

**CONF 713**  
**Reflective Practice in Conflict Analysis and Resolution**  
**Wednesdays, 4:30 – 7:10 pm**

**Sandra Cheldelin & Martha Mutisi (Section 001)**

Arl Room 244 (Combined class)

Arl Room 244 (Sections only)

Wednesdays, 4:30 – 7:10 pm

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Arl Room 244 (Combined class)

Arl Room 246 (Sections only)

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Office hours: by appointment

### **Course Description and Objectives**

Reflective practice is the process of exploring a pattern of action, making adjustments during the action, or thinking about past action. In an elemental sense, most of us perform some form of reflective practice virtually every day. To the extent that reflective practice incorporates theory and experience, even the most mundane of activities engages aspects of experiential learning and nascent theory.

Conflict resolution is frequently a process that involves emotional intensity and relational complexity. This can be a factor in dyadic disputes, but is significantly present in deep-rooted multiparty conflicts. Because of this, it is critical that practitioners be skilled at integrating theory and experiential learning into practice at three stages of an intervention: (i) in analyzing or assessing the conflict in preparation for intervention; (ii) during the intervention itself; (iii) and post intervention reflection. In this way, reflective practice is a form of "meaning making" – attempting to make sense of phenomena occurring around you through an interdependence of theory, experience and practice.

Utilizing discussion, laboratory and simulation work, you will have the opportunity to engage aspects of reflective practice as noted above. The objective is to build an understanding of integrative practice that can be utilized in a variety of conflict settings.

## Course Requirements

Along with class attendance (**required**), students are expected to participate fully in all exercises and complete all weekly required readings in preparation for class discussion. Throughout the course there will be various learning experiences. Mediums will include videos, guest speakers, impromptu vignettes, lectures, simulations and role-plays, journaling, structured observation, class exercises and discussions.

### **A. Class Discussion and Exercises (simulations and role-plays): 20%**

During the course of the semester, there will be opportunities for students to engage in discussion and brief exercises to test the application of reflective practice at various points of a conflict cycle. Students will assume various parties, intervention and observation roles designed to test the application of reflective practice. (20 %)

### **B. Reflective Practice Log and Paper: 40%**

Throughout the class students will keep a *reflective practice log* recording reflections and tasks on class assignments, readings, discussions and exercises. The log is meant to help you develop your own skills as reflective practitioners and you will explore your own skills and abilities to be a conflict resolution practitioner while integrating class assignments and readings. The log will culminate in a research paper integrating readings, practice and reflections on these. A short log summary (3-5 pp) is due on **October 1**, and the final paper (~ 15 pp) is due on **November 12**. (Logs 10% & Paper 30%)

### **C. Group Reflective Practice Theory Presentation: 40%**

Building on all class requirements and activities, teams of no more than 4 students will develop their own key theory of reflective practice and present it in a **capstone product** that integrates classroom exercises and discussions, and simulation/role plays. Creativity is encouraged. Presentations will take place the last two weeks of classes (student groups may sign up for **November 19** or **December 3** (4 groups per class). Please submit to faculty names of group members and date preferences for presentation no later than **October 1**. (40%)

### Important Dates to Remember:

<b>Reflective Practice Log (10%)</b> <b>Submit names of group members for final product</b>	<b>October 1</b>
<b>Reflective Practice Final Paper (30%)</b>	<b>November 12</b>
<b>Group Theory of Reflective Practice (40%)</b>	<b>November 19 or December 3</b>

### Class Policies and Procedures

Students are responsible for completing individual and group assignments on time.

Some class assignments and readings will be sent via e-mail and students are responsible for checking **GMU email** and keeping up-to-date with these. Incomplete grades will not be granted save in cases of personal or immediate family illness or emergency.

A reminder: Plagiarism or other violations of the **honor code** are not acceptable in this or any other GMU class. See the ICAR handbook:  
[http://www.gmu.edu/departments/ICAR/newstudent/Appendix\\_L.pdf](http://www.gmu.edu/departments/ICAR/newstudent/Appendix_L.pdf).)  
For clarification of related issues, please consult your faculty.

### University Resources and Assistance

**Writing Center:** The Writing Center provides tutors who can help you develop ideas and revise papers at no charge. It can sometimes accommodate walk-ins, but generally it is best to call for an appointment. The services of the Writing Center are also available online.

**Location:** ARL311 **Contact:** 703.993.4491 or <http://writingcenter.gmu.edu>

**Disability Resource Center:** The Disability Resource Center assists students with learning or physical conditions affecting learning. Students with learning differences that require special conditions for exams or other writing assignments should provide documentation provided by the Disability Resource Center. Please see one of the instructors the first week of classes.

**Location:** SUB I, Room 222 **Contact:** 703.993.2474 [www.gmu.edu/student/drc/](http://www.gmu.edu/student/drc/)

## Electronic Reserves

Adobe Acrobat must be installed on your computer to view and print some E-Reserves Readings. E-Reserves permits students to access Course Readings remotely from home or office, and allows students to view and print materials using Adobe Acrobat Reader. All users of the E-Reserves must comply with the University Policy and Copy Right Law (Title 17, United States Code)

### Accessing E-Reserves:

1. Go to <http://oscr.gmu.edu>
2. Click on the magnifying glass (Search electronic reserves)
3. Using the drop-down boxes, select the course [CONF 713] and instructor [Conf 713-001 Cheldelin; -002 Warfield] Be sure it says "Fall 2008"
4. Enter in the password (**peace**) and click submit to view the item. It is case sensitive.
5. To view and print an article click on the small PDF button or the Link button if available

If you experience problems with an electronic reserve item or need additional help please contact the E-Reserves Coordinator at 993.9043. If you need additional assistance please e-mail [ereserves@gmu.edu](mailto:ereserves@gmu.edu).

## Required Readings Available on E-Reserve

- Argyis, Chris and Donald A. Schön. 1992. *Theory in Practice: Increasing Professional Effectiveness*. Chapter 1: "Theories of Action", Chapter 2: "Evaluating Theories of Action", pp. 3-34. San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 446 5.
- Avruch, Kevin and Peter W. Black (1993). "Conflict Resolution in Intercultural Settings: Problems and Prospects," in D. Sandole and H. van der Merwe, eds., *Conflict Resolution Theory and Practice Integration and Application*. Manchester: Manchester University Press. pp. 131-145.
- Bohm, David. 1996. *On Dialogue*. Chapter 2, London: Routledge. pp. 6-47 (on reserve; not e-reserve)
- Bush, Baruch and Joseph Folger. 1994. *The Promise of Mediation: Responding to Conflict Through Empowerment and Recognition*, San Francisco: Jossey-Bass Publishers
- Carstarphen, Nike and Ilana Shapiro. 1997. *Facilitating between gang members and police*. *Negotiation Journal*, Spring #2.
- Celik, Ayse B. & Blum, Andrew. 2007. "Track II interventions and the Kurdish question in Turkey: an analysis using a theories of change approach." *International Journal of Peace Studies*, Vol 12, No.2, pp 51-81

- Cheldelin, Sandra I., Wallace Warfield with January Makamba. 2004. Reflections on Reflective Practice, pp. 64-78. *In Research Frontiers in Conflict Analysis and Resolution*. Fairfax: Institute for Conflict Analysis and Resolution, George Mason University.
- Driver, Michael J. et al. 1993. *The Dynamic Decision Maker: Five Decision Styles for Executive and Business Success*. Chapter 1, pp. 1-17; & Chapter 2, pp. 18-37. San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 593 3.
- Duffield, Mark. 2001. The New Humanitarianism, Chapter 4, pp. 75-107. *In Global Governance and the New Wars: The Merging of Development and Security*. New York: Palgrave. ISBN: 1 85 649 749 6.
- Dugan, Máire A. 1996. A Nested Theory of Conflict. *In A Leadership Journal: Women in Leadership – Sharing the Vision*. Volume 1, pp. 9-19.
- Dukes, E. Franklin. 1996. Facilitation of Dialogue, Chapter 5, pp. 62-75. *In Resolving public conflict: Transforming community and governance*. Manchester: Manchester University Press. ISBN: 0 7190 4514 4.
- Lave, C & J. March. 1979. *An Introduction to Models in the Social Sciences*. New York: Harper and Row.
- LeBaron, Michelle. 2003. *Bridging Cultural Conflicts: A New Approach for a Changing World*. Chapter 1, pp. 3-31; & Chapter 10, pp. 271-289. San Francisco: Jossey-Bass. ISBN: 0 7879 6431 X.
- Lederach, John Paul. 1995. *Preparing for Peace: Conflict Transformation across Cultures*. Chapter 6, pp. 55-62. New York: Syracuse University Press. ISBN: 0 8156 2725.
- Marsick, Victoria J., and Karen E. Watkins. 2001. Informal and Incidental Learning, Chapter 3, pp. 25-34. *In The New Update on Adult Learning Theory: New Directions for Adult and Continuing Education, No. 89*. Merriam, Sharan B., ed. San Francisco: Jossey-Bass Publishers. ISBN: 0 7879 5773 9.
- Marsick, Victoria J., and Alfonso Sauquet. 2000. Learning through Reflection, Chapter 19, pp. 382-399. *In The Handbook of Conflict Resolution: Theory and Practice*. Deutsch, Morton and Peter T. Coleman, Eds. San Francisco: Jossey-Bass Publishers. ISBN: 0 7879 4822 5.
- Moore, Christopher. 1996. "How Mediation Works" chapter 2 *In The Mediation Process: Practical Strategies for Resolving Conflict*, Jossey Bass, San Francisco.
- Schrock-Shenk, Carolyn, ed. 2000. *Mediation and Facilitation Training Guide: Foundations and Skills for Constructive Conflict Transformation*. Pp. 218-226; 280-281. Akron, PA: Mennonite Conciliation Services. ISBN: 0 9642003 0 9.

Schwarz, Roger M. 1994. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, Chapter 6, pp. 122-145. San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 638 7.

Schön, Donald, 1983. *The Reflective Practitioner: How Professionals Think in Action*. Chapter 2, "From Technical Rationality to Reflection-in-Action" (p 21-69) New York: Basic Books

Tan, Sui-Lan, and F.M. Moghaddam. 1999. Positioning in Intergroup Relations, Chapter 13, pp. 178-194. *In Positioning Theory: Moral Contexts of Intentional Action*. Harré, Rom and Luk van Langenhove, Eds. Oxford: Blackwell Publishers Ltd. ISBN: 0 631 21139 X.

Vasquez, John A. 2005. Ethics, Foreign Policy, and Liberal Wars: The Role of Restraint in Moral Decision Making. *In International Studies Perspectives*. Volume 6, Issue 3, pp. 307-315. ISBN: 1528 3577.

Yankelovich, Daniel, 1999. *The Magic of Dialogue: Transforming conflict into cooperation*, New York: Simon and Schuster. ISBN-68485457-0

Warfield, Wallace. 2002. Is This the Right Thing to Do? A Practical Framework for Ethical Decisions, Chapter 19, pp. 213-223. *In A Handbook of International Peacebuilding: Into the Eye of the Storm*. Lederach, John Paul, and Janice Moomaw Jenner, Eds. San Francisco: Jossey-Bass Publishers. ISBN: 0 7879 5879 4.

Watkins, Jane Magruder and Bernard J. Mohr. 2001. *Appreciative Inquiry: Change at the Speed of Imagination*. San Francisco: Jossey-Bass/Pfeiffer. Chapter 2 "Appreciative Inquiry : History, Theory and Research."

Watkins, Jane Magruder and Bernard J. Mohr (2001) *Appreciative Inquiry: Change at the Speed of Imagination*. San Francisco: Jossey-Bass/Pfeiffer. Chapter 3 "Appreciative Inquiry as a Process."

### **Theory and Model Building (optional readings for Week 2 and useful for final project)**

Celik, Ayse B., & Blum, Andrew. 2007. "Track II interventions and the Kurdish question in Turkey: an analysis using a theories of change approach." *International Journal of Peace Studies*, Vol 12, No.2, pp 51-81.

Galtung, J. 1996: *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. London: Sage.

- Macfarlane, Julie and Bernie Mayer. 2005. *What's the Use of Theory? How Trainer-Practitioners Understand and Use Theory*. Research Enquiry for the Hewlett Foundation, Summary Notes.
- Miall, Hugh, Oliver Ramsbotham, and Tom Woodhouse, 1999. *Contemporary Conflict Resolution* Malden, Mass.: Blackwell Publishers.
- Pruitt, D., & Kim, S. H. 2000. *Social conflict: Escalation, Stalemate, and Settlement* (3rd ed.). New York: McGraw-Hill.
- Ting Toomy, Stella. 1999. *Intercultural Communication: An Introduction*, Chapter 1, New York: Guilford Press. pp 3-24
- Warfield, Wallace P., 1993. "Public-Policy Conflict Resolution: The nexus between culture and process" pp 176-193. In. Sandole, Dennis J.D. and Hugo van der Merwe, (Eds). *Conflict Resolution Theory and Practice*, Manchester, U.K.: Manchester University Press.

## Weekly Class Structure and Assignments

**Week 1**                      **August 27, 2008**                      **Combined Class**  
**Introduction to Reflective Practice – Part 1**

**Themes:**

- Background on reflective practice, where and how it's being used; role in conflict analysis and resolution
- Tension between (and integration of) theory, research, and practice in conflict resolution

**Class Activities:**

- Introductions, review of syllabus, course requirements and structure  
Handouts: syllabus, course competencies, journal techniques & notes on final project
- Presentation: theory, research and practice in conflict resolution, levels of reflection and model building.

**Readings:** ~ NOTE: please be prepared to discuss assigned reading (and therefore read before class). No readings for Week 1.

**Assignments:**

- For Week 2 bring a conflict that you are either currently a party to or are deeply interested in (e.g. the Georgia/Russia conflict) and be prepared to present and discuss it.

**Week 2**                      **September 3, 2008**                      **Combined Class**  
**Introduction to Reflective Practice – Part II**  
**Reflective Practice, Model Building via Micro/Meso Theories**

**Themes:**

- RP models and degrees of adaptability to conflict analysis and resolution
- What do we mean by theory?
- How and why do we build models?
- Three rules of model building
- Useful Conflict Analysis and Resolution Models

**Class Activities:**

- Application of individual conflicts (see assignment from Week 1) to Conflict Analysis and Resolution models

**Readings:**

- Argyris, Chris and Donald A. Schön. 1992. *Theory in Practice: Increasing Professional Effectiveness*. Chapter 1: "Theories of Action", Chapter 2: "Evaluating Theories of Action", pp. 3-34. San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 446 5.



- Cheldelin, Sandra I., Wallace Warfield with January Makamba. 2004. Reflections on Reflective Practice, pp. 64-78. In *Research Frontiers in Conflict Analysis and Resolution*. Fairfax: Institute for Conflict Analysis and Resolution, George Mason University.
- Dugan, Máire A. 1996. A Nested Theory of Conflict. *In A Leadership Journal: Women in Leadership – Sharing the Vision*. Volume 1, pp. 9-19.
- Marsick, Victoria J., and Alfonso Sauquet. 2000. Learning through Reflection, Chapter 19, pp. 382-399. *In The Handbook of Conflict Resolution: Theory and Practice*. Deutsch, Morton and Peter T. Coleman, Eds. San Francisco: Jossey-Bass Publishers.
- Schön, Donald. 1983. *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books. Chapter 2, pp. 21-69.

**WEEK 3            SEPTEMBER 10, 2008**

**COMBINED SECTIONS**

**Module 1: Reflective Practice in FACILITATION-Part I**

**Themes:**

- Theory, research , practice, principles and purpose of facilitation
- Similarities and differences from formal mediation
- Facilitation techniques that compliment a reflective practice approach
- Implication for learning models

**Class activities:**

- Roommate exercise

**Readings:**

- Schrock-Shenk, Carolyn, ed. 2000. *Mediation and Facilitation Training Guide: Foundations and Skills for Constructive Conflict Transformation*. Pp. 218-226; 280-281. Akron, PA: Mennonite Conciliation Services. ISBN: 0 9642003 0 9.
- Schwarz, Roger M. 1994. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, Chapter 6, pp. 122-145. San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 638 7.

**WEEK 4            SEPTEMBER 17, 2008**

**COMBINED SECTIONS**

**Reflective Practice in FACILITATION – Part 2**

**Themes:**

- Micro/meso theories that influence facilitation
  - including single v. double-loop learning
  - decision-making
  - ethical practices.
- Facilitation styles

**Class activities:**

- In class video: “Gang-Banging in Little Rock”
- Small group activity

**Readings:**

- Driver, Michael J. et al. 1993. *The Dynamic Decision Maker: Five Decision Styles for Executive and Business Success*. Chapter 1, pp. 1-17; & Chapter 2, pp. 18-37. San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 593 3.
- Marsick, Victoria J., and Karen E. Watkins. 2001. Informal and Incidental Learning, Chapter 3, pp. 25-34. In *The New Update on Adult Learning Theory: New Directions for Adult and Continuing Education, No. 89*. Merriam, Sharan B., ed. San Francisco: Jossey-Bass Publishers. ISBN: 0 7879 5773 9.
- Marsick, Victoria J., and Alfonso Sauquet. 2000. Learning through Reflection, Chapter 19, pp. 382-399. In *The Handbook of Conflict Resolution: Theory and Practice*. Deutsch, Morton and Peter T. Coleman, Eds. San Francisco: Jossey-Bass Publishers. ISBN: 0 7879 4822 5.

**WEEK 5            SEPTEMBER 24, 2008**  
**Reflective Practice in FACILITATION - Part 3**

**COMBINED CLASS**

**Themes:**

- Facilitation in organizational and community conflicts  
 - Issues of identity, culture and hierarchy
- Practice, paying close attention to reflective practice models.

**Class activities:**

- Role play: The Great Lakes Scenario

**Readings:**

- Carstarphen, Nike and Ilana Shapiro. 1997. *Facilitating between gang members and police*. Negotiation Journal, Spring #2.
- Dukes, E. Franklin. 1996. Facilitation of Dialogue, Chapter 5, pp. 62-75. In *Resolving public conflict: Transforming community and governance*. Manchester: Manchester University Press. ISBN: 0 7190 4514 4.

**WEEK 6            OCTOBER 1, 2008**  
**MODULE II: Reflective Practice in MEDIATION - Part 1**

**COMBINED CLASS**

**Themes:**

- History and the nature and practice of mediation
- A continuum of intervention model
- Where and how mediation as a process is used and mediation activities
- The role of reflective practice in mediation

**Class activities**

- Video excerpts from *The Mediators* (Teresa Wakeen, Chris Moore, Peter Adler, Joan Kelly/Nina Meirding, Howard Bellman, John Paul Lederach, Homer LaRue and Don Saposnek)
- Michael Lewis mediation video
- Role play

**Due:**

- Log summary paper (3 ~ 5 pages)
- Please submit names of group members for final presentation and date preferences for presentation (no guarantee)

**Readings:**

- Bush, Baruch and Joseph Folger., 1994. *The Promise of Mediation: Responding to Conflict*
- Moore, Christopher (1996) "How Mediation Works" chapter 2 in *The Mediation Process: Practical Strategies for Resolving Conflict*, Jossey Bass, San Francisco.

**WEEK 7            OCTOBER 8, 2008**

**SECTIONS ONLY**

**MODULE II: Reflective Practice in MEDIATION - Part 2**

**Themes:**

- Micro/meso theories that influence mediation
  - interest-based (principled) negotiations, power, trust, trust-building, conflict management, mitigation, resolution, ethics, etc.

**Class activities:**

- Class simulation (gender and culture)
- GSCS Mid-term evaluations

**Review Readings:**

- Chapter from Moore's *The Mediation Process*
- Pruitt and Kim's *Dual Concern Model*
- Warfield's *Layered Model of conflict behavior*

**WEEK 8            OCTOBER 15, 2008**

**SECTIONS ONLY**

**MODULE II: Reflective Practice in MEDIATION - Part 3**

**Themes:**

- Integrating elements of facilitation and mediation in a conflict situation manifesting reflective practice adaptations

**Class Activities:**

- Spike Lee's video
- Exercise: Katrina a few years later
- What theory(ies) are put into play?
- How is the mediation role interpreted re: Moore's types of mediators?

**Review Readings:**

- Lave, C & J. March , *Introduction to Models*
- Galtung's *Contradiction, Attitude, Behavior*
- Celik and Blum *Theories of Change (ToC)*

**WEEK 9**

**OCTOBER 22, 2008**

**COMBINED CLASS**

**Module III: Reflective Practice in DIALOGUE: The Appreciative Inquiry (AI)**

**Approach – Part I**

**Themes:**

- Principles and purposes of dialogue
- Where and how dialogue is used (community dialogues, problem-solving workshops)
- Working with the AI process
- Theoretical overview

**Class activities:**

- Video on dialogue models
- Fishbowl practice

**Readings:**

- Tan, Sui-Lan, and F.M. Moghaddam. 1999. Positioning in Intergroup Relations, Chapter 13, pp. 178-194. *In Positioning Theory: Moral Contexts of Intentional Action.* Harré, Rom and Luk van Langenhove, eds. Oxford: Blackwell Publishers Ltd.
- Watkins, Jane Magruder and Bernard J. Mohr (2001) *Appreciative Inquiry: Change at the Speed of Imagination.* San Francisco: Jossey-Bass/Pfeiffer. Chapter 2 "Appreciative Inquiry: History, Theory and Research."

**WEEK 10**

**OCTOBER 29, 2008**

**SECTIONS ONLY**

**Module III: Reflective Practice in DIALOGUE – Part 2**

**Themes:**

- Micro/meso theories that influence dialogue
- Understanding cultural diversity

**Class Activity:**

- Convening a dialogue

**Readings:**

- Avruch, Kevin and Peter W. Black (1993). "Conflict Resolution in Intercultural Settings: Problems and Prospects," in D. Sandole and H. van der Merwe, eds., *Conflict Resolution Theory and Practice Integration and Application.* Manchester: Manchester University Press. Pp. 131-145.

- LeBaron, Michelle. 2003. *Bridging Cultural Conflicts: A New Approach for a Changing World*. Chapter 1, pp. 3-31; & Chapter 10, pp. 271-289. San Francisco: Jossey-Bass. ISBN: 0 7879 6431 X.
- Lederach, John Paul. 1995. *Preparing for Peace: Conflict Transformation across Cultures*. Chapter 6, pp. 55-62. New York: Syracuse University Press. ISBN: 0 8156 2725.
- Watkins, Jane Magruder and Bernard J. Mohr (2001) *Appreciative Inquiry: Change at the Speed of Imagination*. San Francisco: Jossey-Bass/Pfeiffer. Chapter 3 "Appreciative Inquiry as a Process."

**WEEK 11      NOVEMBER 5, 2008**

**SECTIONS ONLY**

**Module III: Reflective Practice in DIALOGUE – Part 3**

**Themes:**

- Integrating elements of facilitation/mediation in a dialogue setting  
- How is reflective practice manifested?

**Class activities:**

- Exercise: Designing culturally sensitive dialogues
- Breakout exercises

**Readings:**

- Bohm, David. (1996) *On Dialogue*. Chapter 2, pp 6-47. London: Routledge (on reserve)
- Ting Toomy, Stella. 1999. *Intercultural Communication: An Introduction*, Chapter 1, New York: Guilford Press. pp 3-24

**WEEK 12      NOVEMBER 12, 2008**

**SECTIONS ONLY**

**Module 4: INTEGRATION and Reflective Practice – Part 1**

**Themes:**

- Ethics and Reflective Practice
- Tensions between personal and professional ethics

**Class Activities:**

- Exercise: Role-play consulting firm
- Ethics scenarios practice

**Due:**

- **Final Reflective Practice Research Paper**

**Readings:**

- Duffield, Mark. 2001. The New Humanitarianism, pp. 75-107. *In Global Governance and the New Wars: The Merging of Development and Security*. New York: Palgrave.

- Schrock-Shenk, Carolyn, ed. 2000. *Mediation and Facilitation Training Guide: Foundations and Skills for Constructive Conflict Transformation*. Pp. 280-281. Akron, PA: Mennonite Conciliation Services.
- Vasquez, John A. 2005. Ethics, Foreign Policy, and Liberal Wars: The Role of Restraint in Moral Decision Making. In *International Studies Perspectives*. Volume 6, Issue 3, pp. 307-315.
- Warfield, Wallace. 2002. Is This the Right Thing to Do? A Practical Framework for Ethical Decisions, Chapter 19, pp. 213-223. In *A Handbook of International Peacebuilding: Into the Eye of the Storm*. Lederach, John Paul, and Janice Moomaw Jenner, eds. San Francisco: Jossey-Bass Publishers.

**WEEK 13      NOVEMBER 19, 2008      SECTIONS ONLY**  
**Module 4: INTEGRATION and Reflective Practice – Part 2**

**Theme:**

- Integrating theory and practice

**Class Activity:**

- Student presentation of RP models [4 groups @ 20 min. each]

**WEEK 14      NOVEMBER 26, 2008      THANKSGIVING HOLIDAY – NO CLASS**

**WEEK 15      DECEMBER 3, 2008      SECTIONS ONLY**  
**Module 4: INTEGRATION and Reflective Practice – Part 3**

**Theme:**

- Integrating theory and practice

**Class Activity**

- Student presentation of RP models [4 groups @ 20 min. each]
- Celebration, course evaluation