

Conf 650
Fall 2016

**Conf. 650 - Advanced Skills,
Fall 2016 Section 001**

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Location: Arlington, Founder's Hall Room 311

Class Meeting Days:

Oct. 22-23, 2016	(10:00 a.m. – 5:00 p.m.)
Nov. 12-13, 2016	(10:00 a.m. – 5:00 p.m.)
Dec. 3-4, 2016	(10:00 a.m. – 5:00 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 two-day weekend classes 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 other's 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 two-day weekend format, the following expectations will ensure that you get the most rewarding and engaging experience from the class. Our shared commitment includes:

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 weekend. A makeup assignment will also be required and decided upon jointly.

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: Please come prepared to discuss all readings including the first day of class.

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.

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:

(It is highly recommended that you read as many of the books as you can before the first day of class.)

1. Edward Debono - Six Thinking Hats
2. Jayne Docherty- Little Book of Strategic Negotiations
3. Ron Kraybill and Everlyn Wright- Little Book of Cool Tools for Hot Topics
4. Ron Kraybill- Peace Skills for Community Mediators
5. John Paul Lederach- Handbook of International Peacebuilding
6. Kay Pranis- Little Book of Circle Processes
7. Lisa Schirch- Little Book of Strategic Peacebuilding
8. Lisa Schirch and David Campt – The Little Book of Dialogue for Difficult Subjects.
9. David Brubaker and Ruth Hoover Zimmerman. The Little Book of Healthy Organizations.
10. Carolyn Yoder. The Little Book of Trauma

Additional Resources for your current and future practice (optional):

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/>.

Agyris, Chris et al. (1985) *Action Science*. San Francisco: Jossey-Bass. Chapters 1 & 2 (chapter 1 is available on e-reserve. Book available at the Arlington Library – 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

Hedges, Chris and Laila Al-Arian., (2007). "The Other War: Military veterans speak on the record about attacks on Iraqi civilians". *The Nation*, Volume 285, (Number 4), pages 11-31.

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.

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

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

Babbit, 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.

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.

Wing, L. and Rifkin, J. "Racial Identity Development and the Mediation of Conflicts." In C. L. Wijeyesinghe and B.W. Jackson (eds.), *New Perspectives on Racial Identity Development: A Theoretical and Practical Anthology*. New York: New York University Press, 2001.

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

Peacebuilding: A Field Guide edited by Luc Reychler & Thania Paffenholz (Boulder, CA; Lynne Reinner; 2001)

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

http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Articles/austin_handbookII.pdf

COURSE REQUIREMENTS:

Assignment #1: (20%) Due: Nov. 13, 2016

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 for implementation (eg. HR personnel or manager). (30 min.)

Write a reflective paper (maximum 10 pages) on what your experience has been with regard to completing this assignment, what did you learn about the organizational approach to resolving conflict, insights and perspectives on these approaches, and provide any additional insights that you may have gained.

Assignment #2: (40 percent) Due: No. 30,2016

2 (a): Choose someone to interview regarding an issue that is of interest to you and one with which they have subject matter expertise and/ or can discuss with you in an informed way. Try to find out what are the relevant issues (concerns, challenges, current developments) associated with the issue from their perspective.

Preparation for the interview will include creating interview questions and considering how to establish a climate of openness within the interview. The interview should not exceed 1 hour and should be recorded.

2 (b). After the interview, capture immediately your immediate reflections and reactions.

2 (c): 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.

2 d) Submit a 15 page-paper double space reporting on key discussion points with your interlocutor, analysis of the framing of the discussion, links to class discussion and readings, your reactions and personal evaluation of how the interview went. Close your paper with a recommended process (e.g. dialogue, facilitation, mediation . . .) to address one or more of the issues related to your topic of discussion. Provide an explanation on the rationale for choosing the process, who you might include and why and what you would expect the outcome to be. (Due date: Nov. 30) Please submit all relevant documents: questions, transcript, and paper (double space).

Assignment #3: (20 percent) Class presentations: Dec. 3 &4, 2016

Pair up with a classmate and select one of the books assigned for the class.

Select an issue that you are both interested in and write up a proposed intervention strategy. Write up a short paragraph describing the situation (context) to be followed with an outline of the steps to be undertaken and intervention strategy to include your theory of change. The outline should include: Objective and expected outcome of the intervention, targeted audience, location and rationale for location, and detailed plan. Finally, two or three concerns that you have discussed that can influence the success or failure of the intervention. Present your outline to the class in a 30 min presentation).

Please submit an electronic copy to ajadalla@gmu.edu and alma.jadallah@gmail.com by the stated deadline and bring a hard copy on the day of class. THANKS!

Class Participation, preparation and discussions (20 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 discussion board in WebCT.

CLASS PLAN

Week 1: Oct. 22-23, 2016 10:00 a.m. – 5:00 p.m.

Conflict Resolution Practice: Overview

In the first week we will attempt to respond to the following questions: *Why an advanced course in conflict resolution practices?*

What do we know about practice?

When we speak about the nexus between theory and practice, what do we mean?

What are the commonly used approaches, tools and frameworks?

Theories of Change

Class activities and exercises (TBD)

Guest practitioner (contingent on availability)

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Assigned readings in preparation for class:

- Edward Debono - Six Thinking Hats
- Jayne Docherty- Little Book of Strategic Negotiations
- Ron Kraybill and Everlyn Wright- Little Book of Cool Tools for Hot Topics
- Ron Kraybill- Peace Skills for Community Mediators

Week 2: Nov. 12-13, 2016 10:00 a.m. – 5:00 p.m.

Practice reconsidered – Challenges and opportunities

Lead voices - Discussion

Class activities and exercises (TBD)

Guest practitioner (contingent on availability)

Assigned readings in preparation for class:

- Kay Pranis- Little Book of Circle Processes
- Lisa Schirch and David Campt – The Little Book of Dialogue for Difficult Subjects.
- David Brubaker and Ruth Hoover Zimmerman. The Little Book of Healthy Organizations.

Week 3: Dec. 3-4, 2016 10:00 a.m. – 5:00 p.m.

Integration, reflection and conclusion

In this final week, we will attempt to respond to discuss:

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

In reflection and if we had advice to provide to other conflict resolution practitioners, what would they be? Who do we need to partner with and why?

Class activities and exercises (TBD)

Group presentations

Assigned readings in preparation for class: Please come to class with one or two discussion questions

- Lisa Schirch- Little Book of Strategic Peacebuilding
- John Paul Lederach- Handbook of International Peacebuilding
- Carolyn Yoder. The Little Book of Trauma

Group presentations / CELEBRATION