Office of International Programs  
Faculty International Program Development Grants  
Report Template

Name Stacey Sinclair; Gerald Monk  
Faculty/Rank MPP; Full Professor  
Department DUS/Honors; Counseling and School Psychology (COE)  
College  
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E mail address Stacey.sinclair@sdsu.edu; gmonk@mail.sdsu.edu  
Proposal title Lessons from Costa Rica: A study of conflict resolution and sustainable peace  
Country/ies visited Costa Rica  
Institution(s) visited Veritas University; University for Peace  
Dates of travel 5/22-6/12, 2014  
Number of SDSU student participants 21  
Number of non-student participants 0  
Proposal Abstract (75 word maximum)  
This class is a two-week intensive study of conflict resolution and peace within Costa Rica. As part of the course, there are several cultural activities, course-related field trips, and travel excursions included. These active and co-curricular learning components serve to broaden the students’ understanding of Costa Rican culture and society, and provide a basis for understanding conflict resolution within this unique context.

Travel report:  
I. Overview of intentions/activity  
This class is a two-week intensive study of conflict resolution and peace within Costa Rica. As part of the course, there are several cultural activities, course-related field trips, and travel excursions included. These active and co-curricular learning components serve to broaden the students’ understanding of Costa Rican culture and society, and provide a basis for understanding conflict resolution within this unique context.

General Education Student Learning Outcomes
This is an Explorations course in Social and Behavioral Sciences. Completing this course will help you learn to do the following with greater depth: 1) explore and recognize basic terms, concepts, and domains of the social and behavioral sciences; 2) comprehend diverse theories and methods of the social and behavioral sciences; 3) identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness; 4) enhance your understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to first-hand engagement with contemporary issues.

Course Objectives

By the end of this course students will:

1. Identify key customs and values of the Costa Rican people and how they shape the mainstream cultural landscape, especially as they relate to conflict and peace.

2. Develop competency and skill in discourse analysis to analyze common sense knowledge around conflict, and peace within Costa Rica.

3. Develop a heightened awareness of the role of the discourse of peace in constructing identities and shaping the lives of individuals within Costa Rica.

4. Acquire greater understanding of the intersection of gender, race, ethnicity, and other cultural dimensions, as it relates to conflict and peace.

5. Explore their personal attitudes and beliefs about conflict and peace, and be more knowledgeable of the impact of conflict on their own and other's lives.

6. Increase their sensitivity to men and women’s lived experiences, personal functioning and well-being within Costa Rican society.

7. Understand efforts for conflict resolution and peace between individuals and groups within Costa Rica.

II. In preparation for the trip abroad

Gerald Monk and I had wonderful and consistent support from Chris Kjonaas (Associate Director of International Engagement for the Division of Undergraduate Studies) in organizing the program and preparing for the trip. Chris facilitated communication with CEA and the College of Extended Studies throughout the fall and spring semesters. In
organizing the itinerary, Chris and I had multiple conference calls with CEA staff. Gerald and I conducted four 3-hour mandatory pre-departure classes that all students attended.

III. Upon arrival/specific activities
Please see attached itinerary and syllabus.

IV. Conclusion, recommendation, and next steps
Our study abroad in Costa Rica was an outstanding success. Gerald and I have now led 7 study abroad programs, and this was one of the best by far. We credit this largely to the support received from Chris Kjonaas and from the CEA staff, both in the US, but especially the CEA staff located at the CEA Global Campus in San Jose, Costa Rica. All the cultural activities and course related activities that were included were perfect complements to the academic scope of the program. We were so impressed with CEA, and the level of care, attention and professionalism provided. Next steps include exploring with CEA opportunities for leading a short term program for Honors students in Chile and Argentina in summer 2016.

V. Additional Information
Honor 413:
Lessons from Costa Rica: A study in conflict resolution and sustainable peace
*Syllabus Subject to Change*

**Supervising Instructors**

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**Course Description:**
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**General Education Student Learning Outcomes**

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**Course Objectives**

By the end of this course students will:

8. Identify key customs and values of the Costa Rican people and how they shape the mainstream cultural landscape, especially as they relate to conflict and peace.

9. Develop competency and skill in discourse analysis to analyze common sense knowledge around conflict, and peace within Costa Rica.

10. Develop a heightened awareness of the role of the discourse of peace in constructing identities and shaping the lives of individuals within Costa Rica.
11. Acquire greater understanding of the intersection of gender, race, ethnicity, and other cultural dimensions, as it relates to conflict and peace.

12. Explore their personal attitudes and beliefs about conflict and peace, and be more knowledgeable of the impact of conflict on their own and other’s lives.

13. Increase their sensitivity to men and women’s lived experiences, personal functioning and well-being within Costa Rican society.

14. Understand efforts for conflict resolution and peace between individuals and groups within Costa Rica

**Required Reading**

*Honor 413: Lessons from Costa Rica: A study in conflict resolution and sustainable peace* reader packet. This packet will be available on Blackboard.

**The Learning Environment**

Course material will be addressed by way of readings, class discussions, guest speakers, and experiential activities. This class is conducted as a seminar; therefore, students and instructors will share responsibility for the learning experiences that take place throughout the course. Students will be required to participate in four 3-hour preparatory classes at SDSU before traveling to Costa Rica. The two-week program begins in San Jose on Saturday, May 24th and ends on Sunday, June 8th.

**Mandatory Preparatory Class Meetings:**

In order to provide the theoretical context to the course, to ensure a good experience abroad, and to have more time “out and about” in Costa Rica, there are 4 mandatory pre-departure classes at SDSU: Feb. 21, March 21, April 25, and May 16. All classes are from 2:00-5:00 pm.

**Mandatory SDSU College of Extended Studies Pre-departure Orientation:**

Every SDSU student who studies abroad must attend an orientation prior to departure. Again, participation in a pre-departure orientation is mandatory. The dates set aside for Orientation are 4/11 or 4/18 from 1-4 pm in the Extended Studies Center or Gateway Center. (Check the electronic signs in either building, as the exact building and room # will be posted there)

All participants must RSVP for either date at:

[https://www.surveymonkey.com/s/14SU-14FA-PDO-RSV](https://www.surveymonkey.com/s/14SU-14FA-PDO-RSV)
**Professional Behavior**

When traveling to Costa Rica, you essentially become ambassadors and representatives of the American people and the Costa Rican people will perceive you in these terms. You are also ambassadors and representatives of SDSU. Thus, you are expected to demonstrate appropriate professional and ethical behavior at all times. To further clarify, appropriate conduct and participation includes the following:

- **Class Attendance and Participation**: Since this course will run as a discussion-based seminar, every student’s careful preparation, attendance and active participation is essential for its success. Attendance is required in all scheduled elements of this program, both in class (pre-trip and in Costa Rica), and at on-site activities and functions during the study abroad. More importantly, we expect you to be actively and fully engaged in discussions, field visits, excursions, and so forth, prepared to ask questions and to meaningfully comment on speakers’ observations and instruction. This is not an insignificant element of the course. Please recognize that this will likely mean being reasonable about “night before” recreational activities during the study abroad, and making wise choices about your schedule. Get enough sleep, and be responsible about your intake of food and drink so that you can be at the top of your game the next day.

Participation will be assessed on the basis of the following criteria:

a. Were you there? **ATTENDANCE** is the first (minimum) step in participation...you can’t engage if you aren’t there.

b. How actively **INVOLVED** were you in class activities? This is an assessment of your effort and attitude during exercises, discussions, field visits, with speakers, and so forth. *That you are shy or naturally quiet is an entirely insufficient reason for lack of participation!*

c. To what extent did you make **POSITIVE CONTRIBUTIONS** in discussions, excursions, site visits, and so forth? Not only is action required for learning to take place; reflection on what went well and what did not is also a necessary part of personal and professional development. You can best help each other in these times of reflective learning by actively and honestly contributing your thoughts, observations, experiences, ideas, and conclusions. We all lose when any of us withholds meaningful input.

2 points will be deducted off your final grade for not attending, not being actively involved, or not making positive contributions in class discussions, excursions, site visits, and so forth.

- All assignments should be handed in **ON TIME**. Late work will negatively impact your grade in the course. **You will lose 2 points off your grade for every day an assignment is late.**
• If you have special needs or require special accommodations to be able to participate fully in this course or to complete the objectives of this class, please talk to us regarding these accommodations, as early as possible.

Assignments

I. Before departing, you will be responsible for reading and responding to several reading questions. We will discuss the reading and reading questions during the three pre-departure classes, and during the two-week intensive course abroad. (35%)

These readings provide context and the framework for the overall content in the course. Make sure you read the articles in their entirety before you respond to the questions. Your response to every individual question should be approximately two-three typed paragraphs in length.

Due March 21


Culture and Conflict, from When Stories Clash: Addressing Conflict with Narrative Mediation, Monk and Winslade (2012)

1. In your own words, why is narrative mediation an “outside-in” approach to conflict?
2. Describe examples of two discourses that you are personally familiar with in your own life and how they affect you.

How to Work with Conflict Stories: Nine Hallmarks of Narrative Mediation, from Practicing Narrative Mediation: Loosening the Grip of Conflict, Winslade and Monk (2008)

3. Define essentialism and anti-essentialism and give an example of each. What do you see as the benefits of anti-essentialism?
4. What do you think of externalizing problems and/or conflicts? What are the advantages of doing this?

Due April 25

The Problem, from Getting to Yes, Fisher and Ury (1992)
Different Types of Mediation, from Conflict Management Coaching, Noble (2012) pgs. 21-26

Theoretical and Philosophical Issues in Narrative Mediation, from Narrative Mediation: A New Approach to Conflict Resolution, Winslade and Monk (2000) pgs. 31-37

Comparisons Between Narrative Mediation and other Mediation Models

1. Identify a recent conflict in your own life (with professor, roommate, peer, boyfriend, girlfriend, family member, etc) and analyze it from an interest based AND narrative perspective. How would a mediator from these lenses view and approach your conflict? What issues would each approach focus on? Which approach do you imagine working better to resolve it and why?

2. How might a mediator’s failure to consider cultural factors derail or undermine options for conflict resolution and peace? Be specific and give examples.

II. Before departing, you will be responsible for completing your Identity Reflection and Learning Goals (25%) Due May 16

For this assignment, you must respond to the following prompts:

- In what ways do you think your lifestyle is “typically American?” or typical of another national group, or of both? How do you imagine your lifestyle is similar to or different from a college age Costa Rican?

- What role(s) does conflict and peace play in your own identity and values?

- How did conflict present itself in your family when you were growing up? What kind of conflict resolution was modeled by your parents and significant family members?

- What kind of conflict resolver are you? What are your strengths and weaknesses when it comes to dealing with conflict?

- Your decision to participate in this challenging cross-cultural experience is a significant commitment. What do you hope to “get out of” the program? You should come up with 4 (personal and professional/academic) goals.

- How specifically do you plan to accomplish these goals? What do you imagine/anticipate doing that will help you meet them?
• What do you imagine the biggest challenges be in accomplishing these goals, and how do you imagine responding to these challenges?

III. During the time in Costa Rica, you will be responsible for writing and turning in Journal Reflections based on particular prompts. (10%)

While abroad, you are required to respond to several prompts in a journal. These prompts are designed to keep you focused on what you are learning and experiencing, and to facilitate the comparative analysis paper due at the conclusion of the study abroad program. Your responses can be handwritten, but they must be clearly legible! If the instructors cannot easily read your responses, you will receive zero credit. Each entry should be approximately 2-3 pages in length.

Reflection #1 Due May 29
Now that you have arrived, you should begin to observe your reactions to, and feelings about your living situation (dorm), the classes, the city, and your classmates. In this first journal entry, write about one thing about EACH of the following that met your expectations, AND one thing about EACH of the following that surprised you:

1. Living situation
2. Classes
3. Host city and neighborhood
4. SDSU Classmates

What other things about your new environment have been particularly confusing, frustrating or otherwise uncomfortable? Explain in detail and using as many examples as possible.

What other things about your new environment have been particularly satisfying, pleasing or otherwise appealing? Explain in detail and using as many examples as possible.

Reflection #2 Due June 6
At this point in your time abroad you should have made contact with local people. Describe three interactions that you have had in which Costa Rican and/or American cultural practices were discussed. What are you learning that
helps you understand the perception of Americans by local people? What are you learning that helps you understand your own perceptions of the local people, and of Pura Vida?

IV. One month upon your return, you will be responsible for writing a paper that connects your learning about conflict resolution before departure with your experiences within Costa Rica. More Guidelines with specific requirements will be provided. (30%) Due June 23

Grading

Students are not guaranteed or automatically entitled to A grades. Students earn a grade of A. A equals Outstanding Academic Achievement.

A Grade: 94-100% A
         90-93% A-

A is outstanding achievement; available for only the highest accomplishment

B Grade: 87-89% B+
         84-86% B
         80-83% B-

B is praiseworthy performance; definitely above average

C Grade: 77-79% C+
         74-76% C
         70-73% C-

C is average; awarded for satisfactory performance

III. D Grade: 67-69% D+
       64-66% D
       60-63% D-

D is minimally passing; less than the typical undergraduate achievement

F Grade: Below 60%
IV. F is failing
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<td>7:00 a.m. Breakfast Included</td>
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<td>Faculty Arrival – transfer to apartment</td>
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<td>8:00 a.m. CEA Orientation</td>
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<td>9:00 a.m. - 11 a.m. Guest Lecture #1</td>
<td>10:00 a.m. Guest Lecture #2 and Guided Site Visit to National Museum</td>
<td>11:00 a.m. Departure to Puerto Viejo de Talamanca</td>
<td>9:00 a.m. – noon Class Time</td>
<td>1:00pm Snorkeling at Cahuita National Park</td>
<td>7:00 a.m. Breakfast Included</td>
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<td>2:00 p.m. CEA Social/Cultural Activity – guided visit to San Jose</td>
<td>11:00 a.m. Departure to Puerto Viejo de Talamanca</td>
<td>Lunch Included</td>
<td>11:00 a.m. – 11 a.m. Class Time</td>
<td>7:00 a.m. – 1:00p</td>
<td>Breakfast Included</td>
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<td>6:00 p.m. CEA Social/Cultural Activity – San José: Architecture, Art and Design</td>
<td>Arrive approx. 4:30pm</td>
<td>San José – lunch)</td>
<td>12:30 p.m. Check out – Lunch</td>
<td>All Day Activity: walk to the Bribri Indigenous Colony</td>
<td>7:00 a.m. Breakfast Included</td>
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<td>11:30 a.m. Welcome Costa Rican Lunch Included</td>
<td>Dinner at Housing Included</td>
<td>Free time to explore beaches or forests in the afternoon</td>
<td>1:00 or 2:00pm</td>
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<td>Depart U.S. Arrival in SJO</td>
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<td>1:30 p.m. CEA neighborhood tour</td>
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<td>Free Time to do day activities - we will provide options during week one</td>
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<td>3:00 p.m. CEA Social/Cultural Activity – Guided Walk through San José</td>
<td>End of Program Depart SJO for U.S. Group Transport to Airport</td>
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