

CONF 713
Reflective Practice in Conflict Analysis and Resolution
Wednesdays, 4:30 - 7:10 pm
Fall 2009

Wallace Warfield & Yves-Renee Jennings (Section 002)

Arl Room 244 (Combined class)

Arl Room 246 (Sections only)

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Arl Room 244 (Sections only)

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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 and role-plays): 20%

During the course of the semester, there will be opportunities for students to engage in discussion and brief exercises to test the application of reflective practice at various points of a conflict cycle. Students will assume various parties, intervention and observation roles designed to test the application of reflective practice. (20 %)

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 **October 7**, and the final paper (~ 15 pp) is due on **November 18**. (Logs 10% & Paper 30%)

C. Group Reflective Practice Theory Presentation: 40%

Building on all class requirements and activities, teams of preferably no more than 4 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 **December 2 or 9** (4 groups per class). Please submit to faculty names of group members and date preferences for presentation no later than **October 7**. (40%)

Important Dates to Remember:

REVISE THESE TO 2009 CALENDAR AND ABOVE DATES, TOO

| | |
|--|-----------------|
| Reflective Practice Log (10%) Submit names of group members for final product | October 7 |
| Reflective Practice Final Paper (30%) | November 18 |
| Group Theory of Reflective Practice (40%) | December 2 or 9 |

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.

A reminder: Plagiarism or other violations of the **honor code** are not acceptable in this or any other GMU class. See the ICAR handbook:
http://www.gmu.edu/departments/ICAR/newstudent/Appendix_L.pdf.)
For clarification of related issues, please consult your faculty.

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: ARL311 **Contact:** 703. 993.4491 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 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/

**Electronic Reserves (ER);
E-Book through GMU Libraries (EB);
Or 2-hour Print Reserve (PR) at the Arlington Library**

Adobe Acrobat must be installed on your computer to view and print some E-Reserves Readings. E-Reserves permit students to access Course Readings remotely from home or office and allow 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 713-002 Warfield; -003 Nan] Be sure it says "Fall 2009"
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.

**Required Readings Available on E-Reserve (ER),
Electronic Book (EB) GMU Libraries,
Or 2-hour Print Reserve (PR) at the Arlington Campus Library**

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. **(ER)**

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)**

Bohm, David. 1996. *On Dialogue*. Chapter 2, London: Routledge. pp. 6-47. **(PR)**

Bush, Baruch and Joseph Folger. 1994. *The Promise of Mediation: Responding to Conflict Through Empowerment and Recognition*, San Francisco: Jossey-Bass Publishers. **(EB)**

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

- 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)**
- 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)**
- 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)**
- 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)**
- 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)**
- 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)**
- 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)**
- 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)**
- 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)**
- 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)**
- Maurik, John van (1994). Leadership & Organization Development Journal, Facilitating Excellence: Styles and Processes of Facilitation, 1994, Vol. 15, Issue: 8, pp. 30 – 34. **(ER)**
- Moore, Christopher. 1996. “How Mediation Works” chapter 2 *In The Mediation Process: Practical Strategies for Resolving Conflict*, Jossey Bass, San Francisco. **(ER)**

Nan, Susan Allen. "Social Capital in Exclusive and Inclusive Networks: Satisfying Human Needs through Conflict and Conflict Resolution" in *Social Capital and Peace-building: Creating and Resolving Conflict with Trust and Social Networks*. Edited by Michaelene Cox. Routledge, 2008. (ER)

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 9642 0030 9, Akron, PA (ER)

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)

Schwarz, Roger M. 1994. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, Chapter 6, pp. 122-145. San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 638 7. (ER)

Schwarz, Roger M. 1994. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*, "Group Facilitation and Role of the Facilitator", Chapter 1, pp. 3-18. San Francisco: Jossey-Bass Publishers. ISBN: 1 55542 638 7. (ER)

Schwartz, Roger M., 2002. *The Skilled Facilitator Guide: A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers and Coaches*, Chapter 6, "Diagnosing Behaviors that Enhance or Hinder Group Effectiveness", pp. 136-157, San Francisco, Jossey Bass Publishers, ISBN: 0 7879 4723 7. (EB)

Schwartz, Roger M., 2002. *The Skilled Facilitator Guide: A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers and Coaches*, Chapter 12, "Dealing with Emotions", pp. 247-267, San Francisco, Jossey Bass Publishers, ISBN: 0 7879 4723 7. (EB)

Schwartz, Roger M., 2002. *The Skilled Facilitator Guide: A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers and Coaches*, Chapter 14, "Working with Another Facilitator", pp. 296-311, San Francisco, Jossey Bass Publishers, ISBN: 0 7879 4723 7. (EB)

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)

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)

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)

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)

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)

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." (PR)/(ER)

Whitlock, Craig. "Another Rift Between Greece, Macedonia" *Washington Post*. July 28, 2009. (ER)

Theory and Model Building (optional reading for Week 2 and useful for final project)

Macfarlane, Julie and Bernie Mayer. 2005. *What's the Use of Theory? How Trainer-Practitioners Understand and Use Theory*. Research Enquiry for the Hewlett Foundation, Summary Notes.

Weekly Class Structure and Assignments

Week 1 September 2, 2009 Combined Class/Separate Sections
Introduction to Reflective Practice – Part 1

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

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.

Readings: ~ NOTE: please be prepared to discuss assigned reading (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 (e.g. the Georgia/Russia conflict) and be prepared to present and discuss it.

Week 2 September 9, 2009

Combined Class

Introduction to Reflective Practice – Part II

Reflective Practice, Model Building via Micro/Meso Theories

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?
- Three rules of model building
- Useful Conflict Analysis and Resolution Models
- Pruitt and Kim's *Dual Concern Model*

Class Activities:

- Application of individual conflicts (see assignment from Week 1) to Conflict Analysis and Resolution models

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*.

- Micro/meso theories that influence facilitation
 - including single v. double-loop learning
 - decision-making
 - ethical practices.
- Facilitation styles

Class activities:

- In class video: “Gang-Banging in Little Rock”
- Small group activity

Readings:

- 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.
- 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.
- 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). Leadership & Organization Development Journal, Facilitating Excellence: Styles and Processes of Facilitation, 1994, Vol. 15, Issue: 8, pp. 30 – 34.

WEEK 5 SEPTEMBER 30, 2009
Reflective Practice in FACILITATION – Part 3

COMBINED CLASS

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

Readings:

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

- 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,
- 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,
- 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 9642 0030 9, Akron, PA,

WEEK 6

OCTOBER 7, 2009

COMBINED CLASS

MODULE II: Reflective Practice in MEDIATION - Part 1

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*
- Moore, Christopher (1996) "How Mediation Works" chapter 2 in *The Mediation Process: Practical Strategies for Resolving Conflict*, Jossey Bass, San Francisco.

WEEK 7 OCTOBER 14, 2009
MODULE II: Reflective Practice in MEDIATION – Part 2

SECTIONS ONLY

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)
- GSCS Mid-term evaluations

Review:

- Chapter from Moore's *The Mediation Process*
- Warfield's *Layered Model of conflict behavior*

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, ISBN: 0 9642 0030 9, Akron, PA.
- 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.

WEEK 8 OCTOBER 21, 2009
MODULE II: Reflective Practice in MEDIATION – Part 3

SECTIONS ONLY

Themes:

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

Class Activities:

- Spike Lee's video
- Exercise: Katrina a few years later
- What theory(ies) are put into play?
- How is the mediation role interpreted re: Moore's types of mediators?

Review:

- Previous readings on facilitation and mediation

WEEK 9

OCTOBER 28, 2009

COMBINED CLASS

Guest Speaker: Dr. Sandra Cheldelin, ICAR

**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

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.”
- 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 10 NOVEMBER 4, 2009

SECTIONS ONLY

Module III: Reflective Practice in DIALOGUE – Part 2

Themes:

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

Class Activity:

- Convening a dialogue

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.
- Whitlock, Craig. "Another Rift Between Greece, Macedonia" *Washington Post*. July 28, 2009.

WEEK 11 NOVEMBER 11, 2009

SECTIONS ONLY

Module III: Reflective Practice in DIALOGUE – 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 (on reserve)
- 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/>
- Ting Toomy, Stella. 1999. *Intercultural Communication: An Introduction*, Chapter 1, New York: Guilford Press. pp 3-24
- Nan, Susan Allen. "Social Capital in Exclusive and Inclusive Networks: Satisfying Human Needs through Conflict and Conflict Resolution" in *Social Capital and Peace-building: Creating and Resolving Conflict with Trust and Social Networks*. Edited by Michaelene Cox. Routledge, 2008.

WEEK 12 NOVEMBER 18, 2009

SECTIONS ONLY

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

Due:

- **Final Reflective Practice Research Paper**

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.
- 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 NOVEMBER 25, 2008 THANKSGIVING HOLIDAY – NO CLASS

WEEK 14 DECEMBER 2, 2009 SECTIONS ONLY
Module 4: INTEGRATION and Reflective Practice – Part 2

Theme:

- Integrating theory and practice

Class Activity:

- Student presentation of RP models [4 groups @ 20 min. each]

WEEK 15 DECEMBER 9, 2009 SECTIONS ONLY
Module 4: INTEGRATION and Reflective Practice – Part 3

Theme:

- Integrating theory and practice

Class Activity

- Student presentation of RP models [4 groups @ 20 min. each]
- Celebration, course evaluation

No Final Exam during Exam Period.