CONF 703: CONCEPTIONS OF PRACTICE
FALL 2005
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1) DESCRIPTION.   The work of conflict resolution practitioners typically includes an intervention in a conflictual setting, towards the goal of reducing hostilities, redressing injustices, and/or promoting positive change. Interventions presumably focus on the sources of the conflict, with attention given to the idiosyncrasies of social settings. Reflection in practice is critical, revealing not only the range and limits of possible interventions but also their comparative strengths and weaknesses. In this course, students explore conceptions of practice through reflection on interventionist techniques. Major techniques include negotiation, mediation, and problem solving. Underpinning certain techniques are various methods for understanding conflict, and models for assessing the interventions. Evaluation of practice will comprise a major topic of attention in this course.

2) OBJECTIVES:
   a) Broaden students' understanding of various interventionist techniques of practitioners.
   b) Demonstrate how skillful intervention by a practitioner requires critical reflection on the techniques deployed.
   c) Test interventionist techniques against case studies, revealing comparative strengths and weaknesses of various methods.
   d) Show the ethical underpinnings of practice by exposing for each method the value-commitments towards, for example, peace, equality, or justice.
   e) Show the close connections among kinds of practice, analysis, and evaluation.

3) REQUIRED READING:
   a) Donald Schön, THE REFLECTIVE PRACTITIONER: How Professionals Think in Action, Chapters 1, 2.
   b) Cheldelin, Druckman, Fast, editors, CONFLICT.
   c) Mohammed Abu-Nimer, editor, RECONCILIATION, JUSTICE, AND COEXISTENCE: THEORY AND PRACTICE, Lexington
   d) Collection of Essays for Course
      i) Chataway, C. J., "The Evolution of Diplomacy: Coordinating Tracks I and II, " Building World Order: Replacing the Law of Force with the Force of Law. New York: St. Martin's Press.
      ii) Nadim N. Rouhana, "Interactive Conflict Resolution: Issues in Theory, Methodology, and Evaluation" in Stern and Druckman, eds., International Conflict Resolution: After the Cold War. National Academic Press, Washington, DC., Chapter 8, pp. 294-338.

iii) S. Cobb, "Empowerment and Mediation: A Narrative Perspective," <u>Negotiation Journal</u> <u>9</u>: 3 (July 1993): 245-255.
iv) Tamra Pearson D'Estree, Larissa A. Fast, Joshua N. Weiss, and Monica S. Jakobsen, "Changing the Debate About "Success" in Conflict Resolution Efforts," <u>Negotiation Journal</u>, April 2001: 101-113.
v) Daniel Rothbart, "Social Justice and Indigenous Identities," <u>Social Justice</u>, Vol. 6 (2005) (electronic attachment)
e) Online
i) Church, Cheyanne, and Julie Shouldice. *The Evaluation of Conflict Resolution Interventions: Framing the State of Play*. Ulster: International Conflict Research (INCORE), 2002. Available online at http://www.incore.ulst.ac.uk/publications/research/incore%20A5final1.pdf
ii) Church, Cheyanne, and Julie Shouldice. *The Evaluation of Conflict Resolution Interventions: Part II: Emerging Practice and Theory*. Ulster: International Conflict Research (INCORE), 2003. Available online at http://www.incore.ulst.ac.uk/publications/research/THE%20FINAL%20VERSION%202.pdf
iii) Scriven, Michael (1999). *Practical Assessment, Research & Evaluation*, 6(11). http://pareonline.net/getvn.asp?v=6&n=11 The Nature of Evaluation Part I: Relation to psychology
iv) Scriven, Michel (1999) . The Nature of Evaluation Part II: Training http://pareonline.net/getvn.asp?v=6&n=12
v) USIP Special Report: What works? Evaluating Interfaith Dialogue Programs (Special Report 123: July 2004. www.uip.org
vi) "Program Development Model" Cooperative Extension: Program Development and Evaluation http://www.uwex.edu/ces/pdande

4) COURSE OUTLINE AND READINGS
   a) UNIT I: Integration of Theory, Research, Practice.
      i) Week 1 (Aug. 31): Introduction
         (1) Editors, "Introduction" CONFLICT, Chapter 1
         (2) Editors with Kevin Clements, "Theory, Research, and Practice" CONFLICT, Chapter 2.
      ii) Week 2 (Sept. 7): Three Pillars of Conflict
         (1) Sandole, "Typology," Chapter 3 of CONFLICT
         (2) Chataway, C. J., "The Evolution of Diplomacy: Coordinating Tracks I and II, " BUILDING WORLD ORDER: REPLACING THE LAW OF FORCE WITH THE FORCE OF LAW. New York: St. Martin's Press
      iii) Week 3 (Sept. 14): Reflective Practice.
         (1) Donald Schön, THE REFLECTIVE PRACTITIONER: How Professionals Think in Action, Chapters 1, 2, 5, 6.

   b) UNIT II: Practice as Directed Action
      i) Week 4 (Sept. 21): Interactive resolution and problem-solving
         (1) Christopher Mitchell, "Problem-solving" Chapter 14 of CONFLICT
         (2) Ronald J. Fisher, "Social-Psychological Processes in Interactive Conflict Analysis and Reconciliation," in RECONCILIATION, JUSTICE, AND COEXISTENCE, Chapter 2.

       (3) Nadim N. Rouhana, "Interactive Conflict Resolution: Issues in Theory, Methodology, and Evaluation" in Stern and Druckman, eds., <u>International Conflict Resolution: After the Cold War</u>. National Academic Press, Washington, DC., Chapter 8, pp. 294-338.

  ii) Week 5 (Sept. 28): Mediation
       (1) Sandra Cheldelin, "Mediation and Arbitration" Chapter 13 of CONFLICT
       (2) S. Cobb, "Empowerment and Mediation: A Narrative Perspective," <u>Negotiation Journal</u> <u>9</u>: 3 (July 1993): 245-255.
       (3) B. Bush, THE PROMISE OF MEDIATION, Chapters 1, 2,

  iii) Week 6 (Oct. 5): Transformative Models of Mediation
       (1) B. Bush, THE PROMISE OF MEDIATION, Chapter 3, 4, 7.

c) UNIT III: Evaluation of Practice
  i)   Week 7 (Oct. 12): What is Evaluation?
       (1) Scriven, Michael (1999). The nature of evaluation part i: relation to psychology. *Practical Assessment, Research & Evaluation*, 6(11). http://pareonline.net/getvn.asp?v=6&n=11
       (2) Scriven, Michel (1999) . The Nature of Evaluation Part II: Training http://pareonline.net/getvn.asp?v=6&n=12
       (3) Church, Cheyanne, and Julie Shouldice. *The Evaluation of Conflict Resolution Interventions: Framing the State of Play*. Ulster: International Conflict Research (INCORE), 2002. Available online at http://www.incore.ulst.ac.uk/publications/research/incore%20A5final1.pdf
       (4) Church, Cheyanne, and Julie Shouldice. *The Evaluation of Conflict Resolution Interventions: Part II: Emerging Practice and Theory*. Ulster: International Conflict Research (INCORE), 2003. Available online at http://www.incore.ulst.ac.uk/publications/research/THE%20FINAL%20VERSION%202.pdf

  ii) Week 8 (Oct. 19): Models of Evaluation
       (1) Tamra Pearson D'Estree, Larissa A. Fast, Joshua N. Weiss, and Monica S. Jakobsen, "Changing the Debate About "Success" in Conflict Resolution Efforts," <u>Negotiation Journal</u>, April 2001: 101-113.
       (2) USIP Special Report: What works? Evaluating Interfaith Dialogue Programs (Special Report 123: July 2004). <u>www.uip.org</u>
       (3) "Program Development Model" Cooperative Extension: Program Development and Evaluation http://www.uwex.edu/ces/pdande

d) UNIT IV: Reconciliation and Justice
  i)   Week 9 (Oct. 26): Identity-based Justice
       (1) Johan Galtung, "After Violence, Reconstruction, Reconciliation, and Resolution," RECONCILIATION, JUSTICE, AND COEXISTENCE: THEORY & PRACTICE, Chapter 1.
       (2) Louis Kriesberg, "Changing Forms of Coexistence," RECONCILIATION, JUSTICE, AND COEXISTENCE: THEORY & PRACTICE, Chapter 3.
       (3) Daniel Rothbart, "Social Justice and Indigenous Identities," <u>Social Justice</u>, Vol. 6 (2005) (electronic attachment)

  ii) Week 10 (Nov. 2): Transforming Identities

   (1) Marc Gopin, "Forgiveness as an Element of Conflict Resolution in Religious Cultures," RECONCILIATION, JUSTICE, AND COEXISTENCE: THEORY & PRACTICE, Chapter 5.
   (2) Joseph V. Montville, "Justice and the Burdens of History," RECONCILIATION, JUSTICE, AND COEXISTENCE: THEORY & PRACTICE, Chapter 7.
   (3) Amy Hubbard, "Understanding majority and minority participation in interracial and interethnic dialogue" RECONCILIATION, JUSTICE, AND COEXISTENCE: THEORY & PRACTICE, Chapter 14.
  iii) Week 11 (Nov. 9): Reconciliation and Peacebuilding
   (1) Wendy Lambourne, "Justice and Reconciliation: Postconflict Peacebuilding in Cambodia and Rwanda," RECONCILIATION, JUSTICE, AND COEXISTENCE: THEORY & PRACTICE, Chapter 16.
   (2) Hugo van der Merwe, "Reconciliation and Justice in South Africa: Lessons from the TRC's Community Interventions" RECONCILIATION, JUSTICE, AND COEXISTENCE: THEORY & PRACTICE, Chapter 10.

 e) UNIT V: Student Presentations
  i) Week 12 (Nov. 16)
  ii) Week 13 (Nov. 30)
  iii) Week 14 (Dec. 7)

5) Assignments
 a) Take-home exam after Unit II, week 6. (25% of course grade)
 b)   "Two for one" Case Study
  i) Construct an analysis of work of two professionals (non-ICAR faculty), both of whom are targeting THE SAME group of disputants. The professionals must currently work in different fields conflict resolution, defined broadly.
  ii) The following features of this study are required.
   (1) Gather Information. Schedule at least one interview with each professional currently working with disputants or protagonists of local conflict. The professional could be a probation officer working for the courts, guidance counselor dealing with violence, psychologist addressing family disputes, lawyer engaged in dispute resolution, or mediator of civil disputes.
   (2) Theory/Practice. Include a clear comparison of the scope of responsibilities for both professionals. Use our study of action theory and principles of reflective practice as articulated by Schon to compare and contrast the perspectives that each professional brings to the conflict. Such a perspective includes assumptions about the character and capacity of disputes, models of the conflictual behavior, value commitments for positive changes, and the various kinds of resolution techniques that can be brought to bear on the conflict.
  iii) Three Phases of work
   (1) Plan. A detailed plan must be submitted. Such a plan will include the description of the work of two professionals, their techniques, and their

professional relationship. Include of course an account of the history of the conflict among the disputants. (10% of course grade)

    (2) Presentation. Present your results for purposes of class discussion (10% of course grade).

    (3) Paper. Write up the final results in the form of a 15-20 page paper. (30% of course grade).

c) Take home exam (25% of course grade)