

*sh*Eastern Mennonite University – CENTER FOR JUSTICE & PEACEBUILDING

**PAX 503**  
**PRACTICE: SKILLS FOR PEACEBUILDING**  
 Fall 2011

**Faculty**

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**Course Description**

This course covers the essential skills, tools, processes and frameworks required for conflict transformation practice. The scope of the course will range from interpersonal conflict to large groups, examining personal conflict styles, communication skills, team work, group processes and structural dimensions that influence conflict. Students are exposed to the range of available intervention options, the strengths and limitations of each and the challenges of making choices that are contextually appropriate. The specific processes it addresses are negotiation, mediation and group facilitation (including such processes as appreciative inquiry, world café, and sustained dialogue among others).

This course is designed to assist students in the application of ideas and theories presented in other CJP courses, especially conflict analysis. Although the course will reference peacebuilding frameworks and processes, it will focus on the role and skills of the ‘bridge-builder’ in conflict. A critical component of conflict transformation practice is the role of the practitioner. The course examines what it means to be a reflective practitioner and how to work with colleagues and groups on conflict interventions. The learning methods are interactive and participatory. Discussion of readings, case studies, training exercises, role-plays, group work, and presentations will guide and support the learning process.

**Course Objectives**

Students will:

- Develop a lexicon useful in conflict transformation practice.
- Practice basic skills required for peacebuilding work.
- Learn to make skill and intervention choices that are contextually appropriate.
- Articulate the dynamics of identity bias, cultural assumptions and power in conflict and conflict transformation practice.
- Identify values essential to a conflict transformation practice.
- Demonstrate knowledge of a range of processes that can be used to facilitate effective communication and decision-making.

- Demonstrate understanding of negotiation and mediation processes.
- Practice intervention planning skills and understand the place of systems thinking in intervention design.

### **Meeting Time and Place**

The course meets in the University Commons – Room # UC-176 on Thursdays, 1:30-4:30pm.

### **Required Texts**

Fisher, Abdi, Ludini, Smith, Williams & Williams. (2000). *Working with Conflict - Skills & Strategies For Action*. London & New York: ZED Books.

Fisher, Ury and Patton. (1991). *Getting to yes*. New York: Penguin.

Gilmore and Fraleigh. (2008). *Communication at work*. Portland: Friendly Press

MCC Office on Justice and Peacebuilding. (2008). *Conflict transformation and restorative justice manual*, 5th edition. Akron PA: MCC.

**Recommended** (Chapters or portions of some of these books will be posted on Moodle or reserved in the library.)

Brown. (2005). *The World Café*. San Francisco: Berrett-Koehler Publishers.

Bush, B. and Folger, J. (2004). *The Promise of Mediation: The transformative approach to conflict*. San Francisco: Jossey-Bass.

Cooperrider, D. and Whitney, D. (2005). *Appreciative Inquiry: A positive revolution in change*. San Francisco: Berrett-Koehler Publishers.

De Bono, Edward. (1985). *Six Thinking Hats*. New York: Back Bay Books, Little, Brown and Company.

Folger, Poole and Stutman. (2009). *Working through Conflict*. Boston: Pearson.

Gilbert, Roberta. (2006). *The Eight Concepts of Bowen Theory*. Falls Church, VA: Leading Systems Press.

Gilbert, Robert. (1992). *Extraordinary Relationships*. New York: John Wiley & Sons.

Hammond, S. (2004). *The Thin Book of Appreciative Inquiry*. Thin Book Publishing Co.

Hocker and Wilmot. (1978). *Interpersonal Conflict*. Madison, WI: Brown and Benchmark Publishers.

Kaner, Lind, Toldi, Fisk and Berger. (1996). *Facilitator's Guide to Participatory Decision-Making*. Gabriola Island, BC: New Society Publishers.

Kraybill, Ron. (2005). *Cool Tools for Hot Topics*. Intercourse, PA: Good Books.

LeBaron, Michelle. (2003). *Bridging Cultural Conflicts*. San Francisco: Jossey-Bass.

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

Rothman, Jay. (1997). *Resolving Identity-based Conflict*. San Francisco: Jossey-Bass.

Rosenberg, Marshall. (2005). *Nonviolent Communication*. Encinitas, CA: Puddle Dancer Press.

Wheatley Margaret J. (2002). *Turning to One Another: Simple conversations to restore hope to the future*. San Francisco: Berrett-Koehler Publishers.

### **Course Requirements**

We recognize that developing a reflective conflict transformation practice is a process and takes far longer than a semester. We also recognize that skill development requires

practice and this course may be different than other non-skills based courses. Students are encouraged to use this class as a laboratory to experiment, observe, give and receive feedback. Assignments will be a combination of group and individual work. **The total course grade points = 200.**

1. **Class Participation.** Students are required to attend all classes and participate actively in discussions and class activities and demonstrate that reading and other assignments have been completed. Absences will be taken into consideration in the final grade. **20 points**

2. **Group Facilitation Process.** Each student will be assigned a small group to work with during the semester. This group will be responsible for designing a facilitated process for a group on campus or in the community that will address an issue that is of concern to the group. The process will need to be planned, designed and carried out by all members of the small group. Each group member needs to submit a **5-page paper** that describes the process, results and learning.  
**50 points**

3. **Practitioner Interview.** Each student will be asked to develop interview questions and identify a conflict transformation practitioner to interview. The questions, a summary of responses and reflections about the process, the content and questions for your own practice that came out of the interview experience should be included in a **4-page paper**.  
**40 points**

3. **Reflective Practitioner Writing Assignments.** Each student will be asked to write three reflective pieces on topics we cover in class. **Each paper will be 2-pages.** They should include personal reflections and life examples relevant to the topic as well as references to readings and class discussions. Use appropriate citations when referring to or quoting from readings.

- a. Reflection on personal styles and how they relate to ones role as a conflict transformation practitioner.
- b. Reflection on mediation.
- c. Reflection on intervention design process.

**30 points (10 points for each assignment)**

5. **Presentation and written summary of group conflict analysis and intervention design.** Your small group will be presented with a particular conflict scenario. You will be given the task of designing an intervention for that particular conflict. The description of the intervention needs to include which people need to be involved, who the interveners should be, how the process should evolve, issues of concern, an analysis of the conflict dynamics, culture and power and the specific processes or skills that could be used in the scenario. The group also needs to submit a written summary of their presentation that is **8-10 pages**.  
**60 points**

**Practice Class Fall 2011**  
**Course Schedule**

<b>Week</b>	<b>Topics</b>	<b>Readings and Assignments</b>
<b>Sept. 1</b>	<b>Introductions and Course Overview &amp; Frameworks</b> Syllabus Expectations Conflict Styles Identity, Power and Culture	Working with Conflict, pgs. 91-123
<b>Sept 8</b>	<b>Introduction to Conflict Transformation</b> <i>[* Note: Full Day Workshop – Combined Analysis and Practice Class session]</i>	Conflict Transformation and Restorative Justice Manual, pgs. 36-39 Working through Conflict, Chs. 5 and 7 (available on Moodle) Interpersonal Conflict, Ch. 4 (available on Moodle) Working with Conflict, Ch. 1
<b>Sept 15</b>	<b>Gilmore and Fraleigh Style Profile</b>	Complete the style assessment tool Read the Friendly Style Profile
<b>Sept 22</b>	<b>Building Functional Teams</b> Team formation & group dynamics Trust building & Cooperative skills Collaborative Networks	<b>DUE: Personal style reflection</b> Six Hats, pgs. 1-23 Working with Conflict, Ch. 3
<b>Sept 29</b>	<b>Skills – Communication</b> Listening Paraphrasing and summarizing Open-ended questions Nonviolent Communication Emotions in conflict	Conflict Transformation and Restorative Justice Manual, pgs. 107-128 Nonviolent Communication.
<b>Oct 6</b>	<b>Skills- Negotiation</b> Role-play: Cultural Sticks or Traditional Weapons?	Getting to Yes
<b>Oct 13</b>	<b>Skills – Facilitation</b> Basic facilitation tools and process Overview of facilitation processes	<b>Due: Interview assignment</b> Conflict Transformation and Restorative Justice Manual, pgs. 183-202 Cool Tools for Hot Topics
<b>Oct 20</b>	<b>Skills – Facilitation processes</b> Appreciative Inquiry	Facilitator's guide to Participatory Decision-Making – Ch.1

	Sustained Dialogue	Appreciative Inquiry Sustained Dialogue
<b>Oct 27</b>	<b>Skills – Facilitation experiences</b> In-class group presentations	<b>Due: Facilitation presentations and papers</b>
<b>Nov. 3</b>	<b>Mediation – Overview</b> The process of mediation Mediation role-play & peer feedback	Interpersonal Conflict, pgs. 221-223 (available on Moodle) Conflict Transformation and Restorative Justice Manual, pgs.135-179
<b>Nov. 10</b>	<b>Mediation- Practice</b> Mediation role-play & peer feedback	Transformative Mediation (available on Moodle)
<b>Nov. 17</b>	<b>Designing Interventions</b> Systems Thinking Levels of Conflict Context-driven Guided Case Study: Oka Crisis	<b>Due: Mediation reflection</b> Conflict Transformation and Restorative Justice Manual, 206-231 Working with Conflict, Ch. 2
<b>Nov. 24</b>	<b>Thanksgiving Recess – No class</b>	
<b>Dec. 1</b>	<b>Designing Interventions</b> Who owns the process? Who’s making the decisions? How are resources distributed? Case Study: Coal Mining Intervention	Interpersonal Conflict, Ch. 8 (available on Moodle) Working through Conflict Ch. 8-9 (available on Moodle)
<b>Dec. 8</b>	<b>Integrating Analysis &amp; Intervention</b> <i>[* Note: Full Day Workshop – Combined Analysis and Practice Class sessions]</i>	<b>Due: Intervention Reflection</b>
<b>Dec. 15</b>	<b>Group Presentations on Integrated Analysis &amp; Intervention Process</b>	<b>Due: Group Analysis &amp; Intervention Paper</b>

Supplemental information for CJP graduate course syllabi:

Approved 3/20/06; updated 8/11

**Writing Guidelines:**

*Writing* will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level.

For the course papers, please follow the APA style described in CJP’s *GUIDELINES for GRADUATE PAPERS* (see student handbook or request a copy from the Academic Program Coordinator).

**Academic Integrity Policy (AIP):**

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from “Academic Integrity,” 2011-12 Undergraduate Catalog.] This course will apply EMU’s AIP (see catalog, pp. 16-19) to any events of academic dishonesty. For more information see <http://www.emu.edu/academic-support/writing/academicintegritypolicy03-09.pdf> If you have doubts about what is appropriate, one useful website is <http://www.indiana.edu/~istd/>

**Grading Scale & Feedback:**

*Grades* will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course. Each assignment will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent
85-89 = B+ very good	80-84 = B good
75-79 = B- satisfactory	70-74 = C passing
Below 70 = F failing	

Graduate students are expected to earn A’s and B’s.  
A GPA of 3.0 is the minimum requirement for graduation.

*Regarding feedback on papers/projects:* Students can expect to receive papers/assignments back in a class with faculty feedback before the next paper/assignment is due. This commitment from faculty assumes that the student has turned the paper in on the agreed upon due date.

**Institutional Review Board:**

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>

**Academic Support Center & Disability Support Services:**

If you have received services in the past related to a learning disability or attention deficit disorder and/or you feel you may have such a problem in this course, please make an appointment to speak with the faculty member or with the Coordinator of Student Disability Support Services in the Academic Support Center, third floor of the Hartzler Library (432-4254).

Please take advantage of the free individual tutoring from writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide editing or proofreading services. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit or call the Academic Support Center on the 3rd floor of the Sadie Hartzler Library or by accessing WOnline on myEMU portal.

**Class Attendance:** Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed. (EMU Graduate Catalog)

Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that meet weekly or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

**Course Extensions and Outstanding Grades:**

For Fall and Spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months) using a course extension form provided by the Academic Program Coordinator. If the request is granted the student will receive an "I" (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under certain circumstances).

Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade for the work completed.

Under exceptional circumstances, an additional 6-month extension may be granted by special petition to the CJP academic committee. To receive this additional extension, a letter of petition is expected with full rationale for the reason unable to finish to this point and a practical plan on how the student will actually finish if this extension is permitted. This must be submitted at least 1 week before the end of the first extension. A student is encouraged to use this only when absolutely necessary.

**Writing Standards –Graduate Level (Grid Version)**

<b>Criteria</b>	<b>A excellent</b>	<b>B minimal expectations</b>	<b>C below expectations</b>	<b>Comments</b>
<b>Content</b> <i>(quality of the information/ideas and sources/details used to support them)</i>	<ul style="list-style-type: none"> <li>- shows clarity of purpose</li> <li>- shows depth of content</li> <li>- applies insight and represents original thinking</li> <li>-demonstrates quality and breadth of resources</li> </ul>	<ul style="list-style-type: none"> <li>- shows clarity of purpose</li> <li>- shows substantial information and sufficient support</li> <li>- almost always represents original thinking</li> <li>- uses quality resources</li> </ul>	<ul style="list-style-type: none"> <li>- shows clarity of purpose</li> <li>- lacks depth of content and may depend on generalities or the commonplace</li> <li>- represents little original thinking</li> <li>- uses mostly quality resources</li> </ul>	
<b>Structure</b> <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> <li>- is coherent and logically developed</li> <li>- uses very effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>- is coherent and logically developed</li> <li>- uses smooth transitions</li> </ul>	<ul style="list-style-type: none"> <li>- is coherent and logically (but not fully) developed</li> <li>- uses some awkward transitions</li> </ul>	
<b>Style</b> <i>(appropriate attention to audience: effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages and email)</i>	<ul style="list-style-type: none"> <li>- is concise, eloquent, and rhetorically effective</li> <li>- composes varied sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>- displays concern for careful expression</li> <li>- composes some varied sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>- displays some personality <u>but</u> lacks imagination and may be stilted</li> <li>- composes little varied sentence structure</li> <li>- frequently uses jargon and clichés</li> </ul>	
<b>Conventions</b> <i>(adherence to grammar rules: usage, mechanics)</i>	<ul style="list-style-type: none"> <li>- composes well-constructed sentences</li> <li>-makes virtually no errors in grammar and spelling</li> <li>- makes accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>- almost always composes well-constructed sentences</li> <li>- makes minimal errors in grammar and spelling</li> <li>- makes accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>- usually has well-constructed sentences</li> <li>- makes several errors</li> <li>- makes word choices that distract the reader</li> </ul>	
<b>Source Integrity</b> <i>(appropriate acknowledgment of sources used in research)</i>	<ul style="list-style-type: none"> <li>- cites sources for all quotations</li> <li>- composes credible paraphrases, cited correctly</li> <li>- includes reference page</li> <li>- makes virtually no errors in documentation style</li> </ul>	<ul style="list-style-type: none"> <li>- cites sources for all quotations</li> <li>- composes credible paraphrases, usually cited correctly</li> <li>- includes reference page</li> <li>- makes minimal errors in documentation style</li> </ul>	<ul style="list-style-type: none"> <li>- cites sources for all quotations</li> <li>- composes mostly credible paraphrases, sometimes cited correctly</li> <li>- includes reference page</li> <li>- makes several errors in documentation style</li> </ul>	
<p>The weighting of each of the five areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when a person presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).</p>				<b>Grade</b>

*Approved by University Faculty                      April 28, 2004*  
*Revised by the Writing Committee                  April 2008*  
*Updated March 2009*