

Conf. 650 - Advanced Skills, Fall 2011

Instructor: Alma Abdul-Hadi Jadallah, Ph.D.
Office Hours: By Appointment
Email: ajadalla@gmu.edu & alma.jadallah@gmail.com
Tel: ICAR- 703-993-1300
703-850-4919 (cell)

Class Days: Location Founder's Hall Room 312

Oct. 29, 2011	10:00 a.m. – 5 p.m.
Nov. 5, 2011	10:00 a.m. – 5 p.m.
Nov. 19-20, 2011	10:00 a.m. – 5 p.m.
Dec. 3, 2011	10:00 a.m. – 5 p.m.
Dec. 10, 2011	10 :00 a.m. – 5 p.m.

Welcome to the School for Conflict Analysis and Resolution and especially to the Certificate Program! I am delighted to have you in class and look forward to an engaging learning experience. My hope is to partner with you on creating an environment that promotes learning, discussions, reflection and integration.

Course Overview

This course is designed to help certificate students engage in critical thinking with regard to the intersection between conflict resolution theory and practice. Course topics will investigate issues pertaining to the articulated nexus between theory and practice with special attention to the challenges of translation, adaptation and transfer of these models.

The course will address the following objectives:

- Create a learning community through readings on theory, class and on-line discussions, class exercises and engaging in constructive learning experiences;
- Provide a forum to discuss, analyze and critique the application, integration and evaluation of discussed approaches;
- Learn from each others valuable experiences as individuals, professional, students and more importantly members of the global community;
- Provide you with an opportunity to envision, develop & design, and gain practical experiences in applying conflict resolution practice.

Course Philosophy

As faculty for this class, I would like to acknowledge that my personal and professional experience, ethnic and cultural heritage, and religious identity impacts the way I understand the issues and the way I select to present them. In light of this acknowledgement, I would invite you to:

- a) Respect all points of view regardless of where you are on these issues;
- b) Listen to gain insight; reflect on what the other person is trying to communicate;
- c) Accept that we are here as a learning community – in which each person is a teacher and a learner.

Course Expectations

Due to the intensive nature of the three-day weekend format, the following expectations will ensure that you get the most rewarding and engaging experience from the class. I would like to get your commitment to the following:

Attendance: consistent attendance is required. Failure to do so will be noted. Please let me know if you are facing circumstances beyond your control and inform me as soon as possible. The highest grade to expect is a "B" if you happen to miss one full day.

Participation: You are expected to participate fully in class discussions and activities. Structured exercises will support that objective. Please do not hesitate to let me know about your experience during class. I am happy to respond to any concerns that might impede your participation.

Preparation: The success of this class is dependent on our ability to discuss class readings. There will be opportunities to engage in on-line assignments, but first and foremost, in-class participation is a must. Please come prepared to discuss all readings including the Oct. 30th class readings. I am aware that intensive readings are required for the class and that all of you juggle personal and professional responsibilities that might impede your completion of class readings. Please do your best. We all contribute to the success of the class and I personally consider it a shared responsibility.

Class Completion: Please note that departmental policies dictate that an incomplete grade is granted in cases of personal or immediate family illness.

Class assignments: You are expected to complete class assignments on time. Please request prior permission should you not be able to do so. Should there be any additional assignments, they will be sent via email. You are responsible for keeping up with these up to date assignments.

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. S-CAR'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](tel: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](tel:703-993-4491). "

University Resources and Assistance

- If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703 993-2474. All academic accommodations must be arranged through that office.
- The Writing Center is available to all Mason students and offers online and individual consultations as well as workshops and mini-courses. Writers at all levels can benefit. Each Mason campus has a location; you can find them on the Arlington Campus in the Original Building, Room 334C, by phone at 703 993-4491 or online at: <http://writingcenter.gmu.edu/>
- You are responsible for knowing, understanding, and following Mason's Honor Code, found at: <http://www.gmu.edu/catalog/apolicies/#Anchor12>. Be sure that all work submitted is your own and that you use sources appropriately. I strongly recommend that you review requirements regarding use and citation of sources prior to submitting your final work.

REQUIRED BOOKS:

- Mayer, Bernie. (2009) *Staying with Conflict*. San Francisco: Jossey-Bass.
- Edward de Bono. (1985,1999) *Six Thinking Hats*. New York: Back Bay Books. ISBN 978-0-316-17831-0 (pb)
- Docherty, Jayne. ((2005) *Little Book of Strategic Negotiation*. Intercourse: Good Books.
- John Paul Lederach, and Jan Jenner *Handbook of International Peacebuilding: The Eye of the Storm*.
- Ron Kraybill. *Peace Skills for Community Mediators*.
- Ron Kraybill and Evelyn Wright. *Little Book of Cool Tools for Hot Topics*
- Kay Pranis. *Little Book of Circle Processes*

Required Articles: available online or thru mason library e-journals (mostly J-Store).

- Wing, L. and Rifkin, J. "Racial Identity Development and the Mediation of Conflicts." In C. L. Wijeyasinghe and B.W. Jackson (eds.), *New Perspectives on Racial Identity Development: A Theoretical and Practical Anthology*. New York: New York University Press, 2001.
- Paul Salem. "A Critique of western conflict resolution from a non-Western Perspective. In *Conflict Resolution in the Arab World: Selected Essays*. American University of Beirut Publications, 1997. 11-24
- Christison, Kathleen and Bill. "Meeting the Other in Israel and Palestine." Retrieved 1/14/08 from: http://mostlywater.org/meeting_the_other_in_israel_and_palestine
- Nan, Susan Allen and Andrea Strimling, eds. "Coordination in Conflict Resolution." Special Issue of *Journal of International Negotiation*, forthcoming 2006.
- Sweetman, D. (2001). *Peace and conflict resolution in the face of terror*. Retrieved 2/2/2002 from <http://www.trinstitute.org/ojpcer/pterror.html>

- Maiese, Michelle. "Elicitive Training." *Beyond Intractability*. Eds. Guy Burgess and Heidi Burgess. Conflict Research Consortium, University of Colorado, Boulder. Posted: September 2004
<http://www.beyondintractability.org/essay/prescriptive_elicitive_training/>.
- Lederach, John Paul. Read online links to his work such as:
<http://www.colorado.edu/conflict/transform/jplall.htm>
<http://kroc.nd.edu/sites/default/files/LederachCSM.pdf>
http://www.beyondintractability.org/audio/john_paul_lederach_at_acr/?nid=6728
- Elise Boulding: http://www.ikedacenter.org/thinkers/boulding_keynote.htm
- Bill Ury: <http://www.thirdside.org/thirdside.cfm>
- Michelle LeBaron: <http://www.mediate.com/articles/lebarondvd04.cfm>
- Mohammed Abu Nimer: <http://www.commongroundnews.org/article.php?id=2095>
- Lisa Schirch: <http://3dsecurity.org/learn>

You may also enjoy:

Abdalla, A. (2000-2001). Principles of Islamic interpersonal conflict intervention: A search within Islam and western literature. *Journal of Law and Religion*, 15, 51-184.

Argyris, Chris and Donald A. Schön. (1992). *Theory in Practice: Increasing Professional Effectiveness*. Chapters 1 & 2, pp. 3-34. San Francisco: Jossey-Bass. (Only Chapter 1 is available on e-reserve. Book available at the Arlington Library reserve desk – 2 hr check out limit)

Windslade, John. "Mediation with a Focus on Discursive Positioning." *Conflict Resolution Quarterly*, Vol. 23, no. 4, Summer pp: 501-515 (please retrieve from e-journal data base)

Kardia, Diana and Todd Sevig. "Embracing the paradox: Dialogue that incorporates both individual and group identities." In *Intergroup Dialogue: Deliberative democracy in school, college, community and workplace*. Edited by David Schoem and Sylvia Hurtado. Ann Arbor, MI: The University of Michigan Press. Pp 247-265

Abu-Nimer, Mohammed. (1997). Conflict resolution training in the Middle East: Lesson to be learned. *Journal of International Negotiation*, Fall, 1- 24.

Babbitt, E. & Pearson D'Estree, T. (1996). An Israeli- Palestinian women's workshop: Application of the interactive problem-solving approach. In C. Cocker, F. Hampson, & P. Aall (Eds.), *Managing global chaos: Sources of and responses to international conflict* (pp. 501-529). U.S.: United Institute of Peace.

Christopher Mitchell *Resolving Intractable Conflicts: A Handbook*. (LoCH Books)

Mitchell, C. (1993a). The process and stages of mediation: The Sudanese cases. In David Smock (Ed.), *Making war and waging peace* (p. 147) Washington, D.C: United Institute for Peace Press.

Ronald J. Fisher. (1997) *Inter-Active Conflict Resolution* Syracuse University Press.

Luc Reyhler & Thania Paffenholz (eds.) (2001) *Peacebuilding; A Field Guide*. Boulder, CA; Lynne Rienner.

Mediation and Facilitation Training Manual 4th edition. Mennonite Conciliation Services (Akron, PA; MCC Resources; 2001)

COURSE ASSIGNMENTS and PARTICIPATION REQUIREMENTS:

Assignment #1: (10 percent)

Due: Nov. 14,2011

Choose an organization that you are either working at or have access to and: a) find out all that you can about its conflict management systems to include formal and informal processes to resolve conflict, b) talk with an employee who is a user of such processes or someone who is responsible in implementing such processes. Write a reflective paper on what your experience has been with regard to completing this assignment, what did you learn about the organizational approach to resolving conflict, others perspectives on these approaches, and provide any additional insights that you may have gained. If all of your efforts fail at gaining access to identify and meet with someone who is a user or implementer of such processes, write up the reflective paper on your assessment of why that is the case. Write up 5-7 pages.

Assignment #2: (30 percent)

Due: Nov. 20, 2011

2 (a): Choose someone to interview regarding a conflict (involves more than 2 people) with which they have personal experiences. Preparation for your interview will include creating interview questions and considering how to establish a climate of openness within the interview. I would recommend that you design questions for a 30 – 60 min interview.

Interviews should be recorded to complete 2 (b). You can use free conference call, which allows you to record the interview. After the interview, capture immediately your immediate reflections and reactions. Please report and include these reflections in your paper (assignment 2 b).

2 (b): Using your handwritten notes and recording of the interview, transcribe the interview (word by word) to include any additional comments that you may have shared throughout the interview. Use the transcript to identify recurring themes that you might identify throughout the interview. These themes should be marked to include points in the narrative to support a theme, metaphor, symbols and stories told by the respondent. Write up a 7- 10-page paper summarizing your analysis and linking it to course readings and concepts. Please remember to include your reflections and also reactions on the interviewing process. **Submit all relevant documents - list of questions, & interview transcript.**

Assignment #4: (50 percent)

Presentations Week of Dec. 4 & 10,2011

Group Project (2 – 4 working groups)

Select an on-going conflict (community, national, international, organizational, environmental, . . .) that is of interest to you and other members of the group. Please submit one paragraph listing topic, and group members **by Nov. 7, 2011.**

- Research, explore, and analyze on-going efforts that may have been initiated to address the conflict. It is advised that the conflict is more than a year old or has enough published data for you to be able to research.
- Evaluate these efforts from a conflict resolution perspective and in light of class discussions and readings.
- Select and evaluate a process to address the conflict that might build on existing efforts or changes the way the conflict is being understood or addressed. Be ready to defend your choice of process. As a third party, what skills sets will you and your team need to have to make it a success and why?
- Prepare a group presentation for class members. The purpose of your presentation is to educate your listeners in *a brief presentation* on the conflict, its sources, dynamics and current outcome. Your proposed design should speak to the rationale behind your approach, assessment and intervention tools that you deem appropriate. You are encouraged and will be rewarded on the interactive nature of your group presentation. Additional criteria will be developed by the entire class. Your class presentation should

end with a lessons learned slide with regard to the group's experience. **(In class presentation on Dec. 3 & 10, 2011)**

- Write a reflection paper (no more than 5 pages) about your group experience. Reflect on your own participation. **(Due: Dec. 3, 2011)**

Please submit an electronic copy by midnight of the assigned dates. THANKS!

Class Participation, preparation and discussions (10 percent)

In addition to in-class exercises and participation, there may be some discussion topics based on class readings and discussion questions generated in the classroom that will be posted to the course online WBCT discussion board.

To assist you, here are the deadlines: Please bring to my attention any personal challenges in meeting these deadlines early in the course to ensure your successful completion of the course.

Assignment 1	Due date: Nov. 14	10 percent
Assignment 2	Due date: Dec. 3	30 percent
Assignment 3	Proposed topic: Nov. 5 Class presentations: Dec. 3 & 10 Groups TBD Reflection paper – Dec.3	50 percent
Class participation/ prep/		10 percent

CLASS PLAN

I am fully aware of the heavy reading load, but want to give you a chance to sample a broad range of authors from the field. Please try to do as much reading as you can in preparation for class. My preference is to weave the theories, themes, concepts, and practice into case studies that will be introduced to initiate discussions. I selected a few, but hopefully we will cover most of the concepts and themes covered in the book.

Please come to class with one discussion question related to class readings for each week. We will post these questions weekly and use some of them in class discussions and occasionally online discussions.

Pre-class assignments: research and list a number of on-going issues on the local, national, international and global levels that might need your expertise and intervention or you would like to be involved with.

REQUIRED BOOKS:

- Mayer, Bernie. (2009) Staying with Conflict. San Francisco: Jossey-Bass.
- Edward de Bono. (1985,1999) Six Thinking Hats. New York: Back Bay Books.ISBN 978-0-316-17831-0 (pb)
- Docherty, Jayne. ((2005) The Little Book of Strategic Negotiation. Intercourse: Good Books.
- John Paul Lederach, and Jan Jenner Handbook of International Peace building: The Eye of the Storm.
- Ron Kraybill. Peace Skills for Community Mediators.
- Ron Kraybill and Evelyn Wright. Little Book of Cool Tools for Hot Topics
- Kay Pranis. Little Book of Circle Processes

Week 1: Oct. 29, 2011

10:00 a.m. – 5 p.m.

Conflict Resolution Practice: Overview

In the first week we will attempt to respond to the following questions:

Why advanced courses in conflict resolution practice?

What do we know about practice?
When we speak about the nexus between theory and practice, what do we mean?
What are the dominant / and commonly used approaches?
Class activities and exercises (TBD)

Assigned readings in preparation for class:

Read Debono (all)
Mayer (preface, pgs 1 - 53)
Lederach and Jenner (part 1)
Little Book of Circle Processes (all)
Boulding
Lederach articles

Week 2: Nov. 5, 2011 **10:00 a.m. – 5:00 p.m.**

Practice reconsidered – Challenges and opportunities (Entry, Design, Implementation)

Lead voices - Discussion

Assigned readings in preparation for class:

Lederach and Jan Jenner (part 2-3- 4)
Mayer (pgs. 55-118)
Kraybill - Cool Topics for Hot Topics (all)
Kraybill et al. Peace Skills for Community Mediators (focus on Chapter 8 – 12)
Wing
Maiese,
Salem
Abu Nimer
Ury

Guest speaker TBD

Week 3, Nov. 19 - 20, 2011 **10:00 a.m. – 5:00 p.m.**

Practice reconsidered – Challenges and opportunities (Entry, Design, Implementation)

Lead voices – Discussions (cont.)

Mayer (pgs. 119 – 272)
Lederach (part 5-6-7)
Docherty- strategic negotiation (all)
Sweetman
Chistison
Nan
Schirch
Guest speaker TBD

Week 4: Dec. 3, 2011 **10:00 a.m. – 5:00 p.m.**

Group Presentations

Week of Dec. 10, Integration, reflection and lessons learned

We will attempt to respond to discuss:

What did we learn about our own theories of practice, opportunities and limitations?

Group presentations / CELEBRATION