

George Mason University
School for Conflict Analysis and Resolution
Reflective Practice in Conflict Analysis and Resolution:
Interpersonal and Multiparty Conflicts

CONF 620/820, Section 202, Spring 2017

Class Time: Tuesday, 7:20 – 10:00 p.m.

Location: Founders Hall 478

Online:

<https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>

Instructor: David J. Smith, JD, MS

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<http://scar.gmu.edu/people/david-smith>

<https://davidjsmithconsulting.com/>

<http://foragecenter.org/>

Office hours: By appointment on Thursday afternoons from 5:30-6:30 p.m. in the S-CAR offices. During the week I am available by email, phone or Skype.

Course Overview and Description

CONF 620/820 is a skill-building course integrating conflict theory and practice using reflective practitioner approaches. You will learn necessary skills for third-party intervention and consider the role of everyday peacebuilding for conflict analysis and resolution practice. These skills include active listening, empathy, paraphrasing, reframing, problem solving, and transformational processes that address issues of social justice and disruptive conflict. Cases for practice focus on interpersonal, intra- and inter-group conflicts and are embedded in practices of negotiation, facilitation, mediation, dialogue, and intervention of various kinds.

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 perceptions, 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. *Conflict is also opportunity and the means by which positive and constructive change takes place.*

Reflective practice is the process interveners engage in 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 often involves emotional intensity and relational complexity. These are factors in many dyadic disputes, but are significantly present in deep-rooted, protracted 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 conflict theory, real 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.

Through discussion, laboratory and simulation work, and exploring various conflict resolution techniques and practices, you will have the opportunity to engage aspects of reflective practice. The objective is to build an understanding of and develop personalized skills in reflective practice that can be utilized in a variety of conflict settings.

While you will learn and practice several conflict resolution process models and roles, the goal is not to be fully trained as mediators, facilitators, and the like, although this course will be an excellent introduction should you decide to pursue further training or credentialing in such areas. Rather, by the end of the semester you should be more comfortable with reflective practice, and with the process of continuing improvements of your abilities to work with conflict in various roles, processes and contexts. You should have increased awareness of navigating inequality and difference, appreciate structural violence and the need for multi-level approaches, understand conflict escalation patterns, and prevention measures.

Course Requirements

(Based on 1000 points)

Along with class attendance (**required**), *you are expected to participate fully in all exercises and complete all required readings in preparation for each class discussion*. Throughout the course there will be various learning experiences. Strategies will include guest speakers, impromptu vignettes, lectures, simulations and role-plays, journaling, structured observation, in- and outside-class activities, web-based searches, and discussions. *This syllabus is not meant as a contract, rather as a guide to the course. As such, changes could be made in due dates, readings, and coverage (but not course requirements) to reflect the needs of the course and class.*

Specifically, you will be graded on the following four course requirements:

A. Class Discussion and Exercises (simulations, role-plays, in- and outside-class assignments, readings, debriefs, etc.): 20% (200 points)

Over the semester, you will engage in 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 practice opportunities to assess your own reflective practice skills. *Assessment will be based on such factors as preparedness, risk-taking, and evidence of integrating readings with assigned roles.*

B. Reflective Practice Log Summary: 20% (200 points)

Weekly you will keep a reflective practice log recording reflections and observations 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. The log will culminate in a research paper integrating readings, class exercise, feedback and your reflections on these. A reflective practice log summary (6-10 pages double-spaced) is due on **April 13, 2017**. The log summary will synthesize your journal, consolidate major observations, and draw conclusions on the semester.

C. Final Reflective Paper: 30% (300 points)

The final paper (15-20 pages double spaced) provides an opportunity for you to elucidate your thoughts on the key opportunities, challenges, needs, dilemmas, and conundrums for the conflict resolution field when it comes to reflective practice. Your paper should include sections that highlight key ideas emerging from your journal reflections, *in-class activities and readings*, insights from personal experiences, and a section on an *explanation of your emerging theory of reflective practice*. You will need in your paper to integrate the readings and other material covered in class. The paper is due the last class **May 4, 2017**.

D. Group Reflective Practice Theory Presentation: 30% (300 points)

Building on all class requirements and activities, you will form a team of 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 class **May 4, 2017**. Please submit names of your team members for presentation no later than **February 9, 2017** (I will provide you more guidance on this).

Class Policies

You are responsible for completing individual and group assignments on time. *The announcements feature on BlackBoard (Bb) will be used **extensively** to communicate with the class*. Periodically, “in the moment” readings will be assigned and provided through announcements. These will generally be Internet based. You are responsible for checking your Mason e-mail, Bb, and keeping up-to-date on a daily basis.

Incomplete grades will not be granted except in cases of personal or immediate family illness or emergency.

Honor Code and Plagiarism

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 SCAR 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 <http://oai.gmu.edu/the-mason-honor-code-2/>. 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'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/or electronic form. You are encouraged to submit your work through Bb's 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. Contact: 703.993.2474.

Required Readings

The following required readings are available on Bb for CONF 620.202 and CONF 820.202 Fall Spring 2017. Please note: some of the readings on Bb are not in alphabetical order so if you cannot find one, look near the bottom of the list. All readings are under course materials folder called "Readings." And as noted previously, other Internet based readings will be added and will be provided via announcements or found on this syllabus.

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.

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.
- Bush, Baruch and Joseph Folger. 1994. *The Promise of Mediation: Responding to Conflict Through Empowerment and Recognition*, San Francisco: Jossey-Bass Publishers.
- Campbell, Marcia Caton and Docherty, Jayne Seminare, "What's in a Frame?" Chapter 5 in the *Negotiator's Fieldbook: The Desk Reference for the Experienced Negotiator*, Schneider, Andrea Kupfer, Christopher Honeyman, Editors, Section of Dispute Resolution, ABA, 2006, pp. 37-46.
- Carstarphen, Nike and Ilana Shapiro. 1997. *Facilitating between gang members and police*. Negotiation Journal, Spring #2
- 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.
- Fisher, Roger and William Ury. 1981. *Getting to Yes: Negotiating Agreement Without Giving In*, New York: Penguin Books.
- Gelinas, Mary V. and Roger G. James, *Meaningful Public Conversations: Essential Principles and Practices for Strengthening Collaboration in our Communities*, 2008, Gelinas-James Inc.
- 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.
- Jones, Tricia and Ross Brinkert. 2008. *Conflict Coaching*. Chapter 9: "The Conflict Styles Opportunity." Los Angeles: Sage.
- LeBaron, Michelle. 2003. *Bridging Cultural Conflicts: A New Approach for a Changing World*. Chapter 1, Third Party Roles in Cultural Conflict, pp. 3-31; & Chapter 10, pp. 271-289. San Francisco: Jossey-Bass.
- Lederach, John Paul. 1995. *Preparing for Peace: Conflict Transformation across Cultures*. Chapter 6, *The Elicitive Model*, pp. 55-62. New York: Syracuse University Press.
- Lederach, John Paul. 2009. "Perspectives for Assessing and Working with Power" in *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, pp. 54-55.
- 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.
- Maurik, John van. 1994. "Facilitating Excellence: Styles and Processes of Facilitation," *Leadership and Organizational Development Journal*, Vol. 15, Issue 8, pp 30-34.
- Moon, Jennifer. 2004. *A Handbook of Reflective and Experiential Learning*, Resource 5, "The Park: an exercise in reflective writing," pp. 196-203, New York: RoutledgeFalmer.
- Moore, Christopher. 1996. "How Mediation Works" chapter 2 In *The Mediation Process: Practical Strategies for Resolving Conflict*, Jossey Bass, San Francisco, pp 41-77.
- Peppet, Scott R. and Moffitt, Michael I., "Learning How to Learn to Negotiate," Chapter 70 in the *Negotiator's Fieldbook: The Desk Reference for the Experienced Negotiator*, Schneider, Andrea Kupfer, Christopher Honeyman, Editors, Section of Dispute Resolution, ABA, 2006, pp. 615-626.
- 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.

- 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.
- 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.
- 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.
- Schon, Donald. 1983. *The Reflective Practitioner*, Chapter 2, "From Technical Rationality to Reflection-in-Action," pp. 21-69, New York: Basic Books.
- 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.
- 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.
- 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.
- 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.
- 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.
- Shaw, Margaret and Stephen Goldberg, *Who Wants to be a Mediator?* Spring 2010, Dispute Resolution Magazine, pp. 24-29.
- Ting-Toomey, Stella. 1999. *Communicating Across Cultures*, Chapter 1, "Intercultural Communication: An Introduction," pp. 3-24.
- 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.
- 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."

Weekly Class Structure and Assignments

WEEK 1: JANUARY 26, 2017

**INTRODUCTION TO REFLECTIVE PRACTICE
EMPATHY AND MINDFULNESS**

Themes:

- Building a reflective class environment
- Background on reflective practice, where and how it's being used, role in the field
- Tension between—and integration of—theory, research, and practice in the field
- Implications of conflict styles preferences

- Empathy and mindfulness

Class Activities:

- Introductions, review of syllabus, course requirements and structure, course competencies, journal techniques, and final theory capstone
- Getting to know each other activity
- Conflict Styles Assessment, discussion
- Empathy and active listening activity
- Mindfulness exercise

Assignment Prior to Class:

- Complete the Conflict Styles Assessment [<http://www.buildingpeace.org/act-build-peace/learn/conflict-styles>]. Bring your scores to class.

Readings Prior to Class:

- Baer, Mark. 2015. "Future Lawyers Should be Screened and Trained for Empathy." *Huffington Post*. August 27. http://www.huffingtonpost.com/mark-baer/future-lawyers-should-be-b_8046278.html
- Bloom, Paul. 2014. "Against Empathy." *Boston Forum*. September 10. <http://bostonreview.net/forum/paul-bloom-against-empathy>
- Moon, Jennifer. 2004. *A Handbook of Reflective and Experiential Learning*, Resource 5, "The Park: an exercise in reflective writing," pp. 196-203, New York: RoutledgeFalmer.
- Silbert, Sharon. 2015. "Cultivating Mindfulness for Conflict Resolution Practitioners." *ACResolution*, Spring 2015, http://www.acresolution-digital.org/acresolutionmag/spring_2015?pg=18#pg18
- Suttle, Jill. 2015. "Should We Train Doctors for Empathy?" *Greater Good*. July 8. http://greatergood.berkeley.edu/article/item/should_we_train_doctors_for_empathy

WEEK 2: FEBRUARY 2, 2017
THEORIES AND MODELS OF CONFLICT ANALYSIS & RESOLUTION
& SKILL BUILDING

Themes:

- Reflective practice models and degrees of adaptability to conflict analysis and resolution
- What do we mean by theory?
- How and why do we build models?

Class Activities:

- Spectrum of practice in the field
- Application of individual conflicts to conflict analysis and resolution models
- Learning Style Inventory, scoring and discussion
- Reflective practice skill building

Assignment Prior to Class:

- Complete the Learning Styles Inventory [On Bb as "LSI Instrument" in "Course Content Required Readings folder"]

Readings:

- Argyris, Chris and Donald A. Schön. 1992. *Theory in Practice: Increasing Professional Effectiveness*. Chapter 1: "Theories of Action." Note: Chapter 2: "Evaluating Theories of Action", pp. 3-34 will help you as you create your own theory of reflective practice so please come back to this later in the semester. San Francisco: Jossey-Bass Publishers.
- Aschwanden, Christie. 2015. "A User's Guide to Rational Thinking." *Discover Magazine*. July/August. <http://discovermagazine.com/2015/july-aug/16-user-guide-rational-thinking>

- Benjamin, Robert, *The Science Behind the Sense: Exploring Cognitive Neuroscience in Decision Making*, April 2009, <http://www.mediate.com/articles/benjamin46.cfm?nl=206>
- 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.
- Schon, Donald. 1983. *The Reflective Practitioner*, Chapter 2, “From Technical Rationality to Reflection-in-Action,” pp. 21-69, New York: Basic Books.

WEEK 3: FEBRUARY 9, 2017
NEGOTIATION (PART 1) & CONFLICT COACHING

Themes:

- Negotiation as a reflective practice
- Coaching as means to assist one in negotiation

Class activities:

- Bring to class a conflict that you are either currently a party to or are deeply interested in. Be prepared to describe the conflict including who are the parties, what is going on, how long has it been simmering, and why you think the parties are in conflict.
- Conflict coaching exercise
- RP groups for group presentation due

Readings:

- Benjamin, Robert, *The Natural History of Negotiation and Mediation: the Evolution of Negotiative Behaviors, Rituals and Approaches*, June 2012, <http://www.mediate.com/articles/NaturalHistory.cfm>
- Campbell, Marcia Caton and Docherty, Jayne Seminare, *What’s in a Frame?* Chapter 5 in the *Negotiator’s Fieldbook: The Desk Reference for the Experienced Negotiator*, Schneider, Andrea Kupfer, Christopher Honeyman, Editors, Section of Dispute Resolution, ABA, 2006, pp. 37-46.
- Jensen, Keld. 2013. “Why Negotiators Still Aren’t ‘Getting to Yes.’” *Forbes*. July 5. <http://www.forbes.com/sites/keldjensen/2013/02/05/why-negotiators-still-arent-getting-to-yes/#2715e4857a0b941c36464535>
- Jones, Tricia and Ross Brinkert. 2008. *Conflict Coaching*. Chapter 9: “The Conflict Styles Opportunity.”
- Melamed, James, *Frequently Asked Questions about Mediation and Negotiation*, <http://www.mediate.com/articles/Mediationfaq.cfm>
- Peppet, Scott R. and Moffitt, Michael I., “Learning How to Learn to Negotiate”, Chapter 70 in the *Negotiator’s Fieldbook: The Desk Reference for the Experienced Negotiator*, Schneider, Andrea Kupfer, Christopher Honeyman, Editors, Section of Dispute Resolution, ABA, 2006, pp. 615-626
- Wong, Kristin. 2015. “Six Things You Probably Didn’t Know Were Negotiable.” *Two Cents*. September 30. <http://twocents.lifehacker.com/six-things-you-probably-didn-t-know-were-negotiable-1728357724>

Assignment for the February 16, 2017 class:

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. Bring that image with you to class on September 29. *Be prepared to discuss it for 5 minutes, and share the process of reaching agreement.*
- 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). *Individually 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.).* Please acknowledge your group members' names. [Note: Both of these activities will be an early entry in your log journal.]

WEEK 4: FEBRUARY 16, 2017
NEGOTIATION (PART 2)

Themes:

- Negotiation

Class activities:

- Review of images: lessons learned
- Negotiation debrief of purchases
- Reflective practice skill building
- Critique of *Getting to Yes* (continual discussion)

Readings:

- Fisher, Roger and William Ury. 1981. *Getting to Yes: Negotiating Agreement Without Giving In*, New York: Penguin Books.

WEEK 5: FEBRUARY 23, 2017
FACILITATION

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
- Micro/meso theories that influence facilitation: single/double-loop learning, decision making, ethical practices
- Facilitation styles

Class activities:

- Reflective practice skill building
- Discussion of readings

Assignments:

- *Gang War I: Bangin in Little Rock*
<https://www.youtube.com/watch?v=qkFmw-vHnvc>
- *Gang War II—Back in the Hood*
<http://www.youtube.com/watch?v=mOfvSHLcdqs>.
Be prepared to discuss the videos

Readings:

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

- 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.
- Hutson, Matthew. 2015. “The Rationality of Rage.” *The New York Times*. September 18. http://www.nytimes.com/2015/09/20/opinion/sunday/the-rationality-of-rage.html?_r=0
- Maurik, John van. 1994. “Facilitating Excellence: Styles and Processes of Facilitation”, *Leadership and Organizational Development Journal*, Vol. 15, Issue 8, pp. 30-34.
- 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.
- 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.
- 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.
- 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.
- 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.

WEEK 6: MARCH 2, 2017
MULTIPARTY FACILITATION

Themes:

- Facilitation in multi-organizational and community conflicts

Class activities:

- Reflective practice skill building

Readings:

- *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
- 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.
- Ting-Toomey, Stella. 1999. *Communicating Across Cultures*, Chapter 1, “Intercultural Communication: An Introduction,” pp. 3-24.

WEEK 8: MARCH 9, 2017
MEDIATION

Themes:

- History and the nature and practice of mediation—western and nonwestern practices
- The role of reflective practice in mediation

Class activities:

- Discussion of video excerpts from *The Mediators* (Chris Moore, John Paul Lederach, Teresa Wakeen, Michael Lewis, and Joan Kelly)
- Western model; alternative models; practice

Readings:

- Adler, Peter, “The End of Mediation: An Unhurried Ramble On Why The Field Will Fail And Mediators Will Thrive Over The Next Two Decades!,” Mediate.com, July 2009, <http://www.mediate.com/articles/adlerTheEnd.cfm>
- Bush, Baruch and Joseph Folger. 1994. *The Promise of Mediation: Responding to Conflict*, Chapter 1.
- Goodman, Kathy, Mediating Between the Mediation Models-Part 1, July 2012, <http://www.mediate.com/articles/GoodmanK1.cfm#top>
- Moore, Christopher (1996) “How Mediation Works” chapter 2 in *The Mediation Process: Practical Strategies for Resolving Conflict*, Jossey Bass, San Francisco.
- 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.
- Shaw, Margaret and Stephen Goldberg, *Who Wants to be a Mediator?* Spring 2010, Dispute Resolution Magazine, pp. 24-29, http://www.americanbar.org/content/dam/aba/migrated/2011_build/dispute_resolution/who_wants_to_be_a_mediator.authcheckdam.pdf
- Zumeta, Zena. (n.d.). “Styles of Mediation: Facilitative, Evaluative, and Transformative Mediation,” <http://www.mediate.com/articles/zumeta.cfm>.
- View videos interviews by Robert Benjamin:
 - Chris Moore, <http://www.mediate.com/articles/MooreCompleteInterview.cfm>
 - John Paul Lederach, <http://www.mediate.com//articles/completelederach.cfm>
 - Teresa Wakeen, <http://www.mediate.com//articles/CompleteWakeen.cfm>
 - Joan Kelly, <http://www.mediate.com//articles/CompleteKelly.cfm>
 - Michael Lewis (re: asking questions instead of giving opinions) <http://www.mediate.com//articles/lewis02.cfm>

WEEK 9: MARCH 23, 2017
INTERNATIONAL ORGANIZATIONAL MEDIATION

Themes:

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

Class activities:

- Class simulation (gender and culture)

Readings:

- Moore, Christopher. 1996. “How Mediation Works” chapter 2 In *The Mediation Process: Practical Strategies for Resolving Conflict*, Jossey Bass, San Francisco, pp 41-77.
- TBD

WEEK 10: MARCH 30, 2017
CLASS CANCELLED

WEEK 11: APRIL 6, 2017
MULTI-PARTY MEDIATION – A PLAN FOR FERGUSON

Themes:

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

Class Activities:

- Exercise: A Plan for Ferguson, MO
- How is the mediation role interpreted re: Moore's types of mediators?

Readings:

- 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.
- 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.

WEEK 12: APRIL 13, 2017
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)
- Theoretical overview
- Working with the AI process

Class activities:

- Reflective practice skill building

Due:

- Reflective practice log

Readings:

- Appreciative Inquiry, Stories from the Field, <https://appreciativeinquiry.case.edu/practice/bibAiStories.cfm>
- 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/>
- Sustained Dialogue, <http://sustaineddialogue.org/>
- 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 13: APRIL 20, 2017
GUEST PRESENTERS
THEME: CAREER PATHWAYS

WEEK 14: APRIL 27, 2017
CULTURAL CONSIDERATIONS IN PEACEBUILDING

Themes:

- Peacemaking and reflective practice
- Cultural variations of peacemaking
- Hidden dimensions of peacemaking
- Understanding cultural diversity

Class activities:

- Cultural diversity and peacebuilding discussion
- Reflective practice skill building

Readings:

- Avruch, Kevin and Peter W. Black (1993). "Conflict Resolution in Intercultural Settings: Problems and Prospects," pp. 131-145 in D. Sandole and H. van der Merwe, eds., *Conflict Resolution Theory and Practice Integration and Application*. Manchester: Manchester University Press.
- 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.
- Lederach, John Paul. 1995. *Preparing for Peace: Conflict Transformation across Cultures*. Chapter 6, pp. 55-62. New York: Syracuse University Press.

WEEK 15: MAY 4, 2017
ETHICS AND ETHICAL DILEMMAS
INTERGRATION

Themes:

- Ethics and Reflective Practice
- Tensions between personal and professional ethics
- Integrating theory and practice

Class Activities:

- Student presentations of RP theories
- Course evaluation, celebration of learning

Due:

- Final research paper due

Readings:

- ACResolution, Summer 2015, http://www.acresolution-digital.org/acresolutionmag/summer_2015?pg=1#pg1
- 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.
- Illich, Ivan. April 20, 1968. To Hell with Good Intentions. http://swaraj.org/illich_hell.htm
- Rendon, Josefina, Mediator Ethics and Professionalism: A Recipe for Success, Mediate.com, <http://www.mediate.com/articles/RendonJ6.cfm>
- 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.
- Wilkinson, Richard, TED Global Talk, How Economic Inequality Harms Societies, 2011 http://www.ted.com/talks/richard_wilkinson

