

CONF 714 - Reflective Practice in Community Conflict Intervention

Course Information: Spring 2010, Tuesdays 7:20 - 10:00 p.m.
Truland Building, Arlington GMU Campus, Room 647
3.0 credit hours
Instructor, Joan Orgon Coolidge, Ph.D.
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Office hours: by appointment

Course Description and Objectives

This course is designed to grapple with the meaning of the "good society" by exploring the various components of healthy and sustainable communities in contrast to deteriorating and/or oppressive ones. Theories about the nature of individuals and societies, of culture and the role of government, will be read and discussed. What roles do individuals, institutions, and the mediating structures and relationships among them --including third-party conflict intervenors -- play in advancing or diminishing positive social change? Building on reflective practice concepts introduced in CONF 713, students will apply theory to practice through facilitated discussions on weekly assigned reading, through in-class exercises and role-plays, and via field assignments in urban communities in SE Washington, D.C. Additionally, students will assess their own third-party intervention skill-set and will set strategic goals for advancing their skills.

Overall, this course aims to provide a sustained opportunity to think critically about our third-party intervention goals as individual reflective practitioners and as members of the field of conflict analysis and resolution by exploring, from a variety of vantage points, the questions, "What are we trying to achieve?" "Where is the field now?" and "What will be required to move from where we are now to where we want to be?" The secondary aim of this course is to practice applied theories of third-party intervention and thereby advance students' professional skills.

Course Requirements

A. Class Readings and Discussion

The success of this course depends on class attendance. Each class period will include a review of that week's assigned reading followed by discussion. Students will rotate leading the class in a facilitated discussion. Some readings will be divided among students and students will be asked to present on their assigned reading. Various facilitation methods will be taught and practiced with special attention given to the *shared-inquiry* method of learning as taught by the Great Books programs. A variety of in-class learning experiences will be offered, including role-plays, guest speakers, reflective practice and skills-building exercises. Full participation in and preparation for these activities are expected. (20% of grade)

B. Applied Activities and Field Assignments

Throughout the course, students will be given opportunities to apply ideas, concepts and intervention strategies to an urban community in Southeast Washington D.C. so as to practice applied theory. These assignments will be done individually and/or in teams and will build upon one another during the semester. At least two field assignments followed by summary reports will be required: 1) attendance of a local community or cultural event; and, 2) a personal interview with a community leader. Summaries of these activities are to be recorded in your student log. Cooperative activities with the non-profit organization, College and Career Connections, will be organized as part of a capacity-building measure. (See: <http://www.learningcommunitiesdc.org/>) (20% of grade)

C. Reflective Practice Short Paper

Students will keep a reflective practice log throughout the semester. This log will be similar to that which was required in Conf 713 in which students were asked to journal on assignments, readings, discussion and exercises as a means to reflect on their own skills, perspectives and questions as well to reflect upon the use of third-party intervention strategies and techniques in particular conflict scenarios. Additionally, students will be asked to monitor their progress on their skills development goals. Students will be required to write at least 5 entries (1-2 pages, typed) in their logs. Students may choose to turn in these entries or submit a 5-6 page paper that draws from the student's log, highlighting interesting dilemmas, insights, and turning points while reflecting on a particular reflective practice topic relating to community conflict intervention. Hard copies of these papers (or the five log entries) will be **due on Tuesday, March 30th**. (10 % of grade)

D. Applied Theory of Community Conflict Intervention Presentation

Drawing on all class readings and learning experiences, students will develop, in stages, their own applied theory of a particular aspect of community conflict intervention that clearly articulates the existing theories, supporting research, and practice upon which it is based. The proposed applied theory, and perhaps enhancement, of existing theory should be directly applicable to the urban community we have studied over the course of the semester. Students may work individually or in teams.

Stage One: Research current journals as a potential publication source for your article. Prepare brief summary of requirements to share in class. **Journal Research Due March 16**. (10 %)

Stage Two: Having identified the journal for which you are seeking to submit your article, draft your article following specified requirements. **Draft due April 20**. Submit one copy to the professor and an additional copy for peer review. Attach journal specifications for article submission with your draft article. (Drafts will not be graded. However, points will be deducted for late papers from final paper grade.)

Stage Three: Review your assigned peer paper according to the appropriate journal specifications and write detailed comments suggesting improvements and/or encouragement.

Additionally, a form will be provided to assess readiness for publication. **Peer Review Due April 27.** (10%)

Stage Four: Students will orally present their papers in class accompanied by a power-point presentation. Students are required to submit a hard copy of their presentation scripts, materials and notes to the instructor prior to the presentation. Additionally, an executive summary of the presentation clearly articulating the applied theory and its uses must accompany these materials (3-5 pages) and made available to the class. The presenter will facilitate a discussion with the class following his/her presentation. **Presentations are due May 4.** (15%)

Stage Five: A hard copy of the publication ready article is **due May 11.** (15%)

Class Policies and Procedures

Students are responsible for submitting all work on time. You will be penalized the equivalent of a full letter grade for each class period the assignment is late. Incomplete grades will only be granted in cases of immediate personal or family illness or emergency.

Course Materials

Course materials, including the syllabus, power-point notes, class exercises and other relevant documents, may be found on Blackboard. Additional readings will be placed on 2-hour reserve at the Arlington Campus Library and/or e-reserve. Some class assignments and readings will be sent via email. Students are responsible for checking GMU email and staying current with these messages.

Required Texts:

Avruch, Kevin. Culture and Conflict Resolution. Washington, D.C.: United States Institute for Peace, 1998.

Dukes, Franklin E., Marina A. Pischolish, and John B. Stephens. Reaching for Higher Ground in Conflict Resolution: Tools for Powerful Groups and Communities. San Francisco: Jossey-Bass, 2000.

Hancock, Landon E. and Christopher Mitchell (eds). Zones of Peace. Bloomfield CT: Kumarian Press, 2007.

Jones, Edward P. Lost in the City. New York: HarperCollins Publishers, 2005.

Laue, James H. A READER: (handed-out in class, also available in Burton Library)

- "Intervening in Community Crises: An Introduction for Psychiatrists" by The American Psychiatric Associations' Task Force on Third Party Intervention in Community Crisis, 1974: 6-16. (Contributing authors for this article include James Laue, Gerald Cormick and Alana Cohen).
- Laue, James H. "Sociology as Advocacy; There are no Neutrals." Sociological Practice 7 (1989): 110-122.
- Laue, James H. "Power, Conflict and Social Change," Masotti, Louis H. and Don R. Bowen, editors. Riots and Rebellion: Civil Violence in the Urban Community. Beverly Hills, CA: Sage Publications, Inc., 1968.
- Laue, James H. "The Development of Community Conflict Intervention," The Journal of Intergroup Relations. 9.2 (Summer, 1981): 3-11.
- Laue, James H. and Gerald Cormick. "The Ethics of Intervention in Community Disputes," Bermant, Gordon, Herbert C. Kelman, and Donald P. Warwick, editors. The Ethics of Social Intervention. Washington, DC: Hemisphere Publishing Corporation, 1978: 205-232.
- Laue, James H., Sharon Burde, William Potapchuk, Miranda Salkoff. "Getting to the Table: Three Paths, Using Mediation to Shape Public Policy," Mediation Quarterly. San Francisco: Jossey-Bass; 20 (Summer 1988): 7-22.
- Rubenstein, Richard E. "Conflict Resolution and Distributive Justice: Reflections on the Burton-Laue Debate", Peace and Conflict Studies, A Journal of the Network of Peace and Conflict Studies, Vol. 6.1 (1999).

Schirch, Lisa and David Camp. Dialogue for Difficult Subjects. Intercourse: PA, Good Books, 2007.

Sharp, Gene. Waging Nonviolent Struggle. Boston: Extending Horizons Books, 2005.

Ury, William. The Third Side: Why We Fight and How We Can Stop. New York: Penguin Books, 2000.

Yoder, Carolyn. The Little Book of Trauma Healing, When Violence Strikes and Community Security is Threatened. Intercourse, PA: Good Books, 2005.

Zehr, Howard. The Little Book of Restorative Justice. Intercourse, PA: Good Books, 2002.

Additional Readings:

Etzioni Amitai, "The Elements of a Good Society," The New Golden Rule, Community

- and Morality in a Democratic Society. New York: Basic Books, 1996: 3-33. (E-Reserve)
- Docherty, Jayne Seminare Docherty, "Negotiating Meaning," The Little Book of Strategic Negotiation: Negotiating During Turbulent Times. Intercourse, PA: Good Books, 2005: 60-71. (E-Reserve)
- Fowler, Robert Booth, "Community: Reflections on Definitions", New Communitarian Thinking, Persons, Virtues, Institutions and Communities. University Press of Virginia, 1995: 88-98. (E-Reserve)
- Fisher, Roger and Daniel Shapiro, "Address the Concern, Not the Emotion," Beyond Reason: Using Emotions as You Negotiate. New York: Penguin Group, 2005: 15-21. (E-Reserve)
- Kochman, Thomas, "Classroom Modalities," Black and White Styles in Conflict. Chicago: The University of Chicago Press, 1981: 16-42. (E-Reserve)
- Levine, Bertram, "Selma Blow by Blow," Resolving Racial Conflict, The Community Relations Service and Civil Rights, 1964-1989. Missouri: University of Missouri Press, 2005: 45-73. (E-Reserve)
- Wallace Warfield. Interview. Civil Rights Mediation.org. May 2000. 21 Nov. 2008 <http://www.civilrightsmediation.org/interviews/Wally_Warfield.shtml>
- Suggested Readings:**
- Aristotle. The Nicomachean Ethics. New York: Oxford University Press, 2009: 1-101.
- Bemak, Fred and Susan Keys, Violent and Aggressive Youth, Intervention and Prevention Strategies for Changing Times. Thousand Oaks, CA: Corwin Press, 2000.
- Blechman, Frank. Interview with Julian Portilla. Beyond Intractability.org 2003 20 Nov. 2008 <http://www.beyondintractability.org/Audio/frank_blechman/?nid=2411>
- Burgess, Heidi, and Guy Burgess. "The Civil Rights Mediation Oral History Project." 2008. Conflict Management Initiative and the Conflict Information Consortium at the University of Colorado. 4 Jun 2008. http://www.civilrightsmediation.org/the_project.shtml
- Lederach, John Paul. The Little Book of Conflict Transformation: Clear Articulation of the Guiding Principles by a Pioneer in the Field. Intercourse, PA: Good books, 2003.

Runzo, Joseph, Editor. Ethics, Religion and the Good Society: New Directions in a Pluralistic World. Louisville, KY: Westminster/John Knox Press, 1992.

Wilkins, Roger. "Cities after the 1960s -- Where Have All The Promises Gone?" George Mason University; Institute for Conflict Analysis and Resolution's Sixth Annual Lynch Lecture, December 3, 1993.

University Resources and Assistance

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: ARL 212 (in the main SPP suite)

Contact: (703) 993-1200 or <http://writingcenter.gmu.edu>

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 Resources 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/

Counseling Center and Psychological Services (CAPSP): Counseling and Psychological Services (CAPS) provides a wide range of services to faculty, staff and students. Services are provided by a staff of professional counseling and clinical psychologists and professional counselors. The Center provides individual counseling, group counseling, workshops and outreach programs -- experiences to enhance a student's academic performance.

Location: SUB I, Room 364

Contact: 703.993.2380 www.gmu.edu/departments.csdc

Electronic Reserves

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 [CONF714-001] and instructor

[Coolidge] Be sure it says "Spring 2010".

4. Enter in the password (given in class) and click submit to view the item
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.

PROPOSED WEEKLY CONTENT: SUBJECT TO POTENTIAL CHANGE

Week 1: Jan. 19

Course Overview: What is the Good Society?

Topics:

Class Introductions

Course Overview & syllabus review

Defining Community; video clip from “Ways We Live, The Boundaries of Change”

Readings:

- Fowler, Robert Booth, “Community: Reflections on Definitions”, New Communitarian Thinking, Persons, Virtues, Institutions and Communities. University Press of Virginia, 1995: 88-98. (E-RESERVE)
- Etzioni Amitai, “The Elements of a Good Society,” The New Golden Rule, Community and Morality in a Democratic Society. New York: Basic Books, 1996: 3-33. (E-Reserve)

In-class Exercises:

- Reflective practice skills assessment exercise and discussion
- Introduction to East of the River; Mapping SE Washington, D.C. (Wards 7 and 8), video clip from “Ways We Live” on mapping communities.

Photo-Phenomenology Home Assignment:

* Using your own or a disposable camera, shoot and develop ten pictures that reflect who you are. Shoot and develop ten photos showing where you live. Be sure these are candid photos that show the rooms/neighborhood the way they are. Follow instructions on the hand-out.

Week 2: Jan. 26

What are the origins of the *field* of Community Conflict Intervention in the United States?

Topics:

The Reflective Practitioner, the Profession, the Academy & the Field

James H. Laue’s Applied Theory of Community Conflict Intervention

Neutrals or Advocates? Conflict Managers, Resolvers or Transformers?

Process or Outcomes?

Readings:

- James H. Laue, the History of Community Conflict Intervention
Articles compiled in a James Laue Reader: to be handed out in class, reader also found in the Burton Library (Articles will be divided among students to read,

summarize and present in class.)

In-class Exercises:

- Presentation and discussion of Photo-phenomenology exercise.
- Investigating the history of Anacostia's and other River East communities' history (In-class research, student lap-top computers are welcome!) Develop interview questions.

Week 3: Feb. 2

**How does culture shape a community and its conflicts?
What tools and methods can unlock the cultural meaning of
conflict in one's community?**

Topics:

Defining culture, emic and etic approaches to cultural difference
How does culture shape community narrative?
Constructing worldviews
How culture and power dynamics interact
Understanding the role of culture in conflict resolution

Readings:

- Kevin Avruch, Culture and Conflict Resolution, pgs 3-26, 48-68, 103-108.
- Jayne Docherty, Chapter 6, "Negotiating Meaning," The Little Book of Strategic Negotiation, pgs. 60-71.
- Edward P. Jones, "Gospel", Lost in the City, pgs. 183-201.

In-class Exercises:

- Instruction of Shared-inquiry approach to facilitated discussion. Professor-led facilitated discussion of "Gospel".
- In-class research on East of the River community culture. Develop interview questions for field interviews.

Week 4: Feb. 9

How do racism and violence interact in communities?

Topics:

Racism, violence.
Learning from the Community Relations Service experience in the civil rights movement
What is political community? Definitions, boundaries, mobilization, and activism.

Readings:

- Burt Levine, Resolving Racial Conflict, The Community Relations Service and Civil Rights, 1964-1989, pgs. 45-73.
- Kerner Commission Report (find online and read - become familiar with basic concepts)
- Wallace Warfield (Interview found online-
<http://www.civilrightsmediation.org/interviews/Wally_Warfield.shtml>)

- Fred Bemak and Susan Keys, *Violent and Aggressive Youth, Intervention and Prevention Strategies for Changing Times* (optional)
- Edward P. Jones, “The Store”, Lost in the City, pgs. 77-104.

Exercises:

- Shared-inquiry discussion on “The Store.”
- Exercise developed from Bemak/Keys resource.
- Potential guest speaker – To be confirmed.

Week 5: Feb. 16

Is non-violence a reasonable philosophy and/or tactic in the face of violent crime, drug and turf warfare?

Topics:

Non-violence strategies and APT ICAR student curriculum developed from MLK Philosophy v. tactics

Domestic violence (potential guest speaker)

Communities in Crisis, the role of the moderate

Justice, ethics, safety

Readings:

- Gene Sharp, Waging Nonviolent Struggle (Parts 1, 3, 4, & Ch 12) [Chapters to be divided among students and summaries presented in class]
- Martin Luther King, Jr., "Letter from a Birmingham Jail" (found online)
- Fellowship of Reconciliation, (pamphlet to be handed out in class)
- Carolyn Yoder, The Little Book of Trauma Healing, When Violence Strikes and Community Security is Threatened.

In-Class Exercises:

- Video interview with Martin Luther King, Jr.
- Student summaries of Sharp material
- Role-play incident of responding to conflict incident involving violence

Week 6: Feb. 23

***Proposed field trip to the River East on Saturday, February 27th (date to be negotiated)**

Meet with community leaders: (Ward 7 & 8), visit THEARC and the Fredrick Douglass Museum

Week 7: March 2

How does the conflict intervenor handle strong emotions (his or her own and those of others)?

Topics:

Using dialogue as a process model for handling strong emotions

Readings:

- Roger Fisher & Daniel Shapiro, Beyond Reason, pgs 15-21.
- Shirch & Camp, Dialogue for Difficult Subjects
- Edward P. Jones, "The Night Rhonda Ferguson was Killed", pgs 33-54.

In-Class Exercises:

- Deep listening exercise
- Designing third-party questions for sensitive subjects
- Applied theory exercise: analyze emotions & Fisher/Shapiro's "Five Core Concerns" in "The Night Rhonda Ferguson Was Killed" (Student-facilitated shared-inquiry discussion)

March 9 – Spring Break**Week 8: March 16****How can one person help foster productive group conversation and community action?****Topics:**

Third Party Community Roles:

Provider, Teacher, Bridge-builder, Mediator,
Arbiter, Equalizer, Healer, Witness, Referee,
Peacekeeper, Advocate, Coach

Getting to the Table, Pre-negotiations on process, Empowerment of Lesser-powered groups

Readings:

- James Laue, Bill Potapchuk, John Murray, Getting to the Table (US Army Corps of Engineers - IWR Working Paper-90-ADR-WP-3), October 1990. (Hand-out in class Appendix A - "A guide to Situation Assessment")
- Frank Dukes, Marina Piscalish, John Stephens, Reaching for Higher Ground, Ch 1-6 pgs, 1-130.
- William Ury, The Third Side, pgs 114-218.

In-Class Exercise:

- *Presentations of Journal Research.*
- Listen to and discuss John Legend 's song "If You're Out There"
- Prep for joint exercises
- Discussion of capacity building in East of the River

Week 9: March 23***Joint exercise with Professor Frank Dukes' class (dates to be negotiated)**

Group Exercises (case study handed out prior to class and other materials provided in class)

1. Facilitators' and Advocate Guidance (Would you participate? Exercise based

- on the "Good Hope Community" scenario.
2. Designing a Collaborative Process (Exercise based on "Good Hope Community" scenario.)

Week 10: March 30

What would it look like if each of us individually not only brought our best self to the table but if we collectively sought after something greater than even what our best individual selves can produce?

Topics:

Getting-To-Higher Ground

Designing collaborative community processes

Readings:

- Frank Dukes, Marina Pisolish, John Stephens, Reaching for Higher Ground, Ch 7-10, pgs 131-235.
- Resource: Collaboration, A guide for Environmental Advocates, Principal Author Franklin Dukes, (University of Virginia: Institute for Environmental Negotiation) June 2001.

In-Class Exercise:

- Apply theory to SE urban communities - A youth group, a community citizens' meeting
- **Logs or summary papers due. Logs may include written summaries of interviews and cultural visits.*

Week 11: April 6

***Suggested - no class due to possible College and Career Connections field work.**

Week 12: April 13

How can communities handle high rates of ex-offenders returning from incarceration?

Topics:

Employment, community development

Recidivism rates

Restorative justice, punishment v. restitution

Readings:

- Howard Zehr, The Little Book of Restorative Justice
- Edward Jones, "His Mother's House", Lost in the City, pgs. 151-176.

Students present in-class Chapters 2 & 3 as assigned. Professor will lecture from outside materials.

In-class exercise:

- Online research about River East community ability/efforts to reintegrate ex-offenders into the community, map access to judicial system and ripeness for community justice centers.
- Student-facilitated, shared-inquiry discussion of “His Mother’s House.”

Week 13: April 20

Can communities cultivate a culture of peace? If so, how and at what cost to its members?

Topics:

Guest speaker - Dr. Chris Mitchell (*date may need to be changed)
Zones of Peace, USIP

Readings:

- Landon Hancock, Christopher Mitchell, Zones of Peace, Ch 1& 2 (pgs 1-50). Ch 10 (pgs 189-221)

In-class Exercise:

- *Draft articles due in class. Bring two copies.*
- Exercise to apply Zones of Peace concepts to East of the River.

Week 14: April 27

Semester Review

Topics:

Theory building, The Good Society,
Concept Integration – communities in conflict, development, justice, peacebuilding

Readings:

- Lisa Schirch, The Little Book of Strategic Peacebuilding

In-class Exercise:

- Peer-review of student articles due. Bring your edited copies to class.

Week 15: May 4

Final Student Presentations

Topics: Moving toward the Good Society!

Readings:

- Optional reading: John Paul Lederach, The Little Book of Conflict Transformation

Final Exams Week, May 11

No class, Journal Articles Due.

