

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

1. Course information

Credit Hours: 3.0
When: Fall 2007; Monday 4:30 – 7:10
Where: ICAR – Arlington GMU Campus
3300 N. Washington Blvd.
Truland Building, Fifth Floor
Arlington, VA 22201
Instructor: Marsha Blakeway; mblakeway@igc.org; (202)547-9522

2. Course Purpose:

- Purpose: To provide participants with
 - an understanding of conflict resolution issues and 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: Experiential assessment, training and information seminars; reading and writing about conflict resolution programming and related educational issues; observing/working with school-based program in a school.

3. Primary Course Materials

Required Books:

- Richard Cohen. *Students Resolving Conflict*, Good Year Books, 1995.
ISBN: 0-673-36096-2.
- Tricia Jones & Randy Compton. *Kids Working It Out*, Jossey-Bass, 2003.
ISBN: 0787963798.
- Linda Lantieri & Janet Patti. *Waging Peace In Our Schools*, Beacon Press, 1996.
ISBN: 0-8070-3116-x
- 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.
- Lynn Davies. *Education and Conflict: Complexity and Chaos*. Routledge, Taylor and Francis Group, New York and London. 2004. ISBN: 0-415-30424-5.

Required Articles:

- 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.
- Tricia S. Jones. “Conflict Resolution Education: Goals, Models, Benefits and Implementation” CADRE website: <http://www.directionservice.org/cadre/cr-education.cfm>.
- 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.

- Jennifer Batton. "Commentary: Considering Conflict Resolution Education: Next Steps for Institutionalization". Pp.269-278. Conflict Resolution Quarterly, vol. 22, , no. 1-2, Fall-Winter 2004. Wiley Periodicals, Inc. and the Association for Conflict Resolution.

Required Curriculum to Review: To be chosen by participant from curriculum presented by instructor.

Recommended Books:

- Kathryn Liss, Editor. *Help Increase the Peace Program Manual*, American Friends Service Committee, 2004. ISBN: none listed.
- Lisa Delpit. *Other People's Children: Cultural Conflict in the Classroom*, Updated Edition New Press; Rev Ed edition (August 1, 2006). ISBN-10: 1595580743
- Morton Deutsch & Peter Coleman, Editors. *The Handbook of Conflict Resolution*, Jossey-Bass Publishers, 2000. ISBN 0-78794822-5.

4. Course Expectations and Requirements

- Participate actively in classroom processes and discussions.
- Read assigned material and write reviews to share with class.
- Review mediation or conflict resolution curriculum and prepare oral summary overview for class.
- Observe and support conflict resolution or peer mediation programming in elementary or secondary setting; prepare observation notes. 12- 15 hours outside of class.
- Individual essay.

5. Criteria for Assessment

Class participants will be expected to attend all class sessions, participate in class, and complete assigned reading and observation.

For a grade of "C" participants will be expected to satisfactorily complete one of the choices listed below; for a grad of "B" students will be expected to satisfactorily complete two of the choices below; for a grad of "A" students will be expected to complete three of the choices listed below.

6. Guidelines for Written Requirements

- **Written reviews of required reading and a curriculum review:** Six reviews of approximately 2-3 pages summarizing content, relevance, personal reaction, etc.
- **Essay on Observing Conflict Resolution or Peer Mediation Programming:** Write essay describing your personal experience observing and assisting in a school-based conflict resolution or peer mediation program. Also, plan, prepare and deliver (if possible) 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.

7. Schedule – Week-by-Week syllabus will be prepared after first class.

Possible Topics:

- Mapping Conflict Resolution in Schools and Identifying Participant Interests
- Setting up and Reporting on School Observations
- Critical Issues in Education: NCLB related and others.
- Conflict Resolution Education (CRE) for Adults and Students
- Classroom Programming and Interventions
 - Elementary and Secondary Curriculum Reviews
 - Interventions
 - Infusion vs. Stand Alone
- Whole-School programming
 - Anti - Bullying
 - Peer Mediation and ACR Recommended Standards 2006
 - Teaching Tolerance – and Mix It Up
- Training for Selected School Audiences
 - Method and Content
- Research and Evaluation of School CR Programs
- Conflict Resolution, Discipline Policies and School Safety
 - Community Conferencing
- CRE and other School Improvement Programming: Social Emotional Learning, Character Education, Positive Behavior Interventions and Supports (PBIS)
- CRE and Special Education, Truancy, Violence Prevention Issues
- CRE, Peace Education, Global Education, Alternatives to Violence etc.
- CRE, Cultural and Developmental Issues
- CRE Institutionalization in Schools and School Systems