

CONF 713

Reflective Practice in Conflict Analysis and Resolution

Wednesdays, 7:20-10:00 pm
Arlington Founders Hall Room 207

Professor Sandra Cheldelin

scheldel@gmu.edu

703.993.3652

Office hours: by appointment

Course Description and Objectives

Conflict is an inescapable part of our lives—in our personal relationships, at work, in community and in society. Sometimes it is a process in which we struggle over scarce resources, sometimes over misunderstandings or differences in meaning-making, and sometimes because of the positions we find ourselves in through narratives or stories that we have created or been victim of others' creations. To make it even more complex, conflict is always embedded in culture, history, identity and values systems.

Reflective practice is the process interveners engage that consists 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 as practitioners we become skilled at integrating theory and experiential learning into practice at three stages of an intervention: 1) in analyzing or assessing the conflict in preparation for intervention; 2) during the intervention itself; and 3) in post intervention reflection. In this way, reflective practice is a form of "meaning making"—attempting to make sense of phenomena occurring around us through an interdependence of theory, experience and practice. It may also be a process of altering meaning-making systems designed toward transformation of the relationships for the parties in conflict.

Utilizing instruments, simulation exercises, discussions, field-work and reflective logs, you will have the opportunity to engage aspects of reflective practice as noted above. The objective is to build an understanding of integrative practices—negotiation, facilitation, mediation and dialogue—that can be utilized in a variety of conflict settings.

Course Requirements

Along with class attendance (required), you 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, in- and outside-class activities and discussions. Specifically, you will be graded on the following course requirements:

A. Class Discussion and Exercises (simulations, role-plays, in- and outside-class assignments, readings, debriefs, etc.): 30%

Over the semester, you will engage in brief exercises and discussions to assess the application of reflective practice at various points of a conflict cycle and with different methodologies. During simulations you will assume various roles—parties in conflict or violence, interveners and observers—designed to give you practices opportunities to assess your own reflective practice skills.

B. Reflective Practice Log and Paper: 40%

Each week you will keep a *reflective practice log* recording reflections on class assignments, readings, discussions and exercises. The log is meant to help you develop your own skills as reflective practitioners as you learn conflict resolution practices. It is one medium to link theory and research to practice as your reflections will culminate in a research paper integrating readings, class exercises, feedback and your reflections. A short log summary (3-5 pp) is due on **March 2** (week 6), and the final paper (15-20 pp) is due on **April 27** (week 14). (Log summary 10% & Paper 30%)

C. Group Reflective Practice Theory Presentation: 30%

Building on all class requirements and activities, you may join a team of no more than 3 students and develop your own theory of reflective practice. The team will present it as a **capstone product** that integrates classroom exercises and discussions, and simulation/ role plays. Creativity is encouraged. Presentations will take place the last two weeks of classes (student groups may sign up for **April 27** (week 14, 3 groups @ 45 minutes/group) or **May 4** (week 15, 2 groups @ 45 minutes each). Please submit names of group members and date preferences for presentation no later than **March 2**. (30%)

Important Dates to Remember:

Reflective Practice Log (10%) & Submit names of group members for capstone product	March 2, 2011
Reflective Practice Final Paper (30%)	April 27, 2011
Group Theory of Reflective Practice (30%)	April 27 or May 4, 2011

Class Policies and Procedures

You are responsible for completing individual and group assignments on time. Some class assignments and readings will be sent via e-mail and you are responsible for checking your Mason e-mail and keeping up-to-date (not over quota) with it. Incomplete grades will not be granted except in cases of personal or immediate family illness or emergency.

Honor Code and Plagiarism

A reminder: Plagiarism or other violations of the **honor code** are not acceptable in this or any other GMU class. In addition to the following, please see the ICAR handbook: http://www.gmu.edu/departments/ICAR/newstudent/Appendix_L.pdf.)

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's Policy: Faculty require all written work be available in electronic form so that it can be compared to electronic databases. Faculty may at any time compare your written work against electronic databases/plagiarism detection software without prior permission from you. Individual instructors may require work to be submitted in print and electronic form. You are encouraged to submit your work through Blackboards SafeAssign program. The professor may also directly submit work using the same system.

University Resources and Assistance

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 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. **Contact:** 703.993.4491 or <http://writingcenter.gmu.edu>. It is a free writing resource that offers individual, group, and online tutoring.

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 your professor the first week of classes. **Location:** SUB I, Room 222 **Contact:** 703.993.2474 www.gmu.edu/student/drc/

Required Readings Available on E-Reserve (ER) or 2-hour Print Reserve (PR) at the Arlington Campus Library

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://oscr.gmu.edu>
2. Click on the magnifying glass (Search electronic reserves)
3. Using the drop-down boxes, select the course [CONF 713] and instructor [Conf 713-001 Cheldelin] Be sure it says "Spring 2011"
4. Enter in the password (**peace**) and click "submit" to view the item. It is case sensitive.
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.

The following e-reserve articles are now available and required reading for Conf 713 Spring 2011:

Argyis, Chris and Donald A. Schön. 1992. *Theory in Practice: Increasing Professional Effectiveness*. Chapter 1: "Theories of Action", Chapter 2: "Evaluating Theories of Action", pp. 3-34. San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 446 5. Week 2

Avruch, Kevin and Peter W. Black (1993). "Conflict Resolution in Intercultural Settings: Problems and Prospects," in D. Sandole and H. van der Merwe, eds., *Conflict Resolution Theory and Practice Integration and Application*. Manchester: Manchester University Press. pp. 131-145. Week 11

Bush, Baruch and Joseph Folger. 1994. *The Promise of Mediation: Responding to Conflict Through Empowerment and Recognition*, San Francisco: Jossey-Bass Publishers. Week 6

Carstarphen, Nike and Ilana Shapiro. 1997. *Facilitating between gang members and police*. Negotiation Journal, Spring #2. Week 3

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. Week 2

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. Week 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. Week 13

Dugan, Máire A. 1996. A Nested Theory of Conflict. *In A Leadership Journal: Women in Leadership – Sharing the Vision*. Volume 1, pp. 9-19. Week 2

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. Week 5

Gelinas and James. 2008. *Meaningful Public Conversations: Essential Principles and Practices for Strengthening Collaboration in our Communities*, Gelinas and James, Inc., 2008, <http://74.125.93.132/search?q+cache:PUq8q63GBa4J:www.hbmwd.com/> Week 12

Gouran, S. Dennis and Hirokawa, Randy Y. 2005. *The International Association of Facilitators (IAF) Handbook of Group Facilitation*, Chapter 21, pp. 351-359, "Facilitating Communication

- in Group Decision-Making Discussions”, Chapter 21, San Francisco: Jossey-Bass Publishers. ISBN: 0 7879 7160 X. Week 3
- 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. Week 11
- 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. Week 11
- Lederach, John Paul. 2009. *Conflict Transformation and Restorative Justice manual: Foundations and Skills for Mediation and Facilitations*, 5th edition, Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9 Akron, PA, Chapter 2, pp. 25-27. Week 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. Week 2
- Maurik, John van. 1994. “Facilitating Excellence: Styles and Processes of Facilitation”, *Leadership and Organizational Development Journal*, Vol 15, Issue 8, pp 30-34. Week 3
- Moore, Christopher. 1996. “How Mediation Works” chapter 2 In *The Mediation Process: Practical Strategies for Resolving Conflict*, Jossey Bass, San Francisco. Weeks 6 & 7
- Permanand, Shadell. 2009. *Conflict Transformation and Restorative Justice Manual: Foundations and Skills for Mediation and Facilitations*, 5th edition, Chapter 2, Section 4, pp. 59-62, “‘Culture’ and the Mediator’s Baggage”, Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9542 0030 9, Akron, PA. Week 5
- Roy, Beth. 2009. *Conflict Transformation and Restorative Justice Manual: Foundations and Skills for Mediation and Facilitations*, 5th edition, Chapter 2, pp. 25-27, “Thinking about Power”, Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9, Akron, PA. Week 9
- Schirch, Lisa. 2009. *Conflict Transformation and Restorative Justice manual: foundations and Skills for Mediation and Facilitations*, 5th edition, Chapter 2, Section 1, pp. 32-33, “Ten principles of Identity for Peacebuilders”, Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9, Akron, PA. Weeks 5 & 9
- Schirch, Lisa. 2009. *Conflict Transformation and Restorative Justice manual: foundations and Skills for Mediation and Facilitations*, 5th edition, Chapter 2, Section 4, pp. 66-67, “Theories of Gender, Conflict and Peacebuilding”, Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9, Akron, PA. Week 5

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. Weeks 4 & 13

Schwarz, Roger M. 1994. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, Chapter 1, "Group Facilitation and the Role of the Facilitator", pp. 3-18, San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 638 7 Week 4

Schwarz, Roger M. 1994. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, Chapter 6, "How to Intervene", pp. 122-145. San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 638 7. Week 4

Schwarz, Roger M. 2002. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, 2nd edition, Chapter 6, "Diagnosing Behaviors that Enhance or Hinder Group Effectiveness", pp. 136-157, San Francisco: Jossey-Bass Publishers, ISBN 0 7879 4723 7. Week 4

Schwarz, Roger M. 2002. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, 2nd edition, Chapter 12, "Dealing with Emotions", pp. 247-267, San Francisco: Jossey-Bass Publishers, ISBN 0 7879 4723 7. Week 4

Schön, Donald, 1983. *The Reflective Practitioner: How Professionals Think in Action*. Chapter 2, "From Technical Rationality to Reflection-in-Action" (p 21-69) New York: Basic Books. Week 2

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. Week 13

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. Week 13

Watkins, Jane Magruder and Bernard J. Mohr. 2001. *Appreciative Inquiry: Change at the Speed of Imagination*. San Francisco: Jossey-Bass/Pfeiffer. Chapter 2 "Appreciative Inquiry : History, Theory and Research." Week 10

Watkins, Jane Magruder and Bernard J. Mohr (2001) *Appreciative Inquiry: Change at the Speed of Imagination*. San Francisco: Jossey-Bass/Pfeiffer. Chapter 3 "Appreciative Inquiry as a Process." Week 10

Weekly Class Structure and Assignments

WEEK 1 ~ JANUARY 26, 2011
INTRODUCTION TO REFLECTIVE PRACTICE

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
- Building a reflective class environment
- Implications of learning style preferences

Class Activities:

- Introductions, review of syllabus, course requirements and structure
Handouts: syllabus, course competencies, journal techniques & notes on final project
- Presentation: theory, research and practice in conflict resolution, levels of reflection and model building.
- Practice activity: *Allison's Arrangement* (tackling a conflict as a reflective practitioner in negotiation)
- Learning Style Inventory, scoring and discussion

Readings: ~ NOTE: please be prepared to discuss assigned readings each week (and therefore read before class). No readings for Week 1.

Assignments:

- For Week 2 bring a conflict that you are either currently a party to or are deeply interested in and be prepared to present and discuss it.
- In groups of **2 or 3**:
 - a.) Select an image (on camera) that reflects what your group agrees is the intersection of the sacred and the secular. Submit that image to Sandra Cheldelin (scheldel@gmu.edu) by **Monday, January 31st**
 - b.) Conduct a negotiation of an actual purchase of something (be sure to plan what the purchase will be; only one member of the group needs to do the negotiation but all must be present to observe). Write a short (no more than three-paragraphs) paper that describes the experience and your reflections on your own part of the negotiation (planning, debrief, etc.). Due **Wednesday, February 2**, electronically, but can be submitted earlier. [This is likely to be the first entry in your log journal.]

Week 2 ~ February 2, 2011
PRACTICE 1: NEGOTIATION

Themes:

- RP models and degrees of adaptability to conflict analysis and resolution
- What do we mean by theory?
- How and why do we build models?
- Useful Conflict Analysis and Resolution Models
- *Negotiation* as a reflective practice

Class Activities:

- Application of individual conflicts (see assignment from Week 1) to Conflict Analysis and Resolution models
- Review of Negotiation Images of Washington DC: lessons learned
- Negotiation debrief of purchases (**short reflection paper due**)
- Practice activity ~ **Negotiation** as a reflective practice: Pat's Problem
- Discussion of readings

Readings:

- Argyris, Chris and Donald A. Schön. 1992. *Theory in Practice: Increasing Professional Effectiveness*. Chapter 1: "Theories of Action", Chapter 2: "Evaluating Theories of Action", 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.
- Dugan, Máire A. 1996. A Nested Theory of Conflict. *In A Leadership Journal: Women in Leadership – Sharing the Vision*. Volume 1, pp. 9-19.
- 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.
- Schön, Donald. 1983. *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books. Chapter 2, pp. 21-69.

Due:

- Bring to class a conflict that you are either currently a party to or are deeply interested in. Describe the conflict including who are the parties, what is going on and how long, why do you think the parties are in conflict?

Assignment for Week 3:

- Preview *Gang Wars Banging in Little Rock*:
<http://www.youtube.com/watch?v=tXJOvihczms> (In the "search" bar enter: gang wars banging in Little Rock) [Note: you must get UTube subscription to view]. Be prepared to discuss video.

Week 3 ~ February 9, 2011
Practice 2: FACILITATION in Community—Part I

Themes:

- Theory, research, practice, principles and purpose of facilitation
- Similarities and differences from formal mediation
- Facilitation techniques that compliment a reflective practice approach
- Implication for learning models

Class activities:

- *GangWars Banging in Little Rock*—discussion of video
- Small group activity--facilitation
- Discussion of readings

Readings:

- Carstarphen, Nike and Ilana Shapiro. 1997. *Facilitating between gang members and police*. Negotiation Journal, Spring #2.
- 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.
- Gouran, S. Dennis and Hirokawa, Randy Y. 2005. *The International Association of Facilitators (IAF) Handbook of Group Facilitation*, Chapter 21, pp. 351-359, “Facilitating Communication in Group Decision-Making Discussions”, Chapter 21, San Francisco: Jossey-Bass Publishers. ISBN: 0 7879 7160 X
- Maurik, John van. 1994. “Facilitating Excellence: Styles and Processes of Facilitation”, *Leadership and Organizational Development Journal*, Vol 15, Issue 8, pp 30-34.

WEEK 4 ~ FEBRUARY 16, 2011
Multi-party FACILITATION—Part II

Themes:

- Micro/meso theories that influence facilitation
 - including single v. double-loop learning
 - decision-making
 - ethical practices.
- Facilitation styles

Class activities:

- The Case of Haiti: A Multiparty Relief Facilitation

Readings:

- 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 1, "Group Facilitation and the Role of the Facilitator", pp. 3-18, San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 638 7.
- Schwarz, Roger M. 1994. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, Chapter 6, "How to Intervene", pp. 122-145. San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 638 7.
- Schwarz, Roger M. 2002. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, 2nd edition, Chapter 6, "Diagnosing Behaviors that Enhance or Hinder Group Effectiveness", pp. 136-157, San Francisco: Jossey-Bass Publishers, ISBN 0 7879 4723 7.
- Schwarz, Roger M. 2002. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, 2nd edition, Chapter 12, "Dealing with Emotions", pp. 247-267, San Francisco: Jossey-Bass Publishers, ISBN 0 7879 4723 7.
- *Haiti's elite spared from much of the devastation* by William Booth, Washington Post Foreign Service, Monday, January 18, 2010; A08
http://www.washingtonpost.com/wp-dyn/content/article/2010/01/17/AR2010011702941_pf.html
- Note: there will be further resources required as the multi-party Haiti facilitation unfolds. Stay tuned.

<p>WEEK 5 ~ FEBRUARY 23, 2011 Regional FACILITATION—Part III</p>

Themes:

- Facilitation in organizational and community conflicts
- Issues of identity, culture and hierarchy
- Practice, paying close attention to reflective practice models.

Class activities:

- Role play: The Great Lakes Scenario

Readings:

- 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.
- Permanand, Shadell. 2009. *Conflict Transformation and Restorative Justice Manual: Foundations and Skills for Mediation and Facilitations*, 5th edition, Chapter 2, Section 4, pp. 59-62, "'Culture' and the Mediator's Baggage", Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9542 0030 9, Akron, PA.
- Schirch, Lisa. 2009. *Conflict Transformation and Restorative Justice manual: foundations and Skills for Mediation and Facilitation*, 5th edition, Chapter 2, Section 1, pp. 32-33, "Ten principles of Identity for Peacebuilders", Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9, Akron, PA.
- Schirch, Lisa. 2009. *Conflict Transformation and Restorative Justice manual: foundations and Skills for Mediation and Facilitation*, 5th edition, Chapter 2, Section 4, pp. 66-67, "theories of Gender, Conflict and Peacebuilding", Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9, Akron, PA

WEEK 6 ~ MARCH 2, 2011
PRACTICE 3: MEDIATION—WESTERN MODEL

Themes:

- History and the nature and practice of mediation
- A continuum of intervention model
- Where and how mediation as a process is used and mediation activities
- The role of reflective practice in mediation

Class activities:

- Video excerpts from *The Mediators* (Teresa Wakeen, Chris Moore, Peter Adler, Joan Kelly/Nina Meirding, Howard Bellman, John Paul Lederach, Homer LaRue and Don Saposnek)
- Michael Lewis mediation video
- Practice: introductions in mediation—Western model

Due:

- Log summary paper (3 ~ 5 pages)
- Names of group members and date preferences (no guarantee) for capstone theory presentation

Readings:

- Bush, Baruch and Joseph Folger., 1994. *The Promise of Mediation: Responding to Conflict*, Chapter 1
- Moore, Christopher (1996) “How Mediation Works” chapter 2 in *The Mediation Process: Practical Strategies for Resolving Conflict*, Jossey Bass, San Francisco.

WEEK 7 ~ MARCH 9, 2011
INTERNATIONAL ORGANIZATIONAL MEDIATION

Themes:

- Micro/meso theories that influence mediation
 - interest-based (principled) negotiations, power, gender, trust, trust-building, conflict management, mitigation, resolution, ethics, etc.

Class activities:

- Class simulation (gender and culture): *Marisol's Mandate*
- ISA mid-term evaluations

REVIEW Readings:

- Chapter from Moore's *The Mediation Process*
- Pruitt and Kim's *Dual Concern Model*
- Warfield's *Layered Model of conflict behavior*

[WEEK 8 ~ MARCH 16, 2011 SPRING BREAK: NO CLASS]



WEEK 9 ~ MARCH 23, 2011
MULTI-PARTY INTERNATIONAL MEDIATION—Part III

Themes:

- Integrating elements of facilitation and mediation in a conflict situation manifesting reflective practice adaptations

Class Activities:

- Exercise: Haiti's intervention of civil unrest
- What theories are put into play?
- How is the mediation role interpreted re: Moore's types of mediators?

Readings:

- Lederach, John Paul. 2009. *Conflict Transformation and Restorative Justice manual: Foundations and Skills for Mediation and Facilitation*, 5th edition, Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9 Akron, PA, Chapter 2, pp. 25-27.
- Roy, Beth. 2009. *Conflict Transformation and Restorative Justice Manual: Foundations and Skills for Mediation and Facilitations*, 5th edition, Chapter 2, pp. 25-27, "Thinking about Power", Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9, Akron, PA.
- Schirch, Lisa. 2009. *Conflict Transformation and Restorative Justice manual: foundations and Skills for Mediation and Facilitations*, 5th edition, Chapter 2, Section 1, pp. 32-33, "Ten principles of Identity for Peacebuilders", Mennonite Central Committee, Office of Justice and Peacebuilding, ISBN: 0 9642 0030 9, Akron, PA.

WEEK 10 ~ MARCH 30, 2011
MODULE III: REFLECTIVE PRACTICE IN DIALOGUE:
AN APPRECIATIVE INQUIRY (AI) Approach

Themes:

- Principles and purposes of dialogue
- Where and how dialogue is used (community dialogues, problem-solving workshops)
- Working with the AI process
- Theoretical overview

Class activities:

- Video on dialogue models
- Fishbowl practice—in class simulation of AI dialogue

Readings:

- Watkins, Watkins, Jane Magruder and Bernard J. Mohr (2001) *Appreciative Inquiry: Change at the Speed of Imagination*. San Francisco: Jossey-Bass/Pfeiffer. Chapter 3 "Appreciative Inquiry as a Process."



WEEK 11 ~ APRIL 6, 2011
CULTURAL CONSIDERATIONS IN DIALOGUE

Themes:

- Micro/meso theories that influence dialogue
- Understanding cultural diversity

Class Activity:

- The Vatican's Dilemma
- Convening a dialogue: a multi-party cross-cultural conversation

Readings:

- Avruch, Kevin and Peter W. Black (1993). "Conflict Resolution in Intercultural Settings: Problems and Prospects," in D. Sandole and H. van der Merwe, eds., *Conflict Resolution Theory and Practice Integration and Application*. Manchester: Manchester University Press. Pp. 131-145.
- 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.
- Watkins, Jane Magruder and Bernard J. Mohr (2001) *Appreciative Inquiry: Change at the Speed of Imagination*. San Francisco: Jossey-Bass/Pfeiffer. Chapter 3 "Appreciative Inquiry as a Process."

WEEK 12 ~ APRIL 13, 2011
CULTURAL CONSIDERATIONS IN DIALOGUE

Themes:

- Integrating elements of facilitation/mediation in a dialogue setting
- How is reflective practice manifested?

Class activities:

- The Vatican Dilemma Part II: Designing culturally sensitive dialogues
- Breakout exercises

Readings:

- Gelinias and James. 2008. *Meaningful Public Conversations: Essential Principles and Practices for Strengthening Collaboration in our Communities*, Gelinias and James, Inc., 2008, <http://74.125.93.132/search?q+cache:PUq8q63GBa4J:www.hbmwd.com/>

WEEK 13 ~ APRIL 20, 2011
MODULE IV: INTEGRATION
ETHICS AND ETHICAL DILEMMAS

Themes:

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

Class Activities:

- Exercise: Role-play consulting firm
- Ethics scenarios -- practice

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.
- 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.
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WEEK 14 ~ APRIL 27, 2011
INTEGRATION: THEORIES OF REFLECTIVE PRACTICE

Theme:

- Integrating theory and practice

Class Activity:

- Student presentation of RP theories [3 groups @ 45 min. each]

Due:

- Final Reflective Practice Research Paper

WEEK 15 ~ MAY 4, 2011
INTEGRATION: THEORIES OF REFLECTIVE PRACTICE

Theme:

- Integrating theory and practice

Class Activity:

- Student presentation of RP theories [2(-3) groups @ 45 min. each]
- Celebration, course evaluation