Deconstructing Collective Violence

Langue du cours : Français

Volume horaire : 18

Description du contenu de l'enseignement :

(1) To question (individually, then in groups through a comparative approach) notions related to violent conflict & illustrated by empirical case studies?

(2) To identify/qualify generated reactions by questions/questioning ?

(3) To analyze the rationality and logical reasonings of one's as well as the group's multicultural rationalities?

(4) To elaborate/build multicultural mental maps over the case studies related to a violent conflict ?

(5) To formalize the mental maps in a rendering of the group's choice (games, role-playing, simulations, role-playing situations, etc.) and within the time limit.

Compétences à acquérir :

The philosophy of the class is to explore **one's cultural origins for conceptions & misconceptions** regarding conflict transformation and management.

PRIMARY IDENTITIES – nationality, race, religion/atheism, parental culture, personal experience of violence in childhood/teenage years, etc. – impact one's representations of

(i) what violence is,

(ii) why violence happens,

(iii) the shapes/forms violence takes,

(iv) the impact violence has on individuals, groups, societies, connected processes

As a consequence, one tends to 'naturally'

(i) favor certain types of solutions and approaches,

(ii) reject, be reluctant facing certain types of solutions/tools.

The professional objective is to enhance the student's capacity as decision-makers in the field or at work in general, a **picking and/or elaborating the relevant and most efficient tools for conflict transformation and management.**

In other words, learn how to

(i) Stop wasting time/energy/resources on non-/low performative solutions

(ii) Push forward creative solutions, far from cultural, mental blocks.

Mode de contrôle des connaissances :

Grading is as follows?

(1) The quality of your final mental map (20%)?

(2) The quality of your oral presentation (60%)?

(3) The quality of the discussion with the class and instructor on the day of your presentation (20%)?

Keep in mind?

- The quality of your presentation relies on: (i) the relevant format you choose for it, (ii) the maturity and lucidity of your analysis, and (iii) the creativity and credibility of your recommendations?
- Your ability to find the proper documentation for your research is part of the training?
- So is your respect of the time you are given for your presentation.?