

George Mason University
School for Conflict Analysis and Resolution
CONFLICT RESOLUTION CURRICULUM DEVELOPMENT IN HIGHER EDUCATION
CONF 695 Section 001, Spring 2015

Class Time: Thursday, 4:30-7:10 p.m.

Location: Founders Hall 479

Course Blackboard site online: mymason.gmu.edu

Instructor: David J. Smith, JD, MS

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Office Hours: Thursdays from 3:30 p.m. until the start of class in the S-CAR office area

Course Description and Objectives

This course seeks to provide students with the aptitudes, skills, knowledge and awareness that will enable them to effectively teach at the higher education level courses and topics related to conflict resolution and related fields. At the end of the course, students will be proficient in (1) understanding how higher education has promoted and helped nurture the field; (2) knowledge of theories of learning relevant to the field; (3) awareness of the higher education environment and the differences between various sectors (i.e., graduate, 4 year undergraduate, community college, etc.); (4) how to develop a course or other form of instructional program/initiative; (5) understanding current trends in higher education; and (6) the best practices in pedagogical approaches to teaching and learning. Students in the course will be required to develop a lesson plan and a course syllabus, as well as engage in a teaching demonstration. A cumulative project will be developing a career plan and portfolio. There will also be a final research paper.

Course Requirements

In addition to regular attendance and participation (5%), the following is required:

- Facilitating an in class experiential activity (10%)
Starting with the third class, every student will be expected to use the last 30 minutes of one class to demonstrate an activity or exercise having a strong experiential dimension that provides an important learning opportunity for a student group. Depending on our student class size, we may need to double up for some classes. Kolb's Cycle of Learning will be instructive. (A sign sheet will be distributed the first class)
- A teaching demonstration and lesson plan (25%)
Two classes at the end of the semester are designated as pedagogical demonstration classes. Each student will be required to present a 30 minute lesson of a topic of their choosing related broadly to conflict resolution. The evaluation of the performance will be a combination of instructor and fellow student reflections. In addition each student

will be required to develop a 5-10 page lesson plan in a form they choose. If appropriate it should include citations, web-links, etc. Potential formats will be discussed in class. A rubric will be developed and used to guide evaluation.

- A course syllabus (15%)

Each student will be required to develop a 4-10 page course syllabus. The syllabus should be for a course that the student could propose at an academic institution where conflict resolution or a related field (peacebuilding, peace studies, conflict management, etc.) is under consideration. Students will be asked to give a 10-minute presentation on their course to the “curriculum committee.”

- A portfolio (20%)

Each student will be required to develop a professional academic portfolio. The portfolio could be a combination of text (paper), web-based, and visual. Be creative.

- A final paper (25%)

A final paper looking at pedagogical and/or academic trends in teaching, studying and researching conflict resolution education is required. This is a research-based assignment. It should be between 15-20 pages in length.

For all written assignments, **hard copies are strongly preferred**. Please keep electronic copies available. Delays, deferrals, or a grade of “incomplete” for the course will be given only in cases of personal or immediate family crisis.

Other Things You Need to Know

- If you are a student with a disability and you need academic accommodations, please see me or 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 Founders Hall, Room 212 by phone at 703- 993-4491 or online at: <http://writingcenter.gmu.edu/>
- The English Language Institute (now part of INTO George Mason University) 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 1-858-356-4400 or INTOadmissions@gmu.edu
- Academic integrity: 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.

Course Readings

The following books are available for purchase at the Arlington Campus Bookstore.

Books

Philip G. Altbach, et al., *In Defense of American Higher Education* (Baltimore: Johns Hopkins University Press, 2001)

Ken Bain, *What The Best College Teachers Do* (Cambridge, MA: Harvard University Press, 2004)

David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (Upper Saddle River, NJ: Prentice Hall, 1984)

Colman McCarthy, *I'd Rather Teach Peace* (Maryknoll, NY: Orbis Books, 2003)

Timothy A. McElwee, et al., eds., *Peace, Justice & Security Studies, 7th edition* (London: Lynne Rienner, 2009)

David J. Smith, ed., *Peacebuilding in Community Colleges: A Teaching Resource* (Washington, DC: USIP Press, 2013)

Other Readings on E-Reserve through Blackboard include:

Pamela Aall, et al., *Peacemaking in International Conflict*, Ch 8: Addressing Conflict Through Education (Washington, DC: USIP Press, 2007)

Maurianne Adams et al., eds. *Teaching for Diversity and Social Justice*, Chapters 4, 5, and 13 (New York: Routledge, 1997)

Paulo Freire, *Pedagogy of the Oppressed* (New York: Continuum, 2009)

Tricia Jones, Conflict Resolution Education, *Conflict Resolution Quarterly*, Volume: 1 Number: 22 Fall/Winter, 2004:233-78

Brian D. Polkinghorn, et al., Constructing a Baseline Understanding of Development Trends in Graduate Conflict Resolution Programs in the United States, *Research in Social Movements, Conflicts and Change* 29 (2009): 233-65

John Windmueller, et al., Core Competencies: The Challenge for Graduate Peace and Conflict Studies Education, *International Review of Education* 55, nos.2-3 (May 2009): 285-301

John Zogby, *The Way We'll Be*, Ch 4: Global, Networked, and Inclusive (New York: Random House, 2008)

It is also recommended using USIP's Peace Terms as your source of terminology definition: <http://glossary.usip.org/>

Finally, additional readings that have URL links are imbedded in the reading schedule. Generally, these are short readings. **Make sure to look ahead several weeks to make sure you have ample time to read and prepare. I also tend to add readings as the semester unfolds. Should I do that, I will provide you with copies or links to the readings.**

Course Coverage

Week One (1/22): Introduction to the Course & The Qualities of a Good Professor; What is the "Field"?

McCarthy, all

Smith, Chapter 2 (Lederach), Chapter 3 (Lopez)

Ian Harris, et al., A Portrait of University Peace Studies in North American and Western Europe at the End of the Millennium, *International Journal of Peace Studies*, vol. 3, no. 1, 1998, www.gmu.edu/programs/icar/ijps/vol3_1/Harris.htm

Aall (e-reserve)

Mari Fitzduff and Isabella Jean, "Peace Education: State of the Field and Lessons Learned from USIP Grantmaking," www.usip.org/sites/default/files/PW74.pdf

McElwee, et al., Chapters 3-7 (e-reserve)

Strategic Peacebuilding Pathways, <http://kroc.nd.edu/strategic-peacebuilding-pathways>

Jones (e-reserve)

What is Peace Studies?, <http://kroc.nd.edu/about-us/what-peace-studies>

Week Two (1/29): Looking at the Landscape & American College Students Today

Altbach et al., Chapters 1 (Altbach), 4 (Gumport), 7 (Keohane), 11 (Kuh)

Zogby, Chapter 4 (e-reserve)

Pelletier, Success for Adult Students

www.aascu.org/uploadedFiles/AASCU/Content/Root/MediaAndPublications/PublicPurposeMagazines/Issue/10fall_adultstudents.pdf

Chronicle of Higher Education, "Who Are The Undergraduates?"

<http://chronicle.com/article/Who-Are-the-Undergraduates-/123916/>

Katy Hopkins, International Students Continue to Flock to U.S. Colleges, Grad Schools

www.usnews.com/education/best-colleges/articles/2012/11/12/international-students-continue-to-flock-to-us-colleges-grad-schools

Week Three (2/5): Theories of Learning

Kolb, Chapters 1, 2, 3, 4, 7

Freire, Forward, Preface, Chapters 1 and 2 (e-reserve)

Daniel Goleman Explains Emotional Intelligence, www.youtube.com/watch?v=NeJ3FF1yFyc

Week Four (2/12): Applied Approaches to Teaching about Conflict Resolution (Jen Batton, Interim Vice President, International Institute for Sustained Dialogue)

Readings to be provided in advance by guest presenter

Week Five (2/19): How is it "Taught"?

Bain, all

Smith, Chapter 16 (Thorngren and Ronayne)

USIP High School Toolkit, <http://www.buildingpeace.org/train-resources/educators/peacebuilding-toolkit-educators/peacebuilding-toolkit-educators-high-school> (selected sections)

Week Six (2/26): Looking at Graduate Education

Altbach, et al., Chapter 10 (LaPidus)

Craig Zelizer, et al., USIP Special Report 246,

www.usip.org/sites/default/files/resources/sr246.pdf

Polkinghorn (e-reserve)

Windmueller (e-reserve)

The next two classes, 3/5 and 3/19, will be merged into one class set for Saturday, 3/7. Location to be determined. Time, 9:00-12:00 p.m.

Week Seven (specially set for 3/7): Course and Program Development

Building Global Peace, Conflict, and Security Curricula at Undergraduate Institutions,

www.usip.org/sites/default/files/undergrad_curriculum_dev.pdf

Smith, Chapters 6 (Batton and Lohwater), 7 (Trieu and Paige)

McElwee, et al., part 2 (Note: each student will select a chapter to brief the class on)

Adams, Chapters 4, 5, 13 (e-reserve)

Week Eight (3/12) Spring Break - No Class

Week Nine (specially set for 3/7): Career Development Strategies

Salisbury University, www.conflict-resolution.org/sitebody/education/grad.htm
Resource Guides to Careers, Networking, Funding (and more) in Development, CR, and Related Fields, www.internationalpeaceandconflict.org/profiles/blogs/resource-guides-to-careers#.UhJPydK1E30

Week Ten (3/26): International Peacebuilding and Education (Linda Bishai, PhD, Director, North Africa Program, U.S. Institute of Peace)
Readings to be provided in advance by guest presenter

Week Eleven (4/2): Teaching Demonstrations

Week Twelve (4/9): Teaching Demonstrations

Week Thirteen (4/16): Syllabi Presentations

Syllabus due
Portfolio due

Week Fourteen (4/23): Study Abroad, Training, Professional Development, and Consulting
TBD

Week Fifteen: (4/30): The Future of Higher Education

Kolowich, Steve, "Can You Really Teach a MOOC in a Refugee Camp", *The Chronicle of Higher Education*, August 1, 2014, http://chronicle.com/blogs/wiredcampus/can-you-really-teach-a-mooc-in-a-refugee-camp/54191?cid=gn&utm_source=gn&utm_medium=en

MOOCs, www.internationalpeaceandconflict.org/profiles/blogs/emerging-trends-in-online-education-a-resource-guide-to-massive-o#.UhJP2NK1E33

Other readings submitted by students

Education is the most powerful weapon which you can use to change the world

- Nelson Mandela