

CONF 713
Reflective Practice in Conflict Analysis and Resolution
Wednesdays, 7:20-10:00 pm
Truland Building Room 648

Faculty:
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Office hours: by appointment

Course Description and Objectives

Reflective practice is the process 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 practitioners be skilled at integrating theory and experiential learning into practice at three stages of an intervention: (i) in analyzing or assessing the conflict in preparation for intervention; (ii) during the intervention itself; (iii) and post intervention reflection. In this way, reflective practice is a form of "meaning making" – attempting to make sense of phenomena occurring around you through an interdependence of theory, experience and practice.

Utilizing discussion, laboratory and simulation work, you will have the opportunity to engage aspects of reflective practice as noted above. The objective is to build an understanding of integrative practice that can be utilized in a variety of conflict settings.

Course Requirements

Along with class attendance (**required**), students 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, class exercises and discussions.

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

During the course of the semester, there will be opportunities for students to engage in discussion and brief exercises to assess the application of reflective practice at various points of a conflict cycle and with different methodologies. Students will assume various parties, intervention and observation roles designed to demonstrate the application of reflective practice. (30 %)

B. Reflective Practice Log and Paper: 40%

Throughout the class students will keep a *reflective practice log* recording reflections and tasks on class assignments, readings, discussions and exercises. The log is meant to help you develop your own skills as reflective practitioners and you will explore your own skills and abilities to be a conflict resolution practitioner while integrating class assignments and readings. The log will culminate in a research paper integrating readings, practice and reflections on these. A short log summary (3-5 pp) is due on **March 3**, and the final paper (~ 15 pp) is due on **April 21**. (Logs 10% & Paper 30%)

C. Group Reflective Practice Theory Presentation: 30%

Building on all class requirements and activities, teams of no more than 3 students will develop their own key theory of reflective practice and present it in 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 21 or April 28** (4 groups per class). Please submit to faculty names of group members and date preferences for presentation no later than **March 3**. (30%)

Important Dates to Remember:

Reflective Practice Log (10%)	
Submit names of group members for final product	March 3
Reflective Practice Final Paper (30%)	April 21
Group Theory of Reflective Practice (30%)	April 21 or April 28

Class Policies and Procedures

Students are responsible for completing individual and group assignments on time.

Some class assignments and readings will be sent via e-mail and students are responsible for checking **GMU email** and keeping up-to-date with these. Incomplete grades will not be granted save 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 that all written work must be available in electronic form so that it can be compared to electronic databases. Faculty may at any time compare a student's written work against electronic databases/plagiarism detection software without prior permission from the student. Individual instructors may require work to be submitted in print and electronic form. Faculty are encouraged to require students to submit work through Blackboards SafeAssign program. Faculty 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.

Location: ARL311 **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 one of the instructors 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 Library¹

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 2010"
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 2010:

Argyis, Chris and Donald A. Schön. 1992. *Theory in Practice: Increasing Professional Effectiveness*. Chapter 1: "Theories of Action", Chapter 2: "Evaluating Theories of

¹ We will make every effort to get a copy for the Burton library for all PR materials. They are available at the Arlington Library (original building). Stay tuned.

- Action", pp. 3-34. San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 446 5. (ER)
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. (ER) Week 10
- Bohm, David. 1996. *On Dialogue*. Chapter 2, London: Routledge. pp. 6-47 (PR)
Week 11
- Bush, Baruch and Joseph Folger. 1994. *The Promise of Mediation: Responding to Conflict Through Empowerment and Recognition*, San Francisco: Jossey-Bass Publishers (ER)
Week 6
- Carstarphen, Nike and Ilana Shapiro. 1997. *Facilitating between gang members and police*. Negotiation Journal, Spring #2. (ER) 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. (ER) 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. (ER) 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. (ER) Week 12
- Dugan, Máire A. 1996. A Nested Theory of Conflict. In *A Leadership Journal: Women in Leadership – Sharing the Vision*. Volume 1, pp. 9-19. (ER) 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/> (ER)
Week 11
- 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. (ER) 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. (ER) Week 10
- 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. (ER) Week 10
- 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. (ER) Week 8
- 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. (ER) 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. (ER) Week 3
- Moore, Christopher. 1996. "How Mediation Works" chapter 2 In *The Mediation Process: Practical Strategies for Resolving Conflict*, Jossey Bass, San Francisco. (ER) 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. (ER) 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. (ER) Week 8
- 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. (ER) Week 5
- 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. (ER) Week 8
- 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. (ER) Weeks 4 and 12

- 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 (ER) 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. (ER) 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. (EB) 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. (EB) 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. (ER) Week 2
- Ting Toomy, Stella. 1999. *Intercultural Communication: An Introduction*, Chapter 1, New York: Guilford Press. pp 3-24 (ER) Week 11
- 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. (ER) Week 12
- Yankelovich, Daniel, 1999. Chapter 2, pp 6-47. *The Magic of Dialogue: Transforming conflict into cooperation*, New York: Simon and Schuster. ISBN-68485457-0
- 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. (ER) Week 12
- 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." (PR) Week 9
- 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." (ER) Week 9

Weekly Class Structure and Assignments

WEEK 1 JANUARY 20, 2010

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

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)

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, 3 or 4:
 - 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 Maneshka Eliatamby (deliatam@gmu.edu) and Yves-Renée Jennings (yjennin@gmu.edu) by **Monday, January 25th**
 - 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, January 27**, electronically, but can be submitted earlier. [This is likely to be the first entry in your log journal.] Submit the reflection to Maneshka Eliatamby (deliatam@gmu.edu) and Yves-Renée Jennings (yjennin@gmu.edu).

Week 2 January 27, 2010

Module 1: Reflective Practice, Model Building & 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
- Negotiating Images of Washington DC: lessons learned (see assignment from Week 1)
- Negotiations debrief of purchase (**log journal reflection short paper due**)
- Practice activity ~ **Negotiation** as a reflective practice: Pat's Problem

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.

Week 3 February 3, 2010

Module 2: (Community) FACILITATION – 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:

- *Gang Banging in Little Rock* – in class video
- Discussion of video
- Small group activity

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 10, 2010

(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. (ER)
- 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 (ER) 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. (ER)
- 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. (EB)
- 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. (EB)
 - *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.*

WEEK 5 FEBRUARY 17, 2010

(Regional) FACILITATION – Part III

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 FEBRUARY 24, 2010

MODULE 3: Reflective Practice in MEDIATION – Part I

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
- Role play

Due:

- Log summary paper (3 ~ 5 pages)
- Please submit names of group members for final presentation and date preferences for presentation (no guarantee)

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 3, 2010

(International Organization) MEDIATION – Part II

Themes:

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

Class activities:

- Class simulation (gender and culture): *Marisol's Mandate*
- GSCS 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 17, 2010

(Multi-party International) MEDIATION – Part III

Themes:

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

Class Activities:

- Spike Lee's video
- Exercise: Haiti's intervention of civil unrest
- What theory(ies) 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 9

MARCH 24

**Module III: Reflective Practice in DIALOGUE:
The Appreciative Inquiry (AI) Approach – Part I**

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, 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.” (PR)
- 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.” (ER)

WEEK 10 MARCH 31, 2010**Module III: Reflective Practice in DIALOGUE:
Cultural Considerations – Part 2****Themes:**

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

Class Activity:

- 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 11 APRIL 7, 2010**Module III: Reflective Practice in DIALOGUE:
Cultural Considerations – Part 3****Themes:**

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

Class activities:

- Exercise: Designing culturally sensitive dialogues
- Breakout exercises

Readings:

- Bohm, David. (1996) *On Dialogue*. Chapter 2, pp 6-47. London: Routledge
- 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:PUq8q63GBa4\]:www.hbmwd.com/](http://74.125.93.132/search?q+cache:PUq8q63GBa4]:www.hbmwd.com/)
- Ting Toomy, Stella. 1999. *Intercultural Communication: An Introduction*, Chapter 1, New York: Guilford Press. pp 3-24

WEEK 12 APRIL 14, 2010**Module 4: INTEGRATION and Reflective Practice – Part 1****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.
- 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.

WEEK 13 APRIL 21

Module 4: INTEGRATION and Reflective Practice – Part 2

Theme:

- Integrating theory and practice

Class Activity:

- Student presentation of RP models [4 groups @ 30 min. each]

Due:

- Final Reflective Practice Research Paper

WEEK 14 APRIL 28, 2010

Module 4: INTEGRATION and Reflective Practice – Part 3

Theme:

- Integrating theory and practice

Class Activity

- Student presentation of RP models [4 groups @ 30 min. each]
- Celebration, course evaluation