between groups- professional, gender, ethnic, religious, national, political, etc.</li> <li>• Based on the comments on your paper by fellow students and the instructor prepare the final version of your final paper.</li> <li>• The research paper should be 10-15 pages in length double spaced, one-inch margins, Times New Roman, 12pt. font.</li> </ul> <p><b>See requirements above and “Rubric for Excellent Written Papers.”</b></p> <p><b>Submit Final Paper Deadline: 6/21/2015</b></p>	<p>State your opinion (in 100-150 words) on 2 other summaries using the Blog Comments feature.</p> <p>If you see that two other students have already commented on someone’s outline then comment on another student’s post. I would like to make sure that all students receive feedback from their peers.</p> <p>Refer to the “Rubric for Excellent Blog Posts” for grading criteria.</p> <p><b>Final Paper Outline Deadline: 6/18</b></p> <p><b>Deadline: Feedback Comments 6/19</b> <b>Points: 10</b></p>
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