CONF 690 APT

Conflict Resolution and Education

Spring Semester 2013

Class Time: Weekly meetings- Thursdays 7:20-10:10

                                     Monthly check-ins on status of the project

Location: Truland Building Conference Room 7th floor & other locations
                                     TBD

Supervisor: Borislava Manojlovic

Student Participants: Makkah Ali, Anne Angarola, Alessandra Cuccia, Mark Hardee,
                                     Mark Magellan, Rachael Rackley, Crystal Simon and Rachel
                                     Stowell.

Office Hours: By appointment

                                     S-CAR in Arlington 7th Floor, Room 703 D (571)-225-9964

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Introduction

This course is focused on empowering its participants to engage in a deeper understanding of conflict resolution education models while also exploring new ways to push the field forward.

One of the aims of this course is to encourage students to become scholars through collaborative learning, creativity, imagination, and critical thought. The emphasis falls on how we learn at S-CAR and how we learn through conflict resolution education. This course takes into consideration that each team member has unique individual skills and interests in the field. However, it centers on collective and collaborative approaches to learning. Course participants are encouraged to provide feedback and interact with one another on this project.

Course Requirements

This course requires intensive participation through short writings and presentations based on enriching knowledge and encouraging the S-CAR community to participate in conflict resolution education techniques. The course will be composed of four main components: 1) Participation, 2) Critical Reflection Papers, 3) Community Gatherings and 4) Issues. In addition to these four components, the students will compile an interactive and live website for the purposes of documenting reflection papers and articles, and as a forum for outreach and further training on conflict resolution education tools.

1) Participation- All students will attend class meetings on Thursday evenings. Participation includes attending all classes, additional meetings, and active participation inside and outside of the classroom space.

2) Critical Reflection - Each student (8 students) will write one 2-3 page critical response to a work (book, film, poem, art exhibit, article, etc) of their choosing and post it by midnight the Tuesday before class. Each group member will critically respond to the posting (300-400 words) by the time the class meets on Thursday. The student in charge of posting the reflection paper for that week will facilitate the class discussion. A calendar sketch of these topics will be available as soon as possible.

3) Community Gatherings - Two open gatherings will be organized by the semester's end. The intention for these gatherings is to bring together the S-CAR community in a creative and open learning space outside of the classroom. The topics will be chosen by the group and will center on dialogues that encourage critical reflection of the CAR field and engage others to re-define what it is to learn collaboratively.

4) (Magazine) Issues - Three 'issues' will be released on the group website this semester. Two issues will focus on the three pillars as defined last semester. The final issue will be a critical reflection piece on the last semester/year of the project. For every issue, each student is responsible for writing an article on a topic of their choosing, but under the collaborative learning umbrella which frames the three pillars. Each issue therefore, will be comprised of (at least) eight articles that will be posted on the website. The objective is to flesh out the website, gain a deeper understanding of each pillar, and give an overall reflection of the course and the future of this project.

Grading

Delays, deferrals, or a grade of "incomplete" for the course will be given only in cases of personal or immediate family crisis. Late papers will receive penalized points. Students should also read the statement of SCAR's Academic Standards and the University's Honor Code.

Honor Code and Plagiarism:

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.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. SCAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.

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 is a free writing resource that offers individual, group, and online tutoring. For general questions and comments please contact us at wcenter@gmu.edu or call: 703-993-4491.