

NCLC 305: Conflict Resolution and Transformation (6 credits)
Spring 2015
Wednesday & Friday, 10:30am - 1:10pm
Room: Planetary Hall 122

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COURSE DESCRIPTION

The purpose of this course is for students to develop a holistic understanding of conflict and how and why it occurs from the intrapersonal level to the international level. Each one of us has the capacity to become better at dealing with conflicts that we become entrenched in, and to realize our role in perpetuating these conflicts. In this course, we will look deep into ourselves to examine how our core values and practices affect our relationships with others and the world around us. The hope is that the insights gained through this exploration will empower us to transform the conflicts that we experience, and contribute to developing more peaceful communities and societies.

In this class we will also be intentional about developing practical skills to use in resolving conflicts, as well as critical lenses to prevent us from superficial resolutions that do not fully address issues. We will not only explore the skills involved in conflict transformation but we will also look at the art of peacebuilding, especially as it relates to creativity and the ability to envision a completely new relationship between enemies.

Learning Objectives

- Explore multiple frameworks aimed at deepening our understanding of peace & conflict and finding meaningful resolutions that address the needs of both parties
- Recognize the need for conflict transformation as a means of changing conflict dynamics and moving towards a positive future
- Develop skills for transforming conflicts in our own lives
- Practice listening, assertion, and conflict resolution skills
- Explore the importance of creativity and imagination in facilitating positive social change
- Develop and refine competencies in communication, critical thinking, group collaboration, global understanding, and well-being

REQUIRED TEXT (AVAILABLE IN BOOKSTORE)

Lederach, John Paul. (2003). *The Little Book of Conflict Transformation*. PA: Intercourse.

REQUIRED ARTICLES/BOOK CHAPTERS (ON BLACKBOARD)

- Albom, Mitch. (1997). *Tuesdays with Morrie*. New York: Doubleday. (excerpts)
- Andreas, Mark. (2011). *Sweet Fruit from the Bitter Tree: 61 Stories of Creative and Compassionate Ways out of Conflict*. Boulder, CO: Real People Press. (excerpts).
- The Arbinger Institute. (2006). *The Anatomy of Peace: Resolving the Heart of Conflict*, San Francisco: Berrett-Koehler Publishers, Inc. (Ch. 5, 10, 22)
- Bayda, Ezra. (2006). *The Path to Forgiveness in Mindful Politics*, ed. Melvin McLeod. Somerville: Wisdom Publications. (pp 171-180)
- Bolton, Robert. (1986). *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*. (excerpts)
- Dugan, Marie. (1996). A nested theory of conflict. *A Leadership Journal: Women in Leadership-Sharing the Vision*, 1, 9-19.
- Fisher, Robert, Ury, William, & Patton, Bruce. (2011). *Getting to yes* (3rd ed.). New York, NY: Penguin Group.
- Gopin, Marc, *Healing the Heart of Conflict: 8 Crucial Steps for Making Peace with Yourself and Others*. New York: Rodale Inc. 2004. (Ch. 1)
- Lederach, John Paul. (2005). *The Moral Imagination: The Art and Soul of Building Peace*. New York: Oxford University Press. (excerpts)
- Nhat Hanh, Thich. (2006). "We Have the Compassion and Understanding Necessary to Heal the World," in *Mindful Politics*, ed. Melvin McLeod. Somerville: Wisdom Publications. pp. 128-138.
- Rosenberg, Marshal. (1999). *Nonviolent Communication: A Language of Compassion*. Encinitas, CA: Puddledancer Press. (Ch. 2 & Ch.3)
- Stone, Douglas, Bruce Patton and Sheila Heen. (1999). *Difficult Conversations: How to Discuss What Matters Most*. New York: Viking. (Intro & Ch. 1)
- Wilmot, William W. and Joyce L. Hocker. (2011). *Interpersonal Conflict*, 8th ed. New York: McGraw-Hill. (pp. 11-19, 70-83, & 271-275)
- Winslade, John and Monk, G. *Narrative Mediation: A New Approach to Conflict Resolution*. San Francisco: Jossey-Bass Inc., 2000. (Ch. 1)

COURSE REQUIREMENTS AND GRADING

COURSE ASSESSMENT:

• Participation	400 points
• 1st Assignment: Journaling	200 points
• 2nd Assignment: Group Presentation	200 points
• 3rd Assignment: Working with Conflict	200 points
Total:	1000 points

Participation = 400 points. Collaborative learning is an important feature of New Century College learning communities. Students are expected to attend class, to participate actively and responsibly, to hand in all assignments when due, and to support other students in the learning process. Each student will be an active learner, coming fully prepared to engage in that enterprise by raising questions and suggesting answers or tracks to follow in search of answers. Students are expected to read and be prepared to discuss the assigned texts. Note-taking is very important, and students are expected to take effective notes. There may be various in-class assignments, which may be graded as a component of participation. I will evaluate students for individual contributions to our collective enterprise. Additionally, cellphones should not be used during class. Using a cellphone will have a negative effect on your grade. On Fridays, the course will take the form of a workshop. These workshops will be technology-free (except for days when we record role plays), so make sure you bring paper.

1st Assignment: Journaling = 200 points. For 12 weeks, you will be given a project or question to complete each week. You will write a 500-word journal entry in response to a question/project (one single-spaced or two double-spaced pages). These journal entries will be collected in class on Wednesdays, not submitted online (except for the role play write-up). Journals that are not submitted in hardcopy during class will be considered late. Each journal completed satisfactorily will earn 16 points and any journal turned in late will earn 8. Each student will get 8 free points so the total is 200.

2nd Assignment: Group Presentation = 200 points. In preparation for this assignment, you will write a role play (due on 3/4/15) based on an interpersonal conflict that you have experienced, and we will use these role plays to practice what you have learned throughout the semester. Each student will play the role of the intervener, conflict party, and observer in different role plays, but the main focus will be on your role as an intervener. You will video record these role plays in a group on 4/10/15, and each one of you will submit your videos on Blackboard by 4/15/15. As a group you will choose one of these role plays based on: how realistic the depiction of the conflict is, how well it incorporates course content, and how well the video provokes discussion. On 4/17/15 the group will show this video to the class, and give a 15 – 20 minute presentation with each group member explaining their role in the video, why they did what they did, and

the insights that they gained from the experience. More information on this assignment will be given in class.

Group Presentation: 150 points
Individual Video: 50 points

3rd Assignment: Working with Conflict = 200 points. You will prepare and execute an intervention in an interpersonal or small group conflict. This assignment has three components: 1) a detailed analysis of the conflict (75 points), 2) a plan for action (50 points), and 3) a reflective essay (75 points). More information on the design and requirements for these sections will be provided in class. This assignment is due on Blackboard on Friday 5/8/15.

OPTIONAL:

Extra Credit = 25 points. You will have the opportunity to choose a song, video, poem, quote, or short activity to present to the class that ties into the theme and readings for the day (based on the schedule outlined in the syllabus), or that applies to something that we have covered in the class up until before you present. Please also include why what you presented means something to you and how you think it adds value to the class in general. Your presentation should last for roughly 5-10 minutes. Completing this assignment can earn you up to 25 points of extra credit to be added to your final grade.

Format for Assignments

All journals are to be printed out and submitted in class on the day that they are due. All assignments other than journals are to be turned in electronically through Blackboard before the due time/date. All papers must be documented properly according to a citation manual (e.g. The Chicago Manual of Style, APA, MLA). Keep a copy of all assignments. Failure to follow assignment guidelines may result in a grade deduction.

Late Work. Papers and other assignments are to be turned in to the instructor at the beginning of class on the day due or submitted through Blackboard before the start of class. **Late work will be reduced one letter grade per day.** No work will be accepted over one week late without a valid written medical excuse or notice of death in the family. Work should be submitted in the required format.

Grading Scale

Points	Letter		Points	Letter		Points	Letter		Points	Letter
970 - 1000	A+		870 - 899	B+		770 - 799	C+		600 - 699	D
930 - 969	A		830 - 869	B		730 - 769	C		< 600	F
900 - 929	A-		800 - 829	B-		700 - 729	C-			

ACADEMIC HONESTY AND COLLABORATION

The integrity of the University community is affected by the individual choices made by each of us. This is especially true in New Century College. GMU has an

Honor Code with clear guidelines regarding academic integrity. Three fundamental 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.

Using someone else's words or ideas without giving them credit is plagiarism, a very serious offense. It is important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words (including punctuation) just as they appear in the original, and you must use quotation marks and page number(s) in your citation. If you want to paraphrase ideas from a source, you must still cite the source, using an established citation format.

Diversity Statement: George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

New Century College, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.

GMU RESOURCES

Counseling Services: (703-993-2380; SUB I, Room 3129) provides individual and group sessions for personal development and assistance with a range of emotional and relational issues. In addition, the Learning Services Program (703-993-2999) offers academic skill-building workshops as well as a tutor referral service.

Office of Disability Services: (703-993-2474; SUB I, Room 2500) assists students with learning or physical conditions affecting learning. If you qualify for accommodation, the ODS staff will provide a form to give to your instructor at the beginning of every course. <http://ods.gmu.edu>

Student Technology Assistance and Resource (STAR) Lab: Johnson Center 229; 993-8990; <http://media.gmu.edu>

Writing Center: (703-993-1824; Robinson A 114, main office; Enterprise 076) provides, at no charge, tutors who can help you develop ideas and revise papers. The Writing Center is also available online at <http://wcenter@gmu.edu>.

COURSE SCHEDULE

Week 1: Introduction, Creating Learning Community, & Definitions of Peace

Wednesday 1/21

- Introductions and Expectations
- Overview of Course and Syllabus
- Creating our own Subculture

Readings and Assignments (complete before class):

- *Tuesdays with Morrie*, pp. 154 – 157 (On Blackboard)

Friday 1/23

- Learning Styles and Process of Experiential Learning
- Definitions of Peace and Related
- Guidelines for Journals

No Readings

Week 2: Definition of Conflict, Conflict Resolution, & Mindfulness in Conflict

Wednesday 1/28

- Review pictures of Conflict
- Debrief of workshop and journal exercise
- Definition of Conflict, Conflict Resolution, Conflict Transformation
- Personal Histories of Conflict, including family of origin
- Conflict Metaphors

Readings and Assignments (complete before class):

- *Interpersonal Conflict*, Chapter 1 (pp. 11-19) (On Blackboard)
- *Little Book of Conflict Transformation*, Chapter 1-5 (pp. 3-33)
- **Due:** Picture representing Conflict, Journal #1

Friday 1/30

- What is my role in conflict?
- The importance of self-examination
- The 8 Steps to Healing the Heart of Conflict

Readings and Assignments (complete before class):

- *Healing the Heart of Conflict*, Ch. 1: *Be* (On Blackboard)
- Nhat Hanh, Thich. "We Have the Compassion and Understanding Necessary to Heal the World," (pp. 128 – 138). (On Blackboard)

Week 3: Deepening our Understanding of Conflict

Wednesday 2/4

- Debrief of Workshop & Journal exercise
- The Dual Concern Model, Conflict Styles, Tactics, and your Preferences
- Complete *Thomas Kilmann Instrument*
- The TRIP Model

Readings and Assignments (complete before class):

- *Interpersonal Conflict*, Ch. 3: (only pp. 70 – 83) (On Blackboard)
- Read TKI Profile and Interpretive Report (On Blackboard)
- **Due:** Journal #2

Friday 2/6

- Discuss best practices of listening
- Roadblocks
- Practice attending, following, and reflective listening skills

Readings and Assignments (complete before class):

- *Tuesdays with Morrie*: pp. 135 – 138 (On Blackboard)
- *People Skills*: Ch. 2, 3, & 4 (pp. 14 – 61) (On Blackboard)

Week 4: Frameworks for Analysis/Resolution

Wednesday 2/11

- Debrief of Workshop & Journal exercise
- Difficult Conversations: exploring the 3 conversations
 - The “What happened” Conversation
 - The “Feelings” Conversation
 - The “Identity” Conversation
- Shifting towards a learning stance

Readings and Assignments (complete before class):

- *Difficult Conversations*, Introduction and Chapter 1 (On Blackboard)
- **Due:** Journal #3

Friday 2/13

- Learn & Practice Nonviolent Communication Skills

Readings and Assignments (complete before class):

- *Nonviolent Communication*: Ch. 2 & 3 (On Blackboard)

Week 5: The Anatomy of Peace

Wednesday 2/18

NO CLASS

Friday 2/20

- Debrief of Workshop & Journal exercise
- The Anatomy of Peace Framework
 - The Pattern of Conflict–Collusion
 - Choosing War–the Choice Diagram
 - Getting out of the box

Readings and Assignments (complete before class):

- *The Anatomy of Peace*, Ch. 5 & 10 (pp. 38-49, pp. 81-91) (On Blackboard)
- **Due:** Journal #4

Week 6: *The Context of Conflict and Conflict Mapping*

Wednesday 2/25

- Debrief of Workshop & Journal exercise
- Introduction to Conflict Mapping: models from Lederach & SPITCEROW
- Integration of other frameworks as mapping models

Readings and Assignments (complete before class):

- *Little Book of Conflict Transformation*, Ch. 6, 7 (pp. 34 - 47)
- *SPITCEROW Model* (On Blackboard)
- **Due:** Journal #5

Friday 2/27

- Power and influence
- Culture, Gender, and Identity

Readings and Assignments (complete before class):

- *Mediation and Facilitation Manual*: Chapter 2 Part 3 & 4 (pp. 78-83, & pp. 99-107) (On Blackboard)
- *Difficult Conversations*: Appendix Q4 & Q5: (pp. 258-273) (On Blackboard)

Week 7: *Intervening in Conflict*

Wednesday 3/4

- Debrief of Workshop & Journal exercise
- Informal Intervention & Different types of Mediation

Readings and Assignments (complete before class):

- *Interpersonal Conflict*, Ch. 9 (pp. 271 - 275) (On Blackboard)
- *Narrative Mediation*, Ch. 1 (On Blackboard)
- **Due:** Journal #6: Role play write-up

Friday 3/6

NO CLASS

Week 8: Spring Break - NO CLASS

Week 9: *Intervening in Conflict (Resolution, Transformation, Forgiveness)*

Wednesday 3/18

- Debrief of Workshop & Journal exercise
- Practice Bolton's "Conflict Resolution Method"
- Intervention Skills training & Transformation vs. Resolution Approaches

Readings (complete before class):

- *People Skills*, pp. 218 - 225 (On Blackboard)
- *Little Book of Conflict Transformation*, Ch. 8, 9, 10 (pp. 48 - 71)

Friday 3/20

- Activities on Apologizing, Forgiveness, and Reconciliation
- Forgiveness meditation

Readings and Assignments (complete before class):

- Bayda, Ezra, *The Path to Forgiveness* (pp 171-180) (On Blackboard)
- *Sweet Fruit*: Chapter 3 (pp. 11-16) (On Blackboard)

Week 10: *Intervening in Conflict (Negotiation & Appreciative Inquiry)*

Wednesday 3/25

- Debrief of Workshop & Journal exercise
- Informal & Formal Negotiation

Readings and Assignments (complete before class):

- *Mediation and Facilitation Manual*: Chapter 3 (pp. 146-148) (Blackboard)
- *Getting to Yes*: Chapter 7 (pp. 109-130) (On Blackboard)
- **Due:** Journal #7

Friday 3/27

- Appreciative Inquiry & The Happiness Advantage
- Spreading Peace—the Peacemaking Pyramid

Readings

- *The Anatomy of Peace*, Ch. 22 (pp. 201-213) (On Blackboard)
- *Sweet Fruit*: Ch. 6 (pp. 23-26) (On Blackboard)

Week 11: *The Art of Conflict Transformation, The Creative Act*

Wednesday 4/1

- Debrief of Workshop & Journal exercise
- Exploring imagination, creativity, and are in conflict transformation
- Meet with groups and review assigned role play

Readings and Assignments (complete before class):

- *The Moral Imagination*, Preface, Ch. 2 & Ch. 7 (pp. vii - xi, 7-19, & 65-74)
- **Due:** Journal #8

Friday 4/3

- Practice various Intervention strategies in role play activities

Readings and Assignments (complete before class):

- Review course material up until this point

Week 12: *Experiential Learning for Intervening in Conflict*

Wednesday 4/8

- Debrief of Workshop & Journal exercise
- Intervention Brainstorm

Readings and Assignments (complete before class):

- **Due:** Journal #9: Intervention Strategy

Friday 4/10

- Students will practice applying frameworks to role plays that they wrote

- Students will take turns intervening in role plays using these frameworks and **video record them**

Readings and Assignments (complete before class):

- Review course material for your video

Week 13: *Connecting the Individual to the Community (Restorative Justice)*

Wednesday 4/15

- Debrief of Workshop & Journal exercise
- Restorative justice

Readings and Assignments (complete before class):

- *Mediation and Facilitation Manual* (pp. 92-94) (On Blackboard)
- **Due:** Journal #10, Upload group videos and share link

Friday 4/17

- Group Presentations and discussion

No Readings

Week 14: *Connecting the Individual to the Community*

Wednesday 4/22

- Examine conflict transformation at multiple levels
- Dugan's nested model & Lederach's Peacemaking pyramid

Readings and Assignments (complete before class):

- Dugan, M. (1996). A nested theory of conflict. (pp 9-19) (On Blackboard)
- *Mediation and Facilitation Manual* (pp. 95-98) (On Blackboard)
- **Due:** Journal #11

Friday 4/24

- Prepare for Working with Conflict Assignment
- Practice resolving multiple conflicts

No Readings

Week 15: *Integration*

Wednesday 4/29

- Integration of content learned throughout course
- Apply theories and frameworks to multiple cases

Readings and Assignments (complete before class):

- **Due:** Journal #12

Friday 5/1

- Closing semester party & Reflection on Goals & Learning
- Course Evaluation

Week 16: FINAL PAPER: WORKING WITH CONFLICT DUE ON FRIDAY 5/8