**MIN 8701: Multiculturalism, Diversity and Non-violent Conflict Resolution**

Term: Spring 2025

3-Credit

Time: Wednesday 6:30pm-9.20pm

Instructor: Drissa Kone, Associate Professor of Conflict Resolution and Ministry

Email: d.kone@hji.edu

Office hour: Tuesday, Wednesday, Thursday 10am -2pm

**I. Course Description:**

Conflict is almost inevitable in a multicultural setting. On the other hand, understanding multiculturalism and diversity can be an opportunity for conflict transformation.

This course will focus on the importance of understanding other cultural views as the key element to effectively manage cross-cultural conflict. The intent of this course is to understand how people of different cultures handle conflict by communicating and building relationships. The focus is Asian, Hispanic, and African/African American cultures. Using stories, sayings, proverbs, and examples we will provide models for conflict transformation, and how we can choose our responses to conflict situations. We will cover a range of diverse approaches to work within the workplace with different people and seek to understand where others are coming from as the key to harmonious interaction. The course will also examine a variety of universal religious principles and stories to highlight practical skills for conflict transformation.

**II. Students Learning Outcomes**

Through the course, students will be able to

1. Analyze various types of cross-cultural conflict and show how they can be handled effectively and appropriately.
2. Recognize the damaging effects of violence and effectively handle relationships.
3. Utilize story telling as a way to effectively manage conflict
4. Be equipped with negotiation skills to better manage conflict in the context of cultural diversity.
5. Develop clear communication principles for conflict transformation

**Student Learning Outcomes Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Outcomes** | **Novice** | **Progressing** | **Mastered** | **Exceptional** | **Score** |
| 1. Analyze various types of cross-cultural conflict, and show how they can be handled effectively and appropriately  | The student is able to analyze one type of cross-cultural conflict and show how it can be handled effectively and appropriately  | The student is able to analyze various types of cross-cultural conflict and show how they can be handled effectively and appropriately | The student is able to analyze and examine various type of cross-cultural conflict and show how they can be handled effectively and appropriately | The student is able to analyze examine all types of cross-cultural conflict and show how they can be handled effectively and appropriately |  |
| 2. Recognize the damaging effects of violence and effectively handle relationships. | The student is able recognize the damaging effects of violence and effectively handle relationships.  | The student is able to recognize the damaging effects of violence and effectively handle relationships. | The student is able to recognize the damaging effects of violence and effectively handle relationships. | The student is able to recognize the damaging effects of violence and effectively handle relationships. |  |
| 3. Utilize story telling as a way to manage effectively conflict  | The student is able to utilize one story telling as way to effectively manage conflict  | The student is able to utilize 2 storytelling as a way to effectively manage conflict | The student is able to utilize 3 story telling as a way to effectively manage conflict | The student is able to utilize and analyze several storytelling as way to effectively manage conflict |  |
| 4. Be equipped with negotiation skills to better manage conflict in the context of cultural diversity. | The student is equipped with one negotiation skill to better manage conflict in the context of cultural diversity. | The student is equipped with 2 negotiation skills to better manage conflict in the context of cultural diversity. | The student is equipped with 3 negotiation skills to better manage conflict in the context of cultural diversity. | The student is equipped with various negotiation skills, and he is able to apply them into in a new ministry context to better manage conflict in the context of cultural diversity. |  |
| 5. Develop clear communication principles for conflict transformation  | The student is able to develop one communication principle to manage conflict and improve relationships  | The student is able to develop two communication principles to manage conflict and improve relationships  | The student is able to develop three communication principles to manage conflict and improve relationships | The student is able to clearly develop, and deeply analyze several communication principles to manage conflict and improve relationships.  |  |
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**III. REQUIREMENTS**

***Grade Distribution:***

Book Review 20

Book Presentations 25

Discussion & Participation 20

Final Project Presentation 35

100%

**IMPORTANT NOTE:** Students are expected to attend and be active participants in all class sessions. Additionally, each student will prepare to discuss the case study of the week. Students are also required to review 4 textbooks and present one in class for discussion.

The final paper/project consists of writing minimum 20 pages of research on a specific conflict that student has been impacted with (Family, community, church, workplace) More details will be provided during class.

Unexcused or excessive absences will negatively affect students’ class participation grade. The due dates for all assignments are mentioned in the course outline. Points will be subtracted for Late assignments. Grades will not be changed, nor “incompletes” granted unless there are personal circumstances those seriously affected performances or made completion of the course requirements impossible. Additional work submitted to improve grades after completion of the course would be considered only after discussing with the instructor.

**PLAGIARISM AND ACADEMIC INTEGRITY POLICY:** Each student's work is expected to be a product of his or her own effort. Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. Plagiarism in its most severe form occurs when a student purchases a paper from a third party or submits an entire body of work written by a third party, as the student’s own. These most serious cases can be reported to the Office of the Provost for disciplinary action. Possible actions include probation, suspension, or dismissal/separation from HJI.Cutting and pasting material from various websites without citing the source of said material also constitutes plagiarism, as is a failure to cite sources in a paper, conveying the impression, intentionally or not, that another writer’s work is the student’s own. In these cases of plagiarism, the instructor may give the student an “F” for the offending assignment, require that the student repeat the assignment, or if the plagiarism continues, give the student an “F” for the course. A pattern of such behavior may be reported to the Office of the Provost. It can lead to serious consequences as listed above.Use of generative artificial intelligence (AI) tools like ChatGPT in assignments is permitted only with prior permission of the instructor. If the instructor permits students to use AI for research, students should know that it may give false results, and its facts need to be checked and verified. Any passages generated by AI must be given proper citation, just as for citing other authors’ works. In addition, students must append a paragraph at the end of their work explaining how and why they used ChatGPT, which includes what prompts were used and what measures were taken to verify its accuracy. Students may not use AI to produce the content for an assignment. If an AI tool is used without obtaining prior permission and/or without providing the required citation or explanation, it will be treated as plagiarism.

Faculty reserve the right to use plagiarism detection software, such as Turnitin, to find instances of AI-generated writing, as well as plagiarism from other sources, in student assignments.

**NETIQUETTE**: When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The Seminaries LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied.  Do not download and share course materials without permission of the instructor, as this may violate copyright. HJI reserves the right to delete postings on HJI maintained sites that are considered insensitive, harassing, or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing abusive, hateful, or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

**IV. Grading**

In computing the cumulative grade point average (G.P.A.) the following quality point scale is used:

A 4.00 A- 3.67 B+ 3.33

B 3.00 B- 2.67 C+ 2.33

C 2.00 C- 1.67 D+ 1.33

D 1.00 D- 0.67 F 0.00

Incompletes are given only when there are compelling medical or personal reasons.

\*See college catalog for a detailed grading policy.

This scale severely penalizes Fs. Therefore, it is better to hand in a poorly done assignment than not to hand one in at all.

Grades for each assignment are recorded by letter, and are understood as follows:

Excellent (A)

Good (B)

Acceptable (C, D)

Failure (F)

Failure to hand in an assignment will result in an F for that assignment.

**V. Required Texts:**

Blank, R. & Sandra S. *Voices of Diversity*. New York: American Management Association,1994. ISBN: 0814417086; $13.91

Elmer, Duane. *Cross-Cultural Conflict: Building Relationships for Effective Ministry*. Downers Grove, IL: InterVarsity Press. 1993 ISBN: 0830816577; $10.29

Zehr, Howard. *The Little Book of Restorative Justice.* Good Books; Revised, 2015 ISBN-10: 1561488232; $5.99

Schrock-Shenk, C. & Lawrence R. eds. . *Making Peace with Conflict*. Scottdale, PA: Herald Press, 1999. ISBN: 0836191271; $14.99

Lederack, J. Paul. *Preparing For Peace: Conflict Transformation Across Cultures.*  *Syracuse* University Press 1996. ISBN-10 ‏: ‎0815627254 $4.81

**IV. Schedule: Course Plan**

**Class Schedule**

*Session 1*: Introduction of Syllabus. Definition of terms. Present an overview of the studies of conflicts.

Session 2: Theories of conflict

*Session 3*: Reflect on what is Cultural Diversity--in pursuit of unity.

Small group discussions on story telling: A transformative approach to conflict resolution:

Galtung’s Model: Diagnosis -Prognostic-Therapy

*Session 4*: Examine Multiple Styles of Conflict Transformation. Explore Relationships: Critical for Creating and Resolving Conflict: An exercise in Mediation and Mediator.

*Session 5*: Communicating the Gospel Across Cultures--Study selected scripture passages on Conflict resolution

*Session 6*: Book Presentation

*Session 8:* Communication Principles for Conflict Transformation: Restorative Justice and Case Studies discussion

*Session 9:* The practice of listening in resolving cross-cultural conflict: An Active Listening guideline

*Session 10:* Transformation of Conflict through Dialogue: The Components of dialogue: Keys to Problem Solving--Critical Ingredients for Problem-Solving.

*Session 11:* Book Presentation

*Session 12:* Diverse Voices in The Workplace--Guidelines for Better Relationships

*Session 13:* Interpersonal Conflict: Balancing Personal, Family and Community Responsibilities.

*Session 14:* Dissertation Project topics and discussion of post intensive.

*Session 15:* Exit interview

**Final Paper/project**

Details guidelines and a rubric will be provided for your final paper during class session.

Each student will identify an ongoing conflict in their church, community, or family or workplace.

Identify the nature of the conflict (Roots Cause), and factors that contributed to exacerbate the conflict. Describe how you have personally impacted by the conflict. How it has impacted your relationship with others. If you were a mediator in the conflict how will practically address the conflict? Students are expected to be intentional and creative in this final project. Page number must be 20 minimum

Student must attempt to address the conflict by looking into these points

 a. Who are we in relationships to others and why should we value each other's culture?

 b. How can we promote a non-violent society so that all may dwell in sustainable peace together?

 c. What can we learn from our past violent history that help not repeat the same mistakes?

 d. What can we learn from others about ourselves as we relate with them?

Final Paper is due by May 5th, 2025, midnight. Your final Paper/project must be submitted via the instructor email at d.kone@hji.edu

**Supporting Bibliography**

Alson, S. *Resolving Conflicts in your Personal and Work Life: Peace in Everyday Relationships*. Hunter House, 2003.

Augsburger, W. David. *Conflict Mediation Across Cultures: Pathways and Patterns.*Westminster John Knox Press,1995.

Bar-Siman Tov Yaacov. *Barriers to Peace in the Israel-Palestinian Conflict.* The Jerusalem Institute of Peace, 2010.

Barthel Trip. *Transforming Conflict into Consensus: 9 Keys to Synergy*. CreateSpace Independent Publishing Platform, 2014.

Carroll, W. Jackson& Roof Clark Wade. *Bringing Divided Worlds: Generational Cultures in Congregations.* Jossey-Bass, 2002.

Caspersen, Dana. *Changing the Conversation: The 17 Principles of Conflict Resolution*. Penguin Books, 2015.

Couture, D. Pamela & Hunter. *Pastoral Care and Social Conflict*. Abingdon Press, 1995.

Christopher Moore, *The Mediation Process: Practical Strategies for Resolving Conflict*. 2nd ed., (San Francisco: Jossey-Bass Publishers, 1996.

Dayringer, Richard. *Heart of Pastoral Counseling: Healing Through Relationship.* Zondervan, 1989.

Dharmaraj, Jacob and Glory. *Mutuality in Mission*.” New York: General Board of Global

Ministries. UMC, 2000.

Donohue, William. *Managing Interpersonal conflict*. Newbury Park, Cal: Sage, 1992.

Dossey, Larry, MD. *Healing Words*. New York: Harper Collins Publishers, 2000.

Gudykunst, William B., and Stella Ting-Tooney. Culture and Interpersonal Communication. Newbury Park, Calif.: Sage, 1988.

Helmick, Raymond G., Rodney and Lawrence Peterson. *Forgiveness and Reconciliation: Religion, Public Policy & Conflict Transformation*. Templeton Foundation Press, Philadelphia, 2001.

Kelner, Dacher. *Born to Be Good: The Science of a Meaningful Life*. W. W. Norton & Company, 2009.

Johnson, David W. *Reaching Out.* Englewoods, Cliffs, NJ: Prentice-Hall, 1972.

LeBaron, Michelle. *Bridging Cultural Conflict: A New Approach for a Changing World*. Jossey-Bass, 2003.

Knitter, Paul F. *The Myth of Religious Superiority.* Orbis Books, Maryknoll NY, 2005.

Matyok, Thomas, Maureen Flaherty, Hamdesa Tuso, Jessica Senehi and Sean Byrne. *Peace on Earth: The Role of Religion in Peace and Conflict Studies*. Lexington Books, 2014.

Moore, S. K. “*Military Chaplains as Agents of Peace: Religious Leader Engagement in Conflict and Post-Conflict Environments*.” Lexington Books, 2012.

Nouwen, J. M Henri. *The Wounded Healer: Ministry in Contemporary Society*. Doubleday& Company, 1972.

Pranis, Kay. *The Little Book of Circle Processes: A New/Old Approach to Peacemaking*. Good Books, 2005.

Pierce, Gregory F.A. *Spirituality@Work*. Chicago: Loyola Press, 2001.

Schirch, Lisa & Campt, David. *The Little Book of Dialogue for Difficult Subjects: A Practical, Hands-On Guide.* Good Books, 2007.

Speed, Leas. *Moving Your Church through Conflict*. Washington, D.C.: Alban Institute,1985.

Stewart, Edward C., and Milton Bennett. *American Cultural Patterns: A Cross-Cultural Perspective.* Rev. ed. Yarmouth, Maine: International, 1991.

Wekker Gloria. *White Innocence: Paradoxes of Colonialism and Race.* Duke University Press Books, 2016.

**Journals:**

Avruch, Kevin. Culture and conflict resolution*.* *The Journal of Conflict Studies*: Vol 20, No 1. Spring 2000.

Di Angelo, Robin. *White Fragility,* libjournal.uncg.edu/ijcp/article/download/249/116 (2011).

*Dialogue and Alliance: A Journal of the International Religious Foundation*, Inc. Fall, 1987. Vol. 14 No. 1-3, Spring/Summer 2000, Vol. 14 No.1.

Kagan, Spencer et al. Culture and the Development of Conflict Resolution Style. *Journal of Cross-Cultural Psychology*, 13 March, 1982, p. 43-58.

Phillips, Seib. The Book of Ruth: Deception and Shame. *Journal of Jewish Studies* 37 (Spring 1986) p. 1-17

Waters, Harry Jr. Race, Culture and Interpersonal Conflict. *International Journal of Intercultural Relations,* 16(1992), pp. 437-454.

# Assessment Map of Course Assignments to Course Outcomes:

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| --- | --- | --- | --- | --- | --- |
| **Course Assignments** | **Course outcome 1** Analyze various types of cross-cultural conflict, and show how they can be handled effectively and appropriately | **Course outcome 2** Recognize the damaging effects of violence and effectively handle broken relationships | **Course outcome 3** Utilize story telling as a way to effectively manage conflict | **Course outcome 4** Be equipped with negotiation skills to better manage conflict in the context of cultural diversity | **Course outcome 5**Develop clear communication principles for conflict transformation |
| **Assignment 1**Class attendance and participation | **x** | **X** | **x** |  | **x** |
| **Assignment 2** Book Reviews and Reflections: | **x** | **X** | **x** | **x** |  |
| **Assignment** Final Paper and Research project  | **x** | **X** | **x** | **x** | **x** |

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