

## **CONF 713 - Reflective Practice in Conflict Analysis and Resolution**

### **Faculty**

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AR Room TBD (Combined class)  
AR 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, 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)

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

Throughout the class students will keep a *reflective practice log* recording reflections on tasks assignments, readings, discussions, and exercises. The log is meant to help students develop reflective practitioner skills by exploring, assessing, and critiquing their skills, abilities and perspectives as conflict intervenors both in and outside the classroom. Journal entries can vary in styles and length. Two to five entries per week are recommended. While the log itself will not be graded, it is intended to serve as the basis for two related papers: a short log summary (3-5 pages), **due on Oct. 3**; and, the final paper (~15 pages), **due on November 14**. In these papers creative expression, ingenuity, and grammatical coherence are encouraged as students integrate course material into their chosen Reflective Practice topics. (Short Log Summary 10% and the Final Paper 30%)

### C. Reflective Practice Product Presentation

Drawing on all class requirements and activities, teams of students will develop their own Theory of Reflective Practice and present their proposed theories in a capstone product that clearly articulates the existing theory, research and practice from which their proposed theory is built. Additionally, students should explain the contribution their theory makes to current understanding of Reflective Practice and its implications for practice. Students are required to submit a hard copy of their presentation scripts, materials, notes etc. to each instructor. [Sample products from previous student groups will be made available.] (40%)

## Class Policies and Procedures

Students are responsible for completing individual and group assignments on time. You will be penalized the equivalent of a full letter grade for each day the assignment is late.

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.

## 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:** ARL 212 (in the main SPP suite)

**Contact:** (703) 993-1200 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/](http://www.gmu.edu/student/drc/)

**Counseling Center and Psychological Services (CAPSP:** Counseling and Psychological Services (CAPS) provides a wide range of services to faculty, staff and students. Services are provided by a staff of professional counseling and clinical psychologists and professional counselors. The Center provides individual counseling, group counseling, workshops and outreach programs -- experiences to enhance a student's academic performance.

**Location:** SUB I, Room 364

**Contact:** 703.993.2380 [www.gmu.edu/departments/cscd](http://www.gmu.edu/departments/cscd)

## Electronic Reserves

Adobe Acrobat must be installed on your computer to view and print some E-Reserves Readings. E-Reserves permits students to access Course Readings remotely from home or office, and allows 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 713-001] and instructor [Warfield]
  - a. The section and faculty are opposite of what is on the schedule
  - b. Be sure it says "Fall 2007"
4. Enter in the password (**peace**) and click submit to view the item
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](mailto:ereserves@gmu.edu).

## Required Readings

### Books and Instruments

Kraybill, Ron (2005) *Style Matters: The Kraybill Conflict Style Inventory*, Harrisonburg, VA: Riverhouse ePress

McBer & Company. 1981. *Learning-Style Inventory: Self-scoring Inventory and Interpretation Booklet*. David A. Kolb.

Watkins, Jane Magruder, and Mohr, Bernard J. (2001) *Appreciative Inquiry: Change at the Speed of Imagination*. San Francisco, CA: Jossey-Bass/Pfeiffer

### Articles and Chapters                      Available on E-Reserve

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. ISBN: 1 55542 446 5.

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.

Balachandra, Lakshmi, Frank Barrett, Howard Bellman, Colin Fisher and Lawrence Susskind. 2005. Improvisation and Mediation: Balancing Acts. *Negotiation Journal*, Vol. October, p. 425-434.

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.

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.

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.

Dugan, Máire A. 1996. A Nested Theory of Conflict. In *A Leadership Journal: Women in Leadership – Sharing the Vision*. Volume 1, pp. 9-19.

- Dukes, E. Franklin. 1996. Facilitation of Dialogue, Chapter 5, pp. 62-75. *In Resolving public conflict: Transforming community and governance*. Manchester: Manchester University Press. ISBN: 0 7190 4514 4.
- Harré, Rom and Luk van Langenhove, Eds. 1999. *Positioning Theory: Moral Contexts of Intentional Action*. Chapters 1, pp. 1-9; & Chapter 2, pp. 14-31. Oxford: Blackwell Publishers Ltd. ISBN: 0 631 21139 X.
- McBer & Company. 1981. *Learning-Style Inventory: Self-scoring Inventory and Interpretation Booklet*. Boston. David A. Kolb.
- Janis, Irving L. 1989. *Crucial Decisions: leadership in policymaking and crisis management*. Chapters 5, pp. 16; 89-117; & Chapter 7, pp. 139-165. New York: The Free Press. ISBN: 0 02 916161 4.
- Kolb, David. 1984. *The Process of Experiential Learning*, chapter 2, in *Experiential Learning*. New Jersey: Prentice Hall.
- Laue, James and Cormick, Gerald, 1978, Chapter 10, *The Ethics of Intervention in Community Disputes in Ethics of Social Intervention*, ed. By Gordon Bermant, Herbert C. Kelman and Donald P. Warwick. Washington: London: Hemisphere Publishing Corporation, 205-232
- 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.
- Marsick, Victoria J., and Karen E. Watkins. 2001. Informal and Incidental Learning, Chapter 3, pp. 25-34. *In The New Update on Adult Learning Theory: New Directions for Adult and Continuing Education, No. 89*. Merriam, Sharan B., ed. San Francisco: Jossey-Bass Publishers. ISBN: 0 7879 5773 9.
- 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.
- Rosaldo, Renato and William V. Flores. (1997) Identity, Conflict, and Evolving Latino Communities: Cultural Citizenship in San Jose. Chapter 3, pp. 57-96. *In Latino Cultural Citizenship: Claiming Identity, Space, and Rights*. Flores, William V. and Rina Benmayor, Eds. Boston: Beacon Press. ISBN: 0807046345.
- 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. ISBN: 0 9642003 0 9.
- 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.

- Schoeny, Mara. 2006. *Conceptions of Practice: Didactic and Participatory Approaches in Conflict Resolution Training*, Doctoral Dissertation. Arlington, VA: Institute for Conflict Analysis and Resolution, George Mason University. Chapter 5: "Grounded Theory Methodology Revisited" pp. 152-174.
- 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
- Tan, Sui-Lan, and F.M. Moghaddam. 1999. Positioning in Intergroup Relations, Chapter 13, pp. 178-194. *In Positioning Theory: Moral Contexts of Intentional Action*. Harré, Rom and Luk van Langenhove, Eds. Oxford: Blackwell Publishers Ltd. ISBN: 0 631 21139 X.
- 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.
- 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.

## Optional Readings

- Augsburger, David W. (1992) *Conflict Mediation Across Cultures: Pathways and Patterns*. Louisville, KY: Westminster/John Knox Press. ISBN: 0664256090
- Birkhoff, J., and Wallace Warfield. 1996. The Development of Pedagogy and Practicum. *In Mediation Quarterly*. Volume 14, Issue 3, pp. 93-110. ISBN: 0 7879 1472 X.
- 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.
- Cobb, Sara. 2004. Witnessing in Mediation: Toward an Aesthetic Ethics of Practice. Working Paper No. 22. Fairfax: Institute for Conflict Analysis and Resolution, George Mason University.
- Hofstede, Geert H. and Geert Jan Hofstede (2005) *Cultures and Organizations: Software of the Mind*. New York, NY: McGraw-Hill. ISBN: 0071439595
- Fast, Larissa, Reyna Neufeldt and Lisa Schirch 2002. "Toward Ethically Grounded Conflict Interventions: Reevaluating Challenges in the 21<sup>st</sup> Century". *International Negotiation*, Vol. 7, pp. 185-207

## Weekly Class Structure and Assignments

**WEEK 1**

**AUGUST 29, 2007**

**COMBINED CLASS**

### **Reflective Practice and Experiential Learning – 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.

#### **Readings: ~ NOTE: be prepared to discuss these readings week 2 ~**

- Schön, Donald. 1983. *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books. Chapter 2, pp. 21-69.
- 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.

#### *Optional:*

- Birkhoff, J., and Wallace Warfield. 1996. The Development of Pedagogy and Practicum. *In Mediation Quarterly*. Volume 14, Issue 3, pp. 93-110.
- 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.

**WEEK 2**

**SEPTEMBER 5, 2007**

**COMBINED CLASS (ARL 244)**

### **Reflective Practice and Experiential Learning – Part 2**

#### **Themes:**

- RP models and degrees of adaptability to conflict analysis and resolution
- Tension points in the model (illustrated generically and via case exp.)
- Kolb's LSI and implication of reflection on LSI
- **Complete Kolb's Learning Style Inventory PRIOR to class**

#### **Class Activities:**

- Review and applications of LSI instrument for reflective practice

#### **Readings:**

- 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.
- Kolb, David. 1984. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall. Chapter 2, pp. 22-38
- McBer & Company. 1981. *Learning-Style Inventory: Self-scoring Inventory and Interpretation Booklet*. David A. Kolb.
- Marsick, Victoria J., and Karen E. Watkins. 2001. Informal and Incidental Learning, Chapter 3, pp. 25-34. *In The New Update on Adult Learning Theory: New Directions for Adult and Continuing*

**WEEK 3            SEPTEMBER 12, 2007**

**SECTIONS ONLY**

**Reflective Practice and Facilitation**

**Themes:**

- Facilitation models
- Facilitation styles

**Class Activities:**

- Observation of facilitation techniques: Sections of video: dialogues for the workplace re: facilitation examples and critique
- Conducting a facilitation

**Readings:**

- Dukes, E. Franklin. 1996. Facilitation of Dialogue, Chapter 5, pp. 62-75. *In Resolving public conflict: Transforming community and governance*. Manchester: Manchester University Press.
- Schrock-Shenk, Carolyn, ed. 2000. *Mediation and Facilitation Training Guide: Foundations and Skills for Constructive Conflict Transformation*. Pp. 218-226. Akron, PA: Mennonite Conciliation Services.
- Schwarz, Roger M. 1994. How to Intervene, Chapter 6 pp. 122-145. *In The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*. San Francisco: Jossey-Bass Publishers.

**WEEK 4**

**SEPTEMBER 19, 2007**

**SECTIONS ONLY**

**Reflective Practice and Decision-Making – Part 1**

**Themes:**

- Theory, research and practice as it relates to decision-making
- Normative decision-making and its relationship to RP model (illustrated via one of more brief simulated vignettes)
- **Complete Kraybill's *Conflict Style Inventory* PRIOR to class**

**Class activities:**

- Exercise: Roommate in dormitory

- Kraybill's *Style Matters*

**Readings:**

- Driver, Michael J. et al. 1993. *The Dynamic Decision Maker: Five Decision Styles for Executive and Business Success*. San Francisco: Jossey-Bass Publishers. Ch. 1 & 2, pp. 1-37.
- Janis, Irving L. 1989. *Crucial Decisions: leadership in policymaking and crisis management*. Chapter 7, The Constraints Model of Policymaking Processes, pp. 139-165. New York: The Free Press.
- Kraybill, Ron (2005) *Style Matters: The Kraybill Conflict Style Inventory*, Harrisonburg, VA: Riverhouse ePress

**WEEK 5**

**SEPTEMBER 26, 2007**

**SECTIONS ONLY**

**Reflective Practice and Decision-Making – Part 2**

**Themes:**

- Decision making Part II: Normative decision-making and its relationship to RP model (illustrated via one or more brief simulated vignettes)
- How does reflective practice lend itself—what is the theory in action with these parties?
- What are the ethical issues involved?

**Class activities:**

- Post-Conflict Requiem: Katrina Two Years Later

**Readings:**

- Janis, Irving L. 1989. *Crucial Decisions: leadership in policymaking and crisis management*. Page 16; Chapter 5, pp. 89-117. New York: The Free Press.
- 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 6**

**OCTOBER 3, 2007**

**COMBINED CLASS ARL 244**

**Integration Module**

**Themes:**

- Evidence of single loop vs. double loop learning

**Class activities:**

- In class movie: “Gang-Banging in Little Rock” video.
- Small group activity: Where were the intervention points? Who were the interveners?

**Due:**

- **Short Reflective Log Summary Page** (see course requirements)

**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.
- Balachandra, Lakshmi, Frank Barrett, Howard Bellmann, Colin Fisher and Lawrence Susskind (2005) *Improvisation and Mediation: Balancing Acts*. *Negotiation Journal*, Vol. October, p. 425-434.
- Carstarphen, Nike and Ilana Shapiro. 1997. *Facilitating between gang members and police*. *Negotiation Journal*, Spring #2.

**WEEK 7            OCTOBER 10, 2007**

**COMBINED CLASS ARL 244**

**Reflective Practice and Appreciative Inquiry – Part 1**

**Themes:**

- Working with the Appreciative Inquiry Process
- Theoretical overview

**Class activities:**

- Practice the 4 stages of AI
- Exercise

**Readings:**

- Watkins, Jane Magruder, and Bernard J. Mohr. 2001. *Appreciative Inquiry: Change at the Speed of Imagination*. San Francisco: Jossey-Bass /Pfeiffer. Chapters 1-5.

**WEEK 8**

**OCTOBER 17, 2007**

**SECTIONS ONLY**

**Reflective Practice and Appreciative Inquiry – Part 2**

**Themes:**

- **AI module** wrap-up with reports from students on assignment

**Class activities:**

- Role play: The Great Lakes Scenario
- GSCS Mid-term evaluations

**Readings:**

- Watkins, Jane Magruder, and Bernard J. Mohr. 2001. *Appreciative Inquiry: Change at the Speed of Imagination*. San Francisco: Jossey-Bass /Pfeiffer. Chapters 6-10.
- Handouts and background information for class role play activities

**WEEK 9**

**OCTOBER 24, 2007**

**COMBINED CLASS ARL 244**

**Reflective Practice and Narrative and Positioning Theory**

**Themes:**

- Guest Lecture: Dr. Sara Cobb, Director ICAR
- Narrative practice as a theory of relational knowledge
- Positioning theory

**Class activities:**

- Role-play

**Readings:**

- Harré, Rom and Luk van Langenhove, eds. 1999. *Positioning Theory: Moral Contexts of Intentional Action*. Chapter 1, pp 1-9; & Chapter 2, pp. 14-31. Oxford: Blackwell Publishers Ltd.
- Tan, Sui-Lan, and F.M. Moghaddam. 1999. Positioning in Intergroup Relations, Chapter 13, pp. 178-194. *In Positioning Theory: Moral Contexts of Intentional Action*. Harré, Rom and Luk van Langenhove, eds. Oxford: Blackwell Publishers Ltd.
- Cobb, Sara 2006. A Developmental Approach to Turning Points: Irony as an Ethics for Negotiation Pragmatics. *Harvard Negotiation Law Review*. Vol. 11, Spring 2006 (**Electronic handout**)

**WEEK 10**

**OCTOBER 31, 2007**

**~ HAPPY HALLOWEEN ~**

**SECTIONS ONLY**

**Reflective Practice and Culture – Part 1**

**Themes:**

- Ways of knowing
- Understanding cultural diversity

**Class Activity:**

- Culture and Diversity Exercise

**Readings:**

- LeBaron, Michelle. 2003. *Bridging Cultural Conflicts: A New Approach for a Changing World*. Chapter 1, pp. 3-31. San Francisco, CA: Jossey-Bass.
- Lederach, John Paul. 1995. *Preparing for Peace: Conflict Transformation Across Cultures*. Chapter 6, pp. 55-62. Syracuse: NY Syracuse University Press.
- Schoeny, Mara. 2006. *Conceptions of Practice: Didactic and Participatory Approaches in Conflict Resolution Training*, Doctoral Dissertation. Arlington, VA: Institute for Conflict Analysis and Resolution, George Mason University. Chapter 5: “Grounded Theory Methodology Revisited” pp. 152-174.

**WEEK 11      NOVEMBER 7, 2007**

**SECTIONS ONLY**

**Reflective Practice and Culture – Part 2**

**Themes:**

- Cultural awareness
- Intervention roles in cultural conflicts
- Prescriptive and elicitive models of practice

**Class activities:**

- Exercise: Designing culturally sensitive interventions.

**Readings:**

- LeBaron, Michelle. 2003. *Bridging Cultural Conflicts: A New Approach for a Changing World*. Chapter 10, pp. 271-289. San Francisco, CA: Jossey-Bass.
- Rosaldo, Renato and William V. Flores. (1997) Identity, Conflict, and Evolving Latino Communities: Cultural Citizenship in San Jose. Chapter 3, pp. 57-96. *In Latino Cultural Citizenship: Claiming Identity, Space, and Rights*. Flores, William V. and Rina Benmayor, eds. Boston: Beacon Press.
- 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.

**Optional:**

- Augsburger, David W. (1992) *Conflict Mediation Across Cultures: Pathways and Patterns*. Louisville, KY: Westminster/John Knox Press. **ISBN:** 0664256090
- Hofstede, Geert H. and Geert Jan Hofstede (2005) *Cultures and Organizations: Software of the Mind*. New York, NY: McGraw-Hill. **ISBN:** 0071439595

**WEEK 12      NOVEMBER 14, 2007**

**SECTIONS ONLY**

**Reflective Practice and Ethics**

**Themes:**

- Ethics and Reflective Practice
- Tensions between personal and professional ethics

**Class Activities:**

- Exercise: Role-play consulting firm
- Ethics scenarios practice

**Due:**

- **Final Research Paper** (see course requirements)

**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.

