

CONF 620/820

Reflective Practice in Conflict Analysis and Resolution: Interpersonal and Multiparty Conflicts

Tuesdays and Thursdays, 1:30-4:10 pm
Arlington Founder's Hall Room 312

Sandra Cheldelin, Professor

scheldel@gmu.edu

703.993.3652

Office hours: Wednesdays 3-5 pm
Metropolitan Building Room 5084

Course Overview and Description

Conf. 620/820 is a skill-building course integrating conflict theory and practice using reflective practitioner approaches. You will learn necessary skills for third-party intervention including active listening, empathy, paraphrasing, reframing, problem solving and transformational processes. Cases for practice focus on interpersonal, intra- and inter-group conflicts and are embedded in negotiation, facilitation, mediation, appreciative inquiry and dialogue.

Conflict is an inescapable part of our lives—in our personal relationships, at work, in community and in society. Sometimes it is a process in which we struggle over scarce resources, sometimes over misunderstandings or differences in perceptions, and sometimes because of the positions we find ourselves in through narratives or stories that we have created or been victim of others' creations. To make it even more complex, conflict is always embedded in culture, history, identity and values systems.

Reflective practice is the process interveners engage that consists 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 a process that often involves emotional intensity and relational complexity. These are factors in many dyadic disputes, but are significantly present in deep-rooted, protracted multiparty conflicts. Because of this, it is critical that as practitioners we become skilled at integrating theory and experiential learning into practice at three stages of an

intervention: 1) in analyzing or assessing the conflict in preparation for intervention; 2) during the intervention itself; and 3) in post intervention reflection. In this way, reflective practice is a form of "meaning making"—attempting to make sense of phenomena occurring around us through an interdependence of theory, experience and practice. It may also be a process of altering meaning-making systems designed toward transformation of the relationships for the parties in conflict.

Through discussion, laboratory and simulation work, and exploring various conflict resolution techniques and practices, you will have the opportunity to engage aspects of reflective practice as noted above. The objective is to build an understanding of and personalized skills in reflective practice that can be utilized in a variety of conflict settings.

If you are successful in this class you will conclude it with increased facility in your own efforts of reflective practice and have increased your ability to articulate your reflective practice within a community of conflict resolution practitioners. You will have learned theories and techniques for assessing conflicts, be able to make informed summaries of conflict intervention options, and will have a set of skills and techniques to help parties in conflict have constructive conversations and move conflicts toward resolution.

While you will learn and practice several conflict resolution process models and roles, the goal is not to be fully trained as mediators, facilitators, and the like, although this course will be an excellent introduction should you decide to pursue further training or credentialing in such areas. Rather, by the end of the semester you should be more comfortable with reflective practice, and with the process of continuing improvements of your abilities to work with conflict in various roles, processes and contexts.

The course can be seen as engaging three core areas:

1. Conflict resolution practices (particularly negotiation, mediation, facilitation)
2. Reflective practices (reflective engagement with conflict resolution practices)
3. Co-constructing (collaboratively) reflective practice (co-creating, catalyzing, and supporting conflict resolution reflective practice)

Course Requirements

Along with class attendance (**required**), you are expected to participate fully in all exercises and complete all required readings in preparation for each 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, in- and outside-class activities, web-based searches and discussions. Specifically, you will be graded on the following course requirements:

A. Class Discussion and Exercises (simulations, role-plays, in- and outside-class assignments, readings, debriefs, etc.): 30%

Over the semester, you will engage in brief exercises and discussions to assess the application of reflective practice at various points of a conflict cycle and with different methodologies. During simulations you will assume various roles—parties in conflict or violence, interveners and

observers—designed to give you practices opportunities to assess your own reflective practice skills. Assessment will be based on such factors as preparedness, risk-taking, and evidence of integrating readings with assigned roles.

B. Reflective Practice Log and Paper: 40% (10% and 30%)

Bi-weekly you will keep a *reflective practice log* recording reflections on class assignments, readings, discussions and exercises. The log is meant to help you develop your own skills as reflective practitioners as you learn conflict resolution practices. The log will culminate in a research paper integrating readings, class exercise, feedback and your reflections on these. A short log summary (3-5 pp.; 10%) is due on **September 19** (week 4, Thursday), and the final paper (15-20 pp.; 30%) is due on **October 10** (week 7, last class, Thursday).

C. Group Reflective Practice Theory Presentation: 30%

Building on all class requirements and activities, you may join a team of no more than three (3) students and develop your own theory of reflective practice. The team will present it as a **capstone product** that integrates classroom exercises and discussions, and simulation/role plays. Creativity is encouraged. Presentations will take place the last two classes (week 7) (student groups may sign up for **October 8**, 3 groups @ 45 minutes/group) or **October 10** (2 groups @ 45 minutes each). Please submit names of group members and date preferences for presentation no later than **September 10** (week 3, Tuesday).

Important Dates to Remember:

Submit names for capstone presentation	September 10 (week 3, Tuesday)
Reflective Practice Log (3-5 pp. 10%)	September 19 (week 4, Thursday)
Reflective Practice Final Paper (30%)	October 10 (week 7, Thursday)
Group Theory of Reflective Practice (30%)	October 8 and 10 (week 7)

Class Policies and Procedures

You are responsible for completing individual and group assignments on time. Some class assignments and readings will be sent via e-mail and you are responsible for checking your Mason e-mail and keeping up-to-date (not over-quota). Incomplete grades will not be granted except in cases of personal or immediate family illness or emergency.

Honor Code and Plagiarism

A reminder: Plagiarism or other violations of the **honor code** are not acceptable in this or any other GMU class. In addition to the following, please see the ICAR handbook:

http://www.gmu.edu/departments/ICAR/newstudent/Appendix_L.pdf.)

All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at: academicintegrity.gmu.edu. All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

SCAR's Policy: Faculty require all written work be available in electronic form so that it can be compared to electronic databases. Faculty may at any time compare your written work against electronic databases/plagiarism detection software without prior permission from you. Individual instructors may require work to be submitted in print and electronic form. You are encouraged to submit your work through Blackboards SafeAssign program. The professor may also directly submit work using the same system.

University Resources and Assistance

English Language Institute

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by a member of the GMU faculty or staff. For more information contact 703-993-3642 or malle2@gmu.edu.

The 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. **Contact:** 703.993.4491 or <http://writingcenter.gmu.edu>. It is a free writing resource that offers individual, group, and online tutoring.

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 your professor the first week of classes. **Location:** SUB I, Room 222 **Contact:** 703.993.2474 www.gmu.edu/student/drc/

**Required Readings Available on E-Reserve (ER)
or
2-hour Print Reserve (PR) at the Arlington Campus Library**

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 620] and instructor [Conf 620-201 Cheldelin]. Be sure it says "Fall 2013"
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.

The following e-reserve articles are now available and required reading for Conf 620/820 Fall 2013. [Included in this list are web-based required readings.]

- 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.
- Bush, Baruch and Joseph Folger. 1994. *The Promise of Mediation: Responding to Conflict Through Empowerment and Recognition*, San Francisco: Jossey-Bass Publishers.
- Campbell, Marcia Caton and Docherty, Jayne Seminare, "What's in a Frame?" Chapter 5 in the *Negotiator's Fieldbook: The Desk Reference for the Experienced Negotiator*, Schneider, Andrea Kupfer, Christopher Honeyman, Editors, Section of Dispute Resolution, ABA, 2006, pp. 37-46. [Will be placed in Dropbox.]
- Carstarphen, Nike and Ilana Shapiro. 1997. *Facilitating between gang members and police*. Negotiation Journal, Spring #2. [Note: out of alphabetical order on e-reserves; look below Susan Nan.]
- 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.
- Coleman, Peter T., Bui-Wrzosinska, Lan Bui, Vallacher, Robin R. and Nowak, Andrez, "Protracted Conflicts as Dynamical Systems," Chapter 8, in Schneider, Andrea Kupfer and Christopher

- Honeyman, Editors, *The Negotiator's Fieldbook: The Desk Reference for the Experienced Negotiator*. ABA Section of Dispute Resolution, 2006, pp. 61-73. [Will be placed in Dropbox.]
- 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. .
- Egeland, Jan, "10 Lessons from 10 Peace Processes" Chapter 4 in Nan, Susan Allen, Zachariah Mampilly and Andrea Bartoli, Editors, *Peacemaking: From Practice to Theory*. Volume 1, pp. 51-61, Praeger, 2011. [Note: available online as e-book through GMU library website.]
- Gamaghelyan, Philip, "Social Media: A New Track of Multi-Track Diplomacy" Chapter 29 in Nan, Susan Allen, Zachariah Mampilly and Andrea Bartoli, Editors, *Peacemaking: From Practice to Theory*. Volume 2, pp. 477-491, Praeger, 2011. [Note: available online as e-book through GMU library website.]
- Gouran, S. Dennis and Hirokawa, Randy Y. 2005. *The International Association of Facilitators (IAF) Handbook of Group Facilitation*, Chapter 21, pp. 351-359, "Facilitating Communication in Group Decision-Making Discussions", Chapter 21, San Francisco: Jossey-Bass Publishers. ISBN: 0 7879 7160 X.
- Jafari, Sheherazade and Abdul Aziz Said, "Islam and Peacemaking" Chapter 16 in Nan, Susan Allen, Zachariah Mampilly and Andrea Bartoli, Editors, *Peacemaking: From Practice to Theory*. Volume 1, pp. 228-243. Praeger, 2011. [Note: available online as e-book through GMU library website.]
- 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. [Note: spelled LrBaron on e-reserve list.]
- 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.
- Lederach, John Paul. 2009. *Conflict Transformation and Restorative Justice manual: Foundations and Skills for Mediation and Facilitations*, 5th edition, Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9 Akron, PA, Chapter 2, pp. 25-27.
- 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 3
- Maurik, John van. 1994. "Facilitating Excellence: Styles and Processes of Facilitation", *Leadership and Organizational Development Journal*, Vol 15, Issue 8, pp 30-34.
- Moore, Christopher. 1996. "How Mediation Works" chapter 2 In *The Mediation Process: Practical Strategies for Resolving Conflict*, Jossey Bass, San Francisco.
- Peppet, Scott R. and Moffitt, Michael I., "Learning How to Learn to Negotiate", Chapter 70 in the *Negotiator's Fieldbook: The Desk Reference for the Experienced Negotiator*, Schneider, Andrea Kupfer, Christopher Honeyman, Editors, Section of Dispute Resolution, ABA, 2006, pp. 615-626.
- Permanand, Shadell. 2009. *Conflict Transformation and Restorative Justice Manual: Foundations and Skills for Mediation and Facilitations*, 5th edition, Chapter 2, Section 4, pp. 59-62, "'Culture' and the Mediator's Baggage", Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9542 0030 9, Akron, PA.

- Prabhu, Joseph, "Gandhi and Peacemaking", Chapter 12, in Nan, Susan Allen, Zachariah Mampilly and Andrea Bartoli, Editors, *Peacemaking: From Practice to Theory*. Volume 1, pp. 165-178, Praeger, 2011. [Note: available online as e-book through GMU library website.]
- Roy, Beth. 2009. *Conflict Transformation and Restorative Justice Manual: Foundations and Skills for Mediation and Facilitations*, 5th edition, Chapter 2, pp. 25-27, "Thinking about Power", Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9, Akron, PA.
- Schirch, Lisa. 2009. *Conflict Transformation and Restorative Justice manual: foundations and Skills for Mediation and Facilitations*, 5th edition, Chapter 2, Section 1, pp. 32-33, "Ten principles of Identity for Peacebuilders", Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9, Akron, PA.
- Schirch, Lisa. 2009. *Conflict Transformation and Restorative Justice manual: foundations and Skills for Mediation and Facilitations*, 5th edition, Chapter 2, Section 4, pp. 66-67, "Theories of Gender, Conflict and Peacebuilding", Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9, Akron, PA.
- 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 1, "Group Facilitation and the Role of the Facilitator", pp. 3-18, San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 638 7
- Schwarz, Roger M. 1994. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, Chapter 6, "How to Intervene", pp. 122-145. San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 638 7.
- Schwarz, Roger M. 2002. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, 2nd edition, Chapter 6, "Diagnosing Behaviors that Enhance or Hinder Group Effectiveness", pp. 136-157, San Francisco: Jossey-Bass Publishers, ISBN 0 7879 4723 7.
- Schwarz, Roger M. 2002. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, 2nd edition, Chapter 12, "Dealing with Emotions", pp. 247-267, San Francisco: Jossey-Bass Publishers, ISBN 0 7879 4723 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.
- 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.
- 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, 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."

Weekly Class Structure and Assignments

WEEK 1 ~ TUESDAY, AUGUST 27, 2013
INTRODUCTION TO REFLECTIVE PRACTICE

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
- Building a reflective class environment
- Implications of learning style preferences
- Implications of conflict mode preferences

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.
- Learning Style Inventory, scoring and discussion
- Conflict Mode Preference Inventory, scoring and discussion

Assignments:

- Complete the Learning Styles Inventory **PRIOR to Week 1 Tuesday class**. [Electronic Reserves]
- Complete Conflict Mode Preference Inventory **PRIOR to Week 1 Tuesday class**. [See Dropbox Week I folder.]

Readings:

- Stupart, Richard, February 20, 2012, 7 worst international aid ideas.
<file:///Users/sandracheldelin/Dropbox/Conf%20620%20820%20Fall%202013%20Shared/7%20worst%20international%20aid%20ideas%20%7C%20Matador%20Network.webarchive>

WEEK 1 ~ THURSDAY, AUGUST 29, 2013
THEORIES AND MODELS OF CONFLICT ANALYSIS & RESOLUTION &
SKILL BUILDING

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?

- Useful Conflict Analysis and Resolution Models

Class Activities:

- Application of individual conflicts to Conflict Analysis and Resolution models
- Discussion of readings
- Reflective Practice skill building

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.
- Benjamin, Robert, *The Science Behind the Sense: Exploring Cognitive Neuroscience in Decision Making*, April 2009, <http://www.mediate.com/articles/benjamin46.cfm?nl=206>
- Covey, Stephen, *The Indian Talking Stick* http://www.youtube.com/watch?v=HUXi-Zc45tA&feature=player_embedded
- 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.
- Dugan, Máire A. 1996. A Nested Theory of Conflict. In *A Leadership Journal: Women in Leadership – Sharing the Vision*. Volume 1, pp. 9-19.
- Gouran, S. Dennis and Hirokawa, Randy Y. 2005. *The International Association of Facilitators (IAF) Handbook of Group Facilitation*, Chapter 21, pp. 351-359, "Facilitating Communication in Group Decision-Making Discussions", Chapter 21, San Francisco: Jossey-Bass Publishers. ISBN: 0 7879 7160 X
- 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.

Assignment for Week 2, September 3 class:

- In groups of **2 or 3**:
 - a.) Select an **image** (on camera) that reflects what your group agrees is the intersection of the sacred and the secular. Submit that image to Dropbox folder Week 1 no later than **Monday, September 2, 2013**
 - b.) Conduct a negotiation of an actual purchase of something (be sure to plan what the purchase will be; only one member of the group needs to do the negotiation but all must be present to observe). Write a short (no more than three-paragraphs) paper that describes the experience and your reflections on your own part of the negotiation (planning, debrief, etc.) and place it in Dropbox, Week 2, September 3. [Note: This is likely to be an early entry in your log journal.]
- Bring to class a conflict that you are either currently a party to or are deeply interested in. Describe the conflict including who are the parties, what is going on and how long, why do you think the parties are in conflict?

WEEK 2 ~ TUESDAY, SEPTEMBER 3, 2013
NEGOTIATION

Themes:

- Negotiation as a reflective practice

Class activities:

- Review of Negotiation Images of Washington DC: lessons learned
- Negotiation debrief of purchases (**short reflection paper due in dropbox**)
- Practice activity ~ **Negotiation** as a reflective practice: Pat's Problem
- Discussion of readings

Readings:

- Benjamin, Robert, *The Natural History of Negotiation and Mediation: the Evolution of Negotiative Behaviors, Rituals and Approaches*, June 2012, <http://www.mediate.com/articles/NaturalHistory.cfm>
- Campbell, Marcia Caton and Docherty, Jayne Seminare, *What's in a Frame?* Chapter 5 in the *Negotiator's Fieldbook: The Desk Reference for the Experienced Negotiator*, Schneider, Andrea Kupfer, Christopher Honeyman, Editors, Section of Dispute Resolution, ABA, 2006, pp. 37-46
- Coleman, Peter T., Bui-Wrzosinska, Lan Bui, Vallacher, Robin R. and Nowak, Andrez, "Protracted Conflicts as Dynamical Systems," Chapter 8, in Schneider, Andrea Kupfer and Christopher Honeyman, Editors, *The Negotiator's Fieldbook: The Desk Reference for the Experienced Negotiator*. ABA Section of Dispute Resolution, 2006, pp. 61-73.
- Peppet, Scott R. and Moffitt, Michael I., "Learning How to Learn to Negotiate", Chapter 70 in the *Negotiator's Fieldbook: The Desk Reference for the Experienced Negotiator*, Schneider, Andrea Kupfer, Christopher Honeyman, Editors, Section of Dispute Resolution, ABA, 2006, pp. 615-626
- Melamed, James, *Frequently Asked Questions about Mediation and Negotiation*, <http://www.mediate.com/articles/Mediationfaq.cfm>

WEEK 2 ~ THURSDAY, SEPTEMBER 5, 2013
FACILITATION: THE CASE OF GANG WARS BUILDING

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
- Micro/meso theories that influence facilitation: single/double-loop learning, decision making, ethical practices

- Facilitation styles

Class activities:

- *Gang Wars Banging in Little Rock*—discussion of video
- Small group activity—facilitation re: *Thomas Goodwill Foundation*
- Reflective Practice Skill building
- Discussion of readings

Assignments:

- Preview *Gang Wars Banging in Little Rock*:
<http://www.youtube.com/watch?v=Vk7iFwE5QSM>
 (In the “search” bar enter: gang wars banging in Little Rock)
 Preview *Gang War II—Back in the Hood* (follow-up 10 years later).
<http://www.youtube.com/watch?v=mOfvSHLcdqs> Be prepared to discuss the videos.
 Plan ways you would respond to the *Thomas Goodwill Foundation* task (see Dropbox)

Readings:

- Carstarphen, Nike and Ilana Shapiro. 1997. *Facilitating between gang members and police*. *Negotiation Journal*, Spring #2.
- Maurik, John van. 1994. “Facilitating Excellence: Styles and Processes of Facilitation”, *Leadership and Organizational Development Journal*, Vol 15, Issue 8, pp 30-34.
- 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. 2002. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, 2nd edition, Chapter 6, “Diagnosing Behaviors that Enhance or Hinder Group Effectiveness”, pp. 136-157, San Francisco: Jossey-Bass Publishers, ISN 0 7879 4723 7.
- Schwarz, Roger M. 1994. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, Chapter 1, “Group Facilitation and the Role of the Facilitator”, pp. 3-18, San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 638 7.
- Schwarz, Roger M. 1994. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, Chapter 6, “How to Intervene”, pp. 122-145. San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 638 7.
- Schwarz, Roger M. 2002. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, 2nd edition, Chapter 12, “Dealing with Emotions”, pp. 247-267, San Francisco: Jossey-Bass Publishers, ISN 0 7879 4723 7.

WEEK 3 ~ TUESDAY, SEPTEMBER 10, 2013
MULTIPARTY FACILITATION: THE CASE OF HAITI

Themes:

- Facilitation in multi-organizational and community conflicts
 - Issues of identity, culture and hierarchy

Class activities:

- The Case of Haiti: A Multiparty Relief Facilitation and Debrief

- Discussion of readings

Due:

- Names of group members and date preferences (no guarantee) for capstone theory presentation (October 8 or 10)

Readings:

- Schirch, Lisa. 2009. *Conflict Transformation and Restorative Justice manual: foundations and Skills for Mediation and Facilitation*, 5th edition, Chapter 2, Section 1, pp. 32-33, “Ten principles of Identity for Peacebuilders”, Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9, Akron, PA.
- Schirch, Lisa. 2009. *Conflict Transformation and Restorative Justice manual: foundations and Skills for Mediation and Facilitation*, 5th edition, Chapter 2, Section 4, pp. 66-67, “theories of Gender, Conflict and Peacebuilding”, Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9, Akron, PA
- *Haiti's elite spared from much of the devastation* by William Booth, Washington Post Foreign Service, Monday, January 18, 2010; A08 http://www.washingtonpost.com/wp-dyn/content/article/2010/01/17/AR2010011702941_pf.html
- *Note: there will be further resources required as the multi-party Haiti facilitation unfolds.* The references will be on your instructions of your particular role(s).

<p>WEEK 3 ~ THURSDAY, SEPTEMBER 12, 2013 MEDIATION—WESTERN AND NONWESTERN MODELS</p>

Themes:

- History and the nature and practice of mediation—western and nonwestern practices
- The role of reflective practice in mediation

Class activities:

- View in class *My Neighbourhood*
- Discussion of video excerpts from *The Mediators* (Chris Moore, John Paul Lederach, Teresa Wakeen, and Joan Kelly).
- Western model; alternative models

Readings:

- Bush, Baruch and Joseph Folger., 1994. *The Promise of Mediation: Responding to Conflict*, Chapter 1
- Goodman, Kathy, *Mediating Between the Mediation Models-Part 1*, July 2012, <http://www.mediate.com/articles/GoodmanK1.cfm#top>
- Moore, Christopher (1996) “How Mediation Works” chapter 2 in *The Mediation Process: Practical Strategies for Resolving Conflict*, Jossey Bass, San Francisco.
- Permanand, Shadell. 2009. *Conflict Transformation and Restorative Justice Manual: Foundations and Skills for Mediation and Facilitations*, 5th edition, Chapter 2, Section 4, pp. 59-62, “‘Culture’ and the Mediator’s Baggage”, Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9542 0030 9, Akron, PA.
- View videos interviews by Robert Benjamin:
 - Chris Moore, <http://www.mediate.com/articles/MooreCompleteInterview.cfm>
 - John Paul Lederach, <http://www.mediate.com//articles/completelederach.cfm>

- Teresa Wakeen, <http://www.mediate.com//articles/CompleteWakeen.cfm>
- Joan Kelly, <http://www.mediate.com//articles/CompleteKelly.cfm>
- Michael Lewis (re: asking questions instead of giving opinions)
<http://www.mediate.com//articles/lewis02.cfm>

WEEK 4 ~ TUESDAY, SEPTEMBER 17, 2013
INTERNATIONAL ORGANIZATIONAL MEDIATION

Themes:

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

Class activities:

- Class simulation (gender and culture): *Marisol's Mandate*
- ISA 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 4 ~ THURSDAY, SEPTEMBER 19, 2013
MULTI-PARTY INTERNATIONAL MEDIATION

Themes:

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

Class Activities:

- Exercise: Haiti's intervention of civil unrest What theories are put into play?
- How is the mediation role interpreted re: Moore's types of mediators?

Due:

- Log summary paper (3 ~ 5 pages)

Readings:

- Lederach, John Paul. 2009. *Conflict Transformation and Restorative Justice manual: Foundations and Skills for Mediation and Facilitation*, 5th edition, Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9 Akron, PA, Chapter 2, pp. 25-27.
- Roy, Beth. 2009. *Conflict Transformation and Restorative Justice Manual: Foundations and Skills for Mediation and Facilitations*, 5th edition, Chapter 2, pp. 25-27, "Thinking about Power", Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9, Akron, PA.

- Schirch, Lisa. 2009. *Conflict Transformation and Restorative Justice manual: foundations and Skills for Mediation and Facilitations*, 5th edition, Chapter 2, Section 1, pp. 32-33, “Ten principles of Identity for Peacebuilders”, Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9, Akron, PA.

WEEK 5 ~ TUESDAY, SEPTEMBER 24, 2013
REFLECTIVE PRACTICE IN DIALOGUE
AN APPRECIATIVE INQUIRY (AI) APPROACH

Themes:

- Working with the AI process
- The Zig-Zag model

Class activities:

- Video on dialogue models; *My Neighbourhood* intervention in East and West Jerusalem
- AI Practice

Readings:

- 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 5 ~ THURSDAY, SEPTEMBER 26, 2013
MULTIPARTY DIALOGUE

Themes:

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

Class Activity:

- The Vatican’s Dilemma
- Convening a dialogue: a multi-party cross-cultural conversation
- Fishbowl practice—in class simulation of AI dialogue

Readings:

- Gelinias and James. 2008. *Meaningful Public Conversations: Essential Principles and Practices for Strengthening Collaboration in our Communities*, Gelinias and James, Inc., 2008, <http://74.125.93.132/search?q+cache:PUq8q63GBa4J:www.hbmwd.com/>

WEEK 6 ~ TUESDAY, OCTOBER 1, 2013
CULTURAL CONSIDERATIONS IN PEACEMAKING

Themes:

- Peacemaking and reflective practice
- Cultural variations of peacemaking
- Hidden dimensions of peacemaking
- Understanding cultural diversity

Class activities:

- Cultural diversity and peacemaking discussion
- Gendered peacemaking activity

Readings:

- Avruch, Kevin and Peter W. Black (1993). "Conflict Resolution in Intercultural Settings: Problems and Prospects," pp. 131-145 in D. Sandole and H. van der Merwe, eds., *Conflict Resolution Theory and Practice Integration and Application*. Manchester: Manchester University Press.
- Egeland, Jan, "10 Lessons from 10 Peace Processes" Chapter 4 in Nan, Susan Allen, Zachariah Mampilly and Andrea Bartoli, Editors, *Peacemaking: From Practice to Theory*. Volume 1, pp. 51-61, Praeger, 2011. (Note: available online as e-book through GMU library website).
- Gamaghelyan, Philip, "Social Media: A New Track of Multi-Track Diplomacy" Chapter 29 in Nan, Susan Allen, Zachariah Mampilly and Andrea Bartoli, Editors, *Peacemaking: From Practice to Theory*. Volume 2, pp. 477-491, Praeger, 2011. (Note: available online as e-book through GMU library website).
- Jafari, Sheherazade and Abdul Aziz Said, "Islam and Peacemaking" Chapter 16 in Nan, Susan Allen, Zachariah Mampilly and Andrea Bartoli, Editors, *Peacemaking: From Practice to Theory*. Volume 1, pp. 228-243. Praeger, 2011. (Note: available online as e-book through GMU library website).
- 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.
- Prabhu, Joseph, "Gandhi and Peacemaking", Chapter 12, n Nan, Susan Allen, Zachariah Mampilly and Andrea Bartoli, Editors, *Peacemaking: From Practice to Theory*. Volume 1, pp. 165-178, Praeger, 2011. (Note: available online as e-book through GMU library website).

WEEK 6 ~ THURSDAY, OCTOBER 3, 2013
ETHICS AND ETHICAL DILEMMAS

Themes:

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

Class Activities:

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

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 7 ~ TUESDAY, OCTOBER 8
INTEGRATION: THEORIES OF REFLECTIVE PRACTICE

Theme:

- Integrating theory and practice

Class Activity:

- Student presentation of RP theories [3 groups @ 45 min. each]

WEEK 7 ~ THURSDAY, OCTOBER 10
INTEGRATION: THEORIES OF REFLECTIVE PRACTICE

Theme:

- Integrating theory and practice

Class Activity:

- Student presentation of RP theories [2(-3) groups @ 45 min. each]
- Course evaluation, celebration of learning

- Final Research Paper Due