

Canadian School of Peacebuilding Canadian Mennonite University

Peace Skills

PCTS-2190\3

Session Two: June 18-22, 2012

Course Syllabus

Course withdrawal date: June 22 at 9 a.m.

Professor: Karen Ridd, M.A. University of Winnipeg

Hours: 9-5

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I. COURSE DESCRIPTION: This course is designed to provide an overview and introduction to working with conflict situations and difficult relational dynamics. Participants are offered a chance to practice and refine foundational resolution skills for working together in the workplace, the community or at home.

II. TEACHING METHODS AND OBJECTIVES: This will be a highly participatory course, where students will be expected to be involved in discussions, exercises and practice sessions, as well as lectures. The goal is to work as a learning community.

III. REQUIRED TEXTBOOKS:

Mediation Services/Resolution Skills Centre Manuals: accessed off the website

<http://www.resolutionsskills.ca/training-resources/training-manuals/>

Students can print off their own manual or access from their laptops.

IV. COURSE EVALUATION: For those who are taking this course for academic credit, it will be evaluated on a **pass/fail** basis. A pass in this course is achieved when a student demonstrates sufficient mastery of the skills component, has attended 9/10ths of the 5 day course, and has completed the two written assignments to the satisfaction of the professor.

V. ASSIGNMENTS: The bulk of the work of this course will take place during class time although (given the limited time available to us) it is imperative that all students have read the manuals beforehand and attend all the class time. For those who are taking this course for academic credit there are three additional assignments:

- **Preliminary Reflection Paper**
- **Reflection paper on completion of the course**
- **Coaching Skills Evaluation**

VI. COURSE OUTLINE: This course will cover the fundamentals of dealing with interpersonal conflict, then move on to apply those fundamentals to the resolving of conflict as an informal third party. The final section of the course will look at the effects that culture, power, gender and generation have on conflict and its resolution. See also detailed outline.

VII. BIBLIOGRAPHY: See attached

VIII. ADDITIONAL NOTES:

1. All assignments must be double spaced and preferably typewritten.
2. All material referred to in any assignment **MUST** be appropriately referenced.
Plagiarism is a serious academic offense All papers for this course must follow the MLA (preferred), Chicago, or APA in-text citation/documentation formats.
3. Assignments are due as scheduled. I am very open to re-negotiating assignment due dates with individuals: **BUT** this re-negotiation needs to happen ***prior to the day*** on which the assignment is due.
4. If you are considering withdrawing from the course, I would strongly encourage you to speak with me, in case we are able to work out an arrangement that would enable you to finish in good standing.
5. All PACTS students are encouraged to take up any concerns/questions regarding grades, first with the instructor, then with the Assistant Vice-President Academic, Wesley Toews. The CMU Calendar outlines its appeals process clearly, page 48.
6. E-mail: Substantive discussions are best done person to person, not electronically. E-mail can be used to set up personal appointments, to send regrets if one has to miss class, and so on, but not for engaging in substantive discussions. Due to the vagaries of email communication, when assignments have been sent by email it is incumbent upon the student to ensure that the professor has received the assignment. If the professor does not email back indicating receipt of the assignment within 24 hours, then the student needs to re-send, until the professor's receipt of the assignment has been confirmed. It is the student's responsibility to gain confirmation of receipt for any given submission.
7. Students with disabilities are encouraged to talk to me about any accommodation/support that I can offer that would be helpful.

IX. FINAL WITHDRAWAL DATE

Final date to withdraw from this course without academic penalty is June 22, 2012 at 9 a.m..

X. COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course. Assignments can be submitted in person during the course or via email to Karen Ridd at k.ridd@uwinnipeg.ca

ASSIGNMENT	DUE DATE
Preliminary Reflection Paper	June 15
Coaching Skills practical evaluation	June 20
Reflection paper on completion of the course	July 13

XI. ASSIGNMENT DESCRIPTIONS

Students taking this course for academic credit will be required to complete the following three assignments, on a pass/fail basis.

Preliminary Reflection Paper: This is a short (2 page) reflection paper. Students are asked to use this assignment as a way to increase their consciousness of their own understanding of conflict, and their own patterns in conflict. Questions that may be helpful to guide the reflections could be: what beliefs do you have about conflict? How well do these beliefs serve you? What reaction do you have internally when you are faced with a conflict? Particularly important to answer are the questions: what do you hope to get from this Peace Skills course? And what do you hope to change about yourself as a result of taking this course? **DUE by Email June 15, 2012.**

Coaching Skills practical evaluation: On Wednesday afternoon, all students will have a 10 minute session with the professor in which the students will practice the “Coaching for Conflict Resolution” model, modeling communication skills such as paraphrasing and asking open questions. The instructor will give verbal feedback on students’ strengths and growth areas. Students taking this course for credit will be expected to attain a certain standard of proficiency (ability to paraphrase, ask open questions and follow the ‘coaching’ model) in this exercise in order to pass the course. **June 20, 2012.**

Reflection paper on completion of the course: This will be a 3 page paper in which students reflect on their learnings in the course: learnings about themselves and about conflict. The due date, July 13, 2012, is intentionally set several weeks after the end of the course so that students have time and space to reflect on their experience. **DUE by Email July 13, 2012.**

XII.DRAFT OUTLINE OF COURSE

This course consists of an amalgamation of three of Resolution Skills Centre’s fundamental courses: Dealing with Difficult People, Coaching for Resolution, and Culture and Conflict. Following are the descriptions of each of these courses.

Dealing with Difficult People

Dealing with difficult people can be a stressful challenge faced by many people every day. Conflict negatively affects people in multiple ways. Conflict, however, can also act as a helpful springboard toward positive change. How to Deal with Difficult People examines basic approaches to dealing with conflict and provides the opportunity to learn concepts, tools and skills which are crucial to handling conflict in healthy ways.

Course Objectives

- Explore how you respond to conflict and consider how that affects your life
- Assess real-life interpersonal conflict, analyze it, and understand its dynamics
- Learn practical skills to use in difficult situations
- Increase your ability to engage others to resolve conflict

Coaching for Resolution

This course is unique in North America. Coaching for Resolution is an informal approach, where people are drawn into conflict as third parties not because they are outsiders or neutral, but because they are close to the conflict and know the players. This informal third party role is the most common third party role played in conflict, and yet few people have had the opportunity to focus on this role, and what works effectively. Participants in this workshop will learn and hone the skills and attitudes needed to be an effective “conflict resolution coach.”

Course Objectives

- Understand the role of conflict resolution coach, with awareness of its opportunities and limitations
- Increase their skills and confidence to respond to a wide variety of everyday conflict situations
- Gain insight into the areas in their lives in which they play the role of conflict resolution coach
- Reflect on new opportunities to positively impact on the collaborative resolution of conflict

- Learn and practice key elements of two conflict resolution coaching processes
- Increase their ability to analyze conflict situations in the role of an informal third party

Culture and Conflict

Conflict is universal yet how we deal with conflict is not. This course will assist participants in recognizing the cultural elements of conflict resolution and will provide a framework of how to work in cross-cultural settings. Culture will be viewed holistically and will include ethnicity, socioeconomic status and gender. Participants will explore the topic through theory, activities, discussion and reflection.

Objectives:

- Examine the meaning and elements of culture
- Reflect on and work towards articulating one's own culture
- Understand how cultures interact and collide
- Engage tools to enhance communication between cultures
- Explore behaviours and subsequent links to beliefs and values

XIII. BIBLIOGRAPHY of RELATED WORKS

Compiled by Dave Dyck, 2009

Baruch Bush, Robert A. and Joseph P. Folger, 1994. *The Promise of Mediation: Responding to Conflict Through Empowerment and Recognition*. San Francisco: Jossey-Bass Publishers. This book focuses on interpersonal mediation from a Western lens.

Burton, John, 1990. "Human Needs Theory" in *Conflict: Resolution and Provention*. New York: St. Martins Press. pp. 36-48. An early, groundbreaking article in the field in which the author posits the primacy of meeting basic human needs as a pre-requisite for creating any sustainable peace.

Dyck, David, 2008. "Toward a Transformative Practice of Restorative Justice" in Stutzman-Amstutz, Lorraine & Armster, Michelle (Editors), 2008. *Conflict Transformation & Restorative Justice Manual: Foundations and Skills for Mediation & Facilitation (5th Edition)*. Akron, PA: Office on Justice & Peacebuilding, Mennonite Central Committee. Presents an argument for the need for a more systemic/structural analysis as a part of the training and practice of restorative justice applications.

Fisher, Roger and William Ury, 1992. *Getting to Yes.* New York: Penguin Press. Another early, well-known book in Western circles in which this Harvard University-based authors argued for the practical benefits of adopting a non-adversarial approach to conflict.

Fisher, Simon et al, 2000. *Working with Conflict: Skills and Strategies for Action*. London, United Kingdom: Zed Books. A practical "workbook" styled primer with an emphasis on taking practical planning and action.

- Gilbert, Roberta, 1992. *Extraordinary Relationships: A New Way of Thinking About Human Interactions*. Minneapolis, MN: Chronimed Publ. A book on family-systems theory.
- Hocker, Joyce and William Wilmot, 1995. *Interpersonal Conflict*. Madison, WI: WCB Brown and Benchmark. A thorough, introductory, broad level introduction to the topic.
- Hollis, James, 2007. *Why Good People Do Bad Things: Understanding Our Darker Selves*. A detailed Jungian, depth-psychology exploration of the “inner” dimensions of conflict, woundedness, and healing..
- Leas, Speed, 1985. *Moving Your Church Through Conflict*. New York: The Alban Institute.
- Lederach, John Paul, 1995. *Preparing for Peace*. Syracuse: Syracuse University Press. (NOTE: Parts of this book are found in your course reader). Dedicated to the philosophy and practice of culturally appropriate strategies for international peacebuilding.
- Lederach, John Paul, 1999. *Journey Toward Reconciliation*. Scottsdale, PA: Herald Press. (NOTE: Parts found in course reader). A personal and intimate exploration of the author’s Christian faith as it relates to his teaching and practice of peace and justice building.
- Montville, Joseph V., 1999. *Reconciliation as Realpolitik or The Psychological Burdens of History*. An examination of conflict using a group-psychological lens, this paper is currently being prepared for publication as a book chapter. Dr. Montville works as the Director of the Preventive Diplomacy Program at the Centre for Strategic and International Studies.
- Rohr, Richard and Adreas Ebert, 2002. *The Enneagram: A Christian Perspective*. An in-depth examination of the history, meaning, and application of one of the oldest and arguably most holistic personality type indicator tools in existence.
- Schrock-Shenk, Carolyn and Lawrence Ressler, 1999. *Making Peace with Conflict*. Scottsdale, PA: Herald Press. (NOTE: Parts found in course reader). A primer on conflict transformation education and action for churches.
- Stutzman-Amstutz, Lorraine & Michelle Armster (Editors), 2008. *Conflict Transformation & Restorative Justice Manual: Foundations and Skills for Mediation & Facilitation (5th Edition)*. Akron, PA: Office on Justice & Peacebuilding, Mennonite Central Committee. MCC’s broad ranging

practical manual of short articles and resources related to the fields of conflict transformation and restorative justice.

Sawatsky, Jarem, 2008. *Justpeace Ethics*. The author presents a values-based framework and argues for the importance of finding commonalities while still celebrating diversity between the different cultures, schools, and practices of peace and justice-building.

Tavris, Carol and Elliot Aronson, 2007. *Mistakes Were Made (but not by me): Why we Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts*. A psychological exploration of the universally immense human capacity and tendency to deny responsibility for errors.

Wiebe. Rudy, 1961. *Peace Shall Destroy Many*. The Canadian author's debut novel, extremely controversial among Mennonites at the time of publication, exploring the darker side of this historic peace community's commitment to pacifism.

Zehr, Howard, 1990. *Changing Lenses: A New Focus for Crime and Justice*. Scottdale, PA: Herald Press. The author's groundbreaking work in which the term "restorative justice" was arguably first used and explored in-depth in a published book. Written from a Judeo-Christian perspective.

Zehr, Howard, 2003. *The Little Book of Restorative Justice*. Intercourse, PA: Good Books.
The author's follow-up publication with additional frameworks in a much more concise format.