

CONF 695 – 004 Conflict Resolution for Schools
George Mason University
Institute for Conflict Analysis and Resolution

1. Course information

Credit Hours: 3.0
When: Spring 2008; Monday 7:20 – 10:00
Where: Original Building 267
Department: ICAR – Arlington GMU Campus
3300 N. Washington Blvd.
Truland Building, Fifth Floor
Arlington, VA 22201
Instructor: Marsha Blakeway; mblakewa@gmu.edu; (202)547-9522

2. Course Purpose:

- Purpose: To provide participants with
 - an understanding of conflict resolution, peer mediation, and related programming in K-12 schools;
 - an experience of observing and working with a conflict resolution program in an elementary or secondary school.
 - an understanding of culturally and developmentally appropriate conflict resolution programming for schools.
- Methodology: Seminar/discussion format; reading and writing about conflict resolution programming and related educational issues; observing/working with school-based program in a school.

3. Required Reading

- Association for Conflict Resolution, Education Section. *Recommended Standards for School-Based Peer Mediation Programs*, ACR, 2007. Printed booklet ordered from www.ACRnet.org; on-line version: <http://www.mediate.com/acrededucation/>
- Richard Cohen. *Students Resolving Conflict*, Good Year Books, 1995. ISBN: 0-673-36096-2. (The bookstore told me this is not available from the publisher now; used copies are usually available on Amazon.com.)
- Lynn Davies. *Education and Conflict: Complexity and Chaos*. Routledge, Taylor and Francis Group, New York and London. 2004. ISBN: 0-415-30424-5.
- Tricia S. Jones. “Conflict Resolution Education: The Field, the Findings, and the Future” pp. 233-267 in *Conflict Resolution Quarterly*, Vol. 22, no. 1-2, Fall-Winter 2004. Wiley Periodicals, Inc. and the Association for Conflict Resolution.
- Linda Lantieri & Janet Patti. *Waging Peace In Our Schools*, Beacon Press, 1996. ISBN: 0-8070-3116-x
- Kathryn Liss, Editor. *Help Increase the Peace Program Manual*, American Friends Service Committee, 2004. ISBN: none listed.
- Dan Olweus. *Bullying at School*, Blackwell Publishing, 1993, ISBN 978-0-631-19241-1.
- Office of the United Nations High Commissioner for Human Rights. *Teaching Human Rights: Practical activities for primary and secondary schools*; United Nations Publication, ISBN 92-1-154149-2. (This will not be available in the bookstore until sometime in February, 2008.)
- Lorraine Stutzman Amstutz and Judy H. Mullet. *The Little Book of Restorative Discipline for Schools*, Good Books, 2005. ISBN: 1-56148-506-3.

- An optional conflict resolution, peer mediation, or related curriculum – to be loaned by instructor.

Optional Reading:

- Lisa Delpit. *Other People's Children: Cultural Conflict in the Classroom*, Updated Edition New Press; Rev Ed edition (August 1, 2006). ISBN-10: 1595580743
- Sandra V. Sandy & Kathleen M. Cochran. “The Development of Conflict Resolution Skills in Children”. pp. 316 – 342 in *The Handbook of Conflict Resolution*, Deutsch and Coleman, Editors, Jossey-Bass Publishers. 2000. ISBN 0-78794822-5.
- Chip Woods, *Yardsticks, Children in the Classroom Ages 4-12*. Northeast Foundation for Children, 1994. ISBN: 0-9618636-2-5.
- Search Institute: Developmental Assets for Adolescents, Early Childhood, Middle Childhood: <http://www.search-institute.org/assets/assetlists.html>

4. Course Expectations and Requirements

- Read assigned material; participate actively in class meetings and discussions.
- Observe conflict resolution or peer mediation programming in elementary or secondary setting; prepare observation notes. 10 – 12 hours outside of class.
- Review mediation or conflict resolution curriculum and prepare oral summary overview for class.
- Prepare written requirements outlined below.

5. Criteria for Assessment

Class participants will be expected to attend and participate in class meetings, and complete assigned reading and observation. If you will miss more than 2 class sessions, please talk with instructor about how to make up for missed classes.

For a grade of “C” participants will be expected to satisfactorily complete the first three **Course Expectations** listed above. Additionally, for a grade of “B” students will be expected to satisfactorily complete one of the choices of written requirements below. or Additionally, for a grade of “A” students will be expected to complete two of the choices listed below. In this case, satisfactorily means to the satisfaction of the instructor.

6. Guidelines for Written Requirements

- **Written reviews of required reading and a curriculum review:** Four reviews of approximately 2-3 pages summarizing content, relevance, personal reaction, etc.
- **Essay on Observing Conflict Resolution or Peer Mediation Programming:** Write essay of 3-5 pages describing your personal experience observing and assisting in a school-based conflict resolution or peer mediation program. If possible, plan, prepare and deliver a 1-2 session training on a specific topic in conflict resolution or mediation to a group of elementary or secondary students in a school setting. Schedule observation of training with the instructor or another observer.
- **Practitioner Interview:** A 1500 word article suitable for publishing in The 4th R (newsletter for the Education Section of the Association for Conflict Resolution) that tells the story of a school-based conflict resolution or peer mediation practitioner’s work in a school setting. My preference is that the essay be a Word document, double-spaced, and edited by a classmate or other editor before submission
- **Conflict Resolution Education Topic Paper:** A 3-5 page paper on a topic in conflict resolution education to be determined in consultation with instructor. Papers will be presented briefly in class for discussion after being made available for instructor and other participants.

My preference is that the essay be a Word document, double-spaced, and edited by a classmate or other editor before submission.

- **Conflict Resolution Curriculum to use in conflict resolution training:** Curriculum should be developmentally and culturally appropriate for a specific audience and should be sequenced to cover teaching/learning goals effectively. An evaluation component should be included.
- **Grant Proposal Example:** Prepare a grant proposal that would meet the criteria of a “request for proposal” for a real or fictional conflict resolution program for a school or youth-serving organization. This should be a model for something you could use in the future to seek funding. Check with instructor to find a model RFP.

7. Schedule – Week-by-Week syllabus may change after first class.

Week One: January 28, 2008

In Class: Review syllabus, identify participant interests and expertise; map conflict resolution in schools – Community Boards model; presentation of “facilitation style” for teaching and learning; discussion of theories of change
Identifying practitioners to interview and reviewing interview questions.

Week Two: February 4, 2008

Read for discussion: Lantieri and Patti, Waging Peace
In Class: School and classroom programming and interventions; peace education, social emotional learning, character education; non-violent communication.
Setting up and reporting on conflict resolution observations in a school.

Week Three: February 11, 2008

Read for discussion: Lantieri and Patti, Waging Peace
In Class: Identify and discuss necessary information for non-educators (and educators) observing or working in schools.

Week Four: February 18, 2008

Read for Discussion: K. Liss, Help Increase the Peace Program Manual
In Class: Review conflict resolution models and concepts, and frameworks used in school-based curriculum.
Declaration of individual choices for written requirements.

Week Five: February 25, 2008

Write: One of Written Requirements
Read for Discussion: Cohen, Students Resolving Conflicts and Recommended Standards for School-Based Peer Mediation Programs.
In class: Discuss design, implementation and training for peer mediation programs;
Research and evaluation of Peer Mediation and CRE Programs.
Choose Curriculum to Review (on loan from instructor)

Week Six: March 3, 2008

Read for Discussion: Developmental Assets or Chip Woods, Yardsticks or Sandra V. Sandy & Kathleen M. Cochran. “The Development of Conflict Resolution Skills in Children
In Class: Oral presentations of curriculum reviews noting theoretical frameworks, cultural and developmental considerations, etc.

Spring Break: March 10-16

Conflict Resolution Education Conference at GMU March 9-11.

Week Seven: March 17, 2008

Write: One of Written Requirements
Read for Discussion: Olweus, Bullying at School
In Class: Discuss anti-bullying programming
Observation Reports

Week Eight: March 24, 2008

Read for Discussion: Teaching Human Rights and/or Delpit, Other People's Children

In Class: Designing programs for diverse audiences.

Observation Reports

Week Nine: March 31, 2008

Write: One of Written Requirements

Read for Discussion: Amstutz and Mullet, Restorative Discipline for Schools.

In Class Presentation by Instructor: Discipline Policies and School Safety, Positive Behavior Interventions and Supports (PBIS); Restorative Justice and Community Conferencing.

Observation reports

Week Ten: April 7, 2008

Read for Discussion: Tricia S. Jones. "Conflict Resolution Education: The Field, the Findings, and the Future"

Class: Experiential CRE workshop.

Week Eleven: April 14, 2008

Write: One of Written Requirements

Read for Discussion: Davies, Education and Conflict, Part I

Class: Observation Reports

Week Twelve: April 21, 2008

Read for Discussion: Davies, Education and Conflict, Part II,

Class: Observation Reports

Week Thirteen: April 28, 2008

Write: One of Written Assignments

Read for Discussion: Davies, Education and Conflict, Part III and IV

Class: Observation Reports

Week Fourteen: May 5, 2008

Write: One of Written Assignments

Class: Wrap – Up

All Assignments Due: May 12, 2008