

**CONF 695 – 006 Conflict Resolution for Schools
George Mason University
Institute for Conflict Analysis and Resolution**

1. Course information

Credit Hours: 3.0
When: Spring 2010; Monday 4:30 – 7:10 PM
Where: Truland Building, 647
Department: ICAR – Arlington GMU Campus
3300 N. Washington Blvd.
Arlington, VA 22201
Instructor: Marsha Blakeway; mblakewa@gmu.edu; (202)547-9522

2. Course Purpose:

- Purpose: To provide participants with
 - an understanding of the issues facing schools for which conflict resolution processes can support positive relationships and positive outcomes for youth and adults;
 - an understanding of the theory and practice of conflict resolution education and intervention including peer mediation, and related programming in K-12 schools;
 - an experience of observing and working with a conflict resolution program in an elementary or secondary school.
- Methodology: Seminar/discussion format; reading and writing about conflict resolution programming and related educational issues; observing/working with an elementary or secondary school-based conflict resolution education program.

3. Required Reading

- Association for Conflict Resolution, Education Section. *Recommended Standards for School-Based Peer Mediation Programs*, ACR, 2007. Printed booklet ordered from www.ACRnet.org; on-line version: <http://www.mediate.com/acreducation/>
- Richard Cohen. *Students Resolving Conflict*, Good Year Books, 1995. ISBN: 0-673-36096-2.
- Lynn Davies. *Education and Conflict: Complexity and Chaos*. Routledge, Taylor and Francis Group, New York and London. 2004. ISBN: 0-415-30424-5.
- Linda Lantieri & Janet Patti. *Waging Peace In Our Schools*, Beacon Press, 1996. ISBN: 0-8070-3116-x
- Noll, James Wm. 2010. *Taking Sides: Clashing Views on Educational Issues, Fifteenth Edition*, Expanded, New York: McGraw-Hill 9780073545653
- Dan Olweus. *Bullying at School*, Blackwell Publishing, 1993, ISBN 978-0-631-19241-1.
- Nelson, Jane, Lynn Lott, and Stephen Glenn. 2000. *Positive Discipline in the Classroom*: Prima Publishing.
- Sandra V. Sandy & Kathleen M. Cochran. “The Development of Conflict Resolution Skills in Children”. pp. 316 – 342 in *The Handbook of Conflict Resolution*, Deutsch and Coleman, Editors, Jossey-Bass Publishers. 2000. ISBN 0-78794822-5.
- Lorraine Stutzman Amstutz and Judy H. Mullet. *The Little Book of Restorative Discipline for Schools*, Good Books, 2005. ISBN: 1-56148-506-3.

Peace Education Readings:

- Monisha Bajaj, ed. 2008. *Encyclopedia of Peace Education*. Charlotte, NC Information Age Publishing, Inc <http://www.tc.edu/centers/epe/entries.html>
- Monisha Bajaj, ‘ “Critical” Peace Education’ pp. 135-146, in *Encyclopedia of Peace Education* On-Line, see Bajaj, Monisha.

- Lesley Bartlett. “Paolo Freire and Peace Education” pp. 39-45 in *Encyclopedia of Peace Education* On-Line, see Bajaj, Monisha.
- Harris, Ian. 2008 “History of Peace Education” pp 15-23 in *Encyclopedia of Peace Education* On-Line, see Bajaj, Monisha.
- Magnus Haavelsrud, “Conceptual Perspective in Peace Education” pp. 59-66 in *Encyclopedia of Peace Education* On-Line, see Bajaj, Monisha.

Optional Reading:

- Dewey C Cornell. 2006. *School Violence: Fears Versus Facts*. Mahwah, NJ: Lawrence Erlbaum Associates. ISBN 0-8058-5423-1.
- Lisa Delpit. *Other People's Children: Cultural Conflict in the Classroom*, Updated Edition New Press; Rev Ed edition (August 1, 2006). ISBN-10: 1595580743
- Jones, Tricia S., and Randy Compton, eds. 2003. Kids Working It Out: Stories and Strategies for Making Peace in Our Schools. San Francisco: Jossey-Bass. www.josseybass.com ISBN: 0-7879-6379-8
- Kathryn Liss, Editor. *Help Increase the Peace Program Manual*, American Friends Service Committee, 2004. ISBN: none listed.
- Office of the United Nations High Commissioner for Human Rights. *Teaching Human Rights: Practical activities for primary and secondary schools*; United Nations Publication, ISBN 92-1-154149-2. (This will not be available in the bookstore until sometime in February, 2008.)
- Chip Woods, *Yardsticks, Children in the Classroom Ages 4-12*. Northeast Foundation for Children, 1994. ISBN: 0-9618636-2-5.
- Search Institute: Developmental Assets for Adolescents, Early Childhood, Middle Childhood: <http://www.search-institute.org/assets/assetlists.html>

4. Course Expectations and Requirements

- Read assigned material; participate actively in class meetings and discussions.
- Observe conflict resolution or peer mediation programming in elementary or secondary setting; prepare observation notes. 12 - 15 hours outside of class.
- Review conflict resolution curriculum and prepare oral summary overview for class.
- Prepare other assignments outlined below.

5. Criteria for Assessment

- For a grade of “C” participants will be expected to satisfactorily participate in class discussions of readings; to complete school observations and write the observation report; and to prepare and deliver an oral report reviewing conflict resolution education curriculum (to be assigned) to the class.
- For a grade of “B” students will be expected to satisfactorily complete one of the other choices of written or practice requirements marked with an asterisk below.
- For a grade of “A” students will be expected to satisfactorily complete two of the other choices of written or practice requirements marked with an asterisk below.

In this case, satisfactorily means to the satisfaction of the instructor.

Beyond one unavoidable missed class, one letter grade will be deducted from course grading for any classes missed.

6. Guidelines for Written Requirements

All written work should be submitted by email in a Word document, double-spaced, and edited by a classmate; writing center, or other editor before submission. Please follow APA citation formats, etc.

- **Observation Report on Conflict Resolution or Peer Mediation Programming:** Write report of 3-5 pages describing your personal experience observing and assisting in a school-based conflict resolution or peer mediation program.
- **Curriculum review:** Prepare a one-page summary and deliver an oral presentation in class on a conflict resolution, peer mediation, or related curriculum. Instructor will provide curriculum or approve another choice.
- ***Practitioner Interview:** A 1500 word article suitable for publishing in The 4th R (newsletter for the Education Section of the Association for Conflict Resolution) that tells the story of a school-based conflict resolution or peer mediation practitioner's work in a school setting.
- ***Conflict Resolution Education Topic Paper:** A 3-5 page paper on a topic in conflict resolution or peace education to be determined in consultation with instructor. Papers will be presented briefly in class for discussion after being made available for instructor and other participants. (Suggestions: anti-bullying/cyber-bullying; classroom meetings; discipline, diversity/pluralism education, human development/social emotional learning; human rights education, nonviolence/peace education, peer mediation; restorative justice in schools; alternatives to violence programming in schools, other?)
- ***Book Review:** A 3-5 page written review/reflection/reaction paper of one of the following books on the assigned or optional reading list: Cohen, Delpit, Jones, Lantieri, Liss, Nelson. Reviews will demonstrate an understanding of the main ideas and themes of the book and include personal reflections.

7. 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.

ICAR 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. ICAR'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.

Schedule – Final Week-by-Week syllabus will be prepared after first class.

Week One: January 25, 2010

Topics: Course overview; mapping conflict resolution in schools; setting up school observations; identifying participant experience and interests.

Week Two: February 1, 2010

Read for Discussion: Lantieri and Patti, *Waging Peace*

Topics: Setting up and Reporting on Conflict Resolution Observations in a School; Nonviolence education; Creative Response to Conflict model;

Week Three: February 8, 2010

Read for Discussion: Sandra V. Sandy & Kathleen M. Cochran. “The Development of Conflict Resolution Skills in Children”; Search Institute Developmental Assets

Topics: Development; Social Emotional Learning

Week Four: February 15, 2010

Read for Discussion: Dan Olweus. *Bullying at School* and Cornell, Chapter 5

Topic: Violence in Schools; Bullying and relational aggression; Cyberbullying

Week Five: February 22, 2010

Read for Discussion: Nelson, *Positive Discipline* Introduction, Chapters 1, 2 and 7

Topics: Class meetings as a conflict intervention; conflict coaching in schools

Week Six: March 1, 2010

Read for Discussion: Amstutz: *Restorative Discipline*

Topics: Restorative Justice programs for juveniles and for schools

Week Seven: March 15, 2010

Read for Discussion: Cohen, *Students Resolving Conflicts* and ACR Peer Mediation Standards

Topics: Mediation programming in schools

Week Eight: March 22, 2010

Read for Discussion: Chosen Curriculum

Oral Presentations on CR Curriculum

Topics: Developmental and cultural appropriateness of curriculum; content and methodology of CR education materials

Week Nine: March 29, 2010

Read for Discussion: Selections from Noll, *Taking Sides: Clashing Views on Educational Issues, Fifteenth Edition*

Topics: Education Policy Issues

Week Ten: April 5, 2010

Read for Discussion: Davies, Education and Conflict Parts I and II

Topics: Conflict and complexity theories; roots of conflict and implications for education;

Week Eleven: April 12, 2010

Read for Discussion: Davies, Education and Conflict Part III

Topics: Educating for Peace or War?

Week Twelve: April 19, 2010

Read for Discussion: Davies, Education and Conflict Parts IV and V;

Topics: Strategic responses to conflict in times of conflict and in post-conflict situations- international; complex adaptive school

Week Thirteen: April 26, 2010

Read for Discussion: Harris, "History of Peace Education"; Harris framework for peace education;

Bartlett: "Paolo Freire and Peace Education"; *Teaching Human Rights: Practical activities for primary and secondary schools*; Liss, *Help Increase the Peace Program Manual*;

Topics: Peace education content and methodology; human rights education; training for student activism;

Week Fourteen: May 3, 2010

Presentation of Papers and Observations

Course Wrap-Up

All written assignments due.