

CONF 713 - Reflective Practice in Conflict Analysis and Resolution

Faculty

Section 001: Wallace Warfield, Patricia Maulden & Krista Ann Rigalo

AR Room 244 (Combined class)

AR Room 115 (Sections only)

Thursdays, 4:30 – 7:10 pm

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Office hours: by appointment

Section 002: Sandra Cheldelin, Monica S. Jakobsen & Heather Meyers

AR Room 244 (Combined class)

AR Room 336 (Sections only)

Thursdays, 4:30 – 7:10 pm

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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, 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)

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. *Weight: (20 %)*

B. Reflective Practice Log and Paper

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 students develop their 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 own reflection on these. A short log summary (3-5 pp) is due on **October 6**, and the final paper is due on **November 17**. *Weight: (40 %)*

C. Reflective Practice Presentation

Building on all class requirements and activities, teams of students will develop their own key theory of reflective practice and present it in a capstone product that integrates fieldwork, classroom exercises and discussions, and simulation/role plays. Presentations will take place the past two weeks of classes. *Weight: (40 %)*

Class Policies and Procedures

Students are responsible for completing individual and group assignments on time. You will be penalized the equivalent of a full letter grade for each day the assignment is late.

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

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: ARL212 (in the main SPP suite)

Spring 2005 Hours: Monday, Tuesday, and Wednesday, 2:00-7:00

Contact: (703) 993-3762 <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/

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://www.oscr.gmu.edu>
2. Click on the magnifying glass (Search electronic reserves)
3. Using the drop-down boxes, select the course and/or instructor
4. Enter in the password (**peace**) and click submit to view the item
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.

Required Readings

Books

Schön, Donald (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York, NY: Basic Books.

Kolb, David (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall

Watkins, Jane Magruder, and Mohr, Bernard J. (2001) *Appreciative Inquiry: Change at the Speed of Imagination*. San Fransisco, CA: Jossey-Bass/Pfeiffer

Articles and Chapters

Available on E-Reserve

Argyis, Chris and Donald A. Schön. 1992. *Theory in Practice: Increasing Professional Effectiveness*. Chapters 1 & 2, 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.
- 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.
- Harré, Rom and Luk van Langenhove, eds. 1999. *Positioning Theory: Moral Contexts of Intentional Action*. Chapters 1, pp. 1-9; & Chapter 2, pp. 14-31. Oxford: Blackwell Publishers Ltd. ISBN: 0 631 21139 X.
- McBer & Company. 1981. *Learning-Style Inventory: Self-scoring Inventory and Interpretation Booklet*. Boston. David A. Kolb.
- Janis, Irving L. 1989. *Crucial Decisions: leadership in policymaking and crisis management*. Chapters 5, pp. 16; 89-117; & Chapter 7, pp. 139-165. New York: The Free Press. ISBN: 0 02 916161 4.
- 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.

Okum, Barbara F., Jane Fried, and Marcia L. Okum. 1999. *Understanding Diversity: A Learning-as-Practice Primer*. Chapter 1, pp. 1-30, & Chapter 6, pp 177-225. Pacific Grove: Cole Publishers. ISBN: 0534348106.

Rosaldo, Renato. 2004. Grief and a Headhunter's Rage, Chapter 17, pp. 150-156. *In Violence in Peace and War: An Anthology*. Scheper-Hughes, Nancy and Philippe Bourgois, eds. Oxford: Blackwell Publishing. ISBN: 0 631 22349 5.

Rosaldo, Renato and William V. Flores. (1997) Identity, Conflict, and Evolving Latino Communities: Cultural Citizenship in San Jose. Chapter 3, pp. 57-96. *In Latino Cultural Citizenship: Claiming Identity, Space, and Rights*. Flores, William V. and Rina Benmayor, eds. Boston: Beacon Press. ISBN: 0807046345.

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.

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.

Tesfamichael, Gebreselassie Y. 2005. In Africa, Just Help Us To Help Ourselves. *In The Washington Post*, Sunday, July 24, page B03.

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.

Optional Readings

Birkhoff, J., and Wallace Warfield. 1996. The Development of Pedagogy and Practicum. *In Mediation Quarterly*. Volume 14, Issue 3, pp. 93-110. ISBN: 0 7879 1472 X.

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.

Cobb, Sara. 2004. *Witnessing in Mediation: Toward an Aesthetic Ethics of Practice*. Working Paper No. 22. Fairfax: Institute for Conflict Analysis and Resolution, George Mason University.

Weekly Class Structure and Assignments

WEEK 1

SEPTEMBER 1, 2005

COMBINED CLASS

Reflective Practice and Experiential Learning – 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
- Presentation: theory, research and practice in conflict resolution

Readings:

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.

Schön, Donald. 1983. *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books. Chapters 1 & 2, pp. 3-69.

Optional:

Birkhoff, J., and Wallace Warfield. 1996. The Development of Pedagogy and Practicum. *In Mediation Quarterly*. Volume 14, Issue 3, pp. 93-110.

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.

WEEK 2

SEPTEMBER 8, 2005

COMBINED CLASS

Reflective Practice and Experiential Learning – Part 2

Themes:

- RP models and degrees of adaptability to conflict analysis and resolution
- Tension points in the model (illustrated generically and via case exp.)
- Kolb's LSI and implication of reflection on LSI
- **Complete Kolb's Learning Style Inventory PRIOR to class**

Class Activities:

- Review and applications of LSI instrument.

Readings:

Dugan, Máire A. 1996. A Nested Theory of Conflict. *In A Leadership Journal: Women in Leadership – Sharing the Vision*. Volume 1, pp. 9-19.

Kolb, David. 1984. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall. Chapters 1-4; 8.

McBer & Company. 1981. *Learning-Style Inventory: Self-scoring Inventory and Interpretation Booklet*. David A. Kolb.

Schön, Donald. 1983. *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books. Chapters 3 & 4, pp. 76-127.

WEEK 3

SEPTEMBER 15, 2005

SECTIONS ONLY

Reflective Practice and Decision-Making – Part 1**Themes:**

- Theory, research and practice as it relates to decision-making
- Normative decision-making and its relationship to RP model (illustrated via one of more brief simulated vignettes)

Class activities:

- Exercise: Roommate in dormitory

Readings:

Driver, Michael J. et al. 1993. *The Dynamic Decision Maker: Five Decision Styles for Executive and Business Success*. San Francisco: Jossey-Bass Publishers. Ch. 1 & 2, pp. 1-37.

Janis, Irving L. 1989. *Crucial Decisions: leadership in policymaking and crisis management*. Page 16; Chapter 5, pp. 89-117. New York: The Free Press.

Schön, Donald. 1983. *The Reflective Practitioner: How Professionals Think in Action*. Chapters 5, pp. 128-167; & Chapter 7, pp. 204-235. New York: Basic Books.

WEEK 4

SEPTEMBER 22, 2005

SECTIONS ONLY

Reflective Practice and Decision-making – Part 2

Themes:

- Decision making Part II: Normative decision-making and its relationship to RP model (illustrated via one or more brief simulated vignettes)
- How does reflective practice lend itself—what is the theory in action with these parties?

Class activities:

- TVA and Dams Exercise (multi-party)

Readings:

Janis, Irving L. 1989. *Crucial Decisions: leadership in policymaking and crisis management*. Chapter 7, pp. 139-165. New York: The Free Press.

Schön, Donald. 1983. *The Reflective Practitioner: How Professionals Think in Action*. Chapters 8 & 9, pp. 236-283. New York: Basic Books.

WEEK 5

SEPTEMBER 29, 2005

COMBINED CLASS

Integration Module

Themes:

- Evidence of single loop vs. double loop learning

Class activities:

- In class movie: “Gang-Banging in Little Rock” video.
- Break-out groups to evaluate: Where were the intervention points? Who were the intervenors? (Coroner, ministerial coalition)

Readings:

Argyris, Chris and Donald A. Schön. 1992. *Theory in Practice: Increasing Professional Effectiveness*. Chapters 1 & 2, pp. 3-34. San Francisco: Jossey-Bass Publishers.

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.

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.

WEEK 6

OCTOBER 6, 2005 COMBINED CLASS

Reflective Practice and Appreciative Inquiry – Part 1

Themes:

- Working with the Appreciative Inquiry Process
- Theoretical overview

Class activities:

- Practice the 4 stages of IA
- Exercise: Family vacation

Readings:

Watkins, Jane Magruder, and Bernard J. Mohr. 2001. *Appreciative Inquiry: Change at the Speed of Imagination*. San Francisco: Jossey-Bass /Pfeiffer. Chapters 1-5.

WEEK 7

OCTOBER, 13, 2005

SECTIONS ONLY

Reflective Practice and Appreciative Inquiry – Part 2

Themes:

- **AI module** wrap-up with reports from students on assignment

Class activities:

- Write up questions for conducting IA with chosen conflict case
- IA exercise where students get to try all strategies
- GSCS Mid-term evaluations

Readings:

Watkins, Jane Magruder, and Bernard J. Mohr. 2001. *Appreciative Inquiry: Change at the Speed of Imagination*. San Francisco: Jossey-Bass /Pfeiffer. Chapters 6-10.

WEEK 8

OCTOBER 20, 2005

SECTIONS ONLY

Reflective Practice and Facilitation

Themes:

- Facilitation models
- Facilitation styles

Class Activities:

- Observation of facilitation techniques: Sections of video: dialogues for the workplace re: facilitation examples and critique

Readings:

Dukes, E. Franklin. 1996. Facilitation of Dialogue, Chapter 5, pps. 62-75. *In Resolving public conflict: Transforming community and governance*. Manchester: Manchester University Press.

Schrock-Shenk, Carolyn, ed. 2000. *Mediation and Facilitation Training Guide: Foundations and Skills for Constructive Conflict Transformation*. Pp. 218-226. Akron, PA: Mennonite Conciliation Services.

Schwarz, Roger M. 1994. How to Intervene, Chapter 6 pp. 122-145. *In The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*. San Francisco: Jossey-Bass Publishers.

WEEK 9

OCTOBER 27, 2005

COMBINED CLASS

Reflective Practice and Narrative and Positioning Theory**Themes:**

- Guest Lecture: Dr. Sarah Cobb, Director ICAR
- Narrative and positioning theory

Class activities:

- Role-play

Appreciative Inquiry Due (in logs)**Readings:**

Harré, Rom and Luk van Langenhove, eds. 1999. *Positioning Theory: Moral Contexts of Intentional Action*. Chapter 1, pp 1-9; & Chapter 2, pp. 14-31. Oxford: Blackwell Publishers Ltd.

Rosaldo, Renato. 2004. Grief and a Headhunter's Rage, Chapter 17, pp. 150-156. *In Violence in Peace and War: An Anthology*. Scheper-Hughes, Nancy and Philippe Bourgois, eds. Oxford: Blackwell Publishing.

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.

Reflective Practice and Culture – Part 1

Themes:

- Ways of knowing
- Understanding cultural diversity

Class Activity:

- Exercise: reflective exercise individually
- Complete Exercise 1.1. p. 2 I Okum, Fried and Okum before class

Readings:

LeBaron, Michelle. 2003. *Bridging Cultural Conflicts: A New Approach for a Changing World*. Chapter 1, pp. 3-31. San Francisco, CA: Jossey-Bass.

Lederach, John Paul. 1995. *Preparing for Peace: Conflict Transformation Across Cultures*. Chapter 6, pp. 55-62. Syracuse: NY Syracuse University Press.

Okum, Barbara F., Jane Fried, and Marcia L. Okum. 1999. *Understanding Diversity: A Learning-as-Practice Primer*. Chapter 1, pp. 1-30. Pacific Grove: Cole Publishers.

Reflective Practice and Culture – Part 2

Themes:

- Cultural awareness
- Intervention roles in cultural conflicts

Class activities:

- Exercise: Eco map

Readings:

LeBaron, Michelle. 2003. *Bridging Cultural Conflicts: A New Approach for a Changing World*. Chapter 10, pp. 271-289. San Francisco, CA: Jossey-Bass.

Okum, Barbara F., Jane Fried, and Marcia L. Okum. 1999. *Understanding Diversity: A Learning-as-Practice Primer*. Chapter 6, pp. 177-225, & Eco Map. Pacific Grove: Cole Publishers.

Rosaldo, Renato and William V. Flores. (1997) Identity, Conflict, and Evolving Latino Communities: Cultural Citizenship in San Jose. Chapter 3, pp. 57-96. *In Latino Cultural Citizenship: Claiming Identity, Space, and Rights*. Flores, William V. and Rina Benmayor, eds. Boston: Beacon Press.

WEEK 12 NOVEMBER 17, 2005 SECTIONS ONLY

Reflective Practice and Ethics

Themes:

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

Class Activities:

- Exercise: Role-play consulting firm

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.

Tesfamichael, Gebrelessie Y. 2005. In Africa, Just Help Us To Help Ourselves. *In The Washington Post*, Sunday, July 24, page B03.

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.

Optional:

Cobb, Sara. 2004. *Witnessing in Mediation: Toward an Aesthetic Ethics of Practice*. Working Paper No. 22. Fairfax: Institute for Conflict Analysis and Resolution, George Mason University.

Week 13 November 24, 2005 Thanksgiving Holiday—No Class

WEEK 14 DECEMBER 1, 2005 SECTIONS ONLY

Integration – Reflective Practice Presentations - Part 1

Theme:

- Class Wrap up

Class Activity:

- Student presentation of RP models [5 groups a 20 min.]

WEEK 15 DECEMBER 8, 2005 SECTIONS ONLY

Integration – Reflective Practice Presentations - Part 2

Theme:

- Case practice; celebration, course evaluation

Class Activity

- Student presentation of RP models [5 groups a 20 min.]